



Chancellor's Advisory Council Meeting Agenda – May 22, 2015

Foothill College
Toyon Room (Room 2020)
2:30 p.m.

AGENDA TOPIC	PURPOSE	DISCUSSION LEADER
I. Welcome	I	Linda Thor
II. Approval of 4/17/15 Meeting Summary (<i>Attachment 1</i>)	A	Linda Thor
III. New and revised policies and procedures (<i>Attachment 2</i>) <ul style="list-style-type: none"> • BP 1200 Mission of the Foothill-De Anza Community College District (Revised – Second Reading) • BP/AP 3225 Institutional Effectiveness (New) • BP/AP 4235 (formerly BP/AP 6030) Credit by Examination (Renumbered only) • BP 7210 (formerly BP 4144) Academic Employees (Revised – Second Reading) 	D/A	Linda Thor
IV. District Opening Day Workshops (<i>Attachment 3</i>)	I	Linda Thor
V. Other information and updates	I	All



CHANCELLOR'S ADVISORY COUNCIL
Meeting Summary
April 17, 2015

Present: Linda Thor, Randy Bryant, Leo Contreras, Mayra Cruz, J.R. Dorcak, Isaac Escoto, Christina Espinosa-Pieb, Rich Hansen, Rachelle Licon, Kevin McElroy, Judy Miner, Blanche Monary, Joe Moreau, Brian Murphy, Dorene Novotny, Josh Rosales, Dennis Shannakian, Thomas Shepherd for Karen Smith, David Ulate

I. Welcome

Chancellor Thor welcomed council members and advised that in addition to the items on the distributed agenda, the committee would also be discussing plans for District Opening Day.

II. Approval of March 20, 2015, Meeting Summary

The March 20, 2015, meeting summary was approved without changes.

III. Revised District Mission Statement (BP 1200)

David Ulate distributed and discussed proposed changes to the district's mission statement, explaining that the goals of the revision were to maintain the current mission, add language required by baccalaureate degree pilot program legislation, and ensure that the district adheres to accreditation standards.

Mayra suggested that the second sentence be revised to include equity, and the committee agreed to change the sentence to read: "We accomplish this by providing access to a dynamic learning environment that fosters excellence, opportunity, **equity**, and innovation in meeting the various educational and career goals of our diverse students and communities."

Rich questioned the use of "affordable price" in the proposed new sentence of the policy as education is really a cost to the state. He also asked that serial commas be used consistently throughout the statement. The last sentence of the statement was revised to read: "The district provides high-quality undergraduate education at an affordable price for students and **reasonable cost to** the state and maintains the primary mission of advancing California through education, training, and workforce improvement."

Linda noted that both colleges would need to consider the revised statement when reviewing Educational Master Plans. The committee approved revised board policy 1200 by consensus, and Linda advised that it would be presented to the Board of Trustees for first reading at the May meeting.

IV. Institutional Effectiveness Framework of Indicators

David distributed the Institutional Effectiveness Partnership Initiative Advisory Committee Framework of Indicators adopted by the California Community Colleges Board of Governors. He

noted that recent legislation makes eligibility for Student Success and Support Program funds contingent upon adoption of goals related to student performance and outcomes, accreditation status, fiscal viability, and programmatic compliance with state and federal guidelines and that the California Community Colleges Chancellor's Office is requiring each college to adopt the framework and at least one goal for each of the mandated areas by June 15, 2015. David reported that the focus this year is the adoption of goals regarding successful course completion, accreditation status, fund balance, and audit findings. Linda added that Kevin had drafted goals for audit findings and fund balance that the colleges could incorporate.

Judy advised that Foothill College's Planning and Resource Council addressed the goals at the April 16, 2015, meeting, and Brian agreed to have De Anza College's College Council take up the matter before the deadline.

David indicated that the goals would be presented to the Board of Trustees as an information item at the August study session along with the Student Success Scorecard.

V. District Guidelines Regarding the Use of Social Media

Joe explained that the request for social media guidelines originated from the Academic and Professional Matters Committee (APM) and that he had worked with the college communications officers and distance learning deans to develop the draft document. He noted that the draft has been reviewed by APM twice and revised based on the committee's feedback.

Linda advised that the Chancellor's Advisory Council (CAC) will be asked to approve the guidelines at the next meeting. Once approved, the guidelines will be posted online with the district's board policies and administrative procedures.

V. District Opening Day

Linda announced that APM had decided upon a District Opening Day theme of "Student Success and Equity: A Deeper Dive." She indicated that the schedule would mirror last year's and that the new chancellor would likely be the keynote speaker, although Dr. Tyrone Howard of the University of California, Los Angeles, had been suggested as a possible backup.

Linda stated that a request for workshop proposals would be sent in the next few days and sessions of interest to classified employees are welcomed. She noted that proposals would need to be submitted in the next month in order to be reviewed at the CAC and APM meetings in May.

VI. Other Information and Updates

Blanche and Leo reported that the Association of Classified Employees and the California School Employees Association ratified the 2.5 percent cost of living adjustment and wrapped up negotiations.

Randy invited council members to attend the Automotive Technology Program's Auto Show in Scotts Valley on April 25, 2015, and Christina advised that the college's New Student and Parent Open House would be held the same day.

Joe reported that the Online Education Initiative team is sponsoring a Reciprocity Summit next week to generate ideas to make it easier for students to register across the system.

The meeting was adjourned at 3:12 p.m.

DRAFT – REVISED (Required by Accreditation Standards)

Mission of the Foothill-De Anza Community College District 1200

The mission of the Foothill-De Anza Community College District is student success. We accomplish this by providing access to a dynamic learning environment that fosters excellence, opportunity, equity, and innovation in meeting the ~~diverse~~ various educational and career goals of our diverse students and communities. **The district provides high-quality undergraduate education at an affordable price for students and the state and maintains the primary mission of advancing California through education, training, and workforce improvement.**

The mission is evaluated and revised on a regular basis.

Accreditation Standard **I.A**
Education Code Sections 66010.4a)(3) and 78042(b)

Approved 7/12/04
Amended 8/3/09, 6/3/13

DRAFT – NEW (Legally Advised)

Institutional Effectiveness

3225

(CCLC NOTE: This policy is legally advised for those districts that receive funds under the Seymour-Campbell Student Success Act of 2012, Education Code Sections 78210 et seq.)

The Board is committed to developing goals that measure the ongoing condition of the District’s operational environment. The Board regularly assesses the District’s institutional effectiveness.

See Administrative Procedure 3225 Institutional Effectiveness

**ACCJC Accreditation Standards I.B.5 - 9
Education Code Sections 78210 et seq. and 84754.6**

Approved

DRAFT – NEW (Legally Advised)

Institutional Effectiveness

AP 3225

(CCLC NOTE: *NOTE: This procedure is legally advised for districts that receive funds under the Seymour-Campbell Student Success Act of 2012, Education Code Sections 78210 et seq.*)

Each college in the District shall develop, adopt, and publicly post goals that address all of the following: (1) accreditation status; (2) fiscal viability; (3) student performance and outcomes; and (4) programmatic compliance with state and federal guidelines.

The goals should be challenging and quantifiable, address achievement gaps for underrepresented populations, and align the educational attainment of California’s adult population to the workforce and economic needs of the state.

See Board Policy 3225 Institutional Effectiveness

ACCJC Accreditation Standards I.B.5-9
Education Code Sections 78210 et seq. (Seymour-Campbell
Student Success Act of 2012)
Education Code Section 84754.6

Approved by the Chancellor’s Advisory Council

DRAFT – Renumbering only (Legally Required if Credit by Examination allowed)

Credit by Examination

~~6030~~ 4235

It shall be the policy of the Foothill-De Anza Community College District to grant credit to any student who satisfactorily passes an examination approved and conducted by proper authorities of the college. Such credit may be granted only to a student who is registered at Foothill College or De Anza College and who meets the qualifying conditions listed in the current College Catalog for courses which are eligible for Credit by Examination.

See Administrative Procedure ~~6030~~ 4235 Credit by Examination

Title 5, Section 55050

Approved 8/1/66
Amended 11/17/71, 3/2/98, 8/5/13

DRAFT – Renumbering only (Legally Advised)

Credit by Examination

AP ~~6030~~ 4235

1. Discipline faculty, through the college's established curricular processes and procedures, shall determine if a course is eligible for credit by examination.
2. A list of all courses eligible for credit by examination shall be maintained by the Office of Instruction and included in the College Catalog.
3. The nature and content of the examination or other cumulative assessment shall be determined solely by the faculty in the discipline that normally teach the course for which credit is to be granted. The faculty shall determine that the examination or other cumulative assessment adequately measures mastery of the course content as set forth in the course outline of record (Title 5, 55050 (c)).
4. The faculty may accept an examination or other cumulative assessment conducted at a location other than the community college for this purpose (Title 5, 55050 (c)). For example, standardized exams regulated or prescribed by the State of California for specific occupational areas, Advanced Placement Exams, etc.
5. The student's academic record shall be clearly annotated to reflect that credit was earned by examination (Title 5, 55050 (e)).
6. Grading shall be according to the regular grading scale approved by the governing board (Title 5, 55023) except that a student shall be offered a pass/no pass option if that is ordinarily available for that course. (Title 5, 55050 (f))
7. A student who earns credit by examination for a particular course shall not be allowed to subsequently earn credit by exam for any other course that normally precedes that course in a pre-requisite sequence.
8. Units earned by credit by examination shall not be counted in determining the quarter hours in residence required by the associate degree (Title 5, 55050 (g)). Units earned through credit by exam are not considered for Financial Aid, Scholarship, or Veteran Services eligibility and payments.
9. Registration and fees: Students will be registered for a Credit by Examination section of the course created specifically for this purpose. Students who take the examination or cumulative assessment must pay a fee for service equal to the usual per unit enrollment fees for the course, but exclusive of any fee-based supplies. Fees for credit by examination are non-refundable. (Title 5, 55050 (h))
10. The maximum number of units awarded by credit by examination or cumulative assessment shall be limited to 30 units in the district.

See Board Policy ~~6030~~ 4235 Credit by Examination

Title 5, Section 55050

Approved by the Chancellor's Advisory Council 6/14/13

DRAFT – REVISED (Legally Required)

Faculty Academic Employees

4155-7210

Academic employees are all persons employed by the District in academic positions. Academic positions include every type of service, other than paraprofessional service, for which minimum qualifications have been approved by the Board of Governors for the California Community Colleges.

Educational administrator means an administrator who is employed in an academic position designated by the governing board of the district as having direct responsibility for supervising the operation of or formulating policy regarding the instructional or student services program of the college or district. Educational administrators include, but are not limited to, chancellors, presidents, and other supervisory or management employees designated by the governing board as educational administrators.

Faculty are those employees who are employed by the District in academic positions that are not designated as supervisory or management ~~and for which minimum qualifications for service have been established.~~ Faculty positions include, but are not limited to, instructors, librarians, counselors, and professionals in health services, Disabled Students Programs and Services, and Extended Opportunity Programs and Services.

Decisions regarding tenure of faculty shall be made in accordance with the evaluation procedures established in the collective bargaining agreement for the evaluation of probationary faculty and in accordance with the requirements of the Education Code. Tenure will be granted upon final approval of the Board of Trustees.

The District may employ temporary faculty from time to time as required by the interests of the District and in accordance with the requirements of the Education Code. Temporary faculty may be employed full time or part time. The Board delegates authority to the Chancellor to determine the extent of the District's needs for temporary faculty.

Notwithstanding this policy, the District shall comply with its goals under the Education Code regarding the ratio of full-time to part-time faculty to be employed by it and for making progress toward the standard of 75% of total faculty work load hours taught by full-time faculty.

(Note: The following existing language is not part of the CCLC template.)

- A) ~~A full time faculty member is one who is employed to perform a full load of instruction, counseling or direct assistance with learning resources. In addition to classroom instruction, counseling or student and learning resource services,~~

DRAFT – REVISED (Legally Required)

~~full time faculty are expected to hold regularly scheduled office hours, participate in the governance of the college/district and provide service to the Foothill-De Anza community as well as other related professional activities including but not limited to curriculum planning, professional growth activities, and participation in student activities as appropriate.~~

- ~~B) A part time faculty member is one who is employed for less than 60% **67 percent** of the annual load of scheduled duties (assigned teaching, counseling, or librarianship) for a full time faculty member having comparable duties.~~

~~Terms and conditions of faculty employment are negotiated with the Foothill-De Anza Faculty Association.~~

**Education Code Sections 87000 et seq., 87400 et seq., 87419.1, 87600 et seq., 87482.8
California Code of Regulations Title 5, Section 51025**

Approved 11/21/62
Amended 4/6/64; 2/3/75; 6/28/76; 11/18/96



FOOTHILL-DE ANZA
Community College District

2015 District Opening Day Workshop Proposals
September 17, 2015
10:45 a.m. - noon

Workshop	Presenter(s)
<p>Online Student Achievement Gaps: Challenges and Solutions – Hispanic, Pacific Islander and African-American students and economically disadvantaged students who are enrolled in online classes tend to perform more poorly and dropout at higher rates than other students. Discuss the reasons for these achievement gaps. And, explore specific ways that faculty and administrators can help to close the gap.</p>	<p>Submitted by: Judy Baker Presenter: Judy Baker, Dean of Foothill Online Learning</p>
<p>Making it Meaningful: Authentic and Innovative Outcomes Assessment in the Foothill-De Anza Community College District – As our district continues its efforts toward “sustainability” in SLO work, we propose a workshop highlighting examples of innovative, authentic assessment at the Foothill and De Anza campuses. Our aim is to demonstrate how outcomes assessment can arise naturally from grassroots assessment projects that are already under way and that these can frequently overlap with broader institutional aims, such as critical thinking and student equity.</p>	<p>Submitted by: Mary Pape Presenters: De Anza SLO Coordinators Veronica Acevedo Avila, Mary Pape, Antonio Ramirez and possibly members of the Foothill SLO team</p>
<p>Recent Changes and Preparations for Negotiations on the 2016-2019 Agreement – In addition to the negotiated changes taking effect this fall, the Faculty Association (FA) is gearing up for upcoming negotiations on the contract as a whole. Attend this workshop to hear about the recent changes, and inform FA about changes you would like to see in the future.</p>	<p>Submitted by: Rich Hansen Presenters: Kathy Perino, FA Chief Negotiator Lisa Markus, FA Vice President Mary Ellen Goodwin, FA Associate Secretary for Part-Time Faculty</p>
<p>Utilizing Office 365 for File Storage, File Sharing, and Team Sites – During the 2015-16 academic year, the district will be implementing Microsoft’s Office 365 cloud-based platform to provide enhancements to the Microsoft Office suite as well as the Outlook email and calendar system. This workshop will explain how to get started with these enhanced services, including secure file storage, file sharing, team collaboration sites, mobile device support, and web-based Office applications.</p>	<p>Submitted by: Joe Moreau Presenters: Joseph Moreau, Vice Chancellor of Technology Sharon Luciw, ETS Director of Networking and Computer Support</p>
<p>Calling out vs. Calling in Culture – Lately, equity has received a great deal of attention and many folks are feeling the responsibility for moving this work forward. However, there are an equal number of individuals struggling with equity burnout, compassion fatigue and general discomfort about what this culture change really means at the personal and institutional level. As we begin to engage in deeper conversations around this work, it is not easy. How do we engage in meaningful dialogue without calling people out in ways that are painful and undermine our deeply shared commitment to inclusion and student success? The answer is in how we create a culture of calling people in vs. calling people out. This workshop will focus on ways we can invite each other into difficult conversations grounded in respect, understanding and opportunities for transformation. We will review a case studies and engage in role plays as we practice the art of calling others in.</p>	<p>Submitted by: Mayra Cruz Presenters: Veronica Neil, Director, Office of Equity, Social Justice and Multicultural Education Mayra Cruz, Faculty, Child Development and Education Department Randy Bryant, Automotive Department</p>

<p>Cultural Dimensions of Equity in the Workplace - The cultural dimension of equity driven change strives to uncover why particular patterns are seen. There are two aspects of the cultural dimension of change. This workshop will unpack institutional organizational culture and culturally responsive practice focused on respectful relationships between classified professionals, faculty and supervisors.</p>	<p>Submitted by: Mayra Cruz Presenters: Dennis Shannakian, Classified Senate, College Life Lorna Maynard, Automotive Department Classified Professional, Classified Senate Mayra Cruz, Child Development & Education Faculty, Academic Senate</p>
<p>Generations@Work - The dynamics of today's work force are changing rapidly. The old rules and structures are disappearing or being redefined. It's possible for workplaces to have four different generations on the same work team sharing the same space. Each generation brings its own values, rules and styles, which sometimes can leave conflict and unproductive competition in its wake. This program can help participants understand generational strengths and differences and offer tips for creating a harmonious workplace.</p>	<p>Submitted by: Mary Kay Englen Presenters: Optum Health</p>
<p>Managing Time and Priorities - To keep up in today's dynamic and fast-paced business environment, people continually need to improve their planning and prioritizing skills. Feeling overwhelmed by competing priorities, tight deadlines, meetings, emails and interruptions can derail professional growth, impair team performance and lead to stress and burnout. The focus of this program is on obtaining practical skills, tools and techniques to maximize collective gains in effectiveness and increase productivity. Participants will learn a set of tools they can apply on a continuing basis to achieve better results.</p>	<p>Submitted by: Mary Kay Englen Presenter: Mary Kay Englen, Program Coordinator, Staff and Organizational Development</p>
<p>The Affordable Textbook Challenge; Monopoly, Chutes and Ladders and Other Pitfalls in the Student Experience - This interactive board game will illustrate the unforeseen hazards, challenges and pitfalls faced by students across the spectrum. Participants will learn about the players and their roles in the textbook purchasing game: students, publishers, faculty and sellers. Both faculty and staff will walk away with a better understanding of how they can affect the cost of books for our students and not leave it up to a game of chance. Participants will leave with handouts of list of resources available to students and considerations for textbook adoptions.</p>	<p>Submitted by: Mary Kay Englen Presenters: Virginia Marquez, EOPS Specialist David Byars, Senior Library Technician Sandy Blackborow, Instructional Support Coordinator</p>
<p>Considerations for Addressing Academic Dishonesty, Disruptive Behavior and Other Issues in the Classroom - The purpose of this session is to promote positive learning environments and address issues surrounding student rights and responsibilities, negative student behavior and classroom management. The presenters will provide guidance and share consistent approaches that faculty can use to address academic integrity violations, disruptive behavior and other student-related issues in their classes.</p>	<p>Submitted by: Michele LeBleu-Burns Presenters: Michele LeBleu-Burns, Dean of EOPS/Care & Student Development David Gray, Chemistry Instructor TBA</p>
<p>Do's and Don'ts: Deaf Students, Captioners/Interpreters in the Classroom - Deaf and Hard of Hearing Services (DHHS) is presenting a one-hour workshop of tips and strategies when working with the deaf/hard of hearing student population. Captioners will have their equipment set up for a demonstration and will inform you about the role they play in the classroom and options to captioning services (i.e. real-time or remote captioning, the captioning of media and links such as YouTube). Interpreters will describe the role of the interpreters in the classroom, how they facilitate communication between the Deaf student, instructor, and other students, what it is they can and can't do. There will be time to answer questions and participants will be provided with tip sheets to take with them.</p>	<p>Submitted by: Mary Kay Englen Presenter: Rosemary Jensen, Deaf Services Supervisor</p>

<p>De Anza College Tenure Review - This interactive training session is your opportunity to gain essential knowledge and useful skills directly related to your work as a Tenure Review Committee member. Topics covered include overview of the tenure review process and Article 6A, Tenure Review Committee responsibilities and timeline, conducting and reporting a classroom observation, and writing a Tenure Review Committee recommendation.</p>	<p>Presenters: ?</p>
<p>Foothill College Tenure Review Training - Overview of the tenure review processes and discussion of Article 6A, guidelines, resources, and practices of effective Tenure Review Committees. Faculty serving on a Tenure Review Committee beginning in fall 2015 are strongly encouraged to attend.</p>	<p>Presenters: ?</p>