

**Fullerton College Faculty Senate**  
**President's Report**  
**1-Feb 18**  
**Josh Ashenmiller**

**Executive elections at the next meeting, 15-Feb 18.** The following positions will be on the ballot for 2018-19: secretary, treasurer, president-elect, and interim president. The interim president position is a slight departure from Standard Operating Procedure (SOP). This is because I will be on Study Abroad during Spring 2019, so I need a sub. If you are interested in running or have questions, please talk to any of us over here on this side of the room.

**Winter Session.** On 18-Dec 17, Chancellor Marshall held a large meeting of faculty members, classified professionals and administrators to help her decide whether or not to offer a Winter Session. As of last Monday, she was still undecided about whether or not offering a Winter Session would work<sup>1</sup> for the District. Suffice it to say, we have passed the deadline by which we could offer Financial Aid to Winter 2019 students. So, if we offered a Winter 2019 Session, there would be no Financial Aid. Not a likely scenario. That means the next possible Winter Session will be Winter 2020. Please notice that Winter Session is on today's agenda, should the Senate like to discuss this further or take action on it.

**State budget. New allocation formula.** In the governor's proposed budget, there is good news and complicated news. The good news is that revenues are growing and the State is not anticipating cuts to education spending. More good news: 1) \$275M for facilities and equipment, 2) \$46M for college promise programs, 3) 2.51% COLA increase. Don't hold your breath. All those numbers could change before the Legislature passes the budget.

The complicated news is that there is discussion in Sacramento about a new allocation formula. The old allocation formula was based on Full-Time Equivalent Students (FTES). In other words, each district received State funding in proportion to how many students they served. The new formula would be 50% FTES, 25% supplemental (based on student demographics), and a 25% student success incentive. In other words, that last 25% would depend on each District's performance.

**More discussions about dividing up money.** On Tuesday I attended a District meeting of the Resource Allocation Workgroup. This group will be looking at how the District allocates money among FC, Cypress, and NOCE. It's not always divided up strictly proportional to FTES. Different funds get divided up in different ways, usually as a result of the historical circumstances under which the funds first emerged. The goal of this Workgroup is to make allocation models, decisions, rationales, and formulas more

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<sup>1</sup> In this context, there are numerous ways to interpret what the word "work" means.

transparent and comprehensible than they are now. I will keep you informed as I learn more.

**Guided Pathways Workshop, Irvine, 12-Feb 7:30A-3:30P.** The next reporting deadline to Sacramento is in March. We started getting ready for this at the Convocation breakout sessions. Dr. Schulz is putting together a small workgroup to work on this report. This will be a slight departure from SOP, in which deciding the workgroup membership would go back and forth between Senate and President's Advisory Council (PAC) until both bodies approved. With the looming deadline there isn't time for SOP because the group has to start meeting and writing.

**Blackboard Countdown.** This is the last semester for Blackboard. I have been asked to remind all on-line instructors to archive their Blackboard grade books. They will not necessarily survive the migration to Canvas, so save your grades from the last few years.

**Major Declaration Day, 7-Mar 18.** This is a new initiative from Counseling and Student Services. We will hear more in a presentation at the next Senate meeting (15-Feb). It sounds like a promising step towards Guided Pathways.

**Student Equity Committee.** Also at the next Senate meeting, the Student Equity Committee will report to us about its recent allocation process and its reporting structure.

**Sustainability Committee.** Geography Professor Aline Gregorio is the adviser of the Students for Equitable Sustainability (SES) club. She is interested in starting a College Sustainability Committee. What is the best way to do this? Through the Senate? Through PAC?

### **Opportunities to Volunteer for the statewide senate (Academic Senate for California Community Colleges (ASCCC)).**

1-The Academic Senate for California Community Colleges is looking to appoint a Counselor to the Guided Pathways Field Committee. We are interested in recruiting representation from rural, Northern California community colleges. The purpose of Guided Pathways Field Guide Committee is to:

- Create Clear Curricular Pathways to Employment and Further Education
- Help Students Choose and Enter Their Pathway
- Help Students Stay on their path
- Follow Through, and ensure that better practices are providing improved student results.

The Field Guide is an inquiry guide to build awareness, fortify process, and chronicle implementation. This group will hold three ZOOM meetings and one or two in-person meetings between November 2017 and April 2018. The first Zoom meeting was held on Nov 20th. The second Zoom meeting was held on December 7th. Please reply to [veronica@asccc.org](mailto:veronica@asccc.org) if you have any Counselors who are willing to serve on the

committee. We will complete the application process and notify them if they are selected for the committee.

2-The Academic Senate for California Community Colleges is looking to appoint one Counselor and one Reading faculty to the AB 705 Implementation Work Group. We are interested in recruiting representation from rural, Northern California community colleges. With the enactment of AB 705 and the termination of CCCAssess, California community colleges have an opportunity to re-evaluate their assessment and placement practices that fundamentally affect how students begin their educational journey. The purpose of the AB 705 Implementation Work Group is to assist with the guidance and practices associated with the legislation to assure that we can meaningfully engage the implications together. Candidates should be familiar with assessment and placement.

Meeting locations for this work group will alternate between Northern CA (Sacramento) and Southern CA (Long Beach) Chancellor's Offices. To minimize the number of meetings, each meeting is expected to be approximately four hours long. Meetings will span this semester and next. Please reply to [veronica@asccc.org](mailto:veronica@asccc.org) if you have any faculty members who are willing to serve on the committee. We will complete the application process and notify them if they are selected for the work group.

Online Educational Resources (OER) Regional Meeting South  
<<https://www.asccc.org/events/2018-02-09-170000-2018-02-09-200000/spring-oer-regional-meeting-south>>\*

When: Friday, February 9, 2018, 9am – 3pm

Deadline to Register/Application Deadline: February 2, 2018 - 5:00pm

Location: Rio Hondo College

3-C-ID is hosting two Discipline Input Group (DIG) meetings, at which faculty will convene to begin a discussion regarding the creation of model curriculum for certificates in their discipline, as well as determine whether C-ID descriptors are appropriate.

We need faculty who teach in the following disciplines to attend:

- Emergency Medical Technician
- Cyber Security
- Physical Therapist Assistant
- Fashion
- Interior Design and Merchandising
- International Studies
- International Business Trade
- Small Business and Entrepreneurship
- Real Estate

Registration: Click on the links below to register in your location.

North (23-Feb, Sacramento)

<https://www.asccc.org/events/2018-02-23-170000-2018-02-23-223000/discipline-input-group-meeting-dig-northern-california>

South (2-Mar, Ontario)

<https://www.asccc.org/events/2018-03-02-170000-2018-03-02-230000/c-id-discipline-input-group-dig-meeting-southern>

## **NOCCCD INFORMATION SERVICES MAINTENANCE SCHEDULE PROPOSAL**

### **I. OVERVIEW**

Early in 2017 maintenance downtime became a topic of discussion, specifically regarding regularly scheduled June downtime. The updates and upgrades performed during the downtime support the security, functionality, and usability for all information systems managed by District Information Services, which are used by students, staff, faculty and management. In the past, regularly scheduled downtime, has occurred during the first or second weekend of June and during the winter holiday break. The timing of June downtime has made it difficult to accommodate many of the school year end processes that the campuses experience with regard to grade submissions and summer registration. This coupled with the fiscal year end needs that the District requires during June each year, results in an June being an inopportune time to take critical systems such as myGateway, Banner, single sign on capability, and online learning systems offline.

Due to scheduling challenges and other unexpected issues, there was a change to the originally scheduled and agreed upon downtime weekend this last year, which caused frustrations from the user community and resulted in the later than planned upgrade to myGateway. This late release of myGateway caused more frustration during the fall semester. This proposal is intended to help alleviate the concerns with June downtime and spread out the maintenance to a more balanced weekly schedule that is predictable and amenable to our user community and District Information Services.

District Information Services staff prepared a proposal of a regular maintenance schedule. This proposal was discussed and refined at Student Team, Information Services Steering Committee, Technology Coordinating Council, and Chancellor's Staff.

This proposed maintenance schedule will include a more comprehensive approach to change management and the review of changes that go into production, as well as required rollback plans with timelines, in the event there is an issue with an upgrade.

### **II. EXISTING SCHEDULE**

The current Maintenance Schedule is:

- (1 time) First or second weekend in June usually 2-3 days
- (1 time) December Holiday Break usually 3-5 days

### **III. PROPOSAL FOR CHANGE**

The revised schedule for Maintenance being proposed is:

- (Weekly as needed) Every Friday from 2-7am
- Emergency window is Sunday 4-9am
- December Holiday Break for 2-3 days

Exemptions – During these windows of time there will be no changes to any systems. The only exception to this are emergency break/fixes.

- First, second and last two weeks of classes (finals and grades due) for both credit and noncredit campuses;
- Drop for non-payment deadline days
- Withdraw deadlines days.

District Information Services will provide timely communication of expected downtimes and impact for the upcoming window via email. December maintenance is also kept as an expectation for downtime, for major changes needing longer periods of downtime or large scale deployments (>24 hours of downtime).

#### **IV. CONCLUSION**

The importance of reviewing the regularly scheduled maintenance has become a necessity in the environment we operate in today. The acquisition of seven systems in 2016 and multiple throughout 2017 has prompted us to review our regularly scheduled patching and systems upkeep; keeping a schedule of two downtimes per year is problematic for students and staff data because we are required to make many changes to systems critical for operations which introduces risk and unknown factors. In addition, our staff is required to work countless updates, changes, stability fixes, and critical security updates, and other user functionality changes with minimal to no test and/or vetting period and in an impacted timeline. These two factors add unknown risk to the profile for an IT operation to work efficiently, effectively and securely.

It is recommended that North Orange County Community College District assess the viability to change to a more regularly scheduled downtime to ensure stability and security for all students and staff.

## Guideline for Class Schedule Comments

### Pending Approval

#### INSTRUCTIONS

Each comment should include language from Area I and language from Area II. Area I contains example language for **the type of Distance Education (online or hybrid)** courses offered and **can be edited by faculty as needed**. Anything underlined below needs your attention because course specific information needs to be added. Area II language should be used with little or no variation for all DE courses.

#### IMPORTANT NOTES

- 1) When students are required to come to campus for any reason, e.g., an orientation, and/or for tests/exams, language should say "This course is conducted PRIMARILY ONLINE."
- 2) The Distance Education Advisory Committee requires faculty teaching online to provide a campus email address
- 3) For online courses that have prerequisites faculty may want to indicate that students should bring proof of prerequisite completion to the first class meeting or to the orientation.

#### AREA I – Examples

##### HYBRID COURSES THAT MEET ONLINE AND ON CAMPUS

The above course requires students to

- a. HYBRID
  - a. Log in to their course online as well as meet on campus (fill in the number) of hours per week to complete course assignments.
  - b. **Students must log in to the LMS to complete and submit or post work assigned prior to the end of the first week of class.**
- b. HYBRID COURSE with MANDATORY ORIENTATION
  - a. Attend a MANDATORY ORIENTATION on (fill in day, time, and room #). Students MUST ATTEND the orientation or they may be dropped from the course. This course also requires students to log in to their course online as well as meet on campus (fill in the number) of hours per week to complete course assignments.
  - b. **Students must log in to the LMS to complete and submit or post work assigned prior to the end of the first week of class**
- c. HYBRID COURSE LAB
  - a. Log in to their course online as well as complete (fill in the number) of arranged hours on campus per week. An OPTIONAL IN-PERSON ORIENTATION is scheduled for (fill in day, time, and room number).
  - b. **Students must log in to the LMS to complete and submit or post work assigned prior to the end of the first week of class**

Note: Day/Time listed above.

##### ONLINE COURSES THAT MEET ONLINE ONLY

- a. The above course is conducted ENTIRELY ONLINE. Students must log onto this course by (fill in day or timeframe as provided by instructor) or may be dropped from the course. **Students must log in to the LMS to complete and submit or post work assigned prior to the end of the first week of class** Students who live outside the immediate area or who cannot come to the campus for testing may be required to make arrangements with a certified testing center for taking exams.

## ONLINE COURSES THAT MEET ONLINE WITH ON-CAMPUS ORIENTATIONS OR EXAMS

The above course is conducted PRIMARILY ONLINE with an OPTIONAL ORIENTATION (Students must log onto this course by (fill in day or timeframe as provided by instructor) or may be dropped from the course.

- a. An OPTIONAL IN-PERSON ORIENTATION is scheduled for (fill in day, time, and room #), and students may be required to come to campus to take exams.
- b. Students must log in to the LMS to complete and submit or post work assigned prior to the end of the first week of class

The above course requires

### ONLINE CLASS with MANDATORY ORIENTATION

- a. Students to attend one of the two MANDATORY on-campus ORIENTATION dates: (fill in day, time, and room # or day, time, and room #). Students MUST ATTEND one of the two orientations or may be dropped from the course.
- b. Students must log in to the LMS to complete and submit or post work assigned prior to the end of the first week of class.

For course-specific requirements, visit instructor website: <http://staffwww.fullcoll.edu/xxxxx>. Keep or Change to email

## TELEWEB COURSES THAT DO WORK ONLINE, AND/OR ON CD/DVD, AND MAY/MAY NOT MEET ON CAMPUS

### TELEWEB CLASS with MANDATORY ORIENTATION

*The above course requires students to*

- a. *attend one of the two MANDATORY ORIENTATION dates (fill in day, time, and room # or day, time, and room #). Students MUST ATTEND the orientation or may be dropped from the course. Course requires (fill in details provided by the instructor; e.g., attendance at on-campus class meetings, weekly viewing of programs, and Internet work). On campus CLASS REVIEW: (fill in day, time, and room #). On campus FINAL EXAM: (fill in day, time, and room #). BROADCAST START DATE: (fill in date).*

*For program viewing information, visit <http://online.fullcoll.edu>*

## AREA II

ALL DISTANCE EDUCATION COURSES INCLUDING HYBRID, ONLINE, AND TELEWEB SHOULD CONTAIN THE FOLLOWING INFORMATION:

The above course uses (fill in the appropriate course management system e.g. Blackboard, or Canvas). For course specific requirements, contact instructor at fill in the instructor's email address; e.g., xxxxx@fullcoll.edu).

For general information, answers to frequently asked questions, or help desk support, go to <http://online.fullcoll.edu>.

The Student Equity Committee had an opportunity to review and discuss the feedback that was shared with Faculty Senate last fall. The Student Equity Committee has undergone a number of changes and revised the proposal process used over the past few years. As a committee, we are committed to addressing equity gaps and operating with transparency and we recognize that there may be areas for improvement. The Student Equity Committee Co-chairs plan to share a presentation about the recent proposal process at one of the Faculty Senate meetings on February 15th. The Student Equity Committee Co-chairs (Mary Bogan and Mark Greenhalgh) and Project Director (Deborah Perkins) are available and willing to discuss the feedback we received and any other comments that you or others may have.