



ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE MEETING
September 18, 2008
3:00 p.m. – SSV 151

To conform to the open meeting act, the public may attend open sessions

1. **CALL TO ORDER AND ROLL CALL**
2. **OPENING COMMENTS FROM THE SENATE PRESIDENT**
3. **OPEN COMMENTS FROM THE PUBLIC**
4. **APPROVAL OF MINUTES**
 - a. September 4, 2008 (attachment)
5. **REPORTS (limited to 5 min. each)**
 - a. Program Review – Carol Eastin
6. **ACTION ITEMS**
 - a. Legislative Liaison Officer Job Description (attachment)
 - b. Faculty Professional Development Chair Job Description (attachment)
6. **DISCUSSION**
 - a. Basic Skills Plan (attachment)
 - b. Academic Ranking Feedback
 - c. Promoting Thoughtful Faculty Conversations about Grade Distribution Feedback
 - d. Strata Divisional Representatives
 - e. Disciplines List Revisions (attachment)
 - f. Facilities Planning Manual Checklist: New Palmdale Campus (attachment)
8. **SENATE ADMINISTRATIVE BUSINESS**
 - a. Appointments
 - Academic Ranking
 - Nabeel Atique – Professor
 - Roberto Diaz – Associate Professor
 - Debra Dickinson – Assistant Professor
 - Debra Feickert – Professor
 - Sandra Hughes – Associate Professor
 - Neena Suri – Adjunct Assistant Professor
 - Suresh Suri – Adjunct Assistant Professor
 - Christos Valiotis – Associate Professor
 - Shared Leadership Task Force
 - Tom Graves
 - Equivalency Committee
 - Dr. Lee Grishman
 - Faculty Professional Development Committee
 - Dr. Richard Coffman
 - Distance Education Committee
 - Dr. Nancy Bednar
 - Dr. Youssef Ezzeddine
 - Rick Balough

- Beverly Beyer
- Bonnie Curry
- Hiring Committee
 - Dr. Lee Grishman
- Honors Committee
 - Judy Sullivan
 - Rosa Fuller
 - Rae Agahari
- Program Review
 - Tom Graves
- SPBC
 - Karen Lubick
- SLO Committee Co-Chair
 - Melanie Parker
- SLO Committee
 - Dr. Irit Gat
 - Mary Rose Toll
 - Dr. Robert Harris – Counseling Representative
- Tenure Review Committee
 - Vickie Beatty
- b. Announcements
 - Early Alert intervention Program open on September 5, 2008
 - 2008 Fall Plenary Session – Los Angeles, CA – November 6 – 8, 2008
 - 2009 Accreditation Institute – San Jose, CA – January 23 – 25, 2009
 - 2009 Teaching Institute – San Jose, CA – February 20 – 22, 2009
 - 2009 Vocational Education Institute – Universal City, CA – March 12 – 14, 2009
 - 2009 Spring Plenary Session – Millbrae, CA - April 16 – 18, 2009
 - 2009 Leadership Institute – Lake Tahoe, CA – June 18 – 20, 2009
 - 2009 Student Learning Outcomes and Assessment Institute – Anaheim, CA – July 8, 2009
 - 2009 Curriculum Institute – Anaheim, CA – July 9 – 11, 2009

9. ADJOURNMENT

NON-DISCRIMINATION POLICY

Antelope Valley College prohibits discrimination and harassment based on sex, gender, race, color, religion, national origin or ancestry, age, disability, marital status, sexual orientation, cancer-related medical condition, or genetic predisposition. Upon request, we will consider reasonable accommodation to permit individuals with protected disabilities to (1) complete the employment or admission process, (b) perform essential job functions, (c) enjoy benefits and privileges of similarly-situated individuals without disabilities, and (d) participate in instruction, programs, services, activities, or events.

Upon request, this agenda will be made available in appropriate alternative formats to persons with disabilities, as required by Section 202 of the Americans with Disabilities Act of 1990. Any person with a disability who requires a modification or accommodation in order to participate in a meeting should direct such request to Ms. Patricia A. Márquez Sandoval, Academic Senate President, at (661) 622-6306 (weekdays between the hours of 8:00 a.m. and 5:00 p.m.) at least 48 hours before the meeting, if possible. Public records related to agenda items for open session are available for public inspection 72 hours prior to each regular meeting at the Antelope Valley College Academic Senate's Office, Administration Building, 3041 West Avenue K, Lancaster, California 93536.

ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE MEETING

September 18, 2008
3:00 p.m. – SSV-151

ADDENDUM AGENDA

To conform to the open meeting act, the public may attend open sessions

1. SENATE ADMINISTRATIVE BUSINESS

a. Appointments

- Program Review
 - Stacey Adams
 - Nancy Bednar
 - Carolyn Burrell
 - Deborah Charlie
 - Anne Hemsley
 - Rachel Jennings
 - Ken Lee
 - Scott Lee
 - Shawn McDill Eckert
 - Melanie Parker
 - Mike Pesses
 - Rodney Schilling
 - Robert Vigran

- Honors Committee
 - Stacey Adams

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**ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE MEETING
September 18, 2008**

1. CALL TO ORDER AND ROLL CALL

Ms. Dorothy Williams, 1st Vice President, called the meeting to order at 3:01 p.m.

Ms. Williams announced a request to amend the agenda for consideration. A motion was made and seconded to amend the Senate Agenda to remove the Distance Education Committee appointments due to the belief the selection process was not followed. Mr. Ed Beyer read an email request to remove the Distance Education Committee Appointments sent to Senate President, Patricia A. Márquez Sandoval, detailing that a new call be placed to promote fairness to all interested candidates. A lengthy discussion followed. Ms. Gloria Kastner was requested to detail the process of events that occurred prior to committee appointments. Ms. Dorothy Williams stated the selection process was the same for all committee appointments. Motion failed with one Senator voting in favor of amending the agenda to remove the Distance Education Committee appointments, 10 Senators voting against the amendment, and 4 abstentions.

2. OPEN COMMENTS FROM THE SENATE PRESIDENT

- Ms. Williams announced in the next couple of weeks the Senate would be placing a call for the Exemplary Award, Hayward Award, and the Diversity Award. Senators were encouraged to begin thinking about potential faculty nominees.
- A call has been placed for interested faculty willing to serve as a member of the Board of Governors. Ms. Williams reviewed criteria and announced faculty could obtain additional information in the Senate Office.
- The Office of Institutional Research has performed the first pilot campus survey on Institutional Learning Outcomes.
- Ms. Williams reported after the attendance of the second Accreditation meeting she believes the campus is in a much better place than in the past Accreditation cycles.

3. OPEN COMMENTS FROM THE PUBLIC

None

4. APPROVAL OF MINUTES

A motion was made and seconded to approve the September 4, 2008, 2008 Academic Senate Meeting minutes. Mr. Ed Beyer requested additional language be included in Report item 5c. – Accreditation “...with the exception of one classified position.” Motion carried as amended.

5. REPORTS (limited to 5 min. each)

a. Program Review – Carol Eastin

Ms. Carol Eastin reported all the fall 2007 self-study reports (10) have been submitted. Four (4) of those programs have completed peer-review. Six (6) are in the peer-review process. All of this was possible because people on self-study and peer-review teams worked hard last year and then worked during the summer, too. The self-study and peer-review reports are posted on the Academic Senate Web page. Hard copies of self-studies and peer-reviews can be found in the AVC Library and in the Senate Office. Currently, Ted Younglove, Director of Institutional Research, and Ms. Carol Eastin are reviewing the program Review process, and are moving towards implementing more data driven reports and more frequent reviews. There are currently nine (9) programs conducting self-studies. Classified and confidential management are needed for the peer-review teams listed below:

- Business Services
- CalWorks
- Disabled Student Services (DSS)
- Foundation and Institutional Advancement
- GED
- Information Technology Services (ITS)
- President's Office
- Student Development (ASO, Health Services, SOAR, Student Activities)
- Veteran's Services

6. ACTION ITEMS

a. Legislative Liaison Officer Job Description

A motion was made and seconded to approve the Legislative Liaison Officer Job Description. A brief discussion occurred regarding position term. Motion carried with one abstention.

b. Faculty Professional Development Chair Job Description

A motion was made and seconded to approve the Faculty Professional Development Chair Job Description. A brief discussion occurred regarding position responsibilities. Motion carried with one abstention.

7. DISCUSSION ITEMS

a. Basic Skills Plan (attachment)

Ms. Diane Flores-Kagan reported last year the Basic Skills Committee brought forward action plans approved by the committee for review, input, and approval by the Senate and Board of Trustees. Once again, the Basic Skills Committee put out a campus wide call soliciting future actions that will support the mission to implement and support a campus wide Basic Skills movement. The deadline to submit Basic Skills proposals was September 2, 2008. Ms. Flores-Kagan provided a brief review of proposed 2008-2009 action plans and encouraged Senators to engage in discussions with division constituents to obtain feedback. If faculty are in need for further description details requests should be forwarded to Diane Flores-Kagan. The Basic Skills Action Plans need to be formally approved by the Senate at the October 2, 2008 meeting so they can be forwarded and approved by the Board of Trustees at the October 13, 2008 meeting.

b. Academic Ranking Feedback

Ms. Dorothy Williams requested for Senators to present any additional division feedback regarding the drafted Academic Ranking process:

Health Sciences: some of the division faculty thought the new process would be fine but expressed some concerns about not addressing how previous experience or ranking at other colleges.

Counseling: no additional feedback provided.

Language Arts: faculty expressed their concern with qualifications to achieve ranking. A faculty member suggested including the following criteria as a means to achieve ranking: applied research performed that has significant impact on AVC students, conducting extensive and significant project for the benefit of AVC students, which is not part of one's load, being awarded a Federal or State Grant, and receiving a major award or having a substantial office in a national organization which is related to teaching one's subject at AVC.

Math, Science, and Engineering: faculty were concerned with the reasoning behind changing the process, but were in consensus that faculty should be tenured prior to being awarded Professor status.

Social and Behavioral Sciences: no additional feedback provided.

Instructional Resources and Extended Services: feedback included allowing conference presentations as another means for faculty to achieve ranking. Two faculty members were in support of the proposed draft and one faculty expressed their opposition to changing the current ranking process.

Business, Computers, and Economic Development: six out of ten faculty responding with similar concerns. Faculty suggested clarifying the wording (phrasing), allowing tenured faculty to be grandfathered at their current ranking, include wording that would allow faculty to use faculty academy units towards advancement unit requirement, and include some provisions for faculty that have achieved ranking at other institutions.

Physical Education and Athletics: no additional feedback provided.

Visual and Performing Arts: two faculty members forwarded feedback which included concerns regarding not including activities that would demonstrate proficiency in the arts and not limit the process to instruction. Some of the concerns included the omission of including terminal degrees, corollaries, musical performances, recordings, websites, exhibitions, and a provision for faculty who've earned a doctorate degree as a means to achieve ranking status.

Technical Education: division faculty were in consensus to implement the draft, but expressed concern about not establishing a provision to acknowledge previous ranking obtained at other institutions.

Ms. Dorothy Williams stated that with the given feedback it appears as if the Senate is not ready to move forward to place the Academic Ranking process as an action item on the next agenda. All language revisions and inclusions should be forwarded to the Senate Office.

c. Promoting Thoughtful Faculty Conversations about Grade Distributions

Ms. Williams reported the Statewide Senate publication should have been a topic of discussion amongst division faculty to begin collaborating on how to maintain consistent grading scales. Some of the Business, Computer, and Economic Development faculty have begun discussing the publication, and some of the suggestions presented were: establishing a grading template for consistency, and create a rubric for each course section. Ms. Williams stated the worse case scenario would be for an outside agency to dictate what tests should look like and mandate a universal exam.

d. Strata Divisional Representatives

Senators provided names of division representative who will meet with the Strata consultant. The meeting will occur on September 25, 2008 from 2:00 p.m. to 3:00 p.m. in L201. Faculty were encouraged to forward the changed in location to division representatives.

Health Sciences: Candace Martin

Counseling: a faculty name will be forwarded after the Counseling meeting.

Language Arts: Charles Hood

Math, Science, and Engineering: Christos Valiotis

Social and Behavioral Sciences: Claude Gratton

Instructional Resources and Extended Services: Van Rider

Business, Computers, and Economic Development: John Burns

Physical Education and Athletics: Mark Covert

Visual and Performing Arts: a faculty name will be forwarded via email.

Technical Education: Justin Shores

e. Disciplines List Revisions (attachment)

Included in the Senate packet was Disciplines List Revision process. Ms. Dorothy Williams encouraged faculty to review the document to understand the detailed process and deadline dates for submissions. If faculty wish to recognize changes in divisions and wish to request consideration of a new discipline or a revision to a current discipline they should submit discipline revision forms for consideration.

f. Facilities Planning Manual Checklist: New Palmdale Campus (attachment)

Ms. Williams reviewed the Facilities Planning Manual Checklist and reported this is an abbreviation of a much larger document. Currently, the college has established sufficient Full Time Equivalent Students to establish a Center. There are several reasons benefiting the district in establishing the Palmdale site as a Center. One of the primary requirements to obtain center status is hiring a Center director, in addition to a meeting the additional criteria stipulated by the state. Faculty need to be aware of the extensive process that has to occur prior to obtaining center status so that they can begin having discussions with community members that may have questions regarding the progress and process of establishing a Palmdale Campus. Ms. Williams stated as we are developing the idea of the Palmdale Campus, we should take into account the information incorporated in the Educational Master Plan.

8. SENATE ADMINISTRATIVE BUSINESS

a. Appointments

- Academic Ranking
 - Nabeel Atique – Professor
 - Roberto Diaz – Associate Professor
 - Debra Dickinson – Assistant Professor
 - Debra Feickert – Professor
 - Sandra Hughes – Associate Professor
 - Neena Suri – Adjunct Assistant Professor
 - Suresh Suri – Adjunct Assistant Professor
 - Christos Valiotis – Associate Professor

- Shared Leadership Task Force
 - Tom Graves

- Equivalency Committee
 - Dr. Lee Grishman

- Faculty Professional Development Committee
 - Dr. Richard Coffman – 2 year term

- Honors Committee
 - Stacey Adams

- Distance Education Committee
 - Dr. Nancy Bednar
 - Dr. Youssef Ezzeddine
 - Rick Balogh
 - Beverly Beyer
 - Bonnie Curry

- Hiring Committee
 - Dr. Lee Grishman

- Honors Committee
 - Rae Agahari
 - Stacey Adams
 - Rosa Fuller
 - Judy Sullivan

- Program Review
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- SPBC
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- SLO Committee Co-Chair
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- SLO Committee
 - Dr. Irit Gat
 - Mary Rose Toll
 - Dr. Robert Harris – Counseling Representative

- Tenure Review Committee
 - Vickie Beatty

Ms. Dorothy Williams provided the Senate the option of approving the appointments as a whole, or individually. A motion was made and seconded to approve the above appointment as a whole as performed at previous Senate meetings. Motion carried with one member voting against the motion of approving the appointments as a whole, and one abstention.

A motion was made and seconded to approve the above Senate appointments. Motion carried with one member voting against the motion to approve the appointments, and one abstention.

9. ADJOURNMENT

A motion was made and seconded to adjourn the September 18, 2008 Senate Meeting at 4:30 p.m. Motion carried.

| <u>MEMBERS PRESENT</u> | | |
|-------------------------------|---------------------------|------------------------------|
| Ed Beyer | Dr. Matthew Jaffe (proxy) | Harish Rao |
| Carolyn Burrell | Cynthia Kincaid | Kenan Shahla |
| Debra Feickert | Susan Knapp | Susan Snyder (proxy) |
| Dr. Lee Grishman | Candace Martin | Sal Suarez |
| Jack Halliday | Tyrone Mettler | John Toth (proxy) |
| Sandra Hughes | Kathy Moore | Dorothy Williams |
| <u>OTHERS PRESENT</u> | | |
| Carol Eastin | | <u>ABSENT MEMBERS</u> |
| Diane Flores-Kagan | | Dr. Claude Gratton |
| Mark Hoffer | | Dr. Susan Lowry |
| Heidi Preschler | | Patricia Márquez-Sandoval |
| | | Terry Rezek |
| | | John Taylor |
| | | Shunnon Thomas |

Job Description
Legislative Liaison Officer

The Legislative Liaison Officer is appointed by the Academic Senate President (per Senate Constitution).

The duties of the Liaison Officer shall include, but not limited to, the following activities:

1. Serve on the Legislative Committee.
2. Inform the Senate at least twice a semester or in a timely manner on matters before the state legislative as identified by the Legislative Committee and/or statewide Academic Senate. Solicit feedback from the Academic Senate to present to the Legislative Committee when applicable.
3. Attends conferences on state legislative and statewide Academic Senate as needed.

(Two year term)

August 6, 2008

FACULTY PROFESSIONAL DEVELOPMENT CHAIR

The duties of the Faculty Professional Development Chair (in conjunction with the committee members) shall include, but not be limited to, the following activities:

1. Survey the faculty to determine needs and requests for yearly, academy and colloquia presentations.
2. Select speakers/presentations for yearly Faculty Professional Development Program. This includes the following:
 - Research and gather information on various topics and speakers
 - Contact speakers from either AVC faculty or from off campus
 - Make room and time arrangements
 - Maintain a calendar of events
3. Create, review, and maintain all records on the following:
 - Faculty attendance for salary advancement for both full-time and adjunct (information will be forwarded to HR and VP)
 - Full-time and Part-time faculty plans, contracts, and end of semester evaluation sheets
 - Evaluation sheets for future repeat or new presentations/workshops
 - Prepare and monitor budget
4. Hold bi-monthly committee meetings to discuss and review activities, guidelines, and procedures.

Additional duties necessary to maintain the Faculty Development Program include the following:

- Report at least twice a semester to the Senate
- Maintain correspondence with on/off campus speakers
- Maintain and contact other colleges that have similar programs
- Review and allocate budget needs
- Design and create Faculty Professional Development Book
- Attend conferences related to faculty professional development
- Meet with faculty and administration to discuss activities, programs, and procedures
- Create flyers to help publicize professional development activities

(6 LHE (40%) reassigned time per semester for three year term)

Long-Term Goals (5 yrs.) for ESL/Basic Skills:

- Goal #1:** Create a campus culture that emphasizes and supports the holistic needs of basic skills students.
- Goal #2:** Provide professional development and training opportunities relevant to basic skills for administrators, faculty, staff, tutors, and student mentors.
- Goal #3:** Evaluate and improve assessment and placement procedures for basic skills students.
- Goal #4:** Increase and enhance campus-wide learning support programs and services for basic skills students.
- Goal #5:** Implement effective teaching methods based on best practices to engage diverse basic skills students in their own learning.
- Goal #6:** Research and apply data-driven approaches to the delivery of instructional programs and student services.
- Goal #7:** Increase progression of basic skills students into career technical education and transfer-level courses.

ESL/Basic Skills (*Due on or before Oct. 15, 2008*)
 Action Plan for 2008-09

District: Antelope Valley Community College District

College: Antelope Valley College

| Section | Planned Action | Effective Practice and Strategy | Target Date for Completion | Responsible Person(s)/ Department(s) |
|---------|----------------|---------------------------------|----------------------------|--------------------------------------|
|---------|----------------|---------------------------------|----------------------------|--------------------------------------|

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|--|--|--|--|---|
| A Organizational/ Administrative Practices | <p>a. Create and regularly update the Basic Skills Committee (BSC) Website and send missives to college personnel; b. Implement a communication plan for circulation of basic skills information.</p> | <p>A.1.1 Clear references exist that basic skills are an institutional priority; references are public, prominent, and clear.</p> | <p>a. 2008-2009; b. Fall 2008</p> | <p>a. Basic Skills Committee (BSC) Co-Chairs; b. Public Information Officer and BSC Co-Chairs</p> |
| | <p>Approve release time for BSC Faculty Co-Chair to perform related duties during school terms.</p> | <p>A.1.2 Institutional leadership demonstrates a commitment to developmental education.</p> | <p>Summer 2008</p> | <p>Board of Trustees, Superintendent/President</p> |
| | <p>Consolidation of college planning activities by BSC, Matriculation Committee, and Student Success and Equity Committee.</p> | <p>A.1.3 Developmental educators are systematically included in broader college planning activities</p> | <p>2008-2009</p> | <p>BSC, Matriculation/ Student Success and Equity Committees</p> |
| | <p>Hire a Basic Skills Educational Advisor; b. Hire Learning Center adjunct reading, writing, math, ESL instructors and Counseling Services' adjunct counselors; c. Hire a Learning Center Early Alert referral program clerk.</p> | <p>A.1.4 Basic skills education is adequately funded and staffed</p> | <p>a. Spring 2009 b. and c. 2008-2009</p> | <p>Vice-President Academic Affairs, Deans of Counseling /Student Development, Dean of Instructional Resources and Extended Services</p> |
| | <p>Perform and encourage ongoing campus review of basic skills self-assessment, tenets, and activities, providing forums for discussion each semester</p> | <p>A.2.3 Developmental education mission, philosophy, goals, and objectives are reviewed and updated on a regular basis</p> | <p>2008-2009</p> | <p>BSC</p> |
| | <p>Hire a Basic Skills Director.</p> | <p>A.3.2 Based upon the institutional structure, a dedicated administrator or lead faculty is/are clearly identified and accorded responsibility for college-wide coordination of basic skills program(s).</p> | <p>Fall 2008</p> | <p>Vice-President of Academic Affairs, Dean of Instructional Resources and Extended Services</p> |
| | <p>Create and conduct via stipends a program of collaborative workshops among English faculty and between English and area high school faculty</p> | <p>A.3.5 Formal mechanisms exist to facilitate communication/coordination between pre-collegiate and college-level faculty within disciplines.</p> | <p>2008-2009</p> | <p>English Faculty</p> |
| | <p>Create and institute a data-driven matrix of basic skills and college level courses as an aid for counselors and advisors to predict success based on students' basic skills levels</p> | <p>A.4.2 Students are advised and encouraged to enroll only in college-level courses consistent with their basic skills preparation.</p> | <p>Spring 2009</p> | <p>Director of Institutional Research</p> |
| | <p>Review titles of developmental English courses and make recommendations to AP&P Committee</p> | <p>A.4.3 Mechanisms/cultures exist to alleviate potential marginalization or stigma associated with isolation of basic skills students.</p> | <p>2008-2009</p> | <p>English Faculty</p> |
| | <p>Research and plan the certification of a Learning Center peer mentoring program to support peer mentoring.</p> | <p>A.5.4 Peers and/or faculty provide mentoring to developmental education students.</p> | <p>Spring 2009</p> | <p>Learning Center Faculty</p> |
| <p>Prepare and present a number of Faculty Academy courses aimed at faculty teaching basic skills courses.</p> | <p>A.6.2 Specific training in developmental education instructional strategies is provided to faculty teaching developmental education courses.</p> | <p>2008-2009</p> | <p>BSC Faculty</p> | |

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|---|-------------------------------|--|--|---|--|
| B | Program Components | Conduct research regarding processes in place by model colleges that require mandatory orientations for basic skills students; follow-up with a report. | B.1.1 Mandatory orientation exists for all new students. | Spring 2009 | Dean of Counseling/ Matriculation, BSC |
| | | Hire a Research Assistant to obtain additional data for future planning and continuous improvement; provide data to faculty attending BSC forums and make available on the BSC Website. | B.2.5 Data obtained from course/program evaluations are disseminated and used for future planning and continuous improvement. | 2008-2009 | Director of Institutional Research |
| | | Create and implement a Peer Advisor Program that enhances counseling services for basic skills students to achieve success and equity. | B.3.1 A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed into developmental education courses. | Spring 2009 | Dean of Counseling/ Matriculation |
| | | Assess and advise DSS basic skills students and GED students enrolled in Intersession and Summer Session classes. | B. 3.2 Counseling and instruction are integrated into the developmental education program. | Summer 2008 and 2009 Intersession 2009 | Dean of Student Development, DSS and GED Faculty |
| | | Conduct ongoing counselor training sessions that address the characteristics of basic skills students and provide counseling strategies. | B.3.3 Counseling staff are specifically trained to address the academic, social, and emotional needs of developmental education students. | 2008-2009 | Dean of Counseling/ Matriculation |
| C | Faculty and Staff Development | Faculty attend BSI region meetings, BSI Seminars, designated national and international conferences, grant writing workshops, etc. | C.1.2 Professional development activities for basic skills faculty and staff are actively supported by senior administration. | 2008-2009 | Vice-President Academic Affairs, Vice-President Student Services |
| | | Survey developmental faculty to aid in the design, planning, and implementation of staff development activities related to developmental education. | C.2.1 Developmental education faculty are involved in the design, planning, and implementation of staff development activities related to developmental education. | Fall 2008 | BSC |
| | | Solicit prominent guest speakers in the field of basic skills teaching and learning for speaking engagements to the entire campus community. | C.2.2 Developmental education staff development activities address both educational theory and practice. | 2008-2009 | BSC and Basic Skills Faculty |
| | | Create and present Welcome Back basic skills break-out session presented by basic skills faculty to promote interaction among instructors. | C.2.6 Staff development activities promote interactions among instructors. | Summer 2008 | BSC |
| | | Plan and hold a BSC-sponsored faculty/staff/peer conference to invite the sharing of information acquired from professional development participation and to recognize presenters and attendees. | C.5.1 A structure that provides faculty who participate in staff development with intrinsic rewards is promoted. | Spring 2009 | BSC |

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| D Instructional Practices | Purchase and integrate SMARTHINKING, a self-directed learning tool, into Writing Center pedagogy and create a strong student referral process to facilitate self-assessment and monitoring. | D.1.1 Developmental education focuses on self-directed learning, with students engaged in actively assessing and monitoring their own motivation and learning. | Fall 2008 | Learning Center and English Faculty |
| | Purchase computers for the Reading Center to accommodate reading classroom instruction and reading learning assistance. | D.2.1 Developmental courses/programs implement effective curricula and practices for English. | Fall 2008 | Dean of Instructional Resources and Extended Services |
| | Hire and train classroom tutors for a basic skills math classroom | D.2.2 Developmental courses/programs implement effective curricula and practices for mathematics. | Spring 2009 | Learning Center and Math Faculty |
| | Purchase library books for utilization by basic skills students on main campus: Quest collection, reserve textbooks, and reference and circulating books; purchase reserve textbooks for Palmdale Campus. | D.2.4 Instructional content and pedagogy capitalize on perspectives and life experiences of students from diverse backgrounds. | 2008-2009 | Librarians |
| | Purchase books and create a SSR (Sustained Silent Reading) library in reading classrooms to encourage the enjoyment of reading. | D.3.1 In classroom teaching/learning, attention is paid to students' attitudes and emotions (e.g. self-concept and self-efficacy development) as well as to teaching basic subject skills. | Fall 2009 | Reading Faculty |
| | Purchase and utilize a reading diagnostic tool to formally make students aware of their reading strengths and weaknesses. | D.3.4 Formal mechanisms in developmental courses and programs enhance student motivation and engagement to promote learning. | Fall 2008 | Reading Faculty |
| | a.Purchase and utilize HEC Phonics, an interactive computer program; b.Purchase and utilize i-clickers to facilitate student active learning and to monitor student comprehension of subject matter. | D.6.1 Instructors in developmental education courses assess, employ, and incorporate a variety of active learning strategies. | Fall 2008 | a. Reading Faculty b. Reading and Learning Center Faculty |
| | Hire additional Supplemental Instruction leaders to meet a high influx of basic skills students at main campus and Palmdale site. | D.10.3 Various learning support services provide active learning experiences (e.g. Supplemental Instruction, workshops, and study groups). | 2008-2009 | Learning Center Faculty and Staff |
| | Hire new and continuing study skills tutors in response to growth of Early Alert referral program; Hire new and continuing Learning Center tutors in math, reading, writing, and basic skills general tutoring to meet a high influx of basic skills students at main campus and Palmdale site. | D.10.5 Tutoring is available and accessible in response to student needs/desires. | 2008-2009 | Learning Center Faculty and Staff |
| | a. Provide ongoing training of new and continuing Learning Center tutors and Supplemental Instruction leaders; b. Attend International Writing Center Association conference with six tutors. | D.10.6 All tutors receive formal training in both subject matter and effective pedagogy for the discipline. | a. 2008-2009 b. Fall 2009 | a. Learning Center Faculty and Staff, b. Writing Center Faculty |
| Purchase a license for Learning Express software. | D.10.7 An academic support center provides diverse and active learning experiences such as workshops, study groups, self-paced instruction via video or software, and experiential learning. | Fall 2008 | Learning Center Faculty | |

DISCIPLINE REVIEW PROCESS
2008 – 2009 Timeline

| Month/Year | Process |
|---------------|---|
| February 2008 | <p>Distribution of Process to the field. The Senate Office sends requests for proposals to local senate presidents, college presidents, chief instructional officers, curriculum chairs, personnel officers, and discipline professional organizations informing them of the opportunity to propose a change to the Disciplines List. The material contains information on the process and a timeline for submission.</p> <ul style="list-style-type: none"> • Rostrum announcement and description of process • Website posting of announcement and description of process |
| March 2008 | <p>Submission of Proposals. Proposals may be submitted to the Senate Office:</p> <ul style="list-style-type: none"> • Through Local Senates: Any faculty member may initiate a proposal to change the Disciplines List. The local senate must approve and forward any such proposals, with the signature of the local senate president to acknowledge local senate support, to the Senate Office. • Through a recognized discipline or professional organization: Any member of an organization that represents a discipline or profession may initiate a proposal to change the Disciplines List. The members of the organization should discuss proposals. The governing body of the organization must approve the recommendation. The organization's president must sign the Disciplines List Change Proposal Form. <p>Discipline process is reinforced through:</p> <ul style="list-style-type: none"> • Discussions at Area Meetings • Breakout Discussion at Spring Plenary • Update in <i>Rostrum</i> on the process <p>Initial review BEGINS when proposals are received and continues <u>until September 30, 2008</u>. The Standards & Practices Committee performs an initial review of proposals using the following criteria:</p> <ul style="list-style-type: none"> • The information on the proposal is complete and accurate. • The proposal does not exceed the scope of the Disciplines List review process. • This proposal has not previously been considered and rejected by the plenary session or, if it has, it is supported by a new rationale. • The proposal is not being submitted to deal with a district-specific problem that does not apply broadly. <p>Revising Proposals with Problems. Standards & Practices Committee will contact the maker of the proposal to help resolve the problem.</p> <ul style="list-style-type: none"> • Changes to proposals are allowed at this stage of the process. • If problems are resolved to the satisfaction of the Committee, the proposal will be considered. • The maker may withdraw a proposal. |

| Month/Year | Process |
|----------------------------|---|
| April 2008 | <ul style="list-style-type: none"> • Process reinforced at Area Meetings. • Prepare <i>Rostrum</i> Article on proposals and process. • The Standards & Practices Committee will prepare summary document to be included in the mailings for the Area Meetings. Summary will not include recommendations from the Executive Committee but instead provide information to the field on the proposals received and to be discussed at the Spring Plenary Session. |
| April 17, 2008 | <ul style="list-style-type: none"> • Spring Plenary Session—<u>First Hearing</u> on process and any proposals received. All testimony is collected. <i>[Note: At a minimum proposals must be vetted at one of the statewide hearings]</i> |
| September/ October 2008 | <ul style="list-style-type: none"> • Second and final call for proposals this cycle. • Senates and organizations can submit new proposals or revise proposals already submitted that were found to have problems. • The summary document will be distributed and include all proposals (new and updated). Any testimony information will be included in the summary. • Discussed at Area Meetings. • Any interested party may submit written comments to the Committee, via the Senate Office. • Standards & Practices Committee will update summary document with any new proposals, which will be included in the mailing for the Area Meetings. The summary will not include recommendations from the Executive Committee but instead provide information to the field on the proposals received and to be discussed at the 2008 Fall Plenary Session. |
| September 30, 2008 | <ul style="list-style-type: none"> • No new proposals will be accepted beyond September 30th because there's no other opportunity for publication and hearing beyond the November 6th date. All proposals submitted beyond the September date will be held over to the next Discipline Review cycle. |
| November 6, 2008 | <ul style="list-style-type: none"> • Fall Plenary Session—<u>Second Hearing</u> on process and any proposals received. All testimony is collected. <i>[Note: At a minimum proposals must be vetted at one of the statewide hearings]</i> • Prepare <i>Rostrum</i> Article on proposals and process |

| Month/Year | Process |
|---------------------------|--|
| January /February 2009 | <p>Submission to Executive Committee.</p> <ul style="list-style-type: none"> • The Standards & Practices Committee presents the proposals and associated testimony to the Senate Executive Committee. • The Committee also presents its recommendations (to advance to Spring Plenary or to reject) along with the rationale for those recommendations and any other comments that may assist the Executive Committee in its deliberations. • The Senate Executive Committee considers each proposal and either forwards the proposal for consideration by the body at plenary session or rejects it. • If the Executive Committee rejects a proposal, anyone may still bring the proposal forward to plenary session by introducing a resolution “to reconsider” the proposed change at any of the Area meetings or at the plenary session. • If the Executive Committee rejects a proposal and the author does not bring forward to the plenary session for reconsideration, the proposal may be reintroduced at a later date. |
| March 2009 | <ul style="list-style-type: none"> • Summary document with Executive Committee positions will be included in the mailings for the Area meetings. • Discussion at Area Meeting • <i>Rostrum</i> Article (summary of additional proposals) |
| April 2009 | <ul style="list-style-type: none"> • Spring Plenary Session—<u>Third Hearing</u> on process and any proposals received. All testimony is collected. <i>[Note: At a minimum proposals must be vetted at one of the statewide hearings]</i> • Delegates vote on Discipline Changes • No changes may be made to the proposal, even by amendment during plenary session, and proposals may not be withdrawn. [This is because no changes can be made when the field has not had an opportunity to comment on them.] |
| May/June 2009 | <p>Consultation with CIOs, CEOs, and COFO (bargaining units). Informal consultation with personnel officers. This is done through an item on the Consultation Council agenda. Council members comment on the process, not the recommendations.</p> |
| July 2009 | <p>Submit proposal to BOG (First reading): Each proposal adopted by the Senate is forwarded to the Board of Governors as a recommendation. The Board of Governors considers the recommendations of the Senate and formally acts on them. To date, the Board of Governors has accepted all recommendations of the Senate.</p> |
| September 2009 | BOG (Second Reading) |
| February 2010 | Restart process for new cycle. |

REVISIONS TO DISCIPLINES LIST

PLEASE TYPE

(Note: Only typed forms will be accepted.)

DATE SUBMITTED: _____

DISCIPLINES LIST TITLE: _____

This proposal is for a New discipline
 Revision to existing discipline

Reason for the proposal Create a new discipline
 Update language in existing discipline to reflect new terminology
 Make minimum qualifications in existing discipline more restrictive
 Make minimum qualifications in existing discipline less restrictive

PROPOSAL LANGUAGE: (If this is an existing minimum qualification, please include the original language and change using strikeouts and *italics*).

RATIONALE FOR THE PROPOSAL:

Please write a brief explanation of the proposal. Please include at least three UC or CSU campus(es) where the degree is offered; changes within the profession or discipline; desire to clarify or eliminate confusion or ambiguity; continuous use of the equivalency process for hiring in this area; ensuring maximum degree of flexibility for the discipline; or other reasons. See the ASCCC paper Disciplines List Review Process (2004) for more information. Attachments are acceptable.

Contact person (author of proposal) _____

Phone number (please provide at least two numbers) _____

Signature of College Academic Senate President _____

College _____

Email _____ Date approved by College Academic Senate _____

OR

Organization _____

President _____

Date Approved by Organization _____ Phone for President _____

RETURN FORM TO: The Academic Senate for California Community Colleges
428 J Street, Suite 430, Sacramento, CA 95814
Fax 916.323.9867 Email: disciplineslist@asccc.org

NEW CAMPUSES AND EDUCATIONAL CENTERS
Check list of Information Items

| Phase | | Information items | Submitted |
|------------------------|--|---|-----------|
| Preliminary Evaluation | <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 9. | <ol style="list-style-type: none"> 1. Regional population growth analysis. 2. Regional participation rates analysis. 3. Student demographics study. 4. Economic indicators of regional growth. 5. Secondary school enrollment projections. 6. Enrollment trends of the district and new site. 7. WSCH capacity of existing and planned structures. 8. Preliminary discussions of delivery methods. 9. Preliminary discussion of district intent. | |
| Letter of Intent | <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. | <ol style="list-style-type: none"> 1. General location of planned facility. 2. Maps of the vicinity. 3. Estimated time frame to become an active facility. 4. Summary of enrollment growth. 5. Summary of district capacity. 6. Discussion of need for new facilities. 7. Board of Trustee resolution authorizing development of new site and its related programs. (Suggested) | |

NEW CAMPUSES AND EDUCATIONAL CENTERS
Check list of Information Items

| Phase | Information Items | Submitted |
|---------------------------|--|-----------|
| Update Master Plans | <ol style="list-style-type: none"> 1. Alternative site evaluation. 2. Site selection. 3. Environmental Impact Report as applicable. 4. Seismic and Aviation clearances. 5. Site ownership documentation. 6. Identification of preferred programs and services. 7. Identification of present and future labor market needs. 8. Measurable objectives of the proposed programs and services. 9. Communications from neighboring institutions and agencies. 10. Development of educational and facility specifications for the new site. 11. Analysis of proposed delivery systems. 12. Board of Trustee resolution authorizing development of new site and its related programs. 13. Evaluation of alternative funding sources. 14. Detailed evaluation of enrollment demands. | |
| Request for Approval | <ol style="list-style-type: none"> 1. Site service area and characteristics of individuals to be served. 2. Time schedule for development of the site. 3. Maps with population densities, topography, road and highway configurations. 4. Enrollment projections for ten years (for colleges) or five year (for centers). 5. Educational program and facility plans for the new site for ten years (for colleges) or five year (for centers). | |