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Senate Rostrum

Effective Participation in Governance:
Policies and Practices

TOP Code Alignment Project and Impacts on Local Coding p3

Building a Deeper Career Education Candidate Pool p7

FOCUS ON TRANSFER 5
DACA—WHERE ARE WE NOW? 10
A WOMANLY PERSPECTIVE ON GENDER-INCLUSIVE LANGUAGE 12
CTE ADVISORY COMMITTEES 14
STUDENT LEARNING OUTCOMES 16
THE VALUE OF TIME: GOING ON SABBATICAL? TRY OER 18

Effective Participation in Governance: Policies and Practices

by Julie Bruno, President, ASCCC

Colleges regularly examine their board and administrative policies to ensure that they are up to date and aligned with statute and regulatory changes. In doing so, the academic senate is consulted regarding establishing or changing any policy that falls within academic and professional matters—the 10+1—or other policies related to faculty as designated in statute such as faculty evaluations, faculty hiring, minimum qualifications, administrator retreat rights, and the appointment of representatives to college bodies. Regularly reviewing policies is an effective practice that most, if not all, colleges have adopted over time.

Now for the hard question: Does your college actually follow the policies and procedures that were designed to ensure effective participation in governance? This question may be a bit tricky to answer. If you asked an administrator, a faculty member, a staff member, and a student, you might receive significantly different answers or, even worse, blank stares. Generally, colleges have in place governance policies and procedures that delineate the participation of administrators, faculty, classified staff, and students in governance. Regarding faculty participation, district policy delineates the 10+1 and the designation of rely primarily or mutual agreement for each item, but often colleges do not take the next step and document how those policies are enacted. For example, the college may have an opportunity to apply for a grant that would establish a new educational program. According to the college's governance policy, educational program development is in the 10+1 as an item regarding which the board of trustees or its designee must rely primarily on the advice of the local academic senate; however, the college does not have a procedure on educational program initiation and development. In the absence of a formal process, exercising the senate's role in educational program development may be determined by past practice, if one exists in which the senate had a role, or it may become a negotiation between the senate and administrators. In either case, such circumstances are hardly ideal for ensuring effective participation in governance or, for that matter, good decision making.

COLLEGIALITY IN ACTION (CIA)

The Academic Senate for California Community Colleges provides a number of resources to support our local senates and colleges. One resource is the Collegiality in Action Program. In partnership with the Community College League of California (CCLC), the CIA Program is a series of four types of services developed to assist colleges and districts in successfully designing and implementing effective participation in governance for faculty, staff, administrators, and students as required by statute and regulation. Representatives from the ASCCC and CCLC—generally the ASCCC president, the CCLC president, and a president or chancellor from a college or district—conduct the services. The first three services, Effective Participation Fundamentals, Effective Participation Focused Study, and Issue Resolution, are leveled, beginning with a governance orientation or refresher on effective participation with subsequent presentations becoming more specific to address situations or challenges. Finally, the program offers a fourth service, Special Workshops and Presentations, to assist with particular issues.

In preparation for a visit to a college, the presenters request college governance documents as well as search the college's website. They frequently review board and administrative policies, governance manuals, and visual representations of how governance works at the college. Many colleges have documents that support the board and administrative policies and procedures, but these materials can be difficult to find and may be sparse in details regarding how governance is enacted at the college. The availability

and details of the official documents can be quite helpful in getting a sense of the college's governance processes, but nothing compares to the conversations that happen during a visit. While the presenters cover the basics of governance and provide scenarios for the attendees to work through, discussions of current college governance processes frequently emerge. In discussing the college's decision-making processes, confusion and at times outright disagreement may occur regarding how governance structures work. While the presenters explore these differences and ask questions of the participants, the discussion frequently shifts from written policies and moves into governance practices.

PRACTICE VS. POLICY

Over time, college governance may alter based on the behavior of individuals. This shift is by no means nefarious or even necessarily intentional, but when policies are not specific, individuals will bring their own interpretations to how those policies should be enacted. These interpretations create behaviors that take hold over time to become practices or customs in college governance. Practices are often created when the implementation of policies becomes a negotiation between individuals. Fundamental to those negotiations are the relationships between and among individuals and groups on campus. If relationships are healthy, with trust and goodwill firmly established, practices are created and governance works well. If issues arise that cause tension or conflict, more often than not a positive resolution occurs because good relationships and trust exist. In these cases, the governance structure works because of the relationships that have allowed practices to be developed over time. Alternatively, where relationships are troubled and trust has been undermined, governance structures that rely on past practice will not function well or perhaps at all. Regardless of whether current governance practices are working, relying on past practice to enact effective participation in governance is of concern.

Practices are in people; they are shaped by values, beliefs, experiences, and emotion. Relying on individuals and relationships can often, in the long-term, undermine effective participation in governance, especially as our colleges experience turnover in personnel. Many of our faculty, staff, and administrators are retiring, and colleges are hiring individuals that do not have the shared customs or conventions of the college. If governance practices are not documented, local academic senates may find that they must continually negotiate their role in some or many aspects of the college governance structure. Further, with the disruption caused by the number of initiatives and programs colleges have recently implemented as well as the prospect of adopting a guided pathways framework, colleges may find governance structures stressed and even fractured as pressure builds to make decisions quickly.

STRENGTHENING GOVERNANCE STRUCTURES

The time may be right to evaluate your college governance structure. Of course, the best time to do such an evaluation is when times are good, relationships are positive, constituent groups are working well together, and tension is minimal. Evaluating and changing governance processes is often more challenging when conflict and tension are common on campus; however, such a situation may be unavoidable. Although relationships may be strained and governance structures may be showing signs of stress, reviewing formal policies and procedures as well as identifying informal practices will help assess what is or is not working well, what should be put into policy, and what should remain a practice. Generally, not all practices need to be enshrined in formal policy, since some practices should remain as they are for a variety of reasons. At times a less formal practice serves the college well. Each college must make those decisions based on its own college culture and values. Also, identifying all practices may be difficult. Often colleges do not know that what they thought was a policy is actually just informal practice until someone goes looking for documentation and discovers that it does not exist. Regardless, most colleges will find value in identifying practices and determining what should be a formal policy or procedure and what should remain a practice.

Of course, a college may not need to or even be able to identify and evaluate all policies, procedures, and practices all at once, but beginning the process of doing so may be helpful. We are experiencing tumultuous times, and our colleges are facing the opportunities and challenges that come with significant change. Strengthening our governance structures will provide the stability our colleges need to embrace and endure change.

TOP Code Alignment Project and Impacts on Local Coding

by Craig Rutan, ASCCC Curriculum Committee Chair

If you have ever worked with Taxonomy of Program (TOP) codes before, you likely encountered frustration, either due to a lack of sufficient details about which programs would be appropriate to the code, or because there was no code that really fit the program. To address these challenges, the TOP Code Alignment Project developed a process to work with local colleges to aid in the identification of appropriate codes. This process engages discipline faculty in the local review of TOP codes while improving accuracy in all statewide data tracking systems.

Prior to the TOP Code Alignment Project, how TOP codes were assigned, and how these code assignments informed Classification of Instructional Programs (CIP) codes and Standard Occupational Code(s) (SOC), contributed to inconsistent reporting within the system. Typically, TOP code assignments for new degrees or certificates were performed by an individual close to the program and/or the curriculum process. This individual could be classified staff, discipline faculty, or an administrator. Once assigned, a different person might identify the CIP code to submit to the federal government for gainful employment, financial aid, and veterans' programs. Additionally, a collection of SOCs would be identified to indicate the intended occupations for students completing the degree or certificate. To facilitate this process, CIP codes and the SOCs would be selected using crosswalks between TOP and CIP codes and again between CIP codes and the SOCs.

More recently, we have recognized that local processes have created inconsistencies in TOP code, CIP code and SOC designations across the community college system. When the new version of Launchboard was released, California community colleges that worked to identify similar programs within the system found the task to be significantly more difficult than anticipated, largely due to the false assumption that the same TOP code and/or similar program titles would be more or less consistent. In fact, as the TOP code, CIP code and SOC systems do not always align, and as these codes are often selected by different individuals at the local level, different codes for similar programs within the community college system are often assigned.

The resulting TOP Code Alignment Project brought together representatives from ASCCC, WestEd, and the Centers of Excellence to develop a process for examining the coding of Career Technical Education (CTE) degrees and certificates. When the TOP Code Alignment Project started, there were suggestions that a group should be convened to determine the "best" codes for programs and that those codes would make it easier to compare similar programs. Instead, what was developed is a faculty-driven process to identify locally the best codes based on intended occupations. While the TOP codes might end up being the same for similar programs, the process does not guarantee this outcome. What it does guarantee is that faculty become engaged in choosing the codes, and that selected codes align with the intent of the program.

How does this process work? For a college to participate in a TOP Code Alignment Project visit, the college must guarantee that discipline faculty and the college's curriculum chair will be present. For one, the assignment of these codes is a matter of curriculum and therefore under faculty purview. Two, discipline faculty expertise is required to identify correctly codes which align with the content and purpose of the curriculum. Three, the participation of the curriculum chair ensures that local approval processes to change the codes are followed. In addition, once the process is completed, the curriculum chair is expected to serve in the pool of curriculum experts to assist other colleges undergoing review.

It is important that colleges continue to engage discipline faculty in the selection of codes associated with curriculum.

Prior to the visit, the process begins with the identification of the occupations that each degree or certificate prepares students to pursue. This information is forwarded to data experts at the Centers of Excellence who identify the possible corresponding SOC. Using a CIP to SOC crosswalk, a list of possible CIP codes is then complied. Finally, a revised version of the TOP to CIP crosswalk is used to develop a list of possible TOP codes. This information, along with the existing codes, is provided to the participating college in a code binder.

Once the code binder is complete and the required participants are registered, an in-person meeting is scheduled at the college to determine what codes should be used for each program. Visiting team members include a representative from WestEd, a facilitator who has previously participated in a code alignment visit, a coding expert from the Centers of Excellence, and a curriculum expert who is a current or former curriculum chair. The curriculum expert must either come from a college that has already undergone review or must be appointed by ASCCC.

During the visit, faculty from each program area work directly with the coding and curriculum experts to choose three to five SOCs, a CIP code, and a TOP code. During a typical visit, a college will include discipline faculty from three to five program areas to meet with the experts. While the experts may have suggestions, the choice of what codes to use is decided by local faculty. At the end of the visit, the college is expected to submit the recoded degrees and certificates through its local curriculum approval process, and then to submit approved changes to the Chancellor's Office Curriculum Inventory.

It is important that colleges continue to engage discipline faculty in the selection of codes associated with curriculum. Curriculum management systems like CurricUNET often put the codes on a screen accessible only to select individuals at the college, which can lead to the expectation that those individuals assign all of the codes for the college curriculum. Instead, even if a college's curriculum technology hides the codes, colleges should develop a process where discipline faculty select curriculum codes. As many faculty are not experts in curriculum coding, colleges might consider forming a group of coding experts which could include the local curriculum chair, a CTE administrator, the curriculum specialist, and/or other locally-identified individuals to compile a list of possible codes to narrow the field of choices, similar to the code binder from the code alignment project. Once faculty become more familiar with the codes and how to assign them, determining codes will become just another part of the curriculum development process.

Whether your college chooses to participate in the code alignment project or not, engaging discipline faculty in the review of existing codes and the determination of new codes will lead to improved accuracy in all statewide data tracking systems. Participation in the code alignment project is a great way to get the review process started and to see how having faculty engaged in the coding process will benefit every program on campus. If you would like to find more information or to sign up for the code alignment project, visit <http://doingwhatmatters.cccco.edu/LaunchBoard/CodeAlignment.aspx>.

Focus on Transfer: ADTs, UCTP Degrees, and Community College Bachelor's Degree Programs

by John Stanskas, ASCCC Vice President

There has been much work regarding the transfer pathways for our students to four-year institutions over the last year. At its September 2017 meeting, the Board of Governors adopted a Vision for Success with specific goals, including "increasing by 35% the number of CCC [California community college] students system-wide transferring annually to a UC or CSU." As guided pathway programs are considered in the structure of our institutions, transfer will continue to be a significant area of focus. This article is intended as an update on three areas pertaining to transfer: ADT pathways with statistics; UC Transfer Pathways (UCTP) degrees and the guaranteed admission pilot in chemistry and physics; and transfer into community college bachelor degree programs.

ADT PATHWAYS WITH STATISTICS

The Associate Degrees for Transfer (ADTs) outline pathways for our students to the California State University (CSU) system with guarantees of admission and completion within a 60-semester unit threshold. Initiated by legislation (SB 1440 and SB 440), the ADTs were developed and agreed upon by discipline faculty from both the CSU and CCC systems. These agreements are documented in a Transfer Model Curriculum (TMC) from which colleges create their own ADTs. In the fall of 2016, the C-ID Math 110 descriptor, Introduction to Statistics, was amended such that the prerequisite for the course is listed as either intermediate algebra or any statistics pathway accepted by the CSU system. There are eight transfer pathways that utilize statistics pathways with guaranteed admission to the CSUs: administration of justice, agriculture animal sciences, agriculture business, agriculture plant science, business, kinesiology, psychology, and public health science. The ASCCC, the Chancellor's Office, and the CSU Chancellor's Office sent memos to the field regarding considerations of statistics pathways within the ADT structure at the end of the spring 2017 term. In summary, the CSU Chancellor's Office, the CCC Chancellor's Office, the Academic Senate of the CSU and the ASCCC, with representatives from the California Acceleration Project, all signed a memo on June 12, 2017 which outlines an agreed upon plan of action: CSU faculty from eight disciplines would need to evaluate whether the lack of intermediate algebra competency will be a barrier for students' successful completion of upper division major's preparation courses. Until those conversations are concluded at the end of the year, *nothing in the current structure has changed and students will be held harmless during the deliberative process.*

UCTP DEGREES AND GUARANTEED ADMISSION PILOT IN CHEMISTRY AND PHYSICS

For two years, the University of California (UC) Office of the President facilitated discipline faculty dialog within the UC system to outline a common expectation of major preparation for transfer students. These conversations resulted in 21 UC Transfer Pathways for that system's most popular majors. The University of California Academic

Senate and the ASCCC have been working for over a year to formulate a pilot program that facilitates guaranteed transfer from the CCCs to the UC system. There has been much concern regarding the gap between science, technology, engineering, and mathematics (STEM) degree completion and industry needs in California and throughout the country. There was also a desire to pilot a program where the number of transfer students would be manageably small so that the UC system could definitely accept the transfer students at one of its campuses. In addition, there are challenges with the current structure of the TMCs and the ability of colleges to meet the unit requirements of the lower division preparation courses for these disciplines. As a result, the initial pilot has been developed for transfer students in chemistry and physics. By the end of the fall 2017 term, a degree template should be released that reflects the UCTP for the disciplines of chemistry and physics. The template should include required courses for preparation within the major, as well as a modified general education pattern based on IGETC but which delays, until after transfer, four specific general education courses. Students earning a UCTP degree with a specified GPA will be guaranteed admission to the UC system. Once the UCTP template is released, curriculum committees and discipline faculty in physics and chemistry should look for guidance from the Chancellor's Office to engage the college curriculum process within the catalog deadlines of the college.

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COMMUNITY COLLEGE BACHELOR'S DEGREE PROGRAM TRANSFER

This fall, all 15 pilot colleges in the CCCs will have students enrolled in baccalaureate programs. All 15 have worked tremendously hard to ensure that appropriate rigor and curricular design, admissions policies, financial aid, and accreditation standards are met and that the programs are ready for students. The programs were initially selected, in part, on the needs of the local workforce. However, now that the programs are up and running, it is incumbent upon the system to ensure access to as many California residents as possible. In other words, with only one or two programs at publicly funded institutions in the state, we need to make sure that all California residents have access. To this end, four disciplines were selected to engage the C-ID Discipline Input Group process: dental hygiene, respiratory care, biomanufacturing, and automotive. Dental hygiene and respiratory care were selected as both disciplines have significant regulatory and discipline accreditation demands. Biomanufacturing is an emerging field of study across the system. Automotive is widely offered at the associate's degree level in the state. By engaging these four disciplines, we hope to be able to advise transfer students from any community college how to prepare for application to these fields at the baccalaureate level.

While each of these efforts are at different stages of development and/or discussion, all three areas align under the guiding principle of providing pathways for student completion and transfer. Moreover, the clear need to provide educational opportunities beyond the associate's degree for our students at public institutions drives us to further action. Updates will be provided throughout the year at plenary sessions, institutes, and emails as additional agreements are reached to be sure our collaborative efforts to provide transfer opportunities are realized at our individual colleges.

Building a Deeper Career Education Candidate Pool—

Using Faculty Equivalency Processes More Effectively

by John Freitas, ASCCC Treasurer

Sarah Hopkins, Director of Human Resources, Santa Rosa Junior College/ACHRO Representative

and Lorraine Slattery-Farrell, ASCCC South Representative

With the fall term in full swing, local senates are developing their recommendations for faculty hiring priorities. Given the recent attention to expanding career education[1] in the California community colleges, it is increasingly urgent that we address the need to recruit and hire more career education faculty with industry experience, including any challenges associated with fulfilling that need. When used effectively, the equivalency process should play an important and complementary role to the hiring process. As we gear up for our local hiring processes, including trainings in the roles and responsibilities of its participants, it is important to include a clear understanding of equivalency, as the effective use of equivalency can be a means for expanding the pool of qualified candidates for career education faculty positions.

Following the establishment of the Strong Workforce Program, the Chancellor's Office established a Career Technical Education (CTE) Minimum Qualifications Advisory Work Group to address the issue of career education faculty qualifications. The work group consisted of faculty, human resource professionals, deans and vice presidents, college presidents, and Chancellor's Office representatives. While the work group discussed multiple challenges to recruiting and hiring career education faculty, the immediate priority was on improving the effective use of local equivalency processes to expand the pool of qualified applicants in career education.

In Fall 2016, the ASCCC conducted regional meetings on faculty minimum qualifications and equivalency, but the audience at those regional meetings consisted primarily of faculty. Additional guidance and professional development on equivalency processes was needed, and a larger audience than only faculty needed to be reached. As a result, the work group drafted the paper, "Guidance Document for Career and Technical Education Minimum Qualifications and Equivalency,"[2] which was distributed to the field

1 *Career and technical education in the California Community College system is now officially called career education. The references to "CTE" in this article reflect the actual titles of the work group and the guidance document prior to launch of the Chancellor's Office California Career Education Campaign. Please go to <http://careered.cccco.edu> for more information.*

2 *This document is available at <http://www.asccc.org/sites/default/files/MQGuidanceDocument_0_0.pdf>.*

on January 31, 2017. Recipients included college presidents, vice presidents of instruction, career education deans, human resources professionals, career education liaisons and faculty. The document included recommendations to ensure that applicants understand what equivalency is, where to find equivalency documents, and how to apply for equivalency, along with the recommendation that equivalency processes operate in a timely manner.

Further, the ASCCC recognized the need for additional regional meetings on minimum qualifications, equivalency, and career education. In Spring 2017, the ASCCC collaborated with a planning team consisting of members of the Chancellor's Office CTE Minimum Qualifications Work Group to plan and host regional meetings attended by a diverse audience, including a broad distribution of faculty, including career education faculty, human resources professionals, and administrators, including vice presidents of instruction and career education deans. These meetings provided foundational information on minimum qualifications and equivalency, resources, and examples of effective practices for using local equivalency processes.

One resource provided at the spring 2017 regional meetings was a checklist of steps to ensure that local equivalency processes are used as effectively as possible.

One resource provided at the spring 2017 regional meetings was a checklist of steps to ensure that local equivalency processes are used as effectively as possible. The following checklist is divided into three categories: considerations for equivalency committees, assisting applicants for equivalency, and hiring committees. The steps are not specific to any one equivalency process; rather, they should be viewed as recommendations to ensure that local equivalency processes are followed in an efficient, thorough, and equitable manner.

EFFECTIVE PRACTICES CHECKLIST FOR FACULTY EQUIVALENCY PROCESSES

Considerations for Equivalency Committees

- ☐ Have clear, current and transparent equivalency procedures; communicate equivalency procedures to all relevant groups: candidates, faculty/department chairs/deans, Human Resources staff, and other district administrators.
- ☐ List examples of evidence that applicants can use to demonstrate equivalency. Create a link of possible, but not exclusive, documents that applicants submit to demonstrate equivalency.
- ☐ Post equivalency policies and links to relevant forms on college/district websites and in faculty job postings.
- ☐ To increase your pool of industry experts, consider and encourage requests for career education equivalency.
- ☐ Offer regular professional development and training regarding equivalency procedures and the principles of equivalency for your equivalency committee.
- ☐ Have standard documentation that equivalency committees consider for review/approval of equivalency cases.
- ☐ Have a system for documenting historical case studies of past equivalency reviews for comparison to current cases.
- ☐ Consider industry experience and certifications and eminence as a way to fulfill the breadth of education requirement.
- ☐ Have an established equivalency committee that meets regularly and has a liaison to Human Resources.

- Committees should consider faculty hiring timelines so that they are available during peak periods to make equivalency decisions efficiently.
- Equivalency committee membership should include participation from multiple disciplines/areas of expertise (Career Education, Sciences, Arts & Humanities, Counseling, and District administration); a minimum of one discipline expert (Dean or Faculty) should be included in the review of each case.
- Ensure that committee members understand the required minimum qualifications, options for equivalency, and its purview for denying/approving equivalency cases.

CONSIDERATIONS FOR ASSISTING APPLICANTS FOR EQUIVALENCY

- ☐ Have a standard equivalency application that is available to candidates with instructions on completing the application in the job posting.
- ☐ List "equivalency" in your website sitemap. Link it to a YouTube or PowerPoint explaining the equivalency process at your college.
- ☐ Post your equivalency process and directions on line as part of regular application process.

CONSIDERATIONS FOR HIRING COMMITTEES

- ☐ Inform hiring committees about the process for assessing candidates who are requesting equivalency and establish a liaison with Human Resources to assist with the processing of the equivalency case.
- ☐ Include training about equivalency in hiring committee orientations.
- ☐ In establishing hiring timelines, allow sufficient time for equivalency review (standard review time should be included in equivalency procedures and communicated to hiring committees during hiring orientation).

It is important to remember that the purpose of the equivalency process is to screen candidates into, not out of, hiring pools. Individuals who are granted equivalency to the minimum qualifications are qualified applicants for full-time and part-time faculty positions. Furthermore, the focus of equivalency is on the minimum qualifications of the candidate, not the candidate's perceived strengths and abilities as a potential faculty member, a function of the formal hiring process. *The equivalency process is not the same as the hiring process.*

Professional guidance for the use of equivalence to minimum qualifications is provided in the 2016 ASCCC paper, *Equivalence to the Minimum Qualifications.*[3] This paper includes the principled framework of the standards to follow when using local equivalency processes. Equivalence to the minimum qualifications means equal to the minimum qualifications by a different means other than the completion of the formal education requirements stated in the faculty minimum qualifications. As such, the use of equivalency is not a substitute for meeting minimum qualifications, nor does it constitute the lowering of professional standards for faculty. Rather, it is an assessment of whether or not an applicant's educational and/or professional background equates to the minimum qualifications for service as faculty in the California community colleges.

Therefore, local senates must ensure that the use of equivalency does not result in the lowering of professional standards. To this end, the ASCCC recognizes that practical tools are needed to complement its principled professional guidance. The ASCCC is committed to further efforts to develop resources and tools for colleges and districts to use their equivalency process more effectively, as a means to deepen the pool of qualified applicants for career education faculty positions.

3 *Equivalence to the Minimum Qualifications is available at <http://www.asccc.org/sites/default/files/equivalency_paper.pdf>.*

DACA—Where Are We Now?

by Dolores Davison, Equity and Diversity Action Committee Chair

Students always face challenges at the start of the fall term: what courses to take; where to find parking; how to ensure that they receive financial aid, or Board of Governors (BoG) fee waivers; or whatever else they may require to be able to balance college and life. This fall, many of our students face an additional challenge: the threat of arrest and/or deportation due to the United States' Attorney General's announcement of the government's intent to end the Deferred Action for Childhood Arrivals, or DACA, program, within the next six months.

The DACA Program was created by President Barack Obama and the United States Citizenship and Immigration Services Department in 2012, when it became clear that Congress was not going to pass legislation regarding the issue of citizenship for childhood arrivals. In order to qualify for DACA, recipients had to have immigrated to the United States prior to turning 16 years old, could not have been convicted of a felony, and had to submit paperwork and a fee to the federal government. DACA applicants were also required to live continuously in the United States since 2007 and must be enrolled in high school, have a high school diploma or GED, or be an honorably discharged military veteran.

According to the Pew Research Center's September 1, 2017 report, California leads the country with the most DACA recipients: as of August 31, 2017, more than 222,000 applications for DACA have been approved in California. The majority of

> Given the number of California DACA recipients and their ages, it is safe to assume that many of these young people have found their way to the California community colleges and are enrolled in courses and programs in most, if not all, of our colleges.

DACA applications nationwide are from Mexico; Pew reports that the number of DACA initial applications and renewals from immigrants from Mexico equal about 78% of the total applications received.[4] The current estimated age of the majority of DACA recipients is 25; in its 2016

4 *<http://www.pewresearch.org/fact-tank/2017/09/01/unauthorized-immigrants-covered-by-daca-face-uncertain-future/>*

study, the Brookings Institute found that the majority of DACA recipients arrived in the United States at the age of 10 or younger.[5]

Given the number of California DACA recipients and their ages, it is safe to assume that many of these young people have found their way to the California community colleges and are enrolled in courses and programs in most, if not all, of our colleges. What are our responsibilities as faculty leaders in regards to these students? What should be happening at our colleges? What role should the Academic Senate for California Community Colleges (ASCCC) play? These questions, and more, have been at the forefront of discussions of the ASCCC Executive Committee, the ASCCC Equity and Diversity Action Committee, and many of our local senates. This article is the first step in trying to address some of these concerns and challenges.

The California Dream Act, along with AB 540 (Stats. 2001, ch. 814) and other legislation, grants students certain rights in California, separate from the federal DACA regulations.

One of the most important parts of understanding these challenges is the recognition that DACA is not the only program for these students. The California Dream Act, along with AB 540 (Stats. 2001, ch. 814) and other legislation, grants students certain rights in California, separate from the federal DACA regulations. Under AB 540, eligible students are exempt from paying non-resident enrollment fees if they meet the following criteria: a) attended a California high school for at least three years (or attained the equivalent of at least three years of credits from a California high school and attended at least three full years at a California K-12 school; b) graduated from a California high school or received a GED or passed the California High School Proficiency Exam; and c) are registered or enrolled at a California community college. It is important to recognize that these rights are distinct from the federal rights granted under DACA, and for students to have access to information about both programs.

The ASCCC is ensuring that conversations about DACA and other changes for our students are taking place around the state. At the spring plenary session, a resolution affirming ASCCC support for DACA students was passed by the body; a second resolution will be forthcoming at the Fall 2017 plenary session. At the Civic Engagement summit, held October 5-6 at College of the Canyons, DACA was one of the main topics of conversation; the same was true at the Equity and Diversity Action Committee Regionals in late October. A breakout will be presented on the challenges of DACA at the Fall 2017 plenary session.

Yet, while these sessions are of great help and provide tremendous information to the field, not everyone can attend a plenary session. To that end, the ASCCC is compiling a collection of useful information for DACA students and the faculty who work with them. Beginning with Chancellor Eloy Ortiz Oakley's statement regarding DACA and the legal opinion and guidelines issued by the Chancellor's Office, and supplemented with the great work that colleges have been doing and are continuing to do for and with DACA and AB 540 students, all of this information will be available on the ASCCC website from the homepage for colleges to use for their own work. This information will be frequently updated as new resources become available. Moreover, if you have suggestions for additional information to be posted, please feel free to email your suggestions to <info@asccc.org>.

Together, we can ensure that our students are given the opportunity to pursue their education in a safe learning environment that encourages diversity and inclusion.

5 *<https://www.brookings.edu/wp-content/uploads/2016/06/DACA_singer_svajlenka_FINAL.pdf>*

A Womanly Perspective on Gender-Inclusive Language

by Rhonda Findling, Santa Rosa Junior College

For the benefit of mankind, can someone please man-up and agree to man this table, which is man-made, because we are one man down and need more manpower tomorrow.

At Santa Rosa Junior College, where I have worked for 20+ years, I have been in meetings and presentations where gender exclusive language was used by educated professionals, both male and female (although mostly male), including many liberal-minded faculty, administrators, and staff who otherwise seem sympathetic to the issue of gender equality. Why? Is this diction just years of sexist conditioning that is hard to break?

Take two: for the benefit of humankind, can someone please step-up and staff this table, which is hand-made, because we are one person short and need more people power tomorrow.

For those who lack gender equality consciousness, or who easily lapse into old habits and retro language, have no fear. There really are easy alternatives to "man" or "he." All it takes is practice. My guess is that, if you recite the take-two sentence above twice a day for five days, you will have it down. Policeman can be police officer; fireman can be firefighter; the mailman can be mail carrier. Not really that hard, right?

Perhaps the better question is: how important is this? As someone who has had 56 years of experience as a gender-queer female in a "man's" world, I believe it is pertinent. As an experiment, let's imagine that we use the opposite gender pronoun when referring to both sexes; in other words, all generic or general pronoun usage defaults to "she," and that we instead use womankind, womanpower, woman-made, and so on. Consider how this diction might be perceived by boys and men. Try it for a day and see what happens. My guess is that males would feel invisible or not included or even insulted. Yet, this is the reality we impose on girls and women from the day they come into this world.

Perhaps, you might think, it is just a triviality. However, the effect of this distinction cumulates over time to reinforce the message, however subtle, that the norm is male, that women and girls are less-than, and that it is not important for woman to be included or visible. I would also suggest that this pronoun bias trickles down to how girls and women are treated by their male counterparts, as well as female self-development.

In gendered languages, like Spanish, there is a current movement to adopt gender-inclusive language and habits. For example, when referring to both sexes, it is best to use Latinx, or Latinas y Latinos. When welcoming a group of both women and men, it is more inclusive to say bienvenidas y bienvenidos. These movements recognize the negative impact of gender bias and the importance of more inclusive language as a solution.

College campuses across the country and elsewhere are beginning to embrace the use of a third, gender-neutral pronoun for those people who identify as bi-gendered or gender-neutral.

For this same reason, it is no longer okay to use the male-only version of words when referring to men and women. College campuses across the country and elsewhere are beginning to embrace the use of a third, gender-neutral pronoun for those people who identify as bi-gendered or gender-neutral. Our habits need to change to account for the diversity of our communities and student body.

The language we use matters. It always has, and it always will. As educators, it is up to us to take the lead in the movement for gender equality. Educators have a responsibility to embrace and promote changing societal norms, especially when it comes to issues of justice, inclusion, and equal rights. This starts with the language we use every day with both our students and our colleagues.

CTE Advisory Committees: Making Them Work for You!

by Marie Boyd, Curriculum Chair, Chaffey College

and Lorraine Slattery-Farrell, ASCCC South Representative

With the inception of the California Community College's Doing What Matters for Jobs and the Economy initiatives, an urgent emphasis has been placed on maximizing all things related to career technical education (CTE), including efficiently run advisory committee meetings. While this emphasis may seem like yet another hoop through which faculty are asked to jump, these meetings can provide some valuable insight into program need and industry trends. This article will provide suggested practices and tips to maximize the use of your advisory committees.

To review, the appointment of vocational education advisory committees comes from Title 5 §55601[6]:

> *The governing board of each community college district participating in a vocational education program shall appoint a vocational education advisory committee to develop recommendations on the program and to provide liaison between the district and potential employers.*
>
> *The committee shall consist of one or more representatives of the general public knowledgeable about the educational needs of disadvantaged populations, students, teachers, business, industry, the college administration, and the field office of the Employment Development Department.*

In addition, CTE programs receiving federal funding through Perkins must "have extensive business and industry involvement, as evidenced by not less than one annual business and industry advisory committee meeting" (Section 135(b) of Perkins IV[7]).

In 2016, the Strong Workforce Taskforce recommendations further highlighted the need for engagement of industry professionals and faculty. Specifically, Recommendation 9(a)[8] states: "Engage employers, workforce boards, economic development entities, and other workforce organizations with faculty in the program development and review process."

And, if the Strong Workforce movement has not done a complete enough job of expressing urgency and efficiency with CTE programs, the guided pathways efforts currently moving through our system surely will.

Title 5 language speaks to the need for advisory committee members from outside the college, for example, potential employers, industry leaders, and sector/deputy sector navigators. While the regulations do not speak to the specifics of running an advisory committee meeting, we know there are certain elements that are required from these committee meetings which will be needed as part of any CTE program's curricular regional endorsement process.

6 *The regulation can be found here: <https://govt.westlaw.com/calregs/Document/I0C2454A0D48511DEBC02831C6D6C108E?viewType=FullText&originationContext=documenttoc&transitionType=DocumentItem&contextData=(sc.Default)>.*

7 *The document can be found here: <http://cte.ed.gov/FMI/app/webroot/files/VFMI_2012_Session_5_Perkins_IV_-__A-133_Compliance_Supplement.pdf>.*

8 *The documents pertaining to the Strong Workforce Project can be found here: <http://doingwhatmatters.cccco.edu/StrongWorkforce/ProjectPlan.aspx>.*

Creating an agenda for advisory committee meetings might seem like a small detail; however, the importance of a prepared agenda should not be overlooked. Effective agendas demonstrate the specific need for input and maximize the use of advisory members' time. Meetings should allow for both CTE program updates and updates and discussions of industry changes and emerging needs or trends. This practice will go a long way toward forging strong collaborative relationships with and between committee members.

Advisory committee meetings can also be an opportunity to conduct an employer survey. Sample areas to include in an employer survey may include the following topics and suggestions:

How does your advisory committee member's business recruit?

- Word of mouth/networking
- Online application
- Staffing agency
- Internships
- Online advertisement
- Print advertisement
- Other

How important are the following levels of education for employment at your advisory committee member's business?

- High school or equivalent
- CTE certificate
- Industry recognized certificate
- Associate degree
- Bachelor's degree

What skills and training are required for employment at the advisory committee member's business?

- Previous work experience
- Technical skills
- Soft skills or Professional skills
- Post-secondary education

What skills do your advisory committee members feel their current employees lack?

- Written communication
- Leadership
- Critical thinking
- Computer applications
- Problem solving
- Creativity/innovation
- Oral communication
- Self-direction
- Professionalism/work ethic
- Teamwork/collaboration
- Any others not listed

Furthermore, advisory committee meetings can be an opportunity to solicit input regarding your existing programs' annual reviews, as well as your stated program learning outcomes.

Advisory minutes need to be submitted to your regional consortium as part of the consortium's review process. Minutes should include the date and location of the meeting. It is a good idea to include the names and titles of those in attendance. These details provide evidence of the working relationship your program has with potential employers. A meeting that includes only college faculty from the program will not demonstrate the connection with potential employers.

The minutes also need to detail conversations regarding the specific elements of curriculum under review which respond to industry needs. These details provide evidence for the need for software, equipment, and, of course, the curriculum. These recorded details also help demonstrate program needs in program review when requesting resources and/or other support. One suggestion for generating specific conversation regarding curriculum is to distribute copies of course outlines of record. Faculty may ask the attendees to highlight all content and objectives they feel are especially important, and to discuss details they believe are missing. Details about proposed certificates and programs of study should also be included in advisory committee minutes.

In addition, with a guided pathways framework coming soon to a neighborhood near you, advisory committee members can provide input on the creation of your college's CTE pathways.

Running a robust advisory committee meeting, and recording minutes with the above referenced details, can help maximize the benefit of collaborating with industry experts to provide relevant, timely curricular options for our students.

Student Learning Outcomes: Where Have We Been and Where Are We Going?

by Rebecca Eikey, Relations with Local Senate Committee Chair

and Ginni May, Accreditation and Assessment Committee Chair

In 2002, the Accrediting Commission for Community and Junior Colleges (ACCJC) moved from ten standards to four standards with subsections. One of the major changes was a focus on student learning outcomes (SLOs). At that time, SLOs and the idea of SLO assessment were new to California community colleges; even though assessing student learning was not new to faculty, the systematic cycle of documenting SLO assessment was. With this focus on SLOs, the Academic Senate for California Community Colleges (ASCCC) began work to provide resources for faculty on why and how to begin SLO assessment, and it continues to do so.

According to the ASCCC Guiding Principles for SLO Assessment (2010), the ASCCC "views outcomes assessment as a productive activity that can improve teaching practices and thus enhance student learning." Because teaching practice and student learning are curriculum issues and under the purview of faculty, the adoption and revision of policies related to SLO data collection and assessment require collegial consultation between the local governing board, or designee, and the local academic senate.

With the 2014 release of the next round of revised ACCJC standards, there were concerns and much debate from the field regarding how to meet Standard I.B.6, which requires institutions to collect, disaggregate, and analyze student learning outcomes assessments and achievement data for subpopulations of students. The standard further requires that institutions implement strategies to address any identified gaps in student performance. Discussions across the California Community College system resulted in two ASCCC resolutions (S15 2.01 and S15 17.04), a Rostrum article,[9] and a number of presentations at the 2017 Accreditation Institute, the 2017 SLO Symposium, the Spring 2017 Plenary Session, and the 2017 Curriculum Institute. Still, questions regarding this standard continue to persist:

- What processes at the course, department, and institutional levels should be developed and implemented when collecting and evaluating SLO data for the purpose of data disaggregation?
- What student subpopulations should be defined?
- What lessons can be learned, and what actions should be taken once data are disaggregated and analyzed?
- What are the promising practices in collecting and disaggregating student learning outcomes assessment data?

9 *The Genie in the Bottle: Disaggregation of Student Learning Outcomes Data, Spring 2015 <http://asccc.org/content/genie-bottle-disaggregation-student-learning-outcomes-data>.*

- How can disaggregation of student learning outcomes assessment data lead to program improvement?
- How can assessment of student learning through a lens of inquiry lead to more meaningful assessments?
- To address ASCCC resolution 2.01 S15 Disaggregation of Student Learning Outcomes Data,[10] the ASCCC Accreditation and Assessment Committee partnered with the Research and Planning Group for California Community Colleges (RP Group) on a research proposal to the Academic Senate Foundation for California Community Colleges (ASFCCC). The ASFCCC and the ASCCC approved the project to begin Spring 2016. The research results were presented at ASCCC events during the spring 2017 term.

Consequently, the ACCJC has issued a document on Institutional and Team Guidance[11] related to Standard I.B.6 that clarifies that student learning and student achievement are not to have the same meaning nor be supported by the same evidence. Furthermore, the Commission considers this standard to be an "emerging" standard and additional clarification of the language is to be expected in early 2018.

In an effort to provide more guidance to faculty in regard to student learning outcome assessment, the ASCCC is forming a task force that will update the ASCCC SLO Terminology Glossary and will write a paper on SLOs as directed by the body through the ASCCC resolution, 9.01 S17 Update to the Existing SLO Terminology Glossary and Creation of a Paper on Student Learning Outcomes.[12]

The need for professional development and dialog around promising practices for assessing student learning will continue. Fortunately, the ASCCC is actively involved in providing resources faculty need, including two events in February 2018 related to SLO Assessment and Accreditation:

- The Fifth Annual SLO Symposium, Friday, February 9, 2018;
- The ASCCC Accreditation Institute, February 23-24, 2018 in Garden Grove, including a pre-session on February 22 with ACCJC to include trainings for new evaluators and new accreditation liaison officers.

With the shift toward a student success framework that focuses on guided pathways, there is a renewed sense that student learning outcomes assessment will be a large part of the discussion and that it is likely to result in cross-discipline collaboration. Now, more than ever, it is crucial that faculty remain vigilant and informed so that they can contribute to the formation and revision of the policies and procedures that will be adopted by their local districts in regard to student learning and assessment of that learning.

ASCCC resolution, 17.01 S15 Collegial Consultation with Local Senates on Student Learning Outcomes Policies and Procedures[13] "asserts that the adoption and revision of local policies and procedures regarding student learning outcomes . . . are academic and professional matters." In other words, it is the purview and responsibility of the local academic senate to recommend, through collegial consultation with the governing board, those policies and procedures that address SLO assessment processes and practices.

10 *<http://asccc.org/resolutions/disaggregation-learning-outcomes-data>*

11 *<https://accjc.org/wp-content/uploads/ACCJC-Standards-Discussion.pdf>*

12 *<http://www.asccc.org/resolutions/update-existing-slo-terminology-glossary-and-creation-paper-student-learning-outcomes-0>*

13 *<http://asccc.org/resolutions/collegial-consultation-local-senates-student-learning-outcomes-policies-and-procedures>*

The Value of Time: Going on Sabbatical? Try OER

by Randy Beach, Educational Policies Committee Chair

The Greek philosopher Theophrastrus once said: "Time is the most valuable thing a man can spend." As faculty, we often spend our time on professional development activities. Workshops, research projects, and sabbaticals support our personal and professional growth and lead to improvements in our students' achievement and learning. One way to invest our professional development time is to work toward the implementation of Open Educational Resources (OER) in your classes.

OER improves student outcomes and is of financial value to students: developing a plan for using OER in your classes provides faculty with valuable new resources and teaching materials with which to work, as well as providing needed relief for students who suffer the burden of excessive textbook and supplemental materials costs. A professional development plan looks different for every faculty and in every discipline, and can range from a few activities to a full-blown sabbatical. Here are a few ideas to consider when developing an OER development plan:

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ANNOTATED WEB BIBLIOGRAPHY

Assembly Bill 798 (Bonilla, 2015) encouraged the use of OER and calls for the development of zero-textbook-cost degrees to support student engagement in education and completion of their academic goals. But, for many faculty who are just beginning to explore the world of OER, where to start can seem confusing. You can support OER and the faculty in your department by creating an annotated web bibliography of resources available in your discipline and help them find them on the web. Spend some time browsing the Cool4Ed website's free and open textbooks on the MERLOT collection at < http://www.cool4ed.org/findetextbooks.html> or other resources with a Creative Commons License. Rubrics for evaluating quality OER materials are available online; one good example is Achieve.org's comprehensive OER rubric at <https://www.achieve.org/files/AchieveOERRubrics.pdf>.

BUILD AN OER COMMUNITY

For those faculty who are already comfortable using OER but want to encourage others, a sabbatical or extended professional development project could be to act as coordinator and organizer of OER activities at your college. Bringing your expertise and knowledge of OER to others can have a lasting impact on students throughout your college or district. The California OER Council provides instructions for creating an OER community to make your process even easier with ideas for offering workshops to your colleagues or planning entire OER campus plans for implementation; see <https://docs.google.com/document/d/1fcqXgNh6PuU52TBzxJWqXCM2lQYyNvbylLJcwl62EgU/edit>.

CREATE YOUR OWN

Possibly the most ambitious sabbatical or professional development project is to write your own OER teaching materials. The OER Commons website at <https://www.oercommons.org/> provides several tools for building your own materials and licensing them in ways that protect your intellectual property while making your work available to other faculty and students. Whether you are developing materials for use in your class section only, or acting as a lead in your department, this site and others can provide the tools to develop materials unique to your students' needs. Turn your sabbatical into something of lasting benefit academically and financially for your students and many others.

These are just a few ways to approach your OER professional development activities in an organized way that can benefit greatly you and your students. The Community College Chancellor's Office (CCCCO) and the California legislature have invested considerable resources and support in the implementation of OER and the creation of Zero-Textbook Cost degrees providing faculty with the opportunity to take a sabbatical or to pursue other professional development activities that will create a lasting impact for current and future students. The CCCCO's website for Open Educational Resources is a great place to start your journey. See <http://extranet.cccco.edu/Divisions/AcademicAffairs/OpenEducationResources.aspx>.

Possibly the most ambitious sabbatical or professional development project is to write your own OER teaching materials.

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