



Friday, February 6, 2015 Meeting

San Jose City College
Student Center, Second Floor Room 204
2100 Moorpark Avenue San Jose, CA 95128
12:00 p.m. to 12:30 p.m. Lunch
12:30 p.m. to 5:30 p.m. Meeting

Saturday, February 7, 2015

Four Points by Sheraton San Jose Downtown
211 S. First Street, San Jose, CA 95113, United States
Phone: (408) 282-8800

8:30 a.m. to 12:30 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 emailing the Senate at info@asccc.org or contacting Tonya Davis at (916) 445-4753 no less than five working days prior to the meeting. Providing your request at least five business days before the meeting will help ensure availability of the requested accommodation.

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

I. ORDER OF BUSINESS

A. Roll Call

B. Approval of Agenda

C. Public Comment

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

D. Calendar

E. Dinner Arrangements

II. CONSENT CALENDAR

A. December Strategic Planning Meeting Summary Minutes, Stanskas

B. January Executive Committee Meeting Minutes, Stanskas

C. Honoring Faculty – Emeritus, Rutan

D. CIO Curriculum Event, Grimes-Hillman

E. ASCCC Legislative Website, Bruno

F. ASCCC Annual Report, Adams

G. Survey on College Grants Processes, Freitas

H. ASCCC Open Meeting Policy, Rutan

I. Technical Assistance Provider—Career Pathways Design, Adams

III. REPORTS

A. President's/Executive Director's Report, Morse/Adams – 25 mins.,

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

C. Legislative Activities, (Action, as necessary), Bruno – 20 mins.

D. 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.

E. 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. Academic Academy Draft Program – 15 mins., Todd

The Executive Committee will consider for approval the final program for the Academic Academy 2015.

B. Norbert Bischof Faculty Freedom Fighter Award (NBFFF), 15 mins., Rutan

The Executive Committee will provide direction to the Standards and Practices Committee about how to proceed with the nomination for the Norbert Bischof Faculty Freedom Fighter Award.

C. Revision to the Disciplines Lists – 20 mins., Rutan

The Executive Committee will consider for approval revisions to the Disciplines Lists.

D. Spring Noncredit/Curriculum Regional Meetings – 15 min., Klein/Grimes-Hillman

The Executive Committee will consider for approval the program for the spring regional meetings on noncredit and curriculum.

E. ASCCC Certification – 15 mins., Adams/Davison

The Executive Committee will consider for approval a certification process for the Professional Development College.

F. Spring Session Planning – 2.5 hours, Morse/Adams

The Executive Committee will consider for approval the preliminary program for the 2015 Spring Session.

G. Local Senates Handbook – 1 hour, Braden

The Executive Committee to consider for approval the Relations with Local Senates Handbook.

H. NISOD Conference — 5 mins., Adams

The Executive Committee will consider for approval out of state travel.

I. Explore Joint ASCCC/CFT/CCC/CCCI Senate-Union Relations Paper—10 mins., Freitas

The Executive Committee will consider the development of a senate/union relations paper created jointly with union partners.

J. Ad Hoc Committee on Bachelor's Degree Requirements—15 mins., Stanskas

The Executive Committee will discuss the parameters of how to define community college bachelor's degrees and consider for approval an ad-hoc committee or some other action required at this time.

V. DISCUSSION

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

The Executive Committee will receive an update on the recent Board of Governors and Consultation Council meetings.

B. Educational Planning Initiative Update – 15 mins., Rico

The Executive Committee will receive an update on the Educational Planning Initiative.

C. Resolution Writing Deadline – 5 mins., Freitas

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

D. WICHE – 10 mins., Davison

The Executive Committee will discuss the role of the Academic Senate in the Western Interstate Commission on Higher Education Interstate Passport Initiative.

E. Institutional Effectiveness Grant—10 mins, Bruno/Stanskas

The Executive Committee will be appraised of the recent activities of the Institutional Effectiveness Initiative and its committees called by the Chancellor's Office.

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

A. Committee Reports

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

B. Task Force Reports

C. Liaison Reports

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

D. Senate Grant and Project Reports

1. C-ID Report, Bruno

E. Local Senate Reports

VII. ADJOURNMENT

February 6, 2015

Friday

12:00 AM - 12:00 AM

Executive Meeting

All Day

Due -Academic Academy -- ASCCC Office

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

February 7, 2015

Saturday

12:00 AM - 12:00 AM

Executive Meeting

Please See Above

February 13, 2015

Friday

All Day

Accreditation Institute Digital Materials Due -- Senate Office

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

All Day

Due -Academic Academy Final Program -- ASCCC Office

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

All Day

Program to Print Academic Academy

February 16, 2015

Monday

All Day

DUE- Academic Academy Hardcopy materials -- ASCCC Office

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

February 18, 2015

Wednesday

All Day

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

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

February 18, 2015 Continued

Wednesday

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

All Day

Executive Agenda Items Deadline -- Senate Office

All Day

Program Outline Faculty Leadership

February 20, 2015

Friday

12:00 AM - 12:00 AM

Accreditation Institute -- North

All Day

Academic Academy Registration Ends -- ASCCC Office

1. Registration ends on February 20, 2015.

February 21, 2015

Saturday

12:00 AM - 12:00 AM

Accreditation Institute -- North

Please See Above

February 27, 2015

Friday

All Day

Due -Academic Academy Digital Materials -- ASCCC Office

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

March 6, 2015

Friday

12:00 AM - 12:00 AM

Executive Meeting

March 7, 2015

Saturday

12:00 AM - 12:00 AM

Executive Meeting

Please See Above

March 12, 2015

Thursday

12:00 AM - 12:00 AM

Academic Academy -- South

March 13, 2015

Friday

All Day

Academic Academy -- South

Please See Above

March 14, 2015

Saturday

12:00 AM - 12:00 AM

Academic Academy -- South

Please See Above

March 16, 2015

Monday

12:00 AM - 12:00 AM

Board of Governors Meeting -- Sacramento

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

March 17, 2015

Tuesday

12:00 AM - 12:00 AM

Board of Governors Meeting -- Sacramento

Please See Above

March 25, 2015

Wednesday

All Day

Due -Curriculum -Agenda -- ASCCC Office

March 25, 2015 Continued

Wednesday

All Day

Due- Curriculum Institute Program Outline -- ASCCC Office

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

All Day

Due- Curriculum Preliminary Speaker List -- ASCCC Office

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

All Day

Executive Committee Agenda Deadline -- Senate Office

March 27, 2015

Friday

8:00 AM - 12:00 AM

Area Meeting

March 28, 2015

Saturday

12:00 AM - 8:30 AM

Area Meeting

Please See Above

All Day

Resolutions Due Area A & B

March 29, 2015

Sunday

All Day

Resolutions Due Area C & D

March 29, 2015

Sunday

All Day

Resolutions Due Area C & D

April 8, 2015

Wednesday

All Day

Session Executive

April 9, 2015

Thursday

12:00 AM - 12:00 AM

Spring Pleanry Session

April 10, 2015

Friday

All Day

Spring Pleanry Session

Please See Above

April 11, 2015

Saturday

12:00 AM - 12:00 AM

Spring Pleanry Session

Please See Above

April 20, 2015

Monday

All Day

Preliminary Speakers List Curriculum Institute

April 27, 2015

Monday

All Day

Final Program Due Faculty Leadership

All Day

Presenters, Travel, Hotel and AV Requests Faculty Leadership

April 27, 2015

Monday

All Day Final Program Due Faculty Leadership

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

May 7, 2015

Thursday

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

May 8, 2015

Friday

All Day Vocational Education -- South
Please See Above

May 9, 2015

Saturday

12:00 AM - 12:00 AM Vocational Education -- South
Please See Above

May 12, 2015

Tuesday

All Day Program to Print Faculty Leadership

May 13, 2015

Wednesday

All Day Executive Agenda Items Deadline -- Senate Office

All Day Final Program Due Curriculum Institute

May 18, 2015

Monday

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

May 18, 2015 Continued

Monday

May 19, 2015

Tuesday

12:00 AM - 12:00 AM

Board of Governors Meeting -- Sacramento

Please See Above

May 29, 2015

Friday

12:00 AM - 12:00 AM

Executive/Orientation

May 30, 2015

Saturday

All Day

Executive/Orientation

Please See Above

May 31, 2015

Sunday

12:00 AM - 12:00 AM

Executive/Orientation

Please See Above

June 1, 2015

Monday

All Day

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

1. Draft final program to Executive Director by June 1st, 2015.

May 31, 2015

Sunday

12:00 AM - 12:00 AM

Executive/Orientation

June 1, 2015

Monday

All Day

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

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

June 8, 2015

Monday

All Day

Final Program to Printer -Academic Academy -- ASCCC Office

June 11, 2015

Thursday

12:00 AM - 12:00 AM

Faculty Leadership Institute -- North

June 12, 2015

Friday

All Day

Faculty Leadership Institute -- North

Please See Above

June 13, 2015

Saturday

12:00 AM - 12:00 AM

Faculty Leadership Institute -- North

Please See Above

June 22, 2015

Monday

All Day

Due -Materials -Academic Academy -- ASCCC

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

June 29, 2015

Monday

All Day

Registration Ends Today -Academic Academy -- ASCCC Office

June 29, 2015 Continued

Monday

**ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES
STRATEGIC PLANNING RETREAT**

**Draft Notes
December 6, 2014**

President David Morse called the meeting to order at 10:10 a.m. and welcomed members and Steve Weiss, the facilitator from the Weiss Group.

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

Members reviewed the planning process and feedback received from a Fall Plenary breakout session on the ASCCC strategic planning process. The goals and objectives were refined and strategies were developed. Members had a brief conversation about the Senate's current mission statement and determined that at this time the mission statement sufficiently represents the direction of the Senate.

The following are the next steps for the planning process:

- December 8: Executive Committee quick review
- December 10: Executive Committee returns review comments
- December 11: Staff sends strategic plan to field via Survey Monkey (with several reminders before the deadline)
- January 26: Survey closes
- January 29: Adams sends to the Executive Committee summary survey results
- February 6: Executive Committee reviews survey feedback and considers for approval the draft plan
- February 13: Staff sends document to senate president listserv for discussion with local senates at the colleges and to prepare regional conversations at Area meetings
- March 6: Opportunity for the Executive Committee to review any major concerns regarding the plan
- March 27 – 28: Strategic Planning Presentation at the Area Meetings
- April 9 – 11: Breakout Thursday/Possible adoption Saturday
- April: using the actions submitted, Adams will draft action items for review by other officers
- April – May: Officers review, revise, and finalize action recommendations to the Executive Committee
- May/June: the Executive Committee reviews and considers for approval the recommendations from the officer about the actions and possible priorities for the next year.
- June – July: Officers will discuss the approved actions and develop the budget to provide resources for 2015-16 priorities for consideration by the Executive committee.
- August: The Executive Committee will consider for approval the final budget reflecting the strategic plan.

Meeting was adjourned at 3:00 p.m.

Strategic Plan Goals and Objectives
Draft

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

Objectives:

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

Strategies:

1. Establish relationships between ASCCC Executive Committee members and legislators and aides.
2. Develop a legislative agenda aligned with the goals of the ASCCC and actively pursue bills of interest.
3. Develop a public relations campaign to promote the visibility of the ASCCC.
4. Research and attend state and national conferences related to academic and professional matters.
5. Cultivate relationships and work with the legislative lobbyist and representative of FACCC, CFT, and CTA higher education to discuss common interests and how we may mutually advance the critical policies of CCC
6. Include Legislative Advocacy topics at appropriate ASCCC Events.

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

***See ASCCC Inclusivity Statement for definition of "diverse groups"**

Objectives:

1. Increase leadership development opportunities for diverse faculty such that they are prepared to participate in and lead local and statewide conversations.
2. Increase the diversity of faculty representation, on committees of the ASCCC, including the Executive Committee, and other system consultation bodies to better reflect the diversity of California.

Strategies:

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

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

Objectives:

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

Strategies:

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

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

Objectives:

1. Increase the participation of official ASCCC representatives at events and meetings conducted by system partners.
2. Improve methods of gathering input from faculty, local senates and system partners.
3. Visit all CCC colleges.

Strategies:

1. Create a communication plan.
2. Develop short- and long-range plan for local senate visits by ASCCC.
3. Create a master calendar of events.
4. Strengthen partnership with the Chancellor's Office Divisions.
5. Expand the ASCCC presence at constituent groups meetings and conferences to create more faculty presence.

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

Objectives:

1. Realize a minimum increase in ASCCC funding of \$25,000 per year.
2. Realize a minimum increase in the Governor's base funding to the ASCCC of \$XXX per year.
3. Maintain current grants, if appropriate, and seek additional grant monies to fund ASCCC activities.

Strategies:

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

EXECUTIVE COMMITTEE MEETING DRAFT MINUTES

Friday, January 9, 2015 Meeting
Saturday, January 10, 2014

I. ORDER OF BUSINESS

A. Roll Call

President Morse called the meeting to order at 12:30 p.m. and welcomed Modesto Junior College President Jill Stearns.

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

Liaisons present: R. Hansen, CCCI; Charlie Milar, SSSCC; and Eric Nelson, Chancellor's Office.

Guest: Rona Sherriff, California EDGE Coalition.

B. Approval of Agenda

The agenda was approved by consensus.

C. Public Comment

No public comment.

D. Calendar

Members were reminded that *Rostrum* articles are due on January 18th.

E. Dinner Arrangements

Members discussed dinner arrangements.

II. CONSENT CALENDAR

A. Executive Committee November 5th, 2014 Meeting Minutes

The Executive Committee discussed how to track action items noted in the minutes. For example, several items mention that they would return to the next meeting for discussion and possible approval. However, the items are not listed on the current agenda. Adams commented that all the action items are tracked and followed up with the individual members. She provided an explanation about why the items listed in the minutes were not on this agenda. One member asked how the Executive Committee receives information about the status of these items. By consensus, the president and the executive director will work on how best to communicate with members when items are not moved forward as noted in the minutes.

MSC (Braden/North) to approve the minutes.

B. Draft Outline for Spring Online Education Regional Meetings

C. Resolution Assignments

D. Small or Rural College Caucus

- E. Board of Governors Faculty Nomination Interview**
- F. The Best of the *Rostrum***
- G. De-prioritizing Work on the DE Paper**

MSC (Freitas/Klein) to approve the consent calendar items B - G.

Action:

- Item B: The Spring Online Regional Meetings will be held March 20 (College of San Mateo) and March 21 (Location TBD). Freitas will work with office staff to coordinate the spring regional meetings.
- Item C: The Fall Plenary Session resolution assignments will be updated on the Senate website.
- Item D: Office staff will contact the proposer of the Rural College Caucus to inform him/her that the Executive Committee has accepted the proposal to form the caucus. The Senate website will be updated with the caucus information.
- Item E: Office staff will send out another call for Board of Governors nominations to the field for interviews in March. Manuel Baca will be notified that he will be forwarded to the Governor without an interview.
- Item F: Adams will bring back to a future meeting a recommended process for creating a compendium of still relevant *Rostrum* articles including funding for its publication.
- Item G: The Online Education paper will be deprioritized until action progresses and results of the Online Education Initiative (OEI) can be evaluated. The current version of the paper will be divided into three *Rostrum* articles as noted in the agenda item.

III. REPORTS

A. President's Report

Morse thanked the Executive Committee for their work this past six months and provided information about his activities.

- AB86: Sixty percent of the \$500 million allocated by the Governor will go to K-12; however, the CCC will be the fiscal agent, which might cause those in K-12 to be concerned. The Chancellor's Office and ASCCC will work together to help K-12 understand the role of community colleges and the fact that we are committed to working collaboratively to educate adults.
- Initiatives; The membership of the initiatives was evaluated and individuals were replaced based on the expertise needed to move the initiatives forward.
- Legislative Event: Morse and Bruno attended a CSU event where Governor Brown and vice chair of the Assembly's Higher Education committee Jose Medina were present, as well as interim president of CCLC, Twi Nguyen. It was a great networking opportunity;
- C-ID: The Request for Applications has not been released as of the time of this meeting. ICAS is drafting a letter to support the role of the ASCCC and will endorse our resolution.
- Institutional Effectiveness Advisory Group: Work with College of the

Canyons has been very supportive of the role of ASCCC. Currently, eight faculty members will be serving on the advisory group.

- Governor's budget: The budget was released today, Friday, January 9, 2015. Morse summarized key aspects of the budget and noted concern with AB86. The Council of Faculty Organizations (CoFO) is drafting a letter to the Governor and the Superintendent asking for the reliance on the CCC model of governance, with faculty primacy in academic and professional matters, for any changes to the structure and delivery of adult education.
- President Obama's proposal: Members discussed the president's proposal that community colleges would be tuition free. However, this proposal includes a performance based funding model, which is a concern for ASCCC. Some members expressed concern that this model also appears to help higher income students versus those that community colleges currently serve.

B. Executive Director's Report

Adams modified her normal report to instead ask the members what information they would like to have her report on. As background, she provided that in the past the executive director report was initially created to help members delineate the role of the executive director from the president. However, she has found the report to be perfunctory and it did not appear to provide any value. She asked members what type of information would be useful for the executive director to report. Members felt that the executive director's report should provide background on conversations she has had with Chancellor's Office staff, other executive directors, or other constituents, as well as high-level operational issues.

In addition, members acknowledged that the executive director has a different perspective when attending meetings with others and encouraged her to provide her insight and experience during discussion on such topics. Members discussed the idea of a joint report of the president and the executive director since both are generally at the same meetings but have different perspectives.

Adams provided members with information about a grant opportunity to continue the work of the Statewide Career Pathways Project. She is working with Kris Costa and others to develop the grant proposal and noted that they would be seeking a fiscal agent. Members were asked to see if their college would be willing to act as a fiscal agenda.

Action:

Morse and Adams will consider a joint report as appropriate.

C. Foundation President's Report

Bruno reminded members that we are in need of donations for the spring fling and encouraged them to begin now in securing donations. She also noted that the CTE Curriculum Academy, which is part of the ASCCC Foundation Professional Development College will be held January 15 – 16, 2015.

D. Legislative Activities, (Action, as necessary)

Bruno informed members about recently introduced legislation and FACCC sponsored bills. She informed members that CCLC has decided not to sponsor the bill to increase the audit fee to the same rate as regular fees. However, they are willing to assist with informing legislative staff about the need for the bill. Morse, Bruno, and others have been communicating about the ASCCC sponsoring the bill language as the body directed us to seek this change since the changes in the repeatability regulations. In conversations with others including Vice Chancellor Stewart, this may not be the best time to introduce a bill given the conversations about the University of California and fee increased. Members suggested that the issue be explored. By consensus, Morse and Bruno will pursue sponsored legislation beginning with Vice Chancellor Stewart.

E. Chancellor's Office Liaison Report

Nelson informed members that he has recently been hired by the Chancellor's Office Academic Affairs Division and provided his background. He updated members about several activities in the Chancellor's Office including work on prisons, baccalaureate degrees, Puente programs, and dual enrollment/concurrent enrollment projects.

F. Liaison Oral Reports

Hansen updated members about CCCCI legislation and FACCC activities. FACCC is pursuing legislation on Education Code changes to program improvement, on 75/25 goal, and \$125 million for full-time conversion. Personally, Hansen has been working with a higher education coalition—Reclaim Higher Education. Currently, CCCCI is the only California community college voice in the conversation. The group's basic focus is on union related issues but their real goal is to bring back the 1960 Higher Education Master Plan. The Academic Senate should consider joining the group or at least learning more about their activities.

Student Senate Liaison Milar updated members about the Student Senate's fall event, as well as provided the areas of focus for this year, which include strategic planning, achieving their legal standing, and planning for their spring general assembly.

IV. ACTION ITEMS

A. Fall Session Debrief and Spring Session Planning

Members debriefed the 2014 Fall Session, discussed the 2015 Spring Session theme, program structure, possible keynote presenters, and breakout topics. Some members highlighted the comments on the survey about the area meetings, particularly those related to the need to discussion pre-session resolutions during the session Area meetings. Members recognized the different cultures of each Area meeting and the need to ensure the efficient use of limited time during the Area meetings. By consensus, the current Area representatives will have a conversation about how to conduct Area meetings more efficiently.

MSC (North/Davison) the theme for the Fall 2015 General Session is “Thriving Under Pressure”.

Action:

Based on feedback from the fall plenary session, Area Representatives will discuss methods to ensure the most efficient use of limited time during discussion at the meeting.

B. Accreditation Institute Final Program

Stankas presented the final program for the Accreditation Institute and noted a few modifications. Members briefly discussed the program.

MSC (Braden/Davison) to adopt the Accreditation Institute Final Program.

Action:

Stankas will provide the Office staff with the final program for formatting and posting on the Senate website.

C. Academic Academy Draft Program

Todd presented the draft program to members for review and feedback. Members suggested modifications. Adams asked about the call for proposal process used for this event. Todd noted that the call for proposals worked well, as all the presentations listed on the programs were proposals submitted by colleges. Each of the presentations fit within a strand including counselors, researchers, faculty, etc. Members briefly discussed the program. No action taken.

D. Proposed Revisions to Title 5 Regarding Distance Education

Freitas provided members with background about this request. In Fall 2014, the delegates adopted Resolution 7.07 on aligning the Title 5 regulations with the federal definition of distance education. Interest behind this change is that there are colleges who are meeting Title 5 regulations but not the federal guidelines, which influences accreditation decisions. In addition, Resolution 13.03 S13 asked the Senate to consider revisions to Title 5 §§58003.1 and 58009 on attendance accounting, which effect compressed calendar schools. The Online Education Committee has drafted draft language to §§55200, 55204, 58003.1, and 58009.

MSC (Braden/Rutan) to approve the proposed changes to Title 5 in concept without approving the exact language of the proposals so that the language can be modified in consultation with the Chancellor’s Office and CCCCIO board.

Action:

- Grimes-Hillman will communicate with Vice Chancellor Walker to determine if this needs to go to SACC and work with Morse to take the proposed language to the CCCCIO board.

E. Part-time Paper

Davison provided background on the status of the development of the part-time paper and noted that the Part-time Paper Task Force felt that the original paper was a good paper and is still relevant. Because of this, the task force has found the revision process challenging. She noted that task force members felt that the current draft revision covered a number of areas that the Executive Committee did not include in the approved outline for the updated part-time paper but seemed important to any paper on part-time faculty.

Executive Committee members discussed the draft paper and felt that the current draft paper confused academic and union issues; seemed to provide a negative perception of how full-time FT faculty treat part-time; and contained language that was too prescriptive. By consensus, members felt that professional development section was good but that the majority of the draft did not accomplish what the resolution directed. The task force recommended that rather than updating the paper, a series of *Rostrum* articles be developed to accomplish the resolution purpose. Executive Committee members recognized the effort of the task force and agreed with the task force recommendations.

MSC (Bruno/North) to deprioritize the part-time paper and to use sections of the draft paper as appropriate to develop a series of *Rostrum* articles.

Action:

- Davison will work with the Part-time Paper Task Force to create a series of related articles for the *Rostrum*.
- Senate staff will also push out the approved *Rostrum* articles to the part-time listserv.

F. Survey on College Grants Processes

Freitas presented a survey developed by the Educational Policies Committee to address college grant processes in response to Resolution 17.01 F12. Members discussed the draft survey and raised concern that local senates may not have enough information to respond to this survey as some grants do not require senate approval. Other feedback was provided which will be considered by the Committee. No action was taken.

G. Legislative and Advocacy Committee Survey on Legislative Liaison Position

Bruno presented a survey developed by the Legislative and Advocacy Committee to gather information and determine local senates' interest in creating legislative liaison position. Members of the Committee believe that establishing such a position will provide another avenue to disseminate legislative information to local senates as well as solicit feedback, concerns, and interests from local senates on legislative issues to inform the work of ASCCC. The purpose of the survey is to provide the necessary information for the Committee to move forward in its work.

MSC (Grimes-Hillman/Rutan) to approve the Legislative and Advocacy Committee Survey.

H. EDAC Cultural Competency Survey

Todd introduced a survey on cultural competency developed by the Equity and Diversity Action Committee. With permission, the Equity and Diversity Action Committee (EDAC) used a University of California Office of the President self-assessment tool to develop the survey for use by the Academic Senate. EDAC proposes to use information gathered to inform breakouts at the Senate events and the ASCCC Cultural Competency Plan. Executive Committee members discussed the survey and suggested that it be divided into two surveys – one for local senates and one for ASCCC committee members.

MSC (Bruno/Davison) to separate the survey so that the questions on local senates are sent to appropriate listservs and the questions on ASCCC to the senate presidents, committee members, and Executive Committee members.

Action:

- Executive Committee members will provide feedback to the EDAC chair.

I. Curriculum Committee Survey to Collect Data on Regional Coordination of Course Offerings

Grimes-Hillman reminded members that Resolution S13 9.01 asked the Senate to investigate the regional coordination of course offerings. The Curriculum Committee has developed a survey to gather information on regional course coordination, which they would like to share with curriculum chairs, senate presidents and chief instruction officers.

Action

- The survey will return to a future meeting for discussion and possible approval.

J. Bylaws Revisions

Rutan highlighted specific areas in the revised Senate Bylaws and called out those areas that addressed issues of compliance with Corporation law and current Senate practice. Members discussed the proposed revisions to the Senate Bylaws in detail and provided feedback.

MSC (Bruno/Braden) to approve vetting the draft Bylaws document now to allow enough time to receive feedback prior to the March Executive Committee meeting.

K. Rules Revision

Rutan noted that the major change to the Rules is to separate them from the Bylaws. Currently, the Rules are part of the Bylaws and require a 2/3 majority to be modified. However, Rules should be more flexible and require only a majority

vote to be revised. He highlighted specific areas in the revised Senate Rules and called out those areas that addressed issues of compliance with current Senate practice. Members discussed the proposed revisions to the Senate Rules in detail and provided feedback.

MSC (North/Todd) to approve vetting the draft Rules document now to allow enough time to receive feedback prior to the March Executive Committee meeting.

L. Regional College Conversation

Members to be informed about the Regional College Conversation to inform the Board of Governors Task Force on Workforce, Job Creation and a Strong Economy and take possible action to host regional meetings for faculty input.

Members were informed about how the Career Technical Education (CTE) Task Force membership was determined. Originally, the composition of the task force is 50% external and 50% internal constituents with the representation of faculty to include CTE, basic skills, and curriculum faculty; however, President Morse negotiated with Chancellor Harris to add another position to include a counseling faculty member. The current faculty representatives are Lynn Shaw, who will serve as the task force co-chair; Julie Bruno (general education faculty and connection to the Executive Committee); Toni Parsons (basic skills math and curriculum chair; and Lynell Wiggins (CTE transitions coordinator and counselor).

The Senate's Future's Ad Hoc Committee will be reconstituted to help the task force members prepare for the meetings by conducting research, discussing issues, and other preparation. This is the same committee that served as a think tank for the Student Success Task Force members. North will serve as the chair of this group and Morse, Adams, and two part-time faculty members (Armita Porter (LA) and Shawn Carey (Solano), will also participate.

MSC (Freitas/Davison) to approve reconstituting the Futures Committee with the members noted above.

The Chancellor's Office has conducted a series of regional meeting across the state to collect information from administrators, staff, and faculty about the effectiveness of career technical education programs in responding to industry needs. Rona Sheriff has participated in these discussions and explained that her role is to listen to the dialogue and write up a summary of the feedback.

She provided members with a brief overview of the process used to hold the regional college conversations. The process used to inform these discussions has been much different than the Student Success Task Force. The goal was to begin with the Regional College Conversations, which were attended by CEOs, CIOs, Deputy and Sector Navigators, Economic Development, and faculty, to identify

five issues that were the highest priority for the state. There have been six meetings to date. The conversations were facilitated with attendees responding to five questions. Sherriff has compiled a document with the top priorities from all six conversations. This initial summary document will be shared with the task force but will not be the final document since there are more Regional College Conversations to be held after the task force's first meeting date in January.

The Board of Governors on Workforce Development, Job Creation, and a Strong Economy Task Force was recently formed. The membership of the task force, which is made of 26 individuals who are 50% internal to the California Community Colleges System and 50% outside of the system. The first CTE Task Force will be January 22, which will be an informational meeting to provide the task force with background information since many of the members of the task force are external to the California community colleges. She described the topics to be discussed at future task force meeting. On some issue, the recommendations will be broad, while others will be more specific. She highlighted town hall meetings which will be held to vet the recommendations from the CTE task force.

Five themes:

- Workforce data and outcomes
- Curriculum and instructors
- Structured Career Pathways and Student Support
- Baseline Funding
- Regional Coordination

Background papers will be developed to provide task force members with information about what we are doing and identify the gaps without addressing the issues or providing solutions. The Senate has been asked to provide background papers on curriculum and pathways.

The officers have attended all the regional conversations and commented that a limited number of faculty participated in the meeting, particularly because of the timing of the events. It was proposed that the ASCCC host three regional meetings just for faculty—February 13, 27, and 28. These conversations will be different than the ones that the Chancellor's Office have held in that faculty will be asked to respond to the theme and not necessarily the questions prepared by the Chancellor's Office.

MSC (Freitas/Davison) to approve holding faculty regional meetings.

M. Updated Outline for Professional Development Paper

Members discussed the outline for the ASCCC draft professional development paper.

MSC (Bruno/Davison) to approve the outline.

N. Distance Education Accreditation Pedagogy and Structure Reviews

The Executive Committee discussed creating a new variety of Local Senate Visits. The proposed new local senate visits would be a mock accreditation review of their DE curriculum. Concern was raised that these visits seem to duplicative to our technical assistance visits or conflict with the Institutional Effectiveness Initiative or CCCCCO newly created division. Others felt that these types of visits might fit within the ASCCC Accreditation Resource Team.

Action

- By consensus, the Distance Education and Accreditation and Assessment Committee will explore this idea further and bring back a recommendation to a future Executive Committee meeting.

O. Spring Noncredit/Curriculum Regional Meetings

The Executive Committee discussed holding spring regional meetings on noncredit and curriculum. The proposed dates were March 20 and 21. It was noted that these are the same dates as the online education regional meetings but members felt that the audience for these regional meetings would be different.

MSC (North/Rutan) to approve the meeting outline.

V. DISCUSSION

A. Financial Report

The Executive Committee received a quarterly report on the Senate's finances. Overall, the financials are on target with the budgeted amounts. One area, however, that might exceed expectations is related to Chancellor's Office task force/advisory groups as there are many group being formed that were not known when the budget was approved.

B. Veterans Summit Report

The Executive Committee received an update on the Veterans Summit from Klein. Held in San Jose on December 4 – 5, the Summit provided a number of general sessions and breakouts related to veteran issues including creating a positive environment for veterans, best practices in certifying veteran benefits, returning veteran and housing insecurity or homelessness, and many more.

There is a current bill, AB 2464 (Block) which modifies Education Code to direct the Chancellor's Office to determine course credit for prior military experience. Members discussed the idea of offering credit for military experience including recommendations for using American Council on Education (ACE). By consensus, the senate should be advising the Chancellor's Office on issues related to credit.

C. Update AB86 Workgroup and Legislative Update

The Executive Committee was informed about the recommendations of the AB86 Workgroup from Stankas. The workgroup has been expanded to 48 people. The workgroup was assigned consortium proposals to evaluate based on a rubric. The McKinsey group was charged with pulling together an analysis and conclusion of the proposals based on the submitted rubric. The following five recommendations resulted from the proposals:

1. Increase service levels to meet the demand for adult education in the State of California;
2. Improve programming to better prepare students for post-secondary and/or transition to the workforce;
3. Provide adequate academic, social, and financial support for all students;
4. Align assessment for placement across segments; and
5. Develop a unified system for tracking student progress.

There is a perception that any report developed based on this work will be driven by the legislation and is highly political. Morse commented that the Council of Faculty Organizations is in the process of drafting letter to Chancellor Harris and Superintendent Torlakson explain the important role of faculty in the AB86 conversations.

D. Educational Planning Initiative Update

No discussion.

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

Morse and Bruno briefly updated members on the Consultation Council and Board of Governors meetings.

A. Committee Reports

1. Curriculum Committee, Todd
2. Legislation and Governmental Relations Committee, Bruno
3. Noncredit Committee, Klein
4. Professional Development Committee, Davison
5. Standards and Practices Committee, Rutan

B. Task Force Reports

C. Liaison Reports

1. CA-OER Report, Braden
2. Common Assessment Initiative, Rutan
3. Chief Instructional Officers, Grimes-Hillman
4. Education Planning Initiative Steering Committee, Rico
5. IE Initiative Executive Committee Report, Bruno
6. Professional Development Clearinghouse, Davison
7. Smarter Balanced Achievement Level Setting, Aschenbach

8. Student Services Portal Steering Committee, Rico

9. System Advisory Committee on Curriculum, Grimes-Hillman

D. Senate Grant and Project Reports

1. C-ID and ICW Update, Bruno

2. SCP Steering Committee Meeting, North/Adams

E. Local Senate Reports

1. Local Senate Visits

VII. ADJOURNMENT

Meeting adjourned at 1:55 p.m.

Respectfully submitted by

Julie Adams, Executive Director

John Stankas, Secretary



Executive Committee Agenda Item

SUBJECT: Policy on Honoring Faculty		Month: February	Year: 2015
		Item No: II C	
DESIRED OUTCOME: Approval of the revised Academic Senate policy on Honoring Faculty.		Attachment: YES	
		Urgent: NO	
CATEGORY:		Time Requested: 10	
REQUESTED BY: Craig Rutan		TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW: Julie Adams		Consent/Routine	X
		First Reading	
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

During the breakout session on the bylaws revisions at the fall plenary session, a senator emeritus requested that the rights granted to emeritus senators be listed as part of the revisions. Each of the rights have been added to the Honoring Faculty policy that also contains the criteria for granting emeritus status to a senator. The rights of emeritus senators are:

1. Free registration at all plenary sessions
2. Free issues of the Senate Rostrum
3. Special recognition at Senate events

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

40.00 HONORING FACULTY LEADERS

(Approved August 22, 2014)

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

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

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

1. The faculty member must be a deceased, or retired community college faculty member, who has completed at least five (5) years of significant service to the Academic Senate for California Community Colleges.
2. The faculty member must be recognized for exceptional contributions supporting the aims and functions of the ASCCC.

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

Individuals that have been granted emeritus status are entitled to special recognition at senate events, free issues of the Academic Senate Rostrum, and free registration at all Academic Senate Plenary Sessions.



Executive Committee Agenda Item

SUBJECT: CIO Curriculum Workshop: 10am - 4pm Tuesday, April 14.		Month: February	Year: 2015
		Item No. 11 D	
		Attachment: NO	
DESIRED OUTCOME:	Approve topics for the CIO Curriculum Workshop	Urgent: YES	
		Time Requested: 20 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Grimes-Hillman	Consent/Routine	
		First Reading	
STAFF REVIEW ¹	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The CIOs have asked to coordinate with the CCCCO and the ASCCC to hold a Curriculum Workshop on April 14, 2015. The audience for the one-day event would be curriculum chairs, CIOs and curriculum staff with the goal to understand the requirements and processes of curriculum development and approval, PCAH revisions, SB440 update, and a C-ID update.

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



Executive Committee Agenda Item

SUBJECT: Legislative and Advocacy Committee Webpage		Month: February	Year: 2015
		Item No: II. E.	
		Attachment: NO	
DESIRED OUTCOME:	Approval of the creation of a Legislative and Advocacy Committee Webpage	Urgent: NO	
CATEGORY:	Action	Time Requested: 15 minutes	
REQUESTED BY:	Julie Bruno	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW:	Julie Adams	Consent/Routine	
		First Reading	
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND: The Legislative and Advocacy Committee requests the creation of a webpage on the ASCCC website dedicated to information regarding legislation and legislative activities as well as advocacy efforts. The content for the webpage was developed last year under then Vice President Morse and includes general information as well as the legislative reports submitted to the Executive Committee, letters written in support or against legislation, and links to useful websites such as FACCC Advocacy page with the legislation tracker as well as the Chancellor's Office Governmental Relations website.

Legislative Page

1. Introduction

The Academic Senate for California Community Colleges (ASCCC) is the voice of the faculty of California's 112 Community Colleges regarding academic and professional matters. In fulfilling this role, one of the ASCCC's important functions is to represent faculty positions to the governor, the legislature, and other government agencies regarding potential, proposed, or chaptered legislation. The ASCCC accomplishes this function through legislative visits, written communication, cooperation with system partners, and other methods.

The intent of this page is to keep faculty statewide informed regarding the ASCCC's positions and activities regarding legislation and legislative actions. Here you will find copies of communications sent by the ASCCC President to legislators, the governor, and others as well as other updates on legislative activity. We hope that this information will help to enable local senates in fulfilling their own roles in representing faculty in their districts and on their campuses.

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

2. Resources

Legislative Tracker:

To follow current legislation, the ASCCC recommends using the tracker on the FACCC web site. It can be found here: <http://ctweb.capitoltrack.com/public/publish.aspx?&id=88fe9ac9-0a3b-4726-91a3-2a18d3d894f2>

Additional useful information regarding legislative activity can be found on the governmental relations tab of the website of the Community College League of California, which can be found here: <http://www.ccleague.org/i4a/pages/index.cfm?pageid=3284>

3. What We Do To Represent You

The ASCCC represents the faculty of California's Community Colleges regarding legislation and legislative issues in various ways.

Several times each year, Academic Senate representatives take part in "lobby days" on which they hold a series of meetings with various legislators or their aids to express faculty perspectives and positions on pending or potential legislation. These activities are typically conducted as joint ventures with the Senate's academic partners, including representatives of the CSU and UC faculty leadership, the Chancellor's Office, the Board of Governors, The Student Senate for California Community Colleges, and other statewide organizations.

A similar activity in which the ASCCC participates may involve lobbying regarding a specific piece of legislation. In this case, ASCCC representatives may form a part of a panel with system partners such as CCLC, the faculty unions, and others. The panel holds a series of interviews with legislators and legislative aids over the course of a day, delivering a common and consistent message on the bill in question in an attempt to sway the votes in the legislature.

The ASCCC also frequently send written statements of support or opposition for specific bills to members of the legislature, legislative committees, and the governor. These letters may be the sole work of the ASCCC or may be composed jointly with our university colleagues or with other organizations.

The ASCCC also testifies before bodies such as the Education Committees of the legislature, the Little Hoover Commission, and others. In this role, ASCCC representatives deliver formal statements and answer questions regarding faculty positions and makes arguments in favor of or against specific bills or policy directions.

Finally, ASCCC representatives may work less formally to communicate faculty positions and views to the legislature. In Sacramento, numerous opportunities arise in which faculty leaders may speak individually to legislators or legislative staff at various types of events and meetings. ASCCC representatives take advantage of any opportunity to express faculty views and present faculty positions.

4. How ASCCC Differs from Local Academic Senates

In terms of legislative advocacy and lobbying, the rules governing the ASCCC and local academic senates differ. For the purpose of understanding these rules, lobbying is essentially a subset of advocacy. Advocacy involves active support for a cause, idea or policy and is a general term involving a broad set of activities. Lobbying is an attempt to influence specific legislation and is defined by the IRS as well as various states and localities, often because of the limitations on the ways in which funds can be used for lobbying purposes.

The restrictions and guidelines for local academic senate activities are defined by California Education Code sections 7050-7068. The following excerpt from "Advocacy at the Local Level: What Your Senate Can Do to Stay Informed and Active," published in the November 2103 Senate Rostrum, explains the activities in which local academic senate can and cannot engage:

Ed Code section 7054 (a) states that "No school district or community college district funds, services, supplies, or equipment shall be used for the purpose of urging the support or defeat of any ballot measure or candidate, including, but not limited to, any candidate for election to the governing board of the district." In short, academic senates cannot use any district resources to support or oppose any candidate or ballot measure. This restriction applies not only to district funds but also to materials, email, and even employee time when the employee is scheduled to work. Any discussion of ballot measures or elections among senators therefore should not take place on campus or during academic senate meetings.

However, Ed Code section 7054 (b) adds that "Nothing in this section shall prohibit the use of any of the public resources described in subdivision (a) to provide information to the public about the possible effects of any bond issue or other ballot measure if both of the following conditions are met: (1) The informational activities are otherwise authorized by the Constitution or laws of this state. (2) The information provided constitutes a fair and impartial presentation of relevant facts to aid the electorate in reaching an informed judgment regarding the bond issue or ballot measure." Academic senates may therefore publish information to educate the public regarding the impact of a given ballot measure as long as they do not advocate either for or against the measure.

Regarding legislation, academic senates have somewhat more freedom to express positions. As with ballot measures and elections, academic senates cannot expend district resources to support or oppose legislation, but they can discuss legislation during meetings and may take and publish positions either for or against specific bills. Academic senates can also meet with legislators to express their views regarding pieces of legislation.

In contrast, as a 501(c) 6 non-profit organization, the ASCCC and its advocacy activities fall not under Education Code but instead under the California Tax Code. Such organizations can engage in lobbying activities only when those activities are germane to the common interests of the organization's members—in the ASCCC's case, academic and professional matters.

Campaign activity is permitted so long as it does not constitute the organization's primary activity. Advocacy, including advocacy for or against ballot measures, is permitted so long as it is relevant to the organization's purpose, it remains nonpartisan, and funds used for lobbying are accurately reported and disclosed.

In short, the ASCCC can engage in letter writing regarding legislation, meet and speak with public officials, testify at public hearings, provide research, analysis, and commentary on legislation, and publicly endorse or oppose specific legislation. The ASCCC cannot raise funds for or publicly support or oppose candidates for public office.

5. ASCCC Legislative Documents

In this section you will find copies of letters written or co-written by the ASCCC to legislators or to other individuals or organizations regarding legislation or legislative activities.



Executive Committee Agenda Item

SUBJECT: ASCCC Annual Report		Month: February	Year: 2015
		Item No: II. F.	
		Attachment: YES	
DESIRED OUTCOME:	Approval of the development of an Annual Report for Spring	Urgent: YES	
CATEGORY:	Action	Time Requested:	
REQUESTED BY:	Julie Adams	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW:	Tonya Davis	Consent/Routine	
		First Reading	X
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

In Spring 2013, delegates passed resolution 1.04 directing the Executive Committee to develop an annual report. The resolves state:

Resolved, That the Academic Senate for California Community Colleges communicate all recommendations and commendations from committees and task forces that review the organization's processes for assessing the operations, processes, policies, and programs and any planned changes based on those recommendations through a breakout session, a Rostrum article, or other appropriate means no later than Spring 2014; and

Resolved, That the Academic Senate for California Community Colleges, similar to other nonprofit organizations, develop an annual report to publicize its self-review results and ongoing accomplishments on behalf of the faculty statewide, with the first publication of this report to be completed by Fall 2014.

The first resolve should be accomplished via the Organizational Review requested by Spring 2013 Resolution 1.02 *Periodic Evaluation of the Academic Senate for California Community Colleges*, which will begin in Spring 2015.

The last annual report developed by the Senate was in Spring 2006 (attached). This item proposes that the Executive Committee develop an annual report for Spring 2015. All Executive Committee members will be asked to provide a paragraph for the annual report. The following are suggested assignments.

- President: introductory letter and his overall vision for the Executive Committee and the Senate.

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

- Vice President (and President of the Foundation): a foundation report.
- Secretary: Executive Committee meetings
- Treasurer and Foundation Treasurer: financial report
- EDAC/TASSC Chairs: summary of work on Equity and 3SP plans including regional meetings and the ASCCC competency plan.
- Professional Development chair: professional development college
- Initiatives: brief summary of status
- Noncredit chair: AB86
- Curriculum chair: CTE and fall curriculum regionals
- Local senates chair: local senate visits
- Standards and Practices chair: bylaws/rules/disciplines list
- C-ID liaison: update/status
- SCP liaison: update/status

The above list is not all inclusive. The president and executive director will work together to identify other areas for inclusion and members should submit ideas as soon as possible. **All paragraphs are due to Adams by February 27th.** The annual report will not be approved by the Executive Committee as the creative director will need time to publish; instead the officers will review and approval the final annual report.

*What Has
the Academic Senate
Done for You Lately?*

**A REPORT TO THE FACULTY ABOUT 2005-06 ACTIVITIES
OF THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES**

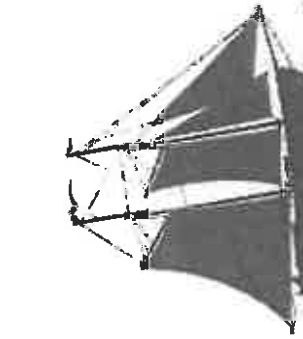


Table of Contents

President's Letter	1
Introduction	2
Purpose	3
Academic Senate Strategic Plan	3
Representation at the State Level	5
Services to Local Senates	10
Conclusion	21

President's Letter

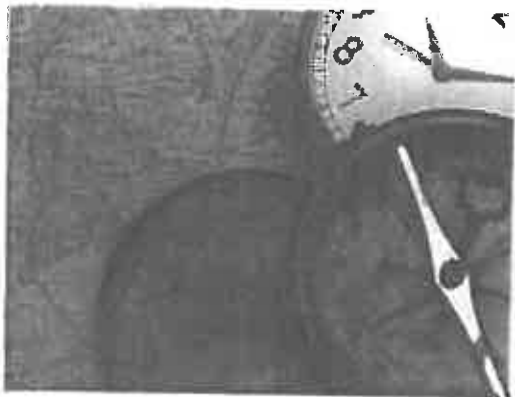
el come to our first edition of a new and hopefully useful form of communication. This report of our activities is intended to capture issues that were important for California community college faculty during 2005-06 and briefly describes the work that the Academic Senate for California Community Colleges did on your behalf. It is not intended to be an exhaustive list, and our existing more detailed reports will continue—namely the online resolution database that records the disposition of each adopted resolution, the standing committee annual reports posted on the Senate website <http://www.asccc.org>, and the status and accountability report that is contained in your plenary session packet each semester. This summary offers a streamlined description organized by issues, rather than by individual resolutions, and should be suitable for sharing more widely with your colleagues. We hope you'll let us know if this report proves useful.

Introduction

The mission of the Academic Senate is to foster the effective participation by community college faculty in all statewide and local academic and professional matters. As defined in Title 5, §53206, "An Academic Senate for California Community Colleges has been established through ratification by local academic senates or faculty councils so that the community college faculty of California may have a formal and effective procedure for participating in the formation of state policies on academic and professional matters." Hence, the Academic Senate serves as the official voice of the faculty of California community colleges in academic and professional matters to the Governor, Legislature, Board of Governors, Consultation and other constituent groups. Through the deliberation of the local senate delegates, the Academic Senate strengthens and supports the local senates of all California community colleges by developing, promoting, and acting on policies that respond to statewide concerns as adopted by the delegates.

Purpose

The purpose of this report is to provide local senates with a summary of Academic Senate activities during the year. This report will provide readers with information about faculty representation at activities before the Board of Governors, Consultation Council, and with other liaisons; an overview of the services offered to local senates; highlights of key issues addressed at the statewide level; and highlights from the work of committees.



Academic Senate Strategic Plan

A few years ago the Executive Committee developed a strategic plan to ensure that the standing and ad hoc committees of the Academic Senate were monitoring the resolutions and assignments as directed by the Executive Committee and the delegates. The Strategic Plan outlines goals and objectives for the Senate and these goals are interwoven throughout all we do. This report will point out how some of our activities direct the Senate's Strategic Plan. If you would like to read more about the Strategic Plan and how it fits within the work of the Senate, please visit the Executive Committee section on our website at <http://www.asccc.org/ExecCom/Strat.htm>.

Representation at the State Level

One of the goals of the Senate's Strategic Plan is to strengthen our leadership in academic and professional matters on behalf of the faculty of California's community colleges through increased external recognition. At the state level, the Academic Senate participates in the Consultation Council and Board of Governors meetings. The President and Vice President of the Senate attend all meetings of the Board of Governors, as well as sit on the Consultation Council. In addition, the Academic Senate appoints faculty representatives from around the state that participate on over 30 advisory and task force committees (see information box of this report). This year we have seen an increase in collaboration with a variety of constituent groups. Collegial consultation is effective; below are a few highlights at the state level.

MATH AND ENGLISH GRADUATION REQUIREMENTS

Following passage of Spring 2005 resolutions recommending changes to Title 5 to implement higher graduation competencies in English and math, the Senate spent a year working closely with many other state-wide constituency groups to perfect the actual language and to gather political support. This resulted in a favorable recommendation from Consultation Council and a unanimous vote at the September 2006 Board of Governors meeting to adopt the recommendations of the Academic Senate. Thanks are due to the many faculty who testified supporting the proposal. The new regulations become mandatory for students entering the system in Fall 2009, but local senates and boards are encouraged to implement the changes earlier.

BASIC SKILLS INITIATIVE

A valuable consequence of the debate surrounding the increased graduation competencies was a renewed focus on basic skills and a desire to improve student success. Following a joint proposal by the Academic Senate and the statewide organizations of the Chief Instruction Officers (CIOCCC) and Chief Student Services Officers (CSSO) considerable support was shown by the Board of Governors, and the Basic Skills Initiative was launched as part of the System Strategic Plan. A research phase is currently under way to determine successful programs and strategies. This is expected to lead to a professional development phase in Spring 2007 when colleges will be helped to identify local needs and then receive appropriate training. A third phase is expected to provide ongoing implementation funds in 2007-2008 and beyond. The Academic Senate will be heavily involved with this Initiative and will be responsible for the coordination of the training through a number of regional and statewide meetings. Please visit website for more information on the Initiative and how you and your faculty can participate.

BOG, CONSULTATION AND SYSTEM OFFICE

Consultation Council, Board of Governors and the System Office have all reflected an increased sense of cooperation among statewide constituency groups. The Academic Senate has participated in this positive atmosphere with generally encouraging results. Successful results of this approach include the Strategic Plan, graduation competencies, Basic Skills Initiative, 2006-07 system budget, and progress on equalization contained in the new system funding formula (SB 361). Unresolved issues include long-standing inadequate levels of funding and staffing in the System Office and continued micromanagement of educational policy by the Department of Finance—most recently demonstrated by the still uncompleted efforts to improve noncredit funding. The Academic Senate also recruits and selects nominees for the two faculty positions on the Board of Governors. The actual appointments are made by the Governor.

SYSTEM OFFICE GOAL ACTION IMPLEMENTATION TEAMS (GAITs):

This past year the System Office developed and the Board of Governors adopted a System Strategic Plan. One oversight group and five Goal Action Implementation Teams (GAITs) were formed to implement the System Strategic Plan. These GAIT groups, as the name suggests, are responsible for ensuring that the System Strategic Plan is implemented. The five areas of the Strategic Plan are: A) Promote College Awareness and Access; B) Support Student Success and Readiness; C) Strengthen Partnerships for Workforce and Economic Development; D) Improve System Effectiveness; and E) Enhance Resource Development. The Academic Senate has one representative sitting on each of these five groups. Additional faculty members participate in the action groups associated with each goal area. The Academic Senate President, Ian Walton, and another Academic Senate faculty appointee sit on the Implementation Oversight Committee, which assists the System Office in monitoring the progress of the plan.

INTERSEGMENTAL COMMITTEE OF ACADEMIC SENATES (ICAS)

The Intersegmental Committee of Academic Senates (ICAS) is comprised of the leadership of the Academic Senates of the University of California, California State University, and the California Community Colleges. The group meets six times a year to discuss intersegmental issues such as degree requirements, competency statements, and transfer related concerns that affect all three segments. For example, a few years ago ICAS commissioned an intersegmental group to research ESL across the segments. This year the report of the group was published. The report responds to some of the key questions raised by educators and legislators about ESL practices, programs and support services across the three California postsecondary systems. This report is based on an online survey, statistical data from education web pages, interviews with ESL faculty from all three segments, and the collective knowledge of the task force members. Recommendations include the need for better identification of ESL learners, increased support services targeted to ESL learners, and a review of existing assessment and placement processes and instruments.

SYSTEM ADVISORY COMMITTEE ON CURRICULUM (SACC)

In 2004, the System Office Agency Review recommended the formation of a standing committee to consider curriculum from a statewide perspective, with an ultimate goal of involving faculty and administrators in the processes for System Office approval. The result was the System Advisory Committee on Curriculum (SACC). As a model of cooperation for curriculum oversight, SACC is comprised of the Vice Chancellor of Academic affairs, six faculty appointees of the Academic Senate, three instructional administrators (appointed by CIOCCC), and three non-voting System Office staff who serve in an ex officio status and are appointed by the Vice Chancellor. SACC meets monthly, and its co-chairs are appointed, one by the CIOCCC and one by the Academic Senate. During its first year, SACC oversaw formation of Title 5 changes concerning Supplemental Learning Assistance and Tutoring Regulations and Guidelines, as well as the local approval of stand-alone courses. SACC is also finalizing a revised and updated edition of the *Program and Course Approval Handbook*, which will be accompanied by newly developed training modules for the field.

STATEWIDE CAREER PATHWAYS

In September 2005, Senator Scott's Vocational Education legislation, SB 70, was chaptered into the Education Code §88532. The bill focused on improving the linkages and career-technical pathways between high schools, Regional Occupational Centers and Programs (ROCPs), and California community colleges. Most of the community college response to the legislation will occur through programs coordinated directly by the System Office, and staff has begun to inform colleges about some of their plans. The Academic Senate is designing and implementing one project called *Statewide Career Pathways: Creating School to College Articulation*, which will provide an opportunity for high school, ROCP and college faculty to meet, collaborate and develop articulation agreements. Agreements that result will vary by discipline and may include alignment of course skills, concepts and sequences, advanced placement possibilities and credit by examination options. You can visit the project website at statewidepathways.org to view the disciplines that began this year.

Services to Local Senates

Another goal of the Academic Senate's Strategic Plan is to increase and broaden awareness of the services the Academic Senate provides to local senates through increased visibility of the Academic Senate and local academic senates to all faculty on the 109 California community colleges. We accomplish this goal through a variety of means.

LOCAL SENATE VISITS

The Senate accomplishes increased visibility through personal contacts with individual colleges. During the year, the Relations with Local Senates Committee Chair coordinated local senate visits to a number of colleges across the state. The purpose of these visits is to meet senators from local colleges, provide information about key statewide topics, and to listen to questions and concerns of local senates. Local senates have found this a wonderful time to get to know your statewide leaders and to share issues and concerns. This past year, members of the Executive Committee and the Relations with Local Senates Committee visited over 22 colleges. If you haven't had a local senate visit to your campus, it's easy to request. Just call the Senate Office or contact the current Chair of the Relations with Local Senates Committee Michelle Plati at mpilati@rthonda.edu.

In addition to the local senate visits, President Walton has accompanied Chancellor Drummond and the CEO of the Community College League of California (CCLC) to almost 20 colleges. During these visits, President Walton toured the colleges and visited with the district CEOs, local senate presidents and campus faculty. These college tours have provided a unique opportunity to bring the statewide leadership, together, to local colleges.

PROFESSIONAL DEVELOPMENT

Another goal of the Senate's Strategic Plan is to provide leadership and professional development opportunities to faculty and other constituents. The Senate accomplishes this goal through events held throughout the year. Each event serves different purposes and participants. The following are facts about our events in 2006, as well as information about current plans for events in 2007.

PLENARY SESSIONS

Since the very beginning of the Academic Senate in 1970, the Senate has held two plenary sessions each year. These events provide an opportunity for the delegates from the 109 California community colleges and the eight districts to come together to participate in informative breakout sessions, to elect members of the Executive Committee, and to vote on resolutions that direct the work of the Senate. This year we had 296 faculty members attend the Spring and 297 attend the Fall 2006 Plenary Sessions, 118 of whom were official delegates at each event. The delegates in spring adopted 51 resolutions and referred five, and in fall adopted 50 resolutions and referred seven. The theme for the Spring 2006 Plenary Session was "Are we there Yet?" and expressed the Executive Committee observation that a number of seemingly large fundamental changes were currently under way but far from completed, such as the System Strategic Plan and raising the graduation requirements for math and English. The Fall 2006 Plenary Session theme, as an extension of the Spring Session, was "New Possibilities: Radical Solutions to Perennial Problems." Participants at both events had the opportunity to attend more than 30 breakout sessions covering statewide concerns.

VOCATIONAL EDUCATION LEADERSHIP INSTITUTE

The Senate has been coordinating the Vocational Education Leadership Institute for more than seven years. Funded by a Federal Grant through the System Office, the Vocational Education Leadership Institute is dedicated to providing leadership training to vocational faculty. Held each year in March, the 2006 Institute was held in Palm Springs at the Hotel Zoso with over 130 vocational education faculty participants. This year's theme was "20:20 Leadership: Hindsight or Vision—an exploration of Reactive vs. Proactive Leadership." Attendees participated in 15 breakouts and six general sessions in a number of vocational education related areas including grant writing, budget, program discontinuance, advisory groups, effective leadership techniques, AB 1725, the California Education Code, and Title 5 Regulations. You can find more information about the 2006 Vocational Education Leadership Institute on our website. This year's event will again be held at the Hotel Zoso on March 8-10, 2007. Registration material is available on our website.

LEADERSHIP INSTITUTE

In June the Senate holds its Faculty Leadership Institute, as it has for over 19 years. The first Leadership Conference (called Leadership Development Conference) was held February 27-28, 1987, at the Monterey Beach Hotel in Monterey. This annual Institute provides assistance and training to faculty leaders to empower them to run stronger, more effective local senates. Through a variety of Institute activities, participants learn to identify the role and functions of local senates, as well as their relationship to the statewide Academic Senate, the System Office, other consultation groups, the Board of Governors of the California Community Colleges, and the Legislature. This year the Institute was held in Temecula at the Temecula Creek Inn and over 60 faculty attended. The program for the Institute included breakouts related to the Brown Act, Title 5 Regulations and Education

Code related to local senates, Nuts and Bolts of Local Senates, as well as breakouts on the budget, hiring and evaluation processes, ethics, and academic freedom. Next year's event will be held June 14-16, 2007, in San Jose at the Hayes Mansion. Information and registration materials can be found on our website at: <http://www.asccc.org/Events/Faculty.htm>, as well as highlights from past events.

CURRICULUM INSTITUTE

The Curriculum Institute, first held in 1999, provides curriculum chairs, chief instructional officers, and faculty members with vitally needed training. Participants learn good Curriculum Committee practices including how to write integrated course outlines; design a separate course approval process for distance education courses; ensure compliance with the guidelines for teaching and learning assistance; and integrate student learning outcomes into the curriculum process. This Institute offers a unique opportunity for colleges to send teams to participate in training related to the very important process of curriculum development. In 2006 the Institute was held in July at the Hayes Mansion in San Jose. The theme was Curriculum Strategies Implemented (CSI): The Forensics of Curriculum. Over 175 attendees participated in a range of breakouts including roles and responsibilities of curriculum committees, assigning courses to disciplines, degree and certificate requirements, trends in curriculum software, accreditation standards and the development of student learning outcomes, rules for tutoring and learning assistance, and many more. As with other events, you can view the past presentations on our website at <http://www.asccc.org/Events/Curric.htm>. In addition, you can find information and registration material for the upcoming Curriculum Institute that will be held on July 12-14, 2007, at the Loews Coronado Bay Resort in San Diego.

ACCREDITATION INSTITUTE

2007 will see the first Academic Senate Accreditation Institute. Scheduled to be held on January 5 and 6, 2007, at the San Francisco Airport Westin, this Institute will be open to all faculty as well as student services and instructional administrators. More information about this Institute will be available in the next iteration of this report and on our website.

TEACHING INSTITUTE

In response to Resolution 12.02 S01, the Academic Senate will host its first Teaching Institute in Redwood City February 16-18, 2007. This Institute will focus on faculty development and resources to support and strengthen faculty in working effectively with students toward achieving their educational goals. More information about this Institute will be available in the next iteration of this report and on our website.

As you can see the Academic Senate holds a number of professional development activities throughout the year. In August each year, information about the events as well as the registration materials are posted on the Senate website at <http://www.asccc.org/Events/Events.htm>. We encourage you to visit the site and participate in the events. If you find that your college does not have funding to send you to a Senate event, we do have scholarships available for each event.



DISCIPLINES LIST REVISION PROCESS

An important service the Academic Senate provides to local senates and faculty on our campuses is in the area of professional standards. In accordance with Title 5 Regulations, the Academic Senate reviews the Disciplines List (Minimum Qualifications for faculty teaching in each discipline). In the past, this process has been conducted every three years. However, over the years there have been many concerns raised about the length of time between each review—it's too long. In Fall 2005, the delegates adopted a two-year discipline review process as recommended by the Standards and Practices Committee of the Academic Senate. Beginning in Spring 2006, revisions, additions or modifications are solicited prior to the fall plenary session held in the year preceding the biennial review. These modifications are widely disseminated to professional organizations as well as faculty and administrative groups; they are also subject to hearings held at each plenary session, and are reviewed by the professional organizations for college administrators and bargaining agents. At the conclusion of the hearings, the body votes upon the proposed changes during its spring plenary session. We are currently completing our first cycle under this new process and will vote on the new revisions list during the 2007 Spring Plenary Session. You can watch our website for announcements of the process and for information on the suggested revisions to the disciplines list.

WEBSITE

As you have read this report, you might have noticed that much of the information mentioned refers you to our website for further details. The Academic Senate's website <http://www.asccc.org> holds a wealth of information past and present and is regularly updated with new and important information that is useful to keep local senates apprised about what the Senate is doing at the state and local levels. On our website, you can find many of the publications and resolutions adopted over the years. We continuously work to improve our website by

listening to your feedback. Most recently, we added the Legislative Tracking page. This page allows you to track specific pieces of legislation, to see positions of other constituent groups such as unions or the Board of Governors as well as the positions taken by the Executive Committee, and to find the status of bills in the Legislature. As new bills are introduced, the Legislative Tracking page will be updated. We hope that you will use this information to inform your positions locally.

During our deliberations on raising the Math and English graduation requirements, we developed a specific page to provide you with the status of our work. The Math and English resource page provides information that was presented before the Consultation Council, the Board of Governors and sent to you locally. We will continue to provide this resource as we gear up for the Basic Skills Initiative so you can continue to see our progress on implementing the direction of the body.

AWARDS

Another service provided to local senates is the recognition of the good work that is occurring on our colleges. Each year the Academic Senate presents four major awards that honor the faculty and colleges of the California Community College System, which are funded by the Foundation for California Community Colleges.

☛ **The Hayward Award for Excellence in Education** is awarded annually to four faculty members for commitment to education service to students' access and success and service to the institution through participation in professional and/or student activities. The Hayward Award is presented each year before the Board of Governors at its March meeting and includes a \$1,250 cash award for each recipient.

200 The Regina Stanback-Stroud Diversity Award is awarded annually to up to four faculty members making special contributions in the area of student success for diverse students. The Diversity Award is presented each year at the Academic Senate Spring Plenary Session and includes \$500 cash award for each recipient.

201 The Exemplary Program Award is awarded annually to programs or successful ventures in support of students. Each year the Executive Committee develops the theme for the Award. In 2006, the theme was "Innovative Noncredit Programs" in recognition of the ongoing good work of our noncredit programs. The Exemplary Program Award is presented each year before the Board of Governors at its January meeting and two programs receive a cash award of \$4,000 each.

202 The Jonnah Laroche Scholarship is awarded to three students annually for exceptional accomplishments; students must have a 3.0 GPA and be from a group historically underrepresented in higher education—ethnic minorities, women and persons with disabilities. Each year the Laroche Scholarship is presented to students at one of the plenary sessions and includes \$500 cash award for two continuing students and \$1,000 one transfer student.

You can find the names of past winners of each of the awards, as well as applications, on our website. As you work during the year, we encourage you to identify faculty or programs for these highly recognized awards. Applications for all awards are posted each year in August along with their associated timelines. Highlighting the work of our programs and faculty before the Board of Governors provides them with a small sample of the good work we are doing on our colleges.

RESOURCES

Yet another service we provide to faculty members are the many papers we publish each year. The Academic Senate develops papers through its standing committees that provide research, guidelines, and good practices to assist local senates in their role in California community colleges. This year we published four *Rostrums* (February, April, May, and September), four papers (*ESL Students in California Public Education; The Role of Noncredit in the California Community College; Minors on Campus: Underage Students in Community Colleges; Equivalency to the Minimum Qualifications*), and several President Updates. In addition, the Senate conducted seven surveys that will assist to inform future papers, *Rostrum* articles, and session breakouts on a variety of topics such as sabbatical leave policies and practices, honors programs, chancellor/presidential searches, associate degree requirements, faculty development, matriculation/placement, and compressed calendars. Watch your email/mail for these important papers.

TECHNICAL ASSISTANCE

The Academic Senate works with other constituent groups to provide resources and services to local colleges. One example of our collaborative efforts is the technical assistance process developed in 1995. The Academic Senate, in coordination with the Community College League of California, provides technical assistance to local colleges. The purpose of technical assistance is to help districts and colleges successfully implement state law and regulations that call for effective participation by faculty, staff and students in district and college governance. The services offered are most effective if used before major conflicts arise and prior to a heightened level of local unilateral action by any of the parties involved in the local decision-making process. In 2006, we provided technical assistance to three colleges, with several more scheduled for 2007 Spring semester. This type

of assistance, however, is not only for when you're having problems. You might consider inviting the Senate and the League if you have a new college president, particularly one that is from out of state and not familiar with our shared governance structure. We encourage you to discuss with your college president whether this type of assistance would be helpful to your college. You can find out more information about this process at <http://www.asccc.org/Resources/Tech.htm>.

COMMITTEES

The Academic Senate has 20 committees that advise the Executive Committee, prepare breakout sessions, draft publications and coordinate institutes. In addition, our committees works during the year to implement the many resolutions passed at the plenary sessions. You can view the work of these committees and how it applies to the Senate's Strategic Plan on the Senate website under Standing Committees.

*So who is
doing all
this work?*

There are over...

*14 Executive Committee
members;*

*75 faculty members on
Senate Standing Committees;*

*127 faculty members on
other committees, task forces,
advisory groups, and ad hoc
workgroups; and*

9 professional staff members

Conclusion

As you can see, we have all been busy working on your behalf. We hope that this report has peaked your interest and you're ready to help us at the state level. Stay connected with what we are doing by visiting our website, by attending some of our many events, or by serving on one of our standing committees.

Watch for next year's report.





Executive Committee Agenda Item

SUBJECT: Survey on College Grants Processes		Month: February	Year: 2015
		Item No: II. G	
		Attachment: YES	
DESIRED OUTCOME:	The board will approve the survey on college grants processes for distribution to the field	Urgent: YES	
		Time Requested: 20 minutes	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Freitas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Educational Policies Committee was assigned resolution 17.01 F12

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

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

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

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

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

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

Whereas, Unprecedented budget challenges are prompting California community colleges to

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

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

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

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

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

The draft survey was brought to the Executive Committee in January. Executive Committee input was brought to the Educational Policies Committee at its January 13 meeting and integrated into the original draft survey. The final draft survey as approved by Educational Policies is attached. The Educational Policies Committee requests that the Executive Committee approved the final draft of this survey for distribution to the field this spring. The results of the survey will then be reported to the field through a Rostrum article and/or future plenary breakout sessions.

Grants Process Survey

Draft Approved by Educational Policies Committee 1/13/15

Name:

College:

Leadership role (e.g. senate president, curriculum chair):

Email Address:

Office phone:

1) Is there a grants development policy at your institution? Yes/No/Don't Know

If a policy exists, please provide a link to the policy from your college/district website in the box below, if possible. (Insert dialog box for copying and pasting link)

2) If you answered no to question 1, are you aware of any plans to establish a grants development policy? Yes/No

(If you answered "No" to question 1, continue to question 6)

3) If you answered yes to question 1, how was the policy developed and established?

- Through collegial consultation with your academic senate
- Through your college participatory governance committee (i.e., through your College Council or equivalent, for example)
- Developed and implemented by the administration without consultation
- Don't know/Not enough information to respond
- Other (Explain)

(Insert dialog box for explanation)

4) Does your policy require approval to apply for grants? Yes/No/Don't Know. If yes, approximately how long does that approval process take? (Insert dialog box)

5) If you answered yes to (4), what type of approval is required? (Check all that apply)

- Committee approval (For example, approval by a grants committee, approval through college planning committee, etc.)
- Senate president review
- Curriculum chair review
- Dean approval
- Vice President's approval
- College President's approval
- Other (explain) (Insert dialog box)

6) Are grant initiators required to demonstrate need through your college's integrated planning process? Yes/No/Don't Know

7) When grants are awarded to the college, is there campus-wide communication about the award and how the monies will be spent? Yes/No/Don't Know

8) Are faculty leaders, such as senate presidents and curriculum chairs, made aware of the obligations of grant awards? Yes/No/Don't Know

9) If you answered "yes" to question 8, is that awareness raised before approval to apply for the grant or after the grant application has been submitted?

- Before the grant application has been submitted
- After the grant application has been submitted
- Don't know

10) Is information about grant awards used to inform the college budget allocation process? Yes/No/Don't know

11) Must grant applications be aligned with your college strategic plan? Yes/No/Don't Know

If grants are not required to support the college strategic plan, briefly describe the criteria used to validate the application. (Insert dialog box here)

12) Has your college been required to adopt curriculum as a result of being awarded grants? Yes/No/Don't Know (If you answered "no" or "don't know", continue to question 12)

13) If you answered "yes" to question 11, was faculty purview and expertise about curriculum development respected? Yes/No/Don't Know. If you answered "no", briefly explain. (Insert dialog box here)

14) How does the college institutionalize programs established by grants once the term of the grant has expired? (Insert dialog box here)

15) What do you wish was different about how grants are handled at your college? (Insert dialog box here)

16) May we contact you for more information? Yes/No



Executive Committee Agenda Item

SUBJECT: Open Meetings Policy		Month: February	Year: 2015
		Item No: II. H.	
DESIRED OUTCOME: The Executive Committee will adopt the proposed Open Meetings Policy		Attachment: YES	
		Urgent: NO	
CATEGORY:		Time Requested:	
REQUESTED BY: Craig Rutan		TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW ¹ : Julie Adams		Consent/Routine	X
		First Reading	
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

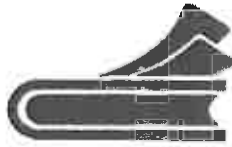
Last year, at the request of the Executive Committee, the Internal Process Committee (IPC) drafted the Open Meeting Policy, which outlines the process and procedures for conducting Executive Committee meetings. In the April 2014 meeting, the Executive Committee approved two sections of the Open Meeting Policy, Minutes and Public Comments, and directed IPC to continue work on the policy. The Internal Process Committee was terminated at the end of Spring 2014 and its work shifted to the Standards and Practices Committee in Fall 2014.

In Spring 2014, the body adopted Resolution 1.03:

Resolved, That the Academic Senate for California Community Colleges work to revise its bylaws at Fall Session 2014 to incorporate the requirements of the Brown Act for all its Executive Committee meetings.

While revising the Senate Bylaws, the Standards and Practices (S&P) Committee added a section to require that all meetings of the Executive Committee be run in accordance with the California Open Meetings Law. At the January 2015 Executive Committee meetings, the Executive Committee was concerned that the law would prevent some closed session items like interviewing candidates for the Board of Governors and requested that a policy be drafted that incorporates the spirit of the Brown Act, but allows the Executive Committee to continue completing all required tasks. The S&P Committee reviewed and revised the Open Meeting Policy to include the requirements for agendas, actions, open sessions, closed sessions, minutes, and public comments.

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



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Academic Senate Policy on Open Meetings

ASCCC Philosophical Statement for Open Meetings

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

Executive Committee Meetings

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

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

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

Executive Committee Meeting Agendas

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

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

Executive Committee Decision Making

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

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

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

First and second readings

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

Closed Session of Executive Committee

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

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

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

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

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

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

Minutes

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

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

Public Comment

The "public" is defined as any member of the Academic Senate for California Community Colleges as well as individuals not affiliated with the organization. Individuals serving as liaisons to system partners and other organizations are not considered "public" and may be

called upon to provide information necessary to the Executive Committee's deliberation of an issue.

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

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

Public Comments are typically limited to 5 minutes per individual and 30 minutes per agenda item; however, the president may allow further time as necessary. Executive Committee members may make a motion to extend the time for public comments for individuals and per agenda item.

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

Executive Committee Agenda Item

SUBJECT: Career Pathways Design Grant		Month: February	Year: 2015
		Item No: (I, J)	
DESIRED OUTCOME: The Executive Committee will consider for approval applying for the Career Pathways Design Grant		Attachment: YES	
		Urgent: YES	
		Time Requested: 5 mins.,	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Adams	Consent/Routine	X
STAFF REVIEW ¹ :	Tonya Davis	First Reading	
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Chancellor's Office recently released a grant for Technical Assistance Providers for Career Pathways Design. The work of the grant provides funds for a two-person key talent team of technical assistance providers (TAPs) for Career Pathways Design. Given the Senate's work on the Statewide Career Pathways (SCP) project and C-ID, we are positioned to provide this technical assistance. This item proposes that the Senate compete for this grant under the leadership of Kris Costa (current SCP Articulation Liaison) and Sid Burks (member of SCP, past CCCAOE President, and CTE dean at Chaffey College). While Kris and Sid will be the two-person key talent, they will be supported by the resources available through the Academic Senate including connections to the local senate, support of the current organizational resources, and access to the Senate listservs and other communication venues. In addition, the Senate will be providing the resources to inform the technical assistance and resources to colleges.

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

Chancellor's Office, California Community Colleges

RFA Specification

RFA Specification No.: 14-189

Funding Source: Senate Bill (SB) 858 (formerly SB 1070, Steinberg, Career Technical Education Pathways Program)

Funding Period: July 1, 2015 through June 30, 2017

Total Funds Available: \$950,000

Number of Awards: One

Match: No match required

BACKGROUND

Framework for Doing What Matters for Jobs and the Economy⁶

The goals of Doing What Matters for Jobs and the Economy are as follows: to supply in-demand skills for employers, create relevant career pathways and stackable credentials, promote student success, and get Californians into open jobs. Key activities under this framework include focusing on regional priority/emergent sectors and industry clusters (to be referred to simply as "sectors"); taking effective practices to scale; integrating and leveraging programming between funding streams; promoting common metrics for student success; and removing structural barriers to execution.

It is the intent of the division, wherever possible, to target the investment of incentive funds against three thematic areas in support of this framework: regions, sectors, and technical assistance.

INTRODUCTION

This grant provides funds for a two-person key talent team of technical assistance providers (TAPs) for Career Pathways Design. This key talent team will represent the Chancellor's Office by serving as the statewide liaison for Career Pathways Design. The TAPs will be responsible for:

- recommending legislative and regulatory policies and procedures;
- identifying and disseminating best practices that will improve Career Pathways statewide; and

⁶ Information on Doing What Matters for Jobs and the Economy can be found at <http://doingwhatmatters.cccco.edu/> (also included in the reference materials section at the end of the RFA).

-
- providing leadership, guidance, and technical assistance at the local, regional, and state level in order to expand and improve Career Pathways from middle and high schools to community college programs and promote student success.

SB 1070 Career Technical Education Pathways Program Overview⁷

Senate Bill 1070, Steinberg, extended the Career Technical Education Pathways Program until June 30, 2015. The purpose of the bill is to engage K-16 in improving linkages, increasing readiness of secondary students for postsecondary education, and increasing student success and training in postsecondary education by developing career technical education pathways between high schools and community colleges.

The mission of the Career Technical Education Pathways program is to contribute to California's job growth and economic vitality through collaboration and articulation between California's middle and high schools, postsecondary education, and regional business and labor organizations to increase student success in postsecondary education and careers in high growth, high need, or emerging regional economic sectors. Directives set forth in SB 1070 are to increase readiness of middle and high school pupils for postsecondary education and careers in regional economic sectors by:

- Aligning existing postsecondary technical preparation programs and courses with high school career technical education curriculum to ensure seamless transitions for students.
- Increasing attainment of industry recognized certificates.
- Promoting productive partnerships between educational institutions and business and industry to build upon existing regional structures.
- Promoting and tracking participation of high school and college students in articulated and dual enrolled courses, and the credit awarded.
- Providing professional development to teachers and faculty.
- Expanding student's opportunities in paid or unpaid work experience programs and internships.
- Successful implementation of the State's existing career pathways.
- Validating reliable measures to establish readiness for postsecondary education and career.

Introduction to the SB 1070 Career Technical Education (CTE) Pathways Grants⁸

The mission of the Career Technical Education Pathways program is accomplish the broader objectives of SB 1070 by supporting regions as they develop and implement sustainable

⁷ Within the reference materials section at the end of the RFA is a link to SB 1070 for those that wish to research these documents for a full understanding of the system goals and or legal requirements for this RFA.

⁸ Information on CTE Pathways Program grants can be found at <http://extranet.cccco.edu/Divisions/WorkforceandEconDev/WEDDRFAs/RFASB1070CTEPathways.aspx>. Information on SB 1070 can be found at

policies and infrastructure that results in the successful transition of CTE students from high schools to community colleges, thus preparing them for further education or entrance into the workforce.

In December 2013, 11 regional consortia were funded to design and implement a plan to improve linkages and pathways from secondary to post-secondary education and into the workforce.⁹ The following is a brief summary of the activities they were tasked with doing:

- Planning Year (Year 1):
 - Convene key players to develop a 2-year consortium plan and budgets (submitted to the Chancellor's Office in October 2014).
 - Collect consortium baseline data to develop an inventory of articulated courses, career pathways, and to identify the number of CTE students completing articulated courses, earning college credit, and matriculating from high schools to community colleges;
 - Participate in LaunchBoard training and meetings to learn how to coordinate LaunchBoard data collection in years 2 and 3.¹⁰
- Implementation Years (Years 2 and 3)
 - Implement plan
 - Commence LaunchBoard data collection

NEED

The need section is a narrative that concisely describes the need for the projects in response to the prompts below. In addition, the applicant should reference source(s) for substantiation of the need statement.

Responses should address the following prompts:

- Identify the value of Career Pathways development for California Community Colleges, California K-12 education, and the California workforce development system.
- Describe landscape of Career Pathways development in the local, regional, state, and national-level. Identify challenges and opportunities in Career Pathways development, implementation, sustainability, and evaluation.
- Describe your understanding of the needs of Career Pathways practitioners in the state.
- Discuss the intersection of Career Pathways work with on-going educational and workforce development activities in the state.

⁹ The RFA for CTE Pathways Program grants can be found at <http://extranet.cccco.edu/Divisions/WorkforceandEconDev/WEDDRFAs/RFASB1070CTEPathways.aspx>

¹⁰ Information on the LaunchBoard can be found at <http://www.doingwhatmatters.cccco.edu/LaunchBoard.aspx>.

RESPONSE TO NEED

This section is a narrative that at a minimum responds to the sections listed in the prompts listed within this section. While the 'Objectives and Activities' should map directly to the Annual Work plan (Appendix B), this narrative section is where applicants should provide greater detail about the intent behind their plans, the substance of proposed activities, and anticipated impacts on CTE Pathways Program grantees' efforts, other Career Pathways practitioners, and the Chancellor's Office's regional and sector-based work.

Responses must address all of the following:

- Describe the applicant's general approach to the provision of technical assistance.
- Describe the applicant's technical assistance plan. This plan description must discuss how the needs specified above will be addressed and detail how it will accomplish all of the "Objectives and Activities" listed below.

OBJECTIVES AND ACTIVITIES

The following section describes all of the objectives and activities that the applicant needs to address in their technical assistance plan and annual work plan. **Applicants must respond to every objective. The activities listed below represent the minimum level of effort the applicant needs to address.** Applicants should include any additional activities they feel are needed to accomplish the stated objectives. The Chancellor's Office encourages applicants to be creative and innovative in their approaches.

Objective #1: Supply Structural Support

The key talent will **supply structural support** to the Chancellor's Office and the Doing What Matters for Jobs and the Economy Framework related to Career Pathways by:

- Serving as first point of contact for aligning California Career Pathways programs with the Doing What Matters for Jobs and the Economy Framework, including making recommendations to the Chancellor's Office on policy and process changes.
- Collaborating with others whose work impacts Career Pathways including (but not limited to) Career Pathways practitioners in both K-12 and postsecondary education (e.g., SB 1070 CTE Pathways Program grantees, California Career Pathways Trust (CCPT) grantees, CTE Transition grantees, Perkins administrators, Adult Education programs)¹¹, Regional Consortia leads, Sector Navigators, Deputy Sector Navigators¹², Academic Senate for California Community Colleges (ASCCC),

¹¹ Information on California Career Pathways Trust (CCPT) 2006 can be found at <http://www.cde.ca.gov/ci/ct/pt/> and <http://doingwhatmatters.cccco.edu/WEDDGrants/CareerPathwaysTrustGrants.aspx>; Information on Carl D. Perkins Career and Technical Education Act of 2006 can be found at <http://extranet.cccco.edu/Divisions/WorkforceandEconDev/CareerEducationPractices/PerkinsIV.aspx>; Information on CTE Transitions 2006 can be found at <http://extranet.cccco.edu/Divisions/WorkforceandEconDev/CareerEducationPractices/PerkinsIV/CTETransitions.aspx>; Information on Academic Senate for California Community Colleges (ASCCC) 2006 can be found at <http://www.asccc.org/>.

¹² <http://doingwhatmatters.cccco.edu/WEDDGrants/GranteeRoles.aspx#sn>

California Workforce Investment Board (CWIB), Local Workforce Investment Boards (LWIBs), and Employer/Industry Groups to:

- identify existing state and regional efforts in order to develop a comprehensive technical assistance Design Plan (see ‘Objective #5: Generating Shared Knowledge’); and
- coordinate ongoing efforts with those of other practitioners/stakeholders.
- Attending California Community College Association for Occupational Education (CCCAOE) Conferences (held twice annually)¹³ and Chancellor’s Office TAP Deep Dives and Extended Operations Team Meetings¹⁴ (held quarterly) in order to:
 - represent Career Pathways practitioner interests and act as liaison between practitioners and the Chancellor’s Office; and
 - interact with the Regional Consortia, Sector Navigators and Deputy Sector Navigators to stay on top of what local, regional, and statewide needs are related to Career pathways.

Objective #2: Engage in Strategic Learning

In order to advise Career Pathways practitioners and the Chancellor’s Office, the key talent will **engage in strategic learning** that keeps them abreast of all in-state and national Career Pathways work/research and statewide data collection strategies by:

- Staying informed of all on-going Career Pathways work in the state to maintain a working knowledge of all programs and identify intersections for coordinating efforts including: SB 1070 CTE Pathways Program, CCPT, Perkins CTE Transitions, Linked Learning efforts, Adult Education programs, and Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant efforts that incorporate pathways work, etc.
- Staying informed of Career Pathways research and work going on in other states and at the national level—such as work through state initiatives across the country, Pathways to Prosperity, Jobs For the Future (JFF), TAACCCT grants, Center for Law and Social Policy (CLASP), National Career Pathways Network, Office of Community College Research and Leadership (OCCRL)—in order to bring best practices/recommendations to the Chancellor’s Office and the California Community Colleges.
- Identifying professional development opportunities for educational entities incorporated into Career Pathways (i.e., high schools and community colleges),

¹³ Information on CCCAOE Conferences can be found at http://www.cccaoc.org/index.cfm?pageID=Conf_Future.

¹⁴ Extended Operations Team Meetings convene relevant stakeholders—Regional Consortia Chairs/Co-Chairs and Coordinators, Sector Navigators, Select TAPs, CCCCO WEDD Vice Chancellor & Deans, and CCCCO WEDD Grant Monitors—in order to discuss the statewide implementation of the Doing What Matters for Jobs and the Economy framework. These meetings are preceded by TAP Deep Dive Meetings where members—select TAPs, CCCCO WEDD Grant Monitors for TAPs, and the Vice Chancellor of WEDD—discuss TAP-specific items and decide if any should be floated up to the subsequent Extended Operations Team Meeting for general discussion. Information on the meeting schedule can be found at <http://doingwhatmatters.cccco.edu/Events/DivisionMeetings.aspx>.

Regional Consortia members, Sector Navigators, Deputy Sector Navigators, and Chancellor's Office staff.

- Attending LaunchBoard trainings and meetings to ensure significant understanding of the system in order to aid CTE Pathways Program grantees with data collection and reporting.
- [If not already completed by TAPs] Engaging in on-boarding activities aimed at acquiring the necessary knowledge and skills to become effective leaders in the Doing What Matters for the Jobs and the Economy framework, including reviewing items 1.0-1.4 of the "Onboarding & Professional Development of Ext Ops Team" on the Doing What Matters website;¹⁵ completing the CCCAOE Leadership Academy Program;¹⁶ and attending an ASCCC CTE curriculum workshop.¹⁷

Objective #3: Foster the Career Pathways Community of Practice (CoP)

To establish a means for Career Pathways practitioners to make peer-to-peer connections, collectively troubleshoot problems, engage in joint planning and advocacy, and share resources, lessons learned, and promising practices; the key talent will **foster the Career Pathways CoP** by:

- Brokering connections and encouraging peer-to-peer sharing between all various pathways efforts in the state in order to work toward better coordination and information sharing across all relevant groups and agencies including (but not limited to) CTE Pathways Program grantees, CCPT grantees, Carl D. Perkins grantees, Linked Learning grantees, the California Department of Education (CDE), and the Chancellor's Office.
- Regularly facilitating convenings of CTE Pathways Program grantees (in-person and/or virtually) to give them the opportunity come together to share challenges and promising practices; collaborate on pathways program planning and/or implementation; and discuss how to improve outcomes for students.
- Supporting groups working on statewide pathways alignment by helping to coordinate group initiatives and spearhead efforts to organize meetings (in-person and/or virtually) for these work groups.
- Using technology to assist in promoting the Career Pathways CoP. Examples of such technology might include:
 - Developing a CoP website for Career Pathways practitioners in California,

¹⁵ "Onboarding & Professional Development of Ext Ops Team" can be found at <http://doingwhatmatters.cccco.edu/ForWEDDGrantees.aspx>.

¹⁶ Information on the CCCAOE Leadership Academy can be found at http://www.cccaoc.org/index.cfm?pageID=Leadership_Academy. Please note that there are fees associated with participating in this training,

¹⁷ An example of an ASCCC CTE curriculum workshop can be found at <http://www.asccc.org/events/2015-01-15-080000-2015-01-16-080000/2015-cte-curriculum-academy>. Please note there are fees associated with participating in this training. In addition, please note that this academy is combined with a portion of the CCCAOE Leadership Academy described above.

-
- Producing webinars aimed at informing and supporting Career Pathways practitioners work,¹⁸
 - Communicating via social media, and
 - Other innovative strategies/tools.

Objective #4: Provide Direct Technical Assistance to CTE Pathways Program Grantees

The key talents will **provide direct technical assistance to CTE Pathways Program grantees** to support their Career Pathways work by:

- Serving as the first point of contact for CTE Pathways Program grantees with the intent of assisting California Community Colleges and Districts in developing, expanding, or improving Career Pathways programs.
- Assessing the CTE Pathways Program grantees two-year consortium plans to get a better understanding of what grantees are proposing to do and use this to refine technical assistance design report (see 'Objective #5: Generate Shared Knowledge' and Deliverables under 'Reporting and Accountability Requirements').
- Serving as a Subject Matter Expert (SME) in articulation, dual enrollment, concurrent enrollment, career pathways, and/or curriculum development and approval; *and* brokering connections between additional SMEs with expertise in other areas of need and CTE Pathways Program grantees.
- Providing one-on-one coaching to each grantee consortium. Coaching should include (but is not limited to):
 - helping grantees identify and address barriers,
 - coordinating and delivering training for grantees when areas of need are identified, and
 - presenting at or facilitating meetings of consortia stakeholders when necessary to further grantees' efforts.
- Providing guidance and support to grantees' in their efforts to collect and report data for the LaunchBoard, SB 1070 reporting requirements, and any other required reporting and metrics.
- Supporting CTE Pathways Program grantees' products by providing assistance with development of statewide resources being created by CTE Pathways Program grantees. This assistance may come in helping grantees organize, write, and/or edit these resources.

Objective #5: Generate Shared Knowledge

In order to document and share information about the challenges and promising practices related to Career Pathways design and implementation, the key talent will

¹⁸ Grantees of the Chancellor's Office will be have access to free phone conferencing, web meeting, and webinar services via CCC Confer (www.cccconfer.org).

generate shared knowledge for the Chancellor's Office, Doing What Matters for Jobs and the Economy stakeholders, and the public-at-large (when applicable) by:

- Providing guidance to the Chancellor's Office staff and other educational entities conducting Career Pathways work on the needs of middle and high school and community college related to implementing, running, and sustaining Career Pathways programs; current Career Pathways trends and funding opportunities; and promising research and best practices from regional, state, and national practitioners and organizations.
- Producing the following deliverables aimed at promoting knowledge and information about Career Pathways work in California (the items below are required, however, applicants may propose to submit additional deliverables):
 - **Design Report:** After reviewing the CTE Pathways Program grantees' 2-year consortium plans and collaborating with other stakeholders to identify existing state and regional efforts (see 'Objective #1: Supply Structural Support' and 'Objective #4: Provide Direct Technical Assistance to CTE Pathways Program Grantees'), submit a report that describes the areas in which technical assistance is needed and all planned activities for technical assistance for the entirety of the project. The Design Report should also include a communications strategy that outlines how the grantee will foster the development of the Career Pathways CoP (see 'Objective #3: Foster the Career Pathways CoP'). The Design Report may also include recommendations to update the work plan. *(Due two months after execution of the grant agreement.)*
 - **Interim Report:** Summarize all of the obstacles/challenges and emerging promising practices related to implementing CTE Pathways Program Grants; provide case studies of each of the CTE Pathways Program grantees; and present a broad survey of statewide Career Pathways efforts. *(Interim Report Outline is due by February 15, 2016 for approval by the Chancellor's Office. Interim Report is due two months after approval of the Interim Report Outline.)*
 - **Final Report:** Summarize technical assistance activities (including challenges and best practices); obstacles faced by grantees; lessons learned from CTE Pathways Program grantees; examples of best practices in Career Pathways implementation; and policy recommendations. Final report should include as appendices all products developed under the Career Pathways Design TAPs grant funding, such as assessment tools, survey instruments, webinar summaries, toolkits, briefs, reports, etc. *(Final Report Outline is due by February 22, 2017 for approval by the Chancellor's Office. Draft Final Report is due two months after approval of the Final Report outline. Final Report is due one month after grantee receives comments on the Draft Final Report from the Chancellor's Office.)*

PROJECT MANAGEMENT PLAN

The TAPs for Career Pathways Design are key talent roles for the Doing What Matters for Jobs and the Economy system. This position must consist of a team of two key talents. Each

key talent is expected to be employed as TAP at no less than 80% of a position, but preferably at 100%. No individual can hold more than one key talent role for the system.

The applicant must designate one of the key talents as the Project Director in the project management plan and additional required management documentation.

The management plan narrative must include:

- 1) **Recruitment and Retention Practices:** The applicant should describe their ability to recruit and retain quality staff for grant-funded positions.
- 2) **Qualifications:** The applicant should describe their plan for ensuring that Career Pathways Design TAP hires will satisfy the minimum and desired qualifications listed below. The plan should also include how the applicant plans to hire TAPs in a way that ensures: (1) coverage of geographical areas; (2) coverage of content area expertise, and (3) all the objectives and activities detailed in the Response to Need/Annual Work Plan are accomplished.

Minimum Qualifications of Key Talent Staff Member(s): The following are the minimum qualifications a grantee must meet to apply for the grant.

- Both key talents must have demonstrated hands-on experience developing and implementing career pathways across multiple secondary and post-secondary institutions.
- At least one key talent must be a current or former Career Technical Education (CTE) Dean at a Community College.

Desired Qualifications: The following are the desired qualifications for TAPs.

Content Area Knowledge

- Experience working in and understanding all areas of the California educational system, including K-12, community college, and 4-year colleges/universities.
- Knowledge and understanding of legal and policy regulations impacting Career Pathways development including the California Code of Regulations: Title V. Education, California Education Code, Common Core State Standards Initiative (and implementation in California), and the legislative process.
- Experience in Career Pathways development and relevant content areas related this development (i.e., articulation, dual enrollment, concurrent enrollment, and curriculum development and approval).
- Knowledge of local, regional, statewide, and national efforts and research related to creating Career pathways.
- Experience working with the various data systems in use by Career Pathways practitioners in California (e.g., LaunchBoard, Cal-PASS Plus, CALPADS, CATEMA, etc.).

Professional Expertise

- Experience in providing technical assistance for secondary and/or post-secondary educational programs.
- Experience hosting interactive meetings, facilitating discussions, and making presentations.
- Experience convening in-person and virtual meetings, including coordinating logistics, planning activities/sessions, and using the necessary technology to conduct both in-person and virtual meetings.
- Ability to engage diverse sets of stakeholders, such as students, secondary and post-secondary staff and faculty, school and college administrators, state educational agency staff, policymakers, and employers.
- Ability to recruit and engage subject matter experts.
- Experience developing written materials for local, regional, or state agency staff members and policymakers, such as evaluations, reports, briefs, white papers, etc.
- Experience developing written materials for practitioners, such as desk references, manuals, guidance memos, etc.
- Experience in advocacy and policy work related to secondary and/or post-secondary educational programs.

Technological Skills

- Experience using digital media for communication in a professional setting, including curating websites, writing blogs or other posts, and using social media (e.g., Facebook, LinkedIn, Twitter, etc.).
- Experience using webinar technology to facilitate virtual meetings/convenings and make presentations.
- Ability to use technology to streamline project management.

Project Management Skills

- Strong organizational and project management skills.
- Strong written and oral communication skills.

3) Additional Required Management Documentation *(The following does not count as part of the narrative page count.)*

- Description of project management structure.
- Organizational chart for operating the project.
- Intent-to-participate letters from partners, if any. The RFA does not require the participation of other colleges; however, it is encouraged where appropriate.

REPORTING REQUIREMENTS

1) Deliverables

As described in the 'Response to Need' section (specifically 'Objective #5: Generate Shared Knowledge'), the awarded grantee is expected to produce the following deliverables (though the applicant may propose additional deliverables) according to the timeline specified:

1. **Design Report** that describes the areas in which technical assistance is needed and all planned activities for technical assistance for the entirety of the project. The Design Report should include a communications strategy that outlines how the grantee will foster the development of the Career Pathways CoP. The Design Report may also include recommendations to update the work plan. *(Due two months after execution of the grant agreement.)*
2. **Interim Report** that summarizes all of the obstacles/challenges and emerging promising practices related to implementing Career Pathways Program Grants; provide case studies of each of the Career Pathways Program grantees; and present a broad survey of statewide Career Pathways efforts. *(Interim Report Outline is due by February 15, 2016 for approval by the Chancellor's Office. Interim Report is due two months after approval of the Interim Report Outline.)*
3. **Final Report** that summarizes technical assistance activities (including challenges and best practices); obstacles faced by grantees; lessons learned from CTE Pathways Program grantees; examples of best practices in Career Pathways implementation; and policy recommendations. Final report should include as appendices all products developed under the Career Pathways Design TAPs grant funding, such as assessment tools, survey instruments, webinar summaries, toolkits, briefs, reports, etc. *(Final Report Outline is due by February 22, 2017 for approval by the Chancellor's Office. Draft Final Report is due two months after approval of the Final Report outline. Final Report is due one month after grantee receives comments on the Draft Final Report from the Chancellor's Office.)*

2) Year-to-Date Expenditures and Progress Report

Each allocation recipient is required to submit quarterly Year-to-Date Expenditure and Progress Reports via an online reporting system (see **Calendar of Key/Reporting Dates, Section M** or, or Appendix A, Article I, Section 3, for quarterly reporting due dates and terms). No negative numbers are allowed within quarterly reports since the Chancellor's Office allows for liberal budget movement quarterly (see Article I, Section 2, Budget Changes) and has an online process for those budget changes that require Project Monitor approval.

3) Accountability Reporting

The accountability for and measurement of grant activities administered through CCCCO's Workforce and Economic Development Division is integral to a successful project. For the Career Pathways Design TAPs, only the Quality of Service measure has been included.¹⁹

REFERENCE MATERIALS

List of Appendices

Legal Terms and Conditions Articles I and II (Appendix A)

Application Forms (Appendix B)

Guidelines, Definitions, and Allowable Expenditures (Appendix C)

Common Metrics and Accountability Measures (Appendix D)

RFA Templates

References

Doing What Matters for Jobs and the Economy: <http://doingwhatmatters.cccco.edu/>

SB 1070—Career and Technical Education Pathways: http://www.leginfo.ca.gov/cgi-bin/postquery?bill_number=sb_1070&sess=PREV&house=B&author=steinberg

RFA Information for SB 1070 Career Technical Education Pathways Program Grant: <http://extranet.cccco.edu/Divisions/WorkforceandEconDev/WEDDRFAs/RFASB1070CTEPathways.aspx>

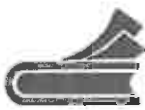
Information on the California Career Pathways Trust: <http://www.cde.ca.gov/ci/ct/pt/>

Additional documents and resources on the Chancellor's Office RFA Process: <http://doingwhatmatters.cccco.edu/WEDDGranteeResources.aspx>

TERMS AND CONDITIONS

This grant shall consist of this Grant Agreement face sheet and the Grantee's application, with all required forms. The RFA Specification and the Grant Agreement Legal Terms and Conditions, as set forth in the RFA Instructions are incorporated into this grant by reference.

¹⁹ See Appendix D for more detail about the Quality of Service measure.



Executive Committee Agenda Item

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

Please note: Staff will complete the grey areas.

BACKGROUND: The Academic Senate Foundation is planning its spring fundraising event. We ask for your support and help in the following activities.

Spring Fling

The Academic Senate Foundation will again hold its Session Spring Fling event will be held on Friday evening, April 10. Guests will enjoy dinner, dancing, and wine with the James Todd Quartet providing the evening's music. We will again sell individual spring fling tickets as well as provide the opportunity for table sponsors.

Silent Auction

The AS Foundation is soliciting items for the silent auction. Donations will be accepted through the ASCCC office. As the donations come in, we will be posting to the ASCCC website a preview of the auction items including a picture, a description, and the value of the item.

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

Executive Committee Agenda Item

SUBJECT: Legislation Update		Month: February	Year: 2015
		Item No. III. C	
		Attachment: Yes	
DESIRED OUTCOME:	Update the Executive Committee on recent state and federal legislation.	Urgent: NO	
CATEGORY:	Information	Time Requested: 20 minutes	
REQUESTED BY:	Julie Bruno	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW ¹ :	Julie Adams	Consent/Routine	
		First Reading	
		Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND: The 2015 Legislative Session has started with relatively few bills being introduced. Attached is the ASCCC Legislation Report. Also, attached are the Chancellor's Office State and Federal Legislative Updates, Tracking Matrix and Senate and Assembly Rosters.

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



December 15, 2014

Continuing Resolution Expires – \$1 Trillion Spending Bill Sent to the President

For the last two months, Congress has relied on a “Continuing Resolution” to fund the federal government and avoid a shutdown. These resolutions largely continue funding at the previous year’s levels even if needs and priorities have changed, and they make it difficult for federal agencies to plan effectively. Another short term measure was signed by the President to prevent a government shutdown which would have happened on December 17. However, a few days before the latest Continuing Resolution expired, the House and Senate passed a \$1 trillion spending bill that would fund the federal government through September for Fiscal Year 2015. After passage by the House, the vote in the Senate took place on Saturday, December 13. As of this writing, the spending bill is on its way to the President for his signature.

The House version has an important provision related to community colleges. It would partially reinstate federal financial aid eligibility for qualified ability-to-benefit (ATB) students enrolled in career pathway programs. Under the bill, students without a high school diploma or GED who are enrolled in recognized career pathway programs would have the opportunity to prove their 'ability-to-benefit' from higher education by passing an exam or successfully completing 6 credit hours. They would then be qualified for access to federal financial aid, including Pell Grants and the Direct Loan program. The reinstatement of eligibility goes into effect immediately; however the Pell Grant maximum award differs based on enrollment date. ATB students who enter a career pathways program prior to July 1, 2015 are grandfathered in and eligible for a full maximum Pell Grant award (currently \$5,730) for all subsequent years of enrollment. However, students enrolled after July 1, 2015 will only be eligible up to the maximum "discretionary base award" for the Pell Grant program, which is currently \$4,860. The differential in award levels was designed to minimize federal expenditures, and will add some financial aid complexity for future ATB students.

Higher Education Re-Authorization Introduced

As one of his final acts as a U.S. Senator, Tom Harkin of Iowa introduced S.2954. This bill includes priorities for Democrats such as year round Pell benefits for part-time and full-time students, a federal student unit record system which would vastly improve available information on the academic pathways, completion rates, transfer rates, and earnings of students. At this point in the session, the bill has very little chance of being passed but it does serve as a roadmap for where reauthorization might be headed in 2015.

House Selects Committee on Education and the Workforce Members for 2015

House Steering and Policy Committee Republicans and Democrats both selected committee chairs and ranking members. Congressman John Kline (R-MN) will return as Chairman of the House Committee on Education and the Workforce. Congressman Bobby Scott (D-VA) is expected to become the new Ranking Member for the House Committee on Education and the Workforce with the retirement of outgoing Ranking Member George Miller (D-CA). House subcommittee chairs and ranking members will be determined at a later date.

The White House

Office of the Press Secretary

For Immediate Release
January 17, 2015

FACT SHEET: A Simpler, Fairer Tax Code That Responsibly Invests in Middle Class Families

Middle class families today bear too much of the tax burden because of unfair loopholes that are only available to the wealthy and big corporations. In his State of the Union address, the President will outline his plan to simplify our complex tax code for individuals, make it fairer by eliminating some of the biggest loopholes, and use the savings to responsibly pay for the investments we need to help middle class families get ahead and grow the economy.

The President will put forward reforms that include eliminating the biggest loophole that lets the wealthiest avoid paying their fair share of taxes:

- **Close the trust fund loophole – the single largest capital gains tax loophole – to ensure the wealthiest Americans pay their fair share on inherited assets.** Hundreds of billions of dollars escape capital gains taxation each year because of the "stepped-up" basis loophole that lets the wealthy pass appreciated assets onto their heirs tax-free.
- **Raise the top capital gains and dividend rate back to the rate under President Reagan.** The President's plan would increase the total capital gains and dividends rates for high-income households to 28 percent.
- **Reform financial sector taxation to make it more costly for the biggest financial firms to finance their activities with excessive borrowing.** The President will propose a fee on large, highly-leveraged financial institutions to discourage excessive borrowing.
By ensuring those at the top pay their fair share in taxes, the President's plan responsibly pays for investments we need to help middle class families get ahead, like his recent proposal to make two years of community college free for every student willing to do the work. The savings will pay for additional reforms that will help the paychecks of middle-class and working families go further to cover the cost of child care, college, and a secure retirement:
- **Provide a new, simple tax credit to two-earner families.** The President will propose a new \$500 second earner credit to help cover the additional costs faced by families in which both spouses work — benefiting 24 million couples.
- **Streamline child care tax incentives to give middle-class families with young children a tax cut of up to \$3,000 per child.** The President's proposal would streamline and dramatically expand child care tax benefits, helping 5.1 million families cover child care costs for 6.7 million children. The proposal will complement major new investments in the President's Budget to improve child care quality, access, and affordability for working families.
- **Simplify, consolidate, and expand education tax benefits to improve college affordability.** The President's plan will consolidate six overlapping education provisions into just two, while improving the American Opportunity Tax Credit to provide more students up to \$2,500 each year over five years as they work toward a college degree — cutting taxes for 8.5 million families and students and simplifying taxes for the more than 25 million families and students that claim education tax benefits.
- **Make it easy and automatic for workers to save for retirement.** The President will put forward a retirement tax reform plan that gives 30 million additional workers the opportunity to easily save for retirement through their employer.
These new policies build on longstanding proposals to extend important tax credit improvements for working families, expand the Earned Income Tax Credit, provide quality preschool for all four-year-olds, and raise revenue to reduce the deficit by curbing inefficient tax breaks that primarily benefit the wealthy. In addition, the President has put forward a framework for fixing the business tax system on a revenue-neutral basis and using the transition revenue to pay for investments in infrastructure.

Eliminating the Biggest Loopholes that let the Wealthiest Avoid Paying Their Fair Share of Taxes and Reforming Financial Sector Taxation

Reforming the Taxation of Capital Gains

Rather than make it easier for middle-class families to make ends meet, our tax system has changed over time in ways that make it easier for the wealthy to avoid paying their fair share. Though President Obama restored top tax rates on the highest income Americans to their levels under President Clinton, high-income tax rates remain historically low, especially on capital income. Capital income taxes are also much lower than tax rates on income from work, which explains how the highest-income 400 taxpayers in 2012 – who obtained 68 percent of their income from capital gains – paid ~~68 percent of their income~~ income tax at an effective rate of 17 percent, even though the top marginal income tax rate was 35 percent.

The problem is that the U.S. capital income tax system is too broken to address this unfairness just by raising tax rates. Current rules let substantial capital gains income escape tax altogether. Raising the capital gains rate without also addressing these loopholes would encourage wealthy individuals to take further advantage of the opportunities the current system provides to defer and avoid tax.

The largest capital gains loophole – perhaps the largest single loophole in the entire individual income tax code – is a provision known as “stepped-up basis.” Stepped-up basis refers to the fact that capital gains on assets held until death are never subject to income taxes. Not only do bequests to heirs go untaxed, but the “tax basis” of inherited assets used to compute the gain if they are later sold is immediately increased (“stepped-up”) to the value at the date of death – making the capital gain income forever exempt from taxes. For example, suppose an individual leaves stock worth \$50 million to an heir, who immediately sells it. When purchased, the stock was worth \$10 million, so the capital gain is \$40 million. However, the heir’s basis in the stock is “stepped up” to the \$50 million gain when he inherited it – so no income tax is due on the sale, or ever due on the \$40 million of gain. Each year, hundreds of billions in capital gains avoid tax as a result of stepped-up basis.

The President’s proposal would close the stepped-up basis loophole by treating bequests and gifts other than to charitable organizations as realization events, like other cases where assets change hands. It would also increase the total top capital gains and dividend rate to 28 percent – the rate under President Reagan. (The top rate applies to couples with incomes over about \$500,000.) It would:

- **Almost exclusively impact the top 1 percent.** 99 percent of the impact of the President’s capital gains reform proposal (including eliminating stepped-up basis and raising the capital gains rate) would be on the top 1 percent, and more than 80 percent on the top 0.1 percent (those with incomes over \$2 million). Under the President’s proposal, wealthy people would still get a preferential rate on their income from investments, but they would no longer be able to accumulate extra wealth by paying no capital gains tax whatsoever.
- **Address a basic unfairness in the tax system.** Most middle-class retirees spend down their assets during retirement, which means they owe income taxes on whatever capital gains they’ve accrued. But the wealthy can often afford to hold onto assets until death – which is what lets them use the stepped-up basis loophole to avoid ever having to pay tax on capital gains. ~~68 percent~~
- **Unlock capital for productive investment.** By letting very wealthy investors make their capital gains disappear at death, stepped-up basis creates strong “lock-in” incentives to hold assets for generations, even when resources could be reinvested more productively elsewhere. The proposal would sharply reduce these incentives, making it a pro-growth way to raise revenue.
- **Protect the middle-class and small businesses.** To ensure that it would impose neither tax nor compliance burdens on middle-class families, the President’s proposal includes the following protections:
 - For couples, no tax would be due until the death of the second spouse.
 - Capital gains of up to \$200,000 per couple (\$100,000 per individual) could still be bequeathed free of tax. Note that, since capital gains generally represent only a fraction of an asset’s value, this exemption would allow couples to bequeath more than \$200,000 without owing taxes. The exemption would be automatically portable between spouses.
 - In addition to the basic exemption, couples would have an additional \$500,000 exemption for personal residences (\$250,000 per individual). This exemption would also be automatically portable between spouses.
 - Tangible personal property other than expensive art and similar collectibles (e.g. bequests or gifts of clothing, furniture, and small family heirlooms) would be tax-exempt. In addition to avoiding any tax burden on these transfers, this exclusion would prevent families from having to value and report them.

As a result of these provisions, only a tiny minority of small businesses could possibly be affected by the repeal of stepped-up basis. However, the President’s proposal also includes extra protections that ensure no small family-owned business would ever have to be sold for tax reasons:

- No tax would be due on inherited small, family-owned and operated businesses - unless and until the business was sold.
 - Any closely-held business would have the option to pay tax on gains over 15 years.
- Imposing a Fee on Large Financial Institutions***

The President's proposal would make it more costly for the largest financial firms to finance their activities by borrowing heavily. Specifically, the President's proposal would impose a 7 basis point fee on the liabilities of large U.S. financial firms: the roughly 100 firms in the nation with assets over \$50 billion. The President's proposal would attach a cost to leverage for the largest financial firms, leading them to make decisions more consistent with the economy-wide effects of their actions, which would in turn help reduce the probability of major defaults that can have widespread economic costs. This approach is broadly consistent with a proposal from former Ways and Means Chairman Camp's tax reform plan that would have imposed an excise tax on large financial firms.

Reforming the Tax System to Better Support and Reward Work

Creating a New "Second Earner Credit" for Married Couples Where Both Spouses Work

Two-earner couples can face high penalties for working. When both spouses work, the family incurs additional costs in the form of commuting costs, professional expenses, child care, and, increasingly, elder care. When layered on top of other costs, including federal and state taxes, these work-related costs can contribute to a sense that work isn't worth it, especially for parents of young children and couples caring for aging parents. While women, including married women, are increasingly family breadwinners, the fact remains that they are still much more likely to be the ones who withdraw from the labor force in these circumstances, taking a toll on their future job options and earnings, and hurting our overall economic growth.

Building on Congressional proposals from members of both parties, the President is proposing to address these challenges with a new second earner credit that recognizes the additional costs faced by families in which both spouses work. A total of 24 million couples would benefit from this proposal, which would provide a new, simple second earner credit of up to \$500. Families would claim a credit equal to 5 percent of the first \$10,000 of earnings for the lower-earning spouse in a married couple, and the maximum credit would be available to families with incomes up to \$120,000, with a partial credit available up to \$210,000. 80 percent of two-earner married couples would benefit from the new credit.

Expanding the EITC for Workers without Children and Noncustodial Parents

The President's plan to help working families get ahead incorporates his proposed childless worker EITC expansion, reducing poverty and hardship for 13.2 million low-income workers struggling to make ends meet while promoting employment. The President's proposal would double the EITC for workers without qualifying children, increase the income level at which the credit phases out, and make it available to workers age 21 and older. Ways and Means Committee Chairman Ryan has endorsed the President's proposed expansion, while other members of Congress have put forward similar proposals.

The President also continues to propose making permanent improvements to the EITC and CTC that augment wages for 16 million families with 29 million children each year. These improvements provide additional benefits to low-income working parents, families with three or more children, and married families, but are currently scheduled to expire at the end of 2017. Allowing these benefits to expire would result in a roughly \$1,700 tax increase for a full-time minimum wage worker with two children. Research has consistently shown that the helping low-wage working families through the EITC and CTC not only boosts parents' employment rates and reduces poverty, but has positive longer-term effects on children, including improved health and educational outcomes.

Making Child Care, Education, and Retirement Tax Benefits Work for Middle-Class Families

Simplifying and Expanding Child Care Tax Benefits

With the cost of infant and toddler care rivaling the cost of college in many states, the average child care tax benefit of \$550 falls well short of what is needed to provide meaningful help to working families. The Child and Dependent

Care Tax Credit and child care flexible spending accounts are also unnecessarily complex, often requiring significant paperwork and advanced planning for families to receive the full benefits.

The President's tax proposal would streamline child care tax benefits and triple the maximum child care credit for middle class families with young children, increasing it to \$3,000 per child. The President's child care tax proposals would benefit 5.1 million families, helping them cover child care costs for 6.7 million children (including 3.5 million children under 5), through the following reforms:

- **Triple the maximum Child and Dependent Care Tax Credit (CDCTC) for families with children under 5**, increasing it to \$3,000 per child. Families with young children face the highest child care costs. Under the President's proposal, they could claim a 50 percent credit for up to \$6,000 of expenses per child under 5 – covering up to half the cost of child care for preschool age children.
 - **Make the full credit available to most middle-class families.** Under current law, almost no families qualify for the maximum CDCTC. The President's proposal would make the maximum credit – for young children, older children, and elderly or disabled dependents – available to families with incomes up to \$120,000, meaning that most middle-class families could easily determine how much help they can get.
 - **Eliminate complex child care flexible spending accounts and reinvest the savings in the improved CDCTC.** The President's proposal would replace the current system of complex and duplicative incentives with one generous and simple child care tax benefit.
- The President's child care tax proposal will complement major new investments in the President's Budget to improve child care quality, access, and affordability for working families.

Consolidating and Improving Education Tax Incentives

While the creation of the American Opportunity Tax Credit in 2009 made college more affordable for millions of students and their families, our system of tax incentives for higher education is complex, and families are sometimes unable to take full advantage of these benefits. In fact, the Government Accountability Office (GAO) found that 27 percent of families who claimed one tax benefit would have been better off claiming another, while 14 percent of eligible families failed to claim any benefit at all.

Building on bipartisan reform proposals, the President's education tax reform plan would simplify, consolidate, and better target tax-based financial aid. The President's plan would cut taxes for 8.5 million families and students, simplify taxes for the more than 25 million families and students that claim education tax benefits, and provide students working toward a college degree with up to \$2,500 of assistance each year for five years. These education tax reforms would complement the President's other proposals to make college more affordable, including continuing historic increases in the Pell scholarship program and making a quality community college education free for responsible students. Together, these proposals would benefit students, families, and the broader economy by helping more students earn a postsecondary credential. The President's education tax reform plan would:

- **Simplify, consolidate, and better target tax benefits through an improved AOTC**
 - **Consolidate duplicative and less effective education benefits into a permanent, improved AOTC.** Under current law, the AOTC is scheduled to expire after 2017 and revert to the less generous Hope tax credit. Under the President's plan, the AOTC would be a permanent feature of the tax code, so that students in school today would not have to worry that these benefits will expire before they graduate; the credit would also grow with inflation. The Lifetime Learning Credit and the tuition and fees deduction would be consolidated into the more generous AOTC.
 - **Increase the refundable portion of the AOTC to \$1,500.** The President's plan adopts Congressional proposals – from members of both parties – to increase the refundable portion of the AOTC so that more working families and students can qualify. Like legislation that passed the House in 2014, the President's plan would increase the refundable portion from a maximum of \$1,000, or 40 percent of the total AOTC benefit, to a flat maximum of \$1,500.
 - **Expand AOTC eligibility for non-traditional students.** Currently, students must be at least half-time to qualify for the AOTC, and families can claim the credit for no more than four years. Under the President's plan, part-time students would be eligible for a \$1,250 AOTC (up to \$750 refundable) and all eligible students would be able to claim the AOTC for up to five years.
- **Make it easier for students and families to apply for tax credits**
 - **Improve information reporting.** The proposal would require colleges and universities to provide students with the tuition and fee information needed to claim the AOTC.
 - **Simplify taxes for approximately 9 million Pell Grant recipients.** Currently, eligible families leave tens of millions of dollars of AOTC credits on the table because the rules related to Pell Grants and the AOTC are so complicated. Like

bipartisan Congressional proposals, the President's plan would exempt Pell Grants from taxation and the AOTC calculation, making it easier for Pell recipients to claim the tax benefits already available to them.

- **Better target and simplify tax relief for student debt and college savings**
- Eliminate tax on student loan debt forgiveness under Pay-As-You-Earn (PAYE) and other income-based repayment plans. The President has worked to make student debt affordable for struggling borrowers by offering PAYE: an income-based repayment plan that lets borrowers limit student loan payments to no more than 10 percent of their discretionary income and qualify for forgiveness after 20 years of repayments. The Department of Education is currently amending its rules to extend this option to all direct student loan borrowers. However, under current law, PAYE participants who qualify for debt forgiveness after 20 years could face a large tax bill – likely a surprise to most borrowers, and for others a concern in choosing PAYE. The President's plan would continue to propose to exempt student loan forgiveness from taxation.
- Repeal the complicated student loan interest deduction for new borrowers. The student loan interest deduction is complicated – so much so that many eligible borrowers fail to claim it – and provides very limited assistance (\$100 on average) to a broad group of borrowers, rather than ~~targeting~~ targeting more meaningful assistance to those borrowers struggling to afford their student loan payments. The President's plan would retain the student loan interest deduction for current borrowers. But for new borrowers, his plan would repeal this complicated tax break and instead provide more generous and more targeted tax relief through the improved AOTC while students are in school and through PAYE once they graduate.
- Limit upside-down education savings incentives and consolidate them into a single benefit. The President's plan would consolidate education savings incentives into one vehicle and redirect the savings into the better targeted AOTC. Specifically, the President's plan will roll back expanded tax cuts for 529 education savings plans that were enacted in 2001 for new contributions, and – like Chairman Camp's tax reform plan – repeal tax incentives going forward for the much smaller Coverdell education savings program.

Reforming Retirement Tax Incentives and Expanding Savings Opportunities

Americans face a daunting array of choices when it comes to retirement savings. While some workers are automatically enrolled in a retirement savings plan by their employer (with an option to opt out), others have to open an account, manage contributions, and research and select investments on their own. Meanwhile, tax loopholes have allowed some high-income Americans to accumulate tens of millions of dollars in tax-preferred accounts that were intended to help workers save for a secure retirement, not to provide tax shelters for the wealthiest few.

The President's retirement tax reform proposals would dramatically expand access to employer-based retirement savings options, whether a new "auto-IRA," 401(k), or other employer plan. These proposals would give 30 million additional workers access to a workplace savings opportunity and would complement the President's actions over the past year to make saving for retirement easier by creating the simple, risk-free, and low-cost "myRA" starter savings vehicle. The President's reforms to make the system more robust for middle-class workers would be paid for by closing retirement tax loopholes for the wealthy. The President's retirement tax reform plan would:

- Automatically enroll Americans without access to a workplace retirement plan in an IRA. Under the proposal, every employer with more than 10 employees that does not currently offer a retirement plan would be required to automatically enroll their workers in an IRA. Auto-IRAs would let workers opt out of saving if they choose but would also let them start saving without sorting through a host of complex options. Auto-IRA proposals have been endorsed by independent ~~scholars~~ scholars across the ideological spectrum, including those affiliated with AARP, the Brookings Institution and the Heritage Foundation.
- Provide tax cuts for auto-IRA adoption, as well as for businesses that choose to offer employer plans or switch to auto-enrollment. To minimize the burden on small businesses, the President's auto-IRA proposal would provide any employer with 100 or fewer employees who offers an auto-IRA a \$3,000 tax credit. The President also proposes to triple the existing "start up" credit, so small employers who newly offer a retirement plan would receive a \$4,500 tax credit – more than enough to offset administrative expenses. And because auto-enrollment is the most effective way to ensure workers with access to a plan participate, small employers who already offer a plan and add auto-enrollment would get an additional \$1,500 tax credit.
- Ensure long-term, part-time workers can contribute to their employer's retirement plan. Only 37 percent of part-time workers have access to a workplace retirement plan. That's partly because employers offering retirement plans are allowed to exclude employees who work less than 1,000 hours per year, no matter how long they've worked for the employer. The President proposes to expand access for part-time workers by requiring employers who offer plans to permit employees who have worked for the employer for at least 500 hours per year for 3 years or more to make voluntary contributions to the plan.
- Prevent wealthy individuals from using loopholes to accumulate huge amounts of tax-favored retirement benefits. Tax-preferred retirement plans are intended to help working families save for retirement. But loopholes in the tax system have let some wealthy individuals convert tax-preferred retirement accounts into tax shelters, including 300

extraordinarily wealthy individuals who have accumulated more than \$25 million each in IRAs. The President's plan would prohibit contributions to and accruals of additional benefits in tax-preferred retirement plans and IRAs once balances are about \$3.4 million, enough to provide an annual income of \$210,000 in retirement.

For Immediate Release
January 09, 2015

FACT SHEET - White House Unveils America's College Promise Proposal: Tuition-Free Community College for Responsible Students

Nearly a century ago, a movement that made high school widely available helped lead to rapid growth in the education and skills training of Americans, driving decades of economic growth and prosperity. America thrived in the 20th century in large part because we had the most educated workforce in the world. But other nations have matched or exceeded the secret to our success. Today, more than ever, Americans need more knowledge and skills to meet the demands of a growing global economy without having to take on decades of debt before they even embark on their career.

Today the President is unveiling the America's College Promise proposal to make two years of community college free for responsible students, letting students earn the first half of a bachelor's degree and earn skills needed in the workforce at no cost. This proposal will require everyone to do their part: community colleges must strengthen their programs and increase the number of students who graduate, states must invest more in higher education and training, and students must take responsibility for their education, earn good grades, and stay on track to graduate. The program would be undertaken in partnership with states and is inspired by new programs in Tennessee and Chicago. If all states participate, an estimated 9 million students could benefit. A full-time community college student could save an average of \$3,800 in tuition per year.

In addition, today the President will propose a new American Technical Training Fund to expand innovative, high-quality technical training programs similar to Tennessee Tech Centers that meet employer needs and help prepare more Americans for better paying jobs. These proposals build on a number of historic investments the President has made in college affordability and quality since taking office, including a \$1,000 increase in the maximum Pell Grant award to help working and middle class families, the creation of the \$2,500 American Opportunity Tax Credit, reforming student loans to eliminate subsidies to banks to invest in making college more affordable and keeping student debt manageable, and making available over \$2 billion in grants to connect community colleges with employers to develop programs that are designed to get hard-working students good jobs.

The President's Plan: Make Two Years of College as Free and Universal as High School

By 2020, an estimated 35 percent of job openings will require at least a bachelor's degree and 30 percent will require some college or an associate's degree. Forty percent of college students are enrolled at one of America's more than 1,100 community colleges, which offer students affordable tuition, open admission policies, and convenient locations. They are particularly important for students who are older, working, need remedial classes, or can only take classes part-time. For many students, they offer academic programs and an affordable route to a four-year college degree. They are also uniquely positioned to partner with employers to create tailored training programs to meet economic needs within their communities such as nursing, health information technology, and advanced manufacturing.

The America's College Promise proposal would create a new partnership with states to help them waive tuition in high-quality programs for responsible students, while promoting key reforms to help more students complete at least two years of college. Restructuring the community college experience, coupled with free tuition, can lead to gains in student enrollment, persistence, and completion transfer, and employment. Specifically, here is what the initiative will mean:

Enhancing Student Responsibility and Cutting the Cost of College for All Americans: Students who attend at least half-time, maintain a 2.5 GPA while in college, and make steady progress toward completing their program will have their tuition eliminated. These students will be able to earn half of the academic credit they need for a four-year degree or earn a certificate or two-year degree to prepare them for a good job.

Building High-Quality Community Colleges: Community colleges will be expected to offer programs that either (1) are academic programs that fully transfer to local public four-year colleges and universities, giving

students a chance to earn half of the credit they need for a four-year degree, or (2) are occupational training programs with high graduation rates and that lead to degrees and certificates that are in demand among employers. Other types of programs will not be eligible for free tuition. Colleges must also adopt promising and evidence-based institutional reforms to improve student outcomes, such as the effective Accelerated Study in Associate Programs (ASAP) programs at the City University of New York which waive tuition, help students pay for books and transit costs, and provide academic advising and supportive scheduling programs to better meet the needs of participating students, resulting in greater gains in college persistence and degree completion.

Ensuring Shared Responsibility with States: Federal funding will cover three-quarters of the average cost of community college. States that choose to participate will be expected to contribute the remaining funds necessary to eliminate community college tuition for eligible students. States that already invest more and charge students less can make smaller contributions, though all participating states will be required to put up some matching funds. States must also commit to continue existing investments in higher education; coordinate high schools, community colleges, and four-year institutions to reduce the need for remediation and repeated courses; and allocate a significant portion of funding based on performance, not enrollment alone. States will have flexibility to use some resources to expand quality community college offerings, improve affordability at four-year public universities, and improve college readiness, through outreach and early intervention.

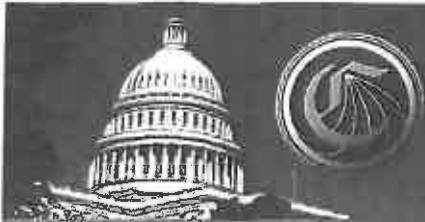
Expanding Technical Training for Middle Class Jobs. Additionally, in order to spread the availability of high-quality and innovative programs like those in Tennessee and Texas, which achieve better than average completion and employment outcomes, the President is also proposing the American Technical Training Fund. This fund will award programs that have strong employer partnerships and include work-based learning opportunities, provide accelerated training, and are scheduled to accommodate part-time work. Programs could be created within current community colleges or other training institutions. The focus of the discretionary budget proposal would be to help high-potential, low-wage workers gain the skills to work into growing fields with significant numbers of middle-class jobs that local employers are trying to fill such as energy, IT, and advanced manufacturing. This program will fund the start-up of 100 centers and scale those efforts in succeeding years. Smaller grants would help to bring together partners and start a pilot program. Larger grants would be used for expanding programs based on evidence of effectiveness, which could include past performance on graduation rates, job placement rates and placement wages. Building on the President's community college initiative, known as the Trade Adjustment Assistance Community College and Career Training Grants and for which 2014 was the final year of funding, these funds will help community colleges become more job-driven.

Building on State and Local Programs. In the past year, Tennessee and the City of Chicago initiated free community college programs. In the first year of the Tennessee program, 57,000 students representing almost 90 percent of the state's high school graduating class applied for the program. The scholarship is coupled with college counseling, mentorship, and community service that early evidence suggests supports greater enrollment, persistence and college completion. This is coupled with efforts to spur innovation and improvement by funding colleges using performance outcomes based on student success and an innovative approach to career and technical education through the Tennessee Colleges of Applied Technology. These Tennessee Tech Centers have a graduation rate of 80 percent and a job placement rate of 85 percent.

Building on a Record of Progress. Since taking office, President Obama has taken steps to expand federal support to help more students afford college, while calling for a shared responsibility in tackling rising college costs. Key achievements include:

- **Doubling the Investment in Pell Grants:** The President has raised the maximum Pell Grant award to \$5,730 for the 2014-15 award year — a nearly \$1,000 increase since 2008. The number of Pell Grant recipients has expanded by 50 percent over that same time.
- **Expanding Education Tax Credits:** President Obama established the American Opportunity Tax Credit in 2009 to assist families with the costs of college, providing up to \$10,000 for four years of college tuition.
- **Pay-As-You-Earn Loans:** All new borrowers can now cap loan payments at 10 percent of their incomes. The Department of Education has begun the process to amend its regulations and will make the new plan available on all direct loans by December 2015. We expect it to benefit up to 5 million borrowers.
- **First in the World Grants:** In September, the Department of Education awarded \$75 million to 24 colleges and universities under the new First in the World grant program to expand college access and improve student learning while reducing costs.

- **College Ratings Program:** The Department of Education continues to develop a college ratings system by the 2015-2015 school year that will recognize institutions that excel at enrolling students from all backgrounds; focus on maintaining affordability; and succeed at helping all students graduate with a degree or certificate of value.
- **Job-Driven Training Grants:** Through the Trade Adjustment Community College and Career Training program more than 1,000 institutions have received \$2 billion in federal funding to design education and training programs, working closely with employers and industry that prepare workers for jobs in-demand in their regional economies, such as health care, information technology and energy. These programs have shown early success -- through the end of FY2013, among the nearly 164,000 individuals who had enrolled in these programs 88 percent either completed a program or continued the program into a second year.
- **White House Summit on Community Colleges:** In October 2010, the President convened community college leaders, faculty and students; business leaders; philanthropic organizations; and other workforce development experts for the first White House summit dedicated to the role that community colleges play in our efforts to increase the number of college graduates and prepare those graduates to lead the 21st century workforce.
- **Center for the Analysis of Postsecondary Readiness:** Last August, the Department of Education launched a new \$10 million Institute for Education Sciences-funded Center for the Analysis of Postsecondary Readiness (CAPR) that is working to strengthen the research, evaluation, and support of college readiness efforts across the nation. CAPR is documenting current practices in developmental English and math education to identify innovative instructional practices that improve student success.
- **Call to Action on College Opportunity:** Last December, the President, Vice President, and First Lady joined college presidents and leaders of non-profits, foundations, and other organizations to announce over 600 new commitments to produce more college graduates. Community colleges made commitments individually, and in partnership with neighboring school districts and four-year institutions, to build seamless transitions among institutions, develop clear educational and career pathways, implement strategies to increase student completion of STEM programs, and establish more accurate measures of student progress and success.



December 15, 2014

OVERVIEW

The Legislature was sworn in on December 1, 2014, and promptly recessed until January 5, 2015. A relatively small number of bills were introduced, but many more are expected by the February 27, 2015, deadline. Of the bills introduced in December 2014 for the 2015-2016 legislative session, approximately 16 measures affect community colleges. History tells us that by the bill introduction deadline we should see between 150 and 200 bills addressing community college issues.

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

FACILITIES

- **AB 6 (Wilk) Bonds: Transportation: School Facilities.** AB 6 details that no further bonds shall be sold for high-speed rail purposes pursuant to the Safe, Reliable High-Speed Passenger Train Bond Act for the 21st Century. Requires the net proceeds of other bonds to be made available to fund construction of school facilities for K-12 and higher education.
 - Status: Introduced

GOVERNANCE

- **AB 38 (Eggman) California State University: Stockton Campus.** AB 38 requires the Legislative Analyst's Office to conduct a study and report to the Legislature on the feasibility of establishing an independent campus of the California State University in Stockton.
 - Status: Introduced
- **SB 42 (Liu) Commission on Higher Education Performance.** SB 42 would change the composition of and renames the California Postsecondary Education Commission to the California Commission on Higher Education Performance and Accountability. Recasts and revises its various functions and responsibilities. Deletes obsolete provisions of, and makes numerous nonsubstantive changes to, existing law.
 - Status: Introduced
- **SCA 1 (Lara) University of California: Legislative Control.** SCA 1 proposes an amendment to the State Constitution to repeal the constitutional provisions relating to the University of California and the regents. This measure subjects the university and the regents to legislative control as may be provided by statute. SCA 1 prohibits the Legislature from enacting any law that restrains academic freedom or imposes educational or curricular requirements on students.
 - Status: Introduced

MISCELLANEOUS

- **AB 12 (Cooley) State Government: Administrative Regulations: Review.** AB 12 requires each state agency after a noticed public hearing, to review and revise that agency's regulations to eliminate any inconsistencies, overlaps, or outdated provisions in the regulations, to adopt the revisions as emergency regulations, and report the Legislature and Governor.

- Status: Introduced
- **AB 30 (Alejo) Schools or Athletic Team Names: Racial Mascots Act.** AB 30 would establish the Racial Mascots Act, which prohibits public schools from using the term Redskins as a school or athletic team name, mascot, or nickname, subject to specified exceptions. Provides that this prohibition may not be waived by the State Board of Education.
 - Status: Introduced
- **AB 19 (Chang) State Government: Regulations.** AB 19 requires state agencies and departments to review existing regulations for relevance, redundancy, and impact on the business community.
 - Status: Introduced

STUDENT SERVICES

- **AB 5 (Nazarian) Foster Youth: Transition from High School.** AB 5 is currently a spot bill; however, the bill expresses the intent of the Legislature to enact legislation that would facilitate the transition of foster youth from high school to postsecondary education.
 - Status: Introduced
- **SB 12 (Beall) Foster Youth.** SB 12 is currently a spot bill; however, the bill expresses the intent of the Legislature to enact legislation that would require that a placement order for a person who is in the custody of a juvenile facility remain in place until the person attains a specified age and is released from custody, in order to help ensure that the person may be eligible for foster youth benefits upon his or her release from custody.
 - Status: Introduced
- **SB 23 (Mitchell) CalWORKs: Eligibility.** SB 23 would repeal an exclusion for purposes of determining a family's maximum aid payment under the CalWORKs Program. Prohibits a denial of aid or the denial of an increase in the maximum aid payment, if a child, on whose behalf aid or an increase in aid is being requested, was born into an applicant's or recipient's family while the applicant's or recipient's family was receiving aid under the program.
 - Status: Introduced

TUITION, FEES, FINANCIAL AID

- **AB 17 (Bonilla) Personal Income Tax: Credit: Qualified Tuition Program.** AB 17 allows a credit in the amount of 20 percent of the monetary contributions made to a qualified tuition program by a qualified taxpayer. AB 17 is similar to last year's AB 1956 (Bonilla) which was held in the Assembly Appropriations Committee.
 - Status: Introduced
- **AB 25 (Gipson) Financial Aid: Cal Grant Program: Renewal.** AB 25 requires the Student Aid Commission to establish an appeal process for an otherwise qualified institution that fails to satisfy the 3-year cohort default rate and graduation rate requirements under the Cal Grant program. AB 25 is similar to AB 640 (Hall) from the last legislative session. That measure was held in the Senate Appropriations Committee.
 - Status: Introduced
- **AB 42 (Kim) Public Postsecondary Education: Funding and Fees.** AB 42 would prohibit mandatory systemwide fees or tuition charged to students of the California State University from exceeding the level of the mandatory systemwide fees or tuition charged for a specified fiscal year. Prohibits same for the California Community Colleges and the University of California for

specified fiscal years. Prohibits a student success fee unless approved by students in a prescribed manner.

- o Status: Introduced

- **SB 15 (Block) Postsecondary Education.** SB 15 would increase the total number of Competitive Cal Grant A and B awards granted annually and increases the maximum tuition award amount for Cal Grant A and B for students at private nonprofit postsecondary schools for the 2015-16 award year and each award year thereafter. Establishes the Competitive Incentive Grant Award to provide students with financial need attending a campus of the CSU with additional financial aid.

- o Status: Introduced

VETERANS

- **AB 13 (Chavez) Public Postsecondary Education.** AB 13 exempts nonresident students enrolled at a community college using Federal GI bill education benefits to cover the costs associated with enrollment as a community college student. Authorizes community college districts to report students exempted from nonresident tuition for purposes of calculating apportionments to those districts.
 - o Status: Introduced
- **AB 27 (Chavez) Postsecondary Education: non-resident Tuition Exemption.** AB 27 requires the California State University and requests the University of California to exempt from paying nonresident tuition a student or prospective student of their respective segments who is using, or is intending to use, GI Bill educational benefits, while enrolled as a student of that segment
 - o Status: Introduced

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2015 STATE ASSEMBLY ROSTER – UPDATED: January 6, 2015

TERM LIMIT	ASSEMBLY MEMBER	ASSEMBLY DISTRICT	BACKGROUND INFO	COMMUNITY COLLEGE DISTRICTS IN ASSEMBLY DISTRICT
2024	Brian Dahle (R)	1	Lassen County Supervisor, farmer	Siskiyou, Shasta, Feather River, Lassen
2026	Jim Wood (D)	2	Mayor of Healdsburg, UC Irvine alumnus	Redwoods, Mendocino, Sonoma
2026	James Gallagher (R)	3	Sutter County Supervisor, UC Berkeley, UC Davis Law, Assembly Fellow (w/ Asm. LaMalfa)	Butte, Yuba
2016	Bill Dodd (D)	4	Napa County Supervisor, CSU Chico alumnus	Napa, Yuba
2024	Frank Bigelow	5	Volunteer firefighter, Appropriations Committee Vice Chair	Yosemite, Lake Tahoe, Kern
2016	Beth Gaines (R)	6	Wife of Senator Ted Gaines, attended UC Irvine	Los Rios, Sierra
2026	Kevin McCarty (D)	7	Sacramento City Council, CSU Sac St. alumnus, American River College alumnus, Budget Sub Committee on Education Chair	Los Rios
2024	Ken Cooley (D)	8	UC Berkeley alumnus	Los Rios
2026	Jim Cooper (D)	9	Former deputy sheriff, Taught Criminal Justice at Los Rios CCD	Los Rios
2024	Marc Levine	10	Cal State Northridge, CSSA Pres, Higher Ed. Committee member	Marin
2024	Jim Frazier (D)	11	Oakley City Council	Solano
2016	Kristin Olsen (R)	12	Assembly Minority Leader, Former Vice Chancellor at CSU Stanislaus	San Joaquin Delta
2024	Susan Eggman (D)	13	CSU Stanislaus alumnus, U.S. Army	San Joaquin Delta
2016	Susan Bonilla (D)	14	Former English teacher at Mt. Diablo Unified School District	Contra Costa
2026	Tony Thurmond (D)	15	Richmond City Council, Temple University alumnus	Peralta
2026	Catharine Baker (R)	16	UC Berkeley law school alumnus, Higher Ed. committee Vice Chair	Chabot-Las Positas
2026	David Chui (D)	17	San Francisco Board of Supervisors, Harvard alumnus	San Francisco
2024	Rob Bonta (D)	18	Alameda City Council, Yale alumnus	Peralta
2024	Phil Ting (D)	19	UC Berkeley alumnus, member of Budget Sub Committee on Education	San Francisco
2024	Bill Quirk (D)	20	Hayward City Council, Taught physics at Columbia, Caltech and UC Davis	Chabot-Las Positas
2024	Adam Gray (D)	21	Merced College alumnus, UC Merced lecturer	Merced, Yosemite
2024	Kevin Mullin (D)	22	10 years on the Workforce Investment Board of San Mateo County, SF State alumnus	San Mateo
2024	Jim Patterson (R)	23	CSU Fresno alumnus	State Center
2016	Rich Gordon (D)	24	Former member of San Mateo County Board of Education	San Mateo, Foothill-DeAnza

2015 STATE ASSEMBLY ROSTER – UPDATED: January 6, 2015

TERM LIMIT	ASSEMBLY MEMBER	ASSEMBLY DISTRICT	BACKGROUND INFO	COMMUNITY COLLEGE DISTRICTS IN ASSEMBLY DISTRICT
2026	Kansen Chu (D)	25	San Jose City Council, Berryessa USD Board, CSU Northridge alumnus	West Valley-Mission, Fremont-Newark
2026	Devon Mathis (R)	26	Porterville College alumnus, CSU Fresno alumnus, US Army veteran, Vice Chair of Veterans Affairs Committee	Kern, Sequoias
2016	Nora Campos (D)	27	San Francisco State University alumnus, husband is Neil Struthers who is a member of the State Apprenticeship Council	San Jose-Evergreen
2026	Evan Low (D)	28	Campbell City Council, De Anza College alumnus and instructor, CSU San Jose alumnus, Higher Ed. Committee	West Valley-Mission, San Jose Evergreen, Foothill-DeAnza
2024	Mark Stone (D)	29	UC Berkeley alumnus	Cabrillo, Monterey Peninsula
2016	Luis Alejo (D)	30	Former wrestler at Gavilan College	Cabrillo, Gavilan, Hartnell
2016	Henry Perea (D)	31	CSU Fresno alumnus	State Center CCD, West Hills
2024	Rudy Salas (D)	32	UCLA alumnus, counselor at CSU Bakersfield	Kern, West Hills
2026	Jay Obernolte (R)	33	Mayor of Big Bear Lake, UCLA and Cal Tech alumnus	Barstow, Victor Valley
2016	Shannon Grove (R)	34	Served in U.S. Army	Kern, West Kern
2016	K.H. "Katcho" Achadjian (R)	35	Graduate of Cuesta Community College and Cal SLO,	Allan Hancock, San Luis Obispo County
2026	Tom Lackey (R)	36	Palmdale City Council, 28 years in California Highway Patrol, Utah State alumnus	Kern, Antelope Valley
2016	Das Williams (D)	37	Santa Barbara City College then transferred to UC Berkeley, Higher Ed. Committee	Santa Barbara, Allan Hancock, Ventura
2024	Scott Wilk (R)	38	College of the Canyons trustee, CSU Bakersfield alumnus	Santa Clarita CCD
2026	Patty Lopez (D)	39	Community activist, member of MALDEF	Los Angeles CCD
2026	Marc Steinorth (R)	40	Rancho Cucamonga City Council, UCLA alumnus, US Air Force veteran	Chaffey
2024	Chris Holden (D)	41	San Diego State alumnus	Pasadena
2026	Chad Mayes (R)	42	Chief of Staff to the Chair of the San Bernardino County Board of Supervisors, Liberty University alumnus	Copper Mountain, San Bernardino, Mt. San Jacinto
2016	Mike Gatto (D)	43	attended a Los Angeles CCD college, UCLA alumnus	Glendale, Los Angeles
2026	Jacqui Irwin (D)	44	Thousand Oaks City Council, UC San Diego alumnus, Higher Ed. Committee member, Chair of Veterans Affairs Committee	Ventura
2016	Matt Dababneh (D)	45	Former staff to Rep. Brad Sherman, UCLA alumnus	Los Angeles CCD
2024	Adrin Nazarian (D)	46	UCLA alumnus	Los Angeles CCD

2015 STATE ASSEMBLY ROSTER – UPDATED: January 6, 2015

TERM LIMIT	ASSEMBLY MEMBER	ASSEMBLY DISTRICT	BACKGROUND INFO	COMMUNITY COLLEGE DISTRICTS IN ASSEMBLY DISTRICT
2024	Cheryl Brown (D)	47	CSU San Bernardino alumnus	San Bernardino
2016	Roger Hernandez (D)	48	Former Instructor at Rio Hondo CC	Citrus
2024	Edwin Chau (D)	49	Montebello USD Board, USC alumnus	Los Angeles CCD
2024	Richard Bloom (D)	50	UCLA and UC Berkeley alumnus, Higher Ed. Committee member	Santa Monica
2024	Jimmy Gomez (D)	51	Riverside CC alumnus, adjunct at LACC, Appropriations Committee Chair	El Camino CCD
2024	Freddie Rodriguez (D)	52	Emergency Medical Technician	El Camino CCD
2026	Miguel Santiago(D)	53	President of LA CCD Board of Trustees, UCLA alumnus, Higher Ed. Committee	El Camino CCD
2026	Sebastian Ridley-Thomas (D)	54	Son of former State Senator Mark Ridley Thomas, Morehouse College alumnus	Long Beach CCD
2026	Ling Ling Chang (R)	55	Diamond Bar City Council, UC Riverside alumnus	Mt. San Antonio
2026	Eduardo Garcia(D)	56	Coachella City Council, UC Riverside	Imperial, Palo Verde
2024	Ian Calderon (D)	57	CSU Long Beach alumnus, son of former Assembly member Charles Calderon	Rio Hondo
2024	Cristina Garcia (D)	58	Taught math at LACC, Escalante Concurrent Enrollment program at ELACC	Cerritos
2024	Reggie Sawyer (D)	59	USC alum, Higher Ed. Committee member	Los Angeles
2024	Eric Linder (R)	60	Small business owner, Higher Ed. Committee member	Riverside
2024	Jose Medina (D)	61	Riverside CCD board, Chair of Higher Ed. Committee	Riverside
2026	Autumn Burke (D)	62	Business consultant	Los Angeles
2024	Anthony Rendon (D)	63	Cerritos College alumnus, CSU Fullerton alumnus	Chaffey CCD
2026	Mike Gipson (D)	64	Carson City Council, LA Southwest College alumnus, University of Phoenix alumnus	El Camino College Compton Center
2026	Young Kim (R)	65	Staffer for Rep. Ed Royce, member of Budget Sub Committee on Education	North Orange County
2026	David Hadley (R)	66	Investment banker, Dartmouth College alumnus	El Camino
2024	Melissa Melendez (R)	67	U.S. Navy veteran , Budget Committee Vice Chair	Riverside
2016	Don Wagner (R)	68	Former South Orange County CCD Board President	Rancho Santiago
2024	Tom Daly (D)	69	UC Irvine alumnus, Anaheim Union SD board	Rancho Santiago



2015 STATE ASSEMBLY ROSTER – UPDATED: January 6, 2015

TERM LIMIT	ASSEMBLY MEMBER	ASSEMBLY DISTRICT	BACKGROUND INFO	COMMUNITY COLLEGE DISTRICTS IN ASSEMBLY DISTRICT
2026	Patrick O'Donnell (D)	70	Long Beach City Council, CSU Long Beach alumnus, Education Committee Chair	Long Beach, Los Angeles
2016	Brian Jones (R)	71	San Diego State alumnus	Grossmont-Cuyamaca
2016	Travis Allen (R)	72	Small business owner	Coast
2026	William Brough (R)	73	U.S. Army veteran, University of Connecticut alumnus	South Orange County
2026	Matthew Harper (R)	74	Huntington Beach Mayor, Orange Coast College alumnus, USC alumnus, Higher Ed. Committee	Coast, South Orange County
2024	Marie Waldron (R)	75	Graduate work at UCSD and SDSU.	Palomar
2024	Rocky Chavez (R)	76	El Camino College alumnus, Colonel in U.S. Marines, Undersecretary at California Dept. of Veterans Affairs, Higher Ed. Committee	Mira Costa
2024	Brian Maienschein (R)	77	UCSB alumnus, Chair of Local Government Committee	San Diego
2016	Toni Atkins (D)	78	Speaker of the Assembly, San Diego City Council	San Diego
2024	Shirley Weber (D)	79	UCLA alumnus, taught at LACC, Higher Ed. Committee member, Budget Committee Chair	Southwestern
2026	Lorena Gonzalez (D)	80	Stanford alumnus, UCLA Law School alumnus, Vice Chair of Local Government Committee	San Diego, Imperial

2015 STATE SENATE ROSTER – UPDATED: January 6, 2015

TERM LIMIT	SENATOR	SENATE DISTRICT	BACKGROUND INFO	COMMUNITY COLLEGE DISTRICTS IN SENATE DISTRICT
2020	Ted Gaines (R)	1	Attended Lewis & Clark College (private college), Budget Sub Committee on Education Finance	Siskiyou, Feather River, Los Rios, Lake Tahoe, Lassen, Sierra, Shasta
2026	Mike McGuire (D)	2	Sonoma County Supervisor, Santa Rosa JC alumnus, Sonoma State alumnus	Marin, Redwoods, Sonoma, Mendocino
2016	Lois Wolk (D)	3	Former K-12 Teacher	Solano, Contra Costa, Napa Valley, Yuba
2020	Jim Nielsen (R)	4	CSU Fresno alumnus, Budget Committee Vice Chair, Veterans Committee Chair	Butte-Glenn, Yuba
2020	Cathleen Galgiani (D)	5	SJ Delta College alum, Former Assembly member, Assembly Higher Education committee	San Joaquin Delta, Yosemite
2022	Richard Pan (D)	6	Former Assembly member, UC Davis pediatrician, Johns Hopkins alumnus, Education Committee member	Los Rios
2016	Vacant	7		Contra Costa, Chabot-Las Positas
2018	Tom Berryhill (R)	8	Friend of California Community Colleges Award for 2008	Kern, State Center, Yosemite
2016	Loni Hancock (D)	9	Former Assembly member, UC Berkeley Advisory Board Education Committee member	Peralta
2022	Bob Wiecekowski (D)	10	UC Berkeley alumnus	Chabot-Las Positas, West Valley-Mission, Ohlone
2016	Mark Leno (D)	11	Chair of Budget Committee	San Francisco
2018	Anthony Cannella (R)	12	UC Davis alumnus, Rules Committee member	Hartnell, Merced
2020	Jerry Hill (D)	13	UC Berkeley alumnus	San Mateo, Foothill-DeAnza
2018	Andy Vidak (R)	14	College of the Sequoias and CSU Fresno alumnus, Education Committee member	Kern, West Hills
2020	Jim Beall (D)	15	San Jose State alumnus	Foothill-DeAnza, San Jose-Evergreen, West Valley-Mission
2018	Jean Fuller (R)	16	CSU Fresno alumnus, Rules Committee Vice Chair	Kern, Barstow, Sequoias, Copper Mountain, West Kern
2020	Bill Monning	17	UC Berkeley alumnus	Cabrillo, San Luis Obispo, Gavilan, Monterey Peninsula
2018	Robert Hertzberg (D)	18	Former Assembly Speaker, University of Redlands alumnus, UC Hastings Law alumnus, Governance and Finance Committee Chair	Los Angeles Mission

2015 STATE SENATE ROSTER – UPDATED: January 6, 2015

TERM LIMIT	SENATOR	SENATE DISTRICT	BACKGROUND INFO	COMMUNITY COLLEGE DISTRICTS IN SENATE DISTRICT
2020	Hannah Beth Jackson (D)	19	Served in Assembly from 1998-2004	Allan Hancock, Santa Barbara, Ventura
2022	Connie Leyva (D)	20	Labor organizer, Rules Committee member, Education Committee member	Los Angeles
2020	Vacant	21		Antelope Valley, Victor Valley,
2018	Kevin DeLeon (D)	22	Senate Pro Tem, Chair of Rules Committee, UC Santa Barbara alumnus	Los Angeles
2018	Mike Morrell (R)	23	Former Assembly member, University of La Verne alumnus	Chaffey, San Bernardino, Desert, Riverside, Mt. San Jacinto
2018	Ed Hernandez (D)	24	Attended Mount San Antonio Community College & Rio Hondo Community College	Los Angeles
2016	Carol Liu (D)	25	Former Assembly member and Chair of Assembly Higher Education Committee, former President of the Pasadena City College Foundation Board, chair of Senate Education Committee	Pasadena, Citrus, Glendale
2018	Ben Allen (D)	26	Santa Monica USD Board, SMC Advisory, UC Berkeley alumnus	Santa Monica
2016	Fran Pavley (D)	27	K-12 Teacher, CSU Fresno alumnus	Santa Clarita, Los Angeles
2018	Jeff Stone (R)	28	Riverside County Supervisor, USC alumnus, CSU Dominguez Hills	Palo Verde
2016	Bob Huff (R)	29	Attended Westmont College (private college), Education Committee Vice Chair	North Orange County, Mt. San Antonio
2018	Holly Mitchell (D)	30	Health care and child care advocate, member of Rules Committee	Los Angeles
2024	Richard Roth (D)	31	U.S. Air Force General (retired)	Riverside
2020	Tony Mendoza (D)	32	Former Assembly member, CSU Long Beach alumnus, CSU LA alumnus, Education Committee member	Cerritos, Rio Hondo
2020	Ricardo Lara (D)	33	San Diego State alumnus, Appropriations Committee Chair	Long Beach
2022	Janet Nguyen (R)	34	Orange County Board of Supervisors, UC Irvine alumnus, Governance and Finance Committee Vice Chair	Coast, Rancho Santiago
2022	Isadore Hall (D)	35	Former Assembly member, University of Phoenix alumnus, USC alumnus	El Camino, Los Angeles
2018	Patricia Bates (R)	36	Orange County Supervisor, Former Assembly member, Appropriations Committee Vice Chair	Saddleback, Mira Costa
2016	Vacant	37		South Orange County, Rancho Santiago,



2015 STATE SENATE ROSTER – UPDATED: January 6, 2015

TERM LIMIT	SENATOR	SENATE DISTRICT	BACKGROUND INFO	COMMUNITY COLLEGE DISTRICTS IN SENATE DISTRICT
				Coast
2018	Joel Anderson (R)	38	Attended Grossmont College	Grossmont-Cuyamaca
2020	Marty Block (D)	39	San Diego CCD trustee, Former dean at San Diego State, Education Committee member	San Diego
2020	Ben Hueso (D)	40	UCLA alumnus, Veterans Committee Vice Chair	Imperial, Palo Verde, Southwestern

California Community College Chancellor's Office Legislative Tracking Matrix 2014 Legislative Session: 12/15/2014

BILL	AUTHOR	SUBJECT	First House						Second House						STATUS
			Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence					
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 1															
AB 5	Nazarian	Foster Youth: Transition From High School to Postsecondary Education (Spot)												Introduced	
AB 6	Wilk	Bonds: Transportation - School Facilities													Introduced
AB 13	Chávez	Community Colleges: Veterans Exemptions From Nonresident Tuition													Introduced
AB 17	Bonilla	Personal Income Tax: Credit: Qualified Tuition Program													Introduced
AB 25	Gipson	Financial Aid: Cal Grant Program: Renewal													Introduced
AB 42	Kim	Public Postsecondary Education: Funding And Mandatory Fees													Introduced
SB 12	Beall	Foster Youth (Spot)													Introduced
SB 15	Block	Postsecondary Education: Financial Aid													Introduced
SB 23	Mitchell	Calworks: Eligibility													Introduced
SB 42	Liu	Commission on Higher Education Performance													Introduced
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 2															
AB 12	Cooley	State Government: Administrative Regulations: Review													Introduced
AB 19	Chang	State Government: Regulations (Spot)													Introduced
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 3															
AB 27	Chávez	UC/CSU: Veterans - Exemption From Nonresident Tuition													Introduced
AB 30	Alejo	School or Athletic Team Names: California Racial Mascots Act													Introduced
AB 38	Eggman	California State University: Stockton Campus.													Introduced
SCA 1	Lara	UC: Legislative Control													Introduced
Status															
Held = The bill was placed in the inactive file, kept in the committee w/o a vote, its hearing was cancelled, or it did not meet legislative deadlines.															
Some bills that are designated "Held" may not currently be moving through legislative committees, but could receive rule waivers and continue to be tracked by the Chancellor's Office.															
Failed = The bill was heard in committee or on the floor and did not pass. Reconsideration may have been granted.															
Contact: Raul Arambula, Governmental Relations - rarambula@cccoco.edu; (916) 327-6227															
Copies of these bills and legislative committee analyses can be found at www.leginfo.ca.gov/pub/leg_bill_2013_bill_0001_0101_bill_0101_0200_bill.htm															

**California Community College Chancellor's Office Legislative Tracking Matrix
2015 Legislative Session: 1/20/2015**

BILL	AUTHOR	SUBJECT	First House		Second House		STATUS	
			Policy Cmte	Fiscal Cmte	Floor	Desk/Rules		Policy Cmte
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 1								
AB 5	Nazarian	Foster Youth: Transition From High School to Postsecondary						Introduced
AB 6	Wilk	Bonds: Transportation - School Facilities						Introduced
AB 13	Chavez	CC: Veterans Exemptions From Nonresident Tuition (Support)						Introduced
AB 25	Gipson	Financial Aid: Cal Grant Program: Renewal						Introduced
AB 27	Chavez	UC/CSU: Veterans - Exemption From Nonresident Tuition (Support)						Introduced
AB 42	Kim	Public Postsecondary Education: Funding And Mandatory Fees						Introduced
AB 80	Campos	Status of Boys and Men of Color Interagency Task Force						Introduced
AB 82	Garcia	Vehicles: Diver's License: Selective Service (Support)						Introduced
SB 8	Hertzberg	Taxation						Introduced
SB 12	Beall	Foster Youth (Spot)						Introduced
SB 15	Block	Postsecondary Education: Financial Aid						Introduced
SB 23	Mitchell	Calworks: Eligibility						Introduced
SB 42	Liu	Commission on Higher Education Performance						Introduced
SB 66	Lewa	Career Technical Education Pathways Program (Support)						Introduced
SB 54	Walters	CCCCO Board of Governors (Spot)						Introduced
SB 114	Liu	Kindergarten-University Public Education Facilities (Support)						Introduced
SCA 1	Lara	UC: Legislative Control						Introduced
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 2								
AB 12	Cooley	State Government: Administrative Regulations: Review						Introduced
AB 19	Chang	State Government: Regulations (Spot)						Introduced
AB 147	Dabaneh	Postsecondary Education: Animal Research						Introduced
AB 148	Holden	School Facilities: General Obligation Bond						Introduced
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 3								
AB 17	Bonilla	Personal Income Tax: Credit: Qualified Tuition Program						Introduced
AB 30	Alejo	School or Athletic Team Names: California Racial Mascots Act						Introduced
AB 38	Eggman	California State University: Stockton Campus.						Introduced

California Community College Chancellor's Office Legislative Tracking Matrix
2015 Legislative Session: 1/20/2015

BILL	AUTHOR	SUBJECT	First House						Second House						STATUS	
			Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence						
AB 83	Gatto	Information Practices Act of 1977													Introduced	
SB 62	Pavley	Student Financial Aid: Assumption Program of Loans for Education													Introduced	
Status																
Held = The bill was placed in the inactive file, kept in the committee w/o a vote, its hearing was cancelled, or it did not meet legislative deadlines.																
Some bills that are designated "Held" may not currently be moving through legislative committees, but could receive rule waivers and continue to be tracked by the Chancellor's Office.																
Failed = The bill was heard in committee or on the floor and did not pass. Reconsideration may have been granted.																
Contact: Raul Arambula, Governmental Relations - rarambula@ccccc.edu; (916) 327-6227																
Copies of these bills and legislative committee analyses can be found at www.leginfo.ca.gov																

**Legislative Report
January 21, 2015**

Assembly Bills

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

Status: Introduced

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

Senate Bills

SB 42 (Liu) Commission on Higher Education Performance

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

Status: Introduced

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

SB66 (Leyva) Career Technical Education Pathways Program. Existing law, until June 30, 2015, establishes the Career Technical Education Pathways Program, which requires the Chancellor of the California Community Colleges and the Superintendent of Public Instruction to assist economic and workforce regional development centers and consortia, community colleges, middle schools, high schools, and regional occupational centers and programs to improve linkages and career technical education pathways between high schools and community colleges,

as specified. This bill would extend the operation of the program until July 1, 2018. This bill contains other related provisions.

Status: Introduced

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

Higher Education - Watch List

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



Executive Committee Agenda Item

SUBJECT: 2015 Academic Academy Program		Month: February	Year: 2015
		Item No: IV. A.	
DESIRED OUTCOME: Approval		Attachment: YES	
		Urgent: NO	
CATEGORY: Action		Time Requested: Friday, 15 mins	
		TYPE OF BOARD CONSIDERATION:	
REQUESTED BY: James Todd	STAFF REVIEW: Julie Adams	Consent/Routine	
		First Reading	
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The 2015 Academic Academy will take place on March 13-14 at the Westin South Coast Plaza in Costa Mesa, CA. The theme is "Collaborating for Student Success and Equity," and it will feature sessions on SSSP plans and Student Equity interventions. The conference will include 3 general sessions, including an initial keynote address from Dr. Darla Cooper on "Student Support (Re)Defined," a Researcher Panel on "Effective Research in Success and Equity," and a conference-closing discussion with the Chancellor's Office focusing on the current designs of college plans and the future of the Equity template. Five blocks of breakout sessions will cover a variety of interventions, programs, and plans dealing with student support, student success, and student equity.

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

Academic Academy Program 2015

“Collaborating for Student Success and Equity”

PROGRAM DRAFT

Friday, March 13, 2015

- 9:00 AM** **Continental Breakfast & Registration**
- 10:00 - 10:20 AM** **Welcome, and Introduction to Student Success and Equity**
James Todd, ASCCC EDAC Chair
David Morse, ASCCC President
- 10:20– 11:50 AM** **General Session: Darla Cooper, Keynote Address**
“Student Support (Re)defined” and Student Panel Discussion
- 12:00 – 1:00 PM** **Lunch**
- 1:15 – 2:30 PM** **Breakout Session Block I**

Basic Skills and Beyond: Expanding the First-Year Experience with Equity

Dani Wilson, Dean, Library and Learning Resources, Fullerton College
Kristine Nikkhoo, Director of Basic Skills, Fullerton College
Bridget Kominek, Faculty Coordinator of Basic Skills and English Instructor, Fullerton College

Learn how Equity funding is helping to scale special programs beyond their original intent and to redefine the notion of “scaling” to include practices as well as programs. Presenters Dani Wilson, Kristine Nikkhoo, and Bridget Kominek oversee the Entering Scholars Program at Fullerton College, a successful basic skills first-year experience program, which has grown beyond basic skills and into transfer-level courses with Equity funding, scaling up 67% from fall 2014 to spring 2015. Explore how Equity can influence a re-imagining of special programs and how professional learning can be a component of student support interventions.

Online Education Planning Tools: Sacramento City College and Irvine Valley College

Kimberly McDaniel, Dean, Counseling and Student Success, Sacramento City College
Robert Melendez, Counselor and Chair of Counseling, Irvine Valley College

Comprehensive Educational Plan for All – The California Community Colleges Board of Governors adopted regulations to implement the Student Success Act of 2012 requirement that students declare a course of study by the time they complete 15 degree-applicable units or their third semester. Many colleges are working hard to create a web-based educational plan that would be able to meet this demand. Come and learn about Los Rios Community College District's iSEP (Integrated Student Educational Planner) and South Orange County Community College District's MAP (My Academic Plan) and how they are assisting students with developing a comprehensive educational plan.

Equity-in-Action: Implementing Equity-Minded Frameworks

Micaela Agyare, Instruction Librarian, Foothill College

Hilda Fernandez, Student Equity Tri-Chair and English Faculty, Foothill College

Katie Ha, Supplemental Instruction Faculty, Foothill College

Carolyn Holcroft, Academic Senate President and Biology Faculty, Foothill College

Addressing the achievement gap continues to be a daunting battle for community colleges in California. Various initiatives have been developed to tackle and improve the academic performance of student populations that have traditionally been disproportionately impacted; however, there has been no significant improvement in the success rates of these underserved populations to date. Part of the problem resides in the way we—administrators, faculty, and staff—frame how we talk about students in terms of their academic skills, engagement, and personal responsibility for their learning. More often than not, we tend to frame student performance using a deficit mindset—beginning the discussion process by noting perceived educational or personal deficiencies disproportionately impacted students may lack. In this workshop we will share our campus' efforts to address the cognitive frames—the mental map of attitudes and beliefs—faculty, staff, and administrators implement when talking about increasing the success of disproportionately impacted student populations. We strive to help our campus community shift the default approach from student deficit and move toward an equity-minded framework by facilitating opportunities to reflect on how we think and talk about our students. Instead of emphasizing qualities students may lack, an equity-minded framework emphasizes institutional responsibility as a starting point for addressing the achievement gap and increasing student success. What questions are asked about disproportionately impacted students? What information is collected? How are problems defined? What actions should we take to more effectively understand the problems students face and create viable, student-friendly solutions? By integrating the equity mindset as part of the campus culture, the college community will better identify and eliminate barriers that historically affect underserved student populations and increase equality in the provision of effective opportunities to all groups.

Academic Academy Program 2015

Strategies for Student Voice in Equity Initiatives

James Todd, ASCCC EDAC Chair

Darla Cooper, RP Group

Join us for a follow-up conversation with Darla Cooper after her keynote address on Student Support (re)Defined. Learn how to incorporate student voice in your equity planning, and discuss how to meet the multiple student needs on your campus in a way that is scalable and effective.

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

Re-inventing the Conversation and Resources for Equitable Student Success

Cleavon Smith, Academic Senate President , Berkeley City College

Tram Vo-Kumamoto, Chief Instructional Officer, Berkeley City College

Carlos Cortez, Instructional Dean, Berkeley City College

Brenda Johnson, Student Services Dean, Berkeley City College

In this presentation hear how one college's process of integrating multiple initiatives and mandates under the umbrella of the college's Master Education Plan has helped to keep the focus of the discourse happening through shared governance committees squarely on equitable student success rather than on specific activities. Surfacing from this integrated discourse the college has reinvented the conversation of the student experience "to and through the college" (e.g. shifting the focus from departments/disciplines to academic programs) and the resources ("roaming" office hours, faculty advisors, intersegmental interventions, and more) needed to create and maintain the teaching and learning environment and student successes we seek throughout the California Community College System that are supported by but not entirely dependent upon the funds the college receives for its SSSP and Student Equity Plans.

What Is Cultural Competency, and What Does It Mean to Plan for It?

Jeff Burdick, Professor of English, Clovis Community College Center

Corinna Evett, Professor of English, Santiago Canyon College

"Cultural competency" is a process or way of being that is multifaceted and seeks to include such criteria as cross-cultural knowledge and respect, and appreciation for inclusion, diversity, and equity. This is not an end state that an organization can reach and then be done with, nor does it happen by accident! Rather, cultural competency is a lifelong practice that takes

thoughtful, deliberate planning and reflection for ongoing refinement and improvement. In this session we will describe the process that the Equity and Diversity Committee is using to develop a cultural competency plan for the State Academic Senate, and how we hope it will serve as a template for faculty leaders to develop and refine their own cultural competency plans for their local senates.

Education Planning Initiative Update – What We’ve Been Doing and Where We Are Headed

David Shippen, Statewide Program Director, Education Planning Initiative
Robyn Tornay, Project Manager, Education Planning Initiative
Cynthia Rico, Chair Education Planning Tool/Degree Audit System Steering Committee, San Diego Mesa College
Norberto Quiroz, Co-Chair Education Planning Tool/Degree Audit System Steering Committee, Santa Rosa Junior College

The Education Planning Initiative will provide an update on what has transpired over the last six months, where we are in the initiative and what will be coming to a college near you in the next three to six months. Learn how EPI will provide a system-wide student portal, online student education-planning tool, degree audit system and online orientation to the 112 community colleges. Provide your ideas, questions and insights to the team and learn more about how this will benefit the students, staff and faculty.

Researcher Panel: Effectively Communicating Success and Equity Data

Gregory Stoup, Contra Costa Community College District
Daylene Meuschke, College of the Canyons
Bri Hays, San Diego Mesa College
Elaine Kuo, Foothill College
James Todd, ASCCC EDAC Chair, Facilitator

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

First Year Experience Learning Communities: Pathways to College Readiness

Melissa Reeve, Basic Skills Coordinator, English and ESL Instructor, Solano Community College
Nicholas Cittadino, Counseling, First Year Experience Coordinator, Solano Community College
Robert “BJ” Snowden, Academic Senate President, Cosumnes River College

Academic Academy Program 2015

The First-Year Experience Learning Community Program, also called “FYE,” is a cluster of cohort and linked courses and student support services targeting the success of first-year students. The program is in its third pilot year, with a starting cohort of 70 students in Fall ’14. First-time students whose intake assessments show Basic Skills needs in both English and math are enrolled into supported cohorts through their first year of college. Students who pass all program courses will move, in a single year, from their initial Basic Skills placements through the completion of all Basic Skills requirements, completion of their first transfer-level English class, completion of or readiness for their first transfer-level math course, and the accumulation of a minimum of 10 units of degree/transfer-applicable coursework. In this session, presenters will share our FYE program model and present results from our pilot cohorts. In addition, we will discuss the challenges of institutionalizing and growing this program, including: instability of funding and leadership; compatible scheduling of cohort courses; student recruitment, support and retention; and faculty recruitment, professional development, and compensation.

What Did We Do? Sharing Student Equity Plans

Come and discover what several colleges have imagined, researched, written! We’ll share the stories of several CCC Student Equity plans, including data and interventions. We’ll also discuss the implementation and evaluation process of Student Equity Plans. Let’s learn from each other about the process of mitigating disproportionate impact and planning for success, including how to avoid potential pitfalls *and* how to shoot for the stars.

Utilizing the ASCCC Paper on Role of Counseling to assist in the delivery of student education plans

Tiffany Tran, Articulation Officer/Counseling, Irvine Valley College
Shuntay Taylor, Counselor, West Hills College
Ruben Page, Transfer Center Director/Counselor, Long Beach City College

Meeting the demand of Student Success Act of 2012 through educational advisors and/or counseling faculty. It is required that every student must have a comprehensive educational plan. Some colleges are hiring paraprofessionals to assist counseling faculty. Come and learn what two schools are doing with educational advisors and how the Academic Senate’s paper on the Role of Counseling Faculty and Delivery of Counseling Services can play a key role.

Opening Door to Excellence

Ricardo Diaz, Chaffey College
Amy Borghi, Chaffey College
Cindy Walker, Chaffey College
Giovani Sosa, Chaffey College

Opening Doors to Excellence is a comprehensive program serving students on academic and progress probation. It includes counseling, instruction, and directed learning activities in Chaffey's Success Centers as part of its goal of helping student regain good standing. Over the past 4 years, the college has undertaken a campus wide initiative to integrate Hope and Mindset strategies into student support services and instruction. The panelists will discuss how this integration successfully impacted probationary students participating in the Opening Doors program.

5:45– 6:45 PM No Host Reception

Saturday, March 14, 2015

7:30-8:30 AM Breakfast Buffet

8:30-9:30 AM *General Session: Researcher Panel*
“Getting Data Right—Effective Methods of Success and Equity Research”

- **Gregory Stoup, Contra Costa Community College District**
- **Daylene Meuschke, College of the Canyons**
- **Bri Hays, San Diego Mesa College**
- **Elaine Kuo, Foothill College**

9:45-11:00 AM Breakout Session Block IV

Equity's Others: Going Beyond the Student Equity Plan Template

Jeff Burdick, Clovis Community College Center
Corinna Evett, Santiago Community College
Linda Kama'ila, Oxnard College

Although the Chancellor's office has defined certain populations to be disaggregated for study in the Student Equity Plan, there are many other students who have not been included. Every

Academic Academy Program 2015

campus has unique student populations that don't fit into the defined categories, and their inclusion and success is as important as any other student group - and the barriers to success may be just as high. This session will focus on a few of equity's others and will provide attendees the opportunity to identify and discuss additional student groups that we may want to include in future Equity plans. In addition to providing some information about the others of equity, such as transgendered, intersexed, bi-racial, and Arab students, presenters will also lead a workshop where the group will share additional examples of equity others and discuss possible strategies to track these underrepresented students so that they also have greater access to success.

Equity Core Teams: Moving Equity to the Center through Community Organizing, Critical Reflection, and Dialogic Praxis

Veronica Neal, Director of Equity, Social Justice and Multicultural Education, DeAnza College
Julie Lewis, Department Chair, African American Studies, DeAnza College

As our state-wide commitment to equity deepens community colleges are looking for ways to expand equity understanding, commitment, and praxis. However, most institutions do not have the budget to support an Equity Director and even if they do, many of those campuses lack the required funding to fully provide staffing to meet the demands equity work places on respective campuses. Thus, how do we strategically meet our equity goals and work towards greater institutional transformation and student success? Equity Core Teams, an approach De Anza College has developed, is based on various evidence-based practices, transformational organizing, and student success promising practice. This workshop will review the theoretical underpinnings of equity core teams, how to develop an equity core team program, and align with institutional equity goals and objectives.

Career Café and Your Classroom

Susan Coleman, Project Director, Career Café
Rita Jones, Grant Coordinator, Career Café
Yolanda Dueñas, Golden West College, Counselor, Career Center

Student Success is Everyone's Job. We know students are more successful when they have a career goal, in fact our Student Success legislation is requiring it! How can faculty work together with counseling and our career centers to engage students and encourage them to find a direction. This session will share tools, resources and activities that can be integrated into the classroom to ensure college and career success.

Giving Students the EDGE and CROSSroads - Closing the Remedial Gap

Giving Students the EDGE

Anna Davies, Executive Vice President, College of the Desert

Amanda Phillips, Director of Counseling and Advising Services, College of the Desert

EDGE (Engage, Develop, Grow and Empower) is a summer bridge program at College of the Desert that has been successful in helping students and also gaining community support. This three week program focuses on academic preparation and student success. Learn how this Title V HSI funded initiative grew from 30 students to over 300, achieved over 70% success in reducing need for multiple levels of developmental math and found funding to continue beyond the grant.

CROSSroads - Closing the Remedial Gap

Maureen Roe, Basic Skills/Writing Center Coordinator, English Professor, Santiago Canyon College

Most high school students believe that a diploma means they are prepared for college. However, 70% of them are disheartened to discover that their college placement test scores do not qualify them for college-level courses, and so they begin the sometimes 2-3 semester trek through the remedial sequence. At Santiago Canyon College, our Basic Skills Task Force launched the CROSSroads program two years ago in an attempt to shorten the sequence. The goal of CROSSroads (**College Readiness Optimizes Student Success**) is to assist students' placement into transfer-level courses by providing them with brush-up workshops and online review *before* they test. In the spring of their senior year, students are invited to participate in this free program where they will work with English and math faculty to strengthen their skills in writing argumentative essays and solving equations--thereby bridging the remedial gap. Our hope for students is that they "Stay on the Road to Success" taking the straight path from high school classes to college-level courses to a degree or certificate.

11:15 AM – 12:30 PM Breakout Session Block V

Incorporating Equity into the Program Review and Institutional Planning Processes

Carolyn Holcroft, Academic Senate President, Biology Professor, Foothill College

Paul Starer, Dean of Language Arts and Learning Resource Center, Foothill College

We seek to foster an ethos of equity in all our campus' instructional and non-instructional programs, and have worked to integrate consideration of student equity as a core component of

Academic Academy Program 2015

our program review process. Also realizing that there are potential overlaps between institutional efforts with basic skills, student equity and our Student Success and Support Program, we are working to efficiently coordinate planning and budget allocation to maximize use of human and financial resources. In this session, we'll share our successes and challenges from both faculty and administrative perspectives.

From Multicultural Infusion to Equity Transformation

Veronica Neal, Director of Equity, Social Justice and Multicultural Education, DeAnza College
Mayra Cruz, Professor of Child Development, De Anza College

This session will cover how we prepared our campus for moving more deeply into our equity work, developing an equity mindset, and setting the stage for the State Equity Initiative. We will review promising practices that we have identified through this process that helped build shared language, understanding, and the capacity for engaging in crucial conversation about our equity praxis. Participants will have an opportunity to share their campus promising practices and give as well as receive support from others participating in the session.

"I Can Afford College" and Associate Degree for Transfer Programs

Paige Marlatt Dorr, Director of Communications
California Community Colleges Chancellor's Office

Lindsay Pangburn, Program Manager
California Community Colleges Chancellor's Office

Please join us to learn more about two important programs sponsored by the California Community Colleges system: the "I Can Afford College" campaign and the Associate Degree for Transfer program. The "I Can Afford College" campaign is a statewide, financial aid awareness initiative. The heart of the campaign is our bilingual English and Spanish website, icanaffordcollege.com, which recently underwent a complete re-design and was launched earlier this year. The Associate Degree for Transfer program, a joint effort of the California Community Colleges and the California State University, was developed to make it easier for students to transfer between the two systems. The program website, ADegreeWithAGuarantee.com, is the ultimate resource for students and parents to learn about the program, and features a new searchable degree database. This workshop will provide you with an overview of program activities, as well as information on the various resources that both programs have available to assist you in your work with students.

What Did We Do? Sharing SSSP Plans

Come and discover what several colleges have imagined, researched, written! We'll share the stories of several SSSP plans. We'll also discuss the implementation and evaluation process of SSSP plans, and how colleges have managed to grapple with the new kinds of work facing them. Let's learn from each other about the process of delivering student support services, including how to avoid potential pitfalls *and* how to shoot for the stars.

12:30-1:30

Lunch

1:30-2:45

General Session: California Community Colleges Chancellor's Office Discussion: SSSP and Equity Plans

2:45-3:00 PM

**What We've Learned and Where We are Going:
A Conference Wrap Up**



Executive Committee Agenda Item

SUBJECT: Norbert Bischof Faculty Freedom Fighter Award (NBFFF)		Month: February	Year: 2015
		Item No: IV. B	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will discuss how to proceed with the nomination for the Norbert Bischof Faculty Freedom Fighter Award.	Urgent: NO	
		Time Requested: 15 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Rutan	Consent/Routine	
		First Reading	X
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The **Norbert Bischof Faculty Freedom Fighter Award (NBFFF)** is presented to faculty leaders who have exhibited exceptional leadership skills by helping to maintain a healthy and functional system of governance or by having demonstrated exceptional courage and effectiveness in support of the adopted principles and positions of the Academic Senate. Two faculty members have received the award: Greg Gilbert, Crafton Hills College and Wendy Gabriella, Irvine College. In 2009, the Executive Committee renamed this award after the Senate’s founding father Norbert Bischof. The award recipient is recognized during the Faculty Leadership Institute and presented with a resolution and plaque.

Standards and Practices have received a nomination for this award for three faculty leaders from City College of San Francisco, but the committee needs guidance about how to proceed. The following questions were mentioned at the last S&P Meeting:

1. Is there a call for nominations or can a nomination be received at any time?
2. Are there any criteria to evaluate nominations or is a nominate faculty member automatically forwarded to the Executive Committee?

Standards and Practices Committee requests the guidance of the Executive Committee about the how to proceed with the award.

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



Executive Committee Agenda Item

SUBJECT: Disciplines List Proposal		Month: February	Year: 2015
		Item No: IV. C.	
		Attachment: YES	
DESIRED OUTCOME:	The executive committee reviews and forwards the included revisions to the Disciplines List to the delegates for consideration at the spring 2015 plenary session.	Urgent: YES	
		Time Requested: 20 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Craig Rutan	Consent/Routine	
		First Reading	X
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

Four proposals to revise the Disciplines List were submitted by the September 30, 2014 deadline. These proposals include the creation of the new disciplines of African American Studies, Supply Chain Technology, and Learning Disabilities Specialist: DSPS. There is also a proposal to revise the minimum qualifications for Counseling: DSPS. Each proposal has been reviewed by the Standards and Practices Committee and all were deemed complete and brought forward for a hearing at the Fall 2014 Plenary Session. The attached summary includes the proposed revisions and testimony from the hearing. The Executive Committee must review the proposals for completeness and forward complete proposals to the Spring 2015 Plenary Session for a second hearing and possible adoption by the body.

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

**ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES
DISCIPLINES LIST REVISION PROPOSALS**

December 5, 2014

Information for Proposed Disciplines List Changes

Italics indicate a proposed addition

~~Strikeout~~ indicates a proposed deletion

Notation of "Senate" or department name after listing of position indicates that the college senate or department took a position; otherwise position is that of an individual.

SECTION I: REVISIONS TO DISCIPLINES (MASTER'S)

PROPOSAL #1:

Proposed Revision Discipline: African American Studies

Organization: San Diego Mesa College

Current Minimum Qualifications:

Add new discipline.

Proposed Change:

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

Rationale:

As the oldest Ethnic Studies discipline in higher education (1968), African American Studies has expanded within 76% of 1777 institutions nationally (both public and private) in varying formats as departments, programs, and/or courses over the last forty-five years. This includes undergraduate and graduate degree offerings in 15% of California's Community College campuses, 57% of the CSUs and 70% of the UCs. Having African American Studies on the disciplines list will clarify the minimum qualifications for teaching and hiring for those institutions that have a fully recognized program of study.

As a catalyst for social, political & economic inclusion, naissanced from the northwest and cultural movements throughout the nation, African American offers students a diverse interdisciplinary course of study across the curriculum. This provides a critical opportunity for students to develop a holistic understanding of essential contributions African Americans have made to the American landscape and global community. Lastly, as transnational economies and international marketplaces expand, 21st century workforce demands require different (conceptual) skill sets that include language proficiencies, problem-solving, greater sensitivity to cultural differences (cultural competency), and an openness to diverse ideas and perspectives. As such, African American Studies provides education and research experiences that bring value to diversity, creative production, and cultural capital that is essential to understanding race relations and the impact of complex systems upon varying populations.

Testimonies:

The testimonies made by the following individuals at the Fall 2014 were supportive of this proposal.

<u>Name</u>	<u>College/Organization</u>	<u>Testimony</u>	<u>Position</u>
Hector Alvarez	Allan Hancock College	Hearing	Individual support
Michael Berke	San Jose City College	Hearing	Individual support
Joseph Bielanski	Berkeley City College	Hearing	District senate support
Jesus Covarrubias	San Jose City College	Hearing	Department support
Kendrick Dial	San Diego Mesa College	Hearing	Individual support
Andrienne Foster	West Los Angeles College	Hearing	Individual support
Juan Gamboa	San Jose City College	Hearing	Department support
Louise Janus	Santa Ana College	Hearing	Individual support
Charles Johnston	Barstow College	Hearing	Department support
April Juarez	Long Beach City College	Hearing	Individual support
Terry Kihlenberg	San Diego Mesa College	Hearing	Senate support
Arnita Porter	West Los Angeles College	Hearing	Individual support
Deanna Shelton	San Diego City College	Hearing	Individual support
Lisa Soccio	College of the Desert	Hearing	Individual support
Georgine Montgomery	National Council of Black Studies	Letter*	Organization support

*Copy of letter from National Council of Black Studies may be found at the end of the summary.

PROPOSAL #2:

Proposed Revision Discipline: Counseling DSPS

Organizations: California Association for Postsecondary Education and Disability (CAPED)

Current Minimum Qualifications: (Note that current minimum qualifications are located in Title 5 §53414)

Possession of a master's degree, or equivalent foreign degree, in rehabilitation counseling,

OR

Possession of a master's degree, or equivalent foreign degree, in special education, and twenty four or more semester units in upper division or graduate level course work in counseling, guidance, student personnel, psychology, or social work;

OR

A master's degree in counseling, guidance, student personnel, psychology, career development, or social welfare; and either twelve or more semester units in upper division or

graduate level course work specifically in counseling or rehabilitation of individuals with disabilities, or two years of full-time experience, or the equivalent, in one or more of the following;(A) Counseling or guidance for students with disabilities; or (B) Counseling and/or guidance in industry, government, public agencies, military or private social welfare organizations in which the responsibilities of the position were predominantly or exclusively for persons with disabilities.

Proposed Change:

~~Possession of a m~~Master's degree, ~~or equivalent foreign degree,~~ in rehabilitation counseling,

OR

~~Possession of a master's degree, or equivalent foreign degree, in special education, and twenty four or more semester units in upper division or graduate level course work in counseling, guidance, student personnel, psychology, or social work;~~

OR

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

OR

the equivalent.

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

Rationale:

The student population of Disabled Students Programs and Services (DSPS) has grown exponentially over the years. In the 1992-1993 academic year, the DSPS student count was 58,524. In the 2013-2014 academic year, the DSPS student count was 125,223. The DSPS student population has more than doubled resulting in more professionals needed to serve this student population. The inclusion of additional master’s degrees that will meet minimum qualifications for a DSPS Counselor will assist in addressing this need.

The language changes are mostly intended to clarify and update the verbiage and educational requirements to what is used today. The way the minimum qualifications are currently presented closely mirror General and EOPS Counseling presentation of their minimum qualifications. The more we can align language together in the minimum qualifications, the more we will assist everyone understand student services counseling and other faculty qualifications.

In addition to general counseling skills, a DSPS counselor must have knowledge of the various types of disabilities, the functional limitations of those disabilities, disability law, and assistive technology. With the expansion of the master’s degrees acceptable to work as a DSPS counselor, a language change is necessary to replace “predominantly” in some sections or include with it “specifically” or “exclusively” in relation to additional coursework or experience required. This will safeguard that those meeting minimum qualifications have the education and/or experience addressing and/or serving persons with disabilities.

Testimonies:

The testimonies made by the following individuals at the Fall 2014 were supportive of this proposal.

<u>Name</u>	<u>College/Organization</u>	<u>Testimony</u>	<u>Position</u>
Cheryl Aschenbach	Lassen College	Hearing	Individual support
Patricia Flores-Charter	Southwestern College	Hearing	CO Learning Disability Field Advisory Cmte. Support
Maria Gonzales	West Hills College – Lemoore	Hearing	Individual support
Adam Gottdank	School of Cont. Education NOCCD	Hearing	Individual support
Victoria Greco	Mt. San Antonio College	Hearing	Individual support
Louise Janus	Santa Ana College	Hearing	Individual support
Charles Johnston	Barstow College	Hearing	Department support
Thekima Mayasa	San Diego Mesa College	Hearing	Department support
Mary Mettler	Santiago Canyon College	Hearing	Individual support
Mary Rees	Moorpark College	Hearing	Department support
Deanna Shelton	San Diego City College	Hearing	Individual support

PROPOSAL #3:

Proposed Revision Discipline: Learning Disabilities Specialist: DSPS

Organizations: California Association for Postsecondary Education and Disability (CAPED)

Current Minimum Qualifications:

Add New Discipline.

Proposed Change:

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

Rationale:

The role of a Learning Disabilities (LD) Specialist in the California Community Colleges has evolved over the last three decades. The current Minimum Qualifications (MQ's) in Title 5 section 53414 for Disabled Student Programs and Services (DSPS) faculty do not reflect the full role of an LD Specialist. The language currently in part (d) of section 53414 only refers to instructional positions within DSPS, and LD Specialists typically perform both direct assessment of learning disabilities and instructional duties. In some cases an LD Specialist will perform only one of those two main functions, but at most colleges they perform both functions. In order to adequately perform the full range of the assessment duties, a faculty member must be formally trained in both cognitive assessment and achievement assessment. Also, for that faculty member to authorize a student as meeting the eligibility criteria for a student to be coded for DSPS funding purposes under the category of "Learning Disability", they must be fully trained in cognitive and achievement assessment before they can be certified by the state Chancellor's Office to make such an authorization. Lastly, publishers of the assessment devices used will not allow their systems to be purchased by colleges unless someone has received formalized graduate-level training in those cognitive and achievement assessment systems.

So for all of the above stated reasons, LD Specialists need to have training in cognitive and achievement assessments, yet the current MQ's under which LD Specialists are hired make no mention of this necessary requirement. There are cases where colleges, strictly following the current MQ's, have hired faculty who could not fully perform the functions of an LD Specialist.

Testimonies:

The most testimonies made by the following individuals at the Fall 2014 were supportive of this proposal.

<u>Name</u>	<u>College/Organization</u>	<u>Testimony</u>	<u>Position</u>
Lourdes Brent	Los Angeles Trade Tech	Hearing	Individual oppose
Patricia Flores-Charter	Southwestern College	Hearing	CO Learning Disability Field Advisory Cmte. Support
Andrienne Foster	West Los Angeles College	Hearing	Individual support
Adam Gottdank	School of Cont. Education NOCCD	Hearing	Individual support
Maria Gonzales	West Hills College – Lemoore	Hearing	Individual support
Victoria Greco	Mt. San Antonio College	Hearing	Individual support
Buran Haidar	San Diego Miramar	Hearing	Senate support
Louise Janus	Santa Ana College	Hearing	Individual support
Charles Johnston	Barstow College	Hearing	Department support
April Juarez	Long Beach City College	Hearing	Individual support
Thekima Mayasa	San Diego Mesa College	Hearing	Department support
Susan McMurray	Los Angeles College	Hearing	Individual support
Mary Mettler	Santiago Canyon College	Hearing	Individual support
Arnita Porter	West Los Angeles College	Hearing	Individual support
Mary Rees	Moorpark College	Hearing	Department support

SECTION 2: REVISIONS TO DISCIPLINES (NON-MASTER'S)

PROPOSAL #A:

Proposed Revision Discipline: Supply Chain Technology

Organization: Norco College

Current Minimum Qualifications:

Add New Discipline.

Proposed Change:

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

Rationale:

According to the U.S. Department of Commerce, 2013 retail e-commerce sales were forecasted to be \$262B and are growing at a double-digit annual rate. In the next three years, e-commerce sales will grow an additional \$75B and are forecast to make up 30% of total U.S. retail sales by 2030. A recent research study, conducted by the National Center for Supply Chain Technology Education found that most firms are using logistics technologies in increasingly more comprehensive ways to meet ever evolving customer requirements. Although the study demonstrated that the growth of e-commerce was the main factor driving this rapid technology investment forward, e-commerce order size (typically one item), mass customization and immediate delivery expectations on the part of consumers, re-shoring, consumer safety concerns, cost control and competitiveness and the flexibility automated systems provide industry were also found to be drivers in their own right. These drivers are so powerful that, according to the Motorola 2013 Warehouse Visions Report, by 2018 "66% of surveyed firms plan to equip warehouse staff with additional technology and 70% plan to have more automated processes in their warehouse operations".

This rapid shift in technology requires the advanced skills of a **supply chain technician**. ***This is a person who installs, operates, supports, upgrades, or maintains the software, hardware or material handling equipment which supports the supply chain.*** These individuals are highly trained, well paid and in demand. Unlike supply chain managers, who address processes, supply chain technicians need to have an understanding of tools, automation, and software systems.

The need for supply chain technicians is projected to grow significantly in the future. Nationally, industries with the potential for supply chain employment counted \$46,617,643 workers in 2013.⁴ Supply chain technology jobs will grow 1.8% nationally from 2013-2016.⁵ The top 10 states with supply chain technology jobs in 2018 (in descending order) will be: California, Texas, Florida, New York, Illinois, Pennsylvania, Ohio, Georgia, New Jersey, and Tennessee. States with the largest projected growth are: California (9.85%), Texas (9.27%), Florida (5.63%), New York (5.61%), and Illinois (5.36%). Employers in California alone estimate they currently employ 32,600 Supply Chain Technicians and employment for this occupation is expected

to grow 15% by 2015 in the state. Most notably, the supply chain workforce in the California Inland Empire of Riverside and San Bernardino counties is estimated at 483,221 with projected 5.3% growth by 2016.

Researchers have demonstrated that companies with well-run logistics operations and effective supply chains outperform other companies in the national business environment. Given that business is the economic engine of the national economy, and the critical relationship of supply chain technology to business performance, maintaining the critical national supply chain infrastructure and educating the current and future technician workforce is essential to the economic health of the United States.

The rationale for proposing the addition of Supply Chain Technology as a discipline (as opposed to a program within another discipline) is based upon a number of factors. Its emergence as a high-demand, high-growth occupation and significance to the national economy are certainly noteworthy. The discipline has only recently been defined by the National Science Foundation's National Center for Supply Chain Technology Education after careful research conducted in concert with supply chain technology industry leaders nationwide. The National Center for Supply Chain Technology Education was established in August of 2011 through an investment made by the National Science Foundation. Hosted by Norco College, the Center's mission is to identify and develop skills-based educational pathways, facilitate professional development, and disseminate educational materials with the goal of increasing the number of skilled supply chain technicians to meet the growing national need across the private and public supply chains. The research conducted by the National Center has identified the requisite skill sets that serve the supply chain technology industry and is being used as a foundational base to develop level I and II national industry certifications in collaboration with Material Handling Industry and Manufacturing Skill Standards Council.

Testimonies:

The testimonies made by the following individuals at the Fall 2014 were supportive of this proposal.

<u>Name</u>	<u>College/Organization</u>	<u>Testimony</u>	<u>Position</u>
Lyn Greene	Norco College	Hearing	Senate support
Louise Janus	Santa Ana College	Hearing	Individual support
Charles Johnston	Barstow College	Hearing	Department support
Thekima Mayasa	San Diego Mesa College	Hearing	Department support
Mary Mettler	Santiago Canyon College	Hearing	Individual support



Executive Committee Agenda Item

SUBJECT: Noncredit/Curriculum Regional Meetings		Month: January	Year: 2015
		Item No: IV D	
		Attachment: NO	
DESIRED OUTCOME:	Approve	Urgent: YES	
		Time Requested: 15 minutes	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Klein/Grimes-Hillman	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

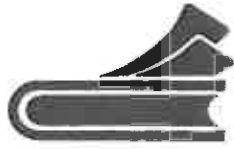
Please see the description and program draft for our discussion and approval. The curriculum and noncredit committees would also like the executive committee to discuss the possibility of offering stipends to part-time noncredit faculty to encourage their participation.

2015 Noncredit Regionals Description

The Academic Senate for California Community Colleges is holding two regional meetings focusing on noncredit course offerings and program building. About five colleges in the state offer 80% of the noncredit instruction. In the 15-16 academic year, the funding for some noncredit courses (Career Development and College Preparation) will be equal to credit courses. Due to funding changes, colleges may want to examine the opportunity to offer noncredit coursework to their students. We will begin the day with updates on C-ID and ADT curriculum development as well as the latest information about noncredit CDCP funding changes and the interaction between AB 86 and CTE. After lunch, we will offer two strands. One strand will provide training for curriculum chairs, curriculum specialists, curriculum committee members, other faculty, and administrators who are developing and reviewing noncredit courses. The other strand will guide discipline-specific groups in hands-on discussions about building their noncredit programs in light of CDCP funding changes. The goal of this strand is for participants to draft a working plan to help guide decision-making about noncredit instruction at their colleges.

We encourage you to bring a team of faculty (including noncredit, basic skills, and CTE faculty), curriculum specialists, and administrators. *In order to encourage the participation of part-time noncredit faculty, we will offer a small stipend of \$ to part-time faculty participants.*

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



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Spring 2015 ASCCC Noncredit Curriculum Regional Meetings
ASCCC Noncredit and Curriculum Committees

Friday, March 20, 2015 and Saturday, March 21, 2015
North and South
9:30 am to 3:00 pm

March 20: TBD

March 21: Cerritos College, 11190 Alondra Blvd. • Norwalk, CA • 90650

9:30-10:00 am

Registration and Sign-in

10:00-10:15 am

Welcome and Introductions

Michelle Grimes-Hillman, ASCCC Curriculum Committee Chair

Debbie Klein, ASCCC Noncredit Committee Chair

10:15-10:45 am

C-ID/ADT Update

Michelle Grimes-Hillman, ASCCC Curriculum Committee Chair

Craig Rutan, ASCCC Standards and Practices Committee Chair

10:45-11:15 am

Noncredit Nuts and Bolts

Michelle Grimes-Hillman, ASCCC Curriculum Committee Chair

Debbie Klein, ASCCC Noncredit Committee Chair

11:15-12:00 pm

The Perfect Storm: CDCP Funding Changes and the Interaction Between CTE and AB 86

John Stanskas, Secretary, ASCCC

12:00-12:30 pm

Lunch

12:30-3:00 pm

Strand A: Noncredit Curriculum Approval Process

Michelle Grimes-Hillman, ASCCC Curriculum Committee Chair

Rich Cameron, Cerritos College, ASCCC Curriculum Committee

Ginni May, Sacramento City College, ASCCC Curriculum Committee

This training session is for curriculum specialists who are developing and reviewing noncredit courses.

12:00-2:00 pm

Strand B: College Decision-Making About Noncredit Instruction

ASCCC Noncredit Committee

This participatory session is for faculty and/or administrators who are making decisions about building their noncredit programs in light of CDCP funding changes. We will divide into discipline-specific groups facilitated by noncredit faculty who have experience building noncredit programs at their colleges. The goal of this session is for participants to draft a working plan to help guide decision-making about noncredit instruction at their colleges.

DRAFT Presenter List

North:

Michelle Grimes-Hillman, ASCCC Curriculum Committee (chair), Mt. San Antonio College
Debbie Klein, ASCCC Noncredit Committee (chair), Gavilan College
Jason Edington, Mendocino College, ASCCC Noncredit Committee
Jarek Janio, ASCCC Noncredit Committee, Santa Ana College
Candace Lynch-Thompson, ASCCC Noncredit Committee, North Orange County School of Continuing Education
Ginni May, Sacramento City College, ASCCC Curriculum Committee
David Norton, Copper Mountain College, Student Services
Leigh Anne Shaw, Skyline College, ASCCC Noncredit Committee
John Stanskas, ASCCC Treasurer, San Bernardino Valley College

South:

Michelle Grimes-Hillman, ASCCC Curriculum Committee (chair), Mt. San Antonio College
Debbie Klein, ASCCC Noncredit Committee (chair), Gavilan College
Richard Cameron, ASCCC Curriculum Committee, Cerritos College
Diane Edwards-LiPera, ASCCC Noncredit Committee, Southwestern College
Jarek Janio, ASCCC Noncredit Committee, Santa Ana College
Candace Lynch-Thompson, ASCCC Noncredit Committee, North Orange County School of Continuing Education
Wheeler North, ASCCC Noncredit Committee, San Diego Miramar College
David Norton, ASCCC Noncredit Committee, Copper Mountain College
John Stanskas, ASCCC Treasurer, San Bernardino Valley College

ASCCC Curriculum Committee Members:

Michelle Grimes-Hillman, Chair, Mt. San Antonio College
Cheryl Aschenbach, Lassen College, English
Richard Cameron, Cerritos College, Mass Communications
Terrie Hawthorne, Moreno Valley College, Counseling
Ginni May, Sacramento City College, Math
Sofia Ramirez-Gelpi, Allan Hancock College, Spanish
Kathleen Rose, CIO Liaison, Gavilan College Executive Vice President and CIO, SACC Co-Chair
James Todd, Modesto Junior College, ASCCC Area A Representative, Anthropology

ASCCC Noncredit Committee Members:

Debbie Klein, Chair, Gavilan College
Jason Edington, Mendocino College, Mathematics
Diane Edwards-LiPera, Southwestern College, Counseling
Jarek Janio, Santa Ana College, Noncredit
Wheeler North, San Diego Miramar College, Aviation
David Norton, Copper Mountain College, Student Services
Leigh Anne Shaw, Skyline College, ESL
Candace Lynch-Thompson, North Orange County District School of Continuing Education, ESL



Executive Committee Agenda Item

SUBJECT: ASCCC Certification		Month: February	Year: 2015
		Item No. IV E	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will consider for approval a certification process for the Professional Development College	Urgent: YES	
		Time Requested: 15 Mins	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Adams	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Dolores Davison	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

At its October Executive Committee meeting, members approved the exploration of creating a credentialing program for the Senate. The executive director, in collaboration with the Professional Development chair, developed the attached process. As noted during the October meeting, there are many benefits to the organization including reinforced values of the association; increased legitimacy of the voice of members to government; increased involvement of members; and increased visibility of the association to the public to name a few. Some of the benefits to members include: defined a common body of knowledge; elevated reputation of credential holders; or built connections and community among credential holders.

Members will discuss the proposed process and consider for approval applying this process to the recently held CTE Curriculum Academy.

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

Certificate of Training Process

DRAFT

What are we offering?

1. A curriculum-based certificate program, defined as follows:

A comprehensive training program on focused topics, for which participants receive a certificate after completion of the coursework and successful demonstration of attaining the course learning objectives. Unlike certification, curriculum-based certificates usually do not have ongoing requirements, do not result in an initial designation, and cannot be revoked.

2. What it is not: A certification that will earn a professional designation.

What are our program goals and who are our audience?

1. Who is the target audience of the certificate program?
 - Faculty
2. What is the value of the certificate program to this audience?
 - To provide a new skill set to faculty to better serve students in California community colleges.
 - To provide coordinated professional development training to benefit instruction on California community colleges.
 - To provide recognized documentation for faculty in the attainment of these new skills.
3. What is the desired outcome of the certificate for participants?
 - To advance instructional skills for faculty.
4. What is the desired outcome of the certificate for the association?
 - To better position the ASCCC as the leading provider of faculty professional development.
 - To create a more informed, educated body of faculty.

Develop the course curriculum

1. Establish a committee or use an existing committee made of up faculty working in the area of the certificate.
2. The committee will identify what the course curriculum should be and make a recommendation to the Executive Committee.
3. The Executive Committee will consider for approval the appropriate scope of a certificate on a focused topic.
4. Once the scope of the certificate has been determined, the committee will identify the modules and course learning objectives to be covered in the course.

Mode of delivery

1. Modules will be delivered in a blended learning approach:
 - Self-study modules (print, packaged audio/video/CD/DVD, on-line)
 - Face to face workshops
 - Instructor-led online courses
 - On-line discussion boards or discussion lists
 - Audio/web/in person conferences
 - Quizzes, Pre-tests, and Post-tests

Develop course content and assessments

The committee will select the delivery methods, develop course content and assessment including quizzes, pre- and post-tests, self-assessment, and create other materials as needed. Assessment will be evaluated by the committee.

Marketing

The ASCCC Certificate of Training program will be promoted at all events, via email, president's updates, *Rostrum*, website, etc.

Costs

Costs for the Certificate of Training program will be developed based on faculty time developing the program as well as any costs associated with event attendance and material costs.



Executive Committee Agenda Item

SUBJECT: Spring Session Planning		Month: February	Year: 2015
		Item No: IV.F	
DESIRED OUTCOME: The Executive Committee will consider for approval the preliminary program 2015 Spring Session		Attachment: YES	
		Urgent: YES	
CATEGORY: Action		Time Requested: 2.5 Hours	
		TYPE OF BOARD CONSIDERATION:	
REQUESTED BY: David Morse/Julie Adams		Consent/Routine	
		First Reading	X
STAFF REVIEW ¹ : Tonya David		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Spring Plenary Session will be held on April 9 – 11, 2015, at the San Francisco Westin. At its last meeting, the Executive Committee approved the theme “Thriving under Pressure” and discussed keynote presentation. During this meeting, the Executive Committee approve the preliminary programs and discuss other planning details for the Spring Plenary Session.

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

2015 Spring Session Timeline

January 2015

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

February 2015

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

March 2015

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

April 2015

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



Executive Committee Agenda Item

SUBJECT: First reading of <i>Local Senate Handbook</i>		Month: February	Year: 2015
		Item No: IV G	
		Attachment: YES	
DESIRED OUTCOME:	Receive feedback from Executive Committee on draft, move draft to second reading for the March Executive meeting, allowing the draft to be presented at Plenary.	Urgent: YES	
		Time Requested: 1 Hour	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Kale Braden	Consent/Routine	
		First Reading	X
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

This draft constitutes a major revision of the *Local Senates Handbook* by the Relations with Local Senates Committee. Here are some of the highlights:

- Added in sections on accreditation and the senate (absent in the 2007 version)
- Moved the language from first to third person both for a more academic tone as well as added specificity in who should be performing tasks.
- Added in a table of contents and Index to aid users in finding the information that they need.
- Created a “Works Cited” page with links to all of the supporting documents.
- Recreated the appendices (they were lost in the conversion to the online version) and moved all of the supporting documents to the Leadership Resources page of the ASCCC website.
- Created/assembled a number of new supporting documents which had been requested from the field including examples of Decision Making Handbooks, Searchable documents containing multiple senate Constitutions and Bylaws, a searchable document containing 68 districts board policies on participatory governance, etcetera.
- Linked to “Additional Information” available in ASCCC Papers and Rostrum articles to flesh out topics
- Created links within the document to refer to different sections which deal with similar topics.
- Attempted to provide specific suggested strategies instead of broad pronouncements on some of the senate president’s tasks (e.g., instead of simply saying “Secure adequate funding for the senate”—from the 2007 version—the new draft discusses strategies for senate presidents on how to have conversations about senate resources with their administration.)

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

Empowering Local Senates: Roles and Responsibilities of and Strategies for an Effective Senate (Local Senates Handbook)

Relations with Local Senate Committee 2014-1015

Kale Braden, Cosumnes River College
Julie Adams, ASCCC, Executive Director
Eve Adler, Santa Monica College
Maria Biddenback, Napa Valley College
Matt Clark, Woodland College
Dan Crump, American River College
Sam Foster, Fullerton College
Buran Haidar, San Diego Miramar College
Kathy Oborn, LA Pierce College
Cleavon Smith, Berkeley City College

Version History:

- **Current Version, Spring 2007**
- *Empowering Local Senates: Roles and Responsibilities of and Strategies for an Effective Senate* paper, Spring 2002 (adopted by Resolution 01.01)
- *Senate Delegate Roles and Responsibilities* paper, Spring 1995 (adopted by Resolution 01.01)

Table of Contents

Part I: The Academic Senate for California Community Colleges	2
Preamble	2
From the American Association of University Professors Document Governance and Academic Freedom	2
A. THE ACADEMIC SENATE IN CALIFORNIA: A BRIEF HISTORY	2
Part II: Roles and Responsibilities of the Senate.....	4
A. The Legal Basis: Education Code, Title 5, Accreditation, And Local Implementation	4
Part III. Duties as a Local Senate President	16
A. JOB DESCRIPTION FOR A LOCAL ACADEMIC SENATE PRESIDENT GENERAL DUTIES	16
B. COLLEGE/DISTRICT REPORTS REQUIRING SENATE SIGN-OFF, REVIEW OR VIGILANCE.....	22
C. COMMITTEE APPOINTMENTS.....	23
Part IV. Ensuring the Effectiveness of the Local Senate.....	25
A. PLACEMENT IN THE COLLEGE'S GOVERNANCE STRUCTURE.....	25
B. CONSTITUTIONS AND BYLAWS.....	26
C. EFFECTIVE PARTICIPATORY GOVERNANCE.....	26
D. INSTITUTIONALIZING A SENATE'S EFFECTIVENESS:	42
Part V. Linking the Local (College and District) Senates to the Academic Senate for California Community Colleges.....	42
A. FUNCTIONS OF THE ACADEMIC SENATE.....	42
B. AREA DIVISIONS	44
C. AREA MEETINGS.....	44
D. ROLE OF THE RELATIONS WITH LOCAL SENATE COMMITTEE	45
E. SENATE INSTITUTES	45
F. SENATE PLENARY SESSIONS	45
G. PARTICIPATION ON ACADEMIC SENATE COMMITTEES	46
H. NOMINATIONS FOR STATEWIDE AWARDS AND SERVICE	47
H. CONSULTATION PROCESS	48
CONCLUDING THOUGHTS	48
Works Cited.....	49
Index:	53

Local Senates Handbook
DRAFT

Part I: The Academic Senate for California Community Colleges

PREAMBLE

We, the faculty of the California Community Colleges, through the local academic senates, do hereby establish the Academic Senate for California Community Colleges, Inc., in order to promote the best interests of higher education in the state and to represent the faculty in all California Community Colleges at the state level.

FROM THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS DOCUMENT GOVERNANCE AND ACADEMIC FREEDOM

Section V: The Academic Institution: The Faculty

Agencies for faculty participation in the government of the college or university should be established at each level where faculty responsibility is present. An agency should exist for the presentation of the views of the whole faculty. The structure and procedures for faculty participation should be designed, approved, and established by joint action of the components of the institution. Faculty representatives should be selected by the faculty according to procedures determined by the faculty.

A. THE ACADEMIC SENATE IN CALIFORNIA: A BRIEF HISTORY

A more full account of the growth and development of the Academic Senate for California Community Colleges can be found on the ASCCC website for example:

- *Establishing Academic Senates in California Community Colleges (Case, 1971)*
- *60 Milestones in the History of Senates and the Academic Senate for California Community Colleges (Conn, 1986)*
- *Brief History of the Academic Senate for California Community Colleges (ASCCC, 1997)*

Briefly stated the Academic Senate for California Community Colleges has its roots in an Assembly Concurrent Resolution adopted in 1963, asking the State Board of Education (which at that time had a junior college bureau) to establish academic senates "for the purposes of representing [faculty] in the formation of policy on academic and professional matters" (Assem. Resolution 48, 1963). While there were local academic senates at the time, this resolution gave senates legal recognition and a specific jurisdiction: academic and professional matters. There were also several statewide faculty organizations that also supported the formation of local senates:

- Faculty unions: California Teachers Association (CTA) and California Federation of Teachers (CFT)
- What is now Faculty Association of California Community Colleges (FACCC) (then called CJCFA-the California Junior College Faculty Association)
- The California Junior College Association (CJCA), now the Community College League of California (CCLC), which then had a faculty component, though it now represents the CEOs and Trustees at the state level.

In 1967 legislation was enacted to create the Board of Governors and the Chancellor's Office for the California Community Colleges.

In 1968 Norbert Bischof (math and philosophy, Merritt College), called the first statewide meeting of local academic senate presidents to explore ways to create a state senate to represent local senates at the Chancellor's Office and before the Board of Governors. Working with Ted Stanford (a history professor

Local Senates Handbook

DRAFT

at Chabot College), Bischof wrote a constitution for the Academic Senate, which was adopted in May 1968, ratified statewide, and approved by the Board of Governors in October 1969; the Academic Senate incorporated as a nonprofit organization in November 1970.

These organizational milestones, and many others, prepared the Academic Senate for the new responsibilities to arise out of the 1986 report of the Commission for the Review of the Master Plan for Higher Education, focusing exclusively on the community colleges. This document, *The Challenge of Change: A Reassessment of the California Community College* (Commission for the Review of the Master Plan for Higher Education, 1986), led the way for the reform legislation, *The Community College Reform Act* (AB 1725, Vasconcellos, 1988), passed by the legislature in 1988. AB 1725 established many new responsibilities to both local senates and the Academic Senate for California Community Colleges. Subsequently, the document *California's Faces. . . California's Future* (Vasconcellos, 1989) supported this community college reform and contextualized the Master Plan within California's shifting demography. The legislation resulted in the ASCCC to create a proposal for the implementation of the *Community College Reform Act, AB 1725: Policies for Strengthening Local Academic Senates* (ASCCC, 1989). The proposal was approved by the ASCCC in the 1989 fall plenary session and by the Board of Governors in July of 1990. The ASCCC and the trustee's organization the Community College League of California (CCLC), then issued the *Guidelines for Implementation of Section 53200 - 53204 of Title 5 of the Administrative Code of California* (ASCCC & CCLC, 1991), a Memorandum of Understanding that offers a joint interpretation of these regulations. This document was adopted at the 1991 spring session of the Academic Senate. Subsequently, *Participating Effectively in District and College Governance*, a revised Q&A document, was jointly produced with CCLC and adopted by the ASCCC at the fall 1998 Plenary Session; this document appears on the Academic Senate website. *Scenarios to Illustrate Effective Participation in District and College Governance* (ASCCC & CCLC, 1995), a companion document, applies the interpretations to specific scenarios. Those earlier legislative actions and their subsequent codification in Title 5, as well as the legal and interpretive documents that emerged provide the framework for the discussion below.

In the landmark legislative package, *Community College Reform Act* (AB 1725, Vasconcellos, 1988), the California community colleges were uncoupled from K-12 and given status as institutions of higher education. In so doing, the legislature created pre-and post-tenure reviews, lengthened the tenure period, and strengthened the role of the local academic senates as central to the effort of institutional development. AB 1725, the legislation which was sponsored by John Vasconcellos was a remarkable and aspirational piece of legislation. The official chapter language of the law includes significant intent language concerning what the legislators wished to see accomplished. All college leaders should be familiar with this document.

Local Senates Handbook
DRAFT

Part II: Roles and Responsibilities of the Senate

A. THE LEGAL BASIS: EDUCATION CODE, TITLE 5, ACCREDITATION, AND LOCAL IMPLEMENTATION

The roles and responsibilities of the local senates and their faculty are spelled out in several venues:

- **Legislation:** The rules governing the operations of California Community Colleges come from different levels. Legislators propose legislation. If the piece of legislation originated in the Assembly it is often referred to with the prefix “AB” and the bill number (*e.g.*, “AB 1725”). If the piece of legislation originates in the Senate it is often referred with the prefix “SB” and the bill number (*e.g.*, “SB 860”). It should be noted that the bill numbers are reused each legislative session, (for example AB 1725 in the 2013-14 session was a bill regarding mental health hearings for the gravely disabled). The legislation language provides the intent of the legislation and specifics of which codes should be amended or created.
- **Education Code:** When a piece of legislation pertaining to education is passed by the legislature and signed by the governor it is “chaptered” into the California Education Code. The requirements found in the California Education Code are a result of legislation—and can be modified only by subsequent legislative action. They appear in their full text, including the intent language of the original author(s), on the legislature's website [California Legislative Information](#) website.

California Education code is divided into three sections:

- Title 1. General Education Code Provisions [1 - 32500]
- Title 2. Elementary and Secondary Education [33000 – 64100]
- Title 3: Postsecondary Education [66000 – 101060]

Most of the codes pertaining to the California Community College will be found in two sections:

- Ed. Code. Part 40. Title 3, Chapter 9. Community Colleges, Section 66700 – 66764
- Ed. Code. Division 7. Community Colleges, Section 70900 - 88651

While most of the codes pertaining to California Community Colleges may be found in sections 66700 to 66764 the above two sections, there are other codes pertaining to community colleges which may be found throughout the California Education Code. The [California Legislative Information](#) website has a powerful search feature to help locate specific codes. The California Education Codes change as new legislation is chaptered (legislation is usually Chaptered on January 1st) and a senate president should always check the [California Legislative Information](#) website for the most up-to-date Education Codes.

- **Title 5:** The California Community College Board of Governors codify their interpretations and strategies for the implementation of Education Code in Title 5. They are published as part of the [California Code of Regulations](#) website. These Title 5 regulations have the force of law, though they can be modified by action of the Board of Governors without legislative intervention. Most of the sections regarding California Community Colleges will be found in *Division 6: Community Colleges* of Title 5. Title 5 changes often and senate presidents need to check for the most up-to-date versions on the official [California Code of Regulations](#) website.
- **Standing Orders:** In addition, the Board of Governors enacts "Standing Rules" that instruct the Chancellor's Office on how to carry out its functions. The Standing Rules of the Board of Governors are reviewed annually and may be found on the [State Chancellors Website](#).

Kate Clark, past ASCCC President, has created a [Legislative Index](#) (2015) which contains an index of topics “cross-walked” from the intent expressed in the legislation *Community College Reform Act* (AB 1725, Vasconcellos, 1988), to sections in the California Education Code, and then to the specific sections in Title 5.

1. Defining and Understanding the Role of the Academic Senate: Selected Passages from the California Education Code Specifying the Roles of the Academic Senate

The following section highlights some of the significant segments of the California Code of Regulations with links to the sections on the [California Legislative Information](#). Education Code changes with new legislation, so this document hyperlinks to the most current versions of the codes, rather than excerpting them here. These important legal strictures are designed to ensure faculty's full participation in the educational process that is the community college.

- **Ed. Code: § 70902 (b)(7) Governing Boards; Delegation**
Requires the Board of Trustees to establish procedures to ensure participatory governance.
- **Ed. Code: § 87359 (b) Waiver Of Minimum Qualifications; Equivalency**
Requires the Board of Trustees to rely primarily upon the advice of the senate regarding ensuring that faculty meet minimum qualifications.
- **Ed. Code: § 87360 (b) Hiring Criteria**
Requires the Board of Trustees to develop hiring criteria, policies and procedures for new faculty members.
- **Ed. Code: § 87458 (a) Administrative Retreat Rights**
Requires the Board of Trustees to rely primarily upon the advice and judgment of the academic senate regarding procedures regarding administrators retreating into faculty positions.
- **Ed. Code: § 87610.1(a) Tenure Evaluation Procedures**
Requires that collective bargaining agents (unions) consult with the academic senate prior to negotiating tenure evaluation procedures.
- **Ed. Code: § 87663 (f) Evaluation Procedures**
Requires that collective bargaining agents (unions) consult with the academic senate prior to negotiating faculty evaluation procedures.
- **Ed. Code: § 87743.2 Faculty Service Areas**
Requires that collective bargaining agents (unions) consult with the academic senate prior to negotiating Faculty Service Areas (FSA).

See [Senate/Union Relations](#) (Part II.A.5 of this document) for a discussion on how union-senate “consultation” may differ from the “collegial consultation” in which senates and administrations engage.

2. Defining and Understanding the Role of the Academic Senate Education Code: Selected Passages from the California Title 5 Specifying the Roles of the Academic Senate

The following section excerpts some of the significant segments of Title 5, *Division 6: California Community Colleges*. The [California Code of Regulations website](#) is maintained by Thomson Reuters which does not create persistent (permanent) links to sections of Title 5. While Title 5 changes often and one should always check the website for the most current version, Title 5, Division 6, Chapter 4 Employees, Subchapter 2 Certificated Positions, Article 2 Academic Senates provides the fundamental structure of how academic senates should and may interact with boards of trustees and is important enough as to excerpt here.

TITLE 5: § 53200 Definitions

Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters.

Local Senates Handbook

DRAFT

Academic and Professional matters means the following policy development matters:

1. Curriculum, including establishing prerequisites.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. College governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation processes.
8. Policies for faculty professional development activities.
9. Processes for program review.
10. Processes for institutional planning and budget development.
11. Other academic and professional matters as mutually agreed upon.

Consult Collegially means that the district governing board shall develop policies on academic and professional matters through either or both of the following:

1. Rely primarily upon the advice and judgment of the academic senate, OR
2. The governing board, or its designees, and the academic senate shall reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

TITLE 5: § 55202 Formation; Procedures; Membership

The following procedure shall be used to establish an academic senate:

- (a) The full-time faculty of a community college shall vote by secret ballot to form an academic senate.
- (b) In multi-college districts, the full-time faculty of the district colleges may vote on whether or not to form a district academic senate. Such vote shall be by secret ballot.
- (c) The governing board of a district shall recognize the academic senate and authorize the faculty to:
 - (1) Fix and amend by vote of the full-time faculty the composition, structure, and procedures of the academic senate.
 - (2) Provide for the selection, in accordance with accepted democratic election procedures, the members of the academic senate.
- (d) The full-time faculty may provide for the membership and participation of part-time faculty members in the academic senate.
- (e) In the absence of any full-time faculty members in a community college, the part-time faculty of such community college may form an academic senate.

TITLE 5: § 53203 Powers

- A) The governing board shall adopt policies for the appropriate delegation of authority and responsibility to its college academic senate.
- B) In adopting the policies described in section (a), the governing board or designees, shall consult collegially with the academic senate.
- C) While consulting collegially, the academic senate shall retain the right to meet with or appear before the governing board with respect to its views and recommendations. In addition, after consultation with the administration, the academic senate may present its recommendations to the governing board.
- D) The governing board shall adopt procedures for responding to recommendations of the academic senate that incorporate the following:
 1. When the board elects to rely primarily upon the advice and judgment of the academic senate, the recommendation of the senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted.

Local Senates Handbook

DRAFT

2. When the board elects to provide for mutual agreement with the academic senate, and an agreement has not been reached, existing policy shall remain in effect unless such policy exposes the district to legal liability or fiscal hardship. In cases where there is no existing policy, or when legal liability or fiscal hardship requires existing policy to be changed, the board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.
- E) An academic senate may assume such responsibilities and perform such functions as may be delegated to it by the governing board.
 - F) The appointment of faculty members to serve on college committees shall be made, after consultation with the chief executive officer or designee, by the academic senate. Notwithstanding this Subsection, the collective bargaining representative may seek to appoint faculty members to committees, task forces, or other groups.

TITLE 5: § 53206 Academic Senate for California Community Colleges.

- (a) An Academic Senate for the California Community Colleges has been established through ratification by local academic senates or faculty councils so that the community college faculty of California may have a formal and effective procedure for participating in the formation of state policies on academic and professional matters.
- (b) The Board of Governors recognizes the Academic Senate of the California Community Colleges as the representative of community college academic senates or faculty councils before the Board of Governors and Chancellor's Office.

In addition to these regulations, other sections of the Education Code identify responsibilities the academic senate has, for example, in working with the local bargaining agent, in considering staff and student input, and in meeting both obligations and privileges delegated to the senate.¹

3. Role of the Senate in Accreditation

The Academic Senate for California Community Colleges (ASCCC) values the peer review process of self-reflection and improvement known as accreditation. Since local academic senates are given Title 5-designated roles within the accreditation process, the ASCCC sees its primary responsibility as helping colleges to meet the adopted standards for which they will be held accountable and to generate comprehensive and forthright assessments of progress toward the standards. Our main tool for supporting colleges is the annual Accreditation Institute through which faculty and other colleagues are encouraged to learn about and address the standards and recommendations from the Accrediting Commission for Community and Junior Colleges. Additionally, we share accreditation information and support through local college visits and regional presentations. As a professional matter, in support of the ideal of a fair and meaningful accreditation process, our secondary responsibility is to recommend improvements to the accreditation standards and processes by providing thoughtful feedback and input to all accreditation participants.

The relationship between the Academic Senate (both locally and statewide) and accreditation is a unique one. At the local level, academic senates have a legal role in the accreditation process as outlined in Title 5 Regulation's list of academic and professional matters designated to senates ("the 10+1"), an official responsibility in the accreditation process that no other faculty constituent group is afforded. At the state level, the ASCCC has supported faculty's accreditation work since its founding, with even more pronounced involvement in accreditation training and assistance over the past 10 years. Since the senate-

¹ Local bargaining agents (unions) may also negotiate the ability to appoint faculty to committees.

Local Senates Handbook

DRAFT

accreditation relationship continues to evolve, the current roles of both local senates and the ASCCC with respect to the accreditation process may not be immediately familiar to new faculty leaders or regular faculty experiencing accreditation for the first time. This section is intended as a quick refresher.

For local senates, the role of faculty in accreditation processes is defined by Title 5 Regulation as one of the 10+1 academic and professional matters. As Title 5 makes clear, local senates make recommendations regarding “faculty roles and involvement in accreditation processes, including self-study and annual reports.” Just as with other academic and professional matters in the 10+1, district governing boards must either rely primarily upon or mutually agree with the academic senate on faculty accreditation roles and involvement. (Note the determination of whether a board will rely primarily upon or mutually agree with the academic senate with respect to faculty roles on accreditation belongs to the interpretation of the local college or district and is typically defined in board policy.) In a day-to-day sense, academic senates are responsible for ensuring effective and meaningful faculty participation in accreditation by participating in accreditation planning, confirming faculty to serve on accreditation committees, and interacting with evaluation teams during the team’s visit. It is not unusual to have the academic senate president of a college serving as chair or co-chair of an accreditation committee, particularly the college-wide accreditation coordinating committee or one of the two standards committees which most relate to academic and professional matters, namely Standard II (instruction) or Standard IV (governance). At the 2013 ASCCC Accreditation Institute, keynote speaker Nathan Tharp, who wrote a doctoral dissertation on accreditation in the California community colleges, noted that the faculty member with the most accreditation information on virtually every campus he studied was the academic senate president. Because the academic senate president is required to sign all of the reports sent to the Accrediting Commission, including annual reports, it is essential that local academic senates be involved and familiar with accreditation and all that it entails.²

Since 1986 the ASCCC has passed over 100 resolutions regarding accreditation—this 30 year history of ASCCC positions provides a varied and nuanced series of faculty perspectives on the accreditation process; nevertheless, several key positions permeate the body’s work:

- Faculty and academic senates have a primary role in the accreditation process.
- In order to be meaningful and fair, visiting teams must include faculty representatives who have received appropriate training and have been appointed in a way that allows them to complete an independent evaluation.
- Faculty and senate leaders should be given an opportunity to develop and review accreditation documents for accuracy.
- Faculty and academic senate input is crucial as accreditation standards are being revised.
- Accreditation standards should be based upon evidence and research rather than trends.
- The Academic Senate opposes the reductionist imposition of a corporate/business model of evaluation on the complex reality of teaching and learning.
- The Academic Senate rejects efforts to tie faculty evaluations to student attainment of learning outcomes because there are so many variables outside the faculty’s control impacting student success. Furthermore, having an accreditation standard that mandates aspects of faculty evaluation is problematic because California community colleges determine faculty evaluation processes via collective bargaining.

² Section taken from: Davison, D. & Smith, P. (2013) Accreditation and the Academic Senate: An Ongoing Relationship. *ASCCC Rostrum*. <http://asccc.org/content/accreditation-and-academic-senate-ongoing-relationship-0>

- Although the Academic Senate understands that any accreditation process entails certain necessary expenditures, the Academic Senate is concerned about the growing resource costs and time expenditures required to conform to recent accreditation mandates and processes.
- The Academic Senate is open to exploring other methods and organizations for accreditation purposes.³

4. Incorporating the Law at the Local Level: Board Policy, Regulations, Delegation of Authority, and Senate/Union Relations

Board Policy, Regulations, and Administrative Procedures

The state laws and regulations noted above are further encoded by a local board of trustees. Education Code and Title 5 grant certain powers and call for specific actions on the part of local boards. Local boards of trustees codify the operations of college(s) and the district through formally adopting board policies. One purpose of board policies is to define how external regulations and policies (Federal Code, California Education Code, Title 5, Accreditation standards, etc.) will be met at the local level. Board policies inform the chancellor, college president(s), and administration on how the board of trustees have decided to locally implement federal and state requirements and the approved methods by which the district and college(s) may operate.

Board policies are often broad providing the umbrella definition or intent for compliance with a Federal, State Requirement. The procedure by which a college or district will follow the requirements is often enumerated in the companion board regulation or administrative procedure (different districts often use one or the other of these terms).

The Community College League of California (CCLC), the advocacy group for California Community College administrators, has recommended a common numbering system for Districts to use in numbering their board policies and regulations/administrative procedures. The Community College League of California's (CCLC) *Policy and Procedure Subscription Service* provides template language for over 380 board policies and administrative procedures for California community colleges. Subscribing districts receive legal updates biannually that alert them to changes in laws, regulations, or practice. (CCLC, 2014) The CCLC system provides templates for districts to create and commonly number their Policies and Administrative Regulations/Procedures.

The CCLC numbering system includes recommendations:

- Board Policies should be numbered in the thousands and organized into the following chapters:
 - 1000 College
 - 2000 The Board
 - 3000 General Institution
 - 4000 Academic Affairs
 - 5000 Student Services
 - 6000 Business and Fiscal Affairs
 - 7000 Human Resources

³ Section taken from: Smith, P. & Hochstaedter, A. (2013). Academic Senate Resolutions on Accreditation 1986 to the Present. *ASCCC Rostrum*. <http://asccc.org/content/academic-senate-resolutions-accreditation-1986-present-0>

Local Senates Handbook

DRAFT

- **Board Policies** and their associated Regulations/Administrative Procedures should have the same number. For example if *Board Policy 2510* is the districts Participatory Governance policy, then *Regulation 2510* should be the companion regulation.

Many of California Community College Districts have adopted the Community College League of California's (CCLC) Board Policy Numbering system. For a more in-depth look at the impact of a district using the templates see the ASCCC Rostrum article *Canned Policy and Procedures? The Community College League of California's (CCLC) Board Policy and Administrative Procedure Service* (Grimes-Hillman & Smith, 2012). Many board policies directly impact how the district and college(s) operate regarding the "10 + 1" items from Title 5, § 53200 and the academic senate(s) should be consulted in their creation or as they are updated. A Senate President should ask if their district subscribes to the CCLC's Board Policy and Subscription service—if the district does subscribe, then the senate should request to be included on the distribution list for the updates sent every February and August.

State laws and regulations often clearly stipulate the role that a local senate must play in formulating and revising local policies and regulations, particularly if they were generated by mutual agreement between the board and a senate. While many districts post their local policies and regulations on their websites, senate presidents should secure full and current copies of these documents for their local senate files and to ask for periodic updates to ensure that the senate's copies accurately reflect any recent board action. In addition, local senates should work with their administration to ensure that they are consulted as a part of the Board Policy and Regulation review and creation processes, especially in regards to Policies and Regulations which impact the "10+1" items covered under Title 5, § 53200.

Delegation of Authority

The most significant of these board policies is the one in which previous academic senate officers and the board of trustees stipulated the delegation of authority in accordance with Title 5, § 53200. Title 5 §53203(a) stipulates:

The governing board of a community college district shall adopt policies for appropriate delegation of authority and responsibility to its college and/or district academic senate. Among other matters, said policies, at a minimum, shall provide that the governing board or its designees will consult collegially with the academic senate when adopting policies and procedures on academic and professional matters. This requirement to consult collegially shall not limit other rights and responsibilities of the academic senate which are specifically provided in statute or other Board of Governors regulations.

In the CCLC numbering system, used by the majority of college districts, Board Policy 2510 and Regulation/Administrative Procedure 2510 contain the district's Participatory Governance Policies. An example of the CCLC's model board policy on Participatory Governance may be found in the supporting document *CCLC Sample Board Policy on Participation in Local Decision Making* (CCLC, 2014). The other college districts either do not have a specific policy delegating authority to the Academic Senate or have used an alternative number for the policy.

These academic and professional matters are often called the "10 + 1" items over which the senate faculty have primacy. The intent of the *Community College Reform Act* (AB 1725, Vasconcellos, 1988) as enacted in Title 5 §53200 through §53203 and local policy is to assure "effective participation" of all relevant parties, and to ensure that the local governing board engages in "collegial consultation" with the academic senate on matters that are academic and professional in nature.

Often called the "shared governance" policy, the term does not appear in statute and, in fact, may contribute to misunderstandings, moreover some administrators or other affected parties misinterpret the

Local Senates Handbook

DRAFT

regulations to call for equal voice or mandatory consensus on all matters, even when those are academic and professional matters over which the faculty have privilege and primacy. "Effective participation" means that affected parties must be afforded an opportunity to review and comment upon recommendations, proposals, etc. Having given due and reasonable consideration to those comments, however, the academic senate shall retain its primacy in the "10 + 1" items noted in [Title 5, § 53200](#) and need not adopt, accommodate, or reach consensus on concerns raised by other constituent groups. To attest to the fact the senate has afforded other groups opportunity to review proposals, the senate may wish to adopt a procedure and sign-off sheet, for an example see [Samples of Decision Review Sign-off Sheets](#) (ASCCC, 2014).

Local policy is important for a senate to review annually so that all understand which of the "10 + 1" items of academic and professional nature are defined as "rely primarily" and/or which are "mutually agreed." While the concepts of mutual agreement have their genesis in labor law and hence are more restrictive, there are significant differences between consequential application of each methodology.

If, for example, a governing board has elected to "rely primarily" upon the recommendation of a local senate for one or more of the "10 + 1" items, the board must ordinarily accept the senate's recommendations, EXCEPT when "exceptional circumstances and compelling reasons" may exist. [Participating Effectively in District and College Governance](#) (ASCCC & CCLC, 1998), a document written by a joint task force of representatives of the California Community College Trustees (CCCT), the Chief Executive Officers of the California Community Colleges (CEOCCC) and the Academic Senate for California Community Colleges, makes the following point about these two concepts, "exceptional circumstances" and "compelling reasons:"

The regulations do not define the terms . . . and these terms are not intended to have a legal definition outside the context of this law. . . . These terms mean that . . . in instances where a recommendation is not accepted[,] the reasons for the board's decision must be in writing and based on a clear and substantive rationale which puts the explanation for the decision in an accurate, appropriate, and relevant context. (p. 4, Question 12) [Note: for a full copy of these discussions, please visit the [Participating Effectively in District and College Governance](#) (ASCCC & CCLC, 1998).

On the other hand, where the board has adopted a policy of mutual agreement on any or all of the "10 + 1" items, the board may not act without having reached agreement with the senate, except when the existing policy "exposes the district to legal liability or causes substantial fiscal hardship." In these circumstances, a board may act without reaching mutual agreement provided that it has made a good faith effort to reach agreement and has "compelling legal, fiscal or organizational reasons" to act without waiting any longer for agreement. (p. 5, Question 14) [Note: for a full copy of these scenarios, please visit the [Scenarios to Illustrate Effective Participation in District and College Governance](#) (ASCCC & CCLC, 1995).]

If a governing board or administration rejects the recommendation of the senate in regards to issues which fall within the "10 + 1" items, Title 5 has different requirements for the board to meet depending on if the recommendation is regarding an item in which the board has agreed to "rely primarily upon the advice and judgment of the academic senate" or if the item is one where the governing board has elected to "provide for mutual agreement with the academic senate."

Local Senates Handbook

DRAFT

	Primarily Rely Upon	Mutually Agree Upon
Board Rejects Only for:	<ol style="list-style-type: none"> 1. Exceptional Circumstances 2. Compelling reasons 	<ol style="list-style-type: none"> 1. After "Good Faith Effort" 2. If district exposed to compelling <ol style="list-style-type: none"> a. Fiscal Hardship b. Legal Liability c. Organizational reasons
Board must:	Provide a written explanation.	No written explanation required

It is very important that the senate and administration come to an agreement on process and definitions before a conflict over a policy develops:

- There should be a clear understanding between the senate and the administration over which of the "10+ 1" items the board has elected to "rely primarily upon the advice and judgment of the senate and which they will seek to reach mutual agreement with the senate.
- The administration and the senate should define the nebulous terms of Title 5, §53203 by establishing by what constitutes:
 - An "exceptional" circumstance
 - A "compelling" reason
 - A "good faith" effort
 - "Organizational reasons"
 - The threshold for "fiscal hardship" and "legal liability"
- Establish the formal process by which the senate may request a written explanation if the board rejects an item which they have agreed to primarily rely upon the senate's recommendation.
- While not required by Title 5, §53203, an effective practice to maintain relations between the senate and administration is to build a process by which the senate may request written explanation on "mutually agree upon" items which the board has elected to move forward on without the agreement of the senate.

The ASCCC Relations with Local Senates committee has compiled a series of resources to assist local senates in working with their boards:

- A document which contains samples of 62 California Community College districts' Board Policies, *Compiled District BPs on Participatory Governance* (ASCCC, 2014), and Regulations on Participatory Governance which shows how different districts have approached creating policy language defining how the senate and administration should work together.
- Decision making handbooks from various colleges which are available in the Resource Documents section at the bottom of the *ASCCC Leadership Resources* page.
- *When the Board of Trustees says 'No!'* (ASCCC, 2014), a guide to options for a senate after a Board of Trustees has rejected a recommendation from the senate.

5. Collegial Consultation⁴[CB1]

"Collegial consultation" is central to college and university education and is practically embedded in the words themselves. The terms for college, colleague, and collegial all come from the same root and point

⁴ Section taken from: Patton, J., Adams, J., Mahon, R., Monahan, G., Pilati, M., & Walton, I. (2009). *California Community Colleges: Principles and leadership in the context of higher education*. ASCCC. http://asccc.org/sites/default/files/publications/PrinciplesLeadership_0.pdf

Local Senates Handbook

DRAFT

to the notion that a college is a community of individuals with shared interests. No distinction is made between student and teacher, teacher and administrator, or administrator and trustee.

The implication is that all members of a college community share a common commitment to the mission of the institution. California community colleges serve a wide range of statutory missions, from career technical education students who seek certificates and degrees, to students who seek to transfer with or without completing a degree, to noncredit, basic skills, and lifelong learners who may still be in the process of discovering (or rediscovering) their educational goals. This fundamental fact makes community colleges very different from California's public four-year colleges whose student populations are virtually 100% degree-centered; their student population also arrives at a higher skill level, given the reliance of both systems on completion of A-G requirements (the 15 yearlong high school courses that must be completed to establish CSU and UC system eligibility) as a requirement of eligibility and their selectivity as defined in the Master Plan. While the composition of the student population of four-year colleges may be diverse, their nominal goal is homogenous. By contrast, both the composition and the intended goals of California community colleges are enormously diverse.

- Collegial consultation is thus especially essential to California community colleges, since it is virtually impossible that any individual administrator or faculty member could be thoroughly familiar with the entire range of students' educational goals or instructional and student support services necessary to help students meet those goals.
- Because California community colleges are chronically underfunded, the need for internal collaboration as colleges seek to meet broad and sometimes competing missions becomes even more critical.
- Collaboration is necessary not only because of the faculty's special expertise in curriculum and program development, but also because faculty are in the best position to guide colleges to the most effective use of limited resources capable of meeting the range of challenges community colleges face.
- Administrators who respect faculty are more likely in turn to be the recipients of respect from the faculty; administrators who have the respect of faculty can inspire the analysis and institutional change necessary to help institutions better serve their students.
- Administrators who don't respect or collaborate with faculty will still lead institutions in which excellent teaching takes place in many classrooms, but such colleges are unlikely to reach the level of excellence that is the result of broad institutional collaboration.

For more information on the importance of Collegial Consultation see the ASCCC report *California Community Colleges: Principles and Leadership in the Context of Higher Education* which discusses how collegial consultation leads to effective leadership.

6. Senate/Union Relations

The academic senate and a colleges' collective bargaining agent (union) work together for the benefit of faculty, but questions often arise concerning the roles of the respective organizations. Put in its simplest terms, the academic senate represents the faculty in academic and professional matters, and the collective bargaining agent represents the faculty regarding working conditions.

Local Senates Handbook

DRAFT

More specifically, the academic senate represents the faculty in the eleven specific areas defined by Title 5, § 53200-204. In addition, the Education Code⁵ assigns additional responsibilities to academic senates, such as minimum qualifications and equivalency processes, faculty hiring, faculty evaluation and tenure review, administrative retreat rights, and faculty service areas. The collective bargaining agent represents the faculty in such areas as workload, assignment, working hours, academic calendar, and salary and benefits. Typically, the role of the collective bargaining agent is evident in the agreement between the bargaining agent and the district.

Do these roles overlap? Yes, and in a variety of ways. For example, "policies for faculty professional development" is one of the academic and professional matters assigned to the academic senate by Title 5. But many collective bargaining agreements also address such areas, particularly with respect to flex service - though the focus might tend more toward the legal aspects (service obligations, etc.). Likewise, sabbatical leaves (terms, application process, requirements, pay) are typically addressed in the collective bargaining agreement. However, as faculty professional development is among the academic and professional matters, some local senates elect the sabbatical committee chair and may appoint committee members, which has the effect of making the sabbatical committee a senate committee. A reminder: having a senate committee's status protected by the contract does not make it any less a senate committee. The contract language would ensure that the local senate would retain its right to appoint and report and to render decisions.

These are only two examples of how the local academic senate and the collective bargaining agent commingle their responsibilities. Those are further entangled as, the Education Code requires that bargaining agents consult with the academic senate's prior to engaging in bargaining on evaluation, tenure review processes and faculty service areas. Additionally, the bargaining agent should consult with the senate prior to negotiations to determine if there are additional areas of mutual interest and concern to be placed on the table. Some senates and unions may wish to establish joint committees or issues-oriented task forces to exchange information. Other useful suggestions are contained in the Academic Senate paper, *Developing a Model for Effective Senate/Union Relations* (Perry, J. et al., 1996). Remember that each organization has its primary area of responsibility and focus, and that each may (and likely will) approach issues differently. Remember, too, that each organization represents the same group of people. Faculty interests are best served when the two faculty representative groups work cooperatively with each other.

The ASCCC has written a number of other papers regarding the overlapping roles of local senates and bargaining agents:

- *Enrollment Management Revisited* (Patton, J. et al., 2009) examines the academic and professional issues surrounding managing enrollment in classes and contains a section on the overlap of senate and bargaining agent interests with enrollment management;
- *Program Discontinuance: A Faculty Perspective Revisited* (Kawaguchi, L. et al., 2012), reviews current regulation and statute, the role of local academic senates, effects on students, the need to balance the college curriculum, educational and budget planning issues, collective bargaining concerns, and other considerations when developing a local model for program discontinuance;

⁵ Specifically §§ 87610.1(a) Tenure Evaluation Procedures, 87663(f) Evaluation Procedures, and 87743.2 Faculty Service Areas of the Education Code requires collective bargaining agents (unions) to consult with the academic senate prior to negotiating faculty tenure and performance evaluation procedures as well as Faculty Service Areas.

Local Senates Handbook

DRAFT

- *Sound Principals for Faculty Evaluation* (Morse, D et al., 2013), examines how academic senates, bargaining agents, and college administration must work together to establish processes that are fair and consistent and that are not perceived by faculty as threatening or punitive.

Part III. Duties as a Local Senate President

The following job description is not intended to be all-inclusive or wholly reflective of a particular college culture, nor does it reflect additional responsibilities of local senate presidents who are also part of a district senate structure. These general responsibilities have been compiled over the years as a reflection of the collective experiences of other local academic senate presidents; they recognize that their experiences—their courage under pressures, their collaboration, their omissions, their vigilance (or lack thereof) have implications not only for the local presidents who follow them but for other senate presidents across the state who later encounter similar circumstances. This list offers a starting place from which to shape questions about a new senate president's responsibilities; it should not be taken as an official job description against which a senate president should be measured, but rather as a checklist of responsibilities others have encountered. This list is not intended to overwhelm; indeed, many of these responsibilities may be justly delegated to others. They are, however, responsibilities that must be completed.

A. JOB DESCRIPTION FOR A LOCAL ACADEMIC SENATE PRESIDENT GENERAL DUTIES

1. A local senate president's duties include:

Being Familiar with the Statutory Context in which the Senate Operates

- Protect and honor the participation of faculty in institutional decision making regarding academic and professional matters as defined by Title 5, § 53200:
 1. Degree and certificate requirements
 2. Curriculum including establishing pre-requisites and placing courses in disciplines
 3. Grading policies
 4. Faculty roles and involvement in accreditation processing including self-study and annual reports
 5. Educational program development
 6. Standards or policies regarding students success
 7. District and college governance structures as related to faculty roles
 8. Policies for faculty professional development activities
 9. Processes for program review
 10. Process for institutional planning and budget development
 11. Others as mutually agreed upon
- Identify and address regulatory issues, *e.g.*, Education Code, Title 5, etc. as they relate to academic and professional matters and organize a faculty response in a collegial and timely manner (for more information see Part II Section A.1 of this document: Sections of Education Code Affecting Academic Senates).
- Observe the letter and spirit of all applicable laws, especially the Open Meetings Acts (see Part IV of this document: Compliance with the Open Meeting Acts for more information).
 - Develop agendas for and chair meetings of the academic senate.
 - Ensure the timely publication of the senate agenda
 - Disseminate other documents (minutes, reports, supportive evidence, etc.) in a timely fashion pertinent to committee or senate discussion and action.
- Ensure the effective participation of faculty in the joint development of institutional policy, *e.g.*, minimum qualifications and equivalencies, faculty hiring procedures, tenure review, faculty service areas, and faculty evaluation procedures.
- Adhere to the specific institutional responsibilities outlined in local constitution and by-laws.
- Implement college and district governance policies, ensuring the effective participation of other governance groups and the primacy of faculty on academic and professional matters.

Local Senates Handbook

DRAFT

- As required by Title 5 §53203(f), after consultation with the chief executive officer or designee, appoint faculty representatives to college and district-wide committees (see Committee Appointments later in this section for more information)

Advocating for Faculty Interests

- Serve as the official spokesperson and advocate for the faculty in academic and professional matters.
- Work to resolve academic and professional concerns of individual faculty members.
- In matters not involving academic and professional issues, refer faculty to appropriate processes.
- Provide initiative in identifying and pursuing important institutional issues.
- Meet regularly with the Superintendent/President and the Vice Presidents and with other administrative staff as needed.
- Advocate for appropriate staff development funding, and ask to have such funding called out and earmarked in appropriate grants calling for the senate president's (or their designee's) signature.
- Archive the senate's historical records.
- Sign certain institutional documents and reports sent to relevant authorities, *e.g.*, Matriculation Plan, Accreditation Self-study and Annual Report (for more information see College/District Reports Requiring Senate Sign-Off, Review Or Vigilance later in this section for more specifics).

Promoting an Effective Relationship with the Board of Trustees

- Attend and participate in meetings of the Governing Board or college administration.⁶
 - New faculty and trustees should be oriented regarding board, faculty, and administrative responsibilities regarding participatory governance and expectations about faculty involvement in governance.
 - Faculty, administration, and board members must have opportunities to interact, both formally and informally.
 - The governing board's policies should acknowledge the expectation that faculty exercise expertise and responsibility in the areas of academic and professional matters.
 - The various college constituencies should have an opportunity to provide reasonable input into major college decisions.
 - A predisposition toward and commitment to mutual respect and trust should exist among all parties, even when they seriously disagree.
 - All members of the college community should support successful compromise as the highest end and be willing to negotiate differences.
 - Colleges and districts should establish generally accepted and codified rules for settling disagreements among constituencies.
- Attend other functions of the board (*e.g.*, retreats and study-sessions) if possible.
- Communicate recommendations of the senate positions relating to academic and professional matters to the Board.
- Serve as the primary source of recommendations to the Governing Board on academic and professional matters.
- Participate in the review and creation of board policies and regulations which impact academic and professional matters (see Part II of this document: Board Policy, Regulations, and Administrative Procedures for more information).

⁶ Lucey, C. (2002). Civic Engagement, Shared Governance, and Community Colleges. *Academe*, 88(4), 27-31.

Local Senates Handbook

DRAFT

Maintaining Contact with the Academic Senate for California Community Colleges (ASCCC)

- Attend fall and spring pre-plenary Area Meetings
 - Before the Area Meetings, work with the local senate to develop any resolutions that the senate would like to have introduced at the plenary. Bring the resolution(s) to the Area Meeting for discussion.
- Attend and participate in the fall and spring Academic Senate Plenary Sessions,
 - Before the Plenary Sessions, distribute the draft resolutions to the local senate for discussion.
 - After the Plenary Session, distribute the adopted resolutions.
- Attend ASCCC Institutes such as:
 - Curriculum Institute
 - Faculty Leadership Institute
 - Vocational Leadership Institute
 - Academic Academy
 - Accreditation Institute
- Attend ASCCC Regional Meetings, a series of one-day regional workshops on such topics as Basic Skills, Student Equity and Success and Curriculum.
- Use the ASCCC website's search feature to look for resources (resolutions, Rostrum articles, papers, at cetera) to help inform the discussions at their college.
- Seek information about the deliberations of system-wide organizations that may impact California community colleges.
 - A senate president should ensure that they are subscribed to ASCCC Listservs. There are over 50 different listservs (from discipline specific to broader governance issues).
 - Read the ASCCC Rostrum.
- Remain vigilant about legislation affecting the California community colleges.⁷
 - The Faculty Association of California Community Colleges (FACCC) website provides an excellent legislation tracker: go to <http://www.faccc.org/current-legislation/>
 - The California Community College Chancellor's Office Advocates Listserv provides email updates on current legislation. To receive these updates, interested parties can send an e-mail from the address to be subscribed to listserv@listserv.ccnnext.net and put "subscribe advocates" in the body of a blank, non-html e-mail with no subject or signatures.
 - The Community College League of California (CCLC) also publishes a great deal of useful information regarding legislation under the "government relations" tab of its website (www.ccleague.org). This site includes analysis of bills, legislative updates, and even an advocacy handbook.

Maintaining Effective Relationships with Other Governance Groups

- Work with the bargaining agent (union) in the joint development of institutional policy, *e.g.*, minimum qualifications and equivalencies, faculty hiring procedures, tenure review, faculty service areas, and faculty evaluation procedures (see Part II of this document: Senate/Union Relations for more information).
- Work with students to ensure their effective participation in areas that have "significant effect" on them.

⁷ Recommendations from Morse, D. & Crump, D. (2013). Advocacy at the Local Level: What Your Senate Can Do to Stay Informed and Active. *ASCCC Rostrum*. <http://asccc.org/content/advocacy-local-level-what-your-senate-can-do-stay-informed-and-active-0>

Local Senates Handbook

DRAFT

- Title 5 §51023.7 defines the following as issues which colleges and districts must provide students the opportunity to “participate in in formulation and development of district and college policies and procedures that have or will have a significant effect on students.”
 - (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; and
 - (10) Any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students.
- Work with staff to ensure their effective participation in areas that have “matter significantly” to them.
 - Title 5 §51023.5 requires that “governing boards of a community college district shall adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance.”
 - Title 5 does not delineate specific issues which “matter significantly” to staff, it is left to individual governing boards and staff to “reasonably determines, in consultation with staff, [issues which] will have a significant effect on staff.” (Title 5 §51023.5 (a) (4)).

Recommendations for Developing Senate Participation and Leadership (for more specifics on this see Part IV, Section C. 4: Faculty Participation)

- Conduct orientations of new faculty to explain the functions of the local senate.
- Foster connections with the faculty beyond the senate (for more on this see Part IV of this document: Keeping the Faculty Informed)
 - Visit department/division meetings briefly once each semester (preferably at the beginning) and explaining how the work of the senate can help address each discipline group’s unique perspective on specific academic and professional matters. This may be a great tool for recruiting faculty for senate committees.
- Create an orientation for new senators to help them understand their role and the role of the senate in participatory governance.
- Encourage other faculty to participate in the events sponsored by the Academic Senate.
- Provide leadership to senate, college, and district-wide committees to ensure productive and efficient completion of tasks and regular reporting to the senate as a whole.
- Identify and mentor potential future faculty leaders (committee chairs, taskforce chairs, senate officers, etc.) (for more on this see Planning—Finding a Replacement in this section)

Fostering Communication (for more on this see Part IV, Section A. 5: Keeping the Faculty Informed)

- Engage in ongoing discussions with faculty on the issues of the day.
- Facilitate in developing and airing faculty views.
- Facilitate communication among the Faculty and with Administration and the Governing Board.
- Ensure that minutes of the local senate meetings, its Executive Council meetings, if applicable, and other meetings of the body are published in a timely manner.
- Engage in and keep record of local senate correspondence, including electronic communications. (for more information on what types of materials should be archived see Part IV, Section C. 5.)
 - These records will be invaluable for future leaders to understand previous decision making processes and reasoning.

Local Senates Handbook

DRAFT

- These records may provide evidence for accreditation reporting.
- There may be legal requirements (local or state) which require certain records to be kept.⁸
- Encourage the maintenance of a local senate website.
- Communicate with and responding promptly to requests for information from the Academic Senate for California Community Colleges.

Securing Resources to Ensure Senate Success

- Know the senate budget:
 - What reassigned time is provided for participatory governance work of the faculty?
 - What and how many positions is this reassigned time divided up to fund?
 - What is the division of reassigned time for the various positions?
 - Is the reassigned time sufficient?
 - What is the budget for travel?
 - How many “trips” are available from these funds?
 - Who typically attends events?
 - Is the funding sufficient?
 - What is the senate operating budget?
 - What is that money used for?
 - Is the funding sufficient?
 - What is the budget for staffing?
 - Does the senate have a classified staff member assigned to help with the operations of the senate?
 - Does the senate have student help?
 - Is the funding/time assigned sufficient?
 - What is the budget of money collected through dues?
 - Does the senate collect dues from the faculty?
 - What is that money utilized for?
 - Is the funding sufficient?
 - Where is the budget for the senate recorded? Is it an official line-item in the college/district budget or is it an “informal” agreement between the senate and the administration? (Informal agreements have a habit of disappearing with rapidly shifting administration members!)
- Note that for each item there is a question about how adequate the resources for the senate are. The senate needs to justify to the administration why inadequate resources may harm students, accreditation, campus climate, effective participatory governance, etc. in order to convince them to increase resources.

Furthering Efforts to Appoint and Retain Qualified Personnel

- Appoint search and selection of candidates to fill administrative positions.
- Participate, as permitted by law, in the evaluation of staff, including administrators with whom the senate presidents work, as well as staff serving the local senate.
- Assure effective faculty participation on various institutional groups, *e.g.*, Matriculation Committee, Department Chairs, Staff development.
- Assist in the orderly transfer of authority to the senate president-elect.

⁸ Title 5 §59020 through §59026 define types of records and the length of time that they must be maintained by college districts. Local boards will also often have policies and regulations regarding which records need to be maintained.

Local Senates Handbook

DRAFT

Organizing and delegating authority: Working with a local Senate Executive Team

The responsibilities of the senate leadership may seem daunting, but delegating specific tasks to each member of the senate’s Executive Team can make it manageable. There are numerous effective ways in which a senate’s Executive team may be organized:

	Option 1	Option 2	Option 3	Option 4	Option 5
Executive	President	President	President	President	President
Succession	Vice President	President-Elect	1 st & 2 nd Vice-Presidents	VP/Curriculum Chair ¹⁰	Past President ¹¹
Recording	Secretary	Secretary	Secretary	Secretary	Secretary
Budget⁹		Treasurer		Treasurer	
Curriculum¹⁰		Curriculum			
Continuity	Past-President				President-Elect ¹¹

While there is no right way to organize the Executive team, the duties of each of the senate officers should be clearly defined. Assign recurring items such as governance committee representation, recording and dissemination of minutes, elections, etc. to a specific officer commiserate with compensation, *i.e.*, reassigned time. The responsibilities of the senate executive members should be delineated in the senate Bylaws or procedures document. [For an example of how this has been done by several senates around the state see the *Senate Constitution and Bylaw Codex*. (ASCCC, 2014).]

Involve the senate officers in decision making encourage their participation in ASCCC functions such as Plenary Sessions, Area Meetings, and Faculty Leadership Institutes.

Responsibilities within a Multi-college District

In addition to the responsibilities noted above, if the various colleges of the district have agreed to create a district senate, a local senate president will have these additional duties:

- Serve as the representative of their college.
- Serve or appoint others to serve on district committees as requested by the chancellor or district-level administrators.
- Be responsible to see that board rules, particularly those governing curriculum and hiring processes, are adhered to both at the district and college level.
- Be the major conduit for district-wide information that must reach the college faculty--and sometimes other constituencies--in a timely manner.
- Advise the district on the college senate's positions on present and emergent policy matters.

Planning—Finding a Replacement

One of the earliest tasks of a new senate president is to identify a potential successor—their replacement. Consider current and past members of the executive board as well as current and past senate members as appropriate.

⁹ Many senates that collect dues utilize the position of the Treasurer to monitor the dues collection and dispersal.

¹⁰ Some senates seat the Curriculum chair as a part of the Executive Committee, others combine the Vice-President and Curriculum Chair role, and still others keep the Curriculum chair separate from the Executive Committee.

¹¹ The Past-President and President-Elect split a two year term. The first year of a new president, the Past-President serves to mentor the new president. For the second year the President mentors the President-Elect.

Local Senates Handbook
DRAFT

- Consult the senate’s constitution and or bylaws for guidelines on term limits, succession patterns, and election procedures. (If this process does not appear in the senate constitution and or bylaws, the senate might want to begin the discussion to codify these processes.)
- Senate presidents may (budget allowing) invite potential senate leaders to attend the ASCCC Leadership Institute along with Plenary Sessions, etc. with them. This is superior to sending them alone and can help strengthen the relationship.
- Identify individuals who are interested in making a difference at the college.
- Show interested individuals how the responsibilities of the senate president is manageable because of delegated responsibilities
- Cast a wide net. Senate presidents may identify future senate leaders in unexpected places and they need to have a sufficient pipeline for the future.
- Assign potential senate leaders increasing responsibility as their interests allow.

Utilizing Mentors and Advisors

- Past senate presidents are a valuable resource. A senate president should find individuals with whom they can relate and seek out their advice in challenging situations.
- Current senate presidents in a multi-college district can also guide a new president through rough patches. Utilize their expertise as appropriate.
- Request a friendly visit from ASCCC leaders including members of the Relations with Local Senates committee.

B. COLLEGE/DISTRICT REPORTS REQUIRING SENATE SIGN-OFF, REVIEW OR VIGILANCE

Report	Vigilance	Sign	Comments	Approximate Due Date*
Administrator Evaluations			This may be a locally agreed upon part of administrator evaluations	See local policy
Accreditation Self-Study/ Interim Reports		X		Minimally each six years, or more frequently as stipulated by WASC; updates and interim reports generally occur each 3 years, mid cycle
Articulation Report		X	Chancellor’s Office (CCCCO)	Late November
Basic Skills Report		X	CCCCO	?
Delay of Maintenance of Effort (75.25 ratio report, P-1)	X			
Faculty Hiring Obligation	X		CCCCO	November
Faculty/Staff Equity Plans		X		
GE Breadth Request for Approval	X			
Grants of faculty applicants				Varies, dates posted on CCCCCO website
IGETCE Requests for Approval	X			
Matriculation Report		X	Description, sign-off to CCCCCO	Late August
Student Equity Plan		X		
Technology Report				

Local Senates Handbook

DRAFT

Title III Reports			
Transfer Center Report	CUCCO		September

*Because dates are fluid and may be extended, use this list as a mere stimulus for questions and inquiry.

The table above contains listings of reports or documents calling for the local senate president's signature and/or senate approval, as well as materials requiring senate vigilance as they move through administrative channels, often without required, local senate review. While we have provided tentative due dates as of this publication, these reports are often fluid and districts may sometimes apply for reporting extensions. Further, new action by the legislature or the Board of Governors may eliminate or increase the reporting obligations of a college. Use this table as a starting point to inquire about the responsibilities the senate president may share with the offices of financial aid, matriculation, transfer centers, economic development, research and grants, and elsewhere across the campus.

Grant applications often require a senate president's signature to attest that the faculty has considered the academic implications. In practice, many local senate presidents report that administrators or grant-seeking faculty solicit needed signatures only days or hours before the document is due; other applicants may submit reports or forms without documentation, necessary budget information, or other essential information. To avoid these pressing circumstances, the Academic Senate recommends the following techniques:

- Inform the college faculty and administrators that materials calling for the senate president's signature and/or approval must be submitted in their entirety at least 5-7 days in advance of the intended mailing or submission date.
- Refuse to sign materials that are incomplete or are proffered in circumvention of the senate's established process. It's professional to just say, "No."
- Insofar as possible, inform the faculty or administrators that such materials will be taken to the next senate meeting or officers' cabinet meeting as stipulated by senate bylaws or standing rules. "I'll have to get back to you," is an acceptable and responsible statement.
- Remember and invoke the clichéd expression of resistance: "Failure to plan adequately on your part does not constitute an emergency on my part."

C. COMMITTEE APPOINTMENTS

All faculty appointments, other than those specifically called out as being appointed by the bargaining agents, are to be appointed by the local senate president; appointments to non-senate committees are made by the academic senate after consultation between the local senate president and the college president or chancellor (Title 5 §53203(f)).

1. Common committees and task forces to which faculty are appointed:

College Level

- Accreditation
- Affirmative Action Committee
- Budget Committee
- Campus Safety
- College Bookstore/Cafeteria Committees
- College District Planning
- College Foundation
- Curriculum Committee
- Distance Education Committee
- Facilities Committee
- Faculty Hiring Committees
- Faculty Hiring Prioritization Committee
- Faculty and Administrative Evaluation Committee
- Institutional Planning Committee
- Master Plan Committees (Facilities, Education)
- Matriculation Committee
- Program Review Committee

Local Senates Handbook DRAFT

- President's Cabinet/Council
- Research Committee
- Staff Development Committee
- Technology Committee

District Level

- Calendar Committee
- Chancellor's Council Committee
- District Budget Committee
- District Curriculum Committee
- District Faculty Priorities and Hiring Procedures Committee
- District Facilities
- District Foundation Committee
- District Marketing
- District Planning Committees
- District Student Services
- Equivalencies [Note: may be a college-level committee as well]
- Technology (and District Distance Education) Committees
- Other ad hoc committees as needed on policy changes recommended by the board or chancellor, or individual issues forwarded by a college within the district

2. Strategies to Increase Participation

For a discussion on strategies for increasing faculty participation see Part IV Section C. 4. Faculty Participation.

3. Discussion of Reassigned Time for Participatory Governance Work

Although each college is different, there needs to be a dialog with the administration regarding reassigned time for the agreed-upon and legally-mandated work of the senate and its committees. To facilitate this dialog:

- 1) Remind administrators that a properly functioning senate is essential to the governance and health of the college and its accreditation.
- 2) Compile a list of agreed-upon responsibilities.
- 3) Determine the party (or position) responsible
- 4) Create a list of duties and identify the workload necessary to accomplish them
- 5) Negotiate fair compensation (reassigned time) based on the identified workload.
- 6) Get all agreements in writing.

Part IV. Ensuring the Effectiveness of the Local Senate

A. PLACEMENT IN THE COLLEGE'S GOVERNANCE STRUCTURE

As we have discussed earlier, Education Code and Title 5 clearly shape the position of the local senate within the college's governance structure (available in the Resource Documents section at the bottom of the *ASCCC Leadership Resources* page.) That delegation of authority places the local academic senate in a unique position: the senate president has direct access to the board of trustees and can bring forward items to be placed on the board agenda without filtering by other administrators; the voice of faculty must be given primacy on the academic and professional matters called out in Education Code and Title 5 (See Part II, Section A. 1. of this document). A remark made earlier bears repeating:

"Effective participation" means that affected parties must be afforded opportunity to review and comment upon recommendations, proposals, etc.; having given due and reasonable consideration to those comments, however, the academic senate shall retain its primacy in the "10 + 1" items . . . and need not adopt, accommodate, or reach consensus on concerns raised by other constituent groups. ("Delegation of Authority," Part II, Section A. 4.)

Even with the clear language in regards to the role of the senate in governance, a senate president may find themselves in a situation where academic and professional matters are placed on an agenda for a meeting of a college council or similar all-college governance group. If the academic and professional matters are placed on an agenda for information/general discussion and comment, that in itself is not necessarily cause for concern or alarm. On the other hand, if those academic and professional matters are placed on an agenda for some type of action or a recommendation to the board or their chancellor/superintendent or president, that would not be appropriate.

Under these circumstances the senate president must dissuade them from taking "action," using the opportunity to educate the committee as to the privilege and primacy of the academic senate on these matters. It might be beneficial to distribute the portions of Title 5, § 53200; a senate president may further urge them to declare the matter an academic and professional matter, indicating their acknowledgement of the senate's official status on the issue at hand. While the senate welcomes and even want to encourage the interest and opinions of classified staff colleagues, management colleagues, and students, the recommendation must come from the official voice of the faculty, the academic senate, on academic and professional matters. An observation made in the *Participating Effectively in District and College Governance* document seems useful here:

Many colleges have found coordinating councils useful, but some cautions are warranted . . . a coordinating council is not the appropriate body to make recommendations to the governing board or designee on academic and professional matters. These issues are appropriately within the purview of the academic senate. Furthermore, care should be taken in placing decision-making authority in the hands of coordinating councils. The strength of participatory governance lies in recommendations being made by those who have the necessary expertise and are most affected by the decision. (ASCCC & CCLC, Page 8, 1998)

Clearly, a communication channel that permits timely and orderly exchange of information at every level of the governance structure is critical to the work of a senate president. A local senate president's primary responsibility is first to ASK their senate to deliberate on policy and procedural questions that affect academic and professional matters, enabling the senate president to act as both the principal watchdog for the faculty and their chief spokesperson, once the senate has voiced its stance. At the same time, a senate president must avoid appearing to speak for the senate prematurely, for administrators may have a tendency to assume that if they have consulted with the senate president, they have consulted with the senate itself. Local senate presidents must be nimble, articulate, persuasive, diplomatic, but most of all,

Local Senates Handbook

DRAFT

determined. Often when dissuading committees from taking “action” or recommending “action” to the chancellor/superintendent or president, others will cite “expediency” and “urgency” for reasons to bypass proper process and may even suggest that the senate president’s vote on the committee represents senate recommendation. Typically on these occasions, the senate president should remind those present that proper and prudent “expediency” can be achieved through foresight and clear communication and that they can’t reasonably represent the senate on matters they haven’t brought before them for deliberation.

B. CONSTITUTIONS AND BYLAWS

Each local academic senate needs a constitution, and each would benefit from having a set of bylaws in place, as well. Though the terms are sometimes used interchangeably, technically the constitution of an organization sets out the fundamental principles that govern a group's nature, function and limitations of governance. A constitution also explains how the body is “constituted,” and it typically defines who the officers are and how they are selected for (or removed from) office. Thus, the constitution might identify the purposes of the local academic senate and define which officers comprise the senate's executive committee.

Bylaws, on the other hand, are guidelines or operating procedures to implement the constitution. Bylaws spell out precise things the organization does in conducting its business, and bylaws may even specify the time period during which they will be done. Thus, a typical set of bylaws will:

- Articulate the senate's election process, including the composition of the election committee, voting procedure, vote counting procedure, duration of the election period, announcement of results, and assumption of office by elected faculty.
- Address development and distribution processes for meeting agendas and any other similar procedural matter.
- Delineate the job requirements of the senate’s executive committee (for more on this see Part III, Section A. 1. Organizing and Delegating Authority)

Constitutions and Bylaws should be regularly reviewed to ensure that senators (and senate officers) are familiar with the requirements and procedures of the senate. Senate constitutions and bylaws should not be capriciously changed to solve singular issues. Revisions of senate constitutions and bylaws should be driven by significant organizational change, recognition that over-time the operations of the senate might have evolved out of compliance, or responses to new situations

The Academic Senate website offers several examples of both constitutions and bylaws that local senates can use to develop or revise their own documents. [For samples of senate constitutions and bylaws see the *Senate Constitution and Bylaw Codex* (ASCCC, 2014).]

C. EFFECTIVE PARTICIPATORY GOVERNANCE

While earlier we intimated something about the legal nature of effective participatory governance (see “Delegation of Authority”), we offer in this next section some strategies to ensure that the senate itself benefits from effective participation. To be wholly effective and participatory, the senate must see the senate president’s own leadership as open, encouraging of a free exchange of information, respectful of those who express divergent, even unpopular points of view. In exchange, as faculty serve the senate on committees and task forces, they must report back to and receive their direction from the senate: they must carry forth the expressed will of the local senate.

1. Goal Setting, Status Reports and Annual Reports

Many local senates determine annual goals, building upon the subsequent years' achievements, as well as residual tasks yet to be completed. If a senate has not considered developing a work-plan for the year, a good place to begin is with an examination of senate responsibilities as detailed in statute and policy.

Once the senate (or its officers, depending upon the senate's bylaws) has articulated and publicized its goals, the senate will want to examine its progress periodically and produce a year-end report that can be shared with all faculty as well as with other governance groups and the local board. This annual report, such as the one shown in the *Sample Senate Annual Report* document, complete with any recommendations for the coming year, provides the foundation for subsequent senates and their officers and permits them to set priorities that are proactive rather than reactive.

2. Local Senate Meetings

Compliance with the Open Meeting Acts

The people of this State do not yield their sovereignty to the agencies which serve them. The people, in delegating authority, do not give their public servants the right to decide what is good for the people to know and what is not good for them to know. The people insist on remaining informed so that they may retain control over the instruments they have created. (Government Code § 54950)

One of the obligations local senate presidents encounter with some trepidation are the requirements of the Open Meetings Act (Government Code 54950-54960.5), also called the *Ralph M. Brown Act*, as well as the Bagley-Keene Act (Government Code 11120 et seq.), cited as the Bagley-Keene Open Meeting Act governing "state bodies." The requirement for community college academic senates to follow the Brown Act is explicitly addressed in California Attorney General Opinion 83-304, dated July 28, 1983

The Attorney General concluded that academic senates are subject to Brown Act requirements because Title 5 requires that local community college governing boards must recognize their local academic senate and thus local senates are subordinate creations of local boards of trustees.

Due to the interpretation of the California Attorney General's office, academic senates must follow the requirements of the Ralph M. Brown Act. Local senates should consult with their college/district legal counsel for advice on interpreting how the Brown Act may apply to the specifics of how their senates and committees operate. The information provided below is taken directly from the language of the statute and is provided for information purposes only and does not constitute legal advice:

- Senates must "report any action taken and the vote or abstention on that action of each member present for the action." (Government Code §54953)
- Senates may not hold secret votes (this includes voting for officers within the senate) (Government Code §54953)
- If a senate meeting is held via teleconferencing, all votes taken must be by roll call. (Government Code §54953.b.2.)
- Unless the senate is conferring with legal counsel, they may not go into closed session (Government Code §54954.5.a to k)
- Senates must provide the opportunity for members of the public to directly address the senate (the senate may limit the public comment, see the code for specifics). (Government Code §54954.3)
- Senate agendas must be physically posted 72 hours before a regular meeting in a "location that is freely accessible to members of the public and on the local agency's Internet Web site, if the local agency has one." (Government Code §54954.2.a.1)

Local Senates Handbook

DRAFT

For more information on the Open Meeting requirements for academic senates, see the following resources:

- The full-text of the Brown Act (Ralph M. Brown Act, 2014)
- Herding Cats: Local Senates & the Brown Act (Mahon & North, 2009)
- Brown Act and Compliance (Braden & North, 2014)

Setting and Posting Agendas

While the Open Meetings Acts outline the legal responsibilities for posting of an agenda, they do not fully spell out acceptable or pragmatic suggestions for setting and subsequently posting agendas for meetings of the local senate or its standing committees. Generally, the president meets with officers prior to the 72 hour deadline for posting of the agenda; at that time, the officers can identify carry-over items, new business, needed reports, and other matters of business called for by faculty or even administrators who have asked to have an item placed upon the agenda. While the determination of the agenda is conventionally the prerogative of the president alone, consultation with other officers is helpful. Moreover, to encourage faculty deliberation of academic and professional matters, and to ensure the effective participation of other governance groups as required by law, the local senate should extend an open, standing invitation to the college community to present items to be considered for placement on an agenda. Some local senates hold regular Executive Council or Cabinet meetings on the "off" weeks to plan their agendas for the forthcoming weeks and to take up urgent matters. Such meetings provide a convenient deadline for the submission of items to be considered at future meetings.

District senates face the same obligations--and strategic dilemma--as college senates do. Agendas are generally distributed to the local senate presidents and committee chairs (*e.g.*, curriculum) on each campus; the obligations of additional posting then fall to the local senates. Electronic posting of agendas makes it possible to email them to all faculty, depending upon local choice or need.

The Order of Business

The order of business of a senate meeting may well already be spelled out in local senate bylaws or a senate may use the standard order of business recommended under the parliamentary procedures outlined in Roberts Rules of Order. There many ways to organize a senate meeting, here are some common elements:

- Call to Order
- Public Commentary
- Record of the Previous Meeting
- Agenda of the Current Meeting
- Consent Calendar
- Reports of Standing Committees
- Reports of Special Committees
- Special Orders
- Unfinished Business
- New Business
- President's Report
- Announcements and Open Forum
- Adjournment

The Relations with Local Senates Committee has compiled a document with examples of different senate agendas Sample Agendas (ASCCC, 2014).

Public Comments at Meetings

A significant feature of the sample agenda above is its placement of public commentary, a requirement of the Open Meetings Acts. The laws permit the body to determine the placement and manner of public commentary; in other words, the local senate can determine for itself the length of time allotted to each speaker, as well as the placement on the agenda when non-senate members can address the body on matters both on the agenda or on matters of a more general nature. In the example above, the "Public Commentary" is intended to elicit comments on matters on the agenda for the current meeting, while the "Open Forum" section permits visitors--and senators--to bring to the floor matters not currently on the

Local Senates Handbook

DRAFT

agenda, though action may not be taken on such items. Again, the law permits the senate to establish time limits. Significantly, however, the law is explicit in its insistence that speakers do NOT need to sign "permission to speak" slips or in other ways provide identifying information about themselves other than on the most voluntary basis. While this is less likely to be of concern during local senate meetings, it is occasionally a ploy of governing boards to restrict the freedom of redress by its citizens.

As a senate president weighs the options their senate has, consider these strategies adopted by local senates throughout the state:

- Permit non-senators (including faculty, students, administrators, or other interested parties) to address the body on agenda items only at the beginning or the end of the meeting:
Advantages: makes it more convenient for non-senators who may find it difficult to remain through the entire meeting until the agenda item of interest to them comes up.
Disadvantages: earlier comments will not be as fresh when the item comes up for discussion later in the agenda; commentators lose opportunity to hear and participate in the more full debate on the issue; speakers may be rushed or discouraged from participation when public comments are placed at the end of the agenda.
- Permit non-senators (including faculty, students, administrators, or other interested parties) to address the body on agenda items as those items appear on the agenda. Again, even under this arrangement, there are options: do they speak before the senators, during the debate, or only at the end of the discussion prior to any vote taken?
 - a. In the first arrangement, non-senate participants who speak before the senators begin their debate enable the senators to be fully informed about the views of others and to respond to their comments or questions.
 - b. If allowed to participate in the debate itself, outside voices can raise pertinent questions and provide points of information or clarification. However, their voices may receive undue weight and extend their participation beyond any established time period generally allotted for "public commentary."
 - c. If non-senate participants are asked to withhold their comments until the senate has conducted its debate, important observations may not be shared or may not subsequently be subject to refutation or rebuttal by the senate.
- Permit non-senators (including faculty, students, administrators, or other interested parties) to address the body on matters of interest not on the agenda at the end of the meeting or in writing.
- Create and use consultation forms to be circulated among other governance groups to afford them due opportunity to review and comment and provide written or oral testimony at senate meetings if necessary. Sample forms are available in the document *Samples of Decision Review Sign-off Sheets* (ASCCC, 2014).
- Create combinations of these strategies to reflect the college culture while ensuring broad and effective participation. As is indicated in the sample agenda above, the Public Commentary segment invites comments on agenda items prior to debate, while the "Open Forum" section permits both visitors and senators to introduce matters of concern that will, most likely, be added to a future agenda, if a matter of senate purview.

Posting Agendas

As was noted in the above section, senate agendas must be physically posted 72 hours before a regular meeting in a "location that is freely accessible to members of the public and on the local agency's Internet Web site, if the local agency has one" (Government Code §54954.2.a.1). A local senates must identify the means and location of posting to enable interested parties to attend the meeting or to communicate with their elected representatives prior to the scheduled meeting. This obligation is even more critical for colleges with affiliated centers or for district senates having multiple colleges with whom they must communicate. The following do not meet the requirements of the Brown Act:

Local Senates Handbook

DRAFT

- Bulletin boards in offices or other areas inaccessible to the general public for much of the day or week;
- Affixed to interior windows or behind other barriers that do not permit viewing of the full document;
- Agenda being obscured by other documents or postings.

In addition to the legally required physical posting of agendas in a “freely accessible location” and on the senate’s website (if the senate has one), here are some additional strategies for increasing the awareness of the work of the senate:

- A bulletin board near the local senate office, in an administrative area, or other boards accessible and available to the college community, perhaps at several locations on a larger campus.
- An email posting to the entire college faculty, staff, and student government
- A website posting on the local senate website, in a form that can be easily down-loaded or reproduced.
- A combinations of these methods.

Conducting Senate Meetings

Standing Rules

Local senate presidents, usually in conjunction with other officers, can generate local senate standing rules. Generally, the body need not adopt these, but an effective practice is to discuss these rules before implementing them. Standing rules may never circumvent or supersede law, local policies, or bylaws; they can, however, enables the senate to prescribe implementation strategies: who speaks, in what order, for how long, under what conditions, how agenda items may be submitted and by when, etc. Standing rules can also stipulate deadlines for materials submitted for senate consideration or for the senate president’s signature.

About Parliamentary Procedures

Having established and posted an agenda, a senate president will find it useful to review the use of parliamentary procedures. In their excellent reference work, *The Practical Guide to Parliamentary Procedure* (1983), Edward S. Strotherland and David W. Shepard point to four essential benefits offered by parliamentary procedure. They argue that parliamentary procedure is:

- An orderly way to conduct the affairs of an organization;
- A way to determine the will of the majority;
- A way to protect the minority;
- A way to protect the rights of an individual member.

Some groups, particularly smaller committees, avoid using parliamentary procedure because of their misperception that it will inhibit their business. Such is not the case; in fact, parliamentary procedure will help move business, particularly if the senate president or committee chair assists the group participants in remembering these simple guidelines:

ASSIGN A PARLIAMENTARIAN: The senate president can assign the role of parliamentarian to a senate officer for orderly and effective discussion following local senate adopted parliamentary rules.

LISTEN CAREFULLY: The senate president or chair will clarify what ideas (motions) are "on the floor," and declare what sorts of comments are germane to a particular motion.

ASK QUESTIONS: The Academic Senate, at its plenary meetings, provides a parliamentary mike at which observers may ask the presiding officer what is happening, what sort of motion is relevant to the discussion, how to properly accomplish a desired goal, or how to challenge a ruling or determination. Participants at a senate meeting should be encouraged to seek such clarification, and if not provided by

Local Senates Handbook

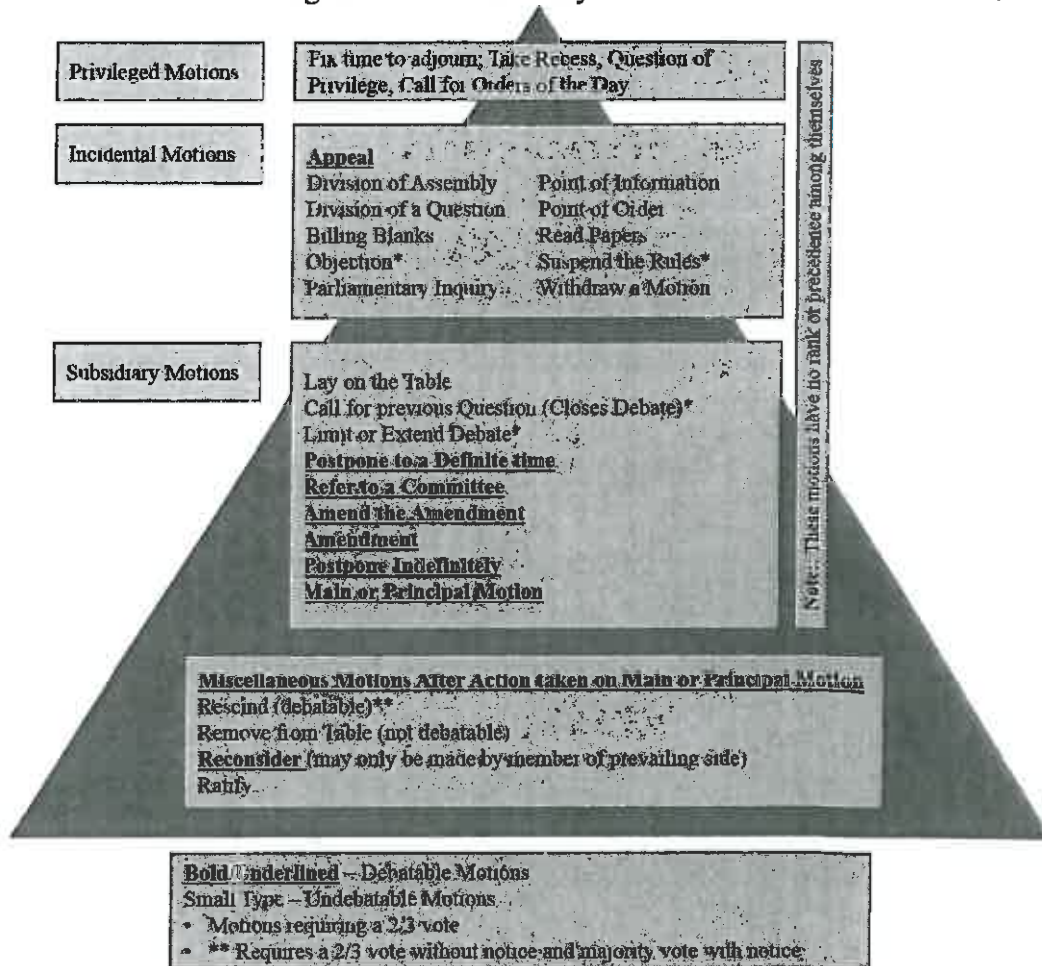
DRAFT

the bylaws, the senate parliamentarian might make clear to those attending how to ask questions during discussion of business.

SPEAK TO THE POINT: The senate president or chair will ensure that remarks apply to the specific motion on the floor or, if not, are ruled "out of order."

Below we offer a brief illustration (Illustration 1) of how commonly used parliamentary motions may be responded to within a senate. The [Leadership Resources](#) page of the ASCCC website offers additional helpful information from the Academic Senate's official Parliamentarian about conducting the meeting under parliamentary procedures.

Illustration 1: Diagram of Parliamentary Motions in order of Precedence



A Strategy for Conducting Discussions of Agenda Items

To expedite discussions during senate meetings, the senate may wish to consider Standing Rules to provide order while ensuring that effective participation occurs. We have noted that the senate may determine time limits and establish who may speak and under what conditions. The Academic Senate, at its plenary sessions, asks members wishing to speak to an item to queue before a "pro" microphone on one side of the room, or at a "con" microphone on the opposite side, or to ask questions about parliamentary procedure at a "parliamentary" microphone located mid-room. This procedure provides for an orderly discussion of the issues within the allotted time, enables the President to terminate discussion

Local Senates Handbook DRAFT

when no one appears to speak further in support or in opposition, and generally eliminates redundant comments.

Strategies for Voting on Agenda Items

Procedures for voting during a meeting should be determined locally, particularly if the goal is to keep the meetings progressing in an orderly fashion.

Some items on an agenda may be handled by what is known as approval by consent. If there is no perceived opposition to items such as approval of the minutes of the previous meeting, approval of the agenda, and acceptance of reports from various committees that do not require action by the senate, the president may list them on the agenda under the "consent calendar," and declare them passed by general consent. Should any senator wish to discuss, amend or vote on such items, the party should ask to have the item removed from the calendar for separate consideration after the bulk of the consent items has been approved. The senate president should always honor such a request to have an item removed.

Senates may not hold secret votes (this includes voting for officers within the senate) (Government Code §54953.c.) and therefore voting on action items must take place publicly. If a senate meeting is held via teleconferencing, all votes taken must be by roll call. (Government Code §54953.b.2.) Senates must "report any action taken and the vote or abstention on that action of each member present for the action" (Government Code §54953). The voting must be public and therefore voting by email is not allowed. The Brown Act does not specify how legislative bodies must conduct their votes (except for teleconferencing), it only specifies that the results of the vote of each member must be reported. Voice votes are sufficient, if the individual votes of each member can be determined and recorded.

Balloting for officers, for candidates for committee seats or other appointments, especially if there is competition, is slightly more difficult within the context of the law. If the senate members are the electorate, then the vote of each member must be recorded and reported out. In colleges that have academic senates of the whole (rather than representative senates), the vote of each faculty member must be recorded and reported out. If the faculty as a whole is the electorate (in cases where there is not a senate of the whole) then a secret ballot may be used.

There are many effective ways that voting may be conducted to protect the sanctity of the ballot box:

- A ballot for the election of an officer is placed inside a blank envelope, which is sealed and then placed inside a second, outer envelope on which the voter (whether a senator or any faculty in a campus-wide election) has printed his or her name and affixed his or her signature.
- Course Management Systems (*e.g.*, Moodle, Blackboard, etc.) may be set up to capture votes. Different systems have different levels of protection of the voter's identity and should be thoroughly examined before use.

When a balloting system is being decided upon there should be thought put into making sure that the system ensures one-vote per voter, is secure, and is verifiable by interested parties.

Regardless of the method used for the election, the results should be announced or posted, although the decision of how to publicize the outcome of elections should take into account the emotional reaction of participants in the election. An elections committee (including at least one officer), whose membership is determined well in advance of an election, can help determine appropriate logistics, provide necessary security, and can supervise the counting of ballots. Their neutral presence ensures the integrity of the process and enables the senate president to announce the results at the same meeting or within a reasonable time if the election is being conducted on a campus-wide basis.

Local Senates Handbook

DRAFT

Adapting the Resolution Process for Local Use

The Academic Senate conducts its business using the resolution process (see the *ASCCC Resolutions Handbook* (Freitas, et al., 2014) and recommends that local senates do likewise; many senates, however, reserve resolutions only for the most urgent of their statements and recommendations. Resolutions are designed for local senates to urge or recommend policy or action to the Board of Trustees, chancellors or college presidents, other local groups, or the Academic Senate for California Community Colleges. Resolutions differ significantly from motions made on the floor of a senate meeting. Consider the following points of contrast:

Motions

- Made by elected representatives/officers
- Made orally on the floor
- May be acted upon at that time
- May be enacted by a simple majority
- Does not retain the force of the arguments made on their behalf

Resolutions

- Presented by committee, senators or officers
- Presented in writing prior to meeting as part of agenda, and shared broadly with all faculty
- Generally receive first reading and adopted at a subsequent meeting
- Retain the force of the argument in the "whereas" clauses of the argument
- Make clear the actions to be carried out
- When voted upon, the vote of each member must be recorded and reported out.

The suggestions below and the appendices associated with them illustrate how resolutions may become an effective implement for a local senate.

Writing Resolutions:

(See the ASCCC guidelines on writing resolutions: *Resolution Writing and General Advice* and *Sample Resolution Form for Use by Local Senate with a Sample Resolution, Annotated* explaining what a resolution should typically contain).

1. Though resolutions should be submitted for first readings and then for action at a following meeting, this process may be altered by calling for a "suspension of the rules" to accommodate urgent circumstances.
2. Resolutions should receive wide distribution prior to being acted upon; additional copies should be available at the senate meeting at which it will be discussed.
3. Resolutions should be represented as a separate agenda item under the appropriate agenda category.

Revising Resolutions:

1. Resolutions may be amended for further clarification/addition/deletions.
2. Preferably, this amendment should be submitted in writing, although verbal submissions are possible depending upon the desire of the local senate and its bylaws or standing rules.
3. Resolutions may be substituted with another resolution on the same topic; however, this should be submitted in writing before considering the original resolution for action.
4. Resolution amendments/substitutions will be considered prior to the original resolution.

Discussing and Adopting Resolutions

1. Discussion on resolutions or any amendments should have a pre-set time limit.

Local Senates Handbook

DRAFT

2. Any attendee at the meeting should be permitted to engage in the debate.
3. The president may recognize pro and con arguments alternately. When there is no speaker on one side of the motion, debate on that question is closed.
4. Only official senate representatives may vote. The nature of the voting itself (voice, ballot, roll-call votes--see "Strategies on Voting" above), as well as determination of what constitutes a successful or a failed vote, should be spelled out by the local senate bylaws.

Disposition of the Resolution

1. Resolutions should be forwarded to the appropriate parties by the local senate president or designee with an expectation of a written reply that can be shared with the voting body.
2. The official record of the senate meeting should indicate the status of the resolution, and, if required by bylaws or constitution, the nature of voting itself.
3. Compilations of resolutions adopted by the local senate can be submitted as part of a year-end report and widely disseminated among governance groups as the senate's statement of accomplishment as well as evidence of the senate's philosophy. (See *Sample Senate Annual Report*.)
4. All resolutions, including their justifying "whereas" clauses, should be archived, perhaps in a single binder, as well as included as attachments to minutes and within related "topic" files.

3. Keeping the Faculty Informed

An informed faculty is more likely to become involved in the work of the academic senate. The electronic convenience of email and the limitless possibilities of the World Wide Web enhance face-to-face communication and can increase faculty participation within the college community. Many of the suggestions below encourage use of these electronic opportunities, often in tandem with more traditional means of communication.

Local Senate Website

A senate website on the college server, with appropriate links to other college and state governance groups, is the most efficient mechanism to promote the work, publicize meetings and showcase the accomplishments of the senate. The senate website is a valuable resources for college faculty. The Academic Senate website provides a template that senates may use to build their local website. To aid the college community in building and using websites, senates may wish to approach their college public information officer for electronic photographs of the college or college events that can be electronically archived and made accessible for use by the senate and its faculty. While the senate website can be maintained by staff assigned to the senate, local senates without such support can create a senate officer for this important communication function, can seek a stipend for a faculty member to do so, or can offer flex credit or other incentives to ensure that the necessary postings are timely and complete.

Encourage senators and other faculty to use the state Academic Senate website as a means for keeping informed about state issues. The objective is to make senate business and faculty involvement in college and system-wide governance a very public and noticeable enterprise.

Use College Email

Email may be an effective tool for communicating issues and soliciting input on senate concerns. With the deluge of email that everyone receives the messages of the senate may get lost. Here are some effective strategies to maximize the effectiveness of email for the senate:

- Ensure that all faculty, full and part-time, have access to electronic mail and are included in messages coming from the senate

Local Senates Handbook

DRAFT

- Create a campus-wide mail list containing only faculty so that messages from the senate can be addressed directly to faculty

Create a Senate Logo and Letterhead

Use a senate letterhead and perhaps a specific paper color for correspondence. These techniques readily identify senate information and communication among numerous documents in college mailboxes.

Publish a Newsletter

A regular senate newsletter can include summaries of meetings of the senate, the governing board and college council; photographs of senators and senate activities; department and individual faculty news; a forum for editorials; announcements of grants, workshops or other opportunities; and information on senate issues and concerns. This newsletter can also be electronic in its format to save printing and publication costs.

Develop a Senate Events Calendar

At the beginning of each year or semester, publish a calendar of all meetings and activities with times, dates and locations. Regular meeting times lend a predictability that makes it easier for faculty to attend and participate.

Write a Column for the College Newspaper

A regular senate column in the college newspaper will communicate the role, views and activities of the senate to the entire college and illustrate for students the vital roles their faculty assume on their behalf. Smaller community newspapers may also consider running a weekly or monthly column featuring the activities of college faculty.

Publicize the Names of Senate Representatives

If all faculty know the names of their senate representatives, they will have increased opportunity for communication and involvement. Publish a roster of senators, senate officers and senate-appointed faculty members of college and/or district committees and include college phone numbers and/or email so that all faculty members may contact them for more information or to contribute to ongoing discussions. This roster can easily be included as part of the senate website, perhaps with convenient email links.

Publicize Senate Meetings

Try to inform the faculty twice about each upcoming senate meeting. The first notice should be published about one week ahead of the meeting, or within the time frame required by the Open Meetings Act. The second notice should occur 24 hours prior to the meeting time. Voice mail messages or email messages are an excellent way to remind faculty, saving paper and avoiding the notice getting lost in the paper crush. A posted notice of the meeting located by the faculty mailboxes will also serve as a last-minute reminder. These notices, also posted on the senate website, are important whether the college is small (where the questionable assumption is that all faculty already know the dates and agenda matters) or large (where communication is more difficult and faculty are more likely to feel disinterest or disengagement from governance work).

Publish Senate Agendas and Minutes

Publishing the agenda and minutes of each senate meeting in advance and making them available to faculty at least one week in advance of the meeting can generate interest in the issues and increase attendance. The agenda should provide readers enough information on the items to be discussed. If large agendas are sent to representative senators, send a one-page agenda with short, informative paragraphs on the issues to be discussed to each faculty member. Equally effective is an email



Local Senates Handbook

DRAFT

message sent to all faculty and college staff, as well as to other senate presidents in the district. If these messages contain links to the agenda posted on the website, all may have immediate access to the information and may respond or download it as needed.

Use the Resolution Process

A local senate resolution process can recommend or direct a particular action and provides the rationale for that action. Include the wording of the proposed resolutions in the agenda distributed before the meeting. Distribute draft and approved resolutions in the minutes to serve as an effective educational tool. Part IV, Section S. 2 in this handbook provides additional information about the resolution process.

Maintain Senate Bulletin Boards--Electronic and Physical

The senate website might also offer an electronic bulletin board where faculty may post comments pertinent to senate deliberations or announcements of interest to the general college community. In addition to a senate website, a conveniently located bulletin board in each division or area is another good way to publicize senate events and issues. The bulletin board is an effective place to post copies of state correspondence and reports, senate agendas and minutes, grant and conference opportunities, and even relevant cartoons, photographs and articles. The senate will want to publish committee reports to keep faculty informed of the governance efforts that are taking place in senate, campus, and/or district committees. Ask a senator in the division or area to be responsible for the bulletin board and to remind faculty of the importance of perusing the materials.

Develop a Governance Handbook

The handbook should include governance committee memberships, policies, and committee responsibilities. The policies and procedures in such a handbook will be somewhat dynamic and subject to formal alteration after appropriate consultation. However, an historical record and explanation of how and why processes occur, will persist beyond changes in personnel and the inevitable erosion of institutional memory. The creation of such a handbook is even more crucial if the institution currently enjoys a healthy climate of participatory governance: the whims of one individual can change that atmosphere overnight. Having such a published governance handbook will provide clear evidence of past practice and consensus. The handbook might readily be posted on the senate's website. For examples of decision making handbooks, there are a number posted in the Resource Documents section at the bottom of the *ASCCC Leadership Resources* page

4. Faculty Participation

Soliciting Faculty Participation

Soliciting participation will be an easier task with an informed faculty that realizes the need for and value of participation. However, some recruiting efforts are still needed to get the desired level of broad-based participation. Leaders' mettle is evidenced by their ability to include and accommodate those with alternative views and approaches, by their ability to showcase the talents of others, and by their ability to elicit constructive contributions from many.

Among the worthy colleagues the senate president may wish to invite explicitly are the part-time faculty whose teaching experience, professional training, and sense of commitment to our students may be highlighted in the academic and professional work we all share. Many local senates have devised strategies to increase the participation of their part-time faculty, and the sample constitutions and bylaws available on the Leadership page of the Academic Senate website indicate how those senates formally give voice to their part-time colleagues. The Academic Senate has also adopted many resolutions urging local senates to consider ways to involve part-time faculty in our academic and professional work; we want to echo that request here.

Below are some techniques recommended by other senate leaders for soliciting wider faculty participation. For each point, consider how a senate president and senate might apply these suggestions to address the needs of full- and part-time colleagues across the campus and how they might use appropriate and assessable technology effectively for these ends.

Meet Personally With the Faculty

The personal touch is the most effective means of communicating, particularly when making a request. Some senate leaders set the goal of visiting several faculty members each week. Remember that people need to be asked to participate and acknowledged when they do serve!

Listen to Opinions

The individual interests and skills of faculty members will be revealed in their comments, and these faculty members who speak out can be a valuable source of expertise for senate activities. Electronic bulletin boards, for example, can ensure that even the most disgruntled are afforded an opportunity to be heard and their views responded to by an even broader constituency.

Conduct Faculty Opinion Polls

Formal or informal opinion polls allow faculty members to indicate their opinions on issues. Polls can be used to identify faculty concerns, establish senate priorities, and develop senate positions. While the senate will want to be careful not to include collective bargaining issues in senate polls, the senate may wish to collaborate with the bargaining agent as, in response to labor law, it seeks the local senate advice about issues the senate wishes to see addressed prior to entering into negotiations. It is important to communicate the polling results to the faculty so that they are included in the entire process.

Turn the Suggestion Box into a Volunteer Recruiting Center

Faculty leaders frequently hear suggestions and complaints from colleagues on a variety of issues. Faculty members who care enough to talk about their concerns can also be the faculty members who are willing to develop a solution to the issue raised. A volunteer can be recruited with a simple comment such as this: "Thanks for bringing your concern to my attention. Could you get two other faculty members to work with you and present a resolution at the next senate meeting?" The faculty member is thereby encouraged to become involved, and valuable contributions may emerge. Comments that are ignored may breed ill will that is difficult to overcome for years thereafter.

Provide an Orientation for New Faculty

Too frequently, faculty orientation is seen as an administrative function with the senate being given five minutes to present "an overview of its role." However, orientation to the academic and professional obligations--both as they apply to the larger profession and to the specific college culture--are arguably more appropriately conducted by the faculty themselves. Title 5, § 53200 specifically notes that the academic senate shall be responsible for "policies for professional development." If a senate has not reached a formal agreement, and particularly if they are excluded from such orientations, ask to consult collegially on a process for this important orientation and professional development function.

Several faculty orientation models are used on campuses throughout California:

1. Arrange for an orientation session, or several brief orientation sessions for new faculty members on an individual or small group basis. In the session, senators encourage involvement and provide basic introductory information about the work of the senate and faculty within the larger governance structure. Past senate leaders and college administrators can be invited to present their perspectives.

Local Senates Handbook

DRAFT

2. Consider a semester-long or yearlong orientation process that may be awarded flex credit, committee assignment-status, or reassigned time. Meeting regularly with faculty members of a senate committee, the faculty new to full-time status at the college would discuss the campus' educational climate and educational philosophy, the general education model, and the academic and professional roles of faculty, the governance structure, and the student and instructional support services available to them and their students.
3. Build into the probationary period opportunities for these same faculty to have appropriate and meaningful participation in senate activities, including the orientation of new faculty in subsequent years.

Obviously any such orientation program should also be open to part-time faculty who need to understand our shared professional responsibilities and the options they have to become more involved in the on-going governance work of faculty.

Create a Faculty Governance Flex Activity

Flex activities can be an effective way to highlight specific faculty governance issues and other local senate activities. For example, consider sponsoring a forum composed of senate leaders and administrators where faculty can ask tough questions; explain the role of the senate and senate committees; or survey the faculty to find topics or speakers of interest to them.

Hold a Senate Retreat.

Setting aside a day or two for a senate retreat is a good way to gain perspective about issues and ideas as well as train senators and generate enthusiasm for the work of the senate. By including faculty members who are not senators, new people who might become valuable resources can be introduced to senate activities.

Make Committee Opportunities Known

Publicize a general request for volunteers, and, at the same time, ask individuals to volunteer for specific senate-appointed committee assignments. A variety of involvement opportunities, some with short-term responsibilities, will allow faculty members to match their interests and time commitments with senate needs. Remember to invite volunteers and committee applicants from diverse disciplines and ethnicities to ensure broad representation and a plurality of views. Review the opportunities afforded to part-time faculty as well, including appointments on college and district committees; part-time faculty across the state serve on staff development, part-time hiring, and curriculum committees.

Invite State Academic Senate Representatives to Speak to Faculty

Senate presidents may extend invitations to Academic Senate Area Representative, to members of the Relations with Local Senates Committee, and to other members of the Executive Committee of the Academic Senate for California Community Colleges to visit their campus, address specific needs, or bolster faculty enthusiasm for governance work. For more information see [*Requesting a Local Visit*](#) section of the ASCCC website.

Take Faculty to Academic Senate Sessions and Leadership Training

The annual fall and spring sessions, Area meetings, and the summer Leadership Institute of the Academic Senate are all excellent opportunities to involve and train faculty. Campus Staff Development funds should be available for this purpose; most college presidents and chancellors understand the need for well-trained faculty leaders and can help identify appropriate local funds to enable a senate's full participation in these essential training opportunities.

Local Senates Handbook

DRAFT

Maintaining Faculty Participation

Once faculty members have become active, senate leaders need to reward and nurture that participation to enhance faculty's commitment to and enjoyment of senate and governance involvement.¹²

One of the major hurdles senate leaders face, regardless of their time on the senate, is finding faculty to participate in committee work. Unless the committee's work directly impacts a faculty member (*i.e.*, a hiring committee), or he or she is compensated (*i.e.*, union service or tenure review committees), many faculty would much prefer to just teach and mentor students, while avoiding committee service. How does a senate leader engage faculty so that they want to serve on committees, especially in cases where committee service is not a contractual obligation? Below are suggestions, compiled from senate leaders at breakouts at both the Spring 2011 plenary session and the 2011 Leadership Institute, that have assisted senate leaders in increasing faculty participation.

Use a personal approach.

Something as simple as a phone call, rather than a mass email, may be the difference when it comes to persuading a faculty member to participate. A face-to-face meeting over coffee about what the committee does and why the senate is asking that faculty member to become involved is a particularly effective tool.

Clearly define commitments ahead of time.

When asking for volunteers, the more information that can be provided, the more likely it is that the senate will be able to find someone who is willing and able to serve. Providing information including the time and dates of the meetings, expected length of the term of service, and work outside of the meetings does wonders when it comes to recruiting faculty to serve on a particular committee.

Play to their strengths.

For committees which serve a particular population or a very narrow purpose, it is always helpful to recruit people who will be able to approach the committee on a level playing field. The more the senate president knows about how a committee operates the better they can recruit for that committee.

Know committees' purposes, members, and leaders.

It is far easier to recruit faculty when a senate president knows what the committee does and what its goals are for the next year. It is also helpful to avoid having personalities that conflict among the committee members; asking someone to serve on a committee with an individual with whom that faculty member has a conflict could be a recipe for disaster.

Use senators.

At colleges with smaller numbers of full time faculty, it is possible that the senate president will know most, if not all, of their colleagues; that becomes much more difficult at larger colleges. Senators probably know most of their colleagues within their divisions and will be able to suggest people for service. They also may know part time faculty who are interested in serving, and can bring those individuals to the senate president's attention if part-time membership is usual within the local college culture and appropriate for the particular committee. Faculty who teach at multiple schools bring an additional knowledge and new perspectives to committee work. For more information on part-time

¹² Section adapted from: Davison, D. & Bruno, J. (2011) Participate! How to get faculty engaged and involved. *ASCCC Rostrum*, Retrieved <http://asccc.org/content/participate-how-get-faculty-engaged-and-involved>

Local Senates Handbook

DRAFT

faculty participation see the ASCCC paper *Part-Time Faculty: A Principled Perspective* (ASCCC, 2002)

Show appreciation.

One of the most important things that a senate president can do is to thank their committee members at the end of the year (or even before). Whether it's a note, an email, cookies at the last meeting, or acknowledgement in a public forum, letting those faculty know that the senate is grateful for their service goes a long way in having those faculty return the following year to seek other committee opportunities.

Develop Professional Recognition of Faculty.

Publicly recognizing the achievements of faculty is an important and effective element of building morale in any organization. The senate president may use memos, college and local newspaper articles, award ceremonies, and Board and Foundation presentations to highlight faculty accomplishments.

Give Credit Where Credit Is Due.

A genuine "thank you" goes a long way towards acknowledging faculty members who work on senate and participatory governance assignments. Print the senate logo on thank you cards, and send a note to faculty members (and other college staff) who have helped further the work of the college. Remember that participation includes a host of division, area, department and other college activities which may not be directly perceived as being the work of the local senate; however faculty who serve on hiring committees, on college-wide and district-wide committees, or as advisors for student organizations are indeed furthering the senate obligations for effective participation in governance.

Make Senate Involvement an Evaluation Criterion.

Often forgotten in tenure and post-tenure evaluations is the obligatory, professional responsibility faculty have for participation in governance activities. The senate should consult with the collective bargaining agent to include and use involvement in governance as a criterion in the evaluation process to reinforce the importance of this serious professional responsibility.

Discuss Governance Participation in the Hiring Interview.

Develop an expectation of involvement with each new faculty member by discussing it as a professional responsibility both in the hiring interview and during new faculty orientation. Suggest senate and other governance activities that the new faculty member may choose for participation.

Sponsor a Breakfast, Lunch or Coffee Hour.

Food is a successful inducement to encourage faculty to attend an event. The event can then be used to inform, engage in discussion, train, acknowledge and/or thank those who participate.

Provide Incentives for Participation.

Consult with the collective bargaining agent to develop incentives such as overload banking credit, professional growth step credits, etc. for participation in senate activities.

Linking local awards to ASCCC Statewide awards.

The Academic Senate presents three major awards each year. Local senates are responsible for nominating worthy individuals and for preparing much of the nomination materials. Senate presidents need to be watchful for the announcements that open the nomination period, and they must adhere to the rigid and often compressed timelines for submission. These awards, however, honor the faculty and colleges of all nominees for these three awards. For more information on Senate awards, see Part V Section H.1.

Local Senates Handbook

DRAFT

This is by no means an exhaustive list, but hopefully it can provide some guidance for encouraging faculty to become more engaged in committee service at a college and more involved in the body as a whole. Remember, being a senate leader does not mean doing everything alone, the more that a senate president can increase participation, the more people they have to draw from and the more perspectives they have to help with decision making. A faculty with active participation by the majority of its members is key to a strong and relevant senate on a campus.

5. Resources Available in Senate Files

On the following table appears a checklist of essential materials. In the left-hand column are items that should be readily found in local senate files, while in the right-hand column are analogous materials available at the Academic Senate website.

Key Resources for Senate Officers, Senators, and Committee Chairs	
<p>Local Resources List of email and phone numbers of all senators (including home numbers, if willing to share)</p>	<p>State-wide Resources The Academic Senate statewide directory of: <u>Executive Committee Members</u> Local Senate Presidents/President-elects /Vice Presidents</p>
<p>Local Senate Website Constitution and By Laws Agendas and Minutes Local Senate Goals College Mission Statement and Goals Committee Assignments, Reports</p>	<p>Academic Senate Website (http://www.asccc.org) <u>Bylaws and Rules</u> <u>List of the Academic Senate publications</u> <u>Agendas and Minutes of Executive Committee</u> <u>Committee Descriptions and Rosters</u> <u>List of Common Acronyms</u></p>
<p>Communications President's Reports Local faculty newsletters Copies of local reports from task forces, planning committees</p>	<p>ASCCC Communications <u>Papers</u> (official positions of the ASCCC) <u>Rostrum</u> (articles on issues and topical matters) <u>President's Updates</u></p>
<p>Regulations Governance Agreement Full-time Faculty Hiring Agreement Part-time Faculty Hiring Agreement Peer Evaluation Process Administrative Retreat Rights Administrative Evaluation FSA's Disciplines List Equivalency Determination Procedure Board Policies and Regulations, particularly for: Governance Program Review Tenure Curriculum Approval</p>	<p>Regulations <u>Consultation Process</u> <u>Minimum Qualifications and Equivalencies</u> <u>Board of Governors Standing Orders on Consultation</u> <u>Executive Orders of the Chancellor on Consultation</u> <u>Strengthening Senates</u> <u>Ed. Code (See Part II, Section A. 1.)</u> <u>Title 5 (See Part II, Section A. 2.)</u></p>
<p>Models for: Curriculum Approval Policy Committees and Objectives The Brown Act (see <u>Part IV, Section C. 2.</u>) Student Equity</p>	<p>Interpretations of Regulations <u>"Participating Effectively in District and College Governance"</u> (ASCCC & CCLC, 1998).</p>
	<p>Chancellor's Office Web Site (http://www.cccco.edu) <u>Board of Governors agendas & minutes</u> <u>Consultation Council agendas & minutes</u> <u>MIS data</u> (i.e., total apportionment dollars for each district)</p>

Planning and Budgeting Faculty Internships	Legal opinions and advisories Links to all the units and CO personnel
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Local senates should discuss the format that their archives will be compiled. While some senates maintain filing cabinets full of decades worth of documents, many senates are moving to digital archives. These archives may be public (the documents all available on the senate website), semi-public (the documents are available on a network drive available to the college community or only faculty); or private (the documents are available on a secure drive to senate leadership). Regardless of the format, there should be a discussion of how these materials are maintained, backed-up, and passed down.

D. INSTITUTIONALIZING A SENATE'S EFFECTIVENESS:

Seeking Technical Assistance to Ensure Compliance

This document and the rich resources of the Academic Senate, including its elected Executive Committee and office staff, its institutes and publications, are dedicated to ensuring the success of local senate presidents. Despite best efforts, occasionally, laws and regulations concerning participatory governance need further clarification, or perhaps a particular academic and professional issue has seriously divided faculty from administrators or trustees. Sometimes, regrettably, a local senate may experience serious discord with administrators or trustees concerning the appropriate roles of the faculty in governance or an interpretation of compliance issues. At other times, the college or district would profit from a workshop or presentation on a single feature of the governance process.

In such instances, the Academic Senate is prepared to assist local senates, faculty and staff, students, administrators, and trustees understand their appropriate roles in effective participatory governance. The Academic Senate partners with the Community College League of California (CCLC) to send representatives to meet with local personnel on the campus. Often called "technical assistance," there are actually four kinds of assistance available through the collaborative efforts of these two organizations. To identify which option is best suited for the particular needs of an institution, a senate president should review with their college or district administrator the options. The [ASCCC Website: Services](#) section provides more information on the variety of technical assistance offerings and concludes with a link to the [Request Services Form](#).

- Requests must be signed by representatives of both the local senate and the college president or chancellor, as appropriate; AND
- Colleges or districts must underwrite the travel costs incurred by the visiting team.

See [Part V](#) of this paper for more information on what the ASCCC does to help local senates.

Part V. Linking the Local (College and District) Senates to the Academic Senate for California Community Colleges

A. FUNCTIONS OF THE ACADEMIC SENATE

The statewide Academic Senate functions in much the same way as a local academic senate. As with local district governance, the California Community College Board of Governors articulates a vision for the California Community Colleges and their mandated missions; it then establishes system-wide policies and regulations to enact that vision and respond to the legal strictures imposed by the legislature or governor's executive orders. The Academic Senate contributes its professional assessments and judgments and is "relied on primarily" by the Board of Governors for matters declared as academic and professional ([Title 5, section 53206](#)).

Local Senates Handbook

DRAFT

The California Community Colleges’ Chancellor and staff operate under the Standing Orders of the Board of Governors that include descriptions of the consultation process. As part of that consultation process, the members of Consultation Council (much like a local chancellor’s cabinet or council provide appropriate advice and attempt to reach consensus. As with a local senate, the two representatives of the Academic Senate express the collective voice of the community college faculty to the Board of Governors on all academic and professional matters at the system-wide level; additionally, under the Board’s Standing Orders, the Chancellor is compelled to seek the Academic Senate’s advice on all academic and professional matters.

Also present on the Consultation Council are leaders representing FACCC, CCC/CFT, CCA/CTA CCCL, CSEA, CEOs, CIOs, CSSOs, CBOs, CHROs, and CCLC/ACT. [Note: for greater explanation of these many acronyms, consult the Academic Senate website or review its publication on acronyms, or the *Acronyms* document (ASCCC, 2012).] Members of the Consultation Council can submit items for consideration, discussion, or action by submitting a Consultation Digest Item. For more information on the operations of the Consultation Council, see the *Consultation Council Handbook*, available on the State Chancellor’s website. As with consultation processes on a local college and within a district (Title 5, § 53200 (d)), the governing board (in this case, the Board of Governors) has specifically agreed (through its Standing Orders, Part II, Article 3, § 332) that they and their designees shall rely primarily on the Academic Senate regarding academic and professional matters.

The Academic Senate’s primary mission is to serve faculty in California’s community colleges, to "promote the best interests of higher education in the state and to represent the faculty of all California community colleges at the state level." To do so, the Academic Senate maintains an office in Sacramento and a professional staff who coordinates its many activities and provides continuity. Through the resolutions adopted by, the delegates to the Academic Senate’s plenary session provide direction to the Academic Senate Executive Committee¹³, which uses them to develop priorities for the year.

The following table illustrates some of the ways in which the state Academic Senate, funded in part by annual dues from colleges around the state, currently fulfills its constitutional obligations to local senates:

Charge	Activities
ARTICLE II, Section 1: Aims	
Represent faculty and ensure a formal, effective procedure for participating in the formation of statewide policies	Participation in Consultation Council and the Council of Faculty Organizations (COFO), Provide testimony before the Board of Governors and the legislature
Strengthen local senates	Provide levels of Technical Assistance in partnership with CCLC, offer professional development activities through institutes, regional meetings, or other events, as well as fall and spring plenary

¹³ The Academic Senate for California Community colleges incorporated as a nonprofit organization in November 1970. While revising the ASCCC Bylaws in 2014, ASCCC legal counsel advised the Executive Committee that a nonprofit corporation is required to have a Board of Directors and that an “Executive Committee” was considered to be a committee of the officers of the board. This legal requirement is reflected in the 2014 ASCCC bylaws, however the operation of the four officers, four area representatives, four north and south representatives, and two at-large representatives was not changed and the tradition of referring to them as the “Executive Committee” outside of legally required documents, continues.

Local Senates Handbook

DRAFT

	sessions; local senates visits and area meetings; college technical assistance (need to differentiate this from ASCCC/CCLC Technical Assistance, possibly the Action Response Teams?; publications, and website resources
Develop and promote implementation of policies at statewide level	Serve on Chancellor's Office and other statewide committees, advisory councils, or task forces; makes appointment of faculty to councils, committees, and task forces established in conjunction with Consultation to deal with academic and professional matters at the system-wide level (Board of Governors Standing Order 332); and offer informative breakouts at plenary sessions
Make recommendations on statewide matters affecting CCCs	Publish and disseminate adopted resolutions to appropriate groups; prepare and present digest items at Consultation Council, participate in the preparation of the system legislative package; take positions on legislation and provide legislative testimony, as appropriate
Article II Section 2: Functions	
Assume responsibilities and perform functions delegated to it by local senates	Determine appropriate actions emerging from adopted resolutions; delegate responsibilities to standing or ad hoc committees; publish senate papers and the <i>Rostrum</i> , report to delegates at plenary sessions.
Provide statewide communication between local senates to coordinate actions and requests of faculty	Maintain website; regularly publish the President's <i>Updates</i> , the <i>Rostrum</i> , and Senate-adopted papers; provide directory of local senate presidents and other leaders; conduct surveys on topical concerns and distribute results
Initiate policy positions relevant to CCC and their role in higher education	Participate in ICAS (Intersegmental Committee of the Academic Senates); contribute to intersegmental initiatives such as C-ID (Course Identification Numbering System).

B. AREA DIVISIONS

All members of the Executive Committee, except the officers, are elected on the basis of geographic representation. The Academic Senate currently divides the state's community colleges into four areas (A, B, C, D), (for more information see the [Area News](#) and the [Member Senates](#) document both available on the ASCCC website). The delegates from each area elect one Area Representative who serves for two years on the Executive Committee; two At-Large representatives are elected by delegates from all four areas, as well as two North (elected by the Area A and B delegates) and two South Representatives (elected by Area C and D delegates).

C. AREA MEETINGS

The Area Representatives are responsible for coordinating two pre-session area meetings each year. At these meetings, held each fall and spring prior to the upcoming plenary session, faculty leaders, usually

Local Senates Handbook

DRAFT

the delegates to the plenary session, meet at a college in their area. They discuss matters of concern to their areas, review proposed resolutions to be voted on at session, and generate additional resolutions. The delegate represents the positions and perspectives of their local senate at these meetings and gathers information to take back to their local senate for direction before plenary session. Area Representatives are also available to consult with or visit local senates. Requests for such visits should be forwarded through the Academic Senate Office.

D. ROLE OF THE RELATIONS WITH LOCAL SENATE COMMITTEE

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

E. SENATE INSTITUTES

The Academic Senate sponsors institutes to address faculty and local senate needs in a variety of areas (see Events listing on ASCCC homepage). Most important to local senate leaders (especially for new presidents) is the summer Faculty Leadership Institute. The Curriculum and Accreditation Institutes are appropriate to consider sending a team (faculty, classified and administrative) from a college. Other institutes may focus on disciplines such as STEM, counseling, or career technical education, or issues such as general education, equity and student success.

A tip for local senate presidents: Review the information about the planned institutes at the beginning of each academic year. Doing so well in advance will permit the senate president to:

- Identify the appropriate sources of funding for faculty to travel and register.
- Encourage faculty to plan for and attend these institutes.
- Build into senate activities chances to respond to pre-and post-institute study materials, to examine the impact and implementation of strategies for new concepts, policies.
- Seek scholarships from the Academic Senate Office, when appropriate.

For the most current information about institutes and to register for these significant professional development opportunities, visit the Academic Senate website frequently.

F. SENATE PLENARY SESSIONS

For many years, the plenary sessions have been held alternately in the North and South, on Thursday-Saturday in fall and spring. The general and breakout sessions permit local senates--their officers (who often also serve as their senate's official delegate), curriculum chairs, and other interested faculty--to be apprised about hot topics, to receive new training to bolster the effectiveness of their senate, to select the representatives and officers of the Executive Committee, to determine Senate positions, and to provide the Executive Committee its direction through the adoption of resolutions. The roles of these delegates are detailed in the document *Senate Delegates Roles and Responsibilities* available on the ASCCC website.

1. Resolutions

As noted earlier, the Academic Senate resolution process is described in detail in the *Resolutions Handbook* (Freitas, et al., 2014). In short, that resolution process works as follows:

- a. Pre-session resolutions are developed by the Executive Committee (through its committees or by individual Executive Committee members who sit on Chancellor's Office groups) and submitted for pre-session review at the Area meetings.

Local Senates Handbook

DRAFT

- b. At the area meetings, pre-session resolutions are discussed, and new resolutions are generated.
- c. The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
- d. Delegates and representatives of the local senates meet during the session in topic breakouts and give thoughtful consideration to the need for new resolutions and/or amendments.
- e. After all session presentations are finished each day, delegates and representatives meet during the resolution breakouts to discuss the need for new resolutions and/or amendments. Each resolution or amendment must be submitted to the Resolutions Chair before the posted deadlines each day. There are also Area meetings at the Session for discussing, writing, and amending resolutions.
- f. The Resolutions Committee meets again to review all resolutions and amendments and to combine, re-word, append, or render moot the resolutions as necessary.
- g. The resolutions are discussed and voted upon at the general sessions on the last day of the plenary session.

Resolutions passed by the body are promptly published, disseminated, and then acted upon by the Executive Committee. They are also posted on the Senate's website.

2. Local Senate's Use of Academic Senate Resolutions

Local senates can and do make substantial use of these statewide resolutions to guide their own practices, to provide direction and priorities, to provide justifications and support in their discussions within their own consultation procedures, and to provide impetus to their own activities. For more information see [Resolution Guidelines for Local Senates](#).

3. Disciplines List Procedure

Every two years, in accordance with Title 5 Regulations, the Academic Senate reviews the Disciplines List (Minimum Qualifications for faculty teaching in each discipline). In February, of every even year, the Senate distributes the Disciplines List Process to the field and solicits revisions, additions or modifications to the Disciplines List. Any proposed modifications are widely disseminated to professional organizations as well as faculty and administrative groups; they are also subject to hearings held at the fall and spring plenary sessions, and are reviewed by the professional organizations for college administrators and bargaining agents. At the conclusion of the hearings, the body votes upon the proposed changes during its spring plenary session (of the odd year).

Because the Academic Senate for California Community Colleges must consult with the discipline faculty across the state, it is not possible to amend resolutions in support of proposed changes to the disciplines list. Those proposed changes must either be voted up or down as originally presented. Any proposed change on the consent calendar may be pulled and voted on separately. To learn more about the Disciplines List Revision process see the [Disciplines List Revision Handbook](#) on the Senate website.

G. PARTICIPATION ON ACADEMIC SENATE COMMITTEES

The work of the Academic Senate is conducted primarily by its standing, ad hoc committees, and task forces, often augmented by participants from other governance groups. The Executive Committee and its Standing Committees are identified in the Academic Senate Bylaws; their work is ongoing from year to year. Ad hoc committees, by contrast, are created in response to a particular issue or concern and, like task forces, generally have a sunset attached to their operation. Academic Senate committees are usually chaired by members of the Executive Committee, and committee minutes regularly appear in the agendas of the Academic Senate Executive Committee and on the website; committee chairs can submit agenda items calling for action, or seeking advice and consent.

As it is with a local academic senate, committee members and chairs representing the Academic Senate on statewide committees have a particular obligation to report regularly to the larger body—in this case the Executive Committee. It is essential that all faculty members serving on statewide committees understand they represent the Academic Senate and its adopted positions; they must defer from making policy decisions without first consulting with the Executive Committee through regular written reports to the Academic Senate.

A list of current Academic Senate committees can be found on the [ASCCC Senate website](#). A senate president should consider how they or members of their faculty might serve their colleagues throughout the state: local senate presidents and past presidents frequently have the judiciousness and experience needed to examine academic and professional matters on a grander scale; faculty with career and technical knowledge are needed to lend their expertise; even faculty who have been burned out by service at the local level can be invigorated by and can energize statewide committee membership. Faculty can indicate their interest in serving at the state level through the [Application for Statewide Service](#) form. Subject to the approval of the Executive Committee, and after with the Executive Director, the President shall make appointments to all committees.

H. NOMINATIONS FOR STATEWIDE AWARDS AND SERVICE

1. Academic Senate Awards

The Academic Senate presents three major awards each year—Exemplary Program, Hayward, and Stanback-Stroud. Local senates are responsible for nominating worthy candidates and for preparing the nomination materials. Starting in August, senate president will need to be watchful for the announcements that open the nomination period. These awards have rigid and often compressed timelines for submission. Below is a brief description about the awards. There is more information and the application, on the Senate website under the [Award](#) tab.

The Exemplary Program Award recognizes outstanding community college programs. Each year the Executive Committee of the Academic Senate selects an annual theme in keeping with the award's traditions. Up to two college programs receive \$4,000 cash prizes and a plaque, and up to four colleges receive an honorable mention and a plaque. The call for nominations goes out in October with an announcement letter, application, criteria and scoring rubric.

The Hayward Award recognizes faculty from the four Senate Areas for commitment to education, service to students' access and success, and service to the institution through participation in professional and/or student activities. Two Areas will recognize part-time faculty and two Areas will recognize full-time faculty, on an alternating basis. The call for nominations goes out in November with an announcement letter, application, criteria, and scoring rubric.

The Regina Stanback-Stroud Award recognizes a faculty member or a faculty group making special contributions in the area of student success for diverse students. The call for nominations go out in December with an announcement letter, application, criteria, and scoring rubric.

2. Service to the Board of Governors

The Board of Governors includes two faculty members, each serving a two-year term. Executive Committee members, local academic senates, or individuals may nominate appropriate candidates for consideration. As the two terms are staggered, the Academic Senate seeks nominations each October. The nominations are first screened by the Academic Senate staff to ensure the nomination criteria is met and then by the officers who will determine which candidates will be interviewed by the Executive Committee. Successful candidates will then be forwarded, according to statute, to the Governor. Because of the importance of these faculty positions, the Academic Senate is best served by faculty members who

Local Senates Handbook

DRAFT

have considerable statewide experience and who have demonstrated a commitment to effective participatory governance.

H. CONSULTATION PROCESS

The voice of the local senate is expressed through the resolution process (See Part V, Section A, F. 1. of this document) and gives direction to the Executive Committee of the Academic Senate for Community Colleges. In turn, the collective will of the body and the voice of the California community college faculty regarding system-wide academic and professional matters is carried to the Board of Governors. To represent the local senate voice, the following must occur:

- Local senates must empower their delegates to represent their concerns and will.
- Delegates must articulate that will or those concerns, using the resolution process at the plenary session to give direction to the Executive Committee.
- The Executive Committee, through its representatives to the Consultation Council, must then carry those directives into the consultation process (See Part V, Section A of this document for more information).

CONCLUDING THOUGHTS

It is natural to feel somewhat overwhelmed by the requirements of the job new local senate presidents have undertaken, which may make some feel overwhelmed by this handbook!

We encourage faculty leaders to focus on the requirements of their college, and then pick a couple of their senate's goals to adopt as their own. Senate presidents can even keep working on them after their term is up. Senate presidents may use this handbook to remind themselves of new leadership opportunities and to help find answers to the inevitable questions that they will face. Enjoy the moment, however, and know that the Academic Senate for California Community Colleges and its resources are here to empower local leaders and senates. It's even acceptable for a new senate president to look forward to the moment when they become past president and sage advisor to their senate and to the time when their continued service statewide acknowledges them as the expert they have become.

Local Senates Handbook
DRAFT

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Local Senates Handbook

DRAFT

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Local Senates Handbook
DRAFT

Index:

1

10 + 1See Title 5 § 53200

A

AB 1725.....3, 4, 5, 11
Administrative Procedure..... See Board Regulations
Administrative Retreat Rights.....See Ed. Code: § 87458 (a)
Agenda..... 16, 25, 26, 28, 29, 30, 32, 34, 36, 37, 43, 49

B

Bargaining Agents ...2, 5, 6, 7, 8, 14, 15, 18, 23, 38, 40, 41, 48
Board of Governors. 2, 3, 4, 7, 11, 23, 43, 44, 45, 46, 50, 51
Board of Trustees5, 13, 17, 33
Board Policy 9, 10, 11, 13, 17, 43, 52
Board Regulation9, 10, 11, 17
Brown Act.....See Open Meeting Act

C

CCLC.....See Community College League of California
Collective Bargaining 5, 6, 7, 9, 14, 15, 38, 41
Collegial Consultation.....6, 7, 11, 13, 16
Committee.....1, 23, 47
Community College League of California ...2, 3, 10, 18, 44, 45, 51, 52
Community College Reform Act.....See AB 1725
Consult Collegially See Collegial Consultation
Consultation Process 50

D

Disciplines List 43, 48

E

Ed. Code..... 4, 5, 6, 7, 9, 14, 15, 16, 25
§ 70902(b)(7) 5
§ 86710.1 (a) 5
§ 87359 (b)..... 5
§ 87360 (b)..... 5
§ 87458 (a) 5
§ 87663 (f)..... 5
§ 87743.2..... 6
Evaluation Procedures..... See Ed. Code: § 87663 (f)
Executive Committee.. 21, 39, 43, 44, 45, 46, 47, 48, 49, 50
Exemplary Program Award..... 49

F

FACCC . See Faculty Association of California Community Colleges
Faculty Association of California Community Colleges... 2, 18, 45
Faculty Service Areas See Ed. Code: § 87743.2
Full-Time Faculty6, 7, 49

G

Governing Boards; Delegation .See Ed. Code § 70902(b)(7)

H

Hayward Award 49
Hiring Criteria See Ed. Code: § 87360 (b)

L

Legislation 4

M

Minutes..... 16, 19, 21, 32, 35, 36, 37, 38, 43, 49

O

Open Meetings Act..... 27, 28, 30, 33, 36

P

Participatory Governance 10, 11, 13, 24, 51
Part-Time Faculty 7, 37, 39, 40, 49
Public Comments..... 29

R

Ralph M. Brown ActSee Open Meetings Act
Regina Stanback-Stroud Award 50
Resolutions9, 18, 33, 34, 35, 37, 45, 46, 47, 48, 53

S

Senate/Union 6, 9, 14, 15, 18, 53
Shared Governance.....See Participatory Governance
Standing Orders 4, 43, 44, 45, 51
Standing Rules..... 4, 30, 32

T

Tenure Evaluation Procedures. See Ed. Code: § 86710.1 (a)
Title 5 .3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 23, 25, 27, 38, 43, 44, 45, 48, 51
§ 53200 6, 10, 11, 14, 16, 25, 38, 45
§ 53202 6
§ 53203 7, 11, 12, 13
§ 53203(f) 17, 23
§ 53203.5 19
§ 53203.5(a)(4)..... 19
§ 53203.7 18
§ 53206 7

U

Union.....See Bargaining Agents

Local Senates Handbook
DRAFT

W

Waiver Of Minimum Qualifications; Equivalency *See Ed.*
Code: § 87359 (b)



Executive Committee Agenda Item

SUBJECT: NISOD Conference		Month: February	Year: 2015
		Item No: IV. H	
DESIRED OUTCOME: The Executive Committee will consider for approval out of state travel.		Attachment: No	
		Urgent: YES	
CATEGORY: Action		Time Requested: 5 Mins	
		TYPE OF BOARD CONSIDERATION:	
REQUESTED BY: Julie Adams		Consent/Routine	
		First Reading	
STAFF REVIEW ¹ : Tonya Davis		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee policies require Executive Committee members, other than staff, to seek approval from the Executive Committee prior to traveling out of state. The National Institute for Staff and Organizational Development (NISOD) is holding an international on Teaching and Learning in Austin, Texas, May 23 – 26. The Senate submitted the following proposals on C-ID and SCP for consideration, which accepted. This item requests travel for the C-ID faculty coordinator, C-ID liaison, and the Statewide Career Pathways Articulation Liaison to present on Senate activities at the National Institute for Staff and Organizational Development (NISOD).

Breakout Sessions

Title: Linking the California Community College and California State University Systems – Facilitating Transfer and Achieving Educational Goals with Transfer Model Curriculum

In order to facilitate transfer in California, intersegmental faculty developed Transfer Model Curricula that are the basis for Associate Degrees for Transfer (ADT) that guarantee university admission and completion of a baccalaureate degree in 60 units. Participants will learn about this statewide effort including curriculum and degree development, completion and transfer data, and the integration with Statewide Career Pathways project. Participants will discuss if a similar initiative may be implemented in their educational systems.

Presentation Plan:

In an interactive presentation, presenters will cover the basic information as outlined in the description and answer any questions. Discussion will be followed by a group activity designed for participants to review the information presented and determine if they could create a similar program in their area.

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

Title: HS > CCC > CSU: Achieving Educational Goals with Statewide Career Pathways

Assisting students in a seamless transition from high school to community college, California's Statewide Career Pathways facilitates the development of programs of study as structured pathways that include articulation of high school coursework, credit by examination, and dual enrollment. Learn the details of this statewide effort including the counseling toolkit and its integration with the Associate Degrees for Transfer project. Participants will discuss if a similar effort may be implemented in their educational systems.

Presentation Plan:

In an interactive presentation, presenters will cover the basic information as outlined in the description and answer any questions. Discussion will be followed by a group activity designed for participants to review the information presented and determine if they could create a similar program in their area. ☺

Executive Committee Agenda Item

SUBJECT: Explore joint ASCCC/CFT/CCC/CCCI Senate-Union relations paper		Month: February	Year: 2015
		Item No: IV.1	
DESIRED OUTCOME: The board will approve authorizing the President to engage with state union leadership on developing a joint senate-union paper		Attachment: NO	
		Urgent: YES	
		Time Requested: 10 minutes	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Freitas	Consent/Routine	
STAFF REVIEW ¹ :	Julia Adams	First Reading	
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

At its January 12, 2015 meeting the Educational Policies Committee discussed how to approach the senate-union relations paper. (Wheeler North was also present as a guest in order to participate in the discussion with Vice Chancellor Vince Stewart on pending dual enrollment legislation.) The committee discussed various things that have changed since the 1996 paper, such as the advent of online education, accreditation tensions and SLOs. The committee came to the realization that whatever we do we really need leaders from the three statewide union groups involved. The conversation then turned to developing a joint paper of the ASCCC, CTA, CFT and CCCI, along the lines of the ASCCC/CCLC joint paper as the committee. In the end, the consensus of the committee is the joint paper approach. This is in keeping with resolution 17.04 S09:

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.

When working on previous 2011 draft of the new paper, the 2010-2011 Educational Policies Committee included Rich Hansen from CCCI and Joanne Waddell from CFT (but no one from CTA). It is not clear if that paper was going to be a joint ASCCC/CFT/CTA/CCCI paper.

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

Wheeler North suggested before we proceed any further, President Morse should have a conversation at COFO to see if the statewide union leadership will be willing to join us in such an effort through a special joint task force. The power and utility of the ASCCC/CCLC paper and the scenarios is that they are jointly agreed. This would be an enormously complicated task, and it might not come to fruition. But at the same time, there are too many complications and nuances regarding EERA and PERB rulings that if the Senate tried go it alone on this paper, more problems than solutions could arise. If such a joint effort is not feasible, then it is probably best leave this alone and let the 1996 continue to be our position paper on senate-union relations.

Should the Executive Committee agree that the joint paper approach be explored, and should the three unions also agree to join in such an effort, then further work will need to be done to identify the individuals who will participate in the drafting of the paper, and the parameters under which a joint paper task force would operate would probably need to be negotiated and agreed to by the ASCCC, CFT, CCA and CCCI leadership. This will not be a trivial effort.

Action requested: That the Executive Committee approve authorizing the President to engage in discussions with the statewide leadership of CFT, CCA and CCCI to determine if they are willing to participate in developing a joint paper on senate-union relations. Should the unions not agree to such an effort, then the 1996 senate-union relations paper should continue to stand as the Senate's position paper on senate-union relations, and the Senate should continue to provide information to the field through Rostrum articles and plenary breakout sessions on an ongoing basis.

Executive Committee Agenda Item

SUBJECT: Ad-Hoc Committee Defining the Bachelor's Degree and Update Regarding Upper Division General Education		Month: February	Year: 2015
		Item No: IV J.	
		Attachment: YES	
DESIRED OUTCOME:	Consider Constituting an Ad-Hoc Committee	Urgent: No	
		Time Requested: 15 mins	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW¹:	Julie Adams	Action	X
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee has, in the past, created an ad-hoc committee to define the parameters of the associate's degree. This committee held plenary session breakouts at two consecutive plenary sessions and then submitted resolutions for determination by the body. This resulted in changes to Title 5 proposed by the ASCCC to clearly define that the associate's degree as requiring breadth, a defined general education pattern, and depth, focused study in a discipline. The body also determined that the associate's of science (A.S.) could be awarded for CTE and STEM fields and the associate's of arts could be awarded for all other fields – also codified in Title 5.

With the rapid pace of the community college bachelor's degree program, a similar ad-hoc committee may be useful to present to the body in breakout sessions in the spring and fall 2015 plenary sessions with decision resolutions, if any, for voting at the fall 2015 plenary. I have made contact, per senate resolution 2014 FALL 9.05, at both ICAS (Intersegmental Committee of Academic Senates) and GEAC (the CSU Chancellor's Office General Education Advisory Committee) regarding upper division general education requirements for bachelor's degrees. The minutes from the chair of GEAC are attached. The results from GEAC may inform the community college system's discussion regarding this piece of future bachelor's degrees.

DESIRED OUTCOME:

The Executive Committee will discuss the parameters of how to define community college bachelor's degree and determine if the authorization of an ad-hoc committee or some other action is required at this time.

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

GEAC Summary to ASCSU for meeting of Jan 20, 2015

There was a request from the CCC senate for advice regarding the constitution of what is entailed by Upper Division GE. After an extensive discussion that ranged well beyond the impacts on GE, we established a sub-group (Mark, Ken, Catherine, Rob) to collate the upper division GE expectations based on title 5, executive order, and CSU guiding notes content as well as a synthesis of campus approaches. The executive order explicitly expects transferability of upper division GE although this expectation is not heavily embraced given differences in upper division GE expectations across campuses.

We were informed that at the few private institutions that participate in CSU GE, those private institutions also have the ability to certify lower division CSU GE completion.

There is the conclusion of the CSU COMPASS project “New Paradigms and Pathways in General Education” conference, Feb 12-14, 2015. We have ongoing participation in the AAC&U Faculty Collaboratives project and the WICHE Passport project in defining what interstate expectations largely around GE objectives might look like.

At a recent meeting of the Board on Admissions and Relations with Schools (BOARS), the UC system has allowed STATWAY to count towards IGETC Completion. At present we are still holding to the STATWAY pilot pending further evidence from the CSU and our CCC colleagues.

Finally, in the arts, technique-focused courses have historically been excluded from CSU GE breadth. Where the outcomes and course structure might meet GE objectives we have loosened these restrictions.

-Mark Van Selst, Chair.

Executive Committee Agenda Item

SUBJECT: Board of Governors/Consultation Council Meetings		Month: February	Year: 2015
		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: 15 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	David Morse/Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

President Morse and Vice President Bruno will highlight the Board of Governors and Consultation meetings for June and July. Members are requested to review the agendas and summary notes (website links below) and come prepared to ask questions.

Full agendas and meeting summaries are available online at:

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

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

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

Board of Governors Meeting
Chancellor's Office
1102 Q Street, 3rd Floor
Sacramento, CA 95811

Tuesday, January 20, 2015
12:00 PM to 5:00 PM*
(or until the conclusion of business)

Wednesday, January 21, 2015
9:00 AM to 2:00 PM*
(or until the conclusion of business)

Closed session, if any, will take place at approximately 10:30 AM*
on Wednesday, January 21, 2015
(Closed sessions are not open to the public)

***All times are approximate and subject to change**
Order of items is subject to change

All Board of Governors meetings are held in locations that are wheelchair accessible. Other disability-related accommodations, such as alternate media materials, sign language interpreters, or real time transcription, will be provided to persons with disabilities upon request. Persons requesting such accommodations should notify Karen Gilmer at 1102 Q Street, Sacramento, California, 95811 or kgilmer@cccco.edu, (916) 322-4005, no less than five working days prior to the meeting. The Chancellor's Office will make efforts to meet requests made after such date, if possible.

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

Persons wishing to make a presentation to the board on a subject not on the agenda shall address the board during the time listed for public forum.

Items placed on the consent calendar will be voted on by a single board action, without staff or public presentations, and without board discussion. Any board member may remove an item from consent by informing the president of this intent. A member of the public may request that an item be removed from consent by filling out a request to testify in accordance with section 41 of these Procedures and Standing Orders of the Board of Governors, or by asking a board member to remove an item from consent. The item shall then be removed from consent if any board member exercises his or her authority to remove an item from consent.

Chancellor's Office

Brice W. Harris
Chancellor

Erik Skinner
Deputy Chancellor

Paul Feist
Vice Chancellor for
Communications

Vacant
General Counsel

Vacant
Vice Chancellor for
Student Services and
Special Programs

Vincent W. Stewart
Vice Chancellor for
Governmental Relations

Theresa Tena
Vice Chancellor for
Institutional Effectiveness

Van Ton-Quinlivan
Vice Chancellor for
Workforce and Economic
Development

Dan Troy
Vice Chancellor for
Fiscal Policy

Pamela D. Walker
Vice Chancellor for
Academic Affairs

Accreditation Regulation (Second Reading and Adoption) (Brice W. Harris) Item 2.4

This item presents a proposed change to section 51016, of title 5, of the California Code of Regulations, requiring community colleges to be accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) as a condition of the receipt of state aid.

2015-16 Expenditure Plan (Van Ton-Quinlivan) Item 2.5

This item requests the approval of the Workforce and Economic Development division 2015-16 expenditure plan for seven funding streams: Senate Bill 1402, Economic and Workforce Development program (\$22,929,000); federal Carl D. Perkins Career and Technical Education Act of 2006 local assistance and leadership funds (\$60,273,861); federal Enrollment and Retention nursing funds (\$13,378,000); Proposition 39 Clean Energy Jobs Act (\$4,700,000); California Apprenticeship funds (\$22,868,000); and, Senate Bill 1070, Career Technical Education Pathways Program funds (\$48,000,000).

Baccalaureate Degree Pilot College Application Recommendations (Pamela D. Walker) Item 2.6

This item provides to the board the recommended selection of California Community Colleges for the Baccalaureate Degree Pilot Program.

FIRST READING

Baccalaureate Degree Pilot Program Fees (Dan Troy) Item 3.1

This item presents a proposed change to California Code of Regulations, title 5, section 58520, to require districts offering baccalaureate degree pilot program to charge a fee of eighty-four dollars (\$84) per unit for upper division coursework in accordance with Education Code provisions commencing with Section 78040. This fee would be in addition to the basic enrollment fee currently charged by all districts in accordance with Education Code Section 76300.

INFORMATION AND REPORTS

Step:Forward Priorities Project – student awareness campaign and system-wide Integrated website (Keetha Mills) Item 4.1

This item provides an interactive presentation showcasing the recently launched Step:Forward Priorities Project – a student awareness campaign and website supporting the Student Success Initiative.

State and Federal Legislative Update (Vincent W. Stewart) Item 4.2

This item will provide an update on recent state and federal activities.

Update on the Governor’s 2015-16 Budget Proposal (Dan Troy) Item 4.3

This item presents an overview of the Governor’s 2015-16 budget proposal as it relates to the California Community Colleges.

Wednesday, January 21, 2015

10:30 AM*

Chancellor's Office

1102 Q Street, 3rd Floor

Sacramento, CA 95811

CLOSED SESSION AGENDA

Conference with Legal Counsel – Existing Litigation: Under Government Code section 11126(e)(1) and (e)(2)(A), the California Community Colleges Chancellor's Office hereby provides public notice that some or all of the following pending litigation will be considered and acted upon in closed session:

- *Community Initiatives, Inc., v. Harris, Brice, et al.*, San Francisco Superior Court, Case No. CPF 13-512950, California Court of Appeals, First Appellate District, Division Four, No. A140645
- *Martinez, Jesus, et al. v. Harris, Brice, et al.*, Los Angeles Superior Court of California, Case No. BS145681
- *Padilla & Associates v. San Joaquin Delta Community College District, et al.*, San Joaquin Superior Court, Case No. 39-2011-00271550-CU-BC-STK

Conference with Legal Counsel – Anticipated Litigation: Under Government Code section 11126(e), the Board of Governors hereby provides public notice that it may meet in Closed Session to decide whether there is significant exposure to litigation, and to consider and act in connection with matters for which there is significant exposure to litigation. Under Government Code sections 11126(e)(1) and (e)(2), the Board of Governors hereby provides public notice that it may meet in Closed Session to decide to initiate litigation and to consider and act in connection with litigation it has decided to initiate.

Personnel Matters: Under Government Code section 11126(a), the Board of Governors hereby provides public notice that it may meet in Closed Session regarding the appointment, employment, evaluation of performance, or dismissal, discipline, or release of public employees, or a complaint or charge against public employees. Public employees include persons exempt from civil service under Article VII, Section 4(e) of the California Constitution.

**All times are approximate and subject to change. Order of items is subject to change*

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLORS OFFICE**

1102 Q STREET
SACRAMENTO, CA 95811
(916) 445-8752

<http://www.cccco.edu>



**AGENDA
Consultation Council
Thursday, January 15, 2015
Chancellor's Office, Room 3B and C
9:30 a.m. to 2:00 p.m.
1102 Q Street, 3rd Floor
Sacramento, CA 95811**

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

- 1. Student Senate Update**
- 2. Workforce Task Force**
- 3. Disabled Student Programs & Services Regulations Rewrite**
- 4. State Budget Update**
- 5. State Legislative Program Task Force Update**
- 6. Other**



Executive Committee Agenda Item

SUBJECT: Educational Planning Initiative Update		Month: February	Year: 2015
		Item No: V. B.	
		Attachment: YES	
DESIRED OUTCOME:	Informational	Urgent: NO	
		Time Requested: 15 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Cynthia Rico	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND: The Educational Planning Initiative is one of three legislative funded initiatives with the goal of producing initially three products; however, a recent additional product outcome was approved:

- 1) to build a system wide Portal for California Community College Students
- 2) to build an Educational Planning Tool that is online made available for all colleges
- 3) to build a Degree Audit System
- 4) to make available for colleges on online orientation software*** (recently added)

The Executive Committee will be provided with an update of the work being done to meeting the goal of building these four products.

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



Executive Committee Agenda Item

SUBJECT: Spring Plenary Session Resolutions		Month: February	Year: 2015
		Item No: V C	
		Attachment: NO	
DESIRED OUTCOME:	Review of Executive Committee resolution deadlines and resolution writing guidelines	Urgent: YES	
		Time Requested: 5 minutes	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Freitas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	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 February 18, 2015. 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 2016).
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 Resolutions Handbook, in particular Part III on Resolutions Writing and General Advice (page 12). 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.

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

Executive Committee Agenda Item

SUBJECT: WICHE Passport Project		Month: February	2015
		Item No: V. D.	
		Attachment: YES / NO	
DESIRED OUTCOME:	The Executive Committee will discuss the role of the Academic Senate in the WICHE Interstate Passport Initiative	Urgent: YES / NO	
		Time Requested: 10 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

WICHE (the Western Interstate Commission on Higher Education) is engaged in a project known as the Interstate Passport Initiative, which has the stated goal of “reducing repetition of academic work by students after they transfer from one postsecondary institution to another, particularly when the student transfers across state lines.” The Academic Senate has been asked to participate in the project along with the CSUAS. The initial meeting with the CSU Chancellor’s Office representative, the CSUAS representative, and the ASCCC representative occurred on 14 January; the first meeting with the discipline faculty occurred on Tuesday, 3 February. Attached is the draft faculty handbook regarding the initiative.

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



Interstate Passport Initiative

Faculty Handbook

January 13, 2015 (Updated)

Interstate Passport Initiative

Faculty Handbook

Contents

<u>Section</u>	<u>Page</u>
Faculty Introduction to the Interstate Passport Initiative	1
Creating Passport Phase II: The Role of Faculty	3
Selecting the Phase II Academic/Proficiency Areas	4
Developing the Passport Learning Outcomes	5
Descriptions of Lower-Division General Education Content Areas.....	6
Developing the Transfer-Level Proficiency Criteria.....	10
Defining the Passport Block	11
Tracking Academic Progress.....	12
Application for Passport Status and Memorandum of Agreement	13
The Role of the Passport Review Board	13
Timeline	14
Expanding the Passport.....	15
Contact Information	16

Faculty Introduction to the Interstate Passport Initiative

The Interstate Passport Initiative is a process and structure with the overarching goal of reducing repetition of academic work by students after they transfer from one postsecondary institution to another, particularly when the student transfers across state lines. The Passport is quite obviously and overtly student centered, because accomplishing the initiative's goal will decrease the time and expense spent by transfer students to earn their degrees. Reducing time to degree is also the goal of the "completion agenda" that has become the focus over the last few years of any number of educational, political and economic leaders and organizations. But the Passport has been constructed with consistent attention to several additional constituencies and concerns towards achievement of its goal. Chief among these are the faculty and institutions that are concerned with educating the student.

Each postsecondary educational institution has its own unique history and culture that defines the programs and curriculum it offers its students. The nature and constitution of its faculty both must be consistent with the institutional offerings and simultaneously able to evolve so the faculty effectively and continuously delivers quality offerings to a student population that is itself dynamic. Holding these considerations in mind, a foundational premise of the Passport design process has been that teaching faculty must be asked to construct the Passport, and to do so in a way that respects and does not violate the individuality of the institutions among which transfer students migrate.

Another design feature of the Passport is that it addresses only lower-division general education (LDGE), both because this is the most consistent offering across all institutions and it is the base upon which any academic program will build. The reasonable prediction is that all institutions will have very similar expectations of the intellectual growth achieved by students who have completed LDGE, and that transfer students will be able to apply their completed LDGE from any institution to their continuing academic work at any other institution to which they transfer. But the Passport, though it addresses only LDGE expectations, does so with a structure and process that places no constraints on the unique methods different institutions and faculties use to deliver LDGE. The curriculum developed and employed by each institution's faculty to achieve its LDGE expectations is not affected or influenced by the Passport.

The Passport takes advantage of the accomplishments of the American Association of Colleges and Universities that produced and vetted, through thousands of institutions and businesses, the Essential Learning Outcomes (ELOs) of the Liberal Education and America's Promise (LEAP) initiative. These LEAP ELOs are broad statements of the knowledge and skills that students should gain as they prepare for the challenges of the 21st century. The groundwork of the Passport Initiative was to determine what combination of the broadly stated LEAP ELOs are the academic/proficiency areas that best describe LDGE at a large number of institutions. (These Passport academic/proficiency areas are identified below in Figure 2.)

Work on building the Passport continues by convening faculty, from different institutions and states, with expertise specific to one of the broadly stated academic/proficiency areas. Each faculty group is tasked with writing and coming to consensus on targeted Passport Learning Outcomes (PLOs) specific to their broad academic/proficiency area. These PLOs are then vetted at each prospective Passport

institution until they are consistent and congruent with, and not in conflict with, the learning outcomes at each institution. Once satisfactory language is achieved, each institution agrees that the Passport Learning Outcomes are consistent with their expectations for students who have completed their LDGE. No institution is asked to adopt the PLOs; rather, they are asked only to ensure that the PLOs are consistent with and not in conflict with their own institutional or programmatic LDGE learning outcomes for each academic/proficiency area. And since each institution acknowledges that the Passport Learning Outcomes are consistent with their expectations for students who have completed the institution's LDGE, students who transfer may carry the PLOs from any Passport institution to any other Passport institution.

The Passport recognizes institutional individuality and faculty control over the curriculum. At each Passport institution, the faculty responsible for each specific academic/proficiency area determines the educational experiences used to impart transfer-level proficiency to Passport students. In some cases, the relevant educational experience may be restricted to only one particular course; in others, to more than one course, or several alternative courses or combinations of courses. The faculty at each Passport institution determines the work necessary to achieve each of the PLOs, and this becomes that institution's Passport Block.

A student earns the Passport at any Passport institution by completing the institution's Passport Block, earning a grade of C or better in each course. Students who transfer carry the Passport with them. The receiving Passport institution, likely having a Passport Block with different courses or requirements than the sending Passport institution, will neither "unpack" the Passport Block of the Passport student, nor require the Passport student to repeat any Passport Block courses in order to complete that institution's LDGE.

Faculty at each Passport institution have collaboratively insured that a Passport student will not have to repeat any LDGE work in the Passport academic/proficiency areas. The faculty at every Passport institution determines how it provides students with transfer-level proficiency with the PLOs. The final element of the Passport insures the quality of each institution's Passport.

When faculty at the Passport institutions agree on PLOs, they trust the faculty at every other Passport institution to impart transfer-level proficiency with the PLOs to the Passport students. With this acknowledgement of trust it can be assumed that any Passport student should be able to use the academic achievement of his/her Passport Block to continue academic work as well as any non-Passport transfer student, and as well as any student who started postsecondary education at the receiving Passport institution. The Passport structure monitors this assumption by tracking the academic progress of Passport transfer students relative to non-Passport transfer students and "native" students for the two terms immediately after the Passport student transfers. Registrars and institutional research personnel at each Passport institution carry out this activity, and each Passport institution receives an annual report on the academic progress of its Passport students. The Passport Review Board also receives these reports and uses them to meet its responsibility to insure the continuing quality of the Passport.

Creating Passport Phase II: The Role of Faculty

The role of faculty is central to the development of the Passport, which is being rolled out in phases. In Phase I, faculty from institutions across five states collaborated on the development of the Passport Learning Outcomes (PLOs) and Transfer-Level Proficiency Criteria (PC) in three academic/proficiency areas: written communication, oral communication, and quantitative literacy. In Phase II, faculty at institutions in these five states plus two more is developing the PLOs and PC for six other academic/proficiency areas to complete the lower division general education Passport.

Grants from the Bill and Melinda Gates Foundation and Lumina Foundation support the activities of the partner institutions and states that have volunteered to participate in Phase II. Each state has appointed an individual to serve in the role of the Passport State Facilitator (PSF) (Figure 1) who coordinates the work of its state's faculty in Passport activities, both intrastate and interstate.

Passport Partners: Phase II Facilitators

CA, HI, ND, OR, SD, UT & WY
25 two- and four-year institutions

**Dr. Debra David, Senior Advisor,
Liberal Learning Partnerships
CSU Office of the Chancellor**

**Dr. Dick Dubanski, Former Dean
College of Social Sciences
University of Hawai'i at Manoa**

**Dr. Thomas B. Steen, Director
Office of Essential Studies
University of North Dakota**

**Dr. Sean Pollock
Academic and Student Affairs Policy Specialist
Oregon Higher Education Coordinating Commission**

**Dr. Paul Turman, System Vice President
for Academic Affairs
South Dakota Board of Regents**

**Dr. Phyllis "Teedi" Salmer, Assistant
Commissioner for Academic Affairs
Utah Board of Regents**

**Kari Brown-Herbst
Director, Center for Teaching & Learning
Laramie County Community College**

**INTERSTATE
PASSPORT**
A HACCAT Program by Lumina

The graphic features a map of the United States with the states of California, Hawaii, North Dakota, Oregon, South Dakota, Utah, and Wyoming highlighted in black. To the right of the map, there are seven small black and white portrait photographs of the state facilitators, each accompanied by their name and title. The text is arranged in a clean, professional layout with a light background and a dark diagonal shadow effect.

Figure 1: Phase II Passport States and Passport State Facilitators

Selecting the Phase II Academic/Proficiency Areas

To begin the Phase II work, the PSFs reviewed the lower-division general education academic/proficiency areas addressed by the participating institutions in their states. They mapped the campuses' learning outcomes to the Essential Learning Outcomes (ELOs) developed in the Liberal Education and America's Promise (LEAP) initiative by the Association of American Colleges and Universities (AAC&U). The LEAP ELOs were developed by faculty and have been widely adopted by institutions across the country. The PSFs compared their results to find commonalities across the seven states to arrive at the Passport's Phase II academic/proficiency areas (Figure 2).

Association of American Colleges and Universities Liberal Education and America's Promise General Education Essential Learning Outcomes	
Passport Learning Outcomes GENERAL EDUCATION	Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first century challenges by gaining
Upper Division Requirements	<input type="checkbox"/> Knowledge of Human Cultures & the Physical & Natural World ▷ Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions; both contemporary and enduring.
★ Lower Division Requirements	<input type="checkbox"/> Intellectual and Practical Skills, including ▷ Inquiry and analysis ▷ Critical and creative thinking ✓ Written and oral communication ✓ Quantitative literacy ▷ Information literacy ▷ Teamwork and problem solving Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.
▶ Passport Phase II Knowledge of concepts in: • Physical and Natural World • Evolving Human Cultures • Human Society and the Individual • Creative Expression Cross-cutting Skills in: • Critical Thinking (information literacy, inquiry and analysis and problem solving) • Teamwork and Value Systems	<input type="checkbox"/> Personal and Social Responsibility • Civic knowledge and engagement—local and global ▷ Intercultural knowledge and competence ▷ Ethical reasoning and action • Foundations and skills for lifelong learning Anchored through active involvement with diverse communities and real-world challenges.
✓ Passport Phase I Foundational Skills in: • Oral Communication • Written Communication • Quantitative Literacy	<input type="checkbox"/> Integrative and Applied Learning • Synthesis and advanced accomplishment across general and specialized studies Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.

Figure 2: LEAP Essential Learning Outcomes and Passport Phase II Academic/Proficiency Areas

Developing the Passport Learning Outcomes

Faculty develop the PLOs in a multi-step process (Figure 3). Each Passport State Facilitator gathers appropriate faculty from all of the participating institutions in his/her state in each academic/proficiency area to develop a common set of learning outcomes (LOs) to which each of their campus's outcomes map. The result of this intrastate teamwork is called a State Set of LOs with one set for each academic/proficiency area.

Lower-Division General Education CONTENT AREAS

The Passport is a new framework for block transfer of lower-division general education based on learning outcomes and transfer-level proficiency criteria. The framework contains nine content areas that map to the *LEAP Essential Learning Outcomes* developed by the Association of American Colleges and Universities. The Passport, with its focus on the quality and coherence of the learning experience in lower-division general education across institutions, provides students with an early milestone on their path to a credential. As such, the Passport is an initial rung on the ladder leading to the *Degree Qualifications Profile (DQP)*, which provides a set of reference points for what a student should know and be able to do upon completion of associate, bachelor's, and master's degrees in any field of study. The Passport, like the other initiatives, uses a tuning-like process, from the *Tuning USA* project, to reach consensus among faculty from institutions in multiple states on the Passport Learning Outcomes and Transfer-Level Proficiency Criteria. This work is being conducted in two phases.

PHASE I

FOUNDATIONAL SKILLS IN...

- **Written Communication**

Proficiency at writing is imparted by at least one formal writing course that includes the use of sources, writing process knowledge, convention and mechanics, self-assessment and reflection. This area further includes at least an introduction to analysis of the content of others' writings, critical thinking about that content, and logical reasoning in addressing that content in an appropriate context.

Relationship to Institutions' Passport Block: An introductory writing course or equivalent demonstration of writing proficiency is required, with an expectation that students have opportunities to write as part of other lower-division courses.

- **Oral Communication**

Proficiency in oral communication requires the development not just of the ability to prepare a well-organized argument that is grounded in credible information and effectively delivered, but development of the ability to hear, accurately summarize and evaluate oral presentations by others.

Relationship to Institutions' Passport Block: An introductory speech course or equivalent demonstration of speech proficiency is required.

- **Quantitative Literacy**

Quantitative literacy requires comfort and capability with fundamental quantitative methods, and incorporation of quantitative concepts into the student's worldview so the student does not hesitate to apply quantitative skills in any appropriate context. Specific quantitative skills that must be addressed are mathematical process, computational skills, formulation of quantitative arguments, analysis of quantitative arguments, communication of quantitative arguments, and quantitative models.

Relationship to Institutions' Passport Block: A course in mathematics or equivalent demonstration of quantitative literacy is required.

Lower-Division General Education

CONTENT AREAS

PHASE II

KNOWLEDGE OF CONCEPTS IN...

- **Physical and Natural World**

Proficiency in physical and natural world entails exploration and comprehension of the universe that requires an informed understanding of the scientific method and its scope, and its application in conducting research to gather and subject empirical evidence to quantitative analysis. Proficiency also demands understanding and appreciation of the requirement that all applicable evidence must be integrated into scientific models of the universe, and that scientific models must evolve.

Relationship to Institutions' Passport Block: This area includes basic proficiency in the knowledge of concept in disciplines such as astronomy, biology, chemistry, geology, physics, and others.

- **Evolving Human Cultures**

Proficiency in evolving human cultures increases student knowledge and appreciation of the human condition in different cultures in relation to each other and of cultural diversity and/or cultural evolution over time. Subject matter may include study of the similarities and differences among cultures including cultural values, traditions, beliefs, and customs, as well as the range of cultural achievements and human conditions through time.

Relationship to Institutions' Passport Block: This area includes disciplines such as history, anthropology, archeology, political science, geography, ethnic studies, gender studies, languages, and others.

- **Human Society and the Individual**

Human society and the individual explores the human experience using the scientific method and experimentation to conduct research upon groups of people and patterns of behavior in a defined cultural setting in order to gather and subject empirical evidence to quantitative and qualitative analysis.

Relationship to Institutions' Passport Block: This area includes disciplines such as sociology, criminology, psychology, economics, and others.

- **Creative Expression**

Interpretive and creative expression of the potential and limits of the human condition relies on critical analysis of specific texts or works to support its claims.

Relationship to Institutions' Passport Block: This area includes disciplines such as music, visual arts, design, theater, film, media, literature, architecture, and others. Studio and performance courses that develop technique or skills alone do not meet the standards established for this area.

Lower-Division General Education

CONTENT AREAS

PHASE II *(continued)*

CROSSCUTTING SKILLS IN...

- **Critical Thinking**

Critical thinking is based on information literacy, uses inquiry and analysis, and leads to problem solving. It requires gathering, accurately stating, and objectively evaluating, with inductive and deductive reasoning, the reliability of evidence on both sides of a problem, arriving at and communicating a conclusion based on evaluation of the evidence, and communicating the strongest evidence in support of and against the conclusion.

Relationship to Institutions' Passport Block: This crosscutting skill may be embedded in any of the content areas or across multiple courses in any areas in the institution's Passport Block.

- **Teamwork and Value Systems**

Teamwork, a group of individuals acting together for a common purpose, and value systems include inquiry, analysis, reflection and problem solving by personal actions that attend to ethical principles based on a moral code and conform to cultural norms. They require fundamental understanding of personality types, personal styles, and definition and evaluation of the roles of individual members of a team and of the effectiveness of a team involved in problem solving. This content area includes reflective analysis and communication of one's impact on each member of the team and of the effectiveness of the team, the strengths of the team and suggestions for improvement in the effectiveness of the team and the team members.

Passport Process Model – Phase II

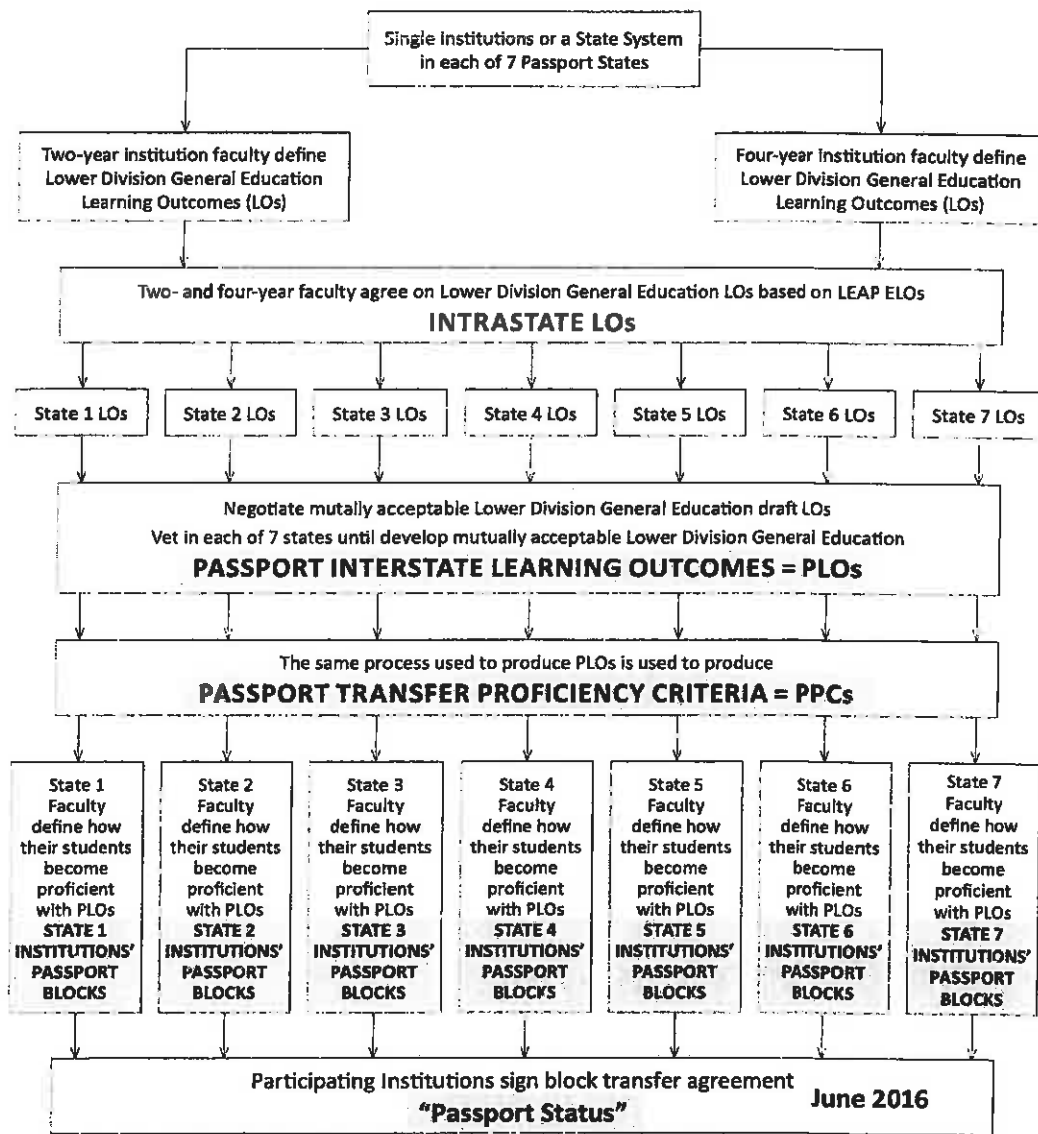


Figure 3: Passport Process Model Phase II

Then each state selects a two-year and a four-year faculty representative with expertise in an academic/proficiency area to present its State Set of LOs at the interstate Passport Negotiation meeting held at WICHE. At this meeting, the 14 representatives, who become the PLO Interstate Team, compare the state sets of LOs and look for commonalities, discuss differences, and draft a common set of PLOs. See below an example for oral communication from Phase I.

ORAL COMMUNICATION					
NORTH DAKOTA	UTAH	OREGON	HAWAII	CALIFORNIA	NEGOTIATED PASSPORT OUTCOMES DRAFT
<ol style="list-style-type: none"> 1. Demonstrate written, oral, and visual communication skills, information literacy, and technological skills. 2. Think, speak, and write effectively. 3. Speak effectively in a variety of contexts and modes, using a variety of communication skills. 4. Speak in civic, academic, and professional settings with a sense of purpose and audience. 5. Communicate skillfully involving learning the conventions associated with...speaking and learning. 	<ol style="list-style-type: none"> 1. Demonstrate critical and analytical thinking in an oral presentation. 2. Analyze a target audience and occasion and apply that analysis to his/her presentation. 3. Effectively marshal evidence providing support and insight as part of the oral communication. 	<ol style="list-style-type: none"> 1. Engage in ethical communication processes that accomplish goals. 2. Respond to the needs of diverse audiences and contexts. 3. Skill Area (Content): <ul style="list-style-type: none"> • Determine purpose • Organize content • Supporting materials • Listening 4. Skill Area (Delivery): <ul style="list-style-type: none"> • Careful choice of words appropriate to topic and audience • Appropriate nonverbal behavior that supports verbal messages • Listening 	<p><i>Gather information appropriately and communicate clearly both orally and in writing.</i></p> <ol style="list-style-type: none"> 1. Identify & analyze the audience and purpose of any intended communication. 2. Gather, evaluate, select, and organize information for the communication. 3. Use language, techniques, & strategies appropriate to the audience & occasion. 4. Speak clearly & confidently, using the voice, volume, tone, & articulation appropriate to audience & occasion. 5. Summarize, analyze, & evaluate oral communications & ask coherent questions as needed. 6. Use competent oral expressions to initiate and sustain discussions. 	<p>Note: Outcomes for oral and written communication are identical.)</p> <ol style="list-style-type: none"> 1. Students will develop knowledge and understanding of the form, content, context and effectiveness of communication. 2. Students will develop proficiency in oral and written communication in English, examining communication from the rhetorical perspective and practicing reasoning and advocacy, organization, and accuracy. 3. Students will practice the discovery, critical evaluation, and reporting of information, as well as reading, writing, and listening effectively. 	<ol style="list-style-type: none"> 1. Develop a central message and supporting details by applying critical thinking and information literacy skills. 2. Demonstrate performance skills that include organizing and delivering content for a particular audience, occasion and purpose. 3. Monitor and adjust for audience feedback. 4. Listen and critically evaluate the speaker's central message and use of supporting materials.

Figure 4: Multistate Negotiation of Oral Communication Learning Outcomes

The state representatives take the draft negotiated PLOs back home for further discussion with their intrastate team. During a series of conference calls convened by the chair of the interstate team, the representatives convey concerns and questions and recommend changes and/or additions to the draft PLOs until there is agreement to a final set—the Passport Learning Outcomes for the academic/proficiency area.

Developing the Transfer-Level Proficiency Criteria

The Passport Learning Outcomes communicate what a student should know and be able to do. The proficiency criteria provide a list of ways students can demonstrate the level of proficiency necessary for transfer. No student is expected to demonstrate all of the items in a particular list nor is the list conclusive. It serves as a guide to faculty whose responsibility is to determine the best ways for their students to demonstrate proficiency for transfer.

To develop the proficiency criteria, faculty repeat the same process used to develop the PLOs. The PSF gathers the intrastate team—which may include the same faculty members or others—in each academic/proficiency area to assemble a list of proficiency criteria. This becomes the State Set of PC and there is one for each academic/proficiency area.

Then each state selects a two-year and a four-year faculty representative with expertise in an academic/proficiency area (may be the same individuals or different from the LO representatives) to present its State Set of PC at the interstate Passport Negotiation meeting held at WICHE. At this meeting, the 14 representatives, who become the PC Interstate Team, compare the state sets of LOs and look for commonalities, discuss differences, and draft a common set of proficiency criteria. Together, the learning outcomes and the proficiency criteria form the lower division general education competency. Figure 5 shows an example for oral communication from Phase I.

**Transfer Level Proficiency Criteria
Acceptable to Every Passport Institution**

One example: Oral Communication

ORAL COMMUNICATION		
Passport Learning Outcome Features	Passport Learning Outcomes (What the student has learned)	Transfer Level Proficiency Criteria (Evidence of proficiency of the learning outcome appropriate at the transfer level) <i>No single student is expected to demonstrate ALL of these Proficiency Criteria nor is this intended to be a list of all possible Proficiency Criteria</i> Student speakers will be able to:
Preparation for Performance	Develop a central message and supporting details by applying ethics, critical thinking and information literacy skills. Organize content for a particular audience, occasion and purpose.	<ul style="list-style-type: none"> - Select topics that are relevant to and important for a public audience and occasion. - Find, retrieve, and critically examine information from personal experience and published sources for credibility, accuracy, relevance, and usefulness. - Select and critically evaluate appropriate support materials. - Represent sources accurately and ethically. - Become fully informed about the subject matter. - Defend motive of the presentation. - Apply organizational skills in speech writing that use the claim-warrant-data method of argument construction.

Also developed for written communication and quantitative literacy

INTERSTATE PASSPORT

Figure 5: Transfer Level Proficiency Criteria for One Passport Learning Outcome, Oral Communication

Defining the Passport Block

Once the PLOs and PCs have been defined for all the academic/proficiency areas in Phase II, the faculty at each participating institution determines how their students can achieve the learning outcomes at the proficiency level for transfer. This list may contain courses as well as other learning opportunities and becomes the institution's Passport Block (Figure 6).

Once a student achieves the learning outcomes at the transfer-level proficiency at his institution by completing the learning opportunities in that institution's Passport Block, he earns a Passport. If he transfers to another Passport institution, his learning will be recognized: he will not be required to take any courses in the receiving institution's Passport Block to meet lower division general education requirements, even if the list of courses and the number of credits differ from his sending institution.

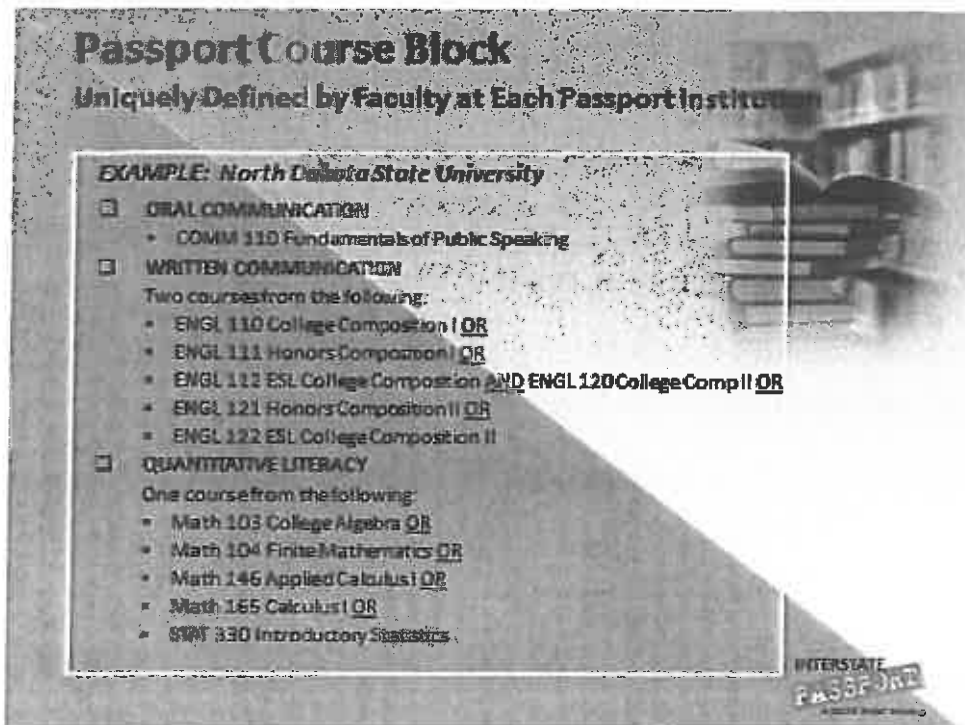


Figure 6: Example of One Institution's Passport Block

By making learning outcomes the currency for transfer and articulation (rather than course-by-course articulation), faculty have the freedom to make changes in their curriculum without triggering an articulation review as long as they continue to address the PLOs at the transfer level proficiency. This block transfer system based on learning outcomes is also more user-friendly for students: they know in advance of transfer that their learning will be recognized.

Tracking Academic Progress

Institutions participating in the Passport agree to track the academic progress of Passport students for two terms after they transfer. Each institution sends aggregate data to the Passport's Central Data Repository (CDR), currently provided by Utah State University. The data represents the academic progress of transfer students with and without a Passport compared to the institution's native students. The CDR sorts the data and delivers reports to each sending institution about the performance of its former students across the participating institutions for use in continuous improvement efforts. The CDR also provides a composite report to the Passport Review Board so that it can evaluate the overall effectiveness of the Passport. (See example in Figure 7 on next page.)

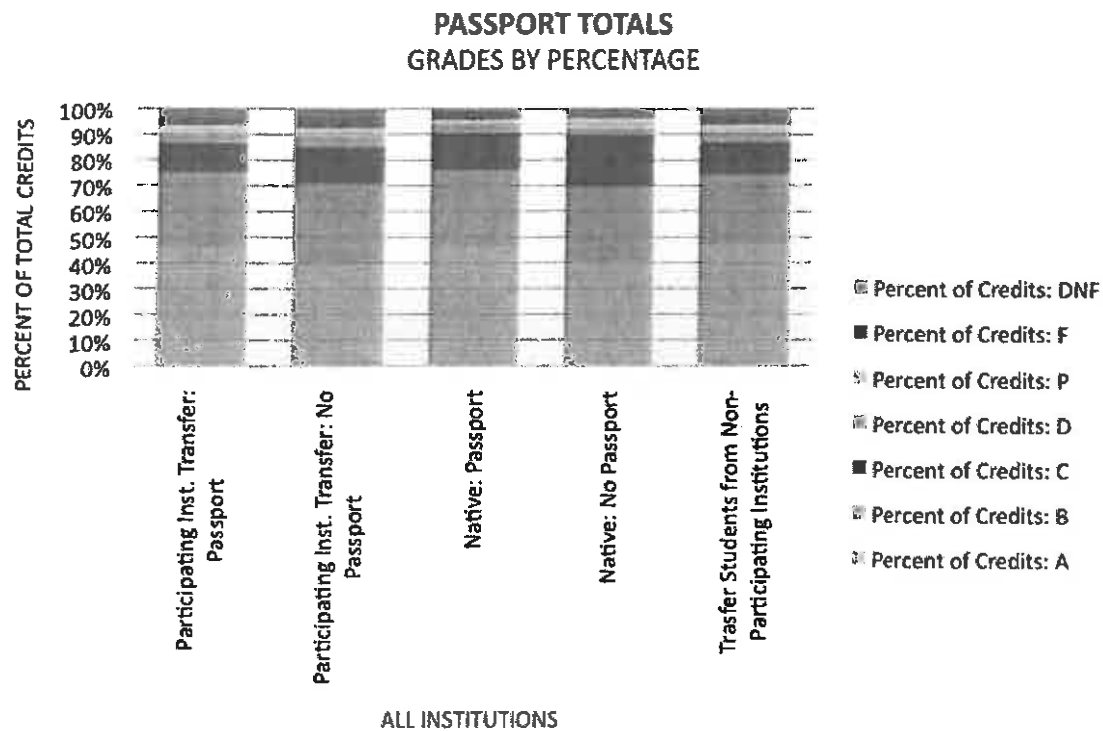


Figure 7: Example of data report provided to sending institutions and Passport Review Board

Application for Passport Status and Memorandum of Agreement

Once institutions have taken the steps to define their Passport Block, they work with their PSF to apply for Passport Status. The application requires that institutions agree to all of the terms of the memorandum of agreement which has a five-year renewable term. The terms include faculty mapping of the PLOs, defining their Passport Block, noting a student's achievement of the Passport on his student record, and participating in the tracking process. For a copy of the MOU, see <http://www.wiche.edu/info/passport/passportAgreement6-13.pdf>.

The Role of the Passport Review Board

The Passport Review Board (PRB) is the policy making body. Its members include the PSFs who serve ongoing terms and other higher education experts who serve two-year renewable terms. This body is responsible for defining all policies and procedures related to awarding Passport status, reviewing and approving all applications, and monitoring performance of the Passport project based on the composite reports provided by the CDR. At its annual meeting, the PSFs review any concerns from faculty in the respective states and determines appropriate action including reconvening faculty teams to revise and/or expand PLOs and transfer-level proficiency criteria in one or more academic/proficiency areas. To see a list of those currently serving on the PRB, see www.wiche.edu/Passport/governance.

Timeline

The Passport Phase II is a two-year project, launched in October 2014. The timeline calls for the work on the PLOs and proficiency criteria to be concluded by March 2016. Below is an excerpt from the timeline showing the work of faculty in the intrastate and interstate processes.

ROUND 1: Physical and Natural World and Evolving Human Cultures

ROUND 2: Critical Thinking and Creative Expression

ROUND 3: Human Society and the Individual and Teamwork

	ACTIVITIES	YEAR 1: Oct 1, 2014-Sept 30, 2015												YR 2->		
		O	N	D	J	F	M	A	M	J	J	A	S	O	N	
Passport Learning Outcomes and Proficiency Criteria																
1	Intrastate faculty meeting(s) to agree on PLOs for <u>physical/natural world and evolving human cultures</u> DUE AT WICHE: 2/5		●	-----	●											
2	Intrastate faculty meeting(s) to agree on PLOs for <u>critical thinking and creative expression</u> DUE AT WICHE: 4/6				●	-----	●									
3	Faculty reps attend multi-state PLO negotiation meeting for <u>physical/natural world and evolving human cultures</u> . FEBRUARY 10-11, 2015					●										
4	Faculty teams circulate draft PLOs throughout states by MARCH 20 , follow-up conference calls with teams, chairs finalize draft sets by APRIL 8 .				●	-----	●									
5	Faculty reps attend multi-state PLO negotiation meeting for <u>critical thinking and creative expression</u> ; then, faculty teams circulate draft PLOs throughout state, follow-up conference calls to finalize. APRIL 14-15, 2015							●	-----	-----	-----	-----	●			
6	Faculty reps attend multi-state Proficiency Criteria negotiation meeting <u>physical/natural world and evolving human cultures</u> ; then, chair circulates draft, follow-up conference calls to finalize. APRIL 15-16, 2015							●	-----	-----	-----	-----	●			
7	Faculty reps attend multi-state PC negotiation meeting <u>critical thinking and creative expression</u> ; chair circulates draft, follow-up conference calls to finalize. OCT 1-2, 2015													●	----->	
8	Intrastate faculty meeting(s) to agree on PLOs for <u>human society and the individual and teamwork and value systems</u> DUE AT WICHE: 10/30									●	-----	-----	-----	●		
9	Faculty reps attend multi-state PLO negotiation meeting for <u>human society and the individual and teamwork and value systems</u> ; chair circulates draft, follow-up conference calls to finalize. NOV 5-6, 2015														●	----->

	ACTIVITIES	YEAR 1: Oct 1, 2014-Sept 30, 2015											YR 2->			
		O	N	D	J	F	M	A	M	J	J	A	S	O	N	
10	Faculty reps attend multi-state PC negotiation <u>human society and the individual and teamwork and value systems</u> ; chair circulates draft, follow-up conference calls to finalize FEB 11-12, 2016															

Expanding the Passport

In the 1950s the U.S. Congress established four regional compacts to facilitate resource sharing among the higher education institutions and entities. These include the New England Board of Higher Education (NEBHE), the Midwestern Higher Education Compact (MHEC), the Southern Regional Education Board (SREB), and the Western Interstate Commission for Higher Education (see Fig. 8). Although the Passport originated in the WICHE region, students transfer to institutions in states outside the region. Thus, the Passport is designed to expand to a nationwide system once Phase II draws to a close with the lower-division general education completed. To help prepare for that expansion, up to 12 new institutions in six new states in the other compacts will come aboard during 2015-2016. Passport project staff will work with the staff in the other regions to select these participants. When the Passport’s project work concludes in 2016, participation in the Passport will be open to all other regionally accredited institutions across the country.

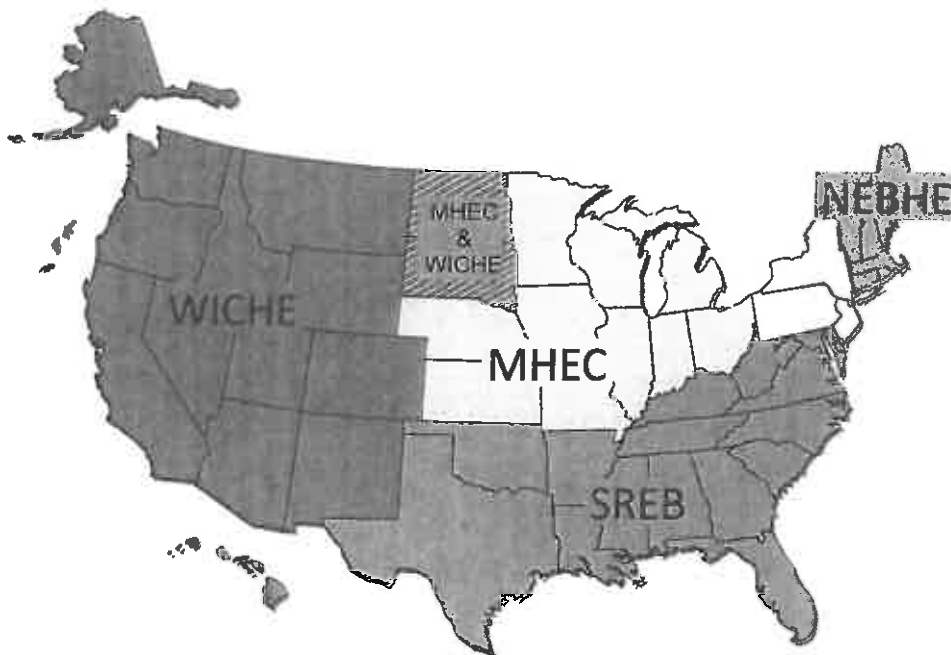


Figure 8: Higher Education Regional Compacts in the United States

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For more information, see
www.wiche.edu/Passport and
www.wiche.edu/Passport/FAQ



Executive Committee Agenda Item

SUBJECT: Institutional Effectiveness Initiative Update		Month: February	Year: 2015
		Item No. V E	
		Attachment: Yes	
DESIRED OUTCOME:	Update Executive Committee regarding the IEI Committee of the Chancellor's Office	Urgent: No	
		Time Requested: 10 mins.,	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will be appraised of the recent activities of the Institutional Effectiveness Initiative and its committees called by the Chancellor's Office.

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

Institutional Effectiveness Partnership Initiative

January 26, 2015



- *What is the goal of the Institutional Effectiveness Partnership Initiative?*
 - The goal of this initiative is to help advance colleges' institutional effectiveness and in the process, significantly affect the number of accreditation sanctions and audit issues, and most importantly, the system's ability to effectively serve students. An important focus of the grant is to draw on the exceptional expertise and innovation from within the system in advancing best practices and avoiding potential pitfalls.

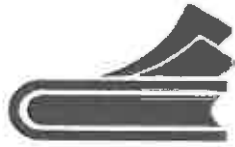
- *What are the major components of the IE Partnership Initiative?*
 - **There are three major components of the initiative:**
 - **Develop a Statewide Indicator System.**
 - System will include student outcomes, accreditation status, fiscal viability, and state and Federal programmatic compliance.
 - System will draw heavily on a menu of existing indicators and publically available data.
 - System, at least v1.0, is statutorily required to be implemented by June 30, 2015.
 - **Make Subject Matter Expert Teams** available to colleges who express interest in receiving assistance from them.
 - Short letter of interest will be developed in January and submitted by college CEO with Academic Senate participation.
 - Teams will commit to visiting colleges at least three times, for initial clarification of issues, development of strategies and timelines, and follow up. Additional follow up visits will be available as needed.
 - Teams comprise experts nominated by statewide professional organizations and others.
 - Team composition for each college approved by college CEO and CCCCCO.
 - Team members will receive travel reimbursement and stipends if they are able to receive them.
 - Grants of up to \$150,000 in seed money will be available to colleges with team visits to accelerate implementation of improvement plans. Grants will be available while funds are available.
 - Selection of colleges to consider institutional need.
 - **Enhance Professional Development Opportunities** for colleges related to institutional effectiveness through an online clearinghouse and additional drive-in/fly-in workshops.
 - Online clearinghouse will include best practices and pitfalls to avoid related to emerging accreditation and audit issues, as well as other topics related to institutional effectiveness.
 - The online clearinghouse will be closely integrated with the Student Success Center efforts.
 - Existing resources addressing the topics, such as those found on the ASCCC, ACCJC, RP Group, and CCCCCO websites, will be linked to this clearinghouse.
 - Additional online resources will be developed as needed.
 - The online clearinghouse resources will be augmented with drive-in/fly-in workshops. These workshops will be captured and made available online through the clearinghouse as well.

- ***Who Are the Initiative Partners?***

- **Chancellor's Office:** Chancellor's Office Oversight: Erik Skinner, Theresa Tena, and Paul Steenhausen.
- **College of the Canyons:** Overall Coordination: Dr. Dianne Van Hook, Barry Gribbons, Jerry Buckley, Sharlene Coleal, and Daylene Meuschke.
- **Foothill College:** Logistical coordination of activities in the north, especially Professional Development activities.
- **Academic Senate for CCC**
- **M. C. Lee Consulting:** Grant Program coordinator
- **RP Group:** Grant evaluations and Professional Development working with 3CSN, Career Ladders, and Others.

- ***How can you get involved?***

- Join the Advisory Committee
 - Members will be nominated by CEOs, CCCT, CIOs, ACBO, CSSOs, RP Group, and others.
 - Faculty will be appointed by ASCCC.
 - There will be up to 50 leaders statewide.
 - The Advisory Committee will meet every other month with workgroup meetings in between.
 - Some possible workgroups will include:
 - Indicators
 - Subject Matter Expert Teams
 - Professional Development
 - Policy
 - The first meeting will be in January.
 - Travel costs will be reimbursed.
- Express interest in Technical Assistance Team visits.
 - Applications are expected to be available in early February.
 - Visits will begin in Spring 2015.
- Send us feedback
 - If you have any ideas for issues on which professional development should focus (such as integrated planning, SLO assessment, Enrollment Management, Board Governance, etc.), please send them to us.
 - Send us any ideas for integration with other efforts or any other services you would like to see us provide. You can reach Barry Gribbons at barry.gribbons@canyons.edu or 661-362-5500 and Matthew Lee at matthew@mcleeconsulting.com or 626-797-3372.



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

PROFESSIONAL DEVELOPMENT COMMITTEE

Thursday, January 15, 2015

9:00 AM - 10:00 AM

CCC Confer - 888-886-3951, <http://www.cccconfer.org>

Passcode: 341439

MINUTES

-
- I. Call to Order
Present: Dolores Davison, Alex Immerblum, Gloria Arevalo & Lorraine Slattery-Farrell
 - II. Approval of the Agenda
Approved by consent.
 - III. Action/Discussion items
 - a. Old Business: Review of Resolutions Assigned to PD Committee
Dolores provided an update on the status of the old resolutions.
 - i. **12.02 (S14): Resolved, That the Academic Senate for California Community Colleges take the position that faculty need ongoing professional development opportunities in andragogy that are driven by the unique and changing needs of students; and**

Resolved, That the Academic Senate for California Community Colleges research professional development programs for college faculty linked to teaching and learning preparation for adult students that have shown to increase student learning and success, and report its findings back to the body by Spring 2015. Breakout session at Spring 2015 should be on this topic
 - ii. **19.05 (S13): Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to assist colleges in creating professional development programs and sabbatical opportunities for faculty that provide coordinated pathways using a variety of methods to enhance the skills of faculty as master teachers and support full engagement in all academic and professional matters. This is the focus of the new Student Success Center, headed up by Paul Steenhausen; David Morse and Stephanie Dumont are the ASCCC liaisons.**
 - iii. **19.03 (S13): Resolved, That the Academic Senate for California Community Colleges work with statewide bargaining organizations and other relevant constituencies to develop training materials and/or other guidance to help local colleges and districts establish effective training processes for faculty engaged in peer evaluation. In progress**
 - iv. **19.07 (F11): Resolved, That the Academic Senate for California Community Colleges develop a definition of faculty professional development and clarify the types of activities that would satisfy faculty professional development and bring this definition back for approval at Fall Plenary 2012;**

Resolved, That the Academic Senate for California Community Colleges support the use of faculty professional development as a means of improving instruction, particularly with respect to meeting the needs of basic skills students, and assert the primacy of faculty in determining what faculty professional development activities are most appropriate; and

Resolved, That the Academic Senate for California Community Colleges provide guidance to colleges on the appropriate use of flexible calendar days and the development of the required district flexible calendar plans. **Flex plans and professional development effective practices will be included in the PD paper.**

- v. **1.08 (S10):** Resolved, That Academic Senate for California Community Colleges provide training for faculty potentially interested in participating in various statewide committees through various means such as training programs or sessions and produce a white paper on best practices for the recruitment and training of faculty to serve on Academic Senate committees and in leadership roles. **First portion is included in updated Handbook for Local Senates; second portion could be a Rostrum article.**

b. Professional Development Paper – status update

The Professional Development Paper Taskforce has been reconvened and will be meeting in the next couple of weeks. Dolores and Lorraine are on that taskforce and will provide an updated report to the committee in February.

c. New Business: New Resolutions Assigned:

- i. 12.01 (F14): Resolved, That the Academic Senate for California Community Colleges assert to statewide initiative leaders the importance of respecting the purview of the Academic Senate and local senates regarding faculty professional development; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other system partners to ensure that the Board of Governors' Standing Orders are respected and that all future assignments in the area of faculty professional development involve input and affirmation from the Academic Senate and local senates.

The group discussed the new Student Success Center and the Institutional Effectiveness initiatives from the Chancellor's office and the importance of collaborating with these forces to provide the most updated information to local senate leaders on Professional Development efforts across the state.

- ii. 12.02 (F14): Resolved, That the Academic Senate for California Community Colleges urge local senates to extend and promote professional development opportunities to part-time faculty to ensure their inclusion in professional development. **Rostrum Article published in fall 2014; further articles from part-time paper draft coming forward; possible PDC module on PT faculty**

The group agreed that this resolution is being covered in all of the efforts listed above.

- iii. 12.03 (F14) Resolved, That the Academic Senate for California Community Colleges remind local senate leaders of their rights and responsibilities for involvement in the development of faculty professional development policies, including the use of potential funding provided by AB 2558 (Williams, 2014); and

Resolved, That the Academic Senate for California Community Colleges provide opportunities and information to local senate leaders regarding faculty professional development and its role at their colleges.

The group felt this was the most critical resolution for us to focus on for our next plenary session. With the shift towards focusing local PD efforts around all staff development, local senate leaders are trying to balance this with the primacy over faculty professional development as established in the Academic Senate's 10+1. The committee determined that this will be the focus of the breakout that they are submitting for the spring plenary session.

d. Spring Online Education Regionals – interest in participating

Kale Braden, John Freitas and Dolores Davison are all on the Online Education Committee representing the Executive Academic Senate and will be leading the sessions. The regionals will take a similar format to the curriculum regionals from last year, with a general session and some breakouts. Lorraine agreed to attend and participate; Alex will check his calendar and let Dolores know of his availability; Gloria will be attending the non-credit curriculum regional on the same day.

e. Spring 2015 Plenary

i. Ideas for Breakout Sessions (due January 21)

The group likes the idea of having one robust session where we discuss the shifting landscape of Professional Development. The discussion could include both best practices from the field, ideas for collaboration with classified staff on PD, how to leverage funding from the various state initiatives and how to retain primacy over faculty PD efforts locally.

ii. Ideas for Resolutions

This will be discussed at our February meeting.

IV. Announcements

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

Dolores confirmed our next meeting will be held on February 26th at Los Angeles City College at 1:00p.m.

V. Adjournment

Meeting concluded at 9:47a.m.

*Minutes submitted by Lorraine Slattery-Farrell, 1/15/15



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Standards and Practices Committee Friday December 19th, 2014 10:00 AM – 3:00 PM ASCCC Office – One Capitol Mall, Sacramento, CA

Members Present: J. Adams, P. Crawford, A. Foster, C. Rutan, P. Setziol

Members Absent: A. Juarez, J. Bruno

Meeting called to order at 9:58 AM

1. Order of the Agenda: Agenda approved as presented.
2. Approval of the Minutes from 10/4/14: Minutes approved as presented (P. Setziol/A. Foster)
3. Disciplines List Summary from Fall Plenary Hearing

The disciplines list summary was updated to include the wording changes for the Counseling, DSPS position, add the testimony received during the hearing at fall session, and to remove the pulled DSPS Director position. A. Foster asked about the Director proposal and what will happen with it. C. Rutan reported that it isn't clear whether CAPED will attempt to change Title 5 without bringing the revision through the ASCCC process. C. Rutan will update the committee as more information becomes available. The four remaining proposals will be brought to the February Executive Committee meeting in San Jose.

4. Discussion of Possible Changes to Letter/Application for Exemplary Program Award:

During the recent review of applications for the Exemplary Program Award, there were two anomalies in the process. One college exceeded the 200-word limit for each section of the application. The college may not have realized that the additional information boxes do not give an additional 200 words and anything written in those boxes counts toward the 200 word limit for that section. The committee agreed the additional information boxes should be removed from all of the award applications to avoid confusion in the future. An additional anomaly was that one college's application included a five-page letter that detailed many of the reasons that the program is exemplary. Since there are no criteria for the letter, the college president submitted an appropriate letter, but the letter was very different from all of the other letters submitted. The committee agreed that the letter should be up to three pages long, single spaced, with 12 point font. The committee felt that these guidelines will encourage colleges to use the letter to include additional details that do not fit within the 200 word limits for each section. The norming call for the Hayward Award is scheduled for January 6th, 2015. C. Rutan will contact James Todd, Chair of the ASCCC Equity and Diversity Action Committee, to coordinate the reading of the applications for the Stanback-Stroud Diversity Award.

5. Strategies to Increase the Number of Award Applications

With only seven submitted applications for the Exemplary Program Award, there was concern that many programs are not being recognized. A. Foster indicated that this fall was particularly difficult because of the SSSP and Equity plan submission timelines. It was suggested that all award announcements should be sent out to the CEO/CIO/CSSO listservs. A. Foster suggested having the Area Representatives sending out follow up emails after the initial notification comes out for the ASCCC Office. J. Adams suggested that there could be a competition between the areas to see which area has the most colleges that apply. P. Crawford suggested that we need a listserv for all local senators, not just the senate presidents. It was also suggested that the theme of the Exemplary Program Award should be determined prior to the spring plenary session, so that the award can be advertised to the entire faculty present. P. Setziol indicated that local senates may only discuss the awards they intend to submit an application for. It was suggested that each senate could designate a senator to monitor awards and encourage their senates to apply. S&P will discuss bringing a resolution forward to spring session about this.

6. Complete Bylaws Revision

The primary feedback from the plenary session breakout was the need to detailed explanation for each proposed change. C. Rutan added additional rational to each section and the proposed revisions have been sent to the Senate's attorney to ensure they are compliant with legal requirements. AB2755, effective January 1, 2015, requires all members of a nonprofit board to have voting rights. Resolution 1.01 F2009 established the position that the Executive Director is an officer of ASCCC and that the rules should be revised to reflect that. The new legislation grants voting rights to the Executive Director and the bylaws revision reflects that change. P. Crawford indicated that the delegates may prefer that only elected faculty members vote and encouraged a change to the revision to state that the Executive Director is not a member of the Executive Committee. C. Rutan indicated that the Executive Committee will be asked to recommend how to proceed, but the adopted resolution would be overturned if the Executive Director is no longer a member of the Executive Committee. The bylaws also change the term of Executive Committee Members so that they begin on June 1 instead of July 1. The committee section has also been revised to reflect current practice of the Executive Committee approving all appointments to standing committees and the president making all other faculty appointments. P. Crawford would prefer to keep the current language that requires the Executive Committee to approve all faculty appointments and committee chairs. C. Rutan will seek the input of the Executive Committee on this issue.

7. Senate Rules

Two primary changes to the Senate Rules are being proposed. The first is to remove the responsibilities of the officers and move that information into the bylaws. These general responsibilities should not be changed, so it was agreed that they make more sense for the bylaws. The committee section has been revamped to provide the Executive Committee with increased flexibility to determine how best to address the needs and positions of the organization. The number of listed standing committees will be reduced, but the Executive Committee can maintain existing committees or create new ones as needed.

8. Norbert Bischof Faculty Freedom Fighter Award

Standards and Practices received a nomination for the NBFFF Award, but they had questions about whether there is a call for nominations or whether there are any criteria to evaluate the nominations. C. Rutan will bring this item to the January Executive Committee meeting for additional guidance and the item will be brought back to the January 17, 2015 meeting of Standards and Practices.

9. Periodic Review of the Academic Senate for California Community Colleges

C. Rutan presented an overview of the Periodic Review of the Academic Senate that was adopted at the spring 2014 plenary session. There will be 10 reviewers selected during a general session at the spring 2015 plenary session from registered delegates, faculty appointees, and plenary session/institute attendees. The committee members were asked to review the adopted documents and determine what S&P needs to do to facilitate the review process that will begin after the spring plenary session.

10. Other

P. Setziol brought forward a collection of possible survey questions that could be used to update the equivalency paper. The questions will be brought as an agenda item to the January 17, 2015 Standards and Practices meeting.

The meeting adjourned at 2:05 PM

Respectfully submitted,

Craig Rutan

Approved January 17, 2015



Executive Committee Agenda Item

SUBJECT: Basic Skills Advisory Committee report		Month: February	Year: 2015
		Item No: VI. C.1.	
		Attachment: NO	
DESIRED OUTCOME:	Information	Urgent: NO	
		Time Requested:	
CATEGORY:	Report	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Debbie Klein	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The Basic Skills Advisory Committee met on January 14, 2015 from 10am to 3pm. This committee's charge is to advise the Chancellor on all Basic Skills matters. Please see the current list of committee members below and the official minutes attached.

Research & Planning Group
Alketa Wojcik, Committee Chair
MiraCosta College
AWojcik@miracosta.edu

Noncredit Representative
Madelyn Arballo
Mt. San Antonio College
marballo@mtsac.edu

Director, 3CSN
Deborah Harrington
Ex Officio Member
deborah@3csn.org

Academic Senate
Susan Gaer
Santa Ana
gaer_susan@sac.edu

Geoffrey Hagopian
College of the Desert
ghagopian@collegeofthedesert.edu

Chief Executive Officer
Marlon Hall
Lassen College
mhall@lassencollege.edu

Chief Instructional Officer
Kelly Fowler
Willow International College
kelly.fowler@scccd.edu

Chief Student Services Officer
Wendy Stewart
Mira Costa College
wstewart@miracosta.edu

Chancellor's Office
Pamela Walker, Vice Chancellor
Ex Officio Member
pwalker@cccco.edu

LeBaron Woodyard, Dean
Ex Officio Member
lwoodyar@cccco.edu

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

Debbie Klien
Gavilan College
debra_klein@hotmail.com

Kathy Molloy
Santa Barbara City College
molloy@sbcc.edu

James Todd
Modesto Junior College
toddj@yosemite.edu

Student Senate
Francisco Ferreyra
Oxnard College
Francisco.ferreyra@studentsenateccc.org

Eric Nelson
Committee Coordinator
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Chantée Warner
Committee Coordinator (Secondary)
cwarner@cccco.edu

Meeting Minutes
Basic Skills Advisory Committee
January 14, 2015

10:00 AM. The meeting was called to order, and the purpose of the committee was explained--to advise the Chancellor on matters related to Basic Skills and ESL. Eric Nelson served as meeting Chair.

10:15 AM. The committee read the proposed bylaws, then by a voice vote, voted unanimously to adopt them.

10:25 AM. The committee will decide how often to meet, and by what means, at a later time. By a voice vote, the committee voted unanimously to have the Chancellor's Office set up a listserv for the committee. By a voice vote the committee unanimously elected Alketa Wojcik as Chair of the committee. Chair Wojcik asked Eric Nelson to lead the remainder of the meeting.

10:35 AM. Paul Steenhausen presented an overview of the Student Success Center.

11:10 AM. Updates were provided on: AB 2558, 3CSN, the online education initiative (OEI), common assessment instrument (CAI--done by providing a written overview from Jennifer Coleman), and online tutoring.

12:00 noon. During a working lunch, 3CSN Director Deborah Harrington provided details on a number of 3CSN services and activities.

1:00 PM. The committee discussed the "e-Resource" document. The Chancellor's Office will be organizing monthly e-Resource webinars, with details TBA. By informal poll, the committee indicated it would consider what goals it will set regarding e-Resource, after the listserv is set up.

1:30 PM. Vice Chancellor Theresa Tena provided an overview of her work in Institutional Effectiveness.

2:00 PM. Madelyn Arballo provided an overview of non-credit basic skills education, and discussed issues related to faculty leadership, development of faculty, and the percentage of students who participate in non-credit basic skills education.

2:40 PM. Dean Woodyard discussed the period of time colleges can use to expend Basic Skills allocations.

CCCAOE Notes

San Francisco, January 05/06 2015

Note Taker: W. North

Meeting opened @ 0832

Introductions

The first period was a process on Board development by LeVal Brewer

This session was opened with an attention getter about Boards having good policy but then not actually following it.

Five things nonprofits should focus on

1. Long-range Strategic Planning - Board governance needs to focus on where are we going.
2. Sound Board-Driven Policy – policy is what you say you are going to do and how to go about doing that. Policy must be central to practice – it is more than just having good policy.
3. Volunteer Committee Oversight – should be primary way the membership is engaged in organization leadership through committee work. Requires a delegation of authority.
4. Written Policies and Procedures – CCCAOE has great policies but no written procedures – procedures are how policies get implemented. Made a very strong statement about the Board's responsibility to manage finances. This should be a standing committee – developing financial goals, assuring sound fiscal practices such as audits, etc.
5. Qualified, Professional Staff Management

LeVar then conducted a brief survey of where we are with respect to individual Board Member commitment to the organization. The point of this was to get members discussing at a real level about what and how the group is doing functionally.

The next section was focused on Board recruitment as a strategic process.

1. Board development committee
2. Committee reviews responsibilities
3. Creates an outline timeline
4. Prepare annual committee chart of work
5. Involve key stakeholders
6. Evaluate current members for renewal or thank you notes
7. Cultivate new member
8. Present recommendations and backgrounds
9. Orient new members
10. Involve and engage new and current members
11. Lead Board self-assessment

One question was how to deal with how board members get chosen – election or selection. But in any event some mechanism needs to occur to control huge problems from occurring when ill-motivated or severely under-prepared members get nominated.

One observation made was about establishing priorities and expectations of members and then self-evaluation based upon those expectations so the electorate knows where they have not lived up to ensuring the candidate selection expectations are met. (CCCAOE Board members are elected regionally except for the officers, who are voted on by all members.) e.g. CCCAOE membership includes both administrators and faculty yet faculty do not serve as board members – in large part due to the failings of faculty participation in regional consortia operations.

One topic that came up is the Board's responsibility to approve the 990 tax return, the Board is required by law to review and approve it. According to the discussion all non-profit boards must do this but the IRS seems to indicate otherwise on FAQ 6 and 11. <http://www.irs.gov/Charities-&-Non-Profits/Exempt-Organizations-Annual-Reporting-Requirements-Governance-%28Form-990.-Part-VI%29>

During lunch Jonathan conducted an exercise on team building called “Jeopardy” that was a parody of the popular game show.

Then Jonathan gave the Board a formal training on legislative advocacy.

Mark Alcorn spent the afternoon giving the board the same training that we've received with respect to them establishing both a 501 C3 and 501 C6 organization.

Tuesday

Molly Smith ran this section since she is representing CCCAOE on the CO CTE task force. The goal was to develop CCCAOE positions and priorities to inform her input into the process.

A grid was provided to begin distilling themes from the specific individual concerns.

These themes are: increased completers, pathway and curriculum alignment, increased employer co-investment, work-based learning, timeliness and efficiency with resources, funding, online access to jobs infrastructure.

Jonathan did his best to capture the dialog but it was not all that easy given the propensity to dive into the weeds over complex and very real concerns. The Board's legislative committee will continue to work on refining things including a timeline whereby Molly and the Board can interface to keep the communication loop closed.

The next portion was devoted to planning the Spring conference and the leadership academy. They are looking at doing some of their academy modules regionally, similar to the ASCCC regional events.

The Fall conference had 450 attendees. Cost of the conference in downtown LA was fairly expensive and there were a number of concerns about issues with venue logistics such as the elevators being out.

The meeting adjourned at 1203.



Academic Senate for California Community Colleges

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CCCCIO Executive Committee Meeting

January 14, 2015

Report to

Academic Senate for California Community College (ASCCC)

CCCCO Report (Pam Walker)

The Chancellor's Office reported on the Bachelor's Degree Initiative (pilot program). The CSUs have asked for more time to review the applications for overlap. .

The CCCO shared an SB4440 report. This report is structured as the SB1140 BOG Goals showing each college by the local degree and ADT obligation. If colleges offer a local degree in the same TOPs code as a Chancellor's Office template, then the colleges appear to have an ADT obligation, regardless of the program goal of the local degree. The CIOs asked about consequences for not completing the transfer degrees mandated by law. The CCCCCO explained that the law does not mandate consequences. The CIOs discussed appropriate messaging about the requirements of the ADTs.

CCCCIO President Report

- The CIOs discussed the CTE Task Force and the composition of the Task Force.
- Van Ton-Quinliv has contacted the CIOs about creating regional course alignment. This was an opportunity for the ASCCC representative to share that C-ID project already has processes and protocols in place to bring discipline faculty together and create descriptors for CTE coursework; and that the CIOs may want to coordinate with the ASCCC rather than to recreate unique processes. President Justice will contact Van about the opportunity to redirect some of the unspent funding managed by the Division of Workforce and Economic Development to the established C-ID process with the purpose of accelerating CTE course alignment regionally and state-wide.

CIO Spring Conference

The CIOs discussed their upcoming spring conference in San Francisco, April 15-17. The theme for spring is "Cementing Our Partnerships."

Submitted by: **Michelle Grimes-Hillman**



Academic Senate for California Community Colleges

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System Advisory Committee on Curriculum (SACC) - December 2014

Report to the ASCCC Executive Board

Chancellor's Office Update

Middle College HS –On January 30 there will be a dual enrollment conference.

Mesa/Puente Programs – Currently, the UC President's Office controls the money for this project and so the CCCCCO is going through the archives to discover how funding has been distributed to administer programs and where the gaps may occur. There is a desire to look at the whole program so it can be more developed.

Governet Update - The intention during the Curriculum Inventory shut down the past August was that all data would be verified and clean when the Inventory returned to live status. Some coding errors have resulted in loss of apportionment, requiring manual coding. Some changes were made as a result of the August review to ensure that the CCCCCO will be on track with data access. It was suggested that a SACC task force be formed to review the issues with curricuNET throughout the system. The faculty described the recent resolution about a database system passed in November.

ADT Approvals

There are 1648 Active, 135 drafts, 167 revisions in the Inventory. Eighty-eight percent of the colleges have met or exceeded their goals and the others are very close to meeting their goals. The CCCCCO will be sending a progress certification memo in January for 440.

Baccalaureate degree pilot

The CCCCCO described the unfunded mandate of the legislation and the activities of the pilot project. Twenty-six applications were received. There will be 50 readers over the holiday break and the CCCCCO offered a reader's webinar to train readers on the application evaluation process. SACC will discuss appropriate general education curriculum at the upper division level. The CCCCCO indicated that there may be a spring application process if the CCCO does not get 15 good applications and there may be a secondary look at the proposals if there is pushback from the CSUs regarding the duplication of the proposed baccalaureate programs.

Prison Inmate Education (SB 1391, Hancock)

The CCCCCO is writing an interagency agreement (for \$2M) with the Department of Corrections so that the CCCCCO can hire staff to keep the implementation process moving forward. This agreement will go to BOG in January. The CCCCCO will survey colleges to assess the types of programs available. The CCCCCO is reviewing both traditional and nontraditional certificate programs, and Title 5 language on apprenticeship. There are 160K potential students, and the CCCCCO is exploring the issue of the reentry of the students after they are released from incarceration. There may be a summit in late spring to have system-wide discussions. The CCCCCO is working with Department of Finance so there is money to fund the legislative intent.

Program and Course Approval Handbook Revision

SACC members reviewed and recommended a PCAH revision vision statement. This statement defines the intended purposes of the curriculum documents to be created by the PCAH writing group. The three documents to be created are the PCAH as a legal reference, Guidelines for Curriculum Development, and a Technology Reference. The writers group members attended the SACC meeting and the PCAH was divided into sections. The writers will assume that the current PCAH has language that would be included in the guidelines and then pull out Title 5 language. The Title 5 language will become the foundation for the new edition of the PCAH and the legal reference.

Telecommunications and Technology Advisory Committee Meeting

Friday September 26, 2014
Courtyard Marriott Los Angeles Airport
Los Angeles, California

TTAC Members Present: Gregory Anderson, Mandy Davies, Michelle Pilati, Jay Field, Kale Braden, Colton Wiley, Dennis Bailey-Fougner, Wei Zhou, Tim Karas, Tim Kyllingstad, Paul Bishop, and Robert Coutts.

Chancellor's Office and Staff: Patrick Perry, Bonnie Edwards, Gary Bird, Linda Michalowski, Erik Skinner, Tim Calhoon, Blaine Morrow, Joseph Moreau, LeBaron Woodyard (online), Jennifer Coleman (online), Cindy McCartney and Caryn Albrecht.

Opening and Introductions:

Patrick opened the meeting at 10 am. He welcomed Kale Braden as a returning member and Colton Wiley as the new student representative. All attendees introduced themselves.

Bonnie expressed her immense gratitude to Pat James, Tim Calhoon, Blaine Morrow, Micah Orloff and Joseph Moreau for their hard work in the complicated process of bringing these complicated initiatives into existence this year.

System Update:

Patrick Perry and Erik Skinner

Erik explained that in the Chancellor's Office and the Board of Governors everyone is experiencing similar feelings to those in the rest of the system; they are all excited by the work of the initiatives, but feeling spread thin by the work. The Board of Governors has had several new appointments this year and is in an exciting new chapter with a full board being briefed and educated about all of the work that is going on.

Patrick spoke about the institutional effectiveness and technical assistance grant; these are funds that were allocated for the system for the first time this year. The Institutional Effectiveness Grant RFA call went out yesterday. This is for \$2.5M dollars of Prop 98 money that will go to a district for technical assistance in the areas of accreditation, student performance, fiscal health, education code, and federal and state code compliance. The focus will be heavily on accreditation at the beginning, but ultimately the goal is to be proactive and not just provide assistance to colleges in a particular status. The plan is to assemble a group with technical expertise for site visits and to write assistance reports to help districts. The Chancellor's Office is working on getting this out and moved to a district to build the infrastructure. There are fourteen districts that turned in the RFI paperwork, so it should quite a competitive process.

AB1969 which would have required the three segments to coordinate their efforts for large scale IT purchases appears dead. It was one that sounded good on paper, but would have been very difficult to coordinate with the size and complexity of all three segments.

A BOG sponsored bill calling out the importance of professional development for faculty, staff and administration, number 2558, has passed and been signed by the Governor. It lays out professional development as a system priority, and while it does not provide funding, it does create a platform to advocate for funding, and is an important step toward trying to get resources for professional development for all campus employees.

SB1425 which would have required all campuses to have a degree audit system, morphed several times, but has now died. The Chancellor's Office was not opposed to the bill, but the way it was constructed would have been onerous and costly. The Chancellor's Office provided the exact cost that would have been required, and ultimately that killed the bill. The system is working toward this in the EPI, but not as a mandated element. Michelle asked whether there

was still some kind of mandate because of how the Student Success funding is structured, but Linda clarified that while an education plan is required, and a degree audit system would make the work of advising students easier, the degree audit is not required at this time, and the tool to be used for the education plan is not mandated; there is enough flexibility in "automated" to even allow it to be a pdf file. Erik felt that the movement to education plans for all students is critical, even though districts may not yet have the perfect tool; the evolution will continue and that is important. Mandy noted that her district has had a degree audit system for some years, and they have found great opportunities for real efficiency between degree audit and education planning, the counselor only has to do it once and that provides for a real synergy.

Tim Calhoun noted that two bills which passed in August, SB1177 and AB1442 together make up the Student Online Person Information Protection Act (SOPIPA) which is to create privacy standards for K-12 districts that rely on third parties that collect and analyze their data. They have not yet been signed, but are on the Governor's desk and the community college system should be aware of them because it may affect how Calcolleges.edu and CalPASS collect and analyze K-12 data. Bonnie asked if adult learners working on their GED were classified as K-12 or not, and committee members explained that it was a murky area that depended upon how the program that the student was in was structured. Gregory explained that a number of coalitions are working on a proposal to integrate into MIS all of the data for adult education; currently it is assembled completely by hand; somehow it has to be integrated into the MIS.

Systemwide Circuit Upgrade:

Gary Bird

The TTIP budget was increased by \$6M in one time and \$4.1M in ongoing funds for circuit upgrades and equipment replacement. Gary has been working closely with CENIC to develop a plan for using this funding for upgrades on all the sites and approved offsite centers. They developed a priority list and 23 sites have been scheduled and there are another 12 or so that are high priority. Gary will be updating the Chancellor's Office website in the technology section this week with the details. They will be providing 1 Gig circuits and 1 Gig backups starting with the three highest priority categories: 1) Sites with less than 1 GE and no backup; 2) Sites with less than 1 GE and insufficient secondary circuits; and 3) Sites with 1 Gig existing but no secondary circuit.

In the effort to prioritize circuits, several sites have been identified which need 10 GE circuits in order to provide adequate connectivity for students, faculty and staff. Some are not even multi-campus districts. Tim Calhoun explained that the plan is to ask those districts to look at how they are managing their bandwidth and doing it effectively. After meeting with SAC, the suggestions that were developed as criteria to discuss for circuits greater than 1 GE were: 1) Authenticate users (using log-in or Federated Id); 2) Using good firewall protocol (BitTorrent, etc.) and 3) consider limiting bandwidth for students while still providing adequate for studies (perhaps by having lower bandwidth for open areas of campus, or when students are not logged in, with higher bandwidth available when they are logged in). They might also ask colleges that are not using 10 Gig what they are doing to provide services without needing more bandwidth. Tim explained that these are fairly common strategies to use for bandwidth issues.

Approved offsite centers will also be connected during the 1 GE upgrade process and those will be done when it is most efficient, rather than just connecting them randomly. In some cases CENIC and the Chancellor's Office are looking at ways to get better access or using better ring topology for less expensive access.

It has taken awhile because CENIC is doing a large K-12 upgrade due to the need for more bandwidth for Common Core testing (LAUSD had to rent 1100 cellular broadband connections for the trial test last year because the last mile connections were not good or the wireless was poor), and CENIC is also connecting all state libraries now, as new partners. The Chancellor's Office has spoken to CENIC and they have created a more provisioned plan. Patrick also explained

that the Chancellor's Office will be working with the CPUC to get the CTF cap removed or bumped up because with the new entities, we are getting very close to that cap.

Student Perspective:

Colton Wiley

Colton expressed his excitement and enthusiasm for participating and providing input to TTAC. He is excited about the number of student services that are being developed and various elements that could contribute to the student experience. He felt that the circuit upgrades were important and would have widespread and universal student support because WIFI is a big issue for students. Colton noted that the work with data, data science and predictive analytics to help with both enrollment management and identifying at risk students, would be of great benefit to the system as a whole, and students in particular. He felt that EPI could have widespread student support depending upon the implementation; he noted that it is important to be cognizant of student issues and complaints as we move forward. OEI is another project that is likely to receive support because of the trend toward acceptance of online education; however, access to technology will be critical to addressing concerns about online courses. Common assessment will have unanimous student support; a large number of students go to more than one college, and anything that makes that easier and lowers the barrier to entry will be fantastic, again if it is implemented correctly.

Please inform Colton which issues are the ones on which student input would be most beneficial, so that he can focus his time and energy on those.

TTAC Retreat/Tech V:

Bonnie Edwards

Bonnie explained that the purpose of the discussion today is to talk about the goals and strategies that came out of the last TTAC retreat with the intent of eventually pulling together more specific details and a timeline for attacking those goals. Some of the areas have movement because of the initiatives and circuit funding, but it is critical to look at where current work can be leveraged and where additional resources may need to be pursued.

Some of the focus of Tech III was oriented around infrastructure: eliminating single points of failure, establishing ongoing support for approved centers, having a central repository and backup solution, having disaster recovery and continuity, and VoIP. We are making great progress on those areas and will move the relevant components over to Tech V for continued focus. There were other elements, now more clearly defined, that are included in the initiatives and other work that is underway: online student services portal; assessment tool; system wide technology efforts to capture, report, and analyze student learning outcomes, and enhance wireless infrastructure.

Bonnie provided an overview of three main goals and some underlying strategies that came out of the last retreat and asked for input and feedback.

Goal A: Establish baseline standards and upgrade the technology to create a state of the art business environment.

- Document technology standards
- Address minimum technology standards
- Increase purchasing power of the colleges

Paul thought that it would be helpful to catalog the 3C sections from the self-studies and to highlight the exceptional ones as models of institutional effectiveness.

Patrick also noted that in the category of increase purchasing power of the colleges, CISCO could be improved. CENIC has a contract with CISCO that is 60% off, but has always just been afforded to CENIC and not the institutions that CENIC serves. However, CISCO is starting to

realize that their market share is being decreased by the use of other products, so they are going to extend that discount to all of the CENIC institutions, the Foundation will handle that contract like they do with Microsoft and Adobe. SAC did a technology purchasing survey this year that was beneficial in helping the Foundation identify areas, and LACCD has developed an RFP that is being structured to include other community colleges as well. Jay suggested that next year the survey be sent back prefilled in, so that colleges can just make changes and send it back. Paul also suggested including aggregate spending amounts for each vendor on the survey. For purchasing, Kale thought that it would be important to get information further down from end users, but it might be challenging. It could start with having the Academic Senate develop a group that could help to generate the list, and there should be outreach to DE coordinators as well. For example, Camtasia is a program that would have a lot of interest. Jay emphasized the importance of developing a list of what is already being used to have leverage, and not to just start with a wish list. Blaine also suggested a focus on spam filters and good firewalls.

Dennis reminded the committee that TTAC is made up of people in the upper half of technology users on campuses, so it is important to also remember and focus on the needs of colleges that do not have IT staff or technology. Students on those campuses don't have the same access; we need to be able to get them to some kind of minimum standard. Pat suggested the possibility of developing a strike team or an emergency team that could be sent out to step in and help out. Kale noted that technology is expensive on the introduction side, but once there it also needs to be upgraded and maintained regularly. Tim Kyllingstad reminded the committee that there were recommended baseline standards in Tech II and III for number of techs and so on, but there was never funding for it. Jay explained that it does help to have standards to point to as "this is where the system thinks we ought to be." Technology tends to get cut when there is a budget crunch, and it is important to have some validity and backing for the importance of those goals. Tim Calhoon agreed and emphasized the need to elevate the importance of information security especially at the President and trustee level, the cost to mitigate a breach is rising, currently it is at about \$112 per record of higher education. Kale noted that sometimes there is push-back from faculty members who don't understand the rules and regulations around security, better education about security as it relates to accreditation is important.

Goal B: Leverage technology to increase use of comprehensive and high quality professional development resources that promote students success.

- Identify needs

- Develop a system to address the logistical needs of professional development

- Professional development content

- Develop a curated professional development portal

- Track the skills attainment

- Determine impact

The Student Success Kresge Grant will have a focus on professional development; it provides \$500,000 for two years. Paul Steenhausen's salary will be paid from the grant, and he will be coordinating with Blaine and Micah to build some tools that can be used. There are not a whole lot of resources there though, unless Paul can find more.

Blaine noted that with AB2558 the proposed budget that the BOG looked at the last meeting was \$25M dollars, most of that would go to the college but some would impact professional development. Tim Karas thought that it would be nice to have a link or the ability to map to the certification form when recording professional development. The Flex form is a word document, and is fairly simple, but it would be helpful to have the categories online.

The committee also discussed how professional development is evaluated. Blaine noted that a typical metric is attendance, participation, or whether the activity was held. Pat explained that in an academy program that started small, as it grew they were able to track more and more information. They funneled all the information to one place, then had a website, and started collecting everything, including assessments that were tracked and used to plan the next activity.

Erik thought the type of evaluation would depend upon the type of professional development, sometimes it would make sense to track participation and traffic, other times student success or other metrics. It would be necessary to be more specific about the area, type of delivery, etc. Kale asked whether the issue related to an honest assessment of professional development or an accounting of professional development; honest assessment of professional development including a snapshot of where you start, then offering the professional development, then evaluation of improvement, is very difficult to do. Blaine thought that it would be possible to get closer to an actual evaluation if professional development events were actually recorded and tracked for everyone in one location. If teachers at his college all went to the online teaching conference for 5 years in a row and then scored exceptionally well, that might show something. Currently the information gets collected but in individual institutions. LeBaron noted that in its best form professional development and evaluation should be tied together with the goals of the college. Evaluation can begin at a low level with participation and reaction to it, then can move up to individual achievement or skills and knowledge attained by participants, further would include whether participants determined that they were changed in their jobs, and finally at the highest level would be whether they training or professional development had an impact on the college with higher retention levels and so on. Michelle noted that how evaluation is going to be done should be built into the portal along with the awareness that there will be different categories.

Tim Kyllingstad reminded the group that even excellent training provided on security was not widely used; it included great information and a great tool, but was still not used. Tim Calhoon thought that it was because staff members see security as an ancillary issue, and therefore they will not go to the training unless they are made to do it, like sexual harassment training which everyone has to do. Micah explained that with the 2558 language, hours will be obligated as part of the employee contract and that will foster a culture that sees the value.

Goal C: Expand access to data and predictive analytics to inform student, college and state decisions regarding statewide priorities.

Single data repository

- Develop a single data repository

- Identify data sources

- Aggregate important data

- Maintain data quality

Tools to compile and visualize data

- Define high value queries

- Develop dashboards and reporting tools

- Establish procedures for continuous improvement and analysis

Center for data analytics

- Define the center

Gregory noted that many colleges seem to be developing their own dashboards, and the distinction between a local focus and a statewide focus is important because they will be directed different ways. Kale explained that vendors are coming to the doors of the college, Civitas is mining local data and that is encouraging conversations about forward looking data versus backwards looking data. Patrick noted that statewide level data can cross students who swirl between campuses and the reasons why they do so. Colleges are interested in knowing why students are going to multiple campuses, which students are likely to struggle, and how they can help those students to succeed. However, there is complexity in a large amount of data, especially when people are not accustomed to having access to all of it and how to use it. People are used to getting reports about what happened, and we are moving into looking at data that predicts what could happen so that we can intercede and affect the outcome. For example, students could be recommended against taking "toxic course combinations," or toward "beneficial combinations." Colton emphasized that how the information is framed can make all the difference in whether or not the student actually hears the message you are trying to send.

Patrick thought that as a system better placement into remedial courses is probably very important. Gregory suggested also looking at efforts that are happening across the colleges. There are colleges with strengths in early assessment, and early warnings and so on. There are colleges that have great dashboards. Look at those strengths and build from them.

Bill Scroggins sent an email recommending technology in support of student equity plans.

The group discussed the potential issue of trying to offer a Common ERP for the system and determined that there could be great benefits from it in communication between schools with respect to swirling students and so on. It could also help to level the playing field for those schools with less technology expertise. However, Patrick noted that the aggregate cost would be quite high, so it would be challenging to get funding for such a large undertaking. Erik agreed that it would be a tough sell and it would be necessary to look at the value proposition: economies of scale would be a selling point, but it would have to come back to student success. Members noted that different implementations of a common ERP could easily leave the system in the exact same place. Perhaps pressure could be put on Ellucian, since they have a major share of the system already. Patrick thought that it might be feasible to set up an ERP for 7-8 small colleges that are under a certain level of FTE in order to provide some relief for those small schools struggling with understaffed IT departments.

Education Planning/C-ID/Curriculum Inventory:

Tim Calhoon and Gary Bird

The key objectives in the EPI are to: develop a student portal to consolidate, personalize, and sequence information and activities; message students to promote positive actions; provide online planning and guidance services; support all colleges (both with and without existing education planners and degree audit systems); and integrate academic data from across the system to provide for articulation of transcripts and courses/programs. About 50% of colleges in the system have an education planner that has been implemented, they are trying to implement, or is sitting on a shelf. The numbers are approximately the same for degree audit systems in the state.

In 2008 we started to build the technology that would be a foundation with CCCApply, and eventually 103 of 112 colleges used the old version. The new version of CCCApply is part of a portal (that looks like a webpage) that can be included within the portal when the rest is built out. There are now 76 colleges that are live with the new version and 32 that are in process. Even some of the long standing non-participants in CCCApply are considering making the transition. Kern is likely to be joining, Cerro Coso wants to participate in the OEI pilot, Bakersfield wants to participate in the CAI pilot and Santa Monica is interested in the International Application and participation in CAI. More than 700,000 applications have been processed and 15 colleges are live with the BOG fee waiver. There is a 98% student satisfaction rating with the new CCCApply and most students rate the process as "easy" when they finish.

David Shippen is the new Statewide Project Manager for the EPI, he has a Master's in Public Administration and is a Certified Project Management Professional with 25 years IT project management experience. He has the kind of experience that is needed to drive the project forward.

The governance committee was established in March 2014 with statewide stakeholder representation. Pilot college application and selection, as well as an RFI for the Education Planner and Degree Audit System (EP/DAS) were completed in June. Workgroups were put together and started to meet.

The Student Services Portal Steering Committee (SSP SC) is working on developing a portal that will allow colleges to message students. Students will find topics either through a menu in the portal, a search for information, or through a structured checklist. They will select to do some

activity, for example the BOG fee waiver, and their data will be saved and profile updated. There will be a workflow engine running, which will use either business rules or machine learning, to update the student's checklist with things to do, send them messages, add things to their calendar, or make recommendations to the student.

The workgroups for the SSP SC were recently consolidated into: Student Dashboard (including portal analytics, system data, momentum prompts, smart calendaring, and passport); self-assessment and career exploration; college explorer; apply for admission (this will be done by CCCApply SC); planning, assessment, and orientation (this will include messaging and some information will be integrated from the Step Forward website); financial aid; and special services. Tim and David have tried to create a logical, manageable, and cohesive structure with the new workgroup structure. The same idea was used to consolidate workgroups for the EP/DAS Pilot College Committee with groups for: education planning, counseling systems, and degree audit. RFPs will be developed for all of these products.

In order for all of the elements of the EPI to work well together, electronic transcripts and articulation using C-ID and ASSIST are necessary. The C-ID software is an amazing system; however, the independent programmers have left and the programming platform is no longer supported. In order to support C-ID the system was moved to the servers at the Technology Center and they are working on requirements gathering with the Academic Senate. They are also setting up a support tracking system so the Academic Senate can track issues on support calls with faculty; the same system will be used to track changes that need to be made. Testing will go live on the servers at the Technology Center and continued development will happen as evaluation into whether or not to rewrite the platform takes place. C-ID is a really well done workbench environment which defines the articulations that are used to update ASSIST for CCC to CCC articulation and for CCC to CSU articulation as well.

The Curriculum Inventory developed by Governet does not integrate with CurricUNET (it requires a lot of copy/paste actions) and the data integrity/validation checking is very weak. As a result the CCCCO team is gathering requirements, developing a data dictionary, and will be making a decision in the next few months about whether to revise or replace the product.

ASSIST 2.0 development continues, but web services development is currently delayed (it was to start in August). While waiting Tim will be meeting with both Degree Works and Colleague developers to define the web services that will be needed to do articulation with Ellucian. When the ASSIST programming team is ready, the specifications will be ready and if they are not ready, perhaps we could take a download of the ASSIST data and set up a system to use the data until the ASSIST team is ready to work with it.

Dennis asked about downloading ASSIST into the articulation tables so that it will be possible to transfer credit into their degree audit system. Joseph noted that if that was done it would also drive massive adoption of an eTranscript product. Tim explained that he spoke to Wayne Holt at Degree Works about pulling ASSIST and getting it into a format that could be downloaded at least monthly until it is possible to do it "hot and live" for articulation. That might be the first step since they do have a system where you download from a source into their tables. Mandy clarified that the articulation tables are in Banner and not in Degree Works, and it doesn't go back the other way; in order to not lose the transcript articulation, it has to be in the host system.

There are 88 institutions participating in eTranscript California at this time: 57 CCCs, 21 CSUs, 4 UCs (implementing), and 6 private colleges. A multi-step development plan for eTranscript California is underway. First, fully funding e-Transcript CA for all of the community colleges; which is complete, and now marketing to the colleges that do not have it. Second, they will offer mini-grants so that colleges can fully implement the PESC standard, so that all of the IGETC, GE, and SB1440 information that is needed, will be integrated into the transcript. The next step will be putting out an RFP for a developer to provide a verification service against which any vendor will be able to bounce their transcript to verify that it meets the PESC standard. Afterward, will be

participation in a PESC EDexchange for college to college, or vendor to vendor exchange of transcripts, rather than relying on the SPEEDE server which is presently a system with a single point of failure for the nation. Finally, there will be an RFP to build a version 2.0 open source e-transcript CA, leveraging the PESC standard and EDexchange. The plan would be that eventually when a student sends a transcript; it is integrated with the SIS and automatically articulated using ASSIST, to be brought into the educational plan and the degree audit system.

During the fall to winter this year EPI will put out RFPs for the Portal Software Development, User Experience Development, and Self-Assessment/Career Exploration (because there are many good career exploration products available). Winter to spring will include: RFPs for Education Planning, Degree Audit, and Counseling, New Student Orientation modules, eTranscript CA 2.0 Development, and C-ID upgrades and refresh. Spring to summer 2015 will include portal and portlet development and pilot, CCCC Curriculum Inventory upgrade/replace, and ASSIST Web Services Development. Summer to winter of 2015 will involve development and piloting of Education Planning, Degree Audit and Counseling. Finally, fall to spring 2016 will see the continued development of eTranscript CA 2.0.

Common Assessment (CAI)/Multiple Measures:

Tim Calhoon, Bonnie Edwards, and Jennifer Coleman

The key objectives for CAI are: to build a general purpose assessment platform which can be used for online assessment, credit for prior learning, and assessment in math, English and ESL; assessment preparation; multiple measures (folding in the CalPASS/Gates work); professional development; and integrate data across the system in a data warehouse.

The website for the project and the governance group were established in March 2014 with stakeholder representation. In May an environmental scan was completed and pilot college application and selection took place. An RFI was sent out in June and the workgroups were formed and began meeting. Twelve pilot colleges were selected and six workgroups were formed for: math, English, ESL, multiple measures (with work tied to MMAP and CalPASS), professional development (along with Saddleback and tied to ASCCC), and test development process (tied to the CCCC Assessment Standards workgroup so that those who will give the accreditation are involved in the test development).

In the fall 2014 there will be synthesis of the workgroup content along with feedback and vetting through statewide surveys and local channels, with the help of the Academic Senate, and then the RFPs will be released. In the spring of 2015 vendors will be selected and contracted and an iterative process will begin that includes: work, feedback, vetting, review, followed by cycling back through the process. There might be work on assessment prep as well, depending upon what the selected vendor is offering. In the fall 2015 the pilot phase will begin and there will be feedback from the field along with the development of resources for implementation. Spring 2015 the assessment will be released to the system and feedback will continue.

Important notes on the CAI process:

CAI will provide for a Common Assessment Test, it will not prescribe common placement!

There are still opportunities for participation.

There is a need for ongoing communication and feedback.

There is the potential for each college's implementation to be unique, depending upon their SIS and the needs of their local students.

Although a Common Assessment test will be provided, the implementation of assessment on each campus will be unique to that campus.

Linda emphasized that SB1446 focused on assessment for placement; assessment includes a variety of multiple measures and can include a test. Local colleges do not have to include an assessment test; their assessment might be based solely upon multiple measures.

Dennis asked whether scores will be able to be downloaded directly into all of the systems that are in the state, and Tim confirmed that will be a requirement made of the vendor.

Greg encouraged Tim and Jennifer to continue to repeat the message that this is developing a common assessment test and NOT a common placement, because there is still a misperception that this project will result in common placement. Tim and Jennifer will make sure that the message goes out in the next newsletter/TechEdge to continue spreading the word. Greg also encouraged Tim to provide an update to the CIOs in San Diego.

Online Education Initiative (OEI):

Joseph Moreau, Pat James, and Tim Calhoon

The goal of OEI of is to provide more access to courses for students so that they can complete their programs. Pat explained that access, quality and completion are three primary missions within that goal. The full scope is complex and multi-layered so it has been challenging to determine the sequencing of all the parts. Another challenge is that there are a lot of questions that don't have answers yet, but that does provide the opportunity to build the answers collaboratively. This is a huge project with huge implications and there are amazing people involved in it.

In the spring of 2014 OEI formed the steering committee and workgroups, called for pilot college participation, set up professional development components, analyzed the need for ADT/C-ID courses, began designing a student portal infrastructure and began the CVC refresh. The project is focused on providing high quality online courses and ease of use of those courses will depend upon the common CMS, so that is a major element. However another major element is offering high quality effective courses that promote success, retention, and access.

The initial 19 courses were selected using C-ID and ADT, Michelle and the Academic Senate did a great job getting the list together. The list is on the website, and more courses will be added as the project moves forward. Pat noted that they hope to add engineering courses to the list when they are C-ID approved.

The initial call for pilot colleges had responses from 58 campuses. The selection criteria for the pilot colleges included: currently use Open CCCApply, established online education programs, require or have substantial professional development for online faculty, geographical and college size diversity, diversity of CMS used, and participation in the piloting of other projects (one is in CAI, one is in EPI, and Fresno is in both CAI and EPI). From the 58 applications three pilot groups were selected: 8 colleges for a Student Readiness pilot, and 8 colleges for an Online Tutoring pilot (those will both occur in spring of 2015), and 8 colleges for the full launch pilot in the summer of 2015. The full launch needs to be a small group because of the complexity of the technical part, but the other two pilots will be able to act as staging groups that will have their courses approved and be ready to go when the technical issues have been worked out with the full launch pilot. The two pilot groups in the spring will submit 5 courses from which the project workgroup will select 3 to submit for review. Pat hopes that 2-3 from each college will be approved for the spring pilots to use with their own students within their own CMS.

The course review standards have been approved and endorsed and are being disseminated to be used by anyone who wants to use them. Adoption and use of the standards will have a positive effect across the system. The standards are on the website and are also available in pdf form. These standards are about course design and effective practice, they are not about the curriculum; that line was drawn intentionally. The standards do not step on what happens in the colleges in the discipline and curriculum committees; it is about what we know as a system that works in good course design.

The course review process is beginning with training of the reviewers next week. They received 165 complete applications and selected 30 people for the first training who represent 29 different

schools. They will attend training in San Diego on October 2-3, and then have one week of online training after that before they begin reviewing the courses. Over 70 courses will be reviewed this fall. Having trained reviewers throughout the system will have a huge impact on the quality of courses.

Permanent staff was hired this summer from a phenomenal pool of candidates; John Makevich from College of the Canyons was selected as the Strategic Planning and Operations Officer, Jory Hadsell from Los Rios was selected Chief Academic Affairs Officer, and Bonnie Peters from San Diego was selected Chief Student Services Officer. In addition, Lou Delzompo was hired as Chief Technology Officer for the Technology Center; he has a wealth of experience in higher education at the executive team level. He will be providing CTO leadership on all three of the initiatives to make sure that there are no technical barriers to interoperability between them.

The CCMS RFP will be released on October 10th, with a large group participating in the selection process and a lot of system input from IdeaScale as well. The selection of the CCMS will occur in December. There is a rumor that the CCMS has already been selected; that is false! The RFP will be released in October, and that will mark the beginning of the selection process which will hopefully end in December and be announced in January. The CCMS vendor has NOT been selected! It is not a choice based upon who has the market share; we have the opportunity to do something amazing with the purchasing power of a large system and that is what is intended.

Completion of development of the Readiness Modules will happen this fall, as will the release of the tutoring RFP. The tutoring RFP is being developed with the Foundation holding the contract to allow for more use in the system. One of the requirements is to allow colleges to buy additional services beyond what is being provided in the pilot, and colleges can utilize their own tutors in addition to the professional tutors provided through the service. The objective is to provide optimal flexibility; providing 24/7 tutoring to students is one of the hardest things to do because it is expensive and hard to set up.

Faculty professional development activities and pilot college activities will also begin in the fall 2014, so that faculty members can share their experiences, mentor, and coach one another, and pilot colleges can begin working on course exchange business processes and agreements. The business processes will probably include some manual processes at first and may include conversations with Ellucian to try to get their help since many colleges use an Ellucian product. If they want to keep us as happy customers, it would be beneficial to them to help with ironing out the reciprocity agreements that will be essential to seamless matriculation. The exchange is not going to be an easy thing, but there will be no cap on the exchange for the pilot group to decrease complexity. Pat believes there will be some balancing naturally and that there will not be as much crossover in this summer pilot, which is fine while the technical bugs are worked out. Hopefully more answers will be available by the end of the summer and the project will be able to move into fall with a lot more nailed down.

During the fall 2014, the project will also: map out the scaled up activities and budget for years 2-5, complete accessibility audits and perform maintenance of pilot courses, deploy the readiness modules, deploy the tutoring solutions, create and implement assessment strategies, and develop a plan for proctoring solutions.

In January 2015 the tutoring and readiness pilots will launch, and the formal adoption of the CCMS will be at the end of the month when the contract goes to the board at Butte. This will be a large undertaking and the vendor will be expected to deliver a really good product. Kale highlighted that course conversion is a known challenging issue and one which vendors always say will be "push button" and it never is; the faculty intensive work is a major concern. Pat explained that she intends to ask the vendors to demonstrate course conversion; she is aware that they promise the world and she does not want to put additional stress on faculty.

Through the spring the project will be converting courses and training faculty on the new CCMS and working with the college deployment teams. There will also be the creation of technology solutions for business processes, assessment of spring pilots, ramping up staging colleges, continued review of courses to add to the inventory, and launch of certification courses. The summer of 2015 will focus on full launch and the fall will continue with the same pilot groups, possibly with crossing over between the groups depending upon a number of factors that need to be discussed with the OEI SC.

Kale was concerned about the timeline with respect to getting coding done and courses onto the new CCMS between February and the beginning of courses in the summer, and Tim emphasized that the vendor will work iteratively with the project. New features will be developed in two week sprints, but those new features will be added into the CCMS during new semesters to avoid confusion for the students. Pat also noted that the summer pilot will only include 8 colleges with approximately 2-3 courses each, so there will be a small start for the summer in order to work out those transitional issues.

The goal is to provide the CCMS for free, but it may end up being a low cost option. The cost may depend upon the vendor that is selected and how many colleges are interested in participating for the long term. The pricing may end up representing a range of options; one price if the number of colleges is in one range and other price points in other ranges. Kale wanted to make sure that there is adequate time for colleges that were not in the pilot to consider the options when it gets to that decision point, because he does not want the decision made by the colleges to come down to a lot of pressure being put on faculty without an opportunity for them to fully understand and participate in the process. Pat felt that the process of training reviewers and having faculty interacting with other reviewers and going back to their campuses with information will help to generate the beginning of some of those conversations. Erik cautioned that vendors should be made aware that the legislature is not likely to provide additional funding for the CCMS, so the pricing that vendors submit should reflect the awareness that the budget for the CCMS is what is there; it will not be expanded by the legislature.

Pat noted that Blaine's group is working on a repository for content and @ONE is in the middle of a lot of the work on training. They are training the course reviewers, and they may put on a course for the curriculum committee, as well as one for administrators on how to evaluate online courses as well as the laws and rules around online education. There are many things that can be done in the area of professional development. Next year the Online Teaching Conference will take place in the north, June 17-19th, and theme suggested by John Makevich, "Where we are going we don't need roads," really captures what online education is building.

Pat explained the desire to provide courses and build a structure that will work in the years to come. Currently the budget situation is not as tight as it has been in the past, and enrollment numbers look better, however, the system and mechanism that is built will be in place when the economy turns again and when more courses need to be added. The emphasis on good course design is so that success and retention can be improved and there will be real and lasting change. Administrators would be likely to have more online courses if they had trained teachers, courses developed, and professional development to support them. Erik noted that the original funding was also about building more efficiency into the system, and about using system buying power to drive costs down and free up those resources for other things.

Professional Development:

Micah Orloff and Blaine Morrow

Micah explained that Pat already shared much of what @ONE is doing with professional development and a lot that is focused on OEI. There is a lot of information in the newsletter as well. They are also mobilizing on the certifications for online educator pathways and looking at what it takes to be a skilled online counselor. Bonnie Peters is a really good resource in the area of online counseling. There will also need to be tutors, librarians, and support services online,

and training will be needed in those areas; it is one thing to be a librarian, but different skills are needed to be able to do that online. There should also be pathways for online administrators, and that is an area where some additional professional development resources would be useful.

The certification training with the course reviewers will be hybrid training; two days in person, and one week online practicing by doing mock reviews. Afterward the newly trained reviewers will transition right into the reviews of the 72 courses that will need to be done.

With respect to building the Clearinghouse, Blaine has been generating a contact list of people responsible for professional development on campuses. He started with LeBaron's list of all of the people who were Flex Calendar Coordinators last year, but recognized that those people are not necessarily this year's coordinators because those positions are usually elected or appointed positions. Almost every campus has a faculty coordinator, as well as a staff coordinator. They scraped every college website twice to find all of the contacts that they could, and now have a list of 500 people who are a potential audience for summits. Blaine would like to get some ideas regarding: What would you do with a Clearinghouse? What would you be able to contribute to a Clearinghouse? What would you like to see in it? As a starting point, he knows that there will need to be a common calendar, and that training materials and courses should be stored there. The theme for the summit will involve "making something together." The idea is to make something that keeps track of your individual progress, makes it possible to share expertise, and celebrates what hardworking people are doing throughout the system.

Sacramento City College has a database that a group of professional development people and one programmer put together, it is not large enough scale and probably is not scalable, but it gives some ideas about what could be done.

There will be six summits coming in the month of November with the goal of bringing together people involved in professional development. November 3rd in Costa Mesa, 5th in San Diego, 7th in Marina Del Ray, 12th in Pasadena, 17th in Sacramento, and the 21st in San Francisco. Blaine will post date and location information on Basecamp. The summits will be followed up with a webinar for people who weren't able to go to the summits. He would like to get people involved in professional development excited about the Clearinghouse, and gather ideas about what they would like to see in it. Paul Steenhausen from the CCC Student Success Center will have a role in the Clearinghouse with respect to content as well. Blaine has also been in contact with developers of the Brokers of Expertise, Simple K-12, and Knowledge Delivery Systems websites to gather more information about the different models that are in use. He noted that they will not proceed until they have ideas about how people want to use the Clearinghouse, but they do know that they want it to work with the CCMS.

There is an interesting convergence of different things happening with AB2558 and the different professional development efforts that are taking place, each in a different area. The summits will allow Blaine and Micah to bring together stakeholders from different regions and give them an opportunity to share ideas and focus efforts on the Clearinghouse, but it also provides a chance to push information back out much like the Ambassador Program used to do.

Blaine noted that they have had great participation from CCCCSD with all of the board members on the committee, CCCSN regional coordinators, LeBaron, and Julie Adams and Delores Davison from the Academic Senate.

Wrap and Closing:

The next meeting is currently scheduled for December 3rd, in Sacramento; however, that is the Monday after Thanksgiving. Bonnie and Gary will send out a new survey to change the date to one that will not cause as many problems with travel.

Adjournment:

The meeting was adjourned at 3:00pm.

Telecommunications and Technology Advisory Committee

Will meet on

December 15, 2014

10:00 a. m. – 3:00 p.m.

at

California Community Colleges Chancellor's Office

1102 Q Street, Sacramento, CA 95811

CCC Confer – Meet & Confer Login Information:

Call 913-312-3202 or (888) 886-3951 and connect to www.cccconfer.org

Participant Passcode: 630505

	10:00 – 10:10	TTAC Member Update and Introductions	Welcome	Patrick Perry
1	10:10 – 10:45	System Update -Student Success Center, Technical Assistance and Institutional Effectiveness Grant Award - Questions related to written status updates	Information	Patrick Perry/Erik Skinner
2	10:45- 11:00	Systemwide Circuit Upgrade (Cenic)	Information	Gary Bird
3	11:00 – 12:00	Education Planning - C-ID/Assist/e-Transcript/CCCApply	Information	Tim Calhoon / Gary Bird
	12:00 – 12:30	Lunch		
4	12:30 – 1:15	Common Assessment CAI/Multiple Measures	Information	Tim Calhoon / Jennifer Coleman
5	1:15 – 2:00	Online Education Initiative	Information	Joe Moreau/Pat James / Tim Calhoon
6	2:00 – 2:45	Professional Development	Information	Micah Orloff / Blaine Morrow
7	2:45 – 2:55	TTAC Retreat	Information	Gary Bird / Cindy McCartney
8	2:55 - 3:00	Wrap and Close	Action	Bill Scroggins

TTAC Member Update

New ASCCC Representatives:

Craig Rutan
Santiago Canyon College

Dean Nevins
Santa Barbara City College

System Update**Item 1****Action: Informational Update**

Presentation: *Patrick Perry, Executive Vice Chancellor*
Erik Skinner, Deputy Vice Chancellor

Issue: A new grant was awarded to College of the Canyons, Santa Clarita Community College District, for the Institutional Effectiveness and Technical Assistance Program. Legislation impacting the community colleges remains. The committee is encouraged to ask questions related to the status updates.

Background:

The new grant RFA for Institutional Effectiveness and Technical Assistance was released in September 2014 and awarded to College of the Canyons in November 2014. An update on legislation that could impact the community colleges will be provided. Written status updates for SAC, Security, media and video conferencing were included in the agenda materials. These topics will not be discussed as individual agenda topics but the committee is encouraged to ask clarifying questions.

Analysis:**RFA Description: Institutional Effectiveness and Technical Assistance Grant**

As the California Community College System moves forward with full implementation of the Student Success Initiative, there is a tremendous need to support the dissemination and implementation of effective practices across the system. Our colleges face a broad variety of local circumstances, challenges, and opportunities. In addition, across the state, the colleges reflect a broad range of institutional capacity, some are well along their way to implementation of effective practices, and some are struggling to progress. Building a robust technical assistance infrastructure to disseminate effective practices, promote college-level student success reforms, and assist struggling colleges would be the best investment the State could make to spur further improvement in student outcomes including graduation and transfer rates

Legislation:

- **AB 1969 (Levine) Intersegmental Coordination of Technology and Data.** AB 1969 requires the three segments of public postsecondary education to coordinate efforts when making large-scale information technology and software purchases which would result in reduced costs and increased efficiency. 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:** Governor's Desk
- **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 of September 2013. Specifically, AB 2558 revises 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:** Signed

System-wide Circuit Upgrades**Item 2****Action: Informational Update****Presentation:** Gary Bird

Issue: With the passage of the 2014-15 Budget, TTIP will be able to fully fund a primary and secondary circuit up to 1GB for CCC college campuses and district offices. In addition, a primary 1GB connection for approved off-site centers will be funded through TTIP.

Analysis:**Updated info here:**

The CCCCO Technology unit is working with Cenic to schedule the primary and secondary circuit upgrades.

Campuses will be grouped into the following categories, listed in order of priority below:

- Campuses with a primary connection less than 1GB and no secondary connection
- Campuses with a primary connection of 1GB and no secondary connection
- Campuses with a primary connection less than 1GB and a saturated secondary connection
- Campuses with a primary connection of 1GB or greater and a saturated secondary connection
- Remaining campuses and approved off-site centers

*Since a variety of topologies will be considered for districts, upgrades to approved off-site centers will most likely occur when upgrades are taking place for other campuses in the district.

Through the process of scheduling sites for circuit upgrades and secondary circuit installations, several sites have been identified which may require additional bandwidth, 10GE circuits, to meet institutional needs. 10GE circuits require significantly high up-front hardware costs in addition to increased, approximately double, monthly fees.

Circuit costs greater than a 1GB will not be funded at this time. After all campuses and approved off-site centers have been upgraded to 1GB, the Chancellor's Office will be able to determine if funding is available to support additional needs. It is proposed that sites requesting 10GE circuits will be provided funding equivalent to the 1GE hardware and circuit amount and will be asked to fund the remainder of the cost.

Background: Connectivity to the Internet is a mission critical service provided to the California Community Colleges that is centrally managed and funded through the Telecommunications and Technology Infrastructure Program (TTIP). TTIP is a categorical program in the State Budget administered by the Chancellor's Office Technology, Research, and Information Systems Division. In the mid 1990's TTIP began funding the equipment and circuit costs for California Community College districts but the vision to fully support colleges and approved off-site centers was never fully realized due to budget constraints.

Recommendation: This is an informational update.

Information

Presentation: *Tim Calhoon and Gary Bird*

Issue: The Education Planning Initiative Grant was awarded to Butte College on December 1, 2013. The project team continues to make progress.

Background:**Goals:**

- EPI: Education Planning
 - Help colleges meet the requirements of SSSP
 - Comprehensive educational plan for all students
 - Enhance the Counseling Experience
 - Reduce Number of unnecessary units
 - Improve access to data
 - Articulation
 - Prior Academic History
 - Assessment

Analysis:

Updated info here:

RFP for the development of the Systemwide Portal was released and awarded to Unicon

Pilot Colleges have been selected:

- City College of San Francisco,
- Crafton Hills College,
- El Camino College,
- Fresno City College,
- Fullerton College,
- Los Medanos College,
- Mt. San Jacinto College,
- Santa Barbara College,
- Santa Rosa College,
- Victor Valley College

Timeline:

- RFP Issued: November 2014
 - Portal RFP Issued: September 2014
- Migration/Training: September 2015
- Go Live: December 2015

Recommendation: Informational update

Informational**Presentation:** *Tim Calhoon and Gary Bird*

Issue: The Common Assessment Initiative Grant was awarded to Butte College, in partnership with Saddleback College, on December 1, 2013. The project team continues to make progress.

Background:**Goals:**

- CAI: Common Assessment
 - Help colleges meet the requirements of SSSP
 - Assessment for all & common assessment
 - Reduce the number of assessments given
 - Improve access to results system-wide
 - Robust assessment tools
 - Adaptive, diagnostic, writing samples, preparation
 - Enhanced support for multiple measures
 - Data warehouse, research, feedback

Analysis:**Updated info here:****Pilots have been selected:**

- Bakersfield College
- Butte College
- Chaffey College
- DeAnza College
- Delta College
- Diablo Valley College
- Sacramento City College
- Fresno City College
- Rio Hondo College
- Saddleback College
- Santa Monica College
- West Los Angeles College

Timeline:

- **RFP Issued:** Dec 2014
 - **RFP Due:** January 2015
 - **Pilot Assessments:** July-December 2015
 - **Pilot PD:** July-December 2015
 - **Release:** Dec 2015
- *Pending successful pilot

Recommendation: Informational Update.

Information**Presentation:** Joe Moreau, Pat James, Tim Calhoon

Issue: The Online Education Initiative Grant was awarded to Foothill-DeAnza CCD, in partnership with Butte College, on December 1, 2013. The project team continues to make progress.

Background:**Goals**

- OEI: Online Education Initiative
 - Expand distance education offerings
 - Improve success and retention
 - Support Credit for Prior Learning
 - Support Basic Skills
 - Enhance Professional Development
 - Technology to enable distance education
 - Common Course Management System
 - Tutoring and Proctoring Services
 - Student Support Tools

Analysis:**Updated info here:****Full Launch**

- Butte College
- Coastline Community College
- Foothill College
- Shasta College
- Fresno City College
- Lake Tahoe Community College
- Mt. San Jacinto College
- Ventura College

Online Readiness

- Antelope Valley College
- Cabrillo College
- Hartnell College
- Monterey Peninsula College
- West Los Angeles College
- Rio Hondo College
- MiraCosta College
- College of the Canyons

Tutoring

- Imperial Valley College
- Ohlone College
- Columbia College
- Los Angeles Pierce College
- Saddleback College
- Barstow Community College
- Mt. San Antonio College
- Victor Valley College

Full Launch colleges will pilot the common CMS, first OEI courses and business processes.

Timeline:**Common Course Management System**

- **RFP Released:** November 2014
- **IdeaScale Opened:** September 5th
- **Pilot Implementation Begins:** February 2014
- **Offer Courses at Pilot Colleges :** June 2015

Tutoring and Online Readiness: June 2015

Recommendation: This is an informational update.

Professional Development

Item 6

Informational

Presentation: *Micah Orloff and Blaine Morrow*

Issue: The need for professional development offerings and coordination is increasing as system-wide programs expand and professional development organizations work to provide opportunities.

Background:

Professional development is provided by several groups across the California Community College System. There is a need to consolidate offerings into a single location.

Analysis:

Updated info here

Recommendation: This is an informational update.

TTAC Retreat

Item 7

Informational

Presentation: *Gary Bird and Cindy McCartney*

Issue: information on the upcoming TTAC Retreat

Background:

Updated info here:

Analysis:

Updated info here:

Recommendation: This is an informational update.

TTAC Meeting Notes

December 15, 2014

- Eric Skinner convened the meeting

System update:

- Institutional effectiveness initiative.
 - Part of '14-'15 budget, 9 staff to support it.
 - \$2.5 million for local assistant grants for help for colleges. Doing work spring 2015, probably going to be implemented fall 2015.
 - College of the Canyons awarded RFP—went through BOG in November
 - Heavy focus on Professional Development—Student Success Center (Paul Steenhausen)
 - Looking to leverage other initiatives and stuff going on.
 - Looking forward to a strong budget year—while there are some structural concerns (STRS, COLA), there is still the assumption that the money will increase and that we are, hopefully, moving into a few years of budget stability which will allow us to “institutionalize” these initiatives.
- 81 colleges on CCCApply and now using the federated ID
- Discussion: Getting a group together to look at accreditation impacts of the technology initiatives including federated IDs, identity verification, DE training, etc. and how these initiatives might relate back to the new accreditation standards. Specifically looking to develop boilerplate language to help explain how these statewide projects may be helping with some of these accreditation needs. There was also a discussion about equity and how the state can use technology to track and evaluate the effectiveness of interventions used to address equity at the colleges.
- CENIC
 - Prioritizing primary and secondary circuit updates; TTIP now able to fully fund primary and secondary circuits at colleges and district offices up to 1 GB.
 - There are some colleges who are *currently* maxing out their 1GB circuit and will be increased to 10GB
 - Have protocols in place to make sure that the colleges have correct firewalls in order to filter unwanted data in order to more efficiently use bandwidth, and other structures in place to restrict incorrect usage.
- Educational Planning
 - David Shippen from the EPI provided an update.
 - Discussion about the challenges of EPI tying into local systems and anticipated difficulties of getting colleges to try to change.
 - Portal is being built. Requirements: ability to scale, affordable, accessible, mobile device compatible, standards based.

- A version of the student portal was previewed. First impression: very text heavy and would be difficult for students to use. K. Braden suggested that the portal page be graphics-oriented.
- ASSIST 2.0: C-ID/ASSIST integration being studied
- e-Transcript: Minigrants are being made available to encourage colleges that haven't adopted e-Transcript at all (\$7500) or not yet fully adopted (\$5000) are being made available.
- Common Assessment Initiative
 - Jennifer Coleman from CAI gave the update
 - Noted that CA is being brave because common assessment is being tried without a common curriculum (although we do have basic commonalities through C-ID)
 - Competency maps developed and disseminated to the field, feedback received.
 - The RFP for the common assessment was released 12/5/2014 – writing sample with human scoring is a cost option in the RFP.
 - The following workgroups are in place: Math, English, ESL, multiple measures, professional development, test development
 - Pilot phase: test, technology and platform
 - Launch implementation: Pilot colleges in fall 2015 and early adopters in spring 2016 (perhaps)
 - There was a reminder that the common assessment only needs to be used by colleges if they themselves use assessment instruments to place students. If they only use multiple measures without assessment, they do not need to use the common assessment.
 - Presentation of timeline, next steps, etcetera. (Get notes from minutes)
- OEI
 - Joe Moreau from the OEI presented the update
 - Link Systems International will be the tutoring vendor. The Tutoring contract is being held by the CCC Foundation. Colleges may use vendor-provided tutors, college tutors or a combination of both. J. Freitas pointed out the issues that arose because the CCC Foundation had additional/different non-disclosure requirements that weren't covered by the blanket NDA signed by the OEI Steering Committee membership, which led to concerns and consternation about not being able to review the tutoring RFP.
 - Course reviewers have been trained (October), student readiness modules completed (November) and ready for spring pilot, tutoring selected (December).
 - Tutoring and student readiness will be piloted in spring (starting January). If all goes well, colleges can buy into the tutoring solution in fall at a reduced cost, and student readiness modules will be made available for free to all colleges.
 - Proctoring plan is in development
 - CCMS vendor will be selected by March 2015

- Faculty certification courses should be launched March 2015, perhaps a 10-week course.
 - Full launch in CCMS fall 2015 and continuing spring 2016.
 - New colleges for exchange to be solicited at some point, and course offerings to be expanded (Note: this hasn't been discussed yet in the OEI Steering Committee).
- Professional Development Update
 - Blaine Morrow and Micah Orloff presented the update
 - Reviewed the activities of the PD clearinghouse
 - By mid-spring some components of the PD clearinghouse may be implemented

Respectfully submitted by Kale Braden and John Freitas



Executive Committee Agenda Item

SUBJECT: C-ID and TMC Update		Month: February	Year: 2015
		Item No: VI. D. 1.	
		Attachment: NO	
DESIRED OUTCOME:	Update the Executive Committee on the C-ID and TMC projects	Urgent: NO	
CATEGORY:	Information	Time Requested:	
REQUESTED BY:	Bruno	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW ¹ :	Julie Adams	Consent/Routine	
		First Reading	
		Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND: Since the last Executive Committee meeting, the Intersegmental Curriculum Workgroup (ICW) and C-ID Advisory Committee continued the work of C-ID and Transfer Model Curricula. The following report provides an update on the work of the committees.

Transfer Model Curriculum and Intersegmental Curriculum Workgroup Update

Transfer Model Curriculum – The FDRGs convened to develop Area of Emphasis TMCs will be meeting within the next month – this includes “diversity studies”. We are also working with the Chancellor’s Office to ensure the availability of the templates scheduled for release on 2/1.

Intersegmental Curriculum Workgroup – ICW is scheduled to meet February 24, 2015.

C-ID and C-ID Advisory Committee Update

C-ID – Technology improvements are in progress. We have new CSU reviewers in history and have addressed some disciplines where there was an issue with the Primary. Our 3 disciplines that are presently reviewing their descriptors (Psychology, Communication Studies and Sociology) should be finalizing their work in the next month.

C-ID Advisory Committee – At the last meeting, the responsibility for finalizing Model Curriculum was made a charge of the Model Curriculum Workgroup. Processes for intrasegmental descriptors will be developed soon. The C-ID Advisory Committee is scheduled to meet on February 25, 2015.

Model Curriculum Workgroup (MCW) – The Model Curriculum Workgroup, a workgroup of the C-ID Advisory Committee and the Statewide Career Pathways Steering Committee, met and provided feedback on the Model Curriculum Definition and Implementation Guidelines document to outline the process on the development and acceptance of model curriculum. Once the guidelines are approved, the Information Technology FDRG will submit their model curriculum for acceptance by the Model Curriculum Workgroup.

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

