

# SenateRostrum



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# Diversifying Leadership in the Faculty Ranks

by **John Stankas**, ASCCC President  
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**C**alifornia community colleges comprise the largest system of higher education in the United States, educating approximately 2.4 million students.<sup>1</sup> As the largest system of higher education teaching one of the most diverse groups of students, the California Community Colleges must ensure that the student population sees itself represented by the community college faculty. By and large, the current faculty population does not adequately represent the students in terms of race and ethnicity; thus, the Academic Senate for California Community Colleges (ASCCC) made a focus on faculty diversification, particularly the racial and ethnic composition of the faculty ranks, one of our primary priorities for 2018-19. Faculty diversification is an ongoing topic that must be prioritized for at least the next five years in order to affect change in a way that is more visible and representative of the system's student demographics.

Our colleges can do better to reflect the diversity of the community served by the faculty ranks. The work of the ASCCC Executive Committee this year, alongside our system partners, has been to re-evaluate EEO requirements, engage faculty in professional development regarding implicit bias, evaluate the systemic biases inherent in the bureaucracy at the state and local levels, and evaluate hiring processes. Historically, colleges in the CCC system have spent

the most time discussing and refining the first faculty minimum qualification involving degrees and industry experience. The challenge that the system must take now and into the future is to systemically pay attention to the second minimum qualification for all faculty:

*Must have sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.*

With that qualification in mind, academic senates now have the opportunity to re-examine faculty hiring policies and procedures, including reconsidering hiring committee appointment processes, modeling job announcements that have a lens for diversity and inclusion, and re-evaluating the way in which questions for interviews are written. For example, colleges may ask whether the faculty appointed to a hiring committee are from diverse backgrounds, representing the college community, or are simply the remaining faculty

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<sup>1</sup> <http://californiacommunitycolleges.cccco.edu/PolicyInAction/KeyFacts.aspx>

in a discipline. A focus on only the former does not balance the two co-equal minimum requirements. We do not mean to suggest that colleges should diminish the discipline expertise on committees, but rather that they might seek ways to add diversity as needed by supplementing the membership or through other methods. Hiring committees can also consider whether it's really necessary to demand three years of California community college teaching experience in order for a candidate to be selected for a first level interview. The adjunct pool in the community colleges is even less diverse than the full-time faculty, so colleges may ask whether they should continue to insist upon making their main selections for interviews from that pool of candidates.

A focus on increasing the diversity among all faculty also serves the purpose of increasing the diversity of faculty leadership locally and, ultimately, at the state level. This goal drives much of the ASCCC's advocacy for more full-time faculty and programs such as the "grow our own" program in the Board of Governors' budget request. However, we can do more beyond advocating for improved diversity in the ranks of faculty leadership. While many problems were present with the methodology of the Campaign for College Opportunity's report *Left Out*,<sup>2</sup> the narrative it provides is that community college faculty are much less diverse than their students, with faculty leadership even less so, and this notion is widely accepted in the political arena. This seems most urgent when examining LatinX representation.

We cannot point to the system without looking at our own internal processes and identifying where we also fall short in these efforts. The ASCCC Executive Committee remains purposefully engaged in conversation around ways in which we can improve our appointment process so that it leads to more leadership opportunities for faculty. In spring 2018, the ASCCC reached out to our caucuses and to other organizations and groups that include diverse faculty in the system such as the Puente and Umoja communities and tailored our messages to each to encourage faculty to submit applications for statewide service.<sup>3</sup> In addition, in June 2018 we engaged

in training for the Executive Committee to improve the committee selection recommendations with equity and broad inclusion in mind. As a check, at the August Executive Committee meeting at which appointments to standing committees are approved as an action item, we compiled a list of the diversity of the applicant pool and the diversity of those appointed to committees. Those results are summarized in the table below and appear to show that our efforts, while not perfect, do at least reflect the diversity of our pool and are much better than those cited by the Campaign for College Opportunity.

Self-Identification	Applicant Pool %	Appointment %
African American	7%	10%
Asian/Pacific Islander	9%	12%
LatinX	10%	21%
Caucasian	45%	55%
Not Stated/Other	22%	3%
Multiracial	8%	

For all other committee appointments, the president and executive director are responsible for ensuring appropriate faculty representation. We continue to seek out diverse faculty for our pool and consider the breadth of views, backgrounds, and lived experiences in our selections. We have dedicated resources to improve our outreach to groups that have diverse faculty in an effort to build relationships and inspire more faculty to serve in leadership and governance both locally and at the system level.

These steps may seem small, but, as local senates consider the biases, culture, and climate of colleges for faculty of color, we as the ASCCC are also engaging in those considerations. We encourage all senates to prioritize this work for the 2019-2020 academic year and to start planning now to create a safe space to engage in this dialog with other stakeholders at the college.

*If your college would like to request a local senate visit, go to [asccc.org](http://asccc.org) and select Services.*

<sup>2</sup> <https://collegecampaign.org/wp-content/uploads/2018/03/2018-Left-Out-Executive-Summary-Final.pdf>

<sup>3</sup> <https://asccc.org/content/faculty-application-statewide-service>

# Serving Faculty, Students, and the System: Participating and Learning with the ASCCC

by Cheryl Aschenbach, ASCCC North Representative

Ginni May, ASCCC Treasurer

John Stanskas, ASCCC President

**A**cademic Senate for California Community Colleges (ASCCC) is now 50 years old— younger than some but older than many faculty that are currently involved with the organization. The success that the Academic Senate has had as a resource for faculty and as a state-level voice on academic and professional matters during its first fifty years is solely due to the contributions of faculty throughout the state. When individuals consider service with the ASCCC, many questions, as well as hypotheses, arise regarding how one becomes involved. Whether one desires to attend an event, serve on a committee, present at an institute or plenary session, or be elected to serve on the Executive Committee, the definitive answer as to how to do so is sometimes rather elusive.

Serving as a representative of the ASCCC at the state level can fulfill local professional development requirements and is an opportunity to be a voice for the 60,000 faculty in the California Community College system. By submitting an application for statewide service, faculty can volunteer to be considered for ASCCC standing committees and taskforces, Chancellor's Office committees and taskforces, and service on other initiatives as they arise throughout the CCC system. In 2017-2018, the ASCCC made a total of 219 appointments; in 2018-2019, the number of faculty appointed increased to 264. In addition, more than 930 faculty members are currently active participants in the Course Identification Numbering System (C-ID) as either course reviewers or faculty discipline review group members. Local senates were contacted by the ASCCC to determine their eligibility of service and the faculty were subsequently confirmed for statewide service.

Recently some discussion has taken place regarding the rules for Executive Committee elections. Questions have been raised about whether current election rules and processes keep certain groups of people off of the Executive Committee. The answers to such questions are difficult to determine with certainty, but, as discussion continued, the question became whether the concerns are really about the election process or about how to get involved with the ASCCC. Volunteering for service sounds easy on the surface: submit an annual statewide application to serve on a committee or run for the Executive Committee. However, sometimes the real issue is whether one is in the right place at the right time. The applicant must be available when called and must have the time available to meet the needs of the opportunity. The ASCCC must also have a role that is a match for the applicant's stated interests or expertise. The ASCCC leadership works hard to examine and consider all of the annual applications for statewide service, comparing the positions that need to be filled with the areas of interest and expertise stated by applicants. Of course, the organization is always interested in finding ways to improve this process.

Appointment to a committee, task force, or other effort needing faculty input is a terrific place to begin service with ASCCC. Some requests for faculty appointments are very specific, such as a need for representatives from certain disciplines or for faculty from a certain college demographic like rural, urban, north, or south. Other requests are more general, such as simply that three faculty are needed. With every committee or task force needing appointments, the ASCCC attempts to provide a diverse sampling of representative faculty, taking into consideration elements such as gender, ethnicity, culture, location in the state, size of college, discipline

expertise, and degree of previous experience with academic and professional matters locally and statewide. Appointments are made using the information provided in the application for statewide service. An applicant should make certain to provide enough information, especially with the open-ended fields: Local Senate Experience, Areas of Concern/Interest/Expertise, and Qualifications. As applicants consider potential areas of service, they should remember that most ASCCC committees have a maximum of 6-8 members, while many Chancellor's Office groups only have 1-3 faculty members, and some committees are in high demand, such as Curriculum. To first get involved in state service, interested faculty may wish to consider some of the less time-consuming committees as a potential starting point if they align with the faculty members' qualifications and interests.

Another important element of the application and appointment process is that all appointments are vetted with local senate presidents, who occasionally are caught off guard and may not feel that they know a faculty member well enough to recommend him or her for statewide service. If a faculty member is submitting an application to serve, he or she may do well to connect and communicate with his or her local senate president, especially if the president may not already know the applicant well, and let the president know of the individual's interest in serving with ASCCC.

In addition to standing committee, task force, and initiative work, other opportunities also arise at various times. For example, the ASCCC needs faculty to serve on C-ID Faculty Discipline Review Groups (FDRG), and to serve as liaisons between their colleges and the ASCCC on topics such as guided pathways, career and technical education, legislation, noncredit, and open educational resources.

For those who wish to become more deeply involved and committed, another service opportunity to consider is as an elected representative, a member of the ASCCC Executive Committee. Many, but not all, Executive Committee members first connected with the ASCCC by attending an ASCCC event as a local faculty member, including as aspiring leaders, curriculum chairs, senators, or senate presidents. After attending ASCCC events, they submitted an application for statewide service and, over a period of years, may have served on

one or more ASCCC or Chancellor's Office committees and task forces in addition to local leadership positions. An interest in doing more to serve and engage in a statewide position led them to an interest in serving on the ASCCC Executive Committee.

Members of the ASCCC Executive Committee are elected by delegates at the spring plenary session each year. In order to be elected, one must run for a position. The Executive Committee is composed of fourteen elected representatives and the executive director. Four of the elected representatives are officers: president, vice-president, secretary, and treasurer. These positions are elected annually, and only the president position has a term limit: two years. As with a local senate, officer positions have slightly different specific responsibilities, but all Executive Committee members share efforts to more generally communicate with, promote, and support faculty.

The ten non-officer positions are broken down into area representatives (from areas A, B, C, and D), north (A and B) and south (C and D) representatives, and at-large representatives. The primary difference between the types of representative positions is who elects the position: delegates from a specific area, north only, south only, or all delegates. This guarantees at least some representation from across the state. Otherwise, each of these positions functions in similar ways in doing the work of the Executive Committee. The only positions that have specific responsibilities tied to them are area representatives, whose additional responsibilities are related to coordinating and facilitating area meetings and area-specific communications. Other than this exception for area representatives, the assignments for Executive Committee members are based on each member's available time, areas of strength, and areas for growth, not on the specific position held.

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Representative terms are two years, with no term limits, and with half of the positions being elected each year to stagger terms.

Running for an Executive Committee position involves filing paperwork, attending an information session at the spring plenary session, and delivering a candidate speech. This process can be incredibly daunting for many, especially the speech, and the ASCCC appreciates all who have volunteered in this capacity. Candidates must then wait through the election announcements during the resolution voting session on the Saturday of the plenary session, which can also be a stressful experience. ASCCC elections also include a process known as “trickling”: elections are held in succession so that a candidate who is unsuccessful in running for one position may then, if he or she is eligible, place his or her name on the ballot for the next or for a later position. Some candidates, including some who would in later years become ASCCC presidents, have run unsuccessfully for as many as four or five positions on the same day before being elected. Proponents of the trickling process argue that it creates a perception of a better chance of being elected given that one is not limited to a single election if one is not successful at first. Opponents say the trickle creates a disincentive to run once potential candidates realize that those unsuccessful for the early positions may opt to trickle and compete for positions elected later in the day. Proponents suggest the trickle allows delegates to consider election of the best combination of candidates to comprise the Executive Committee and how they will work collectively to perform the work of the body; opponents argue it would result in a stronger slate of elected members to have candidates run for one position only. No matter what one believes about the trickling process, it has been a part of ASCCC elections since the 1980s and makes ASCCC elections unique.

Successful candidates may be elected for a variety of reasons. Some succeed based on their reputation with local or area colleagues, some due to their work on ASCCC committees, and others based on relationships they have nurtured over multiple ASCCC events. The delegates of the plenary session make the final determination. The following points offer some good advice for faculty who wish to run for a position on the Executive Committee:

1. Examine what drives you to volunteer in this way. Be sure it is a commitment to service and professional development of both yourself and your colleagues.
2. Step out of your comfort zone. Challenge yourself to grow.
3. Make yourself accessible to others. Meet people.
4. Find your inner gregarious self. Network at ASCCC events.
5. Capitalize on your strengths and understand your areas of growth.
6. Be prepared to lose, at least at first.
7. Be prepared to work hard if you win.

The Executive Committee is a working, volunteer board that requires travel along with the sacrifice of both personal time and the predictable, set schedule of a faculty member who teaches full-time. Minimum requirements for being an Executive Committee member include attending all Executive Committee Meetings—monthly two-day meetings held on Fridays and Saturdays—as well as Spring and Fall plenary sessions and the Faculty Leadership Institute in June. At the front of the ASCCC Executive Committee agenda, Item I.E. is the calendar of events for the year. In addition, each Executive Committee member is responsible for submitting *Rostrum* articles four times per year, planning and presenting at breakout sessions during the plenary sessions and the Faculty Leadership Institute, submitting, reading, and providing feedback on agenda items, and chairing or serving on one or more ASCCC committees or taskforces. Depending on the Executive Committee member’s local responsibilities and other obligations, additional responsibilities may be assigned. These responsibilities may include serving on or co-chairing CCCC committees or taskforces, serving as a liaison with other system partners, and serving as a representative to other educational systems or other groups as needs may arise. Responsibilities of ASCCC committee chairs may also include working with their committees to respond to past resolutions or preparing an institute or regional meetings, which means deciding on and coordinating the format, breakouts, and presenters.

The ASCCC is a 501(c)6 nonprofit professional organization, not a college or district. The board, or Executive Committee, is a volunteer board under the provisions of this classification. Those who serve are

volunteers that participate in professional activities on behalf of all faculty. While Executive Committee members have no guarantee of compensation or release from their contractual obligations to their college district, some reassigned time is generally provided based on the member's assignment and the current financial situation of the organization. Executive Committee member duties may take place when their colleges are not in session; such service is necessary, as the work of ASCCC continues throughout the year, and is important in order to accomplish the purposes and goals of the organization.

The ASCCC has worked hard to be in a financial position that recognizes that the quantity of its work cannot be completed only on a volunteer basis, particularly given that every faculty member has contractual obligations to fulfill to his or her district. Executive Committee members receive reassigned time based on the type of assignment and availability of funds to backfill part of their contractual obligations during their contract year, though this amount varies widely based on the economic position of state funding and grant opportunities. Most members are still responsible for some duties to their district.

Serving as an ASCCC volunteer or Executive Committee member can be very rewarding and an excellent professional development opportunity for interested faculty. A great deal of satisfaction comes with learning more about issues affecting colleges, faculty, and students statewide, learning about statewide issues or regulation changes and how they apply to one's local college, working with colleagues across the state on committees and through ASCCC events, interacting with Chancellor's Office staff, preparing for and presenting at ASCCC events, and making a difference to other faculty, to the system, and ultimately, to students. Faculty who serve with the ASCCC can benefit both personally and professionally.

Faculty who have not participated as an ASCCC volunteer yet and are interested should complete the Application for Statewide Service. Applicants should remember to thoroughly describe interests and talents. If an applicant is not selected the first year, he or she should fill out the application again; different needs and opportunities arise each year. The peak period for applications is in May and June before appointments begin to be made

in July. Interested faculty should engage in breakout sessions at ASCCC events and introduce themselves to Executive Committee members.

Those who have participated as an ASCCC volunteer in various ways, aspire to serve on the Executive Committee, and can commit to the time obligations should consider running for a position. Potential candidates should let people know they are interested in serving. One should not fear losing; just running can actually be a great first step to inform delegates that one is interested in serving, and they will notice candidates more in breakouts, at meals, and at events and may well remember them in the future. Interested parties should feel encouraged to talk with a sitting or past Executive Committee member for information and advice. Above all, potential candidates are encouraged to engage with other attendees at ASCCC events and by other means; delegates are more likely to vote for people they know.

The Academic Senate for California Community Colleges has had tremendous impact over its first 50 years because of the efforts of faculty from all around the state. Faculty members who want to learn more about academic and professional matters, want to get further involved beyond their local campuses, and want to work hard and make a difference as part of ASCCC's next fifty years should consider being ASCCC volunteers. Service with the ASCCC is one of the greatest opportunities one can have to learn, to grow, and to serve other faculty, students, and the community college system as a whole.

Resources:

*Faculty Application for Statewide Service can be found at <https://asccc.org> under Resources: <https://asccc.org/content/faculty-application-statewide-service>*

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**Serving as an ASCCC  
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# Faculty Involvement in Financial Recovery Plans

Relations with Local Senates Committee

**N**ewly elected academic senate presidents often have important documents handed to them at the last minute before they are due or are not appropriately included in approving the documents at all. This situation occurred not long ago at one of the colleges in a multi-college community college district. At the time, this particular college had been operating at a financial deficit for at least three consecutive years. According to the district's board-approved "District Financial Accountability Measures," "if a college has experienced three consecutive years of deficits, the college shall be required to submit a detailed recovery plan for achieving fiscal stability." The problem with this policy is that the directive to create a financial recovery plan makes no mention of working through shared governance and collegial consultation processes.

The District Financial Accountability Measures did not specifically direct the college president and the vice-president of administrative services to present the new plan to the local academic senate for recommendations. Rather, the college president, under a short deadline, was assured that the plan did not need to go through a shared governance process. This sort of situation can insert huge loopholes into shared governance and collegial consultation processes as related to professional and academic matters.

One of the last academic senate meetings of 2016-17 at the college in question featured an extremely heated discussion regarding the fact that the financial recovery

plan was written by the administration and submitted to the district. The district gave the college president an unrealistic timeline of two weeks to write and submit the plan. The college administration's idea of shared governance was to present the plan to the college's Budget Committee meeting, which did include faculty representation. However, although those representative did see the report, the academic senate was not given sufficient time to vet it and make any recommendations through the collegial consultation process.

Because of attendance at the 2017 ASCCC Faculty Leadership Institute, before officially taking office on July 1, the newly elected academic senate president at the college was able to utilize the institute as a vehicle to shop this local situation around to other faculty from across the system and take action at the institute's mock Plenary through the resolution process. Rather than making up a resolution just for the occasion, the local senate president was able to draft, with the help of others, what ended up becoming one of the adopted resolutions (at the Fall 2017 Plenary).

The faculty at this college were aware that Title 5 §53200 gives academic senates purview regarding "processes for institutional planning and budget development," which is included in the 10+1 areas of academic and professional matters. Therefore, the faculty was interested in knowing if any other academic senate presidents or others at the Faculty Leadership Institute



had experienced being passed over in such an important decision-making event on their campuses. The senate president in question had inherited a big fire that was now widespread and that augmented the distance between the faculty and administration on the campus.

Since that time, the faculty of the college has recommended to the district's Budget Committee that the language of the District Financial Accountability Measures document be amended to direct colleges in the district to create such financial recovery plans through the shared governance process. Such a process should allow faculty to vet the document, provide feedback and recommendations, and consult collegially with the college president if necessary.

ASCCC Resolution 13.03, which was adopted at the Fall 2017 Plenary Session but was first developed at the 2017 Faculty leadership Institute as a response to this situation, reads as follows:

*Whereas, the administration of a college may be mandated to submit a financial recovery plan as a result of functioning under a deficit for a length of time; and*

*Whereas, Title 5 §53200 provides that processes for institutional planning and budget development are academic and professional matters;*

*Resolved, That the Academic Senate for California Community Colleges encourage local senates to assert that establishing a process for creating and submitting a financial recovery plan is a local budget and planning process that falls within academic senate purview as defined by Title 5 §53200; and*

*Resolved, That the Academic Senate for California Community Colleges urge all colleges that develop a financial recovery plan do so through the shared governance process in a transparent and timely fashion.*

To date, the district leadership has not responded to the recommendations of the District Budget Committee regarding this issue. Hopefully, district leaders will be willing to interject clear shared governance requirements into the language of the District Financial Accountability Measures document that will honor the purview that academic senates have regarding academic and professional matters.



## The Academic Senate for California Community Colleges encourage local senates to assert that establishing a process for creating and submitting a financial recovery plan is a local budget and planning process that falls within academic senate purview as defined by Title 5 §53200.

# To Sign or Not to Sign? That is the Question of Every Academic Senate President

by Dolores Davison, ASCCC Vice President  
and Ginni May, ASCCC Treasurer

**F**or seasoned academic senate presidents, chances are that the following scenario is a familiar one: you are approached by a vice president, director, or other administrator, handed a document, and told that it needs to be signed or the college will face sanctions, lose money, or be out of compliance and that the document needs to be signed today, this hour, or this minute. If you have not yet had this experience, the question of whether or not to sign a document as the college or district academic senate president will very probably arise during your tenure as a faculty leader. An important question to consider in these instances is what the signature means. Is it that the senate president approves? Can the senate president approve alone? Does the signature indicate that the senate approves, and if so has the senate agreed to do so? Senate presidents have also been confronted with scenarios in which the signature is required but the senate did not approve and even with cases in which the senate president disagrees with the senate.

Given the plethora of documents coming from the California Community Colleges Chancellor's Office (CCCCO), such questions are not only timely but essential. This year alone, CCCCCO documents requiring a signature from the local senate president include the Initial Guided Pathways Scale of Adoption Self-Assessment, the alignment of the Vision for Success Goals, the Student Equity and Achievement Program plan, the California College Promise Certification, and the Final

Guided Pathways Scale of Adoption Self-Report. Some of the submission deadlines are approaching quickly and will be required before the end of the academic year; others will be due immediately after the fall 2019 term begins or, in some cases, before colleges begin their fall 2019 terms. Due to these timelines, local academic senates must have processes and procedures in place to ensure that the college or district is aware of what the signature means. Local senate presidents will need to plan their meeting agendas carefully to allow time for feedback based their local processes.

In order to be prepared for the influx of documents requiring academic senate sign-off, senates should establish a local understanding of the meaning of the local senate president's signature. The senate president normally has some decision-making authority as the elected representative of the college academic senate. The depth and breadth of this authority is usually spelled out in the senate's constitution or bylaws. If such authority is not defined, then the senate president may have a certain amount of latitude regarding the use of his or her signature but needs to be aware of the ramifications of signing the document. The *ASCCC Local Senates Handbook*<sup>1</sup> provides guidance on the types of documents that require an academic senate president's signature along with the level of review or diligence that might be required in providing that signature.

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<sup>1</sup> Local Senates Handbook, pp 37-40: [https://www.asccc.org/sites/default/files/local\\_senates\\_handbook2015-web.pdf](https://www.asccc.org/sites/default/files/local_senates_handbook2015-web.pdf)

variety of situations can arise in which a senate president may be asked to sign a document, each of which will have different outcomes and implications. In such cases, the senate president should consider the type of documents being signed and whether or not it needs to be fully vetted by the entire senate, and multiple policies may be needed regarding different types of signatures. Some of the most common situations include the following:

1. The Academic Senate President signs, and no report or information is provided to the academic senate. Depending on local processes, this situation might be appropriate for forms verifying senator attendance or travel, senate expenditures, and other such documents that may not require vetting by or approval of the academic senate.
2. The Academic Senate President signs and reports back to the academic senate.
3. The Academic Senate President signs after feedback from the other senate officers and may or may not report back to academic senate.
4. The Academic Senate President signs after feedback from the academic senate and reports back to the senate.
5. Academic Senate President signs after a full review and vote by the academic senate.

These situations may vary from college to college depending on the structure of the academic senate, the frequency of meetings, the use of a consent calendar for routine documents, and local requirements regarding timeliness of signatures. For example, if expense reports need to be submitted within 15 days of travel and this deadline precludes a full senate review of a document due to the schedule of academic senate meetings, the senate may consider empowering the senate president to sign the document on behalf of the senate.

Senate presidents who are pressured by administration for a signature under time constraints are often faced with a dilemma. The document may need to be signed by a certain date, but the local protocol is that it must be reviewed by the entire senate, and such review is not possible given the senate's meeting schedule. Senate presidents should consider a variety of issues prior to signing the document, such as when the document was produced. An accreditation self-study or follow-up report is not the type of report that can be developed

overnight, and the senate should have been involved in its creation, so the absence of time for a complete review may be the fault of the administration's planning or timeliness. In such a case, an academic senate president may be more inclined to withhold the signature because the time pressure could have been avoided. However, the administrator asking for the signature of the senate president may sometimes also be under pressure from higher levels of administration to do so.

Another issue might involve the school calendar. If a college is on a particular calendar—compressed, quarter, intersession—the dates on which materials are due might fall during a time when school is not in session, and therefore the faculty may not be able to meet as the academic senate. Likewise, some documents require a sign-off during the summer. In these cases, having specific language in the senate bylaws or constitution authorizing the senate president to sign during such periods, with an understanding that the senate president will report out at the next regular senate meeting, might be one way to ensure that the senate is informed and updated properly but that the signature is not delayed.

The hardest scenario for a senate president is being pressured to sign a document and being told that failure to do so may result in the college losing money or being penalized in some other manner that may harm students. In such a situation, the senate president must decide whether the document should be signed and what the ramifications are if it is not or if it does not go through the regular processes spelled out by the academic senate. Once again, a clear process outlined in the senate bylaws or constitution for addressing such situations can help the president in making these decisions.

Ultimately, the senate and the administration should follow their local practices in good faith. Having a strong working relationship with the administration, particularly those individuals that work directly with the academic senate and its subcommittees such as curriculum, can help to ameliorate these issues and ensure that local processes are followed in order to ensure that all necessary stakeholders are heard and informed and that the positions and decisions of the senate are not compromised.

# Revising the “Student Centered Funding Formula” to Incentivize Student-Focused Outcomes

Julie Bruno, ASCCC President 2016-2018

David Morse, ASCCC President 2014-2016

Michelle Pilati, ASCCC President 2011-2013

The Academic Senate for California Community Colleges (ASCCC) has a well-established position opposing performance-based funding based on the lack of evidence for its effectiveness, the potential impact on academic rigor, and concerns regarding the incentives it creates.<sup>1</sup> Indeed, the California Community College System as a whole rejected the concept of performance-based funding through the legislatively-established Student Success Task Force in 2011, with a majority of the task force concluding that “the lack of national evidence demonstrating that outcomes-based funding made a positive impact on student success was an important factor in their decision to reject implementing outcome-based funding at this time.”<sup>2</sup> At the present time, when colleges are in the midst of the institutional transformation required by the implementation of guided pathways and reworking the delivery of English and mathematics courses in response to AB 705, the “Student Centered Funding Formula” (SCFF) introduces a new pressure on colleges as they consider how to maximize the appor-

tionment they receive in order to fund the changes already underway.

That said, if the state wishes to continue performance-based funding, the ASCCC has made three requests to improve the formula:

1. Level the point system for associate degree awards so that all educational goals and achievements of comparable unit values are counted equally.
2. Award colleges only once per year per student for the highest award achieved as a means of prioritizing per-student success, as opposed to incentivizing maximizing awards more generally.
3. Keep the performance metric portion of the formula set at 10% of the total allocation to ensure funding stability and to support college exploration of how best to serve students.

Currently the SCFF incentivizes the granting of an associate degree for transfer (ADT) over other associate degrees of a comparable unit value and even degrees of greater unit value—baccalaureate degrees—without consideration of how individual students would benefit from the awards. The official proposal of the ASCCC to the legislature is to equalize the point value of all associate degrees, which is a reasonable first step; however, the most appropriate long-term outcome would be to take the focus on the goals of our students one step further by equalizing the point value for all awards, certificates, and degrees. The focus should be on helping students to achieve their educational and career goals, whatever their objectives may be, not

<sup>1</sup> See, for example, the following ASCCC Resolutions: 6.03 S18 (<https://www.asccc.org/resolutions/support-ab-2767-medina-amended-april-4-2018-california-community-colleges-funding>), 7.01 S18 (<https://www.asccc.org/resolutions/support-equity-minded-funding-relies-locally-identified-goals>), 5.01 S11 (<https://www.asccc.org/resolutions/metrics-and-performance-based-funding>), and 5.05 F98 (<https://www.asccc.org/resolutions/oppose-performance-based-funding>).

<sup>2</sup> Advancing Student Success in California Community Colleges: The Recommendations of the California Community Colleges Student Success Task Force. (2012). Available at [http://www.californiacommunitycolleges.cccco.edu/portals/0/executive/studentssuccesstaskforce/sstf\\_final\\_report\\_1-17-12\\_print.pdf](http://www.californiacommunitycolleges.cccco.edu/portals/0/executive/studentssuccesstaskforce/sstf_final_report_1-17-12_print.pdf)

valuing one award over another. The community college mission of serving 2.1 million students with a multitude of backgrounds and aspirations necessitates a diversity of awards to assist students in achieving their goals, whether transfer-focused or career-oriented. The point system enacted under the current formula prioritizes ADTs over all other awards, effectively creating a value hierarchy. However, what is valuable to one student may not serve another. Not all students who enter the community college system have a goal of transfer, and thus local degrees designed for career-technical fields, local degrees in academic areas, and career-focused certificates are more appropriate and useful for many students. In addition, in some disciplines certain universities may prefer a locally-designed degree over an ADT. Equalizing the points associated with all awards will signal the value of all educational goals, whether it be transfer, a technical certificate, or enhanced job skills, ensuring that the focus remains on supporting every student.

Under the current formula, colleges are effectively encouraged to focus on maximizing the quantity of awards made without due consideration of the success of individual students. This practice places greater value on ensuring the repeated successes of a few students over ensuring that every student's educational goal is prioritized. For example, colleges that increase their "throughput" as a consequence of the implementation of AB 705, yet find that failing students are less likely to return, can correct for the lost student population by ensuring that each student maximizes the awards he or she receives. Colleges that are concerned about having sufficient funds to effectively support students in achieving their goals may view any strategy that

yields more awards to be acceptable, regardless of any evidence of a value or benefit to students. In fact, dedicating resources to the support of students who have a lesser likelihood of success might be seen as a fiscal negative in comparison to focusing on students who are more likely to succeed and thus earn points under the SCFF—a perspective that would not only run counter to the goal of promoting success for all students but that might well disproportionately disadvantage non-native speakers and traditionally underserved students. A concern for both student success and for equity, both in terms of ethnic background and of educational programs and goals, necessitates changes to the current SCFF formula.

The various opportunities for awards offered by colleges may each in themselves be both academically legitimate and valuable to students, and maintaining this diversity of awards is important. However, many, if not most, colleges permit students to earn multiple degrees and do not require that the degrees differ by any minimum component. In other words, the earning of multiple degrees in many cases does not signify differentiated accomplishments. A student at a college with a local degree in a specific social science, an ADT in that specific social science, and a local degree with a social science area of emphasis would likely be able to earn all three degrees within the 60-unit ADT limit. This outcome may well be achieved in addition to a certificate of achievement for completion of a transferable general education pattern, and such opportunities for completion of overlapping awards are present in the curriculum of most colleges. Prior to the institution of the SCFF, this situation was not an issue, as colleges had no reason for encouraging students to pursue multiple similar awards. The current incentive structure, however, gives colleges reason to offer and even to create redundant certificates and degrees. If curriculum is introduced for the sole purpose of issuing an award that impacts the college's income, the state runs the risk of diminishing the integrity of all awards. The problem lies not with the curriculum structure or processes or with the awards themselves, which may indeed each have merit on an individual basis; rather, the difficulty is in the SCFF's practice of rewarding and even encouraging duplication of awards that, while individually legitimate, in combination do not have additional value. A change to the formula that would reward colleges only once per year per student for the

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**If curriculum is introduced for the sole purpose of issuing an award that impacts the college's income, the state runs the risk of diminishing the integrity of all awards.**

highest award achieved would address this issue and protect the integrity of community college awards and curriculum.

The SCFF's emphasis on counting awards of degrees and of certificates of achievement of a minimum of 16 units has already resulted in various predictable proposals or actions at the colleges:

1. Auto-awarding of certificates and degrees, which may in some cases negatively impact students' financial aid or be undesirable to students for other reasons if appropriate precautions are not in place
2. Pressure to increase certificates that are less than 16 units to a minimum of 16 units, which may in some cases encourage students to complete unnecessary coursework.
3. Re-instituting "GE-compilation" degrees that basically award a degree for completing either the local general education pattern or a transferable general education pattern, which are in most cases redundant awards with existing discipline-specific or area of emphasis degrees.

In each of these cases, the specific practice or award may be legitimate and valuable if implemented properly and for curricular or academic reasons. However, the SCFF encourages colleges to make these decisions for economic, not educational, purposes, and in such circumstances the integrity of the awards is placed into question as the goal of serving students' academic needs is pushed to the background. If the intent of the funding formula is to reward colleges for improving the student experience and facilitating students' achievement of their goals, then the funding formula must be modified in order to ensure it is doing that rather than merely rewarding college creativity.

While colleges may appropriately be identifying mechanisms to recognize student achievement of milestones as they move towards their ultimate goals, financially incentivizing the conferring of awards as a means of maximizing funding is not consistent with the ultimate goal of increasing and accurately measuring student success. This potential outcome that is detrimental to students is one of the many reasons that ASCCC continues to stand firmly behind its opposition to any form of performance-based funding.

Finally, holding the performance metrics to 10% of the overall allocation would offer to colleges the stability necessary to implement the myriad initiatives and structural changes requested by the legislature over the last several years. The resources and energy of the colleges have been consumed in recent years and continue to be consumed by legislative and system-wide mandates such as changes to student placement and advancement in English and mathematics under AB 705 (Irwin, 2017), the implementation of a guided pathways framework, the ongoing development of adult education and non-credit programs under AB 86 (2013), and various other initiatives. Add to these demands the various concerns, both economic and curricular, regarding the SCFF, and colleges are in a period of tremendous uncertainty and change. Questions and issues regarding the implementation and the effectiveness of the SCFF need to be explored and addressed before any changes to the proportions of the formula are implemented.

While some modifications have been made to the SCFF to try to mitigate negative budget implications, keeping the performance-based component at 10% would help to minimize concerns and would allow colleges and the system as a whole to develop a thoughtful and effective implementation of the formula. The modifications outlined in this proposal serve to not only increase budget predictability locally, but also centrally; presently, the potential exists for a college to earn more additional funding than the state could provide.

In short, multiple concerns and questions exist regarding the potential negative effects of the SCFF on students and the fact that, as constructed, the formula prioritizes awards over students. A relatively easy fix to these issues would be to equalize the points for all awards, to limit the number of awards counted to the highest award per year per student, and to hold the performance metrics to 10% of the overall allocation. If the Student Centered Funding Formula is truly to benefit all students, then the state must address these issues and make the necessary changes that will allow the California Community College System to implement the formula in ways that place student success, not the multiplication and counting of awards, at the forefront of all decisions.

# Changes Ahead for Noncredit?

by **Craig Rutan**, ASCCC Secretary and Noncredit Committee Chair

In 2009, the Academic Senate adopted the paper *Noncredit Instruction: Opportunity and Challenge*, which described the state of noncredit instruction at that time and provided a set of recommendations for changes that could improve various aspects of noncredit instruction. In the 10 years since that paper was published, many things have changed for noncredit programs, and those changes are reflected in the updated paper *Noncredit Instruction: Opportunity and Challenge*, which will be presented for adoption at the Spring 2019 Plenary Session. The revised paper includes new recommendations for noncredit, and two of those recommendations are currently being examined by the legislature.

Many noncredit courses are offered as open-entry/open-exit, where the student is allowed to enroll in the course throughout the term. Open-entry/open-exit courses can be offered in credit and in noncredit. Colleges are required to track the actual hours of instruction for each student, and the college then submits those hours to the Chancellor's Office for apportionment, an attendance accounting method known as positive attendance. The majority of credit courses are regularly scheduled and meet for the entire semester, and students are required to enroll before the census date. Once the census enrollment is set, colleges collect apportionment based on one of the methods outlined in the *Student Attendance Accounting Manual*. Noncredit also offers regularly scheduled courses, usually referred to as managed enrollment, where students enroll prior to the census date and are expected to attend class each week just like most credit courses; however, unlike credit courses, these noncredit courses are still required to record the instructional hours for each student, and colleges collect apportionment for them using the positive attendance accounting method. For career development and college preparation managed enrolled courses, colleges would receive less apportionment than an equivalent credit course prior to the implementation of the new Student

Centered Funding Formula. Therefore, colleges that created and scheduled mirrored credit and noncredit courses would receive less apportionment for each noncredit student, which could have been an incentive to only offer the credit version of the course.

AB 1727 (Weber, 2019) would allow managed enrollment noncredit courses to use the same attendance accounting methods as regularly scheduled credit courses. If AB 1727 is adopted, it would create parity between the funding methods for credit and noncredit courses where enrollment and scheduling is happening in the same way. This change would provide colleges with the maximum amount of funding possible, currently more than the apportionment for an equivalent credit course, and would eliminate the need to track every hour that the student spends in the classroom. AB 1727 would implement one of the recommendations in the revised noncredit paper, but faculty must continue to advocate for the scheduling of both managed enrollment and open-entry/open-exit courses. The increased funding that would become available for managed enrollment courses could lead colleges to schedule more noncredit courses using that method, but only offering managed enrollment courses would eliminate the flexibility of open-entry/open-exit that is a benefit for many students. The ASCCC Noncredit

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## SB 777 (Rubio) would revise the FON to require districts to develop a five-year plan to reach the goal of having 75% of instruction delivered by full-time faculty.

Committee's goal is to have noncredit and credit courses have access to the same attendance accounting methods, but faculty must advocate to maintain various options when scheduling noncredit courses to ensure the needs of all students are being met.

The other recommendation that the legislature may act on is incorporating full-time noncredit faculty into the Faculty Obligation Number, or FON. Resolutions 7.01 F14 and 7.01 F18 both directed the Academic Senate to work with the Chancellor's Office to incorporate noncredit faculty into the FON. Title 5 §51025 requires colleges to increase the number of full-time credit faculty each year in proportion to their funded growth in credit FTES. Adding noncredit into the regulation might seem a simple matter, but the issue is more complicated than it appears. The FON for credit faculty was initially calculated for each district in 1989 and has been adjusted for each district over time as funded credit FTES have increased. Since noncredit faculty have never been included in the FON, no minimum number of full-time noncredit faculty has been required for each district. To establish the starting noncredit FON, the Chancellor's Office could use the current total of full-time noncredit faculty in each district, use the same percentage of instruction that must be delivered by full-time faculty that is used for their credit programs, or use some other method. The problem with setting the initial FON based on the number of full-time noncredit faculty that a district normally employs is that most districts do not have a significant number of full-time noncredit faculty, and

many districts do not have any. If increases in noncredit FTES required districts to hire additional full-time noncredit faculty, the number of full-time noncredit faculty in the system would go up, but the percentage of noncredit instruction done by full-time faculty would be low. If districts were required to have the same percentage of full-time instruction for both credit or noncredit, many districts would not have the financial or human resources necessary to hire a sufficient number of full-time noncredit faculty to meet their new FON.

SB 777 (Rubio, 2019) would revise the FON to require districts to develop a five-year plan to reach the goal of having 75% of instruction delivered by full-time faculty. While the 75% goal was established for credit instruction by AB 1725 (Vasconcellos) in 1988, the proposed legislation states that "because noncredit instruction has an increasing role in college efforts to address student success needs, the board of governors shall determine how to apply the 75-percent goal to both credit and noncredit faculty in both state-supported and basic-aid districts." If SB 777 is adopted, the Chancellor's Office will be required to incorporate noncredit faculty into the FON. The challenge of establishing a baseline for the FON for noncredit faculty still needs to be addressed, but SB 777 would require that it happen. No guarantee exists that SB 777 will be adopted or that it will not be changed during the legislative process, but the introduction of the bill indicates that the legislature is looking to revisit the goal of 75% full-time instruction and that noncredit faculty are a vital part of community college instruction.

The legislative process has only recently begun, and these two bills may change significantly over the coming months, but the introduction of the bills indicates that the legislature has continued interest in noncredit instruction and its value for students. The Academic Senate will be monitoring both bills and will continue to work with legislative staff to ensure that the staff has all of the information that is necessary. Noncredit instruction has changed significantly over the years, and more changes may well be coming in the near future.



# Libraries and Guided Pathways: Aligning Library Work with a New Framework

by Cynthia Mari Orozco, ASCCC Guided Pathways Task Force

Libraries can play an integral role in the guided pathways framework rolling out across the state; however, much uncertainty still exists regarding the ways in which libraries fit into a larger guided pathways framework. In the “CCCCO Principles: Key Elements of Guided Pathways,”<sup>1</sup> the principle of guided pathways that most clearly aligns with libraries is as follows: “Integrated support services in ways that make it easier for students to get the help they need during every step of their community college experience.” Community college librarians likely recognize this principle to exemplify the underlying ethos of their everyday work. The larger Guided Pathways framework is meant to better integrate instruction and student services, providing libraries an opportunity to rethink and re-contextualize library resources and services on college campuses.

Some ways in which library work aligns with the guided pathways framework include the following:<sup>2</sup>

- Traditional single-session library orientations developed to supplement new metamajors
- Sequenced library instruction or scaffolded information literacy for various pathways

- Embedded instruction (e.g. career center, individual departments, Canvas courses)
- New and redesigned printed library guides centered on metamajors, including career information
- Library workshops around pathway-specific information literacy concepts or career research and information
- Building intentional support services in cooperation with various campus entities, including career services, counseling, and others
- Providing openly licensed, easy-to-adopt information literacy instruction and supplemental materials for classroom instructors in Canvas Commons
- Train the trainer models in which library faculty work with other faculty, tutors, and campus partners to scaffold information literacy into the classroom, tutoring sessions, and other instructional opportunities
- Incorporating metamajor and career pathways guidance in credit-bearing information literacy courses
- Liaison models in which library faculty are assigned to specific metamajors as a consistent point of contact

## REFERENCE SERVICES

- Traditional reference services at the reference desk or through an online chat reference
- Newer models of reference services, including embedded reference (e.g. FYE, career center, individual departments, Canvas courses, library liaisons), roving reference, and others
- Reimagining reference services and questioning whether all students who need reference help are seeking out assistance; if not, colleges should explore how they can get students to ask for help and how they can anticipate students’ reference needs and meet them where they are

<sup>1</sup> <http://cccgp.cccco.edu/Portals/0/PrinciplesofGuidedPathways-090817.pdf>

<sup>2</sup> *These strategies are derived from various conversations with librarians regarding library work and guided pathways, as well as the presentation from and conversations at “California Community Colleges Libraries and Guided Pathways: A Collaborative Workshop” presented by Elizabeth Bowman of Santa Barbara City College, <https://cclibrarians.org/event/california-community-college-libraries-and-guided-pathways-collaborative-workshop-wed-04252018>*

## OPEN EDUCATIONAL RESOURCES

- Support classroom faculty in finding, using, and creating OER for courses and career pathways
- Create working spaces for discussions around OER for specific courses and career pathways in shared spaces such as OER Commons and Slack

## LIBRARY COLLECTIONS & E-RESOURCES

- Evaluation of physical and e-resources collections to identify gaps in respect to course taking patterns and career pathways
- Creating or redrafting collection development policies to allocate collection priority to the college's established pathways
- Developing, sustaining, and preserving diverse and inclusive collections encompassing of all courses and a wide variety of career paths
- Disseminating information regarding existing physical and e-resources collections to campus partners and liaisons
- Highlighting or restructuring physical and online spaces to emphasize pathways, such as organizing database lists around metamajors

## CATALOGING & SYSTEMS

- Maximizing discovery of and access to materials and information with special attention to pathways and careers in order to facilitate retrieval, browsing, and optimal use.
- Consideration of reclassification and reorganization of items as needed to align with metamajors and careers under the guided pathways framework
- Guidance for students in formal instruction and reference transactions inclusive of classification and how collections are organized

## LIBRARY PHYSICAL AND ONLINE SPACE

- Inclusion of career resources on the college's library website
- Library website design or redesign in consideration of metamajors

- Library displays around various pathways, including community-curated exhibitions and book displays
- Hosting events regarding various pathways
- Signage and wayfinding that promote discoverability of resources for various metamajors
- Library space conducive to fulfilling various needs of students, such as group study and silent areas
- Embedded campus support from within the library regarding counselors, admissions, and other areas

## CAMPUS GOVERNANCE & WORKING GROUPS

- Library presence in guided pathways conversations at the campus, district, local, and state level
- Involvement in metamajor support teams

## OTHER DEPARTMENT FUNCTIONS

- Strategic planning in alignment with guided pathways principles
- Robust and intentional onboarding, training, and professional development opportunities for new faculty and staff, both full-time and part-time
- Robust and intentional onboarding, training, and professional development opportunities for library student workers
- Recruiting and retaining individuals who bring a range of perspectives to the various functions of library work
- Universal student ID cards for library accounts, printing, and other campus services
- Attention to service and creating a welcoming space in which students are encouraged to thrive

Librarians often experience frustration due to campus partners not knowing exactly what libraries can provide. Furthermore, all too often library faculty and staff are excluded from conversations around student success initiatives.<sup>3</sup> Guided pathways provide an opportunity for libraries to showcase what they already offer and what they can further offer to college campuses.

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<sup>3</sup> <https://www.asccc.org/resolutions/inclusion-library-faculty-college-cross-functional-teams-guided-pathways-and-other>

# The 4th Pillar: Guiding Questions to Focus and Define Faculty Involvement

by **Christy Karau**, ASCCC Educational Policies Committee member

*Note: The following article is not an official statement of the Academic Senate for California Community Colleges. The article is intended to engender discussion and consideration by local colleges.*

**M**any California community colleges are well on their way toward implementing various aspects of the Guided Pathways (GP) framework and its four pillars in hopes of increasing student success and completion. The CCC GP framework is similar to many of the strategies used in the national pathways movement, but it deviates in one specific area. This difference undercuts an integral part of the pathways approach, thereby creating a revised label and set of practices under its fourth pillar. The CCC version describes the four pillars of Guided Pathways: create clear curricular pathways to employment and further education, help students choose and enter their pathways, help students stay on their paths, and ensure learning is happening with intentional outcomes.<sup>1</sup> The problem with this fourth pillar is that it does not emphasize or even mention the importance of teaching.

Perhaps the connection between teaching and learning is so fundamental that one can safely assume that ensuring learning depends on effective teaching. However, when one looks at other instances of the fourth pillar, the connection is explicit and not assumed. For example, the National Center for Inquiry and Improvement includes a more detailed explanation beyond the phrase “ensure students are learning” and one that is at the core

of what faculty do and what they should be doing to improve success rates and close equity gaps. Johnstone and Karandjeff state, “To fully implement a guided pathways approach, colleges must...ensure students are learning with clear program outcomes...and effective instructional practices.”<sup>2</sup> Another Guided Pathways model produced by the American Association of Community Colleges, *Achieving the Dream*, and others prescribes “Faculty-led improvement of teaching practices” under the heading “Ensure Students are Learning.”<sup>3</sup>

While well-intended, the CCC GP phrase “ensure learning” misses the mark in helping faculty fulfill their role and responsibilities in developing and implementing their colleges’ fourth pillar. As even the most skilled and talented educators would admit, faculty simply cannot ensure learning. However, one thing faculty can ensure is effective teaching that is learner-centered and utilizes basic instructional design principles.

Assessment of learning, if fully understood and applied correctly, could be the quintessential tool for educators. However, the purposefulness of such assessment became lost in an accreditation mandate and continues to be misapplied. Over the last ten years, educators rushed to create Student Learning Outcomes (SLOs), institutions invested large sums of money and resources in assessment management systems, and higher education profession-

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1 CCCCO. (2016). Principles of Guided Pathways. Retrieved from [http://cccgp.cccco.edu/Portals/0/GuidedPathways-principles-of-gp-ADA\\_091818.pdf](http://cccgp.cccco.edu/Portals/0/GuidedPathways-principles-of-gp-ADA_091818.pdf)

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2 Johnstone, R. and Karandjeff, K. (2017). *Guided Pathways Demystified II*. Retrieved from <http://ncii-improve.com/wp-content/uploads/2017/09/GP-Demystified-II-091517.pdf>

3 American Association of Community Colleges. (2017). *Guided Pathways: Planning, Implementation, Evaluation*. Retrieved from <https://www.pathwaysresources.org/wp-content/uploads/2018/02/PathwaysGraphic462017.pdf>

als held conferences and focused efforts attempting to facilitate SLO assessment. Under this model, assessment too often meant checking boxes and inserting numbers to comply with the accreditation standards. For example, on the 2018 ACCJC Annual Report, question 20 asks, “Number of college courses with ongoing assessment of learning outcomes.”<sup>4</sup> Any response to this question should suffice because the question misses the importance and true value of assessment, which is to determine whether students are learning what faculty intend them to learn. The need to comply with an accreditation mandate overshadows the real questions faculty should be asking when conducting self-evaluations, teaching, or designing courses.

To their own detriment, institutions often frame the questions surrounding assessment practice in a way that measures whether they have assessments or whether they use assessments. They ask closed-ended questions that allow faculty to move on after answering: “Faculty assess whether students are mastering learning outcomes,” “Results of learning outcomes assessments are used to improve teaching and learning through program review,” or “The college tracks attainment of learning outcomes.” Embedded in these questions is an intent significantly tied to the educators’ purposes and mission, yet it becomes lost because institutions default to a compliance mindset.

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4 ACCJC. (2018). *ACCJC Getting Started—2018 Annual Report*. Retrieved from [https://survey.accjc.org/annualreport/Getting\\_Started\\_2018\\_Annual\\_Report.pdf](https://survey.accjc.org/annualreport/Getting_Started_2018_Annual_Report.pdf)

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**Make assessment useful  
by asking the right  
questions and keeping it  
part of collegial dialogue.  
Ask action-oriented  
questions that force  
instructors to talk about  
how assessment is changing  
their teaching practices.**

If colleges follow the current fourth pillar guidelines, their efforts may be narrowly centered around well-intentioned but misguided practices that cannot guarantee or ensure learning or improve instruction. Instead colleges must make assessment useful by asking action-oriented questions that force instructors to talk about how assessment is changing their teaching practices. Faculty need to discuss openly how assessment functions within their environment to reveal the relationship between outcomes and learning. Ensuring learning does not simply occur because courses have outcomes. Rather, outcome attainment is the result of effective teaching, and outcome assessment is the conduit that informs the educator and student as to whether learning has occurred. When a gap is discovered, instructors make adjustments to the instructional design, teach, and assess all over again. Peer discussions about assessment practices have value and can improve teaching for all. In this way, when colleges foster collaboration, the usefulness of assessment becomes apparent and faculty better understand its meaning.

**Guiding questions regarding assessment:** What is meaningful assessment? How does it work? How can assessment be utilized in a way that will ensure effective teaching? How are outcomes and learning connected? How much time do we schedule to engage in meaningful conversations about assessment practices? Are faculty prepared to have conversations about assessment?

Effective teaching begins with the end in mind. By identifying course outcomes or goals for students, instructors determine what they want to achieve, and this process informs all other instructional decisions. Faculty may consider how they will know if students have learned what they want them to learn, how successful completion of the course will empower students, and what will count as evidence of student success in the class. According to instructional design expert McTighe, “Learning is enhanced when teachers think purposefully about curricular planning...and effective curriculum is planned backward from long-term desired results or outcomes.”<sup>5</sup> Other scholars note this point as well, adding that purposeful selection

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5 ASCD. (2012). *Understanding By Design Framework*. Retrieved from [https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD\\_WhitePaper0312.pdf](https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf)

of activities and content leads to improved student performance.<sup>6</sup>

If student success is tied to effective teaching, community college educators need professional development to progress and grow as teaching experts. Metaphorically, the instructor is the stylobate of the pillar, and his or her subject area expertise is only part of the composition of that foundation. For institutions that embrace Guided Pathways, the opportunity and faculty imperative of the fourth pillar is to build capacity in areas that support effective teaching and learning through professional development. This process should include assessment training in addition to learning opportunities based in instructional design.

**Guiding questions regarding professional development:**

What professional development opportunities are available to help faculty build skills for instructional design and course planning? How can the college ensure adequate resources are available to faculty to improve teaching skills? What pathway is available for faculty to become teaching experts? How does the college prioritize and make training accessible for part-time faculty?

The Guided Pathways movement is designed to help community college students “progress more quickly and with a higher chance of completion.”<sup>7</sup> The Four Pillar Model was implemented by the California Community Colleges Chancellor’s Office to give colleges a “highly structured approach to student success.”<sup>8</sup> The plan was to disrupt traditional institutional practices in order to achieve widespread organizational change that would positively impact students and reduce equity gaps. Some faculty bristle at the overused phrase “student success” or are skeptical of the imposed new structure. These educators should remember that the fourth pillar is their domain, a part of the 10+1 areas of academic senate purview. Faculty have the opportunity to define, shape and implement their institutions’ Guided Pathways approaches to helping students succeed. The fourth pillar situates faculty as agents of improvement

6 Arend, B., and Fink, L. (2013). *Facilitating Seven Ways of Learning*. Sterling: Stylus Publishing, LLC.

7 *Completion By Design*. (2010). *Completion by Design Concept Paper*. Retrieved from <https://www.completionbydesign.org/s/article/Completion-by-Design-Concept-Paper-September-2010>

8 CCCCO. (2016). *Principles of Guided Pathways*. Retrieved from [http://ccgcp.cccco.edu/Portals/0/GuidedPathways-principles-of-gp-ADA\\_091818.pdf](http://ccgcp.cccco.edu/Portals/0/GuidedPathways-principles-of-gp-ADA_091818.pdf)

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## Faculty have the opportunity to define, shape and implement their institutions’ Guided Pathways approaches to helping students succeed.

and designers of student-centered learning systems. That faculty have purview in this area is important because studies suggest that faculty can contribute to educational equity and increasing student success.<sup>9</sup> Specifically, the research links success to intentionally designed courses and faculty-student interactions.

In one study, “transparency,” explained as, “structuring learning experiences to meet the needs of students,” improved underserved students’ educational experiences.<sup>10</sup> In another study, the Center for Community College Student Engagement examined the experiences of men of color and identified four areas of importance for student success: personal connections, high expectations, instructor qualities such as showing interest in students, and engagement.<sup>11</sup> If student success is tied to effective teaching and relationships, community college educators need to know how to design, assess, and evaluate the entire learning system, focusing not only what they teach but also on how they teach. This perspective creates a new set of goals or outcomes. In this system, student learning outcomes describe where faculty want students to go and allow faculty to measure whether the students got there, and equity outcomes are used to describe and measure faculty responsiveness to diversity while teaching. Based on Linton’s Equity Framework,

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9 Winkelmes, M., Bernacki, M., Butler, J., Zochowski, M., Golanics, J., Harriss Weavil, K. (2016). *A Teaching Intervention that Increases Underserved College Students’ Success*. AAC&U Peer Review; Linton, C. (2011). *The Equity Framework*. Thousand Oaks: Corwin.

10 Winkelmes, M. (2013). *Transparency in Teaching: Faculty Share Data and Improve Students’ Learning*. *Liberal Education*, 48-55.

11 *Center for Community College Student Engagement*. (2014). *Aspirations to Achievement*. Austin: CCCSE.

equity outcomes applied to instructional design would include the following characteristics: expectations, rigor, relevancy, and relationships.<sup>12</sup>

Work in the fourth pillar begins with faculty acknowledging their roles as the designers of the learning system and with a willingness to apply the equity framework to their design. This approach, too, is a fourth pillar imperative: to operationalize equity, create equity outcomes, and commit to instructional design practices that help faculty attend to diversity. For example, when built into the design of the learning system, SLO assessment may tell faculty to increase the amount of practice students need to develop a new skill, while equity outcomes assessment may reveal that students do not see themselves in the content.<sup>13</sup> The goal is to create a learning system that simultaneously considers unique student needs and evaluates design elements such as outcomes, assessment, lesson plans, and the instructional environment. This new and equitable assessment and design intervention could prove an innovative strategy to improve teaching and learning. In addition, at its core this approach may help educators form a more complete picture of the learning system.

**Guiding questions on instructional design:** How will interactions in my classroom affect learning? In what ways is the content relevant and inclusive? Who are my students, and how will structured learning experiences reveal who they are? Are lessons and activities organized in a way that allow students to feel heard and respected? Why are activities and learning materials having the results indicated by learners? How are assessment practices considerate of student needs? How is trust-building promoted in this course? How are students given opportunities to interact with each other in a way that supports learning? At what intervals are students asked for feedback? How is data used to understand how to serve all students?<sup>14</sup>

One of the most detrimental approaches to Guided Pathways is to limit the involvement of faculty, assign

work to a specialized group that becomes conversant in the language of the movement, and reduce the knowledge and learnings for successful implementation to a few buzzwords or catch phrases in order to make it easy for the culture to embrace. Organizational change is not easy and requires a resilience, a type of tenacity that believes the work of building understanding is never complete. Kezar describes this activity in the change process as “sensemaking,” a way of understanding change and making it meaningful for stakeholders. In her study, college teams undergoing widespread change efforts made the most progress when faculty developed common understandings of their work relative to the change initiative, and campuses that stalled in their progress stopped giving their teams opportunities for sensemaking because they believed that task of understanding was complete.<sup>15</sup>

An institution may fail to experience genuine faculty engagement that results in transformational change if it starts packaging essential functions and elements of Guided Pathways into phrases such as “equity mindset,” “ensure learning,” and “culture of assessment” hoping they will have meaning or be inspirational. Faculty may struggle to see themselves connected to Guided Pathways if they are not given opportunities to arrive at shared meaning, defining or learning what those words really mean and understanding how they are situated in the local context of their college. Faculty need time and space for sensemaking in order to fit into Guided Pathways as the instructional drivers of the redesign: building capacity for professional development, making assessment a useful practice, and designing equitable student-centered learning systems. Colleges should commit to a plan that includes activities for all faculty, part-time and full-time, to understand their roles in the redesign and encourage opportunities where faculty collectively shape and make sense of the fourth pillar.

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<sup>12</sup> Linton, C. (2011). *The Equity Framework*. Thousand Oaks: Corwin.

<sup>13</sup> Gagne, R., Wager, W., Golas, K., Keller, J. (2005). *Principles of Instructional Design*. Belmont: Wadsworth.

<sup>14</sup> Bell, L., Goodman, D., and Oullet, M. (2016). *Design and Facilitation*. In *Teaching for Diversity and Social Justice* (pp. 56-93). New York: Routledge.

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<sup>15</sup> Kezar, A. (2013). *Understanding sensemaking/sensgiving in transformational change processes from the bottom up*. *Higher Education*, 761-780.

# Campus Pride: Supporting LGBTQ+ Students at Your College

by [Nathaniel J. Donahue](#), Equity and Diversity Action Committee

In order to best serve LGBTQ+ students, colleges must first help them to claim and nurture their identities on campuses that support and reflect them by providing targeted services and opportunities for the building of community and the fostering of academic success. While the LGBTQ+ movement has made considerable strides and notched lofty political successes over the past decades, systemic oppression and both familial and social pressures still prohibit many students from coming out of the closet, thus compelling us to provide spaces for students to create community during this learning process. Colleges can employ various practices that will help to attract and retain LGBTQ+ students as well as inspire and abet the completion of their goals.

First, colleges must recognize the intersectional identities of LGBTQ+ students, many of whom face systemic barriers on a variety of levels including race, gender, sexuality, documentation status, and socioeconomic position within a system of global capitalism that often refuses to accept their personhood. If data is required to inform Student Equity Plans, then colleges must begin an earnest effort to responsibly collect data regarding LGBTQ+ students. The ASCCC has passed three resolutions pertaining to the collection and dissemination of data regarding LGBTQ+ students by the Chancellor's Office from CCC Apply, but to date such information has not been provided to the colleges.<sup>1</sup> In addition, exact data regarding the demographics of this student population is sometimes difficult to accurately

ascertain because of students' desire for privacy. Regardless of these challenges, the demographics of LGBTQ+ students may reasonably be assumed to reflect the overall student demographics on a campus. Therefore, a vast majority of queer students may be students of color, and many may be undocumented or the first of their families to attend college. Colleges must ensure that at the beginning of their academic and professional journey these students can see themselves in the physical environment the moment they step foot on campus.

Decades of scholarship has shown that students achieve their goals when they see themselves validated and reflected by the physical spaces in which they study and work. For many of our LGBTQ+ students, "external validation is initially needed to move students toward acknowledgement of their own internal self-capableness and potentiality."<sup>2</sup> Another recent study found a 23% variance in academic success for queer-spectrum students and that "[LGBTQ+] students who had higher comfort with campus climate, greater ratings of institutional action perceptions for campus climate, and warmer perceptions of campus climate, rated their academic success as higher."<sup>3</sup> Therefore, colleges should provide signs and banners all over campus, as well as on the college website, with images of queer students, promotion of LGBTQ+ themed events, and messages of support. Curriculum must be intentionally designed to include queer voices, scholarship, science, and art. Financial aid, scholarship, DACA, and transfer

<sup>1</sup> See Resolution 7.01, fall 2015, "LGBT MIS Data Collection and Dissemination" (Bruno), Resolution 7.04, Spring 2017, "Accessing Data on LGBT-Identified Students from the CCC Apply" (Pitman), Resolution 3.01, fall 2018, "Non-Binary Gender Option On CCC Apply" (Donahue). The Chancellor's Office has cited privacy concerns regarding the dissemination of this data, which is certainly legitimate. A responsible method of data collection on our LGBTQ+ students needs to be created.

<sup>2</sup> Laura Rendon "Validating Culturally Diverse Students, Toward a New Model of Learning and Student Development" in *Innovative Higher Education*, vol. 19, no. 1, p. 17.

<sup>3</sup> Jason C. Garvey, Dian D. Squire, Bret Stachler, and Susan Rankin, "The Impact of Campus Climate on Queer-Spectrum Student Success" in *Journal of LGBT Youth*, vol. 15, Issue 2, February 2018, from abstract.

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## Colleges should have clearly designated and commensurate all gender restrooms in accessible locations across campus.

workshops can all be geared toward LGBTQ+ students who have specific needs and opportunities. And, finally, whenever possible, students should be able to see themselves reflected in a community of proud LGBTQ+ and ally faculty and staff who visibly and vociferously advocate for their rights and success on campus.

If queer and trans students who do not identify with a binary gender category are going to be able to see themselves as part of the integral fabric of college communities, colleges cannot assume their gender and provide compulsory binary gender options on required applications, forms, and other documents. This practice can be alienating, even violent, for students who do not identify with binary gender paradigms. Along similar lines, trans students should be given the option to provide an “affirmed name” on all forms and documents, including on email and the class roster, so they are not misgendered and misnamed in physical or virtual classrooms. A simple practice faculty can employ is to provide their own personal pronouns on the syllabus and during the first class session to at least let students know that they are sensitive and aware of trans and non-binary gender identities and that the space is inclusive. Finally, colleges should have clearly designated and commensurate all gender restrooms in accessible locations across campus. This practice has already become common in airports and many municipal buildings, and all colleges should follow suit.

Ideally, LGBTQ+ events, clubs, and forums should be diffused throughout the many branches of student life of campus. Each college should have at least one robust LGBTQ+ oriented student club with a strong and committed faculty advisor. Via the club, student life offices can promote events for National Coming Out Day, Trans Day of Remembrance, Women’s History Month, Black History Month, Hispanic Heritage Month,

and Native American Heritage Month, among others. Through this type of intentionally intersectional programming, colleges can not only educate students in their particular fields of interest but also demonstrate and teach new narratives that center the rich histories of LGBTQ+ communities and people of color in art, science, and industry. Furthermore, Pride celebrations can be held in May and June and may include activities such as genderqueer fashion shows, movie nights, karaoke, social justice lectures, pride marches, and lavender graduations. In the best case scenario for LGBTQ+ student services, colleges should establish a physical Pride Center with a strong social media presence that organizes programs and acts as a beacon of community and an engine of success for our LGBTQ+ students and their allies. In addition, after graduation, LGBTQ+ alumni networks and scholarship programs, such as The Point Foundation, can support life-long success after students leave their campuses.

A strong commitment to social justice, as well as incentives from a new funding formula, indicates that system wide the time has come to collect good data and invest many more resources toward the equitable success and completion of LGBTQ+ students. They are among the most resilient and ambitious students, achieving their goals despite experiencing systemic oppression on a variety of intersecting fronts of their social identities. Colleges can do much more, right now, to create services and spaces that facilitate their success. If the community college system commits to creating equitable academic and social pathways that serve LGBTQ+ students, we will make great strides in achieving equitable outcomes for all students.

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## Students should be able to see themselves reflected in a community of proud LGBTQ+ and ally faculty and staff who visibly advocate for their rights and success on campus.



# Considerations for Fully-online GE Pathways: Online Oral Comm and Lab Science

by **Geoffrey Dyer**, ASCCC Area A Representative and Online Education Chair

**N**early 16% of the full time equivalent students in the California Community College System in 2017-2018 were enrolled in distance education courses, according to DataMart from the CCC Chancellor's Office. This percentage has doubled since a decade prior. The National Center for Education Statistics reports that nationally, the proportion of postsecondary students who took at least one course online was 33.1% in 2016, with 15.4% of all postsecondary students enrolling only in online courses.<sup>1</sup> Students endeavor to attain their certificates and degrees online for legitimate reasons, including their work schedules, family obligations, location, desired programs, and course availability. Private and for-profit colleges promise Californians personalized, self-paced online programs of study, a model that has informed the California Online Community College.

While faculty at California's 114 colleges strive and innovate to provide online courses without compromising quality, relatively few colleges offer courses online that satisfy the CSU GE Breadth requirements for oral communication or laboratory science. Many faculty in disciplines satisfying these requirements have ardent objections to ever offering their courses online. This perspective precludes students who wish to transfer to the CSU system from completing their degrees completely online. Other faculty have embraced technology and found innovative ways to offer these courses online, which they believe do not compromise course

outcomes or quality. The California Virtual Campus-Online Education Initiative (CVC-OEI's) Course Finder, "Finish Faster Online!," provides a tool for students to look beyond their home colleges for these hard-to-find online courses, but courses satisfying the CSU A1 (oral communication) and B3 (laboratory science) requirements remain a rare commodity. Faculty who want students to be able to complete degrees fully online are faced with the challenge of ensuring that those offerings are of high quality.

Ultimately, per Title 5 §55202 and §55206, determinations of course quality for online courses and the required approval of addenda delineating regular and effective contact are local decisions and processes. In spring

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<sup>1</sup> Lederman, D. (2018, November 7). *Online Education Ascends*. Inside Higher Ed. Retrieved from <https://www.insidehighered.com/digital-learning/article/2018/11/07/new-data-online-enrollments-grow-and-share-overall-enrollment>

of 2018, the ASCCC Online Education Committee conducted two surveys in an effort to identify effective and promising practices for online courses meeting the CSU GE Breadth oral communication and laboratory science requirements. The survey results may be useful for those who are considering offering these courses online and grappling with whether doing so is possible without compromising outcomes.

## THE ORAL COMM REQUIREMENT

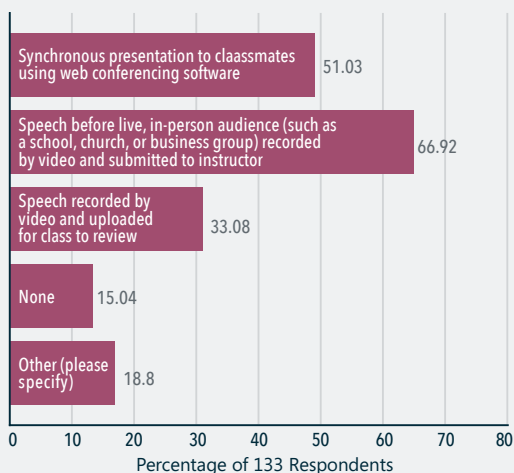
Historically, one obstacle to offering certain courses online was attaining articulation with CSU. However, CSU Executive Order 1100 (August, 2017) explicitly states that “GE requirements may be satisfied through courses taught in all modalities.” The recently updated *CSU Guiding Notes for Course Reviewers* states that for their purposes, courses that meet the A1 requirement must include “faculty-supervised, faculty-evaluated oral presentations in the presence of others (physically or virtually)” and that “student presentations will be made either in front of faculty or other listeners, or in online environments...” The *Guiding Notes* document also acknowledges that some CCCs have already gained articulation for interpersonal communication and debate courses but states that these courses “are not a natural fit.” This information, taken with C-ID COMM 110’s requirement for “speech presentations in front of a live audience,” highlights the salient challenge

# The Online Education Committee surveyed faculty who teach courses satisfying the CSU A1 requirement

for offering oral communication courses online. Disagreement among communication faculty about the appropriateness of teaching oral communication courses online principally hinges on the obstacle of meeting this requirement.

The Online Education Committee surveyed faculty who teach courses satisfying the CSU A1 requirement and found that while very few of the respondents—only 14 out of 139—had taught an oral communication course fully online, significantly greater percentages of the respondents identified at least one effective or promising method for students in an online communication course to deliver speeches in front of a live audience, over half designating “synchronous presentation to classmates using web conferencing software” and “speech before live, in-person audience...recorded by video and submitted to instructor” as effective or promising methods. Still a third of the respondents designated “speech recorded by video and uploaded for class to review” as promising or effective, while only 15.04% of respondents selected “none” of the identified practices as promising or effective methods for giving speeches before a live audience in an online class (see fig. 1).

**FIG. 1** Given your expertise in your discipline, which of the following would you deem to be effective or promising methods for students in an online communication course to give speech presentation in front of a live audience? (select all that apply)



Narrative responses to the survey indicated that some faculty use collaborative cloud-based applications such as Zoom, YouSeeU.com, and Google Hangouts. Several faculty raised concerns about the ability to allow for feedback and adaptation in an online speech, and one respondent spoke to the captioning and accessibility concerns associated with students uploading recorded videos for class review. Several respondents voiced staunch objections to oral communication classes ever being offered online. While hybrid courses can be structured in such a way that the speeches may be given

in the physical classroom setting, faculty, curriculum committees, and distance education committees who are considering offering oral communication courses fully online may consider the methods identified above as possible ways to meet the CSU A1 and C-ID COMM 110 requirements.

### THE LAB SCIENCE REQUIREMENT

Conversations about the appropriateness of online courses meeting the CSU B3 requirement for laboratory science are broader in scope than those about oral communication, in that a multitude of subjects in various disciplines are used to meet the lab science requirement. The ASCCC paper *Ensuring an Effective Online Program: A Faculty Perspective* (2018) asserts that “While in some fields online labs are currently considered pedagogically unsound, particularly in the natural sciences, experimentation with online labs is occurring in many fields where such instruction would have been once considered impossible, and as such it behooves faculty to remain familiar with the pedagogy around online instruction.” Neither faculty across disciplines nor faculty within a single discipline agree unanimously about the appropriateness or adaptability of laboratory courses to online delivery, but the majority of faculty who responded to the survey did not deem courses in their lab science disciplines adaptable to online delivery.

The Online Education Committee surveyed faculty in a variety of disciplines and subjects that CCCs use to meet the CSU GE Breadth B3 requirement, and, allowing respondents to self-identify, received responses in twenty-one of these areas from 395 individuals. In aggregate, 27% of respondents from these diverse disciplines responded “yes” and 73% responded “no” to the question “Do you think any courses in your area of instruction with a lab component would be appropriate to teach online without compromising student outcomes related to laboratory practices necessary for upper division study or employment?” Only 15% of respondents indicated that they had taught a lab science course online, and some of these same respondents did not deem any courses in their discipline appropriate to online delivery.

Breaking down the results by field revealed that, generally speaking, the majority of respondents within nearly all disciplines did not find their courses adaptable to online delivery without sacrificing quality or outcomes (see fig. 2). Geography was an exception to this trend but had few respondents, with 11 of 16 faculty (69%) indicating that they did find courses in their discipline appropriate for online delivery and the remaining 5 (31%) indicating that they did not.

Across disciplines and fields of study within lab sciences, a majority of faculty who had taught lab science courses

**FIG. 2** Respondents by discipline/field who deemed any courses in their area appropriate. Disciplines/fields with three or fewer respondents not shown.

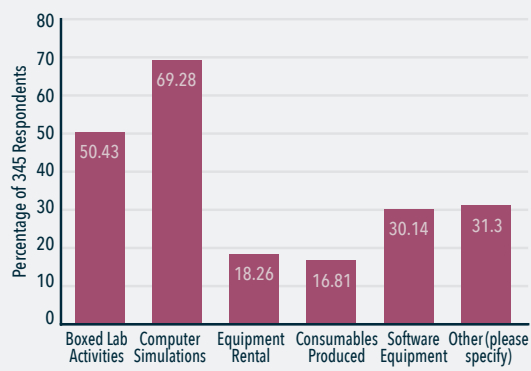
Do you think any courses in your area of instruction with a lab component would be appropriate to teach online without compromising student outcomes related to laboratory practices necessary for upper division study or employment?

Discipline/Field	Number of Respondents	Answered Yes"	Answered "No"	Did not Respond
Anthropology	12	33%	66%	
Astronomy	11	27%	73%	
Biological Sciences	164	25%	74%	1%
Chemistry	105	23%	77%	
Earth Science	13	46%	54%	
Engineering	7	43%	57%	
Geography	16	69%	31%	
Physics	45	20%	76%	4%

online (84%) and faculty who had not (63%) indicated that GE, non-majors courses were most adaptable to online delivery without compromising outcomes. Significantly lower percentages of respondents who had taught lab science courses online (20%) and respondents who had not (8%) indicated that majors courses were most adaptable to online delivery without compromising outcomes.

Roughly 69% of 345 faculty respondents selected “computer simulations” when asked to identify effective or promising practices for teaching appropriate science lab courses online in their discipline (see Fig. 3). These applications vary by discipline. Respondents did not have to select any of the responses—40 of the survey-takers did not—and many of the 31% who selected “Other” used the comment field to indicate that they did not deem any practices effective or promising for delivering labs online or to state that in their view no labs in any discipline should ever be delivered online.

**FIG. 3** Please select any effective or promising practices for teaching appropriate science lab courses online in your discipline. (Select all that apply)



Narrative responses were telling. Some respondents pointed to hybrid courses as a possible solution. Geography professors who had experience teaching online identified specific resources—USGS Map Products and Campus ArcGIS—that they found promising or effective. Respondents conveyed concerns about supervision, collaboration, safety, and hands-on experience. One faculty member noted, “I would rather see the [lab science] GE area eliminated than to call an online experience equivalent to a lab.”

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## Roughly 69% of 345 faculty respondents selected “computer simulations” when asked to identify effective or promising practices for teaching appropriate science lab courses online in their discipline.

### SUPPORTING STUDENTS WITHOUT SACRIFICING OUTCOMES

Student need and course quality remain central to discussions about the appropriateness of certain courses or methods for online delivery. A quick visit to CVC.edu can demonstrate that fully online courses meeting the CSU GE A1 and B3 requirements are available in our system, though not in numbers as great as those for other courses. For-profit institutions of higher education are happy to enroll students in their programs, and perhaps the community college system should be considering the effects of offering so few of these courses online. Academic senates have primacy in curriculum, and, given the parity of quality for courses regardless of method of delivery and the separate review of DE addenda required by Title 5 §55202 and §55206, faculty hoping to create fully GE pathways for students at their colleges may wish to engage in honest conversations about maintaining course quality and identifying regular and effective contact. The responses and methods delineated in the survey results above may be good places to start those conversations.

# Meet the 2019 Hayward Award Recipients

by **Rebecca Eikey**, Area C Representative and ASCCC Standards and Practices Chair  
and **Krystinne Mica**, ASCCC Executive Director

**T**he Academic Senate for California Community Colleges established the Hayward Award for Excellence in Education Program in 1989. Awards have been presented annually to honor community college faculty members who are selected by their peers for demonstrating the highest level of commitment to their students, colleges, and profession. Award recipients, nominated by their college academic senate and selected by representatives of the Academic Senate for California Community Colleges, must have a record of outstanding performance of professional activities as well as active participation on campus.

This year, four educators were selected for their commitment to empowering students, not only on campus but through the various communities they serve, and cultivating learning environments to inspire the next generation of students and leaders. The Academic Senate for California Community Colleges is proud to announce this year's recipients of the Hayward Award.

## CORINNA EVETT

Corinna is a full-time English faculty member at Santiago Canyon College (SCC). She served as the Region Eight Regional Director on the English Council of California Two-Year Colleges (ECCTYC) for six years, presented at several ECCTYC conferences, and was the chair and program designer for ECCTYC's 2009 conference. Corinna served as the president of the academic senate at Santiago Canyon College for four years and currently serves as faculty equity co-coordinator, the faculty co-chair for the Student Success & Equity Committee, and co-advisor for the SCC Pride Club. She also leads

and provides Safe Space Ally trainings, volunteers at the SCC Hawk's Nest Food Pantry, and provides equity trainings to students, faculty, and staff at Santiago Canyon College.

## LYNETTE NYAGGAH

Lynette is a full-time professor at Rio Hondo College teaching courses in linguistics, English as a second language, and English composition. Lynette lived in Spain and speaks Spanish in addition to Swahili and a number of African languages. Her experiences abroad taught her to appreciate other languages and cultures, and she incorporates this appreciation of other cultures into her teaching. At Rio Hondo College, she has supported student clubs and provided forums for faculty to discuss issues in the Academy, including evening gatherings for part-time faculty. She has done

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Awards have been presented annually to honor community college faculty members who are selected by their peers for demonstrating the highest level of commitment to their students, colleges, and profession.

all of these things in addition to her work as a leader for the faculty association. Lynette is a fervent supporter of public education and stresses the critical importance of the community college system.

#### RACHEL PURDIE

Rachel is a part-time history professor at Solano College. She co-chairs her college's Social Justice Taskforce and serves as an advisory member of the Student Equity and Success Committee. The Social Justice Taskforce is charged with identifying the kinds of services, spaces, or programs that might help Solano students feel safer, more included, and more represented within existing Solano College programs. In collaboration with the two groups on which she serves, Rachel created and distributed a Student Equity Survey to a small sample of students. The data collected from this survey was analyzed during a joint Social Justice/Student Equity workshop and has provided the necessary framework for more robust discussion.

#### IVAN SILVA

Ivan is an adjunct counselor at Skyline Community College. Throughout his time at Skyline College, Ivan has demonstrated a commitment to student equity and success through his involvement in the comprehensive college redesign and implementation of the Promise Scholars Program. As a member of the Skyline College "Getting In" team, Ivan helped to reimagine, redesign, and implement a new experience for all incoming students. With the direction of guided-pathways and meta-majors, Ivan and the "Getting In" team created a more student-focused counseling experience set on connecting students to campus resources and their Meta Major Success Team, consisting of counselors, support staff, and instructional faculty. Ivan's greatest passion stems from working with marginalized and underserved communities. He currently serves as the student leadership coordinator for the Rock the School Bells hip-hop conference and has been involved as an advisory board member for Brothers Achieving Milestones, a Men of Color student success group.

Please join the ASCCC in congratulating our colleagues for winning this prestigious award. For more information on Hayward Award winners past and present, visit the ASCCC Awards page at <https://www.asccc.org/awards> and select Hayward Award.

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The Academic Senate for California Community Colleges fosters the effective participation by community college faculty in all statewide and local academic and professional matters; develops, promotes, and acts upon policies responding to statewide concerns; and serves as the official voice of the faculty of California community colleges in academic and professional matters. The Academic Senate strengthens and supports the local senates of all California community colleges.

#### LEADERSHIP

The Academic Senate champions the leadership role of faculty at their colleges and at the state level and fosters effective faculty participation in governance to effect change. The Academic Senate facilitates and supports the development of faculty leaders. The Senate is respectful and reflective in its work and relationships and expects accountability from its leaders. In all its activities, the Academic Senate adheres to the highest professional ethics and standards. The Senate models effective leadership and promotes the inclusion of leaders from various backgrounds and experiences in order to represent all faculty.

#### EMPOWERMENT

The Academic Senate empowers faculty through its publications, resources, activities, policies, and presentations. The Senate collaborates with other statewide organizations, and with administrators, trustees, students, and others, to develop and maintain effective relationships. The Senate believes that collaboration with others and faculty engagement improve professional decisions made locally and at the state level. The Academic Senate works to empower faculty from diverse backgrounds and experiences in order to promote inclusiveness and equity in all of their forms.

#### VOICE

The Academic Senate promotes faculty primacy in academic and professional matters as established in statute and regulation. The Senate is the official voice of the California community college faculty in statewide consultation and decision making and, through leadership and empowerment, endeavors to make each local senate the voice of the faculty in college and district consultation and decision making. The Senate values thoughtful discourse and deliberation that incorporates diverse perspectives as a means of reaching reasoned and beneficial results.

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