



**Fullerton College Faculty Senate
President's Report, Josh Ashenmiller**
18-Oct 18

1 Academic Senate for California Community Colleges (ASCCC): Area D Meeting highlights

Area D met this past Sat, 13-Oct at the Palomar College South Education Center. Area D Rep Sam Foster (once a Hornet!) presided. Among the resolutions recommended for adoption by the ASCCC Plenary were:

A That the ASCCC serve as the academic senate for the California Online Community College (COCC, a.k.a. the 115th community college) until the COCC faculty create their own senate. There are currently no faculty members hired. See the press release about the CEO search below.¹

B That the Faculty Obligation Number (FON) be redefined as a minimum rather than a maximum, and that it include faculty who teach non-credit courses.

C That all local academic senates review their district's equivalency rules and practices, especially for applicants for faculty positions in Career and Technical Education (CTE). Applicants for CTE jobs may be experts in their field, but sometimes they lack an undergraduate degree.

D That the ASCCC consider a vote of No Confidence in the State Chancellor. The Area D meeting decided not to forward this resolution to the Plenary. Instead, there will be an alternative resolution detailing changes in practice the ASCCC would like to see from the State Chancellor's Office, along with a timeline. So instead of a No Confidence vote, the Plenary will consider Maybe Confidence vote.

Please let me know if you have strong feeling about how I should vote at the Plenary on these (and other) resolutions.

<https://asccc.org/file/resolutions-packet-f18-area-meetingsdocx-1>

2 Academic Senate for California Community Colleges (ASCCC): Fall Plenary

ASCCC Fall Plenary is 1-Nov to 3-Nov at the Irvine Marriott. Kim and I will be there reppin' FC.

You, too, can write a resolution. If it is endorsed by Area D and passed by the Plenary, then it will become an official lobbying position of the ASCCC and it will be enshrined here, in Resolution Valhalla:

<https://www.asccc.org/resources/resolutions>

If you want to write a resolution, please meet with Josh or Kim.

Also! If you want to attend the Plenary but you don't have the scratch, scholarships are available for faculty. In other words, ASCCC will spot you the registration fees and travel. (I'm not sure if they will comp you a hotel room.)

To get the scholarship application, please email Tonya Davis at tonya@asccc.org.

3 Procedure for Appointing Faculty to Positions with Reassign Time

¹ Speaking of which, I have included below the press release for COCC CEO search.

I am still talking to various committee chairs about this. I hope to have more information for you at the 1-Nov Senate meeting.

4 Fullerton College Goals Forum

This will take place on Mon, 29-Oct, 2-4P, Room 224. We are in the process of adopting new college goals. Don't get left out of the conversation! Represent your peers, your department, your division. Everyone in the college community is invited to participate. There might be cookies.

5 Undocumented Student Action Week: You're Soaking In It!

Students at California Community Colleges will engage in a week (Oct 15th-19th) of activities to support and defend undocumented students throughout the state. Undocumented Student Action Week is a student-led campaign to advocate for a permanent solution to codify the Deferred Action for Childhood Arrivals (DACA) Program that includes a pathway to citizenship, and support and resources to ALL undocumented students. For more information:

<https://ccleague.org/advocacy/federal-advocacy/DACA>

6 Revisions to Board Policies (BPs)

To maintain our accreditation, we (i.e., the College, the District) have to review and update all the BPs on a regular basis. At the next District Consultation Council meeting, on 22-Oct, DCC will be making recommendations on substantive review for BPs:

- 3900: Speech, Time, Place, and Manner
- 6620: Naming of Facilities and Properties
- 2745: Board Self-Evaluation
- 2410: Board Policies and Administrative Procedures
- 2740: Board Education

If you have input on these, or on any other BPs (<https://nocc.edu/policies-and-procedures>) that need attention, please tell your friendly neighborhood Senate president, or president elect.

7 Hello, Dolly!

The 2nd Annual FC Foundation President's Gala will be Sat, 27-Oct. Silent auction begins 5:00P, dinner and awards recognition begins 6:45P. Tickets are \$125 a pop. All the money goes directly into FC Foundation scholarships, awarded annually to our students. This year's theme is Hello, Dolly! Choose your millinery accordingly.

<http://www.fullertoncollegepresidentsgala.com/>

8 Open Educational Resources Webinar

In preparation for launching the statewide Open Educational Resources Initiative (OERI), the Academic Senate for California Community Colleges (ASCCC) is hosting weekly OER webinars on Fridays in October, 9:30A. Each webinar is designed to provide information, share resources, and hear from you. All will be recorded for later viewing or use and posted on the ASCCC website:

<https://asccc.org/directory/open-educational-resources-oer-task-force>

19-Oct: OER Basics, Part II

26-Oct: Ready-to-use Math and Homework Systems

To register: https://cccconfer.zoom.us/webinar/register/WN_rI8demWYTQm1G5-rwrimnA

9 AB 705 Webinar

Fri, 19-Oct, 1:00-2:30P

Are you confused about what AB 705 means for your college? Are you currently working on new curriculum and not really sure if what you are doing makes sense? The Academic Senate for California Community Colleges will be holding a webinar on October 19, 2018 to discuss the requirements for default placement, optional and required concurrent support, and other curricular innovations your college may want to consider as you prepare for Fall 2019.

To register: https://zoom.us/webinar/register/WN_jVuFfnmlQeu6tO7Zn6tJZw

10 Opportunities to work with ASCCC

ASCCC is looking for volunteers to serve on the CTE (Career and Technical Education) Leadership Committee.

Cheryl Aschenbach (Lassen College) is the chair and she is happy to answer questions:

caschenbach@lassencollege.edu

Here is a description of the CTE Leadership Committee:

<https://www.asccc.org/directory/cte-leadership-committee>

Here is the link to the ASCCC application for statewide service:

<https://www.asccc.org/content/application-statewide-service>

The California Community Colleges Chancellor's Office is hiring Guided Pathways Regional Coordinators. See the job announcement for details.

http://cccgp.cccco.edu/Portals/0/GPRegionalCoordinator_ADA_final.pdf

Distance Education Compliance Workgroup
Proposal for Compliance Plan Phase 3

Background

On Jan. 26, 2018, Fullerton College was notified by the ACCJC that its continued accreditation status was dependent on meeting the following recommendation:

College Recommendation 2 (Compliance): In order to meet the standard, the team recommends that the college develop methods to ensure that faculty teaching distance education meet generally accepted academic and professional standards and expectations for distance education instruction related to (1) regular and effective contact between instructors and students and (2) professional development. (Standards II.A.2,II.A.7).

By March 1, 2019, the college must provide a follow-up report outlining the steps that have been taken to achieve compliance with federal law regarding distance education. As explained by the commission, "The Report must provide a narrative analysis and evidence that demonstrates the institution has addressed each recommendation and resolved the associated deficiencies. It must also demonstrate that the Standards are met and affirm that the institution will sustain the changes/improvements."

In order to provide time to write the report and have it approved through the college's shared governance process and by the Board of Trustees, the changes directed by the commission's letter had to be implemented beginning Fall 2018.

Progress towards Compliance: Phase 1 (Focus on Training)

Date	Action	Status
April 2018	Implemented practice of requiring all instructors teaching an online course to have the Online Training Certificate or equivalent, beginning Fall 2018 Established equivalency subgroup of DEAC	Approved by faculty Senate April 2018
May 2018	DE Compliance Workgroup charged with developing a plan for "ensuring regular and effective contact" and sustaining professional development	Approved by Faculty Senate May 2018
May 2018	Equivalency applications reviewed and process	16 applications approved by Equivalency subgroup of DEAC
June-July 2018	OTC boot camps offered	80 instructors completed the boot camp 130 instructors have received the OTC since its inception
June-Aug. 2018	Special sections of @ONE trainings offered by Fullerton College	19 instructors completed @ONE trainings

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Progress towards compliance: Phase 2 (Focus on Self-assessment)

Date	Action	Status
May-Aug. 2018	DE Compliance workgroup met to develop self- assessment protocol	
Sept. 2018	Pilot self-assessment survey developed and focus group formed Two instructors per division to complete survey and participate in focus group	Announced at Division meetings, at Faculty Senate on Sept. 6 2018, and via announcements from the VPI
Sept. 2018	Pilot survey completed; focus group met to evaluate and give feedback on survey and provide suggestions for using survey results to ensure regular and effective contact DE Compliance workgroup met to review focus group feedback and outline responsibilities for presenting results and proposal to Senate.	DEAC to revise survey based on focus group feedback Workgroup chair to draft proposal based on focus group feedback to share with workgroup members Workgroup chair to prepare final draft of proposal to present to Senate and PAC
Oct. 2018	Workgroup recommends that all instructors teaching an online class complete the self-assessment survey in Spring 2019	Approved by Faculty Senate Oct. 4, 2018

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Goal of Phase 3: As per the findings of the ACCJC report, the focus in phase 3 is to put a “structured process” in place that allows the college “to monitor course quality and to confirm the level of faculty to student and student to student interaction in the online courses [meets] the requirements provided to the Curriculum Committee.”

Phase 3 Recommendations

1. That DEAC revise the DE Self-Assessment Survey based on the following feedback from the focus group:
 - Delete redundant items from the survey and those not clearly related to regular and effective contact or accessibility.
 - Include opportunities for divisions to identify discipline-specific examples of strategies, assignments and activities that show alignment with survey items in sections 1 and 2.
2. That all instructors teaching online in the 2019-2020 academic year should complete the survey in Spring 2020.
3. In coordination with Faculty Senate and DEAC, that the college create the position of Division Distance Education Rep, with 1-2 units of reassigned time. The duties will include, but not be limited to, the following:
 - Coordinating the identification of examples of alignment within the division for items in the survey that DEAC identifies as benefitting from discipline-specific examples
 - Coordinating completion of the survey, such as holding flex day self-assessment workshops
 - Reviewing self-assessment survey results
 - Discussing results with faculty and identifying strategies and professional development opportunities for any items not in alignment
 - Preparing a DE Self-Assessment Survey Report (DESR) aggregating the results of self-assessment surveys for the division and identifying and describing how the division responded to the results (i.e., closing the loop)
 - Filing report with the (proposed) Distance Education Faculty Coordinator

Distance Education Compliance Workgroup
Proposal for Compliance Plan Phase 3

4. In coordination with Faculty Senate and DEAC, that the college create the position of Distance Education Faculty Coordinator, with 6 units of reassigned time. Duties specific to the ACCJC recommendation regarding professional development and ensuring regular and effective contact will include, but not be limited to, the following:
 - Coordinate professional development and training for distance education
 - Track completion of the OTC and equivalent training
 - Plan and coordinate training with OTC trainers
 - Coordinate the equivalency application process
 - Work with DEAC to revise the self-assessment survey and implement recommended changes to the survey in Canvas
 - Notify instructors teaching online of the self-assessment survey requirement, process, and timeline
 - Track completion of survey and send updates to division reps and deans
 - Work with division reps to plan professional development, training, and support activities based on survey results
 - Track and receive DESRs from Division reps
 - Prepare a campus-wide DESR with aggregate results to share with the VPI, DEAC, Faculty Senate, and others as needed
 - Coordinate on-going training of division reps



California
Community
Colleges

Online Community
College District

FOR IMMEDIATE RELEASE

October 2, 2018

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Online Community College District Begins Search for CEO

Executive will lead the launch of a flexible and affordable education option for working adults

SACRAMENTO, Calif.—The Board of Trustees for the California Online Community College District has selected Wheless Partners Consulting and Executive Search—one of the nation's leading executive search consultant and human capital advisory firms—to lead a national search for the CEO of the newly-established Online College.

In June 2018, an Online Community College District was created to better serve working adults in California who are often stranded in the workforce by a lack of access to education and training opportunities.

“To be successful, the new online college needs an energetic and innovative CEO,” said Tom Epstein, Chair of the Board of Trustees. “We are seeking candidates from industry and education with the skills and experience to bring the college rapidly from early stage development to scale.”

The Board of Trustees has authorized the California Community Colleges Chancellor Eloy Ortiz Oakley to serve as the interim CEO until a permanent CEO is hired.

“A credential from a California Community College is the path to a better life for millions of Californians,” said Chancellor Eloy Ortiz Oakley. “The 115th online college will help increase social mobility for California’s working adults seeking better wages within a rapidly changing economy.”

The new Online Community College District is established as a separate community college district under the authority of the Board of Governors, which serves as the Board of Trustees for the Online Community College District. The search will occur now through November, and a final candidate is expected to be presented to the Board of Trustees for approval in January of 2019.

The CEO will be responsible for hiring and developing a team to execute on early business and operational plans necessary to launch three inaugural pilot pathways by the end of 2019 and lead the college’s vision and strategy to respond to California’s economic needs. The position will be a critical first hire, building upon design and development work coordinated by an advance team at the Foundation for California Community Colleges.

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There are more than 2.5 million Californians between the ages of 25-34 with some or no college experience. The online college will offer programs using a model of competency-based education through short-term courses leading to stackable credentials. Three initial pathways are being developed which will prepare students for careers in information technology, medical coding, and as first-line supervisors.

To Apply

To apply, please send an email with a letter of interest, a resume or CV, and contact information to DigitalCEO@whelesspartners.com. For full consideration, all applications should be completed by November 15, 2018.

Senior Partners Scott Watson and Mike JR Wheless will lead the search process and candidate recruitment effort on behalf of the Online College. Any information sent to this address will be treated confidentially. California Online Community College District is an equal opportunity employer and seeks a diverse pool of candidates.

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The California Community Colleges is the largest system of higher education in the nation, composed of 73 districts and 115 colleges serving 2.1 million students per year. California community colleges provide career education and workforce training; guaranteed transfer to four-year universities; degree and certificate pathways; and basic skills education in English and math. As the state's engine for social and economic mobility, the California Community Colleges supports the [Vision for Success](#), a strategic plan designed to improve student success outcomes, increase transfer rates and eliminate achievement gaps.