

SBVC ACADEMIC SENATE

Minutes

AS/SS 207 3:00 PM – DATE: 3.21.18

Topic	Discussion	Action
1. Call to Order and Roll Call	<ul style="list-style-type: none"> • Meeting called to order at 3:04 p.m. • Roll call via sign-in sheet 	
2. Public Comments	<ul style="list-style-type: none"> • None 	
3. Senate President's Report C. Huston [R. Hamdy, proxy]	<p>*See attachment to these minutes for a copy of the president's written report. The president or other senators made additional comments about the following items:</p> <ul style="list-style-type: none"> • VPSS Meet & Greet: Monday 3/26 from 2:00 – 3:00 p.m. in the Art Gallery. We need faculty volunteers to accompany the candidates at the Meet and Greet, and at the doors to answer any questions about the format and how people can give feedback. Email C. Huston if you would like to volunteer. • New Senators for 2018 – 2019: The attached list shows current vacancies. Please ask division senators to work within their divisions to “elect” new senators. • Letters of Interest: We are now taking letters of interest for the following roles. Email M. Worsley, Elections Chair, as soon as possible if you are interested. <ul style="list-style-type: none"> ○ Program Review Chair: 3-year assignment with .38 reassign time. ○ Honors Chair: 3-year assignment with .2 reassign time. • Committee Assignments: Reminder that Division Senators should be working on committee assignments for 2018 – 2019. • Outstanding Professor: Nominations will close on April 4, 2018. Please send nominations to M. Worsley, Elections Chair. • ASCCC Spring Plenary Resolutions: [see attached] Located on the ASCCC website. Senators please review and provide any feedback or concerns to C. Huston. • Area D Meeting: Held at Crafton on Saturday, March 24, 2018, from 10:00 – 3:00 p.m., in LRC-226. Plan to attend if you can. 	

Topic	Discussion	Action
<p>4. Committee Reports</p>	<p>a. Ed Policy [vacant]</p> <ul style="list-style-type: none"> • Currently looking to fill this position. <p>b. Personnel Policy [J. Notarangelo]</p> <ul style="list-style-type: none"> • Nominations for Advancement in Rank have closed. We received several excellent ones. The committee will meet and make decisions soon. <p>c. Student Services [A. Aguilar-Kitibutr]</p> <ul style="list-style-type: none"> • No report. <p>d. Career/Tech [S. Meyer]</p> <ul style="list-style-type: none"> • No report. <p>e. Equity/Diversity [K. Melancon]</p> <ul style="list-style-type: none"> • No report <p>f. Elections [M. Worsley]</p> <ul style="list-style-type: none"> • No report <p>g. Curriculum [M. Copeland]</p> <ul style="list-style-type: none"> • Leticia will be filling in as curriculum chair for my sabbatical in the fall. <p>h. Program Review [P. Ferri-Milligan]</p> <ul style="list-style-type: none"> • Efficacy documents were due Monday. Committee will be reviewing them throughout the rest of the semester. Everyone will know where they stand by the end of the semester. <p>i. Accreditation & SLOs [C. Huston]</p> <ul style="list-style-type: none"> • A. Avelar: We had a very short meeting. We looked at how Crafton set up their grid for committees to see how they align with the standards. • T. Long: Tomorrow they will look at the handbook and the annual report. We may not have time to look at the grid, but we will get to it. <p>j. Professional Development [R. Hamdy]</p> <ul style="list-style-type: none"> • Flex Day is Tuesday, April 10, 2018. I am waiting for HR to send me some session descriptions before finalizing the schedule. The woman from the State High-Tech Center who talked about the importance of accessibility at our last Flex Day is coming back to do a hands-on activity. There are 2 duplicate sessions. I recommend that every person who does anything on Canvas attend those sessions. 	

Topic	Discussion	Action
<p>4. Committee Reports, continued</p>	<p>This is for our safety and the good of our students. This will be in the computer lab. She asked that we bring in documents we need looked at.</p> <ul style="list-style-type: none"> • J. Notarangelo: I'm going do a workshop where I will go into greater detail about the OEI and how it will work at the departmental level. • R. Hamdy: We will also have <i>Canvas Cram 2</i>. It will be more advanced: how to use SpeedGrader, how to add third party apps to your courses, how to use some of the more technical features. 	
<p>5. Additional Reports</p>	<p>a. SBCCD-CTA [A. Avelar]</p> <ul style="list-style-type: none"> • Hopefully all of you received G. Evans-Perry's emails. If you didn't see it, please check your email. You will see the statement and applications that were filled out by the candidates. Elections will start this Monday at 9:00 a.m. You will receive your voting credentials via the union email. <ul style="list-style-type: none"> ○ If you did not receive your email information please contact Ginny Evans-Perry in the library to pick it up. ○ Please test your email to make sure it works. There is a test email you can send a message to. ○ Even though you pay union dues, you may not be a union member. Please fill out the 1-page form and become a member. Because it is so late in the current process, those who are not currently members would fill out a paper ballot. You can contact T. Phillips, S. Lillard, or A. Avelar for paperwork. • If you were here the Wednesday before Spring Break, I provided information on whether or not the District can afford to give [faculty] a raise. If you look at the graph [see handout]. I went back 5 years, but you can go as far back as you want. If you notice, they are always under-budget in the ending balance. You may hear the argument that they cannot afford it, but that isn't true. <ul style="list-style-type: none"> ○ M. Copeland: Is there ever discussion about how the District can afford these exorbitant salary increases for HR or how our chancellor is among the highest paid 	

Topic	Discussion	Action
<p>5. Additional Reports, continued</p>	<p>chancellors in the state but our faculty are paid something like 20% below?</p> <ul style="list-style-type: none"> ○ A. Avelar: We did a study on both faculty and management positions. We didn't do CSEA because they are their own bargaining unit. We found that our management is underpaid. The District's study also reflects that. ○ M. Copeland: Our lower level management is underpaid, but what about at the chancellor and vice chancellor level? ○ A. Avelar: Our chancellor is overpaid by about \$60,000. It is hard to compare because a lot of our comparison colleges do not have a chancellor. A big part of it is they can cash out their vacation days. A lot of the management positions were behind, but not as badly as faculty. We found that faculty were the most underpaid. • A. Avelar: [see handout] The information for part-timers is a little longer, but hopefully it is more detailed. They can make \$41,160 per year if they have a 67% load, which is the max we can legally give them. There is a waiver for 1 semester once every few years. If you have a full-time faculty member making the average salary in our District (\$85,000) times .67 it is \$57,000. \$41,160 is still below, but they can make a decent living if they work at two colleges. The problem is that part-time faculty aren't paid hour-for-hour; they are paid for student-contact hours. Everything behind the scenes is not considered. The most part-timers can make at 67% load is \$21,000. Compare this to poverty wages for a family of 4, \$25,000. Someone with a Ph.D., masters, etc. is not being paid what they should be and that is why we lose people. This will be costly to move them up, but there is a way to make it better. We will not be able to keep people by paying them at that rate. Note that the IRS did put out information regarding how many hours part-time faculty actually do work. They do recommend accounting for time outside of 	

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<p>5. Additional Reports, continued</p>	<ul style="list-style-type: none"> • the classroom. I sent this information to both senates (SBVC & CHC) and did a presentation for the District. I would like to share this information with the Board so that they know they are paying people poverty wages and that makes it hard to retain people. • On that note, we did not get a counter-proposal on wages. S. Lillard sent out an email. Please go to the Board of Trustees meeting if you can. Tomorrow is the study session. Please get there at 10:45 a.m. You do not have to speak. All that we ask is you hold a sign in solidarity or wear your union shirt. Crafton will also be there. S. Lillard will speak during public comments and speak to the issue of wages. <ul style="list-style-type: none"> ○ M. Copeland: If I'm hearing you correctly, we made an offer and they just didn't respond? ○ A. Avelar: We agreed on the study in October. We sent our proposal on November 17. We waited for the District's salary study. It came out February 14- not an open meeting it was open to 2 representatives from each group. We asked for a counter, there was none. They asked for more time. We said yes. I was supposed to pick one up over Spring Break, but there was none. Our next negotiation is this Friday, March 23. ○ J. Demsky: Is this the same salary report called the Hayes study? ○ A. Avelar: No. That was a waste of money. We had already conducted our own study, but did not release it. That was past practice- to not release it. This time we decided to release it because there was no reason not to. They paid a consultant and it took a long time. The Hayes study did not give information needed. This study was by another group. It was supposed to be done in the summer, but wasn't. Then in December, but wasn't. It finally came out in February. ○ M. Copeland: If the Union continues to get no response, what is the recourse? 	

Topic	Discussion	Action
5. Additional Reports, continued	<ul style="list-style-type: none"> ○ A. Avelar: We do have other plans even though I'm not going to speak about it at this time. b. District Assembly [A. Avelar] <ul style="list-style-type: none"> • Nothing new to report- we did not meet since the last Senate meeting. 	
6. Consent Agenda	a. Minutes <ul style="list-style-type: none"> • Approve minutes from 3/7/2018 b. BP's and AP's (6) <ul style="list-style-type: none"> i. BP/AP 5010: Admissions <ul style="list-style-type: none"> • Comments: <ul style="list-style-type: none"> ○ C. Jones: I wanted to talk about 5010. Under the third page of nursing, it talks about admission to the nursing program. It mentions Chemistry 101, but I thought we added Chemistry 105. ○ A. Avelar: I don't think they need it for our nursing program. We added it for the BSN. It requires fewer units. ○ R. Hamdy: Did you change this in District Assembly? ○ A. Avelar: No, but I see her concern. ii. BP/AP 5020: Nonresident Tuition iii. BP/AP 5420: Associated Student Finance 	Motion to approve the consent agenda. 1 st : A. Avelar 2 nd : J. Notarangelo Approved: Unanimously Abstentions: P. Ferri-Milligan
7. Old Business	a. BP's and AP's (6) 2nd Read [R. Hamdy] <ul style="list-style-type: none"> • We are looking for a motion of approval for each of these separately. Hopefully everyone had a chance to look at them. We will look at the recommended changes from District Assembly and then vote on those changes. <ul style="list-style-type: none"> i. BP/AP 4300: Field Trips and Excursions <ul style="list-style-type: none"> • No changes. • Only the BP was in the DropBox. • Motion is only for the BP. ii. AP 5013: Students in the Military <ul style="list-style-type: none"> • Recommended changes in green. • Strike the time requirement. 	Motion to approve BP 4300. 1 st : M. Copeland 2 nd : D. Fozouni Approved: Unanimously Abstentions: P. Ferri-Milligan Motion to approve AP 5013. 1 st : D. Smith 2 nd : D. Burns-Peters Approved: Unanimously Abstentions: None

Topic	Discussion	Action
<p>8. Old Business, continued</p>	<p>iii. AP 5015: Residence Determination</p> <ul style="list-style-type: none"> • Comments: <ul style="list-style-type: none"> ○ B. Tasaka: The language “A woman’s residence shall not be derivative from that of her husband,” was weird to me. Could we change it to something more general, such as, “A person’s residence shall not be derivative from that of their spouse.” ○ R. Hamdy: We can vote on that recommended change and that it go back to District Assembly. ○ A. Jennings: Should we consider domestic partnership? ○ B. Tasaka: I’m okay with that. ○ M. Copeland: We should say “his/her” not “their” to be more consistent with the language. ○ R. Hamdy: Great. We will take those changes back to District Assembly. <p>iv. BP/AP 5030 Fees</p> <ul style="list-style-type: none"> • R. Hamdy: There are changes in the BP. • Comments: <ul style="list-style-type: none"> ○ A. Avelar: We should strike “and employees” under parking fees because employees don’t pay for parking anymore. • R. Hamdy: Let’s look at AP 5030. • Comments: <ul style="list-style-type: none"> ○ C. Jones: The language regarding “breakage” was contradictory. It says breakage is a prohibited fee, and it says students have to pay for replacement costs. It’s confusing. ○ M. Copeland: It seems like a legal issue; what is the intent. ○ R. Hamdy: We can table this and ask for clarification. ○ General consensus: Yes. ○ R. Hamdy: Okay we will bring back clarification on this. 	<p>Motion to recommend changes of gender-neutral language in AP 5015. 1st: B. Tasaka 2nd: D. Burns-Peters Approved: Unanimously Abstentions: None</p> <p>Motion to approve with recommend changes in BP 5030. 1st: D. Burns-Peters 2nd: J. Notarangelo Approved: Unanimously Abstentions: None</p>

Topic	Discussion	Action
<p>8. New Business,</p>	<p>a. Guided Pathways Plan Draft (1, 2, 4, 5, 9) [R. Hamdy, B. Nelson, L. Burnham]</p> <ul style="list-style-type: none"> R. Hamdy: [see handout] C. Huston sent this out about 2 weeks ago and we will need a motion for this. I want to be clear that we would not be approving a static plan. This plan will change. It will evolve as we move forward. <p>b. BP 2410 (6) [R. Hamdy]</p> <ul style="list-style-type: none"> See attached for changes made during the meeting. R. Hamdy: This is a BP that Crafton made changes to. We need to look at their changes and decide if there are any we want to make. C. Huston recommends that we approve Crafton's approved recommendations. <p>c. AP 2510 (6) [R. Hamdy]</p> <ul style="list-style-type: none"> R. Hamdy: This is the AP that references the governance handbook that T. Long referred to earlier. The campus hasn't approved it yet. It is still in draft form. It is not advisable to make changes to AP 2510 without an approved governance handbook. The Senate needs to decide to recommend approving the governance handbook or update it. A. Avelar: We have all of our governance structure in an AP. This makes it really hard to change. Crafton doesn't do that; they have a governance handbook. If they need to make changes, they do so within the governance handbook. The AP directs readers to the governance handbook. I think this is a good idea. R. Hamdy: The idea of this is to have both colleges on the same page. Crafton approved this in May 2013. I don't know why, but we never finalized it. We have the governance handbook in draft form. M. Copeland: Who would be spearheading finalizing the governance handbook? R. Hamdy: That's a good question. If we vote to move forward with it, we can form an ad hoc group to work on it. A. Avelar: We could use one of our committees. R. Hamdy: That's a good idea. Could I get a motion to update the draft form of our governance handbook? 	<p>Motion to approve the Guided Pathways plan. 1st: A. Aguilar-Kitibutr 2nd: M. Copeland Approved: Unanimously Abstentions: A. Avelar</p> <p>Motion to approve BP 2410 with Crafton's recommended changes. 1st: A. Avelar 2nd: M. Copeland Approved: Unanimously Abstentions: None</p>

Topic	Discussion	Action
<p>8. New Business, continued</p>	<ul style="list-style-type: none"> • D. Burns-Peters: That puts the AP on hold, right? • R. Hamdy: Yes. • D. Smith: Rania, the governance handbook is not on the agenda; AP 2510 is the item on the agenda. Is that a legitimate point of order? • R. Hamdy: My notes are saying [C. Huston] was looking for us to make a motion related to the actual governance handbook. I think it's safe to make a motion. • A. Avelar: The AP says we have a draft of the handbook. There is a link in the AP. • B. Tasaka clicked on the link and it said, "Page not found." • R. Hamdy: Obviously we need to update this. <p>d. Equivalency</p> <ul style="list-style-type: none"> • R. Hamdy: The documentation is in BP/AP 7211. • A. Avelar: This is in regards to a joint equivalency committee within the District. C. Huston sent it out in an email prior to this meeting. The changes are in red. • R. Hamdy: Yes, that's the one. This is proposed language for a draft of the District Equivalency Committee. D. Burns-Peters, I am going to ask you to help explain this. Can you also explain Crafton's process? • D. Burns-Peters: I actually don't know Crafton's process. I would like to know. Currently the way it is supposed to work is HR forwards applicants to myself for review. I then ask for content experts on campus. I also have to find another willing person to participate. We coordinate a meeting, do the review, and then let HR and the department chair know if we approved or deny the process. There are several issues. For example, I receive equivalency two days before we go on winter break. There is a sense of urgency because everyone is trying to get their schedules finished. I often feel like I am not quick enough to get an answer. It would be nice if we met more consistently so that everyone knows if they submit an application within a certain amount of time, we will meet and get back to them on a schedule. There are obviously exceptions, but it would be less stressful if the process 	<p>Motion to update the draft of the governance handbook. 1st: M. Copeland 2nd: D. Burns-Peters Approved: Unanimously Abstentions: None</p>

Topic	Discussion	Action
<p>8. New Business, continued</p>	<p>was more normalized. The timeline is always a big challenge.</p> <ul style="list-style-type: none"> • J. Notarangelo: Forgive me, but is the red the recommended change? So it's supposed to be green? • R. Hamdy: Yes. • A. Avelar: They are trying to come up with a process. The joint process is necessary because if someone is granted equivalency at Crafton, they can teach here too. We do want to change "faulty members" to "faculty members." • R. Hamdy: So this isn't a first read, C. Huston is just asking that we read it and give her feedback. • A. Avelar: I especially think D. Burns-Peters' feedback is essential here because you are the person doing this right now. Make sure that this makes sense. What I am hearing is that you want consistency in how often we do equivalencies. Maybe we need language that says this committee meets once every week or every two weeks. • D. Burns-Peters: Right because then I think they will know when to expect a response and it will give them a deadline to submit paperwork. The biggest challenge is to recruit people. • R. Hamdy: Those equivalencies are so interesting because they come in all shapes and forms for all disciplines. • J. Notarangelo: Just a comment on the grammar. In the third line neither "president's" nor "administrators" should not have an apostrophe and there should be a comma after "administrators[,]". • A. Avelar: You also want to make sure they include a discipline expert and a neutral faculty member on the committee. • D. Burns-Peters: That is a big challenge. How do we have representation from each discipline? • R. Hamdy: It may be similar to the Curriculum committee, right? If someone's curriculum is up for review, then they have to be there. • M. Copeland: Yes, or they send a representative. 	

Topic	Discussion	Action
<p>8. New Business, continued</p>	<ul style="list-style-type: none"> • R. Hamdy: Maybe the Equivalency Committee can be similar. • A. Avelar: And it should be someone who isn't the department chair if they are the recommending body. There are other recommended changes. • C. Jones: Are those all individual classes? • A. Avelar: That's because credit and non-credit are treated differently. A long time ago our campus voted to make non-credit and credit minimum qualifications the same. • D. Burns-Peters: A big challenge with non-credit is I am not told what course they are trying to teach. • M. Copeland: Why wouldn't the standard be the same between credit and non-credit? • D. Burns-Peters: That is an excellent question. • Changes that were discussed are highlighted in yellow. <p>e. BP's and AP's (6)</p> <ul style="list-style-type: none"> • This is a first read for all of these. Please read them and bring your comments to the next meeting. <ul style="list-style-type: none"> i. BP/AP 4224: Course Repetition ii. AP 4235: Credit by Examination iii. BP/AP 4020: Program Curriculum and Course Development <ul style="list-style-type: none"> • M. Copeland: I recommended changes to J. Gilbert, but I don't see them there. • R. Hamdy: Let's get a motion to pull this so that we don't do a first read on inaccurate information. iv. AP 4236: Advanced Placement Credit v. BP 4060: Delineation of Functions Agreements 	<p>Motion to pull AP 4020 and BP 4020 for further review. 1st: D. Fozouni 2nd: D. Smith Approved: Unanimously Abstentions: None</p>
<p>9. SBVC President's Report D. Rodriguez</p>	<ul style="list-style-type: none"> • No report. 	
<p>10. Announcements</p>	<ul style="list-style-type: none"> • T. Heibel: Spotighting Our Success ceremony is May 11. • D. Burns-Peters: The faculty/staff reading is tomorrow! 	
<p>11. Adjournment</p>	<ul style="list-style-type: none"> • Meeting adjourned at 4:23 p.m. 	



SBVC ACADEMIC SENATE

Agenda

Wednesday, March 21, 2018

3:00-4:30 PM AD/SS 207

- 1. Call to Order and Roll Call (Sign-In) 3:00 pm**
- 2. Public Comments 3:05 pm**
- 3. Senate President’s Report 3:10 pm**
- 4. Committee Reports 3:15 pm**
 - a. Ed. Policy -
 - b. Personnel Policy – Joe Notarangelo
 - c. Student Services – Ailsa Aguilar-Kitibutr
 - d. Career/Tech - Stacy Meyer
 - e. Equity/Diversity – Kenny Melancon
 - f. Elections – Margaret Worsley
 - g. Curriculum – Mary Copeland
 - h. Program Review – Paula Ferri-Milligan
 - i. Accreditation & SLOs – Celia Huston
 - j. Professional Development – Rania Handy
- 5. Additional Reports 3:20 pm**
 - a. SBCCD-CTA – Amy Avelar
 - b. District Assembly
- 6. Consent Agenda 3:25 pm**
 - a. Minutes 3/7/18
 - b. BP’s and AP’s (6)
 - i. BP/AP 5010-Admissions
 - ii. BP/AP 5020-Nonresident Tuition
 - iii. BP/AP 5420 Associated Student Finance
- 7. Old Business 3:30 pm**
 - a. BP’s and AP’s (6) 2nd Read
 - i. BP/AP 4300 Field Trips and Excursions
 - ii. AP 5013 Students in the Military
 - iii. AP 5015 Residence Determination
 - iv. BP/AP 5030 Fees
- 8. New Business 3:35 pm**
 - a. Guided Pathways Plan Draft (1 ,2, 4 ,5, 9) – R. Hamdy, B. Nelson, L. Burnham
 - b. BP 2410 (6)
 - c. AP 2510 (6)
 - d. Equivalency
 - e. BP’s and AP’s (6) 1st Read
 - i. BP/AP 4225-Course Repetition
 - ii. AP 4235-Credit by Examination
 - iii. BP/AP 4020-Program Curriculum and Course Development
 - iv. AP 4236-Advanced Placement Credit
 - v. BP 4060-Delineation of Functions Agreements
- 9. SBVC President’s Report 4:20 pm**
- 10. Announcements 4:25 pm**
- 11. Adjournment 4:30 pm**

Commonly known as the "Ten Plus One," (as articulated in [Title 5 of the Administrative Code of California, Sections 53200](#)) the following define "Academic and Professional matters."

1. Curriculum including establishing prerequisites and places courses within disciplines	7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
2. Degree and certificate requirements	8. Policies for faculty professional development activities
3. Grading policies	9. Processes for program review
4. Educational program development	10. Processes for institutional planning and budget development

5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles

11. Other academic and professional matters as mutually agreed upon between the governing board and the senate

Academic Senate Meeting Dates Spring 2018: ~~1/17/18, 2/7/18, 2/21/18, 3/7/18, 3/21/18~~, 4/4/18, 4/18/18, 5/2/18, 5/16/18

Information Items – Legal Updates

1. AP 3300 Public Records (Legal update #31)
2. AP 3420 Equal Employment Opportunity (Legal update #31)
3. AP 3435 Discrimination and Harassment Resolution Procedures (Legal update #31)
4. BP/AP 5015 Residence Determination (Legal update #31)
5. AP 5530 Student Rights and Grievances (Legal update #31)
6. AP 6400 Financial Audits (Legal update #31)
7. AP 6850 Hazardous Materials (Legal update #31)
8. BP 7310 Nepotism (Legal update #31)
9. BP & AP 7400 Travel (Legal update #31)
10. AP 7500 Volunteers (Legal update #31)

Academic Senate Sign-In Sheet March 21, 2018

	SENATOR	INITIAL
A	Aguilar-Kitibutr, Ailsa	AK
	Avelar, Amy	AA
B	Barnett, Kellie	
	Beebe, Yvonne	
	Burnham, Lorrie [Rania Hamdy, proxy]	LB
	Burns-Peters, Davena	BP
C	Calderon, Colleen	CC
	Copeland, Mary	MC
D	Demsky, Jeffrey	JD
F	Ferri-Milligan, Paula	FM
	Fozouni, Daihim	
G	Gilbert, Jeremiah [Vicente Avarez, proxy]	VA
H	Huston, Celia	
J	Jennings, Amy	AJ
	Jones, Carol	CJ
	Jones, EJ	EJ
	Jones, Patricia	PJ
K	Kafela, Kathy	
L	Lopez, Leonard	
M	Massad, Sana	
	Melancon, Kenny	
	Mestas, Marie [Patti Wall, proxy]	

	Meyer, Stacy	
	Moeung, Botra	MB
	Murillo, Joan [Todd Heibel, proxy]	TH
N	Notarangelo, Joseph	JN
R	Rosales, David	
S	Slusser, Michael	
	Smith, David	DS
T	Tasaka, Bethany	BT
V	Vasquez, Mary Lou	
	Vasquez, Tatiana [Soha Sobhanian, proxy]	TS
W	Worsley, Margaret	

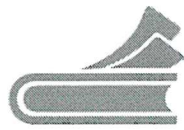
FREQUENT VISITORS	
Briggs, Stephanie	
Quach, Patty	PQ
Rodriguez, Diana	
Smith, James	
Thayer, Scott	ST
Torres, Jose	
Weiss, Kay	KW

VISITORS (Print Name)	INITIAL
Jessy Lemley	JL
Tom Long	TL

See back if more sign-in space is needed

Senators 2018-2019

	Term Ending Spring of:
Applied Technology, Transportation & Culinary Arts	
Kenny Melancon	2020
Vacant	2021
Arts and Humanities	
Margaret Worsley	2020
Davena Burns-Peters	2019
EJ Jones	2019
Joe Notarangelo	2020
Daihim Fozouni	2020
Vacant	2021
Vacant	2021
Academic Success and Learning Services	
Vacant	2021
Mathematics, Business & Computer Technology	
Bethany Tasaka	2020
Mary Lou Vasquez	2019
Vacant	2021
Vacant	2021
Vacant	2021
Science	
Amy Avelar	2019
Tatiana Vasquez	2019
Lorrie Burnham (Rania Hamdy, Proxy)	2020
Carol Jones	2019
Sana Massad	2019
Joan Murillo (Todd Heibel, Proxy)	2020
Social Sciences, Human Development & Physical Education	
Amy Jennings	2020
Colleen Calderon	2020
Jeff Demsky	2019
Leonard Lopez	2019
Vacant	2021
Counseling	
Patricia Jones	2020
Kathy Kafela	2019
Botra Moeung	2019
Ailsa Aguilar-Kitibutr	2019



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

51st FALL SESSION RESOLUTIONS

FOR DISCUSSION AT AREA MEETINGS ON MARCH 23-24, 2018

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 Plenary Session on April 14, 2018.

Resolutions Committee 2017-18

Ginni May, ASCCC Area A Representative (Chair)
Rebecca Eikey, ASCCC Area C Representative
Carrie Roberson, ASCCC North Representative
Geoffrey Dyer, Taft College, Area A
Leigh Anne Shaw, Skyline College, Area B
Michael Dighera, Rio Hondo College, Area C
Donna Greene, College of the Desert, Area D

RESOLUTIONS PROCESS

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

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

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

- Senate Delegate Roles and Responsibilities (link in Local Senates Handbook or click [here](#))
- Resolution Procedures (Part II in Resolutions Handbook)
- Resolution Writing and General Advice (Part III in Resolutions Handbook)

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

CONSENT CALENDAR

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

Consent Calendar resolutions and amendments are marked with an *.
Resolutions and amendments submitted on Thursday are marked with a +.
Resolutions and amendments submitted on Friday are marked with a #.

- *4.01 S18 Develop a Paper on Effective Transfer Practices
- *3.01 S18 Adopt the Paper *A Re-examination of Faculty Hiring Processes and Procedures*
- *7.02 S18 Wrap-Around Services and Online Student Success
- *7.03 S18 Including Noncredit in All Student Success Statewide Initiatives
- *9.01 S18 Adopt the Paper *Effective Practices for Educational Program Development*
- *11.01 S18 Adopt the Paper *Ensuring Effective Online Education Programs: A Faculty Perspective*
- *17.01 S18 Noncredit Instruction in Guided Pathways Efforts

TABLE OF CONTENTS

1.0	ACADEMIC SENATE	1
1.01	S18 Adopt the 2018-2023 ASCCC Strategic Plan.....	1
3.0	DIVERSITY AND EQUITY	1
*3.01	S18 Adopt the Paper <i>A Re-examination of Faculty Hiring Processes and Procedures</i>	1
4.0	ARTICULATION AND TRANSFER.....	1
*4.01	S18 Develop a Paper on Effective Transfer Practices	1
7.0	CONSULTATION WITH THE CHANCELLOR’S OFFICE.....	2
7.01	S18 Support Equity Minded Funding That Relies on Locally Identified Goals.	2
*7.02	S18 Wrap-Around Services and Online Student Success.....	2
*7.03	S18 Including Noncredit in All Student Success Statewide Initiatives	3
9.0	CURRICULUM	4
*9.01	S18 Adopt the Paper <i>Effective Practices for Educational Program Development</i>	4
9.02	S18 Pathways to Meet General Education Requirements of Quantitative Reasoning.....	4
10.0	DISCIPLINES LIST.....	5
10.01	S18 Revise the Disciplines List Revision Process.....	5
10.02	S18 Endorse Proposed Revisions to Apprenticeship Minimum Qualifications	6
11.0	TECHNOLOGY	7
*11.01	S18 Adopt the Paper <i>Ensuring Effective Online Education Programs: A Faculty Perspective</i>	7
13.0	GENERAL CONCERNS	8
13.01	S18 Expanding Competency-Based Instruction through an Online Consortium.....	8
17.0	LOCAL SENATES.....	9
*17.01	S18 Noncredit Instruction in Guided Pathways Efforts.....	9
19.0	PROFESSIONAL STANDARDS.....	9
19.01	S18 Faculty Involvement in Responding to Litigation or Student Complaints	9

1.0 ACADEMIC SENATE

1.01 S18 Adopt the 2018-2023 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 ASCCC, the Executive Committee, with careful thought regarding the organization's mission and purpose as well as consideration of the ASCCC Executive Committee members' perceptions of the wishes of faculty statewide and with attention to the future health and growth of the ASCCC; and

Whereas, The current Strategic Plan of the ASCCC expires in 2018;

Resolved, That the Academic Senate for California Community Colleges adopt the 2018-2023 ASCCC Strategic Plan¹.

Contact: Executive Committee

3.0 DIVERSITY AND EQUITY

3.01 S18 Adopt the Paper *A Re-examination of Faculty Hiring Processes and Procedures

Whereas, Resolution 3.01 S17 directed the Academic Senate for California Community Colleges to "update the paper *A Re-examination of Faculty Hiring Processes and Procedures* and bring it to the Spring 2018 Plenary Session for discussion and possible adoption";

Resolved, That the Academic Senate for California Community Colleges adopt the paper *A Re-examination of Faculty Hiring Processes and Procedures*² and disseminate to local senates and curriculum committees upon its adoption.

Contact: Dolores Davison, Equity and Diversity Action Committee

4.0 ARTICULATION AND TRANSFER

***4.01 S18 Develop a Paper on Effective Transfer Practices**

Whereas, California Education Code, Title 5 regulations, local policies and procedures, and restrictions placed on colleges by the California State University (CSU), the University of California (UC), independent institutions and out-of-state institutions result

¹ <https://asccc.org/sites/default/files/ASCCC%20Strategic%20Plan%202018-2021%20for%20Area%20Meetings%20Discussion.pdf>

² <https://asccc.org/sites/default/files/Hiring%20Paper%20Final%203.12.18.pdf>

in a wide variety of transfer practices and standards around the state leading to confusion among colleges as well as the exclusion and inequitable treatment of transfer-bound students across the system; and

Whereas, The Academic Senate for California Community Colleges has numerous resolutions in support of transfer opportunities for students such as Resolution 4.01 F17 “Support Students Transferring to UC, CSU, and Private and Out-of-State Institutions”;

Resolved, That the Academic Senate for California Community Colleges develop a paper identifying effective practices around transfer to assist colleges to create and apply uniform and equitable transfer policies and bring the paper to the Fall 2019 Plenary Session for adoption.

Contact: Executive Committee

7.0 CONSULTATION WITH THE CHANCELLOR’S OFFICE

7.01 S18 Support Equity Minded Funding That Relies on Locally Identified Goals

Whereas, The 2018-2019 Governor’s Budget Trailer Bill Language (February 20, 2018) proposes a new “student centered” college funding formula with metrics on the number of disadvantaged students and number of completions that may result in competition among the 114 California community colleges for funds;

Whereas, The proposed performance-based model funding is in disagreement with Academic Senate for California Community Colleges positions opposing performance-based funding models, including Resolution 5.01 S11 on success-based metrics that asserts “that any such proposed funding modifications should be additive and above base funding;” and

Whereas, The proposed funding formula in the 2018-2019 Governor’s Budget Trailer Bill Language (February 20, 2018) calls for system-wide consultation in developing criteria and standards for making the annual budget requests;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and system partners to establish equity-minded funding approaches that rely primarily on progress toward locally identified goals while ensuring access for all students and maintaining instructional quality and rigor.

Contact: Executive Committee

***7.02 S18 Wrap-Around Services and Online Student Success**

Whereas, The 2018-2019 Governor’s Budget Trailer Bill Language (February 23, 2018) calls for creation of a new California Online Community College District for "working

adults to access high-quality, affordable and flexible opportunities to pursue postsecondary education that does not conflict with their work and familial obligations;"

Whereas, The Accrediting Commission for Community and Junior Colleges requires that student support services comparable to those for face-to-face students exist for students taking courses online;

Whereas, Numerous studies have demonstrated that students taking online courses require significant support services, to the point that the Online Education Initiative (OEI) states on its "Student Success" homepage³ that "increasing student success involves many aspects of student support beyond that provided by the classroom instructor;" and

Whereas, The California Community Colleges Chancellor's Office, in its most recent online education report⁴, makes it clear that the growth of online courses and programs, "creates new challenges for colleges that must now provide student services and other support in a virtual world";

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to support wraparound student services as an essential component for the success of online students.

Contact: Executive Committee

***7.03 S18 Including Noncredit in All Student Success Statewide Initiatives**

Whereas, Career Development and College Preparation noncredit instruction serves as an integral part of current and future student success efforts by providing pathways to college credit programs that lead to completion of degree and certificate programs in transfer and Career and Technical Education programs for students who are unprepared or underprepared for college; and

Whereas, Student success initiatives such as the Guided Pathways Award Program and Student Equity did not explicitly identify noncredit programs as integral components of such student success efforts;

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to recognize noncredit programs as an important part of all current and future student success efforts, including the guided pathways frameworks colleges are working to develop and implement; and

³ <http://ccconlineed.org/student-success-resources/>

⁴ Page 16:

http://californiacommunitycolleges.cccco.edu/portals/0/reportstb/report_distanceeducation2013_090313.pdf

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and system partners to ensure the inclusion of noncredit allocation in the initial release of statewide initiatives and include provisions allowing colleges and districts to include noncredit programs in their planning and implementation efforts.

Contact: Curtis Martin, Noncredit Committee, Modesto Junior College

9.0 CURRICULUM

9.01 S18 Adopt the Paper *Effective Practices for Educational Program Development

Whereas, Resolution 9.02 S16 directed the Academic Senate for California Community Colleges to “develop a paper on effective practices for developing and revising all educational programs and bring the paper to the Spring 2017 Plenary Session for approval”;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Effective Practices for Educational Program Development*⁵ and disseminate to local senates and curriculum committees upon its adoption.

Contact: Randy Beach, Educational Policies Committee

9.02 S18 Pathways to Meet General Education Requirements of Quantitative Reasoning

Whereas, The California State University (CSU), through CSU Executive Order 1100 no longer requires that a course included in CSU General Education Breadth Area B4, Quantitative Reasoning, has an explicit prerequisite of intermediate algebra;

Whereas, AB 705 (Irwin, 2017) requires that “a community college district or college shall maximize the probability that a student will enter and complete transfer-level coursework in... mathematics within a one-year timeframe” and “for students who seek a goal other than transfer, and who are in certificate or degree programs with specific requirements that are not met with transfer-level coursework, a community college district or college maximizes the probability that a student will enter and complete the required college-level coursework in...mathematics within a one-year timeframe” and mathematics is a required component of all quantitative reasoning courses;

Whereas, Curriculum, including establishing prerequisites, degree and certificate requirements, educational program development, and standards or policies regarding student preparation and success fall under the purview of local academic senates as academic and professional matters as per the “10+1” in Title 5 §53200 and as such administrators should defer to the expertise of the academic senate to develop curricular pathways and placement models that serve the needs of students while complying with all legal requirements; and

⁵ <https://asccc.org/sites/default/files/Effective%20Practices%20Paper%203.12.18.pdf>

Whereas, In fall 2017, the Academic Senate for California Community Colleges (ASCCC), the California Mathematics Council of Community Colleges (CMC³) and the California Mathematics Council of Community Colleges-South (CMC³-South) joined together and formed a task force to address math and quantitative reasoning education in California community colleges and has provided the California Community Colleges Math and Quantitative Reasoning Task Force Recommendations – Part I⁶ as options for colleges to consider in moving toward compliance with AB 705 (Irwin, 2017);

Resolved, That the Academic Senate for California Community Colleges recognize multiple pathways for students to achieve transfer-level competency in math and quantitative reasoning; and

Resolved, That the Academic Senate for California Community Colleges endorse the California Community Colleges Math and Quantitative Reasoning Task Force Recommendations – Part I as one option that colleges may consider as they implement changes related to AB 705 (Irwin, 2017).

Contact: Executive Committee

10.0 DISCIPLINES LIST

10.01 S18 Revise the Disciplines List Revision Process

Whereas, The original Disciplines List was approved in 1989, with many of the discipline minimum qualifications having remained unchanged since its original publication;

Whereas, Multiple issues with the clarity of the minimum qualifications for disciplines have arisen over time, including changes to the names of degrees, the order of degree names, punctuation issues, and the lack of consistent clarity provided for the appropriate application of the disciplines not requiring a master's degree; and

Whereas, The process to revise the Disciplines List occurs annually, but requires proposals to revise existing disciplines and add new disciplines to originate from the field through local senates or discipline organizations, which may result in the lack of a consistent and thorough review of the discipline minimum qualifications;

Resolved, That the Academic Senate for California Community Colleges revise the Disciplines List Revision Process in order that the Disciplines List is updated in such a way that ensures that the minimum qualifications for all disciplines are current and provide clarity to the field; and

Resolved, That the Academic Senate for California Community Colleges convene a task force to initiate a complete and thorough review of the Disciplines List for the purpose of engaging discipline faculty to update and clarify all faculty minimum qualifications.

⁶ <https://asccc.org/events/2018-04-12-150000-2018-04-14-230000/2018-spring-plenary-session-0> or <https://asccc.org/directory/math-and-quantitative-reasoning-task-force>.

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

10.02 S18 Endorse Proposed Revisions to Apprenticeship Minimum Qualifications

Whereas, The delegates at the Fall 2017 Plenary Session approved Resolution 10.01 F17 which calls for the Academic Senate for California Community Colleges to “continue efforts to engage in sustained and respectful dialog and collaboration with the Department of Industrial Relations, the California Apprenticeship Council, and the broader apprenticeship community to provide the highest quality educational experiences in all apprenticeship programs offered by the California Community Colleges”;

Whereas, Representatives of the Academic Senate for California Community Colleges and representatives of the California Apprenticeship Council engaged in sustained and respectful dialogue and reached agreement on the following revisions to the minimum qualifications for credit apprenticeship instructors stated in Title 5 §53413:

(a) ~~The minimum qualifications for service as an community college faculty member apprenticeship instructor teaching community college credit apprenticeship courses that are part of an apprenticeship program approved by the Division of Apprenticeship Standards shall be satisfied by meeting one of the following two requirements:~~

(1) Possession of an associate degree, plus four years of occupational experience in the subject matter area to be taught; or

(2) Six years of occupational experience in the subject matter to be taught, a journeyman's certificate in the subject matter area to be taught, and completion of at least ~~eighteen (18)~~ twelve (12) semester units of degree-applicable apprenticeship or college level course work, in addition to apprenticeship credits.

(A) This last requirement may be satisfied concurrently during the first two (2) years of employment as an apprenticeship instructor.

(3) Six years of occupational experience in the subject matter to be taught, and having served as an apprenticeship instructor for an apprenticeship program approved by the California Department of Industrial Relations, Division of Apprenticeship Standards for a minimum of ten years;

(4) The Board of Trustees of a community college district in consultation with their local academic senate and the California Department of Industrial Relations, Division of Apprenticeship Standards may adopt policies to authorize a person to serve as an apprenticeship instructor to teach credit apprenticeship courses in an urgency condition.

(A) “Urgency condition” is defined as: A shortage of qualified instructors that would prevent offering classes to students in accordance with the approved education plan for the apprenticeship program adopted by the California Department of Industrial Relations, Division of Apprenticeship Standards.

(B) Each instructor hired under this urgency provision must meet the educational requirements of either subdivision (a)(1) or (a)(2) above within two years provided that the instructor possesses:

1. Six (6) years of occupational experience in the subject matter to be taught, and a journeyman's certificate in the subject matter area to be taught; or
2. Four (4) years of occupational experience in the subject matter to be taught, and is within one (1) year of completing an associate's degree.
(C) Until the education requirements are completed, each instructor approved under the provisions of this subdivision shall be employed as a temporary instructor.

*(b) The minimum qualifications for service as a ~~community college faculty member~~ apprenticeship instructor teaching Community College noncredit apprenticeship courses that are part of an apprenticeship program approved by the Division of Apprenticeship Standards shall be either of the following:
(1) The minimum qualifications for credit apprenticeship instruction as set forth in this section, or
(2) A high school diploma; and six years of occupational experience in the occupation to be taught, including at least two years at the journeyman level; and sixty clock hours or four semester units in materials, methods, and evaluation of instruction. This last requirement may be satisfied concurrently during the first year of employment as an apprenticeship instructor; and*

Whereas, At its January 25, 2018 meeting the California Apprenticeship Council approved recommending to the Board of Governors the revised credit apprenticeship minimum qualifications; and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges voted at its February 2-3, 2018 meeting to support the proposed revisions to the credit apprenticeship minimum qualifications prior to the February 2018 Consultation Council meeting;

Resolved, That the Academic Senate for California Community Colleges support the revisions to the minimum qualifications for credit apprenticeship instructors stated in Title 5 §53413 as approved by the California Apprenticeship Council and supported by the Executive Committee of the Academic Senate for California Community Colleges and urge approval of the revisions by the Board of Governors.

Contact: Executive Committee

11.0 TECHNOLOGY

11.01 S18 Adopt the Paper *Ensuring Effective Online Education Programs: A Faculty Perspective

Whereas, Resolution 11.01 S16 directed the Academic Senate for California Community Colleges to “provide guidance to local senates and colleges on best practices in online education programs, update the 2008 paper *Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates*”;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Ensuring Effective Online Education Programs: A Faculty Perspective*⁷ and disseminate to local senates and curriculum committees upon its adoption.

Contact: Conan McKay, Online Education Committee

13.0 GENERAL CONCERNS

13.01 S18 Expanding Competency-Based Instruction through an Online Consortium

Whereas, The 2018-2019 Governor’s Budget Trailer Bill Language (February 20, 2018) calls for creation of a new California Online Community College District for “working adults to access high-quality, affordable and flexible opportunities to pursue postsecondary education that does not conflict with their work and familial obligations”;

Whereas, The faculty of the California Community Colleges (CCC) recognize the urgent need for expansion of career technical curriculum offering nontraditional programs focusing on competency-based education that lead to industry recognized credentials and many of the CCC districts already offer skilled-based, stackable certificates in program pathways identified by the California Community College Chancellor’s Office;

Whereas, The student population identified for the new California Online Community College District has a significantly wider success gap in the online learning modality⁸ and therefore would benefit from access to local on campus student support services; and

Whereas, The primary focus of competency-based education is skills development and demonstration, and students would benefit from local access to physical laboratory space and equipment to practice skills relevant to their online education;

Resolved, That the Academic Senate for California Community Colleges create a task force that includes participation from system partners to explore the design and implementation of online, competency-based instruction by leveraging local resources and utilizing existing talent through a consortium-based approach; and

Resolved, That the Academic Senate for California Community Colleges engage with system partners to explore the feasibility of leveraging local resources and talent at colleges accessible to online consortium students to provide on campus student support services and physical laboratory space regardless of the location of the teaching college.

Contact: Executive Committee

⁷ <https://asccc.org/sites/default/files/OE%20Paper%20Final%203.12.18.pdf>

⁸ Jagers (2011). Online Learning: Does It Help Low-Income and Underprepared Students? Community College Research Center Working Paper No. 26. <https://files.eric.ed.gov/fulltext/ED515135.pdf>

17.0 LOCAL SENATES

***17.01 S18 Noncredit Instruction in Guided Pathways Efforts**

Whereas, Career Development and College Preparation noncredit courses that are part of approved noncredit certificates are eligible for apportionment at the same apportionment rate as credit courses; and

Whereas, Career Development and College Preparation noncredit courses provide valuable opportunities that prepare students who are unprepared or underprepared for college-level coursework for entry into the workforce, or by providing onramps into credit certificate and degree programs;

Resolved, That the Academic Senate for California Community Colleges recognize the importance of Career Development and College Preparation noncredit instruction as a valuable tool for serving unprepared and underprepared students as part of college guided pathway efforts; and

Resolved, That the Academic Senate for California Community Colleges provide guidance to local senates on the effective use of Career Development and College Preparation noncredit instruction in guided pathways planning and implementation efforts.

Contact: Donna Necke, Noncredit Committee, Mt. San Antonio College

19.0 PROFESSIONAL STANDARDS

19.01 S18 Faculty Involvement in Responding to Litigation or Student Complaints

Whereas, Education Code §70902 (b)(7) ensures the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards;

Whereas, Title 5 §53200 includes grading policies and standards or policies regarding student preparation and success as areas in which a college district must rely primarily or reach mutual agreement with the local academic senate based on local policy;

Whereas, Changes in policy or procedures that are initiated in response to legal action regarding civil rights claims, disabled student accommodations, student complaints over grading procedures, or other academic or professional matters may impact the ability of faculty to uphold the academic and professional standards around student preparation and academic rigor; and

Whereas, Faculty can respect the confidentiality and sensitive nature of litigation and student complaints while maintaining their purview in areas of academic standards;

Resolved, That the Academic Senate for California Community Colleges encourage colleges to respect their collegial consultation process and involve the academic senate

and discipline faculty in the development or revision of policies and procedures relevant to all areas of academic and professional matters when responding to legal action regarding civil rights claims, disabled student accommodations, student complaints over grading procedures, or other academic or professional matters that may impact the ability of faculty to uphold the academic and professional standards around student preparation and academic rigor.

Contact: Executive Committee

Can the District Afford SBCCDTA's FT wages proposal? YES

From Fall 2017 SBCCDTA salary study

Current wages cost: \$21,637,029

Average salary:

85861.23

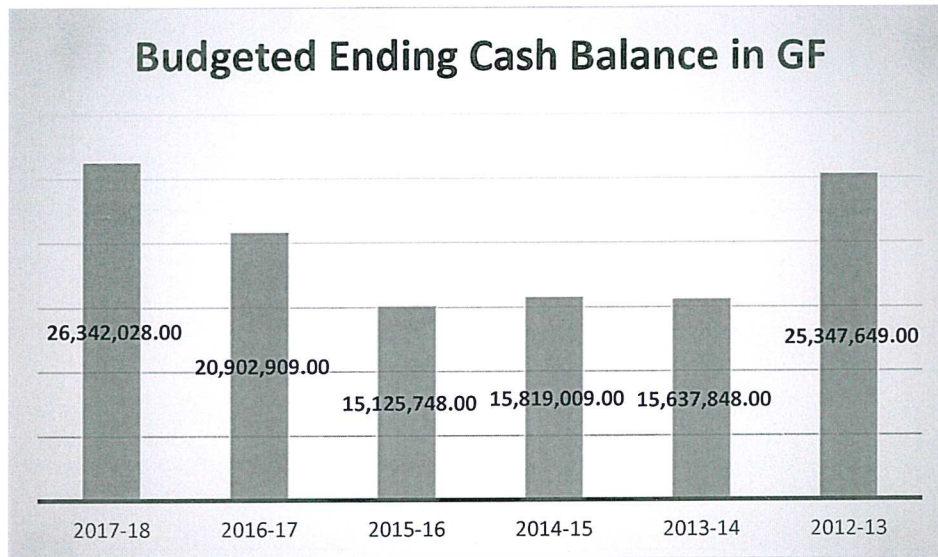
SBCCDTA Proposed cost: \$24,103,244

Average salary:

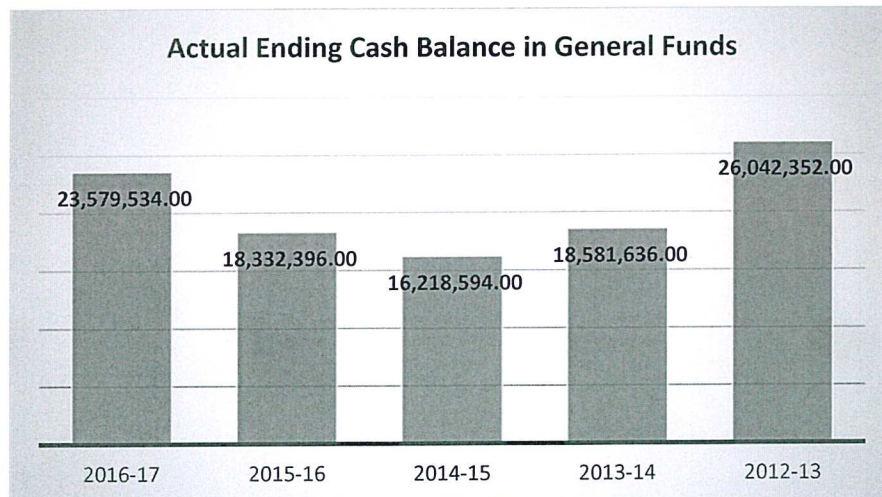
95647.79

Difference: \$24,103,244- \$21,637,029= \$2,466,215 cost to the District- and this gets FT faculty to the median!

Where's the money?



But really, it's:



NOTE: Actual for 2017-18: expect report in October 2018 AND all are above the 15% reserve the BOT wants!

And let's not forget (actual year 2016-17): Enterprise Funds (50): \$154,713,171 (KVCR)

The Discrepancies in Pay

All adjuncts may work up to 67% of a load. Some may work above that with a waiver but for no more than once every 3 years (otherwise the District must make them tenure-track faculty). Please note that currently adjuncts do NOT receive health and welfare benefits.

Adjunct non-instructional (with student contact hours): 67%= 420 hours per semester (they are paid hour- for-hour):

$$420 \text{ Hours} \left(\frac{\$49}{\text{Hour}} \right) = \$20,580 \text{ per semester} \times 2 \text{ semesters} = \mathbf{\$41,160 \text{ per year at a 67\% load}}$$

The above is below our comparison districts, but it is not as bad as the compensation of adjunct instructional faculty:

Adjunct instructional faculty: 67%= 180 hours per semester (lecture only) because ONLY the in- class time is counted rather than the actual load. (Compensation, in reality, should include the work done outside the classroom. And, this work is accounted for in a full- time faculty member's 100% load.)

Adjunct instructional faculty with only lecture: 67%= 180 hours

$$180 \text{ Hours} \left(\frac{\$60}{\text{Hour}} \right) = \$10,800 \text{ per semester} \times 2 \text{ semesters} = \mathbf{\$21,600 \text{ per year at a 67\% load}}$$

If applied to 15 lecture hours (100% load)= 270 hours

$$270 \text{ Hours} \left(\frac{\$60}{\text{Hour}} \right) = \$16,200 \text{ per semester} \times 2 \text{ semesters} \\ = \mathbf{\$32,400 \text{ per year at a 100\% load (hypothetical)}}$$

Average full-time salary at SBCCD: $\$85,861.23 \times 0.67 = \mathbf{\$57,527}$ *this is the average cost of 67% load for a full-time faculty member*

IRS (ACA): <https://www.federalregister.gov/documents/2014/02/12/2014-03082/shared-responsibility-for-employers-regarding-health-coverage>

Page 8552:

"After reviewing these comments, the Treasury Department and the IRS have determined that, until further guidance is issued, one (but not the only) method that is reasonable for this purpose would credit an adjunct faculty member of an institution of higher education with (a) 21/4 hours of service (representing a combination of teaching or classroom time and time performing related tasks such as class preparation and grading of examinations or papers) per week for each hour of teaching or classroom time (in other words, in addition to crediting an hour of service for each hour teaching in the classroom, this method would credit an additional 11/4 hours for activities such as class preparation and grading) and, separately, (b) an hour of service per week for each additional hour outside of the classroom the faculty member spends performing duties he or she is required to perform (such as required office hours or required attendance at faculty meetings)."

Poverty level (<https://aspe.hhs.gov/poverty-guidelines>)

Based on the U.S. Department of Public Health and Services, *for a family of 4, poverty level is \$25,100* in 48 continuous states and D.C.

BP 2410

SBVC Senate 3.21.18

The Board may adopt such policies as are authorized by law or determined by the Board to be necessary for the efficient operation of the District. Board policies are intended to be statements of intent by the Board on a specific issue within its subject matter jurisdiction.

In matters relating to Board Policies in Chapter 2 (not including **AP 2410 and AP/BP 2510 which will go through the process described in AP2410**), the Board will submit board policies and policy changes to the District Assembly ~~for information only~~ **as an agenda consent item.**

The policies have been written to be consistent with provisions of law, but do not encompass all laws relating to District activities. All District employees are expected to know of and observe all provisions of law pertinent to their job responsibilities. Policies of the Board may be adopted, revised, added to or amended at any regular Board meeting by a majority vote. Proposed changes or additions shall be introduced not less than one regular meeting prior to the meeting at which action is recommended. The Board shall regularly assess its policies for effectiveness in fulfilling the District's mission. Administrative procedures are to be issued by the Chancellor as statements of method to be used in implementing Board Policy. Such administrative procedures shall be consistent with the intent of Board Policy. Administrative procedures may be revised as deemed necessary by the Chancellor through regular consultation processes and/or as required by revisions to laws and regulations. Administrative procedures are forwarded to the Board of Trustees. The Board reserves the right to direct revisions of the administrative procedures should they, in the Board's judgment, be inconsistent with the Board's own policies. Board policies and administrative procedures are to be reviewed on a six-year cycle per the schedule specified in AP 2410. Board policies and administrative procedures shall be readily available on the District's website.

BP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies

Reference: Education Code Sections 87355-87359.5; 86360

Title 5 California Code of Regulations Sections 53410 – 53417

The San Bernardino Community College District shall establish procedures for determining faculty service areas that adhere to collective bargaining agreements.

In addition, the District will establish procedures to determine minimum qualifications and equivalencies for minimum qualifications for hiring faculty that are compliant with relevant sections of the Education Code and Title 5 regulations and include reasonable procedures to ensure that the Governing Board relies primarily upon the advice and judgment of the Academic Senate to determine that each individual employed under the authority granted by the regulations possesses qualifications that are “at least equivalent to the applicable minimum qualifications” per Education Code Section 87359(b). These procedures will ensure the hiring of highly qualified faculty who are experts in their subject matter areas, who are skilled in teaching and serving the needs of a varied student population, who can foster overall college effectiveness, and who are sensitive to and themselves represent the racial and cultural diversity of the College District community.

AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies

Reference: Education Code Sections 87001, 87003, 87355-87359.5; 86360, 87743.2

Title 5 California Code of Regulations Sections 53406, 53410 – 53417

Faculty Service Areas

Faculty service areas shall be established after negotiation and consultation as required by law with the appropriate faculty representatives.

Minimum Qualifications

The goal of the San Bernardino Community College District is to provide a faculty of highly qualified professional educators who are experts in their fields, skilled in teaching, and serve the needs of a varied student population. The District also seeks those who can promote overall college effectiveness and who are sensitive to the diversity of the District community. The San Bernardino College District shall employ faculty who possess the minimum qualifications, as established by the California State Chancellor’s Office (see publication, “Minimum Qualifications for Faculty and Administrators in California Community Colleges”).

Faculty are responsible for including a minimum qualification on all new curriculum or as part of a curriculum review process. All curriculum should be placed within a discipline that is identified as having a minimum qualification. It is best practice to place curriculum in the discipline that best matches the course content and for which the minimum qualifications of faculty best match the course content.

For departments that include courses with dual designators, deans and chairs from all relevant programs will collaborate to ensure the most qualified faculty teach these courses and minimum qualifications are met.

The Role of Human Resources

The role of the Human Resources office is to collect, date-stamp, and forward applications and other pertinent information to the appropriate discipline selection committee (full-time) or department chair and dean (part-time).

In addition, Human Resources ensures that the established minimum qualifications for the position will be listed in the job description/announcement. The District criteria for equivalency will be available at the Human Resources Department. A statement will be included in the application materials requiring all

candidates who do not possess minimum qualifications to indicate in the application material how they meet the equivalent qualifications for the position and to provide supporting documentation. The burden of proof for minimum qualifications and equivalency is on the applicant.

Human Resources staff will verify that applicants have the appropriate credential, or that applicants claiming the required minimum qualifications show the appropriate degrees on their transcript. If there is an experience requirement, College District Human Resource staff will verify that the applicant has the required number years of experience, but will not judge if the experience is appropriate.

If the applicant claims to possess the minimum qualifications, but the degree titles are significantly different from those listed in the "Minimum Qualifications for Faculty and Administrators in California Community Colleges," that application shall be considered under the equivalency process even if the applicant did not claim equivalency. Human Resources will rely primarily on the Academic Senate, in consultation with administration, to determine equivalency of degree titles based on an examination of an applicant's transcripts.

Human Resources forwards all applications which satisfy the credentials requirement, satisfy the minimum qualifications requirement, or are deemed to be equivalent to the college selection committee (full-time) or to the dean and chair in that department (part-time).

Supplemental Equivalency Application

Human Resources is responsible for maintaining a "Supplemental Equivalency Application." If a potential employee applies for a position and wishes to complete a "Supplemental Equivalency Application for Academic Employment", the following information should be provided:

Degree for which the applicant claims equivalency.

The educational preparation on which the applicant bases this claim for the major of the minimum degree.

The educational preparation on which the applicant bases this claim for the general education requirement of the minimum degree.

The relevant courses the applicant has taken or other evidence that the applicant has the equivalent of the General Education portion of the minimum degree.

An official transcript and copies of the appropriate pages from the catalog of the institution that granted the degree upon which the applicant bases a claim of equivalency.

Publications or other work products that support a claim of equivalency.

A detailed description of work experience which the applicant believes establishes equivalency to the minimum qualifications. If the applicant is using work products or other items which cannot be submitted, provide detailed information from an objective source about the nature of this work product or experience.

Equivalency

All community college faculty should exemplify the qualities of a college educated person.

Pursuant to Education Code Section 87359, the equivalency process "shall include reasonable procedures to ensure that the Governing Board relies primarily upon the advice and judgment of the Academic Senate to determine that each individual employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications." Equivalency may be recognized in three major ways: course work, work experience, and eminence in the field or a combination of the three.

Joint Equivalency Committee

The Dual College Equivalency Committee is comprised of the Academic Senate Presidents from each college, four faculty members, two from CHC and two from SBVC as appointed by their respective Academic Senate presidents, and two administrators, one from CHC and one from SBVC as designated by the respective college VPI who are advisory to the process.

Process for Determination of Equivalency

In order to determine when an applicant for a faculty position who lacks the specific degree or experience specified in the “Minimum Qualifications for Faculty and Administrators in California Community Colleges” Handbook possesses qualifications that are equivalent, the following process has been established:

1. When Human Resources stipulates that a determination of equivalency is needed, the Equivalency Committee will be called to meet as soon as possible. Human Resources will provide the Equivalency Committee with the necessary information to determine equivalency no less than three working days prior to the meeting.
2. The dean, discipline faculty, and applicant may address the committee and provide additional information prior to the committee making a decision.
3. Determination of equivalency to the minimum qualifications for hire shall be decided, by majority vote in the Equivalency Committee and is final. The Equivalency Committee will document their determination in writing and send it to Human Resources within 5 working days.
4. If new information becomes available, a new request for equivalency may be submitted.
5. Human Resources will forward the written rationale from the Equivalency Committee explaining the equivalency decision to the applicant and dean.
6. The results of the Equivalency Committee decision shall be documented by Human Resources and records kept of all decisions. Individual voting by Committee members will not be recorded.
7. Education Code §87359(a) requires that the governing board take action on the equivalency before hiring occurs. Equivalencies shall be forwarded to the Office of the Chancellor to be placed on a Governing Board agenda.

Standards and Criteria Applicable for Determining Equivalency

The following standards and criteria apply when determining equivalency:

1. Minimum qualifications in a discipline—and, by extension, equivalency—are the same whether the position is for a full-time or part-time faculty member.
2. Equivalency is determined for an entire discipline, not on a course-by-course basis, per legal opinion I 03-28. The granting of equivalency is on a case-by-case basis and does not set precedence for future hires. Clarify between credit and noncredit?
3. Past equivalency decisions in the discipline will be made available as needed to the Equivalency Committee or to the dean and chair in that department to aid in their deliberations and can be considered when determining equivalency, though they do not establish precedence.
4. Should an equivalency be granted, that decision shall not give the applicant any more or any less consideration than other applicants. In addition, granting an equivalency neither guarantees an interview nor a job.

5. It is the applicant's responsibility to provide all documentation in support of equivalency and to be available for questions. Applicants wishing to establish equivalency through work experience should provide objective, detailed information about those work experiences. Any applicant who fails to provide evidence to support his/her claim of a credential, or of minimum qualifications, or of equivalency may be eliminated from the applicant pool.
6. Various occupational experiences may be combined to total the required number of years established by the minimum qualifications; all experience must have taken place within the ten years preceding the date of application with at least one year of qualified experience occurring within the three years immediately preceding the date of application.
7. No candidate for a full-time position shall be invited to interview without meeting the minimum qualifications or having been verified as meeting the equivalency.
8. No candidate for part-time employment shall be hired without either meeting the minimum qualifications or having been verified as meeting equivalency per these procedures.

Provisional Equivalency

The Equivalency Committee shall not grant "provisional" or "temporary" equivalency. All faculty hires must possess the minimum qualifications or be determined to possess equivalency to the minimum qualifications to be employed by the college district.

Additional Criteria for the Equivalency Committee

In all cases in which equivalency is granted or denied, an officially signed form shall be filed with the Office of Human Resources and the Office of Academic Affairs. This form shall include a complete description of the Equivalency Committee's reasons for determining that a candidate does or does not have the equivalent of the minimum qualifications for the position. The Human Resources Office is responsible for creating and maintaining this documentation.

Minimum Standards for Consideration of Equivalency to Minimum

Qualifications in Disciplines Requiring a Master's Degree

In order to be considered for equivalency, In the case of disciplines normally requiring a Master's degree, the minimum standard shall be any one of the following:

1. A Master's degree in a discipline which is not specifically named in "Minimum Qualifications for Faculty and Administrators in California Community Colleges" for the particular discipline in question, but which, when courses (and course descriptions) are carefully reviewed, clearly constitutes parallel and/or closely related coursework to the discipline which is specifically listed in "Minimum Qualifications for Faculty and Administrators in California Community Colleges".
2. In specific disciplines as named by the "Minimum Qualifications for Faculty and Administrators in California Community Colleges", a bachelor's degree in the discipline, plus licensure by an appropriate state agency, plus at least two years of professional experience, verified in writing.

Minimum Standards for Consideration of Equivalency to Minimum

Qualifications in Disciplines That Do Not Require a Master's Degree

In order to be considered for equivalency in the case of disciplines not normally requiring a Master's degree, the minimum standards shall be one of the following:

1. An Associate degree plus six years of related experience
2. Bachelor's degree plus two years of related experience,
3. Associate degree plus graduation from an institution specific to that field, plus two years of professional experience in the discipline, verified in writing, plus appropriate certification to practice or licensure, if applicable.
4. The MQs for Credit ESL, English, and Reading will be used when evaluating Equivalency for Noncredit ESL, Noncredit Basic Skills Writing and Noncredit Basic Skills Reading.
5. Pursuant to Title 5 § 53406, all degrees and coursework must be from colleges/universities accredited by one of the intersegmental accrediting agencies: Western Association of Schools and Colleges, Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Associations of Colleges and Schools, Southern Association of Colleges and Schools, and **for** Northwest Association of Schools and Colleges.

Qualifications Established by Degrees and Coursework from Educational Institutions Outside of the United States

Applicants wishing to be granted equivalency based on coursework completed at an educational institution outside of the United States must provide the following:

1. A transcript assessment by a third party degree assessment service.
2. Proof that the institution is accredited in its country of operation or in the United States.

Local Minimum Qualifications and Equivalencies

Disciplines wishing to add "local" qualifications for hiring to their discipline beyond the minimum qualifications established by the "Minimum Qualifications for Faculty and Administrators in California Community Colleges") may do so with approval of the Academic Senate with a recommendation from the Equivalency Committee. Local requirements may not be added on a course-by-course basis. Equivalency for the local requirement will be determined through the equivalency process.

Eminence

Although no legal definition of eminence exists, eminence shall mean that qualifications which, as evidenced by prominence and celebrity, is established by the specific industry and/or community at large and may be deemed equivalent to minimum qualifications. This may include appropriate local, state, national and/or international associations, trade unions, guilds or communities comprised of experts, who are themselves renowned in the specific field, and who can attest, in writing, to the prominence and celebrity of the applicant.

Eminence alone is not sufficient to grant equivalency. An application of equivalency based on eminence must be accompanied by conclusive evidence that the applicant exemplifies qualities of a college educated person and brings to the college district the knowledge and ability to expected at the college level. The applicant must provide documentation supporting the status of eminence

Relevant Education Code References

1. Assembly Bill 1725, Section 4 (p) (1) “The laws, regulations, directives, or guidelines should help the community colleges ensure that the faculty and administrators they hire and retain are people who are sympathetic and sensitive to the racial and cultural diversity in the colleges, are themselves representative of that diversity, and are well prepared by training and temperament to respond effectively to the educational needs of all the special populations served by community colleges.”
2. Assembly Bill 1725, Section 4 (s) (2) “The governing board of a community college district derives its authority from statute and from its status as the entity holding the institution in trust for the benefit of the public. As a result, the governing board and the administrators it appoints have the principal legal and public responsibility for ensuring an effective hiring process.”
3. Education Code, Section 87359 “No one may be hired to serve as a community college faculty member, instructional administrator, or student services administrator under the authority granted by the regulations unless the governing board determines that he or she possesses qualifications that are at least equivalent to the minimum qualifications specified in regulations of the board adopted pursuant to Section 87356. The criteria used by the governing board in making the determination shall be reflected in the governing board’s actions employing the individual. The process, as well as criteria and standards by which the governing board reaches its determinations, shall be developed and agreed upon jointly by representatives of the governing board and the academic senate, and approved by the governing board. The agreed upon process shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the academic senate to determine that each individual employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualification specified in regulations adopted by the board of governors. The process shall further require that the governing board provide the academic senate with an opportunity to present its views to the governing board before the board makes a determination; and that the written record of the decision, including the views of the academic senate, shall be available for review pursuant to Section 87358.”
4. Education Code, Section 87359(a) “No one may be hired to serve as a community college faculty member or educational administrator under the authority granted by the regulations unless the governing board determines that he or she possesses qualifications that are at least equivalent to the minimum qualifications specified in regulations of the board of governors adopted pursuant to Section 87356. The criteria used by the governing board in making the determination shall be reflected in the governing board’s action employing the individual.”
5. Assembly Bill 1725, Section 4 (s) (3) “Faculty members derive their authority from their expertise as teachers and subject matter specialists and from their status as professionals. As a result, the faculty has an inherent professional responsibility in the development and implementation of policies and procedures governing the hiring process.”
6. Assembly Bill 1725, Section 4 (t) “While the precise nature of the hiring process for faculty should be subject to local definition and control, each community college should in a way that is appropriate to its circumstances, establish a hiring process that ensures that (1) Emphasis is placed on the responsibility of the faculty to ensure the quality of their faculty peers.”