



Fullerton College Faculty Senate
President's Report, Josh Ashenmiller
29-Nov 18

1 Full-time Faculty Hiring and the Faculty Obligation Number (FON)

The good news so far is that the District is going to hit the FON almost on the nose. It also means that there might be as many as 13 more faculty hires, in addition to the 25 already announced. See the list on page 18 below. (Yay, Physics! Sorry, Philosophy.) Once again, 13 is only a maximum. The final number could be smaller. (Sorry, Physics.)

Guided Pathways Steering Committee

This august tribunal met for the first this past Monday and set a schedule for upcoming meetings and discussions of “meta-majors,” for lack of a better term.

2 No Plans for Winter Break?

Faculty Association of California Community Colleges (FACCC) Policy Forum

Free lunch! Free parking!

Fri, 18-Jan 19, 10:30A-1:30P, Cerritos College

Register: <<http://www.faccc.org/event/2019-annual-policy-forum/>>

3 Where Are the Webinars?

Guided Pathways Webinar

Starting the New Year Right: Listening to Students on Opening Day and Beyond

Register: <https://zoom.us/webinar/register/WN_KeqFNLMBQ52sqgBXky2TQw>

November 28 | 12:30p - 1:30p

Student voices and experiences are a powerful asset when making your case for guided pathways and are crucial data when designing your college’s guided pathways framework. But what are effective ways to engage students in guided pathways conversations and design? In this session, presenters will offer ideas for working with students and collecting data to inform your guided pathways efforts.

Open Educational Resources (OER) Webinar

Register: <https://cccconfer.zoom.us/webinar/register/WN_rl8demWYTQm1G5-rwrimnA>

In preparation for launching the statewide Open Educational Resources Initiative (OERI), the ASCCC is hosting weekly OER webinars, Fridays at 9:30 a.m. 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](#).

Fri, 9:30A-?

30-Nov: Biology

7-Dec: Communication Studies

Student Centered Funding Formula Webinar: Part IV

Register: <https://cccconfer.zoom.us/webinar/register/WN_NghVQiiXSqeyhtkgj79ZlQ>

4-Dec 18, 1:00P-?

The Chancellor's Office is hosting a webinar series focusing on the new Student Centered Funding Formula (SCFF). The series will review the impact of the new comprehensive formula, as well as dive deeper into the metrics that will be utilized and the planning tools geared towards developing a comprehensive plan. This webinar will feature information on the Student Centered Funding Formula in connection with the Student Equity and Achievement Program.

Past webinars:

<<http://extranet.cccco.edu/Divisions/FinanceFacilities/StudentCenteredFundingFormula.aspx>>

4 Is Your Department Hiring?

Spring 2019 Faculty Hiring Regional Meetings: "An Equitable Hiring Approach to Increasing Student Success"

Faculty diversity is a critical component in the support of student success, and each California community college has a responsibility to develop a workforce that reflects the diversity of its community and is best prepared to serve the college's specific student populations. At this event, the Academic Senate for California Community Colleges Equity Diversity and Action Committee and Faculty Development Committee will present important considerations for conversations on faculty hiring, including ways to diversify and expand hiring pools and reshape search processes to focus on candidates who understand and are committed to our students. By highlighting the importance of cultural sensitivity and appreciation as well as instructional excellence, along with considering the specific needs of our local student populations and communities, we can promote both student success and faculty diversity, two concepts that not only are not in opposition but that in reality are linked to each other. Topics to be discussed will include recruiting and diversifying applicant pools, hiring committee processes and structures, hiring criteria, using equivalency processes effectively, and more. Attendees will engage in hands-on exercises to develop equity-focused and student-focused interview questions that they can take back to their colleges. Join us for this important discussion as we all work to increase student success by promoting greater faculty diversity and a focus on understanding and serving students. Click the link below to register in your region:

Thursday, February 21, 2019: Bakersfield College

<<https://asccc.org/events/2019-02-21-170000-2019-02-21-230000/faculty-diversification-meeting-bakersfield>>

Monday, February 25, 2019: Butte College

<<https://asccc.org/events/2019-02-25-170000-2019-02-25-230000/faculty-diversification-meeting-butte>>

Thursday, February 28, 2019: Norco College

<<https://asccc.org/events/2019-02-28-170000-2019-02-28-230000/faculty-diversification-meeting-norco>>

5 On a related note: Building Diversity Summit

8-Feb to 9-Feb 2019

Near LAX

Updates: <<http://www.icontact-archive.com/q8Df3mhWptlizJMiNnDkHPedpyHbKCY3?w=4>>

6 Opportunities to work with ASCCC

Student Learning Outcomes (SLO) Symposium Call for Presentations

If you are interested in presenting at the 6th Annual SLO Symposium Friday, January 25th at Santa Ana College, please follow the link below to fill out the Call for Presentations form. Proposals for presentations are *due no later than Wednesday, November 14, 2018.* If you have any questions, please contact Jarek Janio at janio_jarek@sac.edu or (714) 241-5773. The suggested topics for presentations include, but are not limited to the following:

- Assessment of student learning and performance-based funding formula
- Guided Pathways
- Multiple measures
- Disaggregation of assessment data
- Linking assessment data to resource allocation requests

CALL FOR PRESENTATIONS <<https://www.surveymonkey.com/r/HVPJMNP>>

Open-access textbooks expert sought

The Academic Senate for California Community Colleges (ASCCC) Open Educational Resources Initiative (OERI) is looking for faculty interested in joining the ASCCC OERI team for the spring 2019 term and the 2019-20 academic year. Please share this message with faculty who might be interested. Faculty assigned to the team will be allotted reassigned time appropriate for their assigned tasks.

If you are interested in one if the positions, please email info@asccc.org with the subject line "ASCCC OERI Regional Lead Application" and attach a copy of your Curriculum Vitae or resume, along with a brief explanation of your OER-related experience by Friday, December 14, 2018. We will contact you if you are selected for an interview.

A draft version of the funded OERI proposal is available at:

*https://asccc.org/sites/default/files/ASCCC%20CCCOERI%20DRAFT%20-%20April%2011%202018R_0.pdf
<https://asccc.org/sites/default/files/ASCCC%20CCCOERI%20DRAFT%20-%20April%2011%202018R_0.pdf>*

If you have any questions, please do not hesitate to contact us.

Thank you,

Krystinne Mica, M.Ed., Chief Operating Officer
Academic Senate for California Community Colleges
One Capitol Mall, Suite 340, Sacramento, CA 95814
phone: 916.445.4753 fax: 916.323.9867

7 Memo from Dr. Cherry Li-Bugg, Vice Chancellor, Educational Services and Technology

See page 9 below. This is a brief update about where the District is currently in the process of adopting software that will replace CurricUNET.

8 FC Fall Sports congratulations!

FC Mens's soccer advanced to the second round of the play-offs and won a school record 17 matches.

FC Women's water polo advanced to the state semi-finals.

FC football finished the season undefeated and racked up some big awards, including defensive player of the year, 10 first team all-conference players, and 4 second team all-conference players.

9 Update on the California On-Line Community College (COCC)

The COCC is searching for its first CEO. It has extended its application deadline to 5-Dec 18.



Fullerton College

Background Information - Vice President Oversight and Support: Academic Computing Technology (ACT) and Campus Safety November 29, 2018

Earlier this fall, President Schulz shared recommendations related to six areas of our organizational structure, following the districtwide report on “A Review of Organizational Structure of the NOCCCD” prepared by C.B.T. For copy of the report, please see:

https://www.nocccd.edu/files/042018_nocccd-org-structure-review--final-version_51222.pdf).

These areas included:

1. Realigning our Human Resources Specialist to report directly to Human Resources but continue to be stationed on campus. This was a recommendation from the CBT report. (This recommendation has been implemented)
2. Work with District Services and Cypress College to centralize some of the duties performed by the College Schedule/Catalog Coordinator. (This recommendation has been implemented)
3. **Recommendation to have Campus Safety report to the Vice President of Student Services** (currently reports to the Vice President of Administrative Services).
4. **Recommendation to have Academic Computing Technology (ACT) report to the Vice President of Administrative Services** (currently reports to the Director in Institutional Research and Planning on an interim basis).
5. Following a recommendation in the CBT report, explore the possibility of an Associate Dean for the Humanities Division. This is the largest division at the College.
6. Support the FC Foundation in their discussion and evaluation of moving to an auxiliary foundation model. Look for ways to strengthen staffing support at the FC Foundation in order to strengthen and grow the FC Foundation in the coming years.

These recommendations were shared at our Faculty Senate meeting on September 6, our President's Advisory Council meeting on September 12 and at the September 17 President's Open Forum.

This information is being forward in advance of the November 28 PAC meeting and the November 29 Faculty Senate meeting as information and for discussion specifically about items 3 and 4 shown above.

Additional background information on these recommendations:

In the summer of 2017, Bob Morrison, a manager in ACT retired. At that time the college did not fill his position. Instead, Director of OIRP Carlos Ayon was asked to take on additional duties on a temporary basis (7/1/17 – 12/31/18) to help provide oversight, leadership and support to our ACT team. As this temporary assignment is scheduled to end, ACT would transition to report directly to our Vice President of Administrative Services.

Currently, our Vice President of Administrative Services provides oversight, leadership and support to our Campus Safety department. With the VPAS taking responsibility for ACT, Campus Safety would now move to the Student Services division so the Vice President of Student Services would provide oversight, leadership and support to Campus Safety. This change will be alignment with how the B.I.T. team currently operates (VPSS works closely with Student Services, DSS, Health Services and Campus Safety) and would provide additional balance in assignment of responsibility, given the move of ACT to the VPAS.

The effective date of these two changes would be January 2019.

Distance Education Compliance Workgroup Certification Proposal

Background: During a recent conference call with several members of the college's leadership and accreditation steering committee, Dr. Greg Gillespie, the visiting team chair who will be leading the review of the college's follow up report addressing the ACCJC's recommendations for compliance, expressed two concerns regarding the college's current plan to use self-assessment surveys to ensure regular and effective contact:

- Who will review the self-assessments?
- How will the college respond to /address courses that are not in alignment?

To address those concerns, the workgroup has developed the following additional steps to include in the college's processes related to self-assessment and training to teach online.

Division Distance Education Division Representatives (DEDRs) will review the self-assessment surveys and courses for online faculty. DEAC will develop a protocol for this and draft a statement about how DEDRs will organize for training. DEAC will also write a short job description for reps.

- For instructors whose courses are in alignment, the DEDR will recommend to the Distance Education Faculty Coordinator (DEFC) that the instructor's certification for online teaching be renewed for a two-year period. DEAC will identify the recertification period.
- If a course is not in alignment, the DEDR and the instructor will work together to make needed changes. If alignment is achieved, the rep will recommend to the DEFC that the instructor's certification for online teaching be renewed for a three-year period.
 - The DEFC will review all recommendations for recertification, which will include reviewing courses. Senate Exec will work on the (broad) parameters by which the review of courses will take place.
 - The DE Manager will maintain a list of instructors certified to teach online and provide to Division Deans and the VPI each Spring.
 - Continued certification to teach online also requires completion of at least one professional development (PD) activity specifically related to online instruction. DEAC will develop guidelines for what types of PD, how much, how often.
- If the DEDR and instructor are unable to bring a course into alignment, the rep will recommend to the DEFC that the instructor's certification for online teaching be suspended.
 - Recertification for online instruction will be granted for one year upon completion of additional identified training and is contingent on the instructor submitting any online courses to the division rep and DEFC for review.
 - Instructors who are not recommended for recertification can request a second review of their course by the DEFC and another DEDR.

Feedback from the Distance Education Advisory Committee on the four areas of the Distance Education Compliance Workgroup:

1. Protocol for how Distance Education Division Representatives (DEDR) will review self assessment surveys.
 - The DEDR will review division faculty self assessments and confirm that the course abides by regular and effective contact standards and practices.
 - In addition to the general self assessment survey questions, the DEDR will apply division-specific standards and requirements to the online course undergoing assessment.
 - Peer-to-peer verification of self assessment to the course will be done via online, where the DEDR accesses the instructor's course online or via an in-person, synchronous meeting between instructor and DEDR at a computer where the course will be displayed and navigated.
 - Compile report and deliver to appropriate manager(s). Report template/format to be developed.
 - If a course has areas that are not in alignment, the DEDR will support and work with instructor(s) to develop the course so that it comes into alignment.
2. Short job description for Distance Education Division Representative.
 - All duties and descriptions outlined above in item #1.
 - Work with the Distance Education Faculty Coordinator (DEFC) and the Online Teaching Certificate (OTC) team to recommend professional development focused on online teaching pedagogy.
 - Participation in appeals process/committee, on an ad hoc basis.
3. Recertification period/cycle should be every three years.
4. Develop guidelines for what type of continued professional development, how much, and how often.
 - Three hours of professional development focused on online teaching for every self-assessment cycle.
 - Professional development options can include: Fullerton College-sponsored professional development, @One course(s), Third-party professional development that may be approved on a case-by-case basis by the DEFC.

The Distance Education Advisory Committee has reviewed the following principles and supports their adoption by the Faculty Senate as the college works to address the concerns of the accreditation visiting team regarding online instruction. DEAC will continue to develop and review the procedures and processes and continue to report recommendations to the Senate for approval.

Distance Education Certification Guiding Principles

The Faculty Senate and the College Administration agree that the goal of reviewing online classes is to ensure that all online classes are in alignment with the accreditation standards. They will mutually ensure that part of the review process will include supporting faculty to bring their online courses into alignment. The following principles are safeguards to protect academic freedom and to try to avoid any potential conflicts with the United Faculty contract.

Terminology:

Distance Education Division Representative will use the acronym DEDR

This is a new Division faculty position with release time.

Distance Education Faculty Coordinator will use the acronym DEFC

This is a new campus wide faculty position with release time.

Distance Education Advisory Committee will use the acronym DEAC

This is an existing Faculty Senate committee.

1. The DEFC will clearly and in advance notify the instructor about when they will access and review the course. There should be a range of time during which DEFC will access the course.
2. The DEFC should rely primarily on the instructor's self-assessment to guide the review. (As a note, the DEDR should work with faculty on the self-assessments and hold workshops to demonstrate how to create strong self-assessments that clearly highlight the ways that the course aligns with the standards.)
3. DEAC will work with the DEFC and DEDRs to create the rubric the DEFC will use to determine if courses align.
4. The Vice President of Instruction (VPI) shall rely primarily upon the determination of the DEFC in determining faculty certification to teach online.
5. The decision to review any course must be objectively determined and documented.
6. The course's faculty member, the DEDR, and the department coordinator must be notified that the review will be conducted.
7. The review of the course is limited to determining if the course meets the standards established by DEAC as part of the self-assessment. (This is to protect academic freedom.)

8. Prior to any determination that the course does not meet the standard, the review by the DEFC will be provided in writing to the faculty member and the DEDR for discussion before any decision is made.
9. After discussion with the faculty member and the DEDR, if the DEFC believes the course is not in alignment, the DEFC will identify the specific steps to bring the course into alignment and shall work with the faculty member and the DEDR to bring the course into alignment during that semester and allow the faculty to continue teaching online.
- 10) Any faculty member whose course has been determined not to be in alignment may request that the determination be reviewed by an ad hoc committee of the other divisions' DEDRs.

To: Cypress College Academic Senate
Fullerton College Faculty Senate
NOCE Academic Senate

From: Cherry Li-Bugg, non-voting Chair of District Curriculum Coordinating Committee

Date: November 16, 2018

Re: Evaluation and Selection of a new Curriculum Management Tool District wide

At its April 2018 meeting, the District Curriculum Coordinating Committee (DCCC) discussed the current status and future viability of the District's existing curriculum management tool, CurricuNet. The consensus of DCCC was that it was time to look in the marketplace for a replacement. As such, DCCC thought it prudent to convene a Taskforce made up of faculty and relevant staff who have critical responsibilities in managing curriculum on the backend. David Soto, Coordinator in Educational Services and Technology, volunteered to facilitate the work of the Taskforce. David relied heavily on campus curriculum chairs to have faculty participate in the Taskforce. The role of the Taskforce is to vet the viability of the two major options in the marketplace for curriculum management, one by CourseLeaf and the other by eLumen. Demonstrations were scheduled and discussions were held. Going forward, the Taskforce will report back to DCCC on its work. The Curriculum Chairs will report back to their Curriculum Committees. If one or both systems is determined to be a viable alternative to CurricUNET, the viable option(s) will be vetted by each Curriculum Committee with opportunities for hands-on demonstrations at each campus. If a system is approved by a Curriculum Committee, they will recommend approval to their Academic/Faculty Senate. Curriculum Chairs will report back to the Task force and/or DCCC during the vetting process. Approval of the Academic and Faculty Senates is required before a replacement will be selected. There is not a specified timeline for the selection process to be concluded.

PROPOSAL TO REPLACE STUDENT EQUITY, STUDENT SUCCESS AND SUPPORT PROGRAM, BASIC SKILLS, AND STUDENT SUCCESS COMMITTEES

Joint Faculty Senate / President's Advisory Council

Student Equity and Achievement Committee (SEAC), formerly the Student Success Committee

Mission and Purpose

The Student Equity and Achievement Committee (SEAC) will be created Fall 2018 by mutual agreement of the President and the Faculty Senate to provide leadership advocacy, and the institutional guidance and vision for coordinating campus-wide student success efforts affecting basic skills, transfer, Career Technical Education, completion, diversity, and equity at Fullerton College. Additionally, the committee recommends how to disseminate State Student Equity and Achievement (SEA) funds most effectively to improve promote achievement and equity.

With the support and collaboration of the entire campus community, the committee will gather and share information and data, consult with constituencies, and serve as a repository of knowledge and as a catalyst for student success and achievement activities on campus. Engaging in this process, SEAC will prioritize and offer solutions, recommend resources, and evaluate effectiveness using appropriate indicators of student success.

SEAC will meet on a regular basis as a whole body. In order to plan and implement these efforts, the committee will periodically request the formation of *ad hoc* advisory groups, as needed. Faculty representatives will bring division concerns to SEAC and take a leadership role in forming advisory groups when necessary. SEAC will be co-chaired by a faculty member and an administrator. The co-chairs will work with all three college vice presidents to coordinate the workings of the committee. SEAC reports to the Faculty Senate and President's Advisory Council. Expenditures and allocations are approved by the Faculty Senate and President's Advisory Council.

Membership

Co-chairs: one faculty member, one administrator
10 faculty representatives, 1 per division, faculty co-chair elected by the Committee
3 at-large faculty representatives
8 managers with assignments supporting committee activities, minimum 3 deans
4 classified staff professionals
4 students

Committee Liaisons

Diversity Committee Liaison
Staff Development Committee Liaison

CURRENT ROSTER OF THE STUDENT SUCCESS COMMITTEE, WHICH WILL BE RE-NAMED THE STUDENT EQUITY AND ACHIEVEMENT COMMITTEE (SEAC)

Dani Wilson (co-chair)*	Dean/Library Resources	2016-18
Anna Carlin	Faculty/Bus/CIS	2018-19
Linda Kelly-Mandich (Co-chair)*	Faculty/Couns	2015-17
Lorena Marquez	Faculty/Couns	2016-18
David Lopez	Faculty/Fine Arts	2016-18
Lindsay Whiting	Faculty/Hum	2018-20
Val Macias	Faculty/Lib	2016-18
Ketan (Kenny) Shah	Faculty/Math/CS	2017-19

Chris Fernandez	Faculty/Nat Sci	2018-20
Dr. Ann Doty	Faculty/PE	2016-18
VACANT	Faculty/Soc Sci	2016-18
Anna Carlin	Faculty/Tech/Eng	2016-18
Mark GreenHalgh	Dean, Math/CS	2014-16
Nick Karvia	Director, Bookstore	2014-16
Stewart Kimura	Sub for Dean, Couns	2014-16
Dan Willoughby*	Dean, Hum	2015-17
Kristine Nikkhoo	Director, Basic Skills	2014-16
Rena Martinez Stluka	Registrar, A&R	2014-16
VACANT	Dean, CTE	2015-17
Olivia Veloz	Director, Ac Supp Ctr	2014-16
Derek Vergara	Dean, Student Support Serv	2016-17
Jennifer Merchant*	Class/Couns	
VACANT	Class	
VACANT	Class	
VACANT	Class	
Jeanne Costello	Staff Development rep	2014-16
Bridget Kominek	Basic Skills Comm rep	2014-16
Deb Perkins	Student Equity Comm rep	2014-16
Jennifer LaBounty	Diversity Comm rep	2016-17
James Hohbein	AS rep	2015-17
VACANT	AS rep	2017-18
VACANT	AS rep	2017-18
VACANT	AS rep	2017-18

*Executive Committee members

Resource Members

Carlos Ayon (Director, Office of Institutional Effectiveness), Gil Contreras (Vice President, Student Services), José Ramón Núñez (Vice President, Instruction), Stewart Kimura (SSSP Resource)

DESCRIPTION OF THE CURRENT STUDENT SUCCESS, STUDENT EQUITY, STUDENT SUCCESS AND SUPPORT PROGRAM, AND BASIC SKILLS COMMITTEES

Joint Faculty Senate / President's Advisory Council Student Success Committee

The Student Success Committee (SSC) was created in fall 2011 by mutual agreement of the President and the Faculty Senate to provide leadership, advocacy, and the institutional guidance and vision for coordinating campus-wide student success efforts affecting basic skills, transfer, Career Technical Education, completion, diversity and equity at Fullerton College. With the support and collaboration of the entire campus community, the committee will investigate issues, gather and share information and data, consult with constituencies, and serve as a repository of knowledge and the catalyst for student success and completion activities on campus. Engaging in this process, the SSC will prioritize and offer solutions, recommend resources, and evaluate effectiveness using appropriate indicators of student success. The Basic Skills Committee (BSC), Student Equity Committee, Campus Diversity Committee, and Student Success and Support Program Committee (SSSP) are all advisory to the SSC.

The Student Success Committee will consult with divisions, departments, areas, formal committees, ad hoc advisory groups, and others as needed to achieve its mission. All members of the college community will be valuable resources and participants in this project. This group will meet on a regular basis as a whole body. In order to plan and implement these efforts, the SSC will periodically request the formation of ad hoc advisory groups, as needed. Faculty representatives will bring division concerns to the committee and take a leadership role in forming advisory groups when necessary. The committee will be co-chaired by a faculty member and administrator. The Executive Committee will work with the Vice President, Instruction to coordinate the workings of the committee. The committee reports to the Faculty Senate and the President's Advisory Council.

Chair

2 co-chairs, elected by the committee (one faculty, one manager)

Executive Committee

2 co-chairs

3 At-large Executive Committee representatives (selected by the committee to ensure broad representation of Basic Skills, Transfer, CTE, faculty, classified, managers, and students)

Committee Liaisons

From: Student Equity, Diversity, Basic Skills, Staff Development, Student Success and Support. May be faculty members, managers, classified staff members, or students drawn from the above representatives, or may be additional voting members.

Composition

10 faculty members, one per division (unfilled seats filled by at-large faculty reps)

8 managers with assignments supporting committee activities, minimum 3 deans

4 classified professionals, 4 students

Student Equity Committee

Mission and Purpose

The Student Equity Committee develops and recommends policies, programs and strategies that promote equity in student success, retention, degree/certificate completion and transfer as outlined in the Fullerton College Student Equity Plan.

Chair

Faculty chair elected by and from the voting committee members. There may be co-chairs elected by and from the voting committee members.

Meetings

2nd and 4th Thursdays, 1:00-2:30P. Location TBD.

Composition

10 Faculty representatives, one per division. 2 at-large faculty reps. 2 Management reps. 2 Classified professional reps. 2 Associated Students reps. Any division who does not fill their seat after two elections will lose their seat to an at-large position for one year.

Student Success and Support Committee**Mission and Purpose**

Formerly the Matriculation Committee, the SSSC was formed to provide faculty input concerning the implementation of matriculation guidelines from the Department of Education. The Committee provides advisement to College administration on matriculation issues and makes decision on the implementation of matriculation guidelines from the California Department of Education. The Committee makes decisions and advises on issues such as the waivers of course prerequisites, mandatory versus advisory placement testing and changes in the new student orientation evaluations.

Chair

Designated as the Matriculation Coordinator.

Meetings

As needed on Thursdays at 1:30P.

Composition

5 Faculty Senate representatives (1 each from ESL, Reading, Basic Skills, English, and 1 At-Large), 4 Counselors, 4 Management reps, 1 Classified professional rep, 1 Associated Students rep

Joint Faculty Senate / President's Advisory Council**Basic Skills Committee****Mission and Purpose**

The Basic Skills Committee was created by mutual agreement between the President and the Faculty Senate to oversee the implementation on campus of the statewide Basic Skills Initiative (BSI), which provides a budget and regional support system for improving student success in ESL and the basic skills areas of Math, Reading and Writing. The BSC recommends how to disseminate BSI funds most effectively to impact student success in these basic skills areas and works to coordinate instructional, Academic Support and Student Services efforts. The committee's mission also includes increasing campus awareness of and commitment to student success in basic skills. The committee reports to the Faculty Senate and the President's Advisory Council.

Chair

Co-Chairs (1 faculty and 1 manager) elected by and from the voting committee members

Meetings

First Fridays, 10:00-11:30A.

Composition

5 Faculty reps (one each from Counseling, English, ESL, Math, and Reading), 6 Management reps (from Academic Support, Student Services and Basic Skills related areas), 3 Classified professionals reps (from Academic Support Center or Math Lab), 1 Associated Students rep

REQUEST REVIEW OF MAINTENANCE SCHEDULE PROPOSAL
District Information Services Technical Staff and Management
September 24th, 2018
Updated with Example List of Specific Tasks Performed on November 08th, 2018

I. OVERVIEW

This proposal intends to bring balance to a challenge we face in Information Services and the District. To ensure high availability of services as well as protect students, staff, faculty, and management staff's data and information, we are required to patch, upgrade, and perform system maintenance on all systems and services within Information Services' charge. In 2017, we proposed a maintenance window to the various committees for every Wednesday from 4-9am. After discussion, the input from District-wide user community that a Friday 2-7am maintenance window would have the least impact on the users. The agreed upon maintenance window was vetted by the committees and adopted by Chancellor's Staff in early 2018.

Since implementation of the maintenance schedule, we have run into three major challenges: the need for a longer maintenance window to accommodate behemoth projects such as Banner 9 and the Network Refresh; more acceptance testing during business hours; and finally, the impact to Information Services' staff. We have over 18+ months of expected architectural changes in how District Information Services provides services with Banner 9 and the Network Refresh; longer downtimes for maintenance and upgrades are critical to the success of projects, big and small.

This downtime will allow for critical cutovers and upgrades to help achieve the ultimate goal of better uptimes and expanded comprehensive integrations, and for implementing tools to ensure the student experience is easier, better, and faster. The downtimes are typically used to introduce a plethora of new functionalities as well as fix possible bugs. Ensuring that there are staff available during the typical business hours, will help the user community in testing the functionality of the changes introduced, and most importantly alert Information Service's staff to the need to debug or communicate out further corrective actions. Additionally, requiring our staff to start complex and delicate changes to production systems at 2am is both a high-risk activity, but also one that does not allow for the totality of technical staff to approach problems when they will arise. We request a more reasonable start time when the probability of additional technical staff, vendor support, and supplemental resources are available (closer to the start of business, on a business day).

The expected impact during the downtime are any service affecting District-wide supported systems, which could be unavailable. These information systems include Banner, myGateway, single sign-on (connection to Canvas, Student Email, CCCApply Administration), OnBase, Clockwork, Argos, DegreeWorks, network services (wired, wireless, voice), WebStar, Tableau, and any other supplemental systems that are brought on in the future, or are not directly called out within this list but supported through the District Information Services office.

To give clarification, the updates and upgrades performed during the downtimes support the security, functionality, and usability for all information systems managed through District Information Services, in use by students, staff, faculty, and management. This proposal is only requesting changes to when the downtime occurs; it does not change the required job function of updating, upgrading, and patching appropriate District-wide information systems.

II. EXISTING SCHEDULE

Year-round Maintenance Schedule

- Every Friday from 2am-7am
- Emergency window is Sunday 4am-9am

III. PROPOSAL FOR CHANGE

Year-round Maintenance Schedule

- Every Friday from 5am-12pm
- Quarterly 48 hour downtime
 - o 2nd weekend in January; 2nd weekend in April; 2nd weekend in July; 2nd weekend in October
- December Holiday

District Information Services will provide timely communication of expected downtimes and impact for all upcoming maintenance windows.

Moratorium Exemptions – These windows are the required moratoriums for no changes to any systems. The only exception to the moratorium are Vice Chancellor of Educational Services and Technology approved emergency break/fixes.

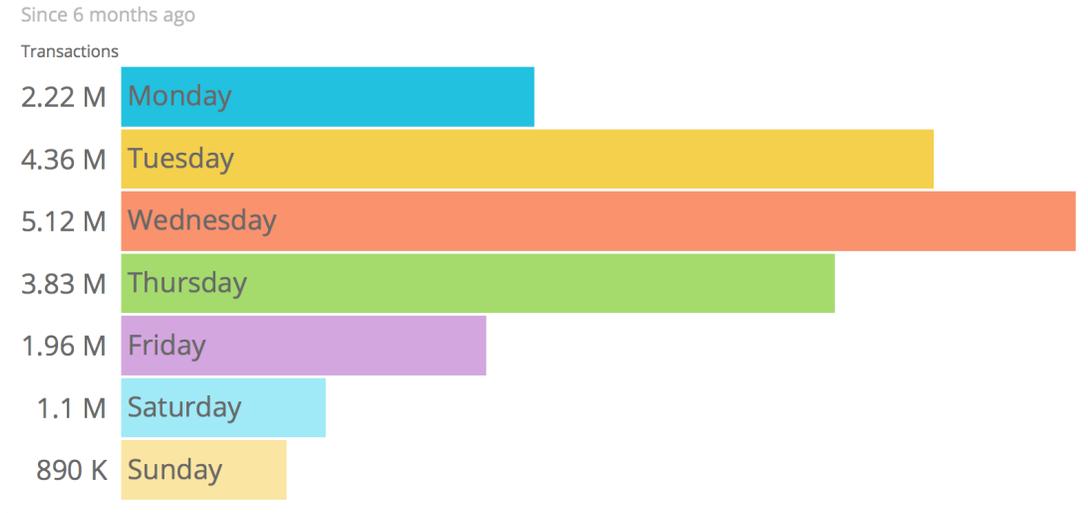
- First and second (class beginning)/last two weeks of class (finals and grades due) for both credit and noncredit campuses
- Withdraw deadlines

Example List of Specific Tasks Performed

This is a high level overview list of the actions performed during a maintenance period. Certain action may seem basic; however, given our complex environment and systems interconnectedness, coordination and downtime of the services are a much more orchestrated operation.

- Server Maintenance
 - o General software patching of servers & network equipment
 - o Tuning and optimization of hardware and software
 - o Restarting of services and servers to introduce new functionality
- Security Operations
 - o Patching existing infrastructure to address critical exploits (example - Heartbleed, Spectre, Meltdown, etc.) that are identified
 - o Remediating malware exploits and propagation
- Infrastructure Upgrades
 - o New servers, networking appliances, and other equipment in the support of everyday information technology
 - o Installation and tuning of new software packages to provide functionality
- Testing
 - o Sufficient testing of the network post installation or maintenance to ensure functionality is restored

This infographic highlights the busiest days of the week with sessions tied to myGateway. Friday highlights the lowest point during the business week of impact to the website.



IV. CONCLUSION

The importance of reviewing the regularly scheduled maintenance has become a necessity in the environment we operate in today. The acquisition of numerous systems over the past three years, the continually increasing workload for District Information Services staff and the paradigm shift of high expectations with IT projects in 2019 and beyond, have prompted us to review our regularly scheduled patching and systems upkeep. If we want better experiences for students, we as a collective need to allow our technical staff the ability to focus their energies to providing the absolute best work they can do. We recommend that Chancellor’s Staff assess the viability of the change to a more regularly scheduled downtime to ensure stability and security for all students and staff and adopt the staff’s recommendation for a longer downtime during some business hours for the maintenance window.

RESOLUTION
of the
FULLERTON COLLEGE COUNSELING FACULTY

WHEREAS, the best way to serve students is to work closely together, under the Dean of the Counseling Division, as one united counseling faculty...

THEREFORE, IT IS RESOLVED, FULLERTON COLLEGE COUNSELING FACULTY, are vehemently opposed to hiring counselors who would report to any other dean.

Supported by the Counseling Faculty, in representation; Counseling Department, Extended Opportunity Program & Services/CARE/FYSI, and Disability Support Services.

Voted on October 24, 2018 at the Counselor Department Meeting

Approved by Counseling Faculty -10/24/18



Fullerton College

President's List: Full-Time Faculty Position Requests as of October 2018

1	NATURAL SCIENCE	HORT	Horticulture
2	COUNSELING*	COUN*	EOPS Counselor*
3	FINE ARTS	DART	Digital Arts/Animation and Motion Graphics
4	PHYSICAL EDUCATION	PE	PE Instructor/Head Baseball Coach
5	TECH & ENG	ARCH	Architecture/Construction
6	BUS & CIS	CIS	Computer Information Systems
7	NATURAL SCIENCE	PHYS	Physics/Astronomy 1
8	COUNSELING	COUN	Counselor 1
9	MATH & CSCI	MATH	Mathematics 1
10	SOCIAL SCIENCE	POSC	Political Science 1
11	SOCIAL SCIENCE	ETHS	Ethnic Studies
12	LLRISPS	LIB	Librarian - Assessment
13	NATURAL SCIENCE	ANAT	Biological Science/Anatomy & Physiology
14	HUMANITIES	COMM	Communication Studies 1
15	COUNSELING	COUN	Counselor 2
16	FINE ARTS	MUS	Music Theory and Composition
17	BUS & CIS	ACCT	Accounting 1
18	TECH & ENG	JOUR	Journalism
19	MATH & CSCI	CSCI	Computer Science
20	HUMANITIES	ENGL	English 1
21	NATURAL SCIENCE	CHEM	Chemistry 1
22	NATURAL SCIENCE	BIOL	Biology 1
23	BUS & CIS	BUS	Business Management 1
24	TECH & ENG	FASH	Fashion 1
25	COUNSELING	COUN	Counselor 3
26	ENR SERVICES	COUN	Financial Aid - Counselor
27	FINE ARTS	THEA	Production and Design/Costuming and Make-up
28	ENR SERVICES**	COUN**	International Student Center - Counselor**
29	COUNSELING	COUN	Counselor 4
30	COUNSELING	COUN	Counselor 5
31	FINE ARTS	THEA	Production and Design/Lighting and Stage Mgmt
32	TECH & ENG	CRTV	Television/Film
33	HUMANITIES	ENGL	English 2
34	COUNSELING	COUN	Counselor 6
35	FINE ARTS	MUS	Strings/Conductor
36	MATH & CSCI	MATH	Mathematics 2
37	HUMANITIES	COMM	Communication Studies 2
38	NATURAL SCIENCE	PHYS	Physics/Astronomy 2
39	SOCIAL SCIENCE	PHIL	Philosophy/Religious Studies
40	NATURAL SCIENCE	CHEM	Chemistry 2
41	SOCIAL SCIENCE	POSC	Political Science 2
42	BUS & CIS	ACCT	Accounting 2
43	BUS & CIS	RE	Real Estate/Finance
44	NATURAL SCIENCE	BIOL	Biology 2
45	COUNSELING	COUN	Counselor 7
46	TECH & ENG	CRTV	Radio/TV
47	BUS & CIS	BUS	Business Management 2
48	HUMANITIES	ENGL	English 3
49	TECH & ENG	FASH	Fashion 2
50	FINE ARTS	MUS	Percussion/Drumset
51	COUNSELING	COUN	Counselor 8

* COUNSELING/COUN/EOPS Counselor Funding Source: 50% Categorical, 50% District General Fund Match

** ENR SERVICES/COUN/International Student Center - Counselor Funding Source: 100% Carryover from Non-resident Tuition Fees