FOOTHILL-DE ANZA
Community College District

Chancellor's Advisory Council
Meeting Agenda – December 7, 2018

Foothill College
Council Chambers (Room 2018)
3:00-4:30 p.m.

AGENDA TOPIC	PURPOSE/DESIRED OUTCOME	DISCUSSION LEADER
1. Welcome and introductions	*I* – Allow council members able to identify each other by name and constituent group represented.	Judy Miner
2. Approval of October 5, 2018, meeting summary *(attachment 2)*	*A* – Provide accurate record of previous meeting.	Judy Miner
3 Online Education Initiative Course Exchange Demo	*I/D* – Broaden understanding of district-led initiative. Provide information for council members to disseminate to constituents.	Jay Field
4. Proposed revision to council Charge, Purpose, and Ground Rules based on discussion at 10/5/18 meeting *(attachment 4)*	*D/A* -Approve, revise, or reject change to council charge and purpose	Judy Miner
5. Proposed new administrative procedure 4020 Program and Curriculum Development – Approved by Academic and Professional Matters (APM) Committee 11/28/18 *(attachment 5)*	*A* – Approve new administrative procedure vetted/recommended by APM to go into effect immediately	Judy Miner/ Carolyn Holcroft
6. Feedback from constituency groups regarding CCCCO recommendation to pursue 100% smoke-free campuses discussed at 10/5/18 meeting	*D/A* – Review feedback from constituency groups. Advise chancellor to proceed (or not) with 100% smoke-free campuses initiative. Determine next steps (if any).	Judy Miner
7. Debrief of emergency closure of campuses for poor air quality	*D* – Review feedback from constituency groups. Provide recommendations to improve processes.	Judy Miner
8. Enrollment management	*I/D* – Gain understanding of enrollment initiatives, provide feedback/advice, and share information with constituencies	Judy Miner
9. District Governance Committee/Constituent Group Reports • District Budget Advisory Committee http://www.fhda.edu/_about-us/_participatorygovernance/C-budget-advisory-committee.html • Human Resources Advisory Committee/District/District Diversity and Equity Advisory Committee http://hr.fhda.edu/diversity/c-meeting-minutes-and-agendas.html • Educational Technology Advisory Committee http://ets.fhda.edu/governance-committees/etac/index.html • Business Process Alignment Task Force https://www.yammer.com/fhda.edu/ -/threads/inGroup?type=in_group&feedId=14505859	*I* – Broaden awareness. Provide information for council members to disseminate to constituents about work/actions of districtwide governance groups and constituent groups.	All
10. Other information and updates	*I* – Share information for council members to disseminate to constituents.	All

I – Information, D – Discussion, A - Action

Office of the Chancellor

CHANCELLOR'S ADVISORY COUNCIL
Meeting Summary
October 5, 2018

Present: Judy Miner, Becky Bartindale, Anthony Cervantes, Diana Cohn (for Craig
            Gawlick), Christina Espinosa-Pieb, Monica Garcia, Carolyn Holcroft, Kristy Lisle,
            Lorna Maynard, Kevin McElroy, Joe Moreau, Carolyn Nguyen, Chelsey Nguyen,
            Thuy Nguyen, Dorene Novotny, Kathy Perino (for Tim Shively), Lorrie Ranck,
            David Ulate, Chris White

1.   Welcome and introductions

Chancellor Miner welcomed council members and asked for self-introductions.

2.   Approval of June 8, 2018, Meeting Summary

The June 8, 2018, Chancellor's Advisory Council (CAC) meeting summary was
approved by consensus.

3.   Review and reaffirmation of council Charge, Purpose, and Ground Rules

The council's Charge, Purpose, and Ground Rules were reviewed and reaffirmed by
consensus. During consideration of subsequent agenda items, there was discussion of
expanding the purpose of the council to incorporate the cross-district information sharing
that has proven to be a valuable part of council meetings in past years. A proposed
revision to the purpose statement will be presented for consideration at the December 7,
2018, meeting.

4.   Confirmation of meeting calendar

The council approved the meeting schedule by consensus. Judy asked council members
to provide suggestions for the program highlights schedule, and Carolyn Holcroft stressed
the importance of ensuring presentations fit with the council's purpose "to advise and
consult with the Chancellor on district-wide governance, institutional planning and
budgeting, policies and procedures…" and communicating to the council the intent of
sharing the information. Dorene talked of the value of program highlights, which may not
fit squarely in the council's advising role, but do help to build competencies and broaden
perspectives, providing council members important information that can be shared with
constituents.

Kristy suggested a future presentation on the dual enrollment program between Foothill
College and Sequoia Union High School District.

5.   Review of 2017-2018 goals/accomplishments

Carolyn Holcroft recommended more detail regarding outcomes be included and that each be tied to the purpose of the council (e.g. "Discussed enrollment management and advised the chancellor …") While it was noted that detail of discussions is included in meeting summaries available publicly on the Chancellor Advisory Council website http://www.fhda.edu/_about-us/_participatorygovernance/_cac-agenda-and-meeting-summaries, Judy agreed to expand upon the outcomes in future summary lists if it would be helpful.

6.   **California Community Colleges Board of Governors 100% smoke free resolution**

Judy asked council members if their constituents would be interested in considering a move toward eliminating smoking entirely on the campuses, noting that the California Community Colleges Board of Governors passed a resolution encouraging all community colleges to move toward becoming 100 percent smoke free. She added that grant money is available for cessation and enforcement efforts.

David mentioned that a smoking survey was conducted in 2016 and agreed to share the survey results http://deanza.edu/ir/deanza-research-projects/2015-16/Faculty%20Memo%20Smoking%20Survey.pdf. The council asked whether a new survey of staff and students is warranted, but David expressed concern about timing since other student surveys have been scheduled for the fall quarter.

Council members agreed to discuss the proposal with their constituents prior to the next meeting but expressed the following initial concerns:

- students and employees who smoke would continue do so in their cars or in hidden areas of the campuses, causing them to return late to classes and work areas after breaks;
- vocational students would be disproportionately affected; and
- might discourage enrollment.

7.   **Enrollment management**

Judy explained to new members that the standing agenda item on enrollment management was added to provide an opportunity for the council to consider reasons for the drop in enrollment and strategies to increase enrollment and retention.

Thuy reported that Foothill College's summer enrollment increased by 1.83 percent compared to last year and productivity improved as well, but fall enrollment is showing a decrease from 2017-18. She cited traffic congestion in East Palo Alto and East San Jose as possible contributing factors. Thuy spoke about using College Promise for retention in addition to recruitment. Kristy added that the college contacted 800 students who may be eligible for College Promise in support of that strategy and commended Sharon Luciw of Educational Technology Services for quickly responding to the request to set up a phone bank.

Christina advised that enrollment this fall is lower than last year at De Anza College, but productivity has increased. Lorrie spoke about the changes the college has made in its approach to cancelling courses, which includes instructors sending email messages to

their networks to fill classes, and in the book voucher process, which now involves having students pick up vouchers at Financial Aid where they are encouraged to find out if they are eligible for additional aid. She stated that online enrollment is growing and success rates are strong.

Kathy shared that some faculty are under the impression that there is no way that the district will add even a full class because of the tight budget for part-time faculty and the hold harmless provision of the new funding formula. She suggested additional communication to faculty about the criteria for adding or not adding courses be considered. Christina and Kristy explained that classes were added to the fall schedule, but very strategically. Kristy shared information about waitlists, tracking, and research tools being used to determine which classes are added and the cost/benefit to the district.

Recognizing that high school enrollment has dropped, Chris suggested that research be conducted to determine current market demands, who our audience is and how it has changed, and what differentiates our colleges from others. Judy agreed that it is important to determine areas of demand and noted that the district does look to Joint Venture Silicon Valley's annual research report https://jointventure.org/publications/silicon-valley-index for trends in demographics and hiring. She spoke of work being done to distinguish the colleges' Career Technical Education programs as well as opportunities for noncredit curriculum (e.g. ESL classes targeted to specific industries). Kristy mentioned that research had uncovered the opportunity to focus more on attracting students attending four-year institutions, and advertising in university publications and participating in the CSU/CCC finish faster website are among the efforts the college is making to capture that market.

8. **District governance committee/constituent group reports**

   Discussion of this item was postponed to the next meeting. Meeting minutes for the district governance committees are available online at the following links:

   District Budget Advisory Committee http://www.fhda.edu/_about-us/_participatorygovernance/C-budget-advisory-committee.html

   Human Resources Advisory Committee/District/District Diversity and Equity Advisory Committee http://hr.fhda.edu/diversity/c-meeting-minutes-and-agendas.html

   Educational Technology Advisory Committee http://ets.fhda.edu/governance-committees/etac/index.html

   Business Process Alignment Task Force https://www.yammer.com/fhda.edu/ -/threads/inGroup?type=in_group&feedId=14505859.

9. **Other Information and Updates**

   Thuy announced that Foothill College's redesigned governance structure is being implemented this quarter. She noted that committees are based on Educational Master Plan goals.

In response to Kevin's request for feedback regarding the Budget Town Hall meetings, Kathy advised that faculty attendees seemed to understand the new funding formula a little better, and Thuy commented that the questions asked suggested a level of understanding.

The meeting adjourned at 4:59 p.m.

CHANCELLOR'S ADVISORY COUNCIL

CHARGE, PURPOSE AND GROUND RULES

OVERVIEW

The Chancellor's Advisory Council (CAC) is the primary district-wide, participatory governance leadership team that advises the chancellor on institutional planning, budgeting, and governance policies and procedures affecting the educational programs and services of the Foothill-De Anza Community College District. Members of the CAC advise and make recommendations to the chancellor regarding district goals and priorities that are of major importance to the district in providing opportunity and promoting quality, integrity, accountability and sustainability in carrying out the mission and goals of the district. **CAC members serve as a conduit for cross-district communication, soliciting feedback from and disseminating reports and updates to constituency groups regarding programs, district committees, challenges, and initiatives.**

PHILOSOPHY & MISSION

We believe in the principles of openness, honesty, fairness, objectivity, and collegiality in policy development, planning, and budgeting. We adhere to the consensus model in conducting the business of the CAC. We expect that major district policies and procedures stemming from our mission, exclusive of those that are collectively bargained, be first submitted in draft form to the appropriate district governance groups most affected and then reviewed by the campus and/or district constituencies prior to action by the CAC. It is especially important that the 11 points agreed to in the participatory governance charter between the Academic Senates and the Trustees be acknowledged to avoid duplication of efforts and confusion. We adhere to the principles of clear, open, and honest communication and consultation, and we believe that every member of the CAC has the right to express his or her views on all issues under deliberation. We also are cognizant and respectful of the purpose and goals of the district's governance constituencies, and believe we can play a major role in coordinating and disseminating district-wide information to those we represent, and to the community we serve.

The mission of the Foothill-De Anza Community College District is used to guide the work of the CAC as follows:

> The mission of the Foothill-De Anza Community College District is student success. We are driven by an equity agenda and guided by core values of excellence, inclusion, and sustainability. Every member of our district contributes to a dynamic learning environment that fosters student engagement, equal opportunity, and innovation in meeting the various educational and career goals of our diverse students. We are committed to providing an accessible, quality undergraduate education dedicated to developing a broadly educated and socially responsible community that supports an equitable and just future for California.

PURPOSE

To advise and consult with the Chancellor on district-wide governance, institutional planning and budgeting, policies and procedures to promote the educational mission and goals of the Foothill-De Anza Community College District **and to solicit input from and disseminate information to constituency groups**.

REPRESENTATION

• Each member will maintain and promote a focus that is based on district strategic priorities rather than personal, constituency or college interests.

• Each member will represent his/her constituency with accuracy and truthfulness, presenting data as completely as possible and not selectively withholding information.

• Each member will communicate a clear understanding of the issues and any CAC recommendations to his/her constituency.

MEETINGS

• Each member will honor the agenda and be prepared to participate in the entire meeting.

• Each member will keep the discussion focused on the issues, not on the person presenting them, nor on items not immediately relevant to the topic.

PARTICIPATION

• Each member will encourage full and open participation by all CAC members and make a concerted effort to avoid discussions that are dominated by a few people.

• Each member will welcome and solicit diverse opinions and viewpoints, remembering that disagreements are acceptable, often leading to good decision-making.

• Each member will practice "active" listening skills in order to avoid pre-formulated responses, interruptions and sidebar conversations.

INTERACTION

• Each member will base his/her interpersonal behavior on the assumption that we are all people of goodwill, ensuring that interactions within and outside the CAC meetings are consistent with expectations of discretion and respect for individual and institutional integrity.

• Each member will honor and acknowledge the contributions of individuals as well as the accomplishments of the whole team, regardless of the level of controversy in the discussion or its outcome.

Approved by consensus of the Chancellor's Advisory Council: 11/7/03
Reviewed and corrected by consensus of the Chancellor's Advisory Council: 10/15/10
Reviewed and corrected by consensus of the Chancellor's Advisory Council: 10/19/12
Reviewed and corrected by consensus of the Chancellor's Advisory Council: 10/16/15
Reviewed and corrected by consensus of the Chancellor's Advisory Council: 10/14/16

Book	Administrative Procedures
Section	Chapter 4 - Academic Affairs (including former Article 6 - Instruction and Curriculum)
Title	Program and Curriculum Development
Number	AP 4020
Status	New
Legal	ACCJC Accreditation Standard II.A
	California Code of Regulations, Title 5, Section 51021
	California Code of Regulations, Title 5, Sections 55000 et seq.
	California Code of Regulations, Title 5, Sections 55100 et seq.
	34 Code of Federal Regulations Part 600.2
	U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended
Origin	CCLC Legally required. APM asked to develop in relation to accreditation standard and federal regulation regarding credit hours. Isaac Escoto draft reviewed by APM 10/13/17. CCLC fall update to add reference to 34 Code of Regulations Part 600.2. Also updated to reflect recently revised Title 5 requirements pertaining to approval of credit courses and programs and include the Title 5 definition of credit hour. 6/6/18 Additional changes proposed by De Anza senate (Mayra Cruz). APM approved 11/28/18.

1. Initiation, review, approval, and evaluation processes and related criteria

Faculty are responsible to initiate and revise curriculum. At each college the Academic Senate has established the Curriculum Committee, which maintains process and related criteria, as well as facilitates the review and approval of curriculum.

2. Designated responsibility and authority for initiation, review, and approval of courses and programs

a. Each campus will provide and maintain curriculum development
The Office of the Chief Instruction Officer (CIO) at each college reviews the faculty recommendations for accuracy and compliance and mediates revisions, if necessary. Faculty recommendations regarding curriculum will be forwarded to the Board of Trustees (BOT) in a timely manner. The BOT will adhere to current regulations and guidelines for curriculum. All curriculum recommendations requiring BOT approval will be reviewed and approved by the BOT at regular meetings.

b. Academic Senate –Through each college's curriculum committee, the respective Academic Senate will establish processes for curriculum development and review and ensure compliance with federal and state regulations, California Education Code, and guidelines published by the State Chancellor's Office in the most recent edition of the Program and Course Approval Handbook (PCAH). The Academic Senate will ensure that training opportunities for faculty are provided.

c. Faculty–Faculty are responsible for the development, review, and revision of course and program curriculum at each college. This is an area of primary reliance.

d. Departments – Departments at each college review curriculum on a regular basis as required including, updating and revising existing curriculum and recommending new courses and/or programs through established course and program creation processes. Career technical education programs will utilize job-market data and other related information for development and revision of curriculum.

e. Curriculum Committee–The Curriculum Committee structure is established by the Academic Senate. Voting members are elected or assigned by the Academic Senate (e.g. articulation officer, librarian).

f. Articulation Officer – The articulation officer consults with faculty in review of new and revised courses and assists with articulation and transfer requirements.

g. The Office of the Chief Instruction Officer – College administrators are responsible to facilitate the processes established for curriculum development and revision as established by each college's Academic Senate and are accountable for moving the recommendations of faculty to the BOT for review and approval. The office of the CIO is responsible for making sure that the requested curriculum change/addition is fiscally sound and can be offered and/or successfully implemented (e.g. pre-requisite implementation or courses/programs that require regional/state approvals).

3. Procedural Timelines

Each college curriculum committee will establish timelines for the processing of curriculum, including considerations for transfer-related submission timelines. These timelines will be published.

4. Publication of changes and maintenance of records

Each college will ensure that curriculum changes are published in the college catalog, and the office of the CIO will ensure that the curriculum records are maintained and accessible.

5. Use of a range of delivery systems and modes of instruction

The curriculum committee will ensure that college curriculum meets standards for the proposed modes of instruction, including online learning (e.g. face-to-face, hybrid).

6. Certification

The District shall provide annual certification to the California Community Colleges Chancellor's Office pertaining to the approval of credit courses and credit programs as required under Title 5, Sections 55100 and 55130.

7. Credit Hour

One credit hour of community college work (one unit of credit) shall require a minimum of 33 quarter hours of total student work, which may include inside and/or outside-of-class hours. A course requiring 66 hours or more of total student work shall provide at least 2 units of credit. Cooperative work experience courses shall adhere to the formula for credit hour calculations identified in Title 5, Section 55256.5. Credit for clock hour designated programs shall be awarded consistent with 34 Code of Federal Regulations Part 600.2.

For purposes of federal financial aid eligibility, a "credit hour" shall be not less than:

- One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- At least an equivalent amount of work as required in the paragraph above of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other

academic work leading to the award of credit hours.

Last Modified by Paula J Norsell on December 5, 2018