Academic Senate
Meeting Minutes

Date: Friday, April 14, 2017   **Time/Location:** 1-3 PM / WCC Room 113 & LCC Room 115

Senate Roles and Responsibilities (The 10+1)	
1. Curriculum, including establishing prerequisites and placing courses within disciplines.	7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
2. Degree and certificate requirements	8. Policies for faculty professional development activities
3. Grading policies	9. Processes for program review
4. Educational program development	10. Processes for institutional planning and budget development
5. Standards or policies regarding student preparation and success	11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate
6. District and college governance structures, as related to faculty roles	

Senators: Donna McGill-Cameron (CTE), **Kevin Ferns** (Secretary, FaLaHum), **Greg Gassman** (Social Science), **Pam Geer** (CCC & LCC Part-time), **Christopher Howerton** (VP, At-large), **Mike Papin** (via Polycom) (LCC)

Ex-officio Members: None

Absent: Matt Clark (President), **Doug Stone** (WCC Part-time), **Jaya Shah** (Math & Science), **Jose Vallejo** (Student Services), **Ali Harder** (ASWCC President)

Guests: Roger Clague, Julie Brown

Call to order 1:13 p.m.

Item	Description-Type	Lead	Background and Objective
I	**Approval of Agenda - Action**		Approve agenda of 4/14/17.
II	**Public Comment**		Guests are welcome to comment on any item on the agenda or not on the agenda. For items on the agenda, they may comment now or during the discussion of that item.
	Discussion: No public		
III	**Approval of Minutes-Action**		Review and approve the minutes of 3/24/17 regular meeting.
	Discussion/Decision: 1. Minutes from 3/24/17 approved (MSC Gassman/Geer).		
IV	**President's Report - Information/Discussion**	Clark	
	Discussion/Decision: ➢ See the attached report.		

V	**Vice President's Report**
	   1. **Curriculum Update – Information/Discussion**
	   2. **Committee Appointments – Action**
	   3. **Other – Information/Discussion**
		Howerton (Clark)	**Objective**: 1. Receive update on work of the Curriculum Committees. 2. Appoint faculty members to committees.

	Discussion/Decision: 1. Howerton is putting out a master report of committee appointments. There are at least 11 positions that need to be filled thus far.		

	2. The acronyms lists are attached to these minutes and will be combined, revised, and reformatted in one document. This is a work in progress. *3.* Howerton is working on a project to "Get to know your senator" for the campuses that will include basic role, contact info, and photo for faculty if they have questions.		
VI	**Senate/Committee Reports - Information**	Senate	
	Discussion/Decision: ➢ Vallejo submitted the following written report in absentia: Student services faculty are still waiting to hear from administration to meet and address the concerns expressed throughout the year and recently submitted through a formal letter from the union. ➢ McGill-Cameron reports that she went to Pasadena City College to tour the Makerspace lab. She got some good ideas for writing an upcoming grant. ➢ Geer reports that the TRiO tutors at CCC were not getting much business. She is looking into reasons why students are not taking advantage of tutoring services. Students at CCC do not always have opportunities to purchase textbooks at CCC and she would like to see this addressed. ➢ Gassman reports that Ethnic Studies has moderated various "Know Your Rights" panels recently. In March, the department delivered a presentation at Hartnell College for Farmworkers Awareness Week. The department is beginning an Introduction to Native Studies course.		
VII	**Ex-officio Reports - Information**	Harder	
	Discussion/Decision: *1.* No report.		
VIII	**District Allocation Process, Use of "Intent" – Action**	Senate	**Background**: The senates and the district recently agreed to use "intent" to allocate SWF monies. At DCAS it was recommended that the "intent" be used to allocate other funding streams. Both senates will consider adopting such a process. **Objective**: Debate approval of using intent for allocating monies from funding streams beyond SWF.
	Discussion/Decision: *1.* Howerton notes that deferred maintenance might be an area of allocation here. ➢ **Motion to approve the use of intent to allocate monies from funding streams beyond SWF (MSC Geer/Gassman)**		
IX	**Draft Information Technology (IT) Service Level Agreement (SLA)– Information/Discussion**	Senate	**Background**: IT has drafted a revised SLA, which indicates the expectations of district IT and the colleges of each other. **Objective**: Review of the SLA and begin gathering feedback.
	Discussion/Decision: 1. R. Clague reports that IT has set up service level agreements for the campuses and entities they serve (attached to the minutes). If you have feedback, please send to R. Clague prior to the end of the semester.		
X	**Spring Plenary Resolutions Review – Information/Discussion**	Senate	**Background**: ASCCC Spring Plenary takes place April 20-22. On April 22 ASCCC will debate a slate of resolutions. **Objective**: Review the initial resolution packet and provide feedback to inform the WCC delegate's votes and debate.
	Discussion/Decision: 1. Howerton, McGill-Cameron, and Clark will attend the ASCCC Spring Plenary next week. The resolution packet is attached to the minutes. Please forward any feedback to Clark for voting purposes. The senate performed an initial review of the packet.		
XI	**Spring Work Plan and Goals Update– Information/Discussion**	Senate	**Background**: The senate established goals and should review progress. Further, the senate should prioritize its work for the remainder of the Academic Year.

			Objective: Review of the senate goals for 2016-2017 and calendaring of items for remaining agendas.
	Discussion/Decision: Not addressed.		
XII	**Institutional Innovation and Effectiveness Plan (IIEP) – Information/Discussion**		**Background**: Based on feedback from the Partnership Resource Team (PRT) from the Institutional Effectiveness Partnership Initiative (IEPI) regarding Distance Education (DE), WCC has drafted an IIEP. WCC sent the plan to the IEPI lead who will be consider, possibly modify, and return the plan to WCC. To implement the plan, WCC has $200K available. **Objective**: Sharing of the plan and initial discussions of the roles of the senate and its subcommittees prioritizing and implementing the plan's components.
	Discussion/Decision: ➢ The plan is attached. J. Brown reports that it will provide for online tutoring and counseling, fund an instructional designer for a year, and upgrade current technology. The plan will allow WCC to meet the statewide expectations for DE programs. The grant is $200,000.00 for one year.		
XIII	**Accreditation Update - Information**	Howerton	**Background**: Under 10+1, the senate and the trustees will mutually agree on faculty roles relating to accreditation. **Objective**: Provide an update on the status and timelines for the accreditation process and report on the work of the Accreditation Steering Committee (ASC) and the results of the March 17 WCC Accreditation Event.
	Discussion/Decision: 1. Howerton reports that a draft of the self-study will be completed by the end of the semester. The senate will be providing feedback on this soon.		
XIV	**Education Master Plan (EMP) Draft Review – Information/Discussion**	Senate	**Background**: WCC is in the process of updating its EMP. A new draft with College Objectives under a Completion by Design framework is available for feedback. **Objective**: Review the new draft with focus on the College Objectives.
	Discussion/Decision: Not addressed.		
XV	**Statement of Concern Regarding UC/CSU Tuition Increases - Discussion**	Senate	**Background**: The UC system announced tuition increases and the CSU system might soon follow. **Objective**: Discuss the possibility of drafting a resolution of concern or opposition due to the potential impact on WCC's students
	Discussion/Decision: Not addressed.		
XVI	**LCC Faculty Members on Committees – Information/Discussion**	Senate	**Background**: The senate made recommendations regarding adding LCC designated slots to college committees. **Objective**: Review status of LCC faculty integration to college committee structure.
	Discussion/Decision: Not addressed.		
XXI	**Future Agenda Items- Discussion**		Senate Assessment, Senate Appointments, Dual Enrollment Pathways, Convocation, WCC Student Probation Processes, College Catalog, SSS Priorities, CCC, ADA in the Classroom, Student Services Update
	Discussion/Decision: Not addressed.		

Meeting adjourned 2:54 p.m.

#	Goal	Who	Status
	Adopted WCC Academic Senate Goals, 2016-2017		
1	**Student Success:** Work with the Student Success Committee to identify and address barriers to student success (e.g., counseling availability, course offerings…).	Clark, Vallejo	Ongoing
2	**Curriculum:** Create catalog/class schedule subcommittee (via curriculum and scheduling committees).	McGill-Cameron, Howerton	Ongoing
3	**Lake County Campus (LCC) Transition:** Integrate LCC faculty and staff members into the WCC governance and planning structure. Ensure that LCC students are not negatively impacted by the transition.	Clark, Howerton, Papin	In progress. The senate and College Council have filled newly added LCC seats.
4	**Professional Development:** Build comprehensive annul (or semester long) professional development plans and increase faculty participation in professional development activities.	McGill-Cameron, Clark, Howerton	Preliminary conversations have taken place.
5	**Faculty Evaluation:** Improve the faculty evaluation process with an increased focus on professional development.	Howerton	In progress. New assessment tool was piloted last year. Team training started this year.
6	**Sabbatical Leave:** Define sabbatical leave process in light of the multi-college transition and unclear definitions of roles in the current process.	Clark	**The Sabbatical Leave Task Force has drafted recommendations; review underway in the senates.**
7	**Grading Policies:** Review, update, and distribute Faculty Handbook.	Clark	DCAS is awaiting work of CLAS
8	**Colusa County Campus (CCC) Planning**: Create comprehensive process for CCC scheduling and planning.	Clark, Geer, Vallejo, Papin	Environmental scans (internal and external) have been completed.
9	Revise **Senate Constitution and Bylaws**.	Clark, McGill-Cameron, Gassman, Ferns	In progress
10	**Sustainability and Grant Funding:** Define process for seeking grants and sustaining work after grants or categorical funds expire.	Clark	Very preliminary discussions
11	**Education Master Plan (EMP):** Work with College Council to create the new WCC EMP	Clark, Howerton	In progress; the senate has received and reviewed the **second** draft of the EMP.
12	**Distance Education (DE):** Work with the Curriculum Committee and the Dean of Student Success and Planning to strengthen the WCC DE modality. Work should include, but not be limited to, faculty training, student training, student supplemental resources, and ensuring regular, instructor initiated contact.	Clark, McGill-Cameron	DE coordinator established; DE Handbook approved; senate DE Subcommittee established.

Meetings with WCC Administration
(4/4) – Highlights:
1. We have still been unable to set up a meeting to review the intent of the rescinded memo regarding scheduling of faculty members in Student Services.
2. We were shown a draft proposal for moving program offices in Building 700. The major component involved moving Veteran's offices to the space vacated by Trio's move to Room 850. I asked if other programs were asked about use of the space. Dr. White will consult with Dean Ortiz-Mercado.
3. We discussed some ideas from the IEPI feedback regarding DE. One suggestion is to hire an Instructional Designer for two years. Sustainability and total-cost-of-ownership need to be explored.
4. The RFA for the Middle College High School is due April 24. The change in leadership at WJUSD makes it unclear as to whether we will proceed.
5. Dr. white will meet with the Schedule Criteria Committee at their 7 April meeting to discuss enrollment management. He will forward documents to me to share with the committee and then all faculty members.

(4/11) – Highlights:
1. We reviewed a draft of the Institutional Innovation and Effectiveness Plan, focused on DE at WCC, LCC, and CCC. WCC will send a draft to the IEPI team that visited us. They will likely make recommendations, which we will then consider. The administration will send the final draft to the senate. The senate will review the draft at the April 14 senate meeting. We also had an extended discussion regarding the recommendation of hiring an Instructional Designer (timing, faculty/non-faculty, sustainability…)
2. Since I have been unsuccessful in setting up a meeting to review the intent of the memo from President White to faculty members in Student Services, Dr. White will work with ASTs to set the meeting up. If a meeting eventuates, it will focus solely on clarifying the intent of the memo.
3. The talks with WJUSD regarding a logic model for a middle-college-high-school are on hold due to the leadership change in the WJUSD.
4. District IT has distributed a draft revision of the Service Level Agreement, which identifies the services and associated processes for delivery, that the district provides the colleges.
5. President White has tasked AST Gibson with updating the Schedule Criteria Committee Operating Agreement and adding or strengthening the enrollment management among its deliverables. President White, VP Konuwa, and College Council Co-Chair Ariana Velsaco will begin work exploring an IEC, by reviewing the operating agreements of the various committees that IEC will subsume.

Accreditation Steering Committee (4/13) – Full ASC meeting not held to allow Standard leads/teams time to work/meet.

DC3 (4/4) – Highlights:
1. We received extensive updates from the District Services Executive Team (DSET). Documents from Fiscal Services, IT, M&O were distributed and discussed. (I will provide links to those documents soon.
2. The Chancellor shared a proposal to change the empty CBO position to a Vice Chancellor of Administrative Services (VCAS). Howerton asked for the salary difference and the Chancellor will forward that information. I asked about the job description and whether any duties that the former VCEPS performed would be moved to the VCAS duties. The Chancellor will forward but job descriptions for review. M&O Director Willis shared that the position would be consistent with what he'd experienced in other districts.
3. Payroll issues with part-time faculty still exist. HR Director Whitfield will meet with Judith Kreft to review an extensive list of issues. Chancellor Houston will meet with Whitfield and Clague to seek solutions.

DCAS (4/6) – Highlights:

1. We received extensive updates on the Fiscal Master Plan, Facilities Master Plan, and Technology Master Plan. The latter pair should have complete drafts by the end of June. The Facilities plan is muddied due to the Governor's position on Prop 51 monies. The status of Service Level Agreements and the criteria for prioritizing facilities were requested. The latter will be distributed to the college presidents byCTO Clague by Friday.
2. WCC will receive $36K for full-time faculty professional development for 2017-18. This is money from the 2016-17 Faculty Enhancement Fund, that was earmarked in the district budget for FT Professional Development, but never allocated.
3. We received information regarding a proposal to change the CBO position to a Vice Chancellor of Administrative Services. The increase in salary is estimated to be about $16K.

College Council (4/7) – Canceled.

Board of Trustees (4/13) – Highlights:

1. The three newly tenured faculty members (Christopher Noffsinger, Shawn Frederking, and Phillip Milks YC were introduced to the Board by YC Senate President Greg Kemble.
2. Kemble informed the Board that YC Senate passed a motion of support for the Student Service resolution our senate presented at the last Board meeting.
3. A number of people spoke at Public Comment about YC-AFT issues: payroll issues, lack of progress in bargaining, and lack of compensation (when entitled) for extra work on curriculum.
4. Travis Smith reported that he was optimistic that agreement will soon be reached on the full-time bargaining agreement, and encouraged Trustees to support a quick finish to both save the district money and to improve morale.

B&P/PRVT (4/6) – Canceled, VP Konuwa and Dean of Student Success and Planning off campus.

Miscellany

1. Senate VP Howerton and I have both been working (independently until recently) on an acronym list. Attached to my report are my version (JWAL, which I updated since we shared) and his version. A more complete version, in his format and without my editorial witticisms (you judge) will be prepared in time for convocation. If you notice any acronyms - commonly used in the district - missing, please forward them to me for inclusion.
2. The Schedule Criteria Committee viewed a PowerPoint from President White regarding enrollment management. The PowerPoint and a document regarding classroom space will be distributed soon.
3. Leadership from the two senates and FA-YCCD met. We discussed the need for improved language regarding course evaluation for DE. "Course Design Validation" was suggested and well-received. We also discussed the desirability to hire FT-temp to cover the load of faculty members taking sabbatical. This was one of the recommendations of the Sabbatical Leave Task Force, which both senates have endorsed, but no movement has taken place since.

WCC Acronym Code Breaker

(updated Spring 2017)

Acronym/	Description	Notes:
ACCJC	Accrediting Commission for Community and Junior Colleges	
ALO	Accreditation Liaison Officer	
AP	Administrative Procedure	
A&R	Admissions and Records	
ARC	Academic Reading Center	Now included in the Student Academic Support Services
ASC (former ART)	Accreditation Steering Committee (former Accreditation Resource Team)	
ASCCC	Academic Senate of the California Community Colleges	
ASWCC (CCC, LCC)	Associated Students of Woodland Community College (Colusa County Campus, Lake County Campus)	
BOG	Board of Governors	Usually associated with fee waivers for students
BOT	Board of Trustees	
BP	Board Policy	
BSI	Basic Skills Initiative	Currently part of our Student Success Committee
CalWORKs	California Works Opportunity and Responsibility to Kids	
CAT (former CRC)	Communication and Technology (former Communication Resource Committee)	
C.A.R.E.	Cooperative Agencies Resources for Education	
CbD	Completion by Design	
CCC	Colusa County Campus	
CHEX (now "Cabinet")	Chancellor's Executive group	Now referred to as "Cabinet"
CIO	Chief Information Officer	
COCI	Chancellor's Office Curriculum Inventory	The State Curriculum Inventory
COR	Course Outline of Record	
CCCCC (5Cs)	California Community College Curriculum Committee	
CSEA	California School Employees' Association	
CSU	California State University	
CTE	Career Technical Education	Academic Division

DC3	District Consultation Coordination Council	Updated name for the group is District Consultation Council
DCAS	District/College/Academic Senate group	
DE	Distance Education	
DIG	Data Inquiry Group	
DSET	District Services Executive Team	Includes: Fiscal Services, Human Resources (HR), Grant Research & Development, Information Technologies (IT), and Maintenance & Operations (M&O)
DSPS	Department of Supportive Programs and Services	
EMP	Educational Master Plan	
EOPS	Extended Opportunity Programs and Services	
EP		
ESA	Educational Supervisors' Association	
FaLaHum	Fine Arts, Language Arts, and Humanities	Academic Division
FAYCCD (former YCFA)	Faculty Association of Yuba Community College District (former Yuba College Faculty Association)	
FLEX	Flexible Calendar Program	
FTE, FTEF, FTES	Full Time Equivalent, Full Time Equivalent Faculty, Full Time Equivalent Students	
FSAPC	Faculty, Staffing, Administrative Planning Committee	
IEC	Institutional Effectiveness Council	Proposed new committee
IEPI (RPT)	Institutional Effectiveness Partnership Initiative (Resource Partnership Team)	
ISER	Institutional Self Evaluation Report	Self-Study document submitted for Accreditation
LAC	Library Advisory Committee	
LCC	Lake County Campus	
MESA	Mathematics, Engineering, Science Achievement	
MOU	Memo of Understanding	
PC	President's Cabinet	
PCAH	Program and Course Approval Handbook	Curriculum Document
PRVT/B&P	Program Review Validation Team/ Budget & Planning	
RAWC	Reading and Writing Center	
SI	Supplemental Instruction	
SLO	Student Learning Outcomes	

- iSLO
- pSLO (SAO, SSO)
- cSLO
- AUO

- Institutional Student Learning Outcomes
- Program Student Learning Outcomes (may also be known as a Service Area Outcome, or Student Service Outcome)
- Course Learning Outcomes
- Administrative Unit Outcomes

TRiO		Federal collection of programs that provide services for individuals from disadvantaged backgrounds
TracDat		
TOP Code	Taxonomy of Programs	
UC	University of California	
WAM	Writing and Math (Center)	Now included in the Student Academic Support Services
WASC	Western Association of Schools and Colleges	
WCC	Woodland Community College	This may be used to represent Woodland Community College and all its sites, or just the main campus located in Woodland
WSCH	Weekly Student Contact Hours	
YC	Yuba College	This may be use to represent Yuba College and all its sites, or just the main campus located in Marysville
YC-AFT	Yuba College – American Federation of Teachers	
YC-POA	Yuba College –Police Officers' Association	
YCCD	Yuba Community College District	
YCFA (now FAYCCD)	Yuba College Faculty Association (now Faculty Association of Yuba Community College District)	

JWAL – Second Edition Draft
(Judy Walters' Acronym List)

ACCJC (Accrediting Commission for Community and Junior Colleges) – the body renews accreditation for California community colleges (and others) or an evil entity to some

ALO (Accreditation Liaison Officer) – the administrator who leads the accreditation process at a college; in are case the Vice President of Instruction, Dr. Konuwa

AP/BP (Administrative Procedure/Board Policy) – the latter are the big ideas that dictate how the district and colleges operate, the former provide details; these can be found at BoardDocs on the district website; the APs and BPs in Section 4000 dealing with Academic Affairs (i.e., teaching related procedures) are

ARC (Academic Reading Center, Room 870) – drop in help with reading across the curriculum

ART (Accreditation Response Team) – group that worked on WCC's response to the last set of ACCJC recommendations

ASC (Accreditation Steering Committee) – Committee overseeing WCC's accreditation processes (writing the self-evaluation, coordinating with district services…); replaced ART

ASCCC (Academic Senate for California Community Colleges) – state-wide ascademic senate which holds Plenaries, institutes, and regional meetings designed to enhance all issues that are 10+1

AST (Administrative Support Team) – the administrative assistants of the college's administrators

ASWCC (Associated Students, Woodland Community College) – the student governance body, appoints students to committees and approves club charters (there are corresponding ASLCC, ASCCC, and ASYC, for Lake, Colusa, and Yuba students respectively)

BSI (Basic Skills Initiative) –both a funding source from the state and a former committee at WCC that is now part of the Student Success Committee

CAT (Communication and Technology) – Replaces CRC and adds Technology issues to its purpose

CBO (Chief Budget Officer)

CbD (Completion by Design) – an initiative aimed at increasing student success and completion; the new EMP is being built with CbD as a framework

CCC (Colusa County Campus) – satellite campus of WCC located in Williams, 40 minutes north of WCC on I-5 (formerly CCOF, for Colusa County Outreach Facility)

CCCCC (or 5C, California Community College Curriculum Committee)

CCCCO (California Community College Chancellor's Office)

CHEX (Chancellor's Executive Committee) – former name of a deep and mysterious group that now is referred to as Cabinet

CLAS (not quite sure) – maybe even more mysterious than CHEX

COR (Course Outline of Record) – document that defines the content of courses at community colleges

CSEA (California School Employees' Association) – bargaining unit for classified staff

CTO (Chief Technology Officer

DC3 (District Consultation and Coordination Council) – broad representation, makes recommendations to the chancellor

DCAS (District/College/Academic Senate Leadership Group) – membership consists of the chancellor, vice chancellor, senate presidents, college presidents, senate VPs, college VPs; coordinates matters under 10+1 within the district

DCC (District Curriculum Committee) – reports to DCAS

DE (Distance Education) – alternative delivery modalities, the future of higher education, or a problematic monster depending on to whom you talk

DIG (Data Inquiry Group) – group tasked with exploring and defining data needs and structures at WCC

DSET (District Services Executive Team) – consists of Chancellor, the CBO, CTO, HR Director, Maintenance & Operations Director, and Director of Grants & Research Development

DSN (Deputy Sector Navigator) – person who coordinates efforts and resources for a specific CTE discipline in a region; we have two for the northern region (Ag and Business) housed at WCC

EMP (Educational Master Plan) – Document that should drive WCC's direction and planning

FA-YCCD (Faculty Association – Yuba Community College District) – bulky acronym for the bargaining unit for full-time faculty in the district

FaLaHum (Fine arts, Language Arts, and Humanities) – division at WCC or a person that Dr. Walters still has not met

FSAPC (Faculty, Staff, and Administrative Planning committee) – purposed with ranking full-time faculty requests, developing similar processes for staff and administrative needs, and updating WCC's 5-year staffing plan

FTE, FTES, FTEF (Full Time Equivalent, FTE Student, and FTE Faculty)

IEC (Institutional Effectiveness Committee) - proposed new committee which may bring together the work of SLO, B&P, PRVT, FSAPC and SCC

IEPI (Institutional Effectiveness Partnership Initiative) – provides colleges with a resource to evaluate and improve strategic planning

IIEP (Institutional Innovation and Effectiveness Plan) – plan developed by a college woring with an IEPI team to improve some portion(s) of a college's planning

ISER (Institution Self Evaluation Report) – new term for the self-study the college submits to ACCJC

LAC (Library Advisory Committee) – reviews library processes and makes recommendations to Dean of Student Success

PC (President's Cabinet) – WCC's administrative team

PRT (Partnership Resource Team) – a team of peers from IEPI assigned to assist a college

PRVT (Program Review Validation Team) – group tasked with review program reviews at WCC, providing feedback, and forwarding recommendations to the WCC Budget and Planning committee

RAWC (Reading and Writing Center) – academic support service that combined the former ARC with part of the former WAM

SCC (Schedule Criteria Committee) – committee charged with developing schedule, enrollment management, and processes for expanding/contracting course offerings

SLO (Student Learning Outcome) – that by which we all assess our effectiveness and seek to improve our programs

SSSP (Student Success and Support Program) – replaces Matriculation (triple sp sounds better than M)

SWF (Strong Workforce Funding) – funding stream that supplants Perkins Funding

WAM (Writing and Math Center) – recently closed center for drop in help in math and writing

WCC (Woodland Community College) – confusingly, this sometimes represents the campus in Woodland and other times represents the three campuses: WCC, CCC, and LCC

YC (Yuba College) – originally WCC's parent college, but now our sister college [Anyone remember the novelty song *I'm My Own Grandpa*? Didn't think so – I'm really old!]

YC-AFT (Yuba College American Federation of Teachers) – bargaining unit for part-time faculty in the district

YCCD (Yuba Community College District)

Institutional Effectiveness Partnership Initiative
Partnership Resource Teams
Institutional Innovation and Effectiveness Plan
Date: April 11, 2017

Name of Institution: Woodland Community College

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
A. Training/Certification	1. Create a "Culture of Canvas" for all classes.. 2. DE faculty meet ADA and OEI rubric compliance, through faculty trainings and ongoing professional development. 3. Ensure that DE students are prepared to take courses in online/hybrid or broadcast modality.	1.1 – DE Committee, Academic Senate instructional designer/technologist 2.1– DE Committee, Academic Senate, Instructional Designer/Technologist 3.1 – DE Committee, Academic Senate, Instructional Designer/Technologist	1 – May 2017 and ongoing 2.1 – August 2017 3.1 – January 2018	1. Create formal job description for Instructional Designer/Technologist 2. Hire Instructional Designer/Technologist 3. Re-evaluate DE Coordinator MOU 4. Develop/implement student readiness self-evaluations and training materials for online and broadcast education	• Hiring of instructional designer • Extending or revising DE Coordinator MOU • Student access to training or informational materials for DE modalities • Increased retention and success rates with more training of faculty and students	

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
B. Student Services and Academic Support	1. Provide comprehensive online counseling and tutoring	1.1 – DE Committee with Counseling, Student Success Center, Dean of Student Services, Dean of Student Success	1.1 – May 2018	1.1 Research options for online tutoring, counseling, and make recommendations to President through vetting process.	• Increase in successful course completion for DE students • Convert 100% of existing face to face academic workshops to online modality • Expanding hours of services for counseling, tutoring, library resources, and proctoring • Join OEI consortium by 2-year mark	
	2. Expand online access to library services and academic success workshops for DE students.	2.1 – Librarian, Dean of Student Success, DE Committee	2.1 – May 2018	2.1 Look at options for students to schedule meetings with librarian (appointments can already be scheduled online in the portal – but options for holding meetings) 2.2 Create online modules of academic success workshops.		
	3. Provide options for test proctoring.	3.1 – Student Success Center, Dean of Student Success, DE Committee, DE Committee, DSPS	3.1 – May 2018	3.1 Make recommendation for face-to-face and/or online proctoring services.		
C. IT Support/Technology	1. Working technology to support wifi, Canvas, scheduling hybrid courses, broadcast education. . 2. Dedicated IT DE support staff for faculty and students for tech problems at district level 3. Ensure that all faculty who teach online or hybrid courses are certified.	1.1 CTO 2.1 –CTO 3.1– VPI, Instructional Designer/Technologist ,Instructional Dean	1.1 – December 2017 2.1 – December 2017 3.1 – December 2017	1. Establish baseline district IT staffing and technology requirements to run a functional DE program. 2. Formalize district wide coding definition of hybrid options for schedulers 3. Assign dedicated IT staff to oversee Canvas support and training for students and faculty users 4. Ensure that Colleague can capture DE certification to run validations on DE course assignments.	• Submit formal recommendation to CTO on baseline IT needs • Ability to schedule hybrid classes for Fall 2018 • Ability to validate DE instructor certification by Fall 2018 • Assigned or hired dedicated IT staff for Canvas	

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
D. Degree Pathways/Curriculum	1. Create intentionally designed fully online degree/certificate 2. Create intentionally designed hybrid/weekend pathways programs . 3. Establish point to point modality (broadcast education) to offer DE courses at rural sites	1.1, 2.1, 3.1 Curriculum Co-Chair, Instructional Designer(proposed in this grant), DE Coordinator, Scheduling Deans and Academic Senate	1.1 – August 2018 2 .1– January 2018 3.1 – August 2018	1. Mapping online gaps in GE patterns. 2. Working with discipline faculty to fill gaps if possible by submitting DE Addenda on CORs to Curriculum Committee. 3. Work with divisions and scheduling committee to create "pathway" to GE pattern completion in 2 years. 4. Develop a process for tracking and reporting 50+% DE awards to ACCJC. 5. Establish criteria or guiding principles for creating fully online awards.	1. One year mark: In Spring 2018, for Fall 2018 schedule onward, identify GE online pathways in schedule of classes 2. Two-year mark: Students can complete Certificate of Achievement in IGETC or CSU GEB, AA in Social and Behavioral Sciences. • At two year mark, increase in number of students certifying completion of transfer GE patterns • At two ear mark, increase in number of awarded AAs in Social and Behavioral Science	

Request for IEPI Resources to Support Institutional Innovation and Effectiveness Plan

Applicable Area(s) of Focus *(Copy from table above.)*	Applicable Objective(s) *(Copy from table above.)*	Description of Resource Needed *(Refer to Action Steps above as appropriate.)*	Cost of Resource
Training Certification	Hire Instructional Designer/Technologist (C1)	Need to hire instructional designer to establish and facilitate comprehensive DE program at WCC for 15 months	$156,000
IT Support/Technology	Working technology to support wifi, Canvas, scheduling hybrid courses, broadcast education (B1)	Purchase software and technology supplies	$30,000
Student Services and Academic Support	Expand online access to library services and academic success workshops for DE students	Purchase marketing materials and supplies/expand hours for workshop facilitators	$14,000
Total IEPI Resource Request (not to exceed $200,000 per college)			$200,000

Approval		Collegial Consultation with the Academic Senate	
Chief Executive Officer		**Academic Senate President** *(As applicable; duplicate if needed for district-level I&EP)*	
Name:		Name:	
Signature or E-signature:	Date:	Signature or E-signature:	Date:

Service Level Agreement (SLA)
for Colleges & Centers
provided by District Services - IT

Effective Date: 9/30/2016

Process/Document Owner:	YCCD - CTO

Version

Version	Date	Description	Author
1.0	9/30/2016	IT Service Level Agreement	R Clague. CTO
1.1	9/30/2016	Service Level Agreement Revised	

Approval

(By signing below, all Approvers agree to all terms and conditions outlined in this Agreement.)

Approvers	Role	Signed	Approval Date
Information Technology	Service Provider		9/30/2016

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Agreement Overview

This Agreement represents a Service Level Agreement ("SLA" or "Agreement") between IT and Primary Stakeholders (District Supported Users - DSUs) for the provisioning of IT services required to support and sustain essential Enterprise Technology Systems and Services.

This Agreement remains valid until superseded by a revised agreement approved and released by Process/Document owner.

This Agreement outlines the parameters of all IT services covered as presented and discussed with the DSUs. This Agreement does not supersede current processes and procedures unless explicitly stated herein.

1. **Goals & Objectives:**

   Purpose: To ensure that the proper elements and commitments are in place to provide consistent IT service support and delivery to the Colleges, Centers and Departments of YCCD by the Information Technology; and to provide a foundation for building a trust and collaborative environment for IT staff, faculty, staff and students to excel in all matters of information and education technology.

   Goal: To define responsibilities, set appropriate expectations for IT service provision between the IT and District Supported Users.

   O**bjectives:** The overarching objective is to provide Service Excellence and system wide Four Nines Enterprise Hardware and Software Availability, increasing to Five Nines by the end of the current Strategic Technology Plan. Subordinated to that will be:

   - Providing clear reference to service ownership, accountability, roles and/or responsibilities.
   - Presenting a clear, concise and measurable description of service provision to users.
   - Match perceptions of expected service provision with actual service support & delivery.
   - Responding to requests for support within published time frames.
   - Interacting with the YCCD community with professionalism & respect – ALWAYS
   - Soliciting feedback for opportunities for improvement
   - Regularly reviewing and monitoring performance based on this SLA.
   - Using SixSigma practices for continuous service quality improvement

2. Stakeholders

The following Service Provider and District Supported Users will be used as the basis of the Agreement and represent the **primary stakeholders** associated with this SLA:

> **IT Service Provider(s):** Information Technology (IT)
> **IT Customer(s):** District Supported Users (DSU)

3. Periodic Review

This Agreement is valid from the **Effective Date** outlined herein and is valid until further notice. This Agreement will be reviewed annually;

The **Relationship Manager** ("Process/Document Owner") is responsible for facilitating regular reviews of this document. Contents of this document may be amended as required, after collaboration with primary stakeholders and communicated to all affected parties. The Document Owner will incorporate all subsequent revisions and obtain mutual agreements / approvals as required.

> **Relationship Manager:** Chief Technology Officer (or designee)
> **Review Period:** Annually
> **Previous Review Date:** 01-08-2010
> **Next Review Date:** 6/30/2017

4. Service Agreement

The following detailed service parameters are the responsibility of the Service Provider in the ongoing support of this Agreement.

4.1. *Service Scope*

The following Services are covered by this Agreement;

- Enterprise Hardware
    YCCD Data Center
    Network Hardware Installation, configuration and Management
    Desktops, laptops & VDI selection provision & support etc.
    Campus Audio/Video equipment
    Internet connectivity and phone systems/services
    Peripherals printer, scanners and multifunction copiers
    power management software
    End User Data & Software Security

District Services – Information Technology

Monthly system performance & health check
SME Consultation regarding new hardware

- Enterprise Software:
    Core Enterprise Applications including:
        Colleague,
        Canvas
        WEB (Internet and Intranet):
            Portal(s)
            MyCampus,
            Series25,
            CurricunetMeta,
            Mobile Apps: OohLaLa, Catapult.
            Office 365, etc.
            Enterprise Software updates & patches
        Enterprise Data & Software Security
        Everything Cloud

    Manage all access to shared folders
    Network Operating Systems & Firmware
    SME Consultation regarding new hardware or software purchases
Single Sign On services
Reports:

- Enterprise End User Support & Training:
End User Support
    Manned Telephone support (including tasking + deploying appropriate field technicians as may be required, for:
        Hardware
        Software
        email support
        Remote assistance using Remote Desktop and a Virtual Private Network where available
        Planned or Emergency Onsite assistance
 End User Training
        Arranging and/or providing appropriate group end user support and training on all Enterprise Systems, to ensure maximum effectiveness of systems.
        Providing one on one training & support subject to special request and staff availability.

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● **Enterprise Institutional Research: TBD**

4.2. *Customer Requirements*

DSU responsibilities and/or requirements in support of this SLA include:

- Not making unauthorized changes to District Provided Equipment or Software.
- Participating in appropriate user training for the product (hardware or software) or services being used.
- Making reasonable efforts at "self help" using FAQ's and Vignettes (where available)
- Providing reasonable availability of DSU and access to equipment when resolving a service related incident or request.

4.3. *Service Provider Requirements*

IT responsibilities and/or requirements in support of this Agreement include:

- Meeting System Level Availability requirements
- Meeting response times associated with service related incidents.
- Appropriate notification to DSUs for all scheduled maintenance.

4.4. *Service Assumptions*

Assumptions related to in-scope services and/or components include:

- Changes to services will be communicated and documented to all stakeholders.
- IT cannot be held accountable for services provided by third parties.

5. Service Management

Effective support of in-scope services is a result of maintaining consistent service levels. Details on service availability, monitoring of in-scope services and related components is.

5.1. *Service Support Availability*

Coverage parameters specific to the service(s) covered in this Agreement are as follows:

- Telephone support: 9:00 A.M. to 5:00 P.M. Monday – Friday

District Services – Information Technology

- Calls received out of office hours will be forwarded to a mobile phone and best efforts will be made to answer / action the call, however there will be a backup answer phone service

- Email support: Monitored 9:00 A.M. to 5:00 P.M. Monday – Friday
  - Emails received outside of office hours will be collected, however no action can be guaranteed until the next working day

- Out of Hours Extended Support is provided by Black Belt Help. Details to Follow

5.2. *Service Requests & Priority*

Requesting Service/Assistance

Phone: IT Help Desk at x6981 (530 741 6981)

Email: A work order can be generated by sending an email to helpdesk@yccd.edu

Walk-Up: The IT Help Desk office is located on the second floor of Osuna Hall on the Yuba College campus, room 620 at WCC, and 401D on Clearlake campus.

Remote assistance will be provided in-line with the above timescales dependent on the priority of the support request.

Priority Levels

IT will make every effort to resolve issues at the time of the call. If the problem cannot be resolved over the phone, a work order will be generated by the Help Desk staff. IT will assign priorities for all requests not resolved at the time of the initial call, based on the definitions below. Requests will be handled according to the priority of the work order, as determined by IT.

The following table briefly describes priority levels assigned to work orders, and initial response time expectations. While every effort will be made to resolve all issues immediately, circumstances may delay remediation or repair. In such cases, a resolution path and approximate time frame will be determined, and communicated to the end-user.

(Initial Response is defined as first contact from assigned technician during hours of operation)

Level	Description	Initial Response (MAX)	Details

1	Critical/Emergency	15 minutes	Mission Critical System Down (Colleague, MyCampus, Canvas, Office 365, CCCapply, District/College websites, Network).
2	Urgent	1 hour	Seriously Degraded Application, System, Device or Network Performance that affects multiple users; Classroom equipment malfunction that interrupts teaching
3	Normal	4 hours	Time/Date sensitive in-scope issues
4	Low	1 - 2 days	General Questions/Requests
5	Project Based	Scheduled	Fill out IT Project Request Form

Escalation: If you feel you are not receiving service consistent with this SLA or that you problem has not be afforded a high enough priority you may escalate you support request as

1. **First:** Call/Email Help Desk. helpdesk@yccd.edu ext. 6981 (530 741 6981)

2. **Second:** Call/Email IT Service Supervisors
   a. **Enterprise Hardware:** Patrick Meleski- (pmeleski@yccd.edu ext. 6847)
   b**. Enterprise Software & Enterprise Institutional Research**: Michael Plant – Software Services: mplant@yccd.edu ext. 3806 (530 741 3806)
   c. **Enterprise End User Support & Training:** Call/Email TBD

3. **Third:** Call/Email CTO: TBD

District Services – Information Technology

49ᵗʰ SPRING SESSION RESOLUTIONS

FOR DISCUSSION ON

THURSDAY, APRIL 20

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at the Academic Senate Spring Plenary Session held April 20 – 22, 2017.

<u>Resolutions Committee 2016-2017</u>
John Randy Beach, Executive Committee, Chair
Julie Adams, ASCCC, Executive Director
Virginia May, ASCCC, North Representative
Carrie Roberson, Butte College, Area A
Eric Thompson, Santa Rosa Junior College, Area B
Rebecca Eikey, College of the Canyons, Area C
Donna Greene, College of the Desert, Area D

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

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

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

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

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

The resolutions that have been placed on the Consent Calendar 1) were believed to be noncontroversial, 2) do not potentially reverse a previous position and 3) do not compete with another proposed resolution. Resolutions that meet these criteria and any subsequent clarifying amendments have been included on the Consent Calendar. To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the *Resolution Procedures for the Plenary Session*.

Consent calendar resolutions in the packet are marked with a *
Resolutions submitted at pre-session area meetings are marked with a +

*3.01	S17	Revise the Paper *A Re-Examination of Faculty Hiring Processes and Procedures*
*6.01	S17	Support for AB204 (Medina, January 23, 2017)
*7.01	S17	Improve the Basic Skills Funding Formula
*+7.03	S17	CCCApply and Adult Education Schools
*9.02	S17	Adopt the Revised Paper *The Course Outline Of Record: A Curriculum Reference Guide*
*10.01	S17	Disciplines List – Public Safety
*10.02	S17	Faculty Internship Minimum Qualifications in Disciplines Not Requiring a Master's Degree
*10.03	S17	Review Experience Definitions for Disciplines Not Requiring A Master's Degree
*10.04	S17	Review Experience Requirements for Disciplines Not Requiring A Master's Degree
*10.05	S17	Equivalency Resources for Local Senates
*+13.01	S17	Support for Federal Funding of Arts and Humanities Programs

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3.0   EQUITY AND DIVERSITY
*3.01   S17   Revise the Paper *A Re-examination of Faculty Hiring Processes and Procedures*

Whereas, The most recent Academic Senate for California Community Colleges paper on faculty hiring, *A Re-examination of Faculty Hiring Processes and Procedures[1]*, was adopted in Fall 2000, and it is good practice to regularly review and reevaluate professional standards regarding the hiring processes and procedures for all faculty;

Whereas, Awareness of the importance of developing faculty hiring processes to increase the diversity of candidates applying and being interviewed for full-time faculty positions has become more significant throughout the system, including the drafting and recent release by the Chancellor's Office of the *Equal Employment Opportunity (EEO) and Diversity Best Practices Handbook,[2]* which provides an explanation of the recently-adopted, multiple methods allocation model for EEO funding and model practices for addressing the nine multiple methods described in the allocation model; and

Whereas, The report from the Board of Governors' Task Force on Workforce, Job Creation, and a Strong Economy included recommendations to expand the pool of potential career and technical education (CTE) faculty with industry experience, and subsequent efforts by the ASCCC and the Chancellor's Office CTE Minimum Qualifications Task Force have been made to assist colleges to be more flexible when hiring CTE faculty while maintaining high academic and professional standards;

Resolved, That the Academic Senate for California Community Colleges update the paper *A Re-examination of Faculty Hiring Processes and Procedures* and bring it to the Spring 2018 Plenary Session for discussion and possible adoption.

Contact: Randy Beach, Equity and Diversity Action, and John Freitas, Standards and Practices

3.02   S17   Support for Marginalized Students
Whereas, The Academic Senate for California Community Colleges (ASCCC) embraces equity principles for all in its Values Statement[3] which states that the ASCCC "works to empower faculty from diverse backgrounds and experiences in order to promote inclusiveness and equity in all of their forms" and supports this same principle as applied to all students and staff;

Whereas, Recent actions and rhetoric by federal government officials and the president of the United States have resulted in escalating concerns and fears on the part of students who identify with traditionally marginalized identities including, but not limited to, LGBTQIA+ students, students who may belong to targeted religious groups, undocumented immigrant students, or students with Deferred Action for Childhood Arrivals (DACA) status; and

Whereas, College and local senate leaders who wish to address the concerns of students but are uncertain as to the impact of passing local resolutions declaring their campuses to be "sanctuary" campuses including consideration of the liabilities and restrictions that self-designation may cause;

Resolved, That the Academic Senate for California Community Colleges support the guiding principles set forth by Chancellor Eloy Ortiz Oakley in the December 6, 2016, press release "California Community

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[1] http://asccc.org/papers/re-examination-faculty-hiring-processes-and-procedures

[2] http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2016-EEO-and-Diversity-Handbook-ADA.pdf

[3] http://www.asccc.org/about/values-statement

Colleges Chancellor's Office Provides Guidance Related to Undocumented Students"[4] that states that "California Community Colleges are open to all students who meet the minimum requirements for admission, regardless of immigration status";

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to provide legal guidance to colleges considering passing resolutions expressing support for marginalized student populations including, but not limited to, LGBTQIA+ students, students belonging to targeted religious groups, undocumented immigrant students, and Deferred Action for Childhood Arrivals (DACA) students; and

Resolved, That the Academic Senate for California Community Colleges encourage local senates to engage in dialog with other constituent groups in order to best show support for all students and to promote the ASCCC goals of inclusiveness and equity by supporting equal opportunities and equal human dignity for all.

Contact: Martin Ramey, Mt. San Antonio College, Equity and Diversity Action

3.03   S17   Support for Students with Deferred Action for Childhood Arrivals (DACA) Status

Whereas, Faculty throughout the country are concerned about the reported potential ending of the Deferred Action for Childhood Arrivals (DACA) program, which has allowed undocumented immigrants who were brought to the United States before their 16th birthday prior to June 2007 to remain in the United States under specific conditions and to apply for renewal of this program every two years;

Whereas, To be eligible for the DACA program, applicants must have demonstrated lawful conduct, and must be either currently enrolled in school, be a high school graduate, or be honorably discharged from the military[5];

Whereas, Significant numbers of DACA students have attended and continue to attend California community colleges; and

Whereas, DACA students are representative of the students on whom the future of the State of California depends, and their removal from California and the United States would be a devastating loss;

Resolved, That the Academic Senate for California Community Colleges affirm its support for students with Deferred Action for Childhood Arrivals status in the California community college system, the other segments of education in California, and across the nation and convey this affirmation to the Chancellor of the California Community Colleges, the Board of Governors, and other interested stakeholders both in the State of California and nationally.

Contact: Executive Committee

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[4]http://californiacommunitycolleges.cccco.edu/Portals/0/DocDownloads/PressReleases/DEC2016/PR-Principles-12-5-16-FINAL.pdf

[5] https://www.uscis.gov/humanitarian/consideration-deferred-action-childhood-arrivals-daca#guidelines

District Services – Information Technology

5.0   BUDGET AND FINANCE
5.01   S17   Sustainable Funding for Inmate Education Programs

Whereas, SB1391 (2014, Hancock) waives the open course requirement for community college courses offered in state correctional facilities;

Whereas, As of Academic Year 2016-17, 16 pilot colleges began delivering face-to-face courses inside 32 of the state's 35 correctional facilities;

Whereas, Pilot colleges that are delivering instruction in support of academic programs in state correctional facilities express concern that the courses they are offering might be vulnerable during budgetary cuts or when the colleges are at or exceeding growth caps; and

Whereas, The current practice of categorically funded programs mitigates the impact of budget cuts and local budgetary decisions on the most vulnerable special populations of students;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to recognize that serving incarcerated students within the college's service area is a part of the college's mission and should be valued and prioritized as other student populations;

Resolved, That the Academic Senate for California Community Colleges acknowledge that incarcerated students are among the most disenfranchised of the California community college student populations; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to establish a plan for sustaining the provision of in-person community college courses inside the state's correctional facilities independent of economic fluctuation.

Contact: Cleavon Smith, Equity and Diversity Action, Executive Committee

6.0   STATE AND LEGISLATIVE ISSUES
*6.01   S17   Support for AB 204 (Medina, January 23, 2017)

Whereas, The implementation of the Seymour-Campbell Student Success Act in 2012, enshrined in California Education Code §76300, called for a process that revokes a student's Board of Governors fee waiver in certain instances where the student fails to meet adequate markers of progress toward completion;

Whereas, The Seymour-Campbell Student Success Act of 2012 requires colleges to afford students an appeals process when the fee waiver is revoked but the due process procedures of colleges vary widely across the state;

Whereas, Students in urban centers of the state may elect to enroll at a different community college district and re-apply for a fee waiver to start anew, an opportunity that is not readily available to students in rural areas of the state; and

Whereas, AB 204 (Medina, January 23, 2017) seeks to amend California Education Code §76300 that defines the due process considerations when a Board of Governors fee waiver is revoked as:
> *(C) To ensure that students are not unfairly impacted by the requirements of subparagraph (A) of paragraph (1):*
> *(i) At least once every three years, the board of governors shall review and approve any due*

process standards adopted to appeal the loss of a fee waiver under this section.
(ii) At least once every three years, each community college district shall examine the impact of the requirements of subparagraph (A) of paragraph (1) and determine whether they have had a disproportionate impact on a specific class of students. If a disproportionate effect is found, the community college district shall include steps to address that impact in a student equity plan.
(iii) If the board of governors adopt any due process standards to appeal the loss of a fee waiver under this section, those standards shall also require a community college district to allow for an appeal due to hardship based on geographic distance from an alternative community college at which the student would be eligible for a fee waiver,

Resolved, That the Academic Senate for California Community Colleges support AB 204 (Medina, January 23, 2017) and communicate that support to the legislature and other constituents as appropriate.

Contact: Wendy Brill-Wynkoop, College of the Canyons, Legislative and Advocacy

7.0 CONSULTATION WITH THE CHANCELLOR'S OFFICE
*7.01 S17 Improve the Basic Skills Funding Formula

Whereas, Assembly Budget Bill 1602 (2016, Committee on Budget) established the Student Success for Basic Skills Program, which establishes new basic skills funding formulas, replacing those in place for the Basic Skills Initiative;

Whereas, The basic skills funding formula legislated by AB 1602 (2016, Committee on Budget) includes the following weighted factors:
   a. "The percentage of students receiving a Board of Governors fee waiver who first enrolled in a course below transfer level in English, mathematics, or English as a second language, or any combination of these, and subsequently completed a college-level course in the same subject within one year and within two years. This factor shall comprise 50 percent of the allocation formula.
   b. The percentage of students receiving a Board of Governors fee waiver. This factor shall comprise 25 percent of the formula.
   c. The percentage of basic skills full-time equivalent students in courses offered by that community college district using evidence-based practices and principles [as specified]. This factor shall comprise 25 percent of the formula";

Whereas, The legislated funding formula excludes the ability of a college to count noncredit students because noncredit students, who generated 38% of system FTES in basic skills[6] between 2013-2016, do not apply for financial aid and cannot be determined eligible to receive the Board of Governors fee waiver; and

Whereas, The formula also excludes many noncredit and credit basic skills students who may be seeking literacy skills rather than pre-collegiate skills, and are not, therefore, completing a college-level course in the same subject within either one year or within two years, and the formula necessitates a measurement of courses utilizing evidence-based practices, something that likely varies between sections of the same course, and that this discrepancy is not currently measured;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to propose an alternate funding formula that includes college efforts to improve basic skills for

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[6] http://datamart.cccco.edu/Students/FTES_Summary.aspx

students through noncredit courses and for student goals that differ from the goals of college degree attainment and transfer.

Contact: Cheryl Aschenbach, Executive Committee

7.02   S17   Online Training for College Staff to Support Formerly Incarcerated Students

Whereas, The Student Mental Health Program, a partnership between the California Community Colleges' Chancellor's Office and the Foundation for California Community Colleges, offers online training courses that simulate interactions in real situations between students and staff for any community college employee or student in order to improve the mental health outcomes for individuals, families, and communities;

Whereas, The online training courses currently available to community college employees and students consist of modules that simulate encounters with veterans, LGBTQIA+ students, and students broadly identified as "At Risk", but do not provide simulations specifically designed to work with formerly incarcerated students; and

Whereas, Formerly incarcerated students face serious mental health challenges when re-entering society and attempting to navigate through the California's community colleges;

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office and the Foundation for California Community Colleges, mental health providers, and relevant service providers who work specifically with formerly incarcerated populations to develop online training courses that include simulated interactions between students and staff to help the college community be responsive to and supportive of the mental health of formerly incarcerated students and improve their success outcomes.

Contact: Cleavon Smith, Diversity and Action Committee, Executive Committee

*+7.03 S17   CCCApply and Adult Education Schools

Whereas, The California Community Colleges System uses a common application tool known as CCCApply which serves all new students applying to the colleges;

Whereas, CCCApply has capability to indicate the high school(s) that prospective students have attended which facilitates data collection that is used in increasing student success statewide;

Whereas, AB 104 (2015, Committee on Budget) created the Adult Education Block Grant, which mandates alignment between California community colleges and adult education schools throughout the state, yet the two systems do not yet share a common data system which would facilitate tracking and data collection that could support student success; and

Whereas, Lack of such common data system results in the inability to track accurately the movement of students between adult education schools and California community colleges;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to modify CCCApply to include the capability to indicate the specific adult education school(s) that a prospective student has attended; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to use this modification to improve the data collection of students transferring between the California community colleges and adult education schools.

Contact: Leigh Anne Shaw, Skyline College, Area B

9.0 CURRICULUM

9.01 S17 Update to the Existing SLO Terminology Glossary and Creation of a Paper on Student Learning Outcomes

Whereas, The Academic Senate for California Community Colleges (ASCCC) approved at its Spring 2016 plenary session resolution 9.06, which states that the ASCCC should "urge local senates to ensure that institutional decisions regarding student learning outcomes assessment are understood to be a curricular matter and therefore institutions should consult collegially with local senates;"

Whereas, The development of student learning outcomes (SLOs) is a potentially useful tool for faculty to develop educational programs and course outlines of record, as well as an important part of accreditation requirements, including the requirement that colleges review disaggregated SLO data; and

Whereas, The creation and assessment of SLOs have curricular implications that are not always understood by faculty, lead to confusion and reservations toward collecting and using SLO data, and go beyond the goal of compliance with accreditation standards;

Resolved, That the Academic Senate for California Community Colleges update its white paper *SLO Terminology Glossary: A Resource for Local Senates* (2009)[7]; and

Resolved, That the Academic Senate for California Community Colleges create a paper on effective practices for student learning outcomes assessment and present that information to the field at the Fall 2018 plenary session.

Contact: Dolores Davison, Curriculum Committee, Executive Committee

*9.02 S17 Adopt the Revised Paper *The Course Outline of Record: A Curriculum Reference Guide*

Whereas, Resolution 9.06 S14 directed the Academic Senate for California Community Colleges to "update *The Course Outline of Record: A Curriculum Reference Guide* to more accurately reflect the current curriculum processes, guidelines, and requirements and present it for adoption at the Spring 2016 Plenary Session.";

Resolved, That the Academic Senate for California Community Colleges adopt the paper The Course Outline of Record: A Curriculum Reference Guide and disseminate the paper to local senates and curriculum committees upon its adoption.

Contact: Dolores Davison, Curriculum Committee, Executive Committee
Appendix A: *The Course Outline of Record: A Curriculum Reference Guide*[8]

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[7] http://www.asccc.org/papers/slo-terminology-glossary-resource-local-senates
[8] http://www.asccc.org/sites/default/files/Appendix%20A__COR%20Paper%20.docx

10.0 DISCIPLINES LIST

*10.01 S17   Disciplines List – Public Safety

Whereas, Oral and written testimony given through the consultation process used for the review of minimum qualifications for faculty in the California community colleges, known as the "Disciplines List," supported the following addition of the Public Safety discipline:

> *Any bachelor's degree and two years of professional experience, or an associate's degree and six years of professional experience;* and

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

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the "Disciplines List" for Public Safety.

Contact: John Freitas, Standards and Practices Committee, Executive Committee

See Appendix B: Disciplines Summary Report[9]

*10.02 S17   Faculty Internship Minimum Qualifications in Disciplines Not Requiring a Master's Degree

Whereas, Faculty internship programs provide valuable opportunities for prospective community college faculty to gain experience teaching or providing service to students while simultaneously completing the requirements for meeting the minimum qualifications for faculty;

Whereas, The Board of Governors Task Force on Workforce, Job Creation and a Strong Economy recognized through its recommendations the importance of faculty internships as a means to expand opportunities for industry professionals to teach in Career and Technical Education programs, specifically recommendation 14(e), which states:

> *Develop and promote guidelines to implement Title 5 §53502, Faculty Internship Minimum Qualifications, for those disciplines for which a master's degree is not expected or required*; and

Whereas, The current minimum qualifications for faculty interns in disciplines not requiring a master's degree stated in Title 5 §53502(b) are not fully aligned with the minimum qualifications for credit faculty in disciplines not requiring master's degrees stated in Title 5 §53410, such as the use of the term "industry experience" instead of "professional experience" and the lack of a provision for interns who are completing or who have completed baccalaureate degrees, and this lack of alignment may present difficulties in developing the guidelines on faculty internship minimum qualifications recommended by the Strong Workforce Task Force;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to review, clarify, and develop as needed possible revisions to the minimum qualifications for faculty interns as stated in Title 5 §53502(b) for disciplines not requiring a master's degree in order to

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[9] http://www.asccc.org/sites/default/files/Disciplines%20List%20Revision%20Proposals%20Summary2_3_2017.docx

promote the expansion of faculty internship opportunities for industry professionals and report its findings by Fall 2017.

Contact: Stacey Searl-Chapin, Mt. San Jacinto College, Standards and Practices Committee

See Appendix C: Comparison of the language in Title 5 §53410 and §53502(b).

District Services – Information Technology

*10.03 S17   Review Experience Definitions for Disciplines Not Requiring a Master's Degree

Whereas, Title 5 §53404 (last amended in 1994) defines experience, as required for faculty minimum qualifications, solely in terms of years of full-time experience; and

Whereas, The current requirement of basing the required experience in disciplines not requiring a master's degree on years of full-time experience emphasizes quantity of experience over quality of experience and excludes applicants who may be well-rounded in their fields but who have not worked full-time for the number of years required to meet the minimum qualifications stated in Title 5 §53410, thus reducing the pool of otherwise qualified applicants for faculty positions in those disciplines;

Resolved, That the Academic Senate for California Community Colleges work with discipline faculty to investigate applications of the current definitions of professional and occupational experience and report its findings by Fall 2017.

Contact: Eric Narveson, Evergreen Valley College, Standards and Practices Committee

*10.04 S17   Review Experience Requirements for Disciplines Not Requiring a Master's Degree

Whereas, The professional experience components of the minimum qualifications for faculty in disciplines not requiring a master's degree are identical regardless of whether or not the degree earned is in the discipline; and

Whereas, The lack of any credit from earning an associate's or bachelor's degree in the discipline directly related to the faculty member's teaching assignment towards the professional experience requirement disregards the expertise gained by completing a degree in that discipline;

Resolved, That the Academic Senate for California Community Colleges work with discipline faculty to explore the potential of revising the minimum qualifications for disciplines not requiring a master's degree in order to allow for appropriate credit for years of professional experience when an associate's or bachelor's degree is completed in the specific discipline and report its findings by Fall 2017.

Contact: Stacey Searl-Chapin, Mt. San Jacinto College, Standards and Practices Committee

*10.05 S17   Equivalency Resources for Local Senates

Whereas, The Academic Senate for California Community Colleges has long asserted that all faculty must exemplify what it means to be an educated person through the attainment of depth and breadth of knowledge and experience that is at least equal to the discipline-specific and general education requirements of a college degree;

Whereas, Applicants for faculty positions in the California community colleges who do not meet the minimum qualifications may demonstrate that their qualifications are equivalent to the minimum qualifications through a variety of means, depending on local policies, including through demonstrated completion of academic coursework in the discipline and in general education, through work experience, and through eminence; and

Whereas, Local senates often struggle with determining whether or not the qualifications of applicants with significant years of professional experience but with little or no formal academic preparation are equivalent to the minimum qualifications, particularly in the CTE disciplines, and would benefit from the availability of expanded resources for determining equivalencies to the minimum qualifications;

Resolved, That the Academic Senate for California Community Colleges work with faculty and other entities as appropriate to develop and disseminate resources that empower local senates to evaluate and assess, more effectively and with greater flexibility, the qualifications of applicants for faculty positions who have significant professional experience in the field but who have not completed formal academic work in the discipline and/or in general education and report the outcomes by Spring 2018.

Contact: Executive Committee

11.0   TECHNOLOGY

11.01 S17   Using Savings from Adopting Canvas

Whereas, Resolution 12.04 F14 "Using Anticipated Savings from Adopting the Common Course Management System to Support Online Faculty Professional Development Needs" urged "local senates and bargaining units to work with their administrations to ensure monetary savings from a district or college transitioning to a Common Course Management System (CCMS) be used primarily to support the professional development needs of distance education faculty making the transition to the new CCMS;"

Whereas, The Online Education Initiative (OEI) has adopted the Common Course Management System (CMS) Canvas for all distance education course offered though the OEI course exchange, OEI Exchange colleges are able to adopt Canvas at no cost for their Exchange and non-Exchange online course offerings, and colleges that are not participating in the OEI Exchange are able to adopt Canvas at a significant cost savings with 75% of the cost of Canvas paid for by the OEI;

Whereas, The governor's January 2017 budget proposal included $8 million annually and ongoing to fund Canvas as the CMS for the entire California Community College System; and

Whereas, Even though the State of California may pay for Canvas in its entirety for the foreseeable future, the ongoing funding for professional development as well as the maintenance, improvement, and expansion of the technology infrastructure needed to support Canvas remains as required ongoing funding;

Resolved, That the Academic Senate for California Community Colleges strongly urge local senates to advocate to their administration that monetary savings resulting directly from the adoption of Canvas be utilized to fund faculty professional development, as well as the ongoing maintenance, improvement, and necessary technology infrastructure for quality distance education programs.

Contact: LaTonya Parker, Moreno Valley College, Online Education Committee

11.02 S17   Expansion of the Online Course Exchange

Whereas, The 2013-2014 Budget Act enacted the governor's Online Education Initiative to expand access to online education in the California Community College System and allocated $16.9 million for that purpose, and furthermore the Chancellor's Office established the California Community College Online Education Initiative to realize this legislation through the creation of the Online Course Exchange ("Exchange");

Whereas, The Exchange promises to allow students to enroll in high quality online courses from colleges across the state through a centralized exchange, with potential for great benefit and opportunities for our students by providing additional access to courses needed for transfer and degree completion, and the 2016-2017 Budget Act (AB 1602) appropriated an additional $20,000,000 to "expedite and enhance the

adaptation and development of courses that are available through the online course exchange of the Online Education Initiative";

Whereas, It is important that efforts to expand the courses offered and colleges participating in the Exchange not compromise course quality or instructional integrity and that practices and policies focus on increasing student access and success across the system; and

Whereas, The Academic Senate for California Community Colleges is the collective faculty voice on academic and professional matters statewide and has long provided leadership for faculty on distance education matters through its position papers, resolutions, *Rostrum* articles and presentations;

Resolved, That the Academic Senate for California Community Colleges remind the Online Education Initiative (OEI) that faculty primacy in academic and professional matters applies to curriculum and academic standards, which includes the academic standards for development and offering of courses for the Exchange, and that any decisions directly impacting courses need to be made in consultation with the OEI Steering Committee and with input from the OEI Consortium;

Resolved, That the Academic Senate for California Community Colleges insist that high standards, including review of courses by trained faculty reviewers and determination of alignment with the OEI Course Design Rubric by those same faculty reviewers, remain in place to ensure that courses offered on the Exchange are of superior quality, of appropriate rigor, and offered and supported locally prior to being offered on the Exchange; and

Resolved, That the Academic Senate for California Community Colleges work with the Online Education Initiative to develop enrollment management criteria for managing the number of courses individual colleges have on the Exchange and managing the selection of courses offered on the Exchange.

Contact: Cheryl Aschenbach, Executive Committee

13.0 GENERAL CONCERNS
*+13.01 S17 Support for Federal Funding of Arts and Humanities Programs

Whereas, Open access to the arts and humanities allows students of all backgrounds to acquire a broad awareness of history and cultural diversity, develop critical thinking skills, and learn empathy for human experiences of all kinds;

Whereas, Inherent in the mission of the California community colleges is the preparation of students for a rich, meaningful, and engaged life that goes beyond transfer and career preparation to helping students develop qualities of responsible citizenship;

Whereas, Federal funding for programs in the arts and humanities encourages diversity, creativity, and innovation; provides educational opportunities for underserved populations; provides oversight and accountability; and reduces barriers to public access to the arts and humanities due to income, disability, age, ethnicity, geographic location, and level of education; and

Whereas, The proposed federal budget that includes eliminating programs such as the National Endowment for the Arts (NEA) and the National Endowment for the Humanities (NEH), which constitute

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less than .01% of the federal budget[10], will not only adversely affect United States cultural leadership in the world, but also result in a less enlightened civil society;

Resolved, That the Academic Senate for California Community Colleges affirm, in the strongest possible terms, its support for federal funding of programs in the arts and humanities as vital public goods and work with the Chancellor's Office, the Board of Governors, and other interested stakeholders to convey this message to California's state and federal elected leaders.

Contacts: Alex Immerblum, East Los Angeles College and Dan Wanner, Los Angeles City College, Area C

17.0 LOCAL SENATES

17.01 S17 Academic Senate Involvement in and Sign-off on Grants and Initiative Plans

Whereas, The Governor of California and state legislature have been instrumental in producing legislation that has transformed and continues to transform educational standards in the California Community College System, such as the Institutional Effective Partnership Initiative (IEPI), Strong Workforce Program (SB 66, 2016/Leyva), Adult Education/Non-Credit Initiative (AB86, Education Omnibus Trailer Bill, 2013-2014) and Student Success and Support Programs (SSSP) Initiative (SB1456, 2012/Lowenthal), and other special grants such as Zero Cost Textbook Degree (AB798, 2012/Bonilla);

Whereas, These state initiatives, programs, and grant proposals involve many academic and professional matters under faculty purview including student success, processes for program review, curriculum development, institutional planning, budget development and more;

Whereas, Districts and colleges have well-established processes for ensuring that decision-making is a participatory process and that faculty have primacy in making recommendations related to academic and professional matters; and

Whereas, The timeline for participation in these initiatives, programs, and grants are frequently hurried and do not allow for the collegial consultation process to occur;

Resolved, That the Academic Senate for California Community Colleges urge local senates to remain vigilant in their contributions to and review of grants, programs, and initiatives that fall under the purview of academic and professional matters; and

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office to include mechanisms, including a local academic senate signoff, that ensure local senate involvement in and approval of all state grants, programs, and initiatives that fall under the purview of academic and professional matters.

Contact: Wendy Brill-Wynkoop, College of the Canyons, Legislative and Advocacy

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[10] The Washington Post, https://www.washingtonpost.com/lifestyle/style/with-elimination-of-nea-and-neh-trumps-budget-is-worst-case-scenario-for-arts-groups/2017/03/15/5291645a-09bb-11e7-a15f-a58d4a988474_story.html

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17.02 S17   Adequate Support and a Designated Point Person for Formerly Incarcerated   Students

Whereas, SB1391 (2014, Hancock) increased the California community college course offerings inside state prisons so that California community colleges are now teaching in-person in 32 of the state's 35 correctional facilities;

Whereas, Proposition 57 (2016) will increase the number of individuals being released from state correctional facilities, and will prioritize those individuals who are pursuing college courses while incarcerated;

Whereas, Individuals being released are encouraged to continue their pursuit of higher education when they return to their communities; and

Whereas, Formerly incarcerated students, like other special populations of students, face dramatic obstacles to accessing college service and academic programs without intentional direct support and outreach;

Resolved, That the Academic Senate for California Community Colleges recommend that local senates work with their college administrators to designate and publicize a point of contact responsible for supporting formerly incarcerated students and helping those students connect with appropriate support services at the college; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to assist colleges in their efforts to support formerly incarcerated students to access college programs and to achieve their academic goals at the college.

Contact: Cleavon Smith, Equity and Diversity Action, Executive Committee

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