

**Fullerton College Faculty Senate  
approved minutes  
29-Nov 2018**

**present, according to sign-in sheet**

At-large Bill Cowieson, Julie Felender, Flor Huerta, Bryan Ouchi, Marcus Wilson

Business/CIS Kathy Standen

Counseling Juan Pablo Gonzalez, Lorena Marquez, Ruth Sipple

Fine Arts Zachary Harless, Michael Mueller

Humanities Elizabeth Gaitatjis, Amy Garcia, Bridget Kominek, Annie Liu

Library Val Macias

Math/Comp. Sci. Nick Huerta, Nicole Rossi

Natural Sci. Mike Baker, Colleen Kvaska, Gretchen Stanton

Part-time Michelle Gomez-Velazquez, Michelle Don Vito

Physical Ed. Lisa Bassi

Social Sci. Moe Abdel Haq, James Crippen

Tech./Engineering Benjamin Cuatt

**Associated Students**

President Josh Ashenmiller

President-elect Kim Orlijan

Secretary Heather Halverson

Guests Carlos Ayon, Director of Institutional Research and Planning  
Doug Benoit, Dean of Business, Computer Information Systems,  
and Economic Workforce Development  
Dr. Gil Contreras, Vice President of Student Services  
Danielle Fouquette, English faculty  
Rodrigo Garcia, Vice President of Administrative Services  
Stewart Kimura, Counseling faculty

Cherry Li-Bugg, Vice Chancellor, Educational Services &  
Technology

Dr. Elaine Lipiz Gonzalez, Dean of Student Support Services

Lisa McPheron, Director of Campus Communications

Gregory Menchaca, Testing & Assessment Specialist

Tommy Reyes, Architecture faculty

Dr. José Ramón Núñez, Vice President of Instruction

Roger Perez, English faculty

Dr. Greg Schulz, FC President

I CALL TO ORDER

The meeting was called to order at 3:02P by Josh Ashenmiller.

II APPROVAL OF THE MINUTES OF THE PREVIOUS MEETING

**M/S/U (Harless/Orlijan) to approve the 15-Nov 18 minutes.**

III APPROVAL OF THE AGENDA

**M/S/U (Gonzalez/Standen) to approve the agenda for this meeting.**

IV PUBLIC COMMENTS

Marcus Wilson reminded senators that his annual holiday party will be 20-Dec.

Flor Huerta informed the Senate that Major Declaration Day will take place 27-

Mar.

V REPORT FROM FC PRESIDENT GREG SCHULZ: SENATE APPROVAL SOUGHT FOR VP OVERSIGHT AND SUPPORT OF ACADEMIC COMPUTING TECHNOLOGY AND CAMPUS SAFETY

Earlier this fall, President Schulz shared recommendations related to six areas of our organizational structure, following the district wide 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](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 the Faculty Senate meeting on 6-Sept, the President's Advisory Council (PAC) meeting on 12-Sept and at the 17-Sept President's Open Forum.

Dr. Schulz stated that he is bringing to the Senate for discussion today recommendations #3 and #4.

He also shared the following 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, the 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 Behavioral Intervention Team (BIT) 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.

**M/S/U (Wilson/Sipple) that the Faculty Senate support the recommendation to have Campus Safety report to the Vice President of Student Services and the recommendation to have Academic Computing Technology (ACT) report to the Vice President of Administrative Services.**

Dr. Schulz shared that the Pathways Steering Committee had its first meeting and have scheduled their next five meetings. Dani Wilson and Matt Taylor are serving as co-chairs.

Members of this committee, as well as others from the campus community, attended a Guided Pathways conference on 27-Nov. While at that conference they created the following short-term goals:

1. Program mapping and the use of "Interest Areas"

2. Increasing data accessibility and possibly using data coaching
3. Intentional student involvement and input from all campus constituency groups during the design phase of Guided Pathways
4. Looking at how Guided Pathways connects to the existing shared governance structure

He also shared that the next Strategic Conversation will be 9-Apr 2019 and will focus on student basic needs.

Dr. Schulz informed senators that the first draft of the accreditation follow-up report is available. He thanked Danielle Fouquette for her hard work.

## VI EXECUTIVE COMMITTEE REPORTS

### **President's Report, Josh Ashenmiller**

#### **Two new District Director Positions**

Josh stated that Chancellor Marshall is asking for feedback regarding two new District Director positions. It was a "Sense of the Senate" to reaffirm our earlier resolution against the hiring of new District managers until all proposals are discussed through all shared governance committees and the collective bargaining process for all employee groups has been successfully completed.

#### **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. Once again, 13 is only a maximum. The final number could be smaller.

#### **Guided Pathways Steering Committee**

This committee met for the first time this past Monday and set a schedule for upcoming meetings and discussions of "meta-majors," for lack of a better term.

#### **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/>

#### **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](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\\_r18demWYTQm1G5-rwrimnA](https://cccconfer.zoom.us/webinar/register/WN_r18demWYTQm1G5-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](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>

### **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>

### **Building Diversity Summit**

8-Feb to 9-Feb 2019, near LAX

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

### **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](mailto: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 of the positions, please email [info@asccc.org](mailto: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)

<[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

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

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

#### **FC Fall Sports congratulations!**

FC Men'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.

#### **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.

#### **Curriculum Chair Report**

No report.

#### **Treasurer's Report**

On behalf of Loretta Calvert, Heather Halverson thanked Mike Baker, Amy Garcia and Gretchen Stanton for providing snacks for this meeting.

#### **VII ASSOCIATED STUDENTS REPORT**

No report.

#### **VIII ELECTIONS, Kim Orlijan**

Institutional Research and Effectiveness Committee, 2018-20 **Andrew Bridges (Soc Sci) and Donna Sayed (Bus/CIS)**

Institutional Integrity Committee, Spring semester only **Jessica Garcia (Couns) and Beatriz Villa (Hum)**

## IX OLD BUSINESS

### **Distance education self-assessment plan**

Senators reviewed and discussed the following:

#### **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.

**M/S/P (Wilson/Orlijan) that Faculty Senate adopt the Distance Education Compliance Workgroup Certification Proposal (with minor edits and corrections) including feedback from the Distance Education Advisory Committee (DEAC) on the four areas of the Distance Education Compliance Workgroup and the Distance Education Certification Guiding Principles approved by DEAC and support the DEAC and Senate Executive to work with the President's Staff to implement them and to periodically report to the Senate on the processes and procedures that are developed.**

Nays: Kvaska

Colleen Kvaska shared that some faculty in the Natural Sciences Division had concerns about the proposal being vague, that standards being applied to faculty teaching Distance Education should be applied to faculty teaching all courses and suggested looking at models at other colleges. Danielle Fouquette shared that the Distance Education Compliance Workgroup had reviewed the models at other colleges and reminded the Senate that the recommendation from the ACCJC was specifically

about Distance Education. The proposal that was shared had some minor edits and corrections that needed to be made and it was clarified that the recertification period/cycle should be every three years. It was also clarified that the DEAC's standards would be the minimum and that individual departments could add additional standards. Danielle Fouquette shared concern regarding an "ad hoc" committee and it was agreed that the word "ad hoc" would be stricken.

**Because of new State funding models, should the Senate restructure its committees? (Student Equity, Student Success and Support Program, Basic Skills)**

**M/S/U (Wilson/Stanton) that Senate Executive ask the members of the Student Equity Committee if they want to go back to the Committee's original purpose and mission.**

**M/S/U (Wilson/Ouchi) to replace Student Equity, Student Success and Support Program, Basic Skills, and Student Success Committees with the Student Equity and Achievement Committee (SEAC), formerly the Student Success Committee.**

On behalf of Cristina Arellano-Dueñas, Heather Halverson shared that the Student Equity Committee is concerned that Equity will be watered down with the consolidation of the three committees and would like to recommend that Equity be at the forefront of the next program plan.

X NEW BUSINESS

**Vice Chancellor of Educational Services and Technology, Cherry Li-Bugg: proposed changes to the IT maintenance schedule**

Cherry Li-Bugg presented challenges to the current IT maintenance schedule and proposed changes. The three major challenges are: 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 the impact to Information Services' staff.

The existing schedule is a year-round maintenance schedule every Friday from 2-7A and an emergency window on Sunday from 4-9A. The proposed schedule would be a year-round maintenance schedule every Friday 5A-12P with quarterly 48-hour downtimes on the 2<sup>nd</sup> weekends in January, April, July and October as well as over the December holiday. Dr. Li-Bugg clarified that not every system would be down on every Friday and District Information Services will provide timely communication of expected downtimes and impact for all upcoming maintenance windows.

**M/S/P (Abdel Haq/Felender) to reject the proposed changes to the IT maintenance schedule because of the adverse effect on instruction and student services.**

Abstention: Kominek

**Counseling Division faculty and the possible reorganization of Student Services M/S/U (Huerta/Wilson) to table this item to a future meeting.**

**AB 705 – Counseling and assessment, presentation by Flor Huerta and Stewart Kimura**

Stewart Kimura informed the Senate that Accuplacer was no longer being used for English, math and reading. Students can still take an assessment test for English as a Second Language and Chemistry. Stewart provided updates on the restructuring of the Assessment Center’s website and demonstrated the online Student Success Checklist. He informed the Senate that the Assessment Center is being redesigned so the Counseling Department can use the facility to offer Group Advising sessions for new students.

**Student access to printers: should computer labs open a 6:00A?**

It was a “Sense of the Senate” that Josh Ashenmiller discuss this with Associated Students.

XII LIAISON REPORTS

**Adjunct Faculty United**

No report.

**United Faculty**

Marcus Wilson shared that UF is investigating alternatives to CalPERS, but no decisions have been made.

The meeting adjourned at 4:46P.

Respectfully submitted,

Heather Halverson, secretary