



CUYAMACA
COLLEGE

• ACADEMIC • SENATE •

MINUTES

Thursday, April 23, 2015

2:00 – 3:45 p.m.

Room I-207

Present: Alicia Munoz, Jesus Miranda (Vice President), Mary Asher-Fitzpatrick, Michael Aubry, Lindy Brazil, Guillermo Colls, Daniel Curtis, Raad Jerjis, Sarah Martin, Angela Nesta, Kathryn Nette, Donna Riley, Kristin McGregor, Dave Raney, Seth Slater, Asma Yassi, Joe Young, Ian Duckles

Absent: Courtney Hammond

Others: Chuck Charter, Jodi Reed, Terrie Nichols

The Senate minutes are recorded and published in summary form. Readers of these minutes must understand that recorded comments in these minutes do not represent the official position of the Academic Senate. The Academic Senate expresses its official positions only through votes noted under "Action." In accordance to the Ralph M. Brown Act guidelines, Senators voting "nay" or abstaining will be identified. All other present members will be assumed to have voted "aye."

CALL TO ORDER: Alicia Munoz, President called the meeting to order at 2:00pm

I. APPROVAL OF MINUTES - April 9, 2015 minutes approved as amended: M/S

(Colls/Slater) with corrected spelling of Ed Cline's name and the number of positions for the Part Time Election.

II. PRESIDENT'S REPORT

A. **Announcements**

- President Search Committee has been formed. The position will close on May 22nd. Interviews will take place July 13th and July 14th. The goal is to have the new president take office September 1st.
- District is requiring all employees to change their network password by May 11th.
- All Blackboard containers that are older than seven semesters will be deleted from the server. Please archive your containers.
- The District renegotiated the contract with the Sheriff's department. There will be one Supervisor and four deputies. Each campus will have one Deputy on duty at a time during business hours.
- Restructuring of Human Resources. The proposal is to have a Human Resources Director for Cuyamaca College and District Services and a Human Resources Director for Grossmont College. This change is budget neutral. The Tutoring Taskforce has made a few recommendations for changes to the NANCE hire form. The recommendations will be finalized mid-May.
- At the April 21, 2015 Governing Board meeting Sahar Abushaban gave a presentation to the Board showing our spending and made it clear Cuyamaca was not overspending. It was determined that a Budget Workshop would be helpful so Governing Board members could understand how the allocation formula works.

B. **District & College Council Updates** – None

C. **Spring 2015 Academic Senate Plenary** – Alicia Muñoz, Academic Senate President, provided a summary on the Resolutions that were adopted at the statewide Academic Senate Plenary on Saturday, April 11. Please see handout.

III. VICE PRESIDENT' REPORT

A. **SOC Committee Appointments** –

- Faculty serving on committees received an email notifying them if their term had expired. An email requesting faculty volunteers to fill committee openings went out that week.
- Faculty commented that criteria four and six contradict each other. It was suggested to look at the criteria for committee appointments and clarify or change the criteria. Some have concern that some committees could have a vacancy due to a faculty member being on sabbatical.

IV. PART TIME FACULTY REPORT

- A recommendation was put forth to use equity funds to pay for part time faculty office hours. It is urged that any new Student Equity Plan that moves forward should have language stating the Part time Faculty can receive paid office hours.
- The Part time election results were as follows: Ian Duckles received 29 votes and has been elected as the Instruction Part-time Faculty Senator. There is not a clear winner for the Student Services Part-time Faculty Senator; Claudia Cuz-Flores and Camille Jack both in Counseling received 8 votes each. There will be a run-off election between these two candidates. Rob Stafford received 23 votes and has been elected as the Part-time Faculty Senator at Large. Terms for these senator positions begin in the 2015-2016 academic year.

V. COMMITTEE REPORTS

- Curriculum Committee Report*** – Ten new courses have been added to the schedule, six of these classes are Chinese courses.
- Professional Development Committee Report*** – The new Professional Development Coordinator will be Lauren Halsted. Jodi Reed presented a PowerPoint on the committee’s work. Please see handout. The Senate suggested changing the verbiage on the form that says “have met the test for disproportionate...”

VI. ACTION ITEMS

Instructional Program Review Work Group Report – The Work Group recommends four year comprehensive cycle and an annual update. The comprehensive report template will be piloted next year. Twelve disciplines will pilot the template on a volunteer basis to identify potential problems or gaps. Another recommendation was to create a Staffing Plan Committee which will create an institutional staffing plan based on Program Reviews. This will ensure that yearly staffing requests will be assessed. Authors submitting a comprehensive program review report would receive 20% reassigned time; no reassigned time will be given for annual reports. No action was taken on this item.

VII. INFORMATION

- Student Services Building*** –Lindy Brazil and Chuck Charter met with Randy Clark, Interim District Facilities Director, to discuss the location of the new Student Services Building. Randy will identify six possible locations and present his findings to Lindy and Chuck. The Senate discussed drafting a resolution that states they would like to preserve the open space of the Grand Lawn. Ian Duckles has volunteered to work with Kathryn Nette on drafting this resolution.

B. ***BP 3900/AP3900 - Speech: Time, Place, Manner*** - The Senate will review and provide feedback on proposed changes to the Board Policy on Academic Freedom.

VIII. Announcements/Public Comments

Alicia Munoz, President adjourned the meeting 4:04pm



**Academic Senate
for California Community Colleges**

LEADERSHIP. EMPOWERMENT. VOICE.

47th SPRING SESSION RESOLUTIONS
ADOPTED SATURDAY,
APRIL 11, 2015

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 9 - 11, in San Francisco.

Resolutions Committee 2014-2015

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

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ADOPTED RESOLUTIONS

1.0 ACADEMIC SENATE

1.01 S15 Revise the Academic Senate Bylaws

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

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

Whereas, The proposed revisions to the bylaws were discussed during a breakout at the Fall 2014 Plenary Session and distributed to the body for comment during the beginning of 2015;

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

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

1.02 S15 Revise the Academic Senate Rules

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

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

Whereas, The proposed revisions to the Rules were distributed to the body for comment during the beginning of 2015;

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

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

1.03 S15 Adopt the 2015-2018 ASCCC Strategic Plan

Whereas, Strategic planning is an important activity for any successful organization, as this activity provides clear direction and stability and ensures that the organization's leadership is responsive to its members;

Whereas, The initial draft of the strategic plan for the Academic Senate for California Community Colleges (ASCCC) was created by the elected representatives of the Executive Committee with careful thought regarding the organization's mission and purpose and thoughtful consideration of the Executive

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Committee members' perceptions of the wishes of faculty statewide as well as attention to the future health and growth of the ASCCC; and

Whereas, The strategic plan for the ASCCC was presented in draft form for feedback at the Fall 2014 Plenary Session and was vetted electronically in Spring 2015, offering broad opportunity for local academic senate leadership to help to shape the plan;

Resolved, That the Academic Senate for California Community Colleges adopt the 2015-2018 ASCCC Strategic Plan.

MSC Contact: Julie Bruno, Executive Committee

1.04 S15 Standing Committee Part-time Faculty

Whereas, The Academic Senate for California Community Colleges (ASCCC) should make every effort to support the integration of part-time faculty into the institutional processes, and at present the participation of part-time faculty in governance, curriculum decision making, and effective student advising is significantly less than that of full-time faculty;

Whereas, The ASCCC should support the concept that all students have comparable access to instructors, whether they be full- or part-time, and that all faculty have comparable access to institutional support of professional services;

Whereas, The percentage of full-time faculty in California has for the past decade steadily declined in ratio to part-time faculty in contrast to the objectives and requirements of AB 1725; and

Whereas, The part-time faculty constitute approximately 75% of all community college faculty in California with the vast majority of whom have little access and resources to provide a meaningful voice in shared governance;

Resolved, That the Academic Senate for California Community Colleges create a taskforce with no less than 50% part-time faculty membership charged with studying how to increase part-time participation in college governance.

MSC Contact: Jesus Covarrubias, San Jose City College

2.0 ACCREDITATION

2.01 S15 Disaggregation of Learning Outcomes Data

Whereas, The revised accreditation standards adopted in June 2014¹ by the Accrediting Commission for Community and Junior Colleges (ACCJC) state in Standard I, Institutional Mission and Effectiveness, the following:

- *Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery, (I.B.5) and*

¹ The June 2014 standards are found at http://www.accjc.org/wp-content/uploads/2014/07/Accreditation_Standards_Adopted_June_2014.pdf

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- *The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies, (I.B.6); and*

Whereas, Concerns have been expressed from the field regarding how to meet the requirements for disaggregation of data and the extent to which such disaggregation is feasible to yield meaningful analysis;

Resolved, That the Academic Senate for California Community Colleges facilitate a conversation in the field, through breakout sessions, *Rostrum* articles, or other means deemed appropriate by the Executive Committee, regarding the disaggregation of learning outcomes data, the extent to which such disaggregation is feasible to yield meaningful data and the means by which colleges can meet or exceed the requirements of accreditation Standard I.B.6 adopted by the Accrediting Commission for Community and Junior Colleges in June of 2014.

MSC Contact: Michael Heumann, Imperial Valley College, Accreditation and Assessment Committee

2.02 S15 ACCJC Written Reports to Colleges on Sanction

Whereas, Judge Karnow found in the case of *The People vs. ACCJC* that “20 U.S.C. § 1099b (a) includes a list of requirements to be imposed on accrediting associations such as ACCJC. This list includes: ‘(6) such an agency or association shall establish and apply review procedures throughout the accrediting process, including evaluation and withdrawal proceedings, which comply with due process procedures ...’ These review procedures must provide for adequate written specification of identified deficiencies at the institution or program examined and for sufficient opportunity for a written response, by an institution or a program, regarding any deficiencies identified by the agency or association to be considered by the agency or association prior to final action in the evaluation and withdrawal proceedings. See 20 U.S.C. §1099b (a)(6)(A)(ii), (B)(ii);”

Whereas, Judge Karnow’s noted that “in 34 C.F.R. § 602.18, the U.S. Secretary of Education set forth the criteria for ensuring consistency in decision-making. An accrediting agency meets the requirement in 34 C.F.R. §602.18 if it meets five conditions, including if the accrediting agency: ‘(e) Provides the institution or program with a detailed written report that clearly identifies any deficiencies in the institution's or program's compliance with the agency's standards’;” and

Whereas, Judge Karnow’s order included that “If CCSF opts in then, within 40 calendar days of service of CCSF's opt in notice, ACCJC must prepare a written report that clearly identifies any deficiencies in City College's compliance with accreditation standards as of June 2013 (Written Report). For each such deficiency, the Written Report must set forth the evidence as of June 2013 which supported the finding of deficiency. The Written Report must be publicly available;”

Resolved, That the Academic Senate for California Community Colleges call upon the Accrediting Commission of Community and Junior Colleges (ACCJC) to henceforth follow a procedure that includes the provision that each written report to a college that involves a sanction includes the evidence which supports any deficiencies found.

MSC Contact: Martin Hittelman, Los Angeles Valley College

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Note: 20 U.S.C. stands for United States Code regarding Higher Education; C.F.R stands for Code of Federal Regulations

5.0 BUDGET AND FINANCE

5.01 S15 Exploring the Funding Model

Whereas, The California Legislature, under Assembly Concurrent Resolution 119, 2014, has encouraged Chancellor Brice Harris to lead affected stakeholders in exploring a variety of issues to fund high cost programs and course offerings adequately, which has led to the formation of the Task Force on Workforce, Job Creation, and a Strong Economy which is in part charged to examine such issues;

Whereas, The Academic Senate for California Community Colleges (ASCCC) has many long-standing positions opposing performance-based funding models, particularly where these models pertain to general fund apportionment, but ASCCC positions are less clear regarding requirements for categorical funding, grant funding, and differential formulaic funding; and

Whereas, The ASCCC acknowledges that funding improvements to promote success, access, and equity may be necessary but as yet has endorsed no specific alteration to the community college funding model;

Resolved, That the Academic Senate for California Community Colleges work toward possible improvements that may change the California community college funding model as long as those changes do not detract from existing services and programs and do not diminish success, access, and equity; and

Resolved, That the Academic Senate for California Community Colleges support the establishment of differential apportionment tied to higher cost instructional areas, primarily laboratory and activity courses, as long as these changes do not reduce or redirect current allocations in both general and categorical funding.

MSC Contact: Shaaron Vogel, Butte College

6.0 STATE AND LEGISLATIVE ISSUES

6.01 S15 Oppose Expansion of Former CPEC Mission and Creation of a Higher Education Oversight Body That Does Not Contain Segmental Representation

Whereas, California law establishes the California Postsecondary Education Commission (CPEC) as the coordinating and planning agency for statewide postsecondary education, but CPEC was defunded by the governor in 2011 and its statutory functions did not include oversight of higher education;

Whereas, SB 42 (Liu, 2015, as of December 2, 2014), according to the Legislative Council's Digest, "would change the composition of, and rename, CPEC as the California Commission on Higher Education Performance and Accountability, and would recast and revise its various functions and responsibilities," significantly broadening the previous functions of CPEC;

Whereas, Among the functions assigned to the California Commission on Higher Education Performance and Accountability under SB 42 (Liu, 2015, as of December 2, 2014) is to "increase educational achievement in postsecondary educational institutions, close educational achievement gaps, and prepare citizens for the workforce," which demonstrates the potentially intrusive and inappropriate new scope of the proposed commission charge; and

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Whereas, SB 42 (Liu, 2015, as of December 2, 2014) specifically excludes segmental representation on the California Commission on Higher Education Performance and Accountability, stating that “a person who is employed by any institution of public or private postsecondary education shall *not* be appointed to or serve on the commission, except that a person who is not a permanent, full-time employee and who has part-time teaching duties that do not exceed six hours per week may be appointed to and serve on the commission,” thus ensuring that a commission composed of individuals who may not have understanding of higher education will have an oversight role in California higher education;

Resolved, That the Academic Senate for California Community Colleges oppose SB 42 (Liu, 2015, as of December 2, 2014) and any further legislation that would seek to create an oversight body for California higher education that is not primarily composed of segmental representation; and

Resolved, That the Academic Senate for California Community Colleges oppose legislation that proposes to expand the former role of CPEC into areas that intrude on decisions properly made by representatives of the California higher education segments themselves.

Adopted by Acclamation Contact: Dan Crump, Executive Committee, Legislative and Advocacy Committee

6.02 S15 Support Funding for Career Pathways and Coordination of Long Range Planning

Whereas, Legislators have recognized the importance of improving student transitions from high school to community college, commonly referred to as career pathways, since 2005, which has led to local, regional, and state investments serving middle schools, high schools, and colleges (SB 70, 2005, Scott; SB1070, 2012, Steinberg; AB 86, 2013, Blumenfield; and the California Pathways Trust Fund, 2013-2018);

Whereas, Funding streams have often been transient and short term, leading to cyclical disruption of establishing and sustaining career pathways and ultimately to disinvestment in many highly successful efforts across the state;

Whereas, Given the likelihood that funding will remain impermanent and episodic, long term coordination requirements must be mandatory and consistent elements of all future funding legislation supporting career pathways to assure long range continuity and consistency and to reduce duplication and unnecessary repetition of effort; and

Whereas, The current legislative intent expressed in SB 66 (Leyva, as of January 7, 2015) seeks to extend California’s investments in career pathways for another undefined short-term period;

Resolved, That the Academic Senate for California Community Colleges support current and future public investments in California high school to community college career pathways; and

Resolved, That the Academic Senate for California Community Colleges work with interested legislators to include long range goals and resources for coordinating and investing in career pathways at the state level.

MSC Contact: Shawn Carney, Solano College, CTE Leadership Committee

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6.03 S15 Support Expanding Dual Enrollment Opportunities for High School Students

Whereas, The Chancellor's Office is sponsoring AB 288 (Holden, as of March 23, 2015)², legislation that seeks to address some commonly recognized barriers to the local implementation of dual enrollment and to expand opportunities for dual enrollment through the creation of agreements between college and school districts that are approved at public meetings of the college and school district boards in order to establish seamless pathways from high school to community college for struggling and at-risk high school students;

Whereas, The Academic Senate for California Community Colleges, through various resolutions adopted by the body, supports programs and projects that improve student transitions from high school to community college where students receive rigorous comparable academic experiences;

Whereas, The apportionment requirements for dual enrollment are complex but allow for both high schools and community colleges to earn apportionment for high school students taking classes as long as the daily periods of time allotted to average daily attendance (ADA) and full-time equivalent students (FTES) do not overlap, but these requirements are often misunderstood and thus may act as a disincentive to such academic partnerships; and

Whereas, The development and ongoing implementation of dual enrollment will not succeed without faculty championing the development of policies for dual enrollment agreements and the implementation of such agreements at the local, regional, and state levels;

Resolved, That the Academic Senate for California Community Colleges support the legislative intent of AB 288 (Holden, as of March 23, 2015) to increase or improve dual enrollment opportunities for all high school students, especially for struggling and at-risk high school students; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office and other system partners to draft guidelines for the field on the implementation of dual enrollment that promote collegial consultation with local senates in the development of dual enrollment agreements, assert community college faculty primacy in all curricular matters involving dual enrollment course offerings, provide a clear system-wide interpretation of the requirements and conditions for the college and school districts to receive apportionment that includes a clear definition of the meaning "instructional activities" in the proposed new Education Code §76004(1), and promote the fulfillment of accountability requirements and incentives for both college and school districts.

MSC Contact: Joseph Bielanski, Berkeley City College, Area B

6.04 S15 Support Legislation on Full-time Faculty Hiring, Full-Time Noncredit Hiring, and Part-Time Office Hours

Whereas, The Academic Senate for California Community Colleges has passed numerous resolutions supporting progress toward the goal of 75% of courses taught by full-time faculty (13.01 F14, 19.03 F06), hiring full-time noncredit faculty (7.01 F14), and funding for part-time faculty office hours (19.01 F01, 6.02 S97, 12.04 F92);

² The text of this bill is found at http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB288

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Whereas, AB 626 (Low, as of March 17, 2015) would require that, in years in which no funds are designated to increase the ratio of full-time faculty or for part-time office hours, districts that fall below the 75/25 full-time to part-time ratio would be required to apply a portion of their Student Success and Support Program funds toward reaching the 75/25 goal or to support functions performed by part-time faculty, including funding for part-time office hours; and

Whereas, AB 626 (Low, as of March 17, 2015) would require the Board of Governors to work with the Academic Senate for California Community Colleges and other relevant entities to develop goals for a full-time to part-time ratio in noncredit instruction;

Resolved, That the Academic Senate for California Community Colleges endorse the intent of AB 626 (Low, as of March 17, 2015) to support the hiring of full-time faculty, including noncredit faculty, and to support funding for part-time office hours while ensuring that the Student Success and Support Program support for full-time counselor positions are not adversely impacted.

MSC Contact: Richard Mahon, Riverside City College, Area D

6.05 S15 Support College Textbook Affordability Act

Whereas, High textbook prices are an increasingly significant barrier to student success, as many students cannot afford and thus do not purchase necessary course materials without which their performance in the corresponding courses is impeded;

Whereas, Open Educational Resources, when reviewed and selected by discipline faculty for their own courses, can in many cases offer appropriate low-cost alternatives to published textbooks for students;

Whereas, AB 798 (Bonilla, as of April 6, 2015), the College Textbook Affordability Act, would provide resources for colleges to promote the consideration of Open Educational Resources by faculty but makes provision for local academic senate approval of any program established through these funds and allows colleges to set their own benchmarks to account for the use of the funds; and

Whereas, Assembly Member Bonilla and her staff have consulted directly with the Academic Senate for California Community Colleges in developing AB 798 and have committed to further consultation necessary regarding any amendments to the bill;

Resolved, That the Academic Senate for California Community Colleges endorse the intent of AB 798 (Bonilla, as of April 6, 2015) to promote the consideration of appropriate open educational resources through funding that is dependent on the agreement of local academic senates.

MSC Contact: Kale Braden, Cosumnes River College

6.06 S15 Placing Limitations on Overload Assignments

Whereas, SB373 (Pan, February 24, 2015) seeks to lock districts into their 2015-2016 Full Time Student Equivalent (FTES) for part-time faculty and the FTES overload taught by full-time faculty unless the college exceeds the 75% full-time to part-time ratio;

Whereas, Districts going through enrollment growth or decline could find themselves unable to offer classes or provide students with critical support services because these limitations greatly restrict their flexibility to expand or contract; and

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Whereas, This bill will create several layers of inequity in that some colleges will be locked at more extreme rates than others and where unusual programmatic hiring constraints in career technical education, counseling and possibly other areas will require canceling classes and services due to these limitations;

Resolved, That the Academic Senate for California Community Colleges express our concerns to the Council of Faculty Organizations and other System constituents about SB 373 (Pan, February 24, 2015) on academic and professional matters and the ability to appropriately offer classes and services to students.

MSC Contact: Debbie Klein, Gavilan College

7.0 CONSULTATION WITH THE CHANCELLOR'S OFFICE

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

Whereas, Resolution 13.05 S13³ called for the Academic Senate for California Community Colleges to “reinitiate its effort to review and, where appropriate, draft language to revise Title 5 regulations to allow for the failure of students for egregious acts of academic dishonesty while also protecting all students’ rights to due process”;

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

Whereas, The Academic Senate for California Community Colleges has numerous publications, including Rostrum articles and the 2007 paper *Promoting and Sustaining an Institutional Climate of Academic Integrity*, that present effective practices for preventing acts of academic dishonesty and the status of Chancellor’s Office legal interpretations of what can and cannot be done by faculty with respect to assigning grades when students are caught engaging in egregious acts of academic dishonesty, but Academic Senate publications do not provide legal advice to faculty; and

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

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

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

³ Resolution 13.05 S13 is found at <http://www.asccc.org/resolutions/revisit-failing-students-egregious-act-cheating>

ADOPTED RESOLUTIONS

7.02 S15 Posting of Chancellor's Office Templates

Whereas, The Academic Senate for California Community Colleges adopted resolution 15.01 S11⁴ to encourage reciprocity for courses in Associate Degrees for Transfer (ADT) and subsequently developed a reciprocity statement⁵ regarding Transfer Model Curriculum (TMC) that “strongly urges community colleges to establish policies to allow and encourage acceptance of the courses students have taken at other colleges in a TMC-aligned degree”;

Whereas, In order for California community colleges to implement ADT course reciprocity, colleges need access to standardized information that details how colleges constructed their degrees to ensure TMC-alignment; and

Whereas, The California Community College Chancellor's Office requires that colleges demonstrate TMC-alignment using a standardized Chancellor's Office Template to submit all California community college ADT proposals;

Resolved, That the Academic Senate for California Community Colleges request that the California Community College Chancellor's Office post all Chancellor's Office Templates that have been submitted by the colleges and approved by the Chancellor's Office.

MSC Contact: Dave DeGroot, Allan Hancock College, Area C

7.03 S15 Application of the Federal Definition of Distance Education to Both Fully Online and Hybrid Courses by Regional Accreditors

Whereas, The Code of Federal Regulations, Title 34, and Education §602.3 (34 CFR §602.3) includes the following definition of distance education:

Distance education means education that uses one or more of the technologies listed in paragraphs (1) through (4) of this definition to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include—

- (1) The internet;*
- (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
- (3) Audio conferencing; or*
- (4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this definition.*

Whereas, The definition of distance education in Title 5 §55204 states that “any portion of a course conducted through distance education includes regular effective contact between instructor and students;”

Whereas, At the peer evaluation team training provided by the Accrediting Commission for Community and Junior Colleges (ACCJC) on February 10, 2015, it was stated by representatives of the Commission

⁴ This resolution is found at <http://www.asccc.org/resolutions/reciprocity-tmc-courses-associate-degrees-transfer>

⁵ This reciprocity statement is found at https://c-id.net/docs/policies/Reciprocity-September_12_2013.pdf

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that the United States Department of Education (USDE) definition of distance education as stated in Title 34 CFR §602.3 applies only to courses for which all instructional hours are delivered online, not blended or hybrid courses for which a portion of instructional hours are offered in person and another portion are offered online; and

Whereas, The Accrediting Committee for Community and Junior Colleges interpretation of the applicability of the USDE definition of distance education only to those courses for which all instructional hours are delivered in the distance education modality but not to blended or hybrid courses creates the potential for fraud by institutions not covered by the Title 5 §55204 definition of distance education, such as offering hybrid courses in which there is no instructor initiated regular and substantive interaction for the online portion of the courses;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to seek clarification from the United States Department of Education on whether or not 34 CFR §602.3 applies to all courses for which any portion of instructional hours are scheduled online.

MSC Contact: Gregory Beyrer, Cosumnes River College

9.0 CURRICULUM

9.01 S15 Curriculum Processes and Effective Practices

Whereas, Colleges and districts have a variety of local curriculum processes, including timelines indicating when courses and programs are submitted to technical review committees, curriculum committees, academic senates, and governing boards;

Whereas, Timely curriculum processes are required for all disciplines and programs; and

Whereas, Colleges would benefit from a paper outlining effective practices for local processes on curriculum approval;

Resolved, That the Academic Senate for California Community Colleges survey curriculum chairs on the timeliness of their local curriculum approval processes by Fall 2015 and develop a paper on effective practices for local curriculum approval and present it to the field for adoption at the Fall 2016 Plenary Session.

MSC Contact: Ginni May, Sacramento City College, Curriculum Committee

9.02 S15 Chancellor's Office Interpretation of Education Code and Title 5 Regulations

Whereas, Local curriculum development is guided by Title 5 regulations and the Program and Course Approval Handbook (PCAH), both of which are approved by the Board of Governors after consultation and agreement with the Academic Senate for California Community Colleges as appropriate;

Whereas, The most recent edition of the PCAH (5th edition), published in September 2013, created a narrow restriction of Title 5 interpretation, including but not limited to limitation of program goals for local degrees, restriction of local general education patterns, and justification of any local degrees that have more than 60 units being labeled as a "high unit" degree;

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Whereas, The Chancellor's Office has based curriculum approval decisions on criteria that are not reflected in Education Code and Title 5 regulations and are only present in the 5th edition of the PCAH; and

Whereas, Faculty have been frustrated by the rejection of curriculum based on criteria that are in conflict with the current version of Title 5 and Education Code, inhibiting local curricular processes and discouraging necessary curricular submissions and revision;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to ensure that curriculum review by the Chancellor's Office is based only on approved requirements that clearly honor the intention and spirit of Education Code and Title 5.

MSC Contact: April Pavlik, Los Angeles City College

9.03 S15 The Carnegie Units Worksheet

Whereas, In October 2014, the Academic Affairs division of the Chancellor's Office prepared and distributed the "Carnegie Units Worksheet", creating standards for local credit hour calculations⁶ to address internal concerns that colleges had local practices that resulted in students either being awarded too many or too few units and, in some cases, local districts inappropriately claiming apportionment for student work outside of the classroom;

Whereas, Carnegie Units Worksheet restated the standards for credit hour calculation in §55002.5 of Title 5, the guidelines described in the Program and Course Approval Handbook (5th edition, pp.80-83) and the standards for claiming apportionment in §58050 of Title 5; and introduced the following:

- Tables for calculating credit hours;
- a requirement that local credit hour calculations must conform to the calculation tables based on the "Carnegie Unit" formula; and
- the constraint that the calculations on the tables "...are the only permitted methods and formulas for calculating units in the California Community Colleges" and that "...[t]here are no allowable locally derived formulas or exceptions for specific disciplines"

Whereas, While this worksheet has proved useful for Chancellor's Office staff in curriculum review and for providing clearer restrictions on questionable local practices, it has also introduced new restrictions on credit hour calculation practices that are otherwise compliant with federal and state regulations, accreditation standards, and accepted practices in higher education; and

Whereas, The Chancellor's Office began implementing these restrictions immediately without any prior notification to the field so that many that colleges submitting non-substantial changes were forced to recalculate units in manner that may not serve students;

Resolved, That the Academic Senate for California Community Colleges assert that the authority for credit hour calculations is granted to local governing boards in Title 5 §55002(a)(2)(B), and that this issue is subject to accreditation and articulation standards, because local colleges are directly responsible to regional and professional accreditors and higher education partners; and

⁶ http://extranet.cccco.edu/Portals/1/AA/Credit/2014/CarnegieUnits_10_21_14.pdf.

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Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to ensure that curriculum approval by the Chancellor's Office is based only on approved requirements that are clearly published and available to all colleges, **prior** to implementation.

MSC Contact: April Pavlik, Los Angeles City College

10.0 DISCIPLINES LIST

10.01 S15 Disciplines List – African American Studies

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

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

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

Resolved, 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 African American Studies.

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

10.02 S15 Disciplines List – Counseling DSPS

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

*Master's degree in rehabilitation counseling, counseling, guidance counseling, clinical or counseling psychology, education counseling, social work, career development, *marriage and family therapy, or *marriage, family and child counseling; AND*

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

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OR *the equivalent*; and

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

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

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

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

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

10.03 S15 Disciplines List – Learning Disabilities Specialist: DSPS

Whereas, Oral testimony given through the consultation process used for the review of minimum qualifications for faculty in the California Community Colleges, known as the "Disciplines List," supported and opposed the following addition of the Learning Disabilities Specialist: DSPS discipline:

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

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

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

Resolved, That the Academic Senate for California Community College work with the Chancellor's Office to remove the existing minimum qualifications for Learning Disabilities Specialist: DSPS from Title 5 §53414.

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

10.04 S15 Disciplines List – Supply Chain Technology

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

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

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

Resolved, 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 Supply Chain Technology.

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

12.0 FACULTY DEVELOPMENT

12.01 S15 Faculty Recognition

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

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

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

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

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

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

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

13.0 GENERAL CONCERNS

13.01 S15 System-wide Collaboration on Violence Prevention Programs

Whereas, The provisions in both the federal Violence Against Women Reauthorization Act of 2013 and California Education Code §67386 require California Community Colleges to "implement comprehensive prevention and outreach programs addressing sexual violence, domestic violence, dating

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violence, and stalking” with the outreach programming to be included in every incoming student’s orientation;

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

Whereas, A significant number of students transfer back and forth among multiple campuses within the California Community College System; and

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

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office and other system partners to develop and distribute guidelines to assist with developing and implementing effective anti-sexual assault and violence prevention programs at their colleges.

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

13.02 S15 Allowed Experiences in Courses Related in Content

Whereas, In 2011 and 2012 the Board of Governors approved a series of Title 5 changes regarding course repetition, creating significantly greater limitations on the circumstances in which students are allowed to repeat credit courses;

Whereas, Arts education in the K-12 system has diminished significantly in recent years, creating student populations that may lack the necessary foundation to seamlessly enter and complete a program in the performing arts and thus establishing a need for additional opportunities for personal skill and knowledge development on the part of some students;

Whereas, Title 5 language limits a student’s enrollments in any single group of courses related in content, or family of courses, to a total of four, whether a student withdraws from a course or fails to achieve the student learning outcomes of a course, and this limitation can result in preventing a student from acquiring the coursework necessary to transfer in a program that requires four successful course completions in a family of courses; and

Whereas, The limit of four enrollments in a family of courses combines and conflates the restrictions on repetition of a course (the number of times a student may register and attempt a course) and the restrictions on repeatability (the number of times a student can repeat a course to continue to practice the skills taught in that course);

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office to amend Title 5 Regulation §55040 (c) to allow students up to a total of four successful semester or six successful quarter enrollments within a group of courses related in content while still acknowledging all other current limitations on course repetition contained within Title 5.

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Reference: CCC Chancellor's Office, Credit Course Repetition Guidelines, November 2013, p. 25, and Summary Table 4, page 59.

MSC Contact: Michael Mangin, Cabrillo College, Area B

13.03 S15 Creating a Common Assessment Reporting Tool to Detail Student Skills

Whereas, Current assessment instruments generate a single score that is used locally to place students into courses in English, Reading, English as Second Language (ESL), and Mathematics;

Whereas, Recommendation 2.1 from the 2011 Student Success Task Force called for the community colleges to “develop and implement a common centralized assessment for English reading and writing, mathematics, and ESL that can provide diagnostic information to inform curriculum development and student placement;”

Whereas, The Common Assessment Initiative (CAI) created assessment competency maps in English, Reading, ESL, and Mathematics that outline individual skills on a range from basic to college level; and

Whereas, Providing information about student performance in each of these skills will allow colleges to make more informed placement decisions and to consider curricular innovations and revisions to address skill deficiencies;

Resolved, That the Academic Senate for California Community Colleges urge the CAI to create an assessment reporting tool that provides data about each student's performance on the skills described in the assessment competency maps and that provides research capability for determining cohort strengths and deficiencies; and

Resolved, That the Academic Senate for California Community Colleges work with CAI to create skills reports for individual students that local faculty can use to inform curricular revisions and to address student placement and remediation appropriately.

MSC Contact: Jeff Burdick, Clovis Community College Center

14.0 GRADING

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

Whereas, In 1995 the Chancellor's Office rendered legal opinion L 95-31⁷, which was reaffirmed in 2007, stating that an instructor could fail a student on an assignment for cheating but that the student could not be given a course grade of 'F' for that incidence of cheating unless that assignment grade, taken together with the student's performance on the other course assignments, resulted in a grade of 'F,' per the requirements of Title 5 §55002 and the basic requirements for due process;

Whereas, Resolution 13.05 S13⁸ called for the Academic Senate for California Community Colleges to revisit this matter, including proposing revisions to Title 5 as appropriate, but the Chancellor's Office has not yet changed its position on its legal opinion L 95-31, and it is not clear what changes to Title 5

⁷ Legal opinion L 95-31 is found at <http://extranet.cccco.edu/Portals/1/Legal/Ops/OpsArchive/95-31.pdf>

⁸ Resolution 13.05 S13 is found at <http://www.asccc.org/resolutions/revisit-failing-students-egregious-act-cheating>

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can be made to allow faculty to fail a student in a course for egregious acts of academic dishonesty without violating the student's right to due process;

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

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

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

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to change Title 5 §55023 that will permit districts, through collegial consultation with local senates, to adopt policies and procedures that allow faculty to submit the RD (report delayed) symbol for students who have been accused of engaging in academic dishonesty and whose cases have not been resolved or may not be resolved through the student disciplinary process before the end of an academic term.

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

16.0 LIBRARY AND LEARNING RESOURCES

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

Whereas, Resolution 11.01 F12 *Pursue Statewide Open Educational Resources for Student Success*⁹ supported Academic Senate for California Community Colleges participation in "the convening of appropriate stakeholders, including faculty from our intersegmental partners for implementation of SB 1052 and 1053 (Steinberg, 2012), to develop appropriate rules and guidelines for accessing Open Educational Resources materials for faculty in a broad range of formats that encourage their wide-spread availability for adoption and use";

Whereas, The California Digital Open Source Library (CDOSL) is being designed so faculty can easily find, adopt, utilize, and modify OER course materials for little or no cost, and the California Open Online Library for Education¹⁰ is the first library service of the CDOSL;

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

⁹ This resolution is found at <http://www.asccc.org/resolutions/pursue-statewide-open-educational-resources-student-success>

¹⁰ For more information go to www.cool4ed.org

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Whereas, While the availability of open education resources through the California Digital Open Source Library (CDOSL) provides faculty with additional textbook options for their classes, the review and consideration of course textbooks is both a faculty professional duty and a matter of academic freedom that is crucial for ensuring the appropriate levels of academic rigor for their courses;

Resolved, That the Academic Senate for California Community Colleges update the paper *Textbook Issues: Economic Pressures and Academic Values* (2005) to include current technological options and the work that has been done by the California Open Education Resources Council and bring it to the body for approval at the Spring 2016 Plenary Session; and

Resolved, That the Academic Senate for California Community Colleges urge remind faculty of the availability of open educational resources, and that as part of their textbook evaluation processes, suggest the review and consideration to review and consider the adoption of appropriate open educational resources textbooks while adhering to the highest professional standards and ensuring appropriate levels of academic rigor for their courses.

MSC Contact: Kale Braden, Executive Committee

17.0 LOCAL SENATES

17.01 S15 Adopt the Paper *The Local Senates Handbook*

Whereas, The paper *Empowering Local Senates: Roles and Responsibilities of and Strategies for an Effective Senate*¹¹ was last updated in 2007;

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

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

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

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

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

17.02 S15 Establishing Local CTE Liaison Position

Whereas, The Academic Senate for California Community Colleges appoints career and technical education (CTE) faculty to numerous statewide initiatives, workgroups, committees, and task forces to

¹¹ This paper is found at <http://www.asccc.org/communities/local-senates/handbook>

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ensure their interests are represented, but communicating this critical need to CTE faculty and recruiting adequate numbers of volunteers is often difficult;

Whereas, In November 2014 the Board of Governors commissioned the Task Force on Workforce, Job Creation, and a Strong Economy to develop recommendations addressing system-wide policies and practices that may significantly affect career technical education programs, and CTE faculty must be appraised of and contribute to the work of the taskforce; and

Whereas, Information concerning CTE programs, faculty, and students may not always be disseminated to all CTE faculty at local colleges and districts, and therefore CTE faculty would benefit from the creation of a CTE liaison position to act as a conduit between the Academic Senate for Community Colleges and local CTE faculty;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to identify a CTE faculty member to act as a liaison to facilitate communication among local CTE faculty, the local academic senate, and the Academic Senate for California Community Colleges.

MSC Contact: Grant Goold, American River College, CTE Leadership Committee

17.03 S15 Establishing Local Legislative Liaison Position

Whereas, Local academic senates have the freedom to take and publish positions on proposed legislation after informed discussion and deliberation and to meet with legislators to express their views and positions regarding legislation;

Whereas, Some local senates have created a legislative liaison position so that a designated individual is responsible for tracking and reporting to the academic senate on legislation, and such a position may be a great benefit to an academic senate in providing current information on relevant legislation and enabling the senate to form positions upon which it may wish to act; and

Whereas, The effectiveness of the Academic Senate for California Community Colleges in influencing legislation is contingent upon providing information and analysis to local senates and receiving in response feedback and direction for action;

Resolved, That the Academic Senate for California Community Colleges urge local senates to establish a legislative liaison position to facilitate communication between and among the ASCCC, local academic senates, and faculty.

MSC Contact: Silvester Henderson, Los Medanos College, Legislative and Advocacy Committee

17.04 S15 Collegial Consultation with Local Senates on Student Learning Outcomes Policies and Procedures

Whereas, The revised accreditation standards adopted in June 2014 by the Accrediting Commission for Community and Junior Colleges (ACCJC) may require colleges to adjust or revise their already adopted processes or policies to address changes to the new standards (Standard 1.B.6), especially in the manner in which colleges collect, assess, and use student learning outcome data for courses and academic programs; and

ADOPTED RESOLUTIONS

Whereas, Additional pressure to meet new standards may result in administrations instituting immediate changes to established processes or policies without collegial consultation with local academic senates as required by Title 5, either by relying primarily on or reaching mutual agreement with local senates;

Resolved, That the Academic Senate for California Community Colleges assert that the adoption and revision of local policies and procedures regarding student learning outcomes data collection, assessment, and use are academic and professional matters requiring collegial consultation with local academic senates, with either mutual agreement or a primary reliance on the recommendation of the academic senate prior to implementation.

MSC Contact: Alex Immerblum, East Los Angeles College, Area C

17.05 S15 Establish Local Noncredit Liaison Position

Whereas, The Academic Senate for California Community Colleges appoints noncredit faculty to numerous statewide initiatives, workgroups, committees, and task forces to ensure their interests are represented, but communicating this critical need to noncredit faculty and recruiting adequate numbers of volunteers is often difficult;

Whereas, AB 86 (Education Omnibus Trailer Bill, 2013-2014) amended California Education Code §84830 to create regional consortia to implement a plan to better serve the educational needs of adults in areas that include noncredit basic skills, English as a Second Language, and career technical education programs;

Whereas, Noncredit career development and college preparation (CDCP) FTES will be funded at the same level as the credit rate beginning in the 2015-16 fiscal year, providing an incentive for colleges to expand their noncredit instructional offerings, and noncredit faculty must be involved in college-wide decision-making about noncredit programs; and

Whereas, Information concerning noncredit programs, faculty, and students may not always be disseminated to all noncredit faculty at local colleges and districts, and therefore noncredit faculty would benefit from the creation of a noncredit liaison position to act as a conduit between the Academic Senate for California Community Colleges and local noncredit faculty;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to identify a noncredit faculty member to act as a liaison to facilitate communication among local noncredit faculty, the local academic senate, and the Academic Senate for California Community Colleges.

MSC Contact: Candace Lynch-Thompson, North Orange School for Continuing Education, Noncredit Committee, Area D

REFERRED RESOLUTIONS

1.05 S15 Compliance with Open Meeting Act

Whereas, On November 6, 2013 the then President of the Academic Senate for California Community Colleges Beth Smith informed all members of the ASCCC Executive Board that all future meetings of the Executive Committee would be subject to the open meetings law Bagley- Keene Act;

Whereas, On January 3, 2014, then Vice President David Morse, made a successful motion to accept an oral opinion that the Bagley Keene Act did not apply to the ASCCC and thereafter all Standing Committee meetings and meetings of the Officers of the ASCCC are, and continue to be, conducted without any obligation to comply with California open meetings law;

Whereas, The ASCCC delegate body passed on April 12, 2014, a resolution 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,” and

Whereas, The only written legal opinion as to whether California Open Meetings Law applies to the ASCCC opines that it does apply, and as a result considerable confusion over compliance requirements now exists;

Resolved, That the Academic Senate for California Community Colleges request an Attorney General opinion (from the offices of Attorney General Kamala Harris) as to whether the ASCCC and its standing committees are legally obliged to comply with California Open Meetings Law (Bagley-Keene or Brown Act).

Contact: Jesus Covarrubias, San Jose City College

MSR: Referred to the Executive Committee to clarify current practice and rationale applied to all levels of ASCCCC meetings and report back to the field by fall 2015.

9.04 S15 Alternative Courses for Math Competency Requirements

Whereas, The current English and math competency requirements for the associate degree were adopted by the Academic Senate for California Community Colleges in Spring 2005, approved by the California Community Colleges Board of Governors in September 2006 and required per Title 5 §55063, and which became effective for all students admitted to a California community college for the Fall 2009 term or any term thereafter;

Whereas, Title 5 §55063 states, “The competency requirements for written expression and mathematics may also be met by obtaining a satisfactory grade in courses in English and mathematics taught in or on behalf of other departments and which, as determined by the local governing board, require entrance skills at a level equivalent to those necessary for Freshman Composition and Intermediate Algebra respectively”; and

Whereas, At the Fall 2012 Plenary Session, three resolutions brought forward asking the body to endorse a particular curriculum pathway in developmental mathematics were referred to the Executive Committee until such a time that the mathematics professional organizations could offer their opinions, indicating concern in the field that alternative courses for meeting the competency requirements be identified;

Resolved, That the Academic Senate for California Community Colleges work with C-ID to write course descriptors for (1) a non-STEM, “intermediate algebra level/math competency level” prerequisite

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course to statistics and (2) an “intermediate algebra level/math competency level” course for students who plan to earn an associate degree but do not plan to transfer.

Contact: Ginni May, Sacramento City College, Curriculum Committee

MSR: Referred to the Executive Committee for further research and return results to the body by fall 2015.

9.04.01 S15 Amend Resolution 9.04 S15

Add a second resolved:

Resolved, That the Academic Senate for California Community Colleges, due to concerns about transfer of courses to the University of California (UC), invite UC faculty to participate in the formulation of the C-ID descriptor for any alternative to Intermediate Algebra that would be used as a prerequisite for Statistics.

Contact: Jason Edington, Mendocino College, Area B

MSR: Referred to the Executive Committee for further research and return results to the body by fall 2015.

9.04.02 S15 Amend Resolution 9.04 S15

Add a fourth whereas:

Whereas, Successful student completion of current English and math competency requirements is central to concerns about student equity and achievement gaps;

Add a second resolved:

Resolved, That the Academic Senate for California Community Colleges support the development of various locally approved pathways to transfer level statistics designed to address student equity and close achievement gaps among student populations;

Add a third resolved:

Resolved, That the Academic Senate for California Community Colleges support the use of locally-approved pathways to transfer-level statistics that may not meet the requirements of eventual Course Identification Numbering System course descriptors designed for non-STEM Intermediate Algebra.

Contact: Doug Hirzel, Cañada College

MSR: Referred to the Executive Committee for further research and return results to the body by fall 2015.

9.04.03 S15 Amend Resolution 9.04 S15

Add a fourth whereas:

Whereas, Successful student completion of current English and math competency requirements is central to concerns about student equity and achievement gaps;

Add a second resolved:

REFERRED RESOLUTIONS

Resolved, That the Academic Senate for California Community Colleges, due to concerns about transfer of courses to the University of California (UC), invite UC faculty to participate in the formulation of the C-ID descriptor for any alternative to intermediate algebra that would be used as a prerequisite for transfer-level math and Statistics;

Add a third resolved:

Resolved, That the Academic Senate for California Community Colleges support the development of various locally-governed pathways to transfer-level Mathematics and transfer-level Statistics designed to address student equity and close achievement gaps among student populations; and

Add a fourth resolved:

Resolved, That the Academic Senate for California Community Colleges support the use of locally-approved pathways to transfer-level mathematics and transfer-level statistics that may not meet the requirements of the eventual Course Identification Numbering System (C-ID) course descriptors.

Contact: Carolyn Holcroft, Foothill College

MSR: Referred to the Executive Committee for further research and return results to the body by fall 2015.

19.0 PROFESSIONAL STANDARDS

19.01 S15 Local Certification of Qualification for Single Course Instruction

Whereas, In 2002 Academic Senate Resolution 10.09 S02 stated opposition to single course equivalencies, and in 2003 CCCCO Legal Opinion 03-28 by Ralph Black, requested by the Academic Senate, opined that single course equivalencies are not compliant with Title 5 regulations and Education Code;

Whereas, In some instances eminently qualified professionals, who may be the only individuals qualified to teach a narrow set of skills and competencies, may not easily meet the minimum qualification parameters of professional experience, subject matter expertise, and general education proficiencies;

Whereas, Minimum qualifications and processes to establish equivalency to the MQs take very different forms from discipline to discipline, college to college, and region to region, potentially creating a system of structural inequity because critical classes are not offered due to the inability to hire faculty; and

Whereas, A system of appropriate parameters could be established that would allow districts to locally certify candidates to teach a single course;

Resolved, That the Academic Senate for California Community Colleges research the extent of these concerns and explore the feasibility of establishing a local single course certification and report the results to the body by Spring 2016.

Contact: Buran Haidar, San Diego Miramar College

MSR: Referred to the Executive Committee for clarification and to publish a *Rostrum* article on the issues identified in this resolution by fall 2015 and to bring back a perfected resolution to the body by fall 2015.

FAILED RESOLUTIONS

1.06 S15 In Pursuit of a more Inclusive and Transparent ASCCC

Whereas, The participation of approximately 300 faculty appointees annually in Academic Senate for California Community Colleges committees, state task force committees, and initiatives is the normal pathway to ASCCC leadership;

Whereas, The proposed bylaws amendments in this plenary seek to remove Executive Committee appointment authority, for all faculty appointments other than standing committees, from the Executive Committee and invest this authority solely in the President in consultation with the Vice President and Executive Director;¹² and

Whereas, The ASCCC works to empower faculty from diverse backgrounds and experiences in order to promote inclusiveness and equity in all of their forms;

Resolved, That the Academic Senate for California Community Colleges review the feasibility of revising the bylaws, rules, and/or policies to enact a committee appointment process that includes the following requirements:

1. Opportunities for service shall be announced via the listserv to all academic senate presidents in California and categorized as either urgent or regular in status required for appointment.
2. Local academic senate presidents shall be requested to announce the opportunity for service to their respective faculty.
3. The local academic senate president shall have five business days from the date of distribution of the announcement to submit a faculty member for nomination in service areas labeled as urgent. In regular announced opportunities the local president shall have 10 business days to submit a nomination.
4. The ASCCC in urgency appointments, where action is required prior to a regular Executive Committee meeting, shall be authorized to vote on the individual applicants via teleconferencing where more than one candidate has been nominated. In cases where there is only one candidate, the President of the ASCCC may exercise his/her discretion in making the appointment.
5. In non-urgent nominations, the ASCCC Executive Committee will vote (at their next regular meeting) where there is more than one nomination per available appointment to select from the submitted nominees.
6. The ASCCC shall develop a nomination form that solicits information about the nominee's background, experience and qualifications for the position. In addition, the form shall seek information as to the nominee's contribution to and experience with community college diversity.

and report its findings to the body by Fall 2015.

MSF Contact: Jesus Covarrubias, San Jose City College

¹² The Executive Director is a full time staff member, who is not elected by the body and who has never served in a tenure track faculty position. The annual number of appointments made solely by the President after these consultations is approximately 250.

FAILED RESOLUTIONS

2.03 S15 ACCJC Enforcement of Standards III.A.7 and III.A.8

Whereas, Accrediting Commission for Community and Junior Colleges' Standard III.A.7 states that "The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes;"

Whereas, ACCJC Standard III.A.8 states that "An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution;" and

Whereas, The goal for the ratio of full-time teaching hours to all teaching hours in the California Community College System is 75% and has not been met by any of California community college for years and few of California's community colleges have policies that provide adequate professional development or provide for opportunities for integration of part-time faculty into the life of the institution;

Resolved, That the Academic Senate for California Community Colleges call on the ACCJC to start enforcing Standards III.A.7 and III.A.8 by requiring that the colleges have plans to meet the 75% level of full-time teaching hours to all teaching hours by 2018 and to provide opportunities for integration of part-time faculty into the life of the institution.

MSF Contact: Martin Hittelman, Los Angeles Valley College

2.04 S15 Justification of SLO Use

Whereas, In the last 15 years, new attempts to track the success of school systems around the world (e.g., Program International Student Assessment) have achieved impressive bodies of data useful in measuring the effectiveness of education approaches;

Whereas, These data indicate that the more successful countries do not embrace the notion of "measurable student learning outcomes" that are central to the Accrediting Commission for Community and Junior Colleges' (ACCJC) existing standards for evaluating and reviewing institutions and the philosophy that emphasizes that tool; and

Whereas, It continues to be the case that research fails clearly to establish that continuous monitoring of course-level student learning outcomes (SLOs) results in measurable improvements in student success at a given institution but does engender frustration that continues to characterize community colleges' attempts to implement the SLO approach;

Resolved, That the Academic Senate for California Community Colleges request no later than July 1, 2015 that ACCJC justify its continued implementation of SLOs and explain why it does not opt for approaches more consistent with the approaches of successful countries in educating their students.

MSF Contact: Kathy Schmeidler, Irvine Valley College

17.02.01 S15 Amend Resolution 17.02 S15

Add a fourth whereas:

FAILED RESOLUTIONS

Whereas, Career and technical education (CTE) faculty are actively engaged in statewide efforts related to CTE and Economic Workforce Development and are often part-time faculty;

Add a second resolved:

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to include part-time faculty in the process of identifying a CTE faculty member to act as a liaison to facilitate communication among local CTE faculty, the local academic senate, and the Academic Senate for California Community Colleges.

Add a third resolved:

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to provide support and acquire appropriate funding for a CTE liaison position.

Add a fourth resolved:

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to secure funding for local CTE liaison positions to facilitate communication among local CTE faculty, the local academic senate, and the Academic Senate for California Community Colleges.

MSF Contact: Arnita Porter, West Los Angeles College

17.03.01 S15 Amend Resolution 17.03 S15

Add a fourth whereas:

Whereas, Part-time faculty are involved in college governance and activities, are knowledgeable about statewide issues, and are valuable assets to our goals as a faculty representative body;

Add a second resolved:

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to include part-time faculty in the process of identifying candidates for the legislative liaison position to allow part-time faculty to participate in shared governance, and facilitate communication between and among the ASCCC, local academic senate, and faculty; and

Add a third resolved:

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to provide support and acquire appropriate funding for a legislative liaison position and that the Academic Senate for California Community Colleges work with the Chancellor's Office to secure funding for local legislative liaison positions to facilitate communication between and among the ASCCC, local academic senate, and faculty.

MSF Contact: Arnita Porter, West Los Angeles College

DELEGATES

Alameda, College of, Rochelle Olive
Allan Hancock College, Dave Degroot
American River College, Anthony Giusti
Bakersfield College, Tom Greenwood
Barstow College, Sona Vartanian
Berkeley City College, Cleavon Smith
Butte College, Carrie Roberson
Cabrillo College, Michael Mangin
Canada College, Doug Hirzel
Canyons, College of the, Paul Wickline
Cerritos College, Michelle Lewellen
Chabot College, Laurie Docker
Chaffey College, Marie Boyd
Citrus College, John Vaughan
Clovis College, Liz Romero
Coastline College, Ann Holliday
Columbia College, Wendy Griffiths Bender
Compton College, Paul Flor
Contra Costa College, Wayne Organ
Copper Mountain College, David Norton
Cosumnes River College, BJ Snowden
Crafton Hills College, Denise Allen Hoyt
Cuesta College, Dennis Baeyen
Cuyamaca College, Alicia Munoz
Cypress College, Jolena Grande
De Anza College, Mayra Cruz
Desert, College of the, Donna Greene
Diablo Valley College, Laurie Lema
East Los Angeles College, Alex Immerblum
El Camino College, Chris Wells
Evergreen Valley College, Eric Narveson
Folsom Lake College, Carlos Lopez
Foothill College, Carolyn Holcroft
Foothill DeAnza CCD, Isaac Escoto
Fresno City College, Mary Ann Valentino
Fullerton College, Sam Foster
Glendale College, Andrew Young
Golden West College, Martie Ramm Engle
Grossmont College, Sue Gonda
Hartnell College, Carol Kimbrough
Imperial Valley College, Michael Heumann
Irvine Valley College, Katherine Schmeidler
Lake Tahoe College, Sara Pierce
Laney College, Lisa Cook
Las Positas College, Thomas Orf
Lassen College, Cheryl Aschenbach
Los Angeles CCD, Donald Gauthier
Los Angeles City College, April Pavlik
Los Angeles Harbor College, Susan McMurray
Los Angeles Mission College, Leslie Milke
Los Angeles Pierce College, Kathy Oborn
Los Angeles Southwest College, Alistaire Callender
Los Angeles Trade Tech College, Martin Diaz
Los Angeles Valley College, Nicholas Wade
Los Medanos College, Silvester Henderson
Los Rios CCD, Julie Oliver
Marin, College of, Sara McKinnon
Mendocino College, Jason Edington
Merced College, Nancy Golz
Merritt College, Tae-Soon Park
MiraCosta College, Krista Warren
Mission College, Wael Abeljabbar
Modesto Junior College, Curtis Martin
Monterey Peninsula College, Paola Gilbert
Moorpark College, Nathan Bowen
Moreno Valley College, Travis Gibbs
Mt. San Antonio College, Luisa Howell
Mt. San Jacinto College, Stacey Searl-Chapin
Napa Valley College, Maria Biddenback
Norco College, Peggy Campo
Orange Coast College, Eduardo Jesus Arismendi-Pardi
Palomar College, Greg Larson
Pasadena City College, Eduardo A. Cairo
Peralta CCD, Karolyn Van Putten
Porterville College, Christopher Piersol
Rancho Santiago CCD, Raymond Hicks
Redwoods, College of the, Mark Renner
Reedley College, Lore Dobusch
Rio Hondo College, John Frala
Riverside CCD, Richard Mahon
Riverside College, Mary Legner
Sacramento City College, Virginia May
Saddleback College, Kim d'Arcy
San Bernardino Valley College, Jeremiah A. Gilbert
San Diego City College, Berta Harris
San Diego Continuing Ed, Richard Weinroth
San Diego Mesa College, Terry Kohlenberg
San Diego Miramar College, Buran Haidar
San Francisco, City College of, Lillian Marrujo-Duck
San Joaquin Delta College, Diane Oren
San Jose City College, Michael Berke
San Mateo CCD, Diana Bennett
San Mateo, College of, David Laderman
Santa Ana College, Elliot Jones
Santa Barbara City College, Kathleen O'Connor
Santa Monica College, Eve Adler
Santa Rosa Junior College, Robin Fautley
Santiago Canyon College, Corinna Evett
Sequoias, College of the, Sondra Bergen
Shasta College, Robb Lightfoot
Sierra College, Debra Hill
Skyline College, Kathryn Williams Browne
Solano College, Michael Wylly
Southwestern College, Caree Lesh
Taft College, Tony Thompson
Ventura College, Alexander Kolesnik
Victor Valley College, Claude Oliver
West Los Angeles College, Adrienne Foster
West Valley - Mission CCD, Cathy Cox
West Valley College, Eric Pape
Willow International, Liz Romero
Woodland College, Matt Clark
Yuba College, Greg Kemble
President, David Morse
Vice President, Julie Bruno
Secretary, John Stankas
Treasurer, Wheeler North
Area A, James Todd
Area B, Dolores Davison
Area C, John Freitas
Area D, Cynthia Rico
North Rep, Kale Braden
North Rep, Phil Crawford
South Rep, Michelle Grimes-Hillman
South Rep, Craig Rutan
At Large Rep, Dan Crump
At Large Rep, Debbie Klein

Academic Senate Spring 2015 Election Part-time Faculty Senator Candidates Talley, April 23, 2015

Claudia Cuz-Flores, Counseling (view)	8 votes
Tied for <i>Student Services Part-time Faculty Senator</i>	
Ian Duckles, Humanities, Philosophy, and Religious Studies (view)	29 votes
<i>Instruction Part-time Faculty Senator</i>	
Molly Hatay-Ferens, English (view)	17 votes
Camille Jack, Counseling (view)	8 votes
Tied for <i>Student Services Part-time Faculty Senator</i>	
Mariam Mena, Counseling (view)	6 votes
Sandy Sada, Counseling (view)	4 votes
Rob Stafford, English (view)	23 votes
<i>Part-time Faculty Senator at Large</i>	

How the ballot is tallied

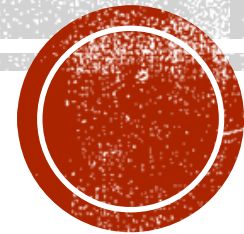
- The part-time faculty member in instruction who receives the highest number of votes is the *Instruction Part-time Faculty Senator*.
- The part-time faculty member in student services who receives the highest number of votes is the *Student Services Part-time Faculty Senator*.
- Once the *Instruction Part-time Faculty Senator* and *Student Services Part-time Faculty Senator* are identified, then the remaining candidates who received the highest number of votes, whether from instruction or student services, is the *Part-time Faculty Senator at Large*.

Please vote up to three candidates for Academic Senate Part-time Faculty Senators.

		Response Total	Response Percent	Points	Avg
No responses were entered for this question.					
Claudia Cuz-Flores (view)		8	21%	n/a	n/a
Ian Duckles (view)		29	76%	n/a	n/a
Molly Hatay-Ferens (view)		17	45%	n/a	n/a
Camille Jack (view)		8	21%	n/a	n/a
Mariam Mena (view)		6	16%	n/a	n/a
Sandy Sada (view)		4	11%	n/a	n/a
Rob Stafford (view)		23	61%	n/a	n/a
Write-In Candidate: view	Joe Young	1	3%	n/a	n/a
Total Respondents (For this Question)		38			
		(skipped this question)	1		
View conditional responses (if applicable) view					

PROFESSIONAL DEVELOPMENT

Report to Academic Senate



TRANSITION!

- New Professional Development Coordinator LAUREN HALSTED!
- Timeline for completing activities
- Website
- Equity Funding



TIMELINE CHANGES

- Earlier deadline for full-time faculty
- Expanded timeline for Part-time faculty
- 20 docks this semester



WEBSITE CHANGES

- New Cascade site: <http://www.cuyamaca.edu/faculty-staff/pro-dev/>
- Moving forms from Cuyamaca Web Server to Google Drive
- Schedule is now on Google Calenders



STATEWIDE TRENDS

- Student Success
- Equity
- Online Learning
- Accountability
- Professional Development Clearinghouse
- Accountability



EQUITY FUNDS

- \$50,000 – spend by December
- Professional Development will approve funding
- Proposal form
- Report



The [Cuyamaca College Student Equity Plan](#) will fund professional development activities that promote matriculation, student success, retention, persistence and completion on campus. **We are seeking your creative ideas to help achieve these goals.**

The [Cuyamaca College Student Equity Plan](#) aims to create a responsive, flexible, educationally sound, research based approach to supporting student groups that have met the test for disproportionate impact on the Cuyamaca College campus. These groups are:

1. African Americans
2. Hispanics/Latinos (which includes ESL students)
3. Native Americans
4. Former Foster youth
5. Veteran students
6. AB540/Dream Act students
7. Economically disadvantaged/low-income, first-generation college students
8. Students with disabilities
9. ESL students, in particular Iraqi refugee students
10. Males

Suggested professional development activities include conferences, workshops, and online instruction, but your innovative ideas are also welcome. Please note that only in-state conferences and workshops will be considered.



Submit your ideas for professional development activities in support of the Student Equity Plan by completing this form, obtaining approval from your chair/supervisor and dean/manager and then emailing it to both of the Professional Development Committee Co-Chairs:

Jodi.Reed@gcccd.edu and Kerry.KilberRebman@gcccd.edu

Please include your chair/supervisor and dean/manager on the email to indicate approval.

MINIMUM REQUIREMENTS FOR FUNDING

1. The focus of the activity must meet the test for disproportionate impact as described above.
2. The request must be detailed and clearly explain the activity in order to ensure it connects with the goals of the Student Equity Plan.
3. The requestor must provide a brief written report summarizing the lessons learned from the activity and be willing to present during Professional Development Week or at another college venue.



PROPOSAL QUESTIONS

1. If the activity is currently being funded or has been funded in the past, please list the source of funding here.
2. List which Goals, Objectives in the [Student Equity Plan](#) your activity will address and explain how your activity relates to the goals, objectives.
3. Explain how you will measure or evaluate the effectiveness of your activity.
4. Please provide any other pertinent information you would like to share about your activity.



REPORT QUESTIONS

1. Please share what you learned from the activity.
2. How could you apply this learning to your job, whether it is in the classroom or on campus in general?
3. How could you share this learning with others on campus? (Professional Development Week workshop, department meetings, meeting with other staff or faculty, etc.)
4. Did you obtain any resources that you could share with the campus? (websites, articles, etc.) If so, please list them here.
5. Please provide any other pertinent information you would like to share about your activity (would you recommend the conference to others, were there any speakers that you would recommend we invite to campus, etc.).

