

## List of Senate Publications by Topic

### AB1725

Title	Abstract
AB 1725 Implementation Questionnaire, Final Report	<p>The results of this survey of initial AB 1725 implementation activities seem to indicate significant faculty involvement in mandated policy development in a majority of districts. The same degree of participation by faculty groups was not evident in the critical decisions that were made concerning the use of Program Improvement Funds. The "consultation process" and "shared governance" concepts which appear so often in the legislation were most evident between faculty groups who, in the great majority of colleges, seem to be cooperating in their efforts to empower faculty. It remains to be seen whether these processes will be transferred successfully to future faculty and management interactions.</p> <p>1990 Spring Research Committee</p>
AB 1725 Implementation Study	<p>1989 Fall Research Committee</p>
Challenge of Cultural Diversity in the California Community Colleges	<p>American education has failed in recent years to meet the needs of a growing number of students, but not because of lack of effort, money, or concern. Rather, the fault lies in the educational process itself, for the overwhelming majority of educators are white middle class individuals whose perceptions are so different from those of the minority students they speech by Karen S. Grosz detailing some differences between traditional approaches to education and the new roles for academic senates under Assembly Bill 1725, the omnibus reform legislation sometimes struggle to help that they simply cannot perceive the nature of the problem.</p> <p>1988 Fall Academic Senate</p>
Sections of AB 1725 Affecting Academic Senates	<p>A collection of passages from the omnibus reform legislation enacted into law in January, 1989 with discussions of issues such as general education transfer curriculum, development of list of disciplines for hire, faculty hiring and layoffs.</p> <p>1988 Fall Academic Senate</p>

### Academic Senate History and Records

Title	Abstract
Academic Senate Annual Report 2007	<p>The mission of the Academic Senate is to foster the effective participation by community college faculty in all statewide and local academic and professional matters. As defined in Title 5, §53206, "An Academic Senate for California Community Colleges has been established through ratification by local academic senates or faculty councils so that the community college faculty of California may have a formal and effective procedure for participating in the formation of state policies on academic and professional matters." Hence, the Academic Senate serves as the official voice of the faculty of California community colleges in academic and professional matters to the Governor, Legislature, Board of Governors, Consultation and other constituent groups. Through the deliberation of the local senate delegates, the Academic Senate strengthens and supports the local senates of all California community colleges by developing, promoting, and acting on policies that respond to statewide concerns as adopted by the delegates.</p> <p>2007 Academic Senate</p>

Academic Senate Bylaws	<p>We, the faculty of the California Community Colleges, through the local academic senates, do hereby establish the Academic Senate for California Community Colleges, Inc., in order to promote the best interests of higher education in the state and to represent the faculty in all California Community Colleges at the state level.</p> <p>2004 Spring Academic Senate</p>
Acronyms	<p>Nothing makes one feel so much an outsider in a group as the use by others of acronyms or initial designations with which one is not familiar. Below are some of the abbreviations pertaining to education which are in common use in this state. Please send suggestions to the Academic Senate Office.</p> <p>2003 Academic Senate</p>
Annual Report of the Academic Senate	<p>Published each year the report reflects on the affairs of the Academic Senate for a particular year and includes Session minutes, Standing Committees Reports, Operational Committees reports, Institute Reports, and other issues.</p> <p>Recurrent Academic Senate</p>
Brief History of the Academic Senate for California Community Colleges	<p>The Academic Senate for California Community Colleges has its roots in Assembly Concurrent Resolution No. 48 introduced by Assemblyman Charles Garrigus. ACR 48 adopted in 1963 asked that the State Board of Education (which at that time had a junior college bureau) provide for the establishment of academic senates ". . .</p> <p>1997 Academic Senate</p>
Executive Committee Policies	<p>Policies on topics such as expense policy, responsibilities of Executive Committee members, responsibilities of Senate appointees to other committees or task forces, and responsibilities of Exec. Committee members during Senate Sessions.</p> <p>2000 Spring Academic Senate</p>
Forum	<p>Forum is an annual magazine showcasing the talents and creativity of California Community College Faculty. Submissions include essays, fiction, poetry, photography, painting, drawing, three dimensional art and other forms of creative expression.</p> <p>Recurrent Academic Senate</p>
President's Update	<p>Distributed monthly, the Update is a report by the President on senate issues and activities, distributed electronically and by hard copy to local academic senate presidents, pursuant to Resolution 1.3, Spring 1995.</p> <p>Recurrent Academic Senate</p>
Resolutions	<p>Each Fall and Spring the Academic Senate meets in a Plenary Session to consider its positions on major issues. The local academic senates at each college and district send faculty delegates to these Plenary Sessions. The Academic Senate adopts its positions through Resolutions accepted by majority vote of the delegates. You may search for the text of these resolutions either by topic or by date of the Plenary Session at which they were adopted.</p> <p>Recurrent Academic Senate</p>
Role of the Academic Senate in the Contemporary Community College	<p>This historical document guided the development of local senates and the Academic Senate. In order for us to understand the legitimacy of our function and to appreciate our present position in the policy-making circles of higher education in California, it is necessary to be familiar with the history of the development of our Academic Senate and the history of faculty governance in American colleges and universities.</p> <p>1980 Fall Academic Senate</p>

Rostrum

Published four times a year, the Rostrum is the official voice of the Academic Senate and reflects the Academic Senate's position on Statewide and local issues. Articles are on topics that concern the academic and professional life of California community college faculty.

Recurrent Academic Senate

Sixty Milestones in the History of Senates and the Academic Senate for California Community Colleges

With the current review of the Master Plan for Higher Education underway, it seems appropriate to review also the history of the Academic Senate movement in California. The following is a selective list of 60 Senate milestones identified.

1986 Spring Academic Senate

## Accreditation

### Title

### Abstract

Accreditation Standards

In order that faculty and others might have additional resources for participating in local discussions of the new Accreditation Standards, we are making the following available:

The New Accreditation Standards-Guidelines for the Field (Word)  
ASCCC President Hoke Simpson's letter to Wallace Albertson, Chair of the Accrediting Commission on Draft C (PDF)  
ASCCC general commentary on Draft A (PDF)  
ASCCC standard-by-standard commentary on Draft A (PDF)  
Community College Council/California Federation of Teachers President Marty Hittelman's letter to Wallace Albertson, Chair of the Accrediting Commission on Draft B  
American Association of University Professors' Statement on the Standards

In addition, a workgroup has been formed under the auspices of the Executive Committee, consisting of representatives from the Academic Senate, the CCC/CFT, and the AAUP. The workgroup has been asked to produce a set of guidelines for faculty in the field for discussion at Area meetings and the Fall Plenary Session. These will be available on this site following Fall Session.

Recurrent Academic Senate

Accreditation: Evaluating the Collective Faculty

The Academic Senate for California Community Colleges recommends that the following criteria be used by the Accreditation Commission for Community Colleges of the Western Association of Schools and Colleges as a basis for developing standards for evaluating the collective faculty of a college.

1990 Spring Educational Policies Committee

Agents of Change: Examining The Role of Student Learning Outcomes and Assessment Coordinators in California Community Colleges

Formally stating and assessing student learning outcomes (SLOs) is a new focus for California community colleges required by the 2002 Accreditation Standards. This paper, the first in a series, explores one aspect of this sea change across the state: the emergence of a new group of faculty leaders, Student Learning Outcomes and Assessment Coordinators. Responsible for guiding the SLO development and assessment efforts at their colleges, these faculty are charged with designing and implementing assessment processes for instruction, the library, and student services. In addition, they provide training for whatever assessment model the college adopts and they must organize and report assessment data for accreditation. As assessment leaders, they must balance the often differing concerns of faculty and administrators as well as deal with any college resistance. Student Learning Outcomes Coordinators act as agents of change on their campuses; not change for the sake of change, but change anchored in campus culture and targeting improved learning. Unfortunately, many are working without clear job descriptions or have not received training for this position. Some SLO Coordinators shoulder this burden without any reassigned time on top of a full teaching load. Until now, there have been few opportunities for SLO Coordinators to network together and exchange ideas; they have been undertaking their task in isolation. This paper, detailing research conducted by the Academic Senate's Ad Hoc Accreditation and Student Learning Outcomes Committee, explores the current status of California's SLO Coordinators and makes several recommendations to address the challenges they face.

2007 Fall Accreditation and Student Learning Ad Hoc Committee

Faculty Role in Accreditation

This paper is written to provide readers with a brief description of the accrediting process as it relates to the California Community Colleges, with an emphasis on faculty involvement in this process, both at the policy and implementation levels. It includes recommendations of how faculty can participate more fully and effectively. Appendices are included to provide more complete information.

1996 Spring Standards and Practices Committee

Strengthening the Accreditation Process

1992 Spring Academic Senate

The 2002 Accreditation Standards: Implementation

Because the Accrediting Commission for Community and Junior Colleges (ACCJC), a division of the Western Association of Schools and Colleges (WASC) has now adopted the new accrediting standards over our many objections, this report was constructed with three separate thrusts: (1) it accounts for Academic Senate positions and continuing faculty concerns with and objections to the current accreditation approach; (2) it provides a summary of the experiences of the colleges who piloted the new standards; and (3) it provides practical, pragmatic assistance to local senates who must address the new Student Learning Outcomes (SLO) requirements and accommodate the shifting paradigm required for completing the self study. All of these approaches consider why and how the accreditation process should occur within boundaries of local senate governance and with due attention to institutional missions, local bargaining authority, privacy protections under the law, academic freedom, and common sense. The paper concludes with recommendations for local senates and contains useful resources and models within the appendices.

2004 Fall Research Committee

Working with the 2002 Accreditation Standards:  
The Faculty's Role

The Academic Senate for California Community Colleges has a long standing tradition of encouraging faculty involvement in the self study process and in serving on accreditation teams and at the Commission. Though the Academic Senate takes exception with the 2002 Accreditation Standards, particularly their reliance on marketplace values, faculty roles in accreditation are essential to a healthy peer review process and founded in the Education Code and Title 5 Regulations. This paper identifies the many roles faculty must play in the self-study activities: determining how outcomes and objectives should be defined and evaluated; participating throughout the accreditation process from data gathering to responding to drafts; functioning as visiting team members; serving on the Commission, and finally, by responding to Commission actions and recommendations. Appendices include a brief history and overview of accreditation and a consideration of Academic Senate resolutions and resources related to accreditation. In sum, this paper stresses the faculty's roles at the local level and how this experience serves as a precursor to contributing to accreditation efforts on other campuses and in representation on the Commission itself.  
2005 Spring Standards and Practices Committee

**Articulation and Transfer**

<b>Title</b>	<b>Abstract</b>
A Transfer Discussion Document	<p>The three segments of the California public higher education system currently operate several programs intended to facilitate the transfer of students between the California Community Colleges and California State University and University of California systems. However, too often these intersegmental transfer programs have been established without specific, clear plans for how they will interface with other existing programs. Periodic reviews of these intersegmental transfer programs can identify whether these transfer-centered activities work efficiently and effectively and serve as a tool to ensure that resources are being allocated wisely and in line with intersegmental priorities. The faculty members of the Intersegmental Committee of Academic Senates (ICAS) undertake such a review in this report and identify areas in which coordinated efforts and greater collaboration would be appropriate.</p> <p>2005 Spring Intersegmental Committee of Academic Senates</p>
California Articulation Number System (CAN): Toward Increased Faculty Participation	<p>This paper responds to plenary session resolutions directing the Academic Senate Executive Committee to prepare a background paper regarding faculty participation, evaluation and funding of the California Articulation Number (CAN) system. The paper explores the background and purpose of CAN, examines the CAN-ing process, describes the criteria to qualify courses, discusses faculty participation and identifies systemwide issues in the evaluation and funding of the project.</p> <p>Local senates should view the CAN-ing process as part of the local curriculum review / approval process and assure that there is faculty participation and oversight. This paper will assist local senates to understand the CAN process and make specific recommendations to ensure faculty and local senate involvement.</p> <p>1998 Spring Educational Policies Committee</p>
Content Standards in English for High School Graduates	<p>A document sponsored by California Education Round Table</p> <p>1996 Fall Academic Senate</p>

High Schools: Improving Articulation between High Schools and Community Colleges: Activities and Incentives

This paper addresses articulation with high schools. It considers the philosophical basis for such articulation, discusses current programs, recommends activities which academic senates can undertake in concert with college administration, considers incentives which institutions can offer their faculty to encourage participation, and discusses activities in which individual faculty may engage. Finally, this paper briefly cites some exemplary programs.  
1988 Spring Educational Policies Committee

High Schools: Planning for Tomorrow: How to Prepare in High School for Your Community College Years

If you are a high school student planning to attend a college, the information in this folder is for you. Read it carefully and use it to help plan your high school courses.

The majority of students attending college in the state of California study in community colleges. Community colleges admit all high school graduates and all who can profit from their instruction. Wherever you go to college, if you plan your courses while you are in high school, you will be prepared for college work and will not have to lose time in college taking courses you should already have taken on high school.

1986 Spring Educational Policies Committee

IMPAC Annual Reports

Major Preparation Articulated Curriculum (IMPAC) project originated in the Intersegmental Committee of Statewide Academic Senates (ICAS) of the California Community College (CCC), University of California (UC), and California State University (CSU) systems. IMPAC is a unique faculty project designed to assist the student transfer process from the community colleges to the UC and CSU systems in their chosen major. The project, as explained in the introduction that follows, is funded by a \$2.75 million grant that supports for five years the development of an infrastructure for faculty from the three higher education systems to meet regionally at regular intervals to discuss issues, concerns, and academic procedures that impinge upon the transfer process for students between the community college and the UC and CSU systems. Specifically, the grant funds faculty discipline and interdisciplinary dialogues that address prerequisite and lower division courses students must complete prior to transfer to either the CSU or UC systems.

Recurrent Intersegmental Committee of Academic Senates

Issues Pertaining to the Transfer Function of the California Community Colleges

The Senate response to the final Report of the Task Group on Retention and Transfer, more popularly known as the "Kissler Report" after Gerald Kissler, Assoc. Dir. of Planning, UCLA Chancellor's Office.

1980 Spring Academic Senate

Scope, Implications, and Impact: The Academic Senate for California Community Colleges Response to the Proposed CSU Policy to Eliminate Remedial Education for Entering Undergraduate Students

At the November 1994 meeting, the California State University (CSU) Board of Trustees' Committee on Educational Policies discussed the history, cost, and issues surrounding precollegiate instruction in the California State University (CSU). In January 1995, the Workgroup on the Under Prepared Student presented a report on precollegiate instruction in the CSU. The report concluded with ten recommendations aimed at improving the effectiveness of, and reducing the need for, remedial/developmental education on the CSU campuses.

1995 Fall Educational Policies Committee

Statement on Competencies in Mathematics Expected of Entering College Students

1996 Fall Intersegmental Committee of Academic Senates

Toward a Common Course Numbering System

This report examines the issues of articulation, curriculum, and local college implications surrounding the discussion of common course numbering in the California Community Colleges. The passage of SB450, the barriers to transfer, real and perceived, compels educators to explore the advantages and disadvantages of a common numbering system.

1995 Fall Common Course Numbering System Ad Hoc Committee

Toward Increased Student Success: Transfer as an Institutional Commitment

This paper explores the background of the Transfer Center Pilot Program, identifies some fiscal issues, and suggests ways for local academic senates to provide leadership related to their primary responsibility for the function of transfer. By providing a brief history, this document equips local faculty with ideas for increasing the overall institutional commitment to the mission of transfer by embedding transfer in institution-wide activities, programs and services.

1996 Fall Educational Policies Committee

Transfer Education: A Bridge to the Future

The Academic Senate for California Community Colleges has supported the preeminent position of this function throughout its history, as documented by the attached compendium of policies and positions on transfer education. It is important to note, as these resolutions attest, that the transfer function has received careful and constant attention by the faculty of California community colleges. Therefore, from our perspective, it would be more appropriate to approach the subject of transfer education in community colleges within a context of renewed commitment and revitalization of an important function, rather than to perceive it as a problem area that has suffered from neglect and is in need of reform.

1984 Spring Academic Senate

## Budget and Finance

### Title

### Abstract

Budget Considerations A Primer for Senate Leaders

This publication is intended to provide a selection of easy to use resources and tools to enhance the effectiveness of a local senate president during ongoing budget conversations. It is not intended to provide a narrative description of budgets and budget process, nor a comprehensive listing of the many arcane rules that govern community college budgets. The scope here has been intentionally limited. Given the great variety in approaches to budgeting across the California Community College System, no document could guide senate leaders through the myriad of ways that local districts approach budgeting. The focus here is on developing an informed approach to looking at a local budget and providing local faculty with the understanding they need to advocate effectively. Narrowly speaking, community college budget development is an annual cycle that produces projected revenue and expenditure figures for the operation of the college in the upcoming year. In this publication we take a broader view of studying, recording, and understanding the financial picture of the district, using a variety of sources and viewpoints. This, often historical, information can then be put to good use in discussing and preparing any given year's annual budget. A valuable additional resource is the Academic Senate's Fall 2001 paper The Faculty Role in Planning and Budget, available from the Senate website ([www.asccc.org](http://www.asccc.org)).

2009 Fall Budget Committee

## Contract Education

### Title

### Abstract

ABCs of Contract Education

A presentation to the Academic Senate on Contract Education  
1992 Spring Vocational Education Committee

Contract Education (A Background Paper)

The Academic Senate believes that the concepts contained in this paper refer to all dealings with business and industry and are not limited to those within the ED>MET contract education initiative. These concepts will serve as the basis for the production of a position paper to be presented to the Spring 1994 Session. Close relationships with industry can provide opportunities for faculty to understand the needs of the industry and seek modifications within their programs that adapt to those needs.

1993 Fall Academic Senate

Contract Education Summary

In 1984, the California Legislature passed AB 3938 (Farr) which authorized a study of contractual education programs in the California Community colleges. The bill also authorized the creation of a task force charged with directing the study and recommending legislation. The Task Force had faculty representation from the Academic Senate (Pam Fisher and Erna Noble), CFT (Martin Hittelman and Robert Hancock), CTA (Donald Attore and Fred Horn), and FACCC (Les Birdsall) as well as from administration and business. Arthur Young & Company was hired as a consulting firm to collect and synthesize data regarding contractual education programs and presented a final report to the California Legislature and the Chancellor in June of 1986.

1990 Spring Legislative and Governmental Relations Committee

Contract Faculty Hiring Procedures: A Model  
Based on Assembly Bill 1725

Beyond requiring a joint and cooperative exercise of responsibility, the hiring process should be focused on ensuring that the community colleges will select teachers who can teach and who are experts in the subject matter of their curriculum; and counselors, librarians, and other instructional and student services faculty who can foster community college effectiveness and who are experts in the subject matter of their speciality.

1989 Fall Educational Policies Committee

## Counseling

### Title

### Abstract

Consultation Council Task Force on Counseling

In December 2000, the Consultation Council reviewed and discussed a Consultation Digest prepared by the Faculty Association of California Community Colleges (FACCC), which recommended that the Chancellor establish a Consultation Task Force to study the counselor-to-student ratio in California community colleges. At the time, the Chancellor declared the issue an academic and professional matter and charged the Academic Senate for California Community Colleges with convening the Task Force.

2003 Spring Counseling and Library Faculty Issues Committee

Role of Counseling Faculty in the California  
Community Colleges

This paper presents a background on counseling discipline issues, identifies the relationship between the mission of California Community Colleges and the counseling discipline, describes the qualifications, roles, and activities of counseling faculty and states the appropriate uses and limitations of paraprofessionals.

1994 Fall Counseling and Library Faculty Issues Committee

Standards of Practice for California Community College Counseling Programs

This paper asserts that there should be a set of universal standards of practice for all community college counseling programs, regardless of institutional or departmental size or fiscal constraints. Complying with these standards requires both adequate staffing and support. These standards are set out in six areas:

- A. Core Functions,
- B. Ethical Standards,
- C. Organization and Administration,
- D. Human Resources,
- E. Physical Facilities, and
- F. New Technologies.

These standards have been developed by counseling and other faculty through review of current practice, policy, and legislation; study of national standards for the counseling discipline; and projection of needs for future practice. They are designed to be specific enough to be meaningful, yet general enough to allow flexibility in meeting local needs and constraints. They are intended to be used in the design, development, and review of counseling department policies and practices.

2008 Fall Counseling and Library Faculty Issues Committee

Standards of Practice for California Community Colleges Counseling Programs

This paper asserts that there should be a set of universal standards of practice for all community college counseling programs, regardless of institutional or departmental size or fiscal constraints. These standards are set out in six areas:

1997 Spring Counseling and Library Faculty Issues Committee

**Curriculum**

<b>Title</b>	<b>Abstract</b>
Academic Standards: The Faculty's Role	<p>We seem to hear more every day about declining academic standards. In January, the newspapers reported that only about 62 percent of candidates for certificates to teach in California elementary and secondary schools passed tests in basic skills. Many community college faculty are concerned about standards in their institutions, in part because in the late 1960s and the 1970s standards became associated, in the minds of many faculty members and students, with personal rigidity rather than academic rigor.</p> <p>1983 Spring Educational Policies Committee</p>
Basic Skills: Ad Hoc Basic Skills Committee Final Report	<p>In response to considerable discussion about the establishment of a basic skills discipline and resolutions (numbers 9.8S90 and 9.9S90) at the Spring 1990 Session of the Academic Senate for the California Community Colleges, the Ad Hoc Basic Skills Committee which was to include credit and non-credit instructors in basic skills was established in spring 1990 for the purpose of studying the issue of whether to create a pre-collegiate basic skills discipline. As directed by the resolutions, the committee held five hearings to listen to arguments by faculty across the state about whether or not a basic skills discipline should be established. The committee was directed to forward recommendations regarding the discipline issue to the Standards and Practices Committee for consideration. The committee's final report will be submitted to the Executive Committee before distribution to local senates.</p> <p>1991 Spring Ad Hoc Basic Skills Committee</p>
Competencies Statements	<p>1985 Academic Senate</p>

Components of a Model Course Outline of Record	<p>The course outline of record plays a central role in the curriculum of the California Community Colleges. Standards for the course outline appear in Title 5, in the Curriculum Standards Handbook, in accreditation standards, in intersegmental general education agreements with the California State University and the University of California (IGETC and CSU-GE), and serve as the basis for transfer articulation agreements with individual CSU and UC campuses. All of these standards have been revised recently (Title 5 in 1993, the Handbook in 1995, IGETC in 1991 and CSU-GE in 1992) or are currently being revised (accreditation). As a consequence, discipline faculty and curriculum committee members are faced with the daunting task of writing and approving course outlines which will meet this array of updated standards. This paper reviews the role of the course outline and summarizes the requirements and standards for writing approvable outlines of record.</p>
Credit/Noncredit Policy	<p>An annotated booklet by Leon P. Baradat 1980 Fall Academic Senate</p>
Critical Thinking Skills in the College Curriculum	<p>One of the first difficulties encountered by curriculum committees throughout the state was the establishment of a definition of critical thinking broad enough to encompass college level courses throughout the academic and vocational/technical curriculum, as well as a definition that could apply to both content-based and skill-based courses. The Educational Policies Committee of the Academic Senate has prepared the following paper in order to provide a broad definition of critical thinking skills and to assist faculty in identifying some of the intellectual actions that constitute critical thinking in their courses.</p>
Curriculum Committee Review of Distance Learning Courses and Sections	<p>The requirements for offering courses or sections of courses in distance learning model were changed substantively. These changes included such key components as class size, instructor-student contact, and methods for apportionment. As part of the process of monitoring the impact of these changes, the regulations require local curriculum committees to separately review and approve courses and sections taught in distance learning mode. Guidelines were also established which include data collection and an annual report to the local board of trustees. (Appendix A contains both the regulations and the guidelines.) The purpose of this paper is to recommend to local curriculum committees the basis upon which their review and approval might be accomplished.</p>
Curriculum Committee: Role, Structure, Duties and Standards of Good Practice	<p>The curriculum committee plays a central role in the California Community Colleges. This role has expanded tremendously with the expanding role of faculty in community college governance and with the expanding demand for a curriculum which is flexible and responsive to the needs of our increasingly diverse student body. These demands have necessitated, now more than ever, that faculty understand the role of the curriculum committee, remain committed to high curriculum standards, and implement the college curriculum in an organized, efficient manner. To that end, this document reflects the collective wisdom of the faculty of the California Community Colleges and is recommended as a compilation of requirements and good practices to our colleagues charged with that task closest to our professional calling--the development, review, renewal, and approval of sound curricula.</p>

Curriculum Committees and Local Senates

Questions to be examined are as follows: What is the relationship of the curriculum committee to its local senate? What is the composition of members of curriculum committees? Who chairs them? If faculty chair their curriculum committee, what is the level of institutional support? What changes are being contemplated by the local senates as a response to the statewide effort to strengthen the role of faculty in their curriculum committees? How satisfied are the senates with the composition and structure of their curriculum committees?

1987 Fall Research Committee

Future Planning: Instruction as a Priority

Instruction is the first priority of the community colleges. It is, in fact, the only reason for their existence. Instruction has now taken a thirty million dollar cut. The Academic Senate recommends to the Legislature, CPEC, and the Board of Governors that, if further economics become necessary, alternatives to cutting the instructional program be given first priority. For example, the cost of extra-curricular activities and administrative services should be examined prior to additional cuts in the instructional program.

1982 Fall Curriculum Committee

General Education Model Criteria for the Associate Degree

Title 5 requires that the 15 semester units of general education mandated for the associate degree include at least one course in the following areas: natural sciences, social sciences, humanities, and learning skills. A course, to fulfill the general education requirement, must satisfy both general education and area requirements. The Education Policy Committee recommends the following criteria.

1981 Spring Curriculum Committee

Good Practices for Course Approval Processes

A well-designed college curriculum is not only comprehensive and effective but also flexible. As new topics emerge and demands of the field evolve, the curriculum must be responsive without losing its commitment to quality. This paper makes recommendations to create specific categories and approval processes for: special topics courses, experimental courses, an expedited process for courses with imminent need for approval, and independent study courses.

1998 Spring Curriculum Committee

Good Practices for the Implementation of Prerequisites

Prerequisites are an essential tool in the construction of curriculum for courses in which student success is highly dependent on previously acquired knowledge or skills. However, effective use of prerequisites requires a balance of several countervailing factors. (Used in this general sense the term prerequisites applies also to corequisites and other limitations on enrollment.) Appropriate prerequisites also require a balance between externally imposed mandates and local control. State standards help to assure that prerequisites do not deny access but yet uphold academic standards--the balance stated above. But local control must be maintained over the mechanisms employed to institute prerequisites and to empower faculty in assessing academic standards. Striking this balance was one of the goals of the framers of the Title 5 prerequisite regulations passed in September of 1993.

1997 Spring Curriculum Committee

Humanities Instruction in the California Community College: Renewing Our Commitment

Since most students take humanities courses during the first two years of college, the community colleges have a particular responsibility in examining and strengthening the role of the humanities in the curriculum. Guidance is needed for our large number of undecided students "shopping" for courses to take, and a coherent humanities component is needed for our many liberal arts majors.

1988 Spring Educational Policies Committee

Information Competency: Challenges and Strategies for Development

In 1996, the California Community College Board of Governors (BOG) issued a policy statement identifying information competency as a priority. Recognizing information competency as an academic and professional matter, in May 1999 the Chancellor delegated the issue of information competency as a graduation requirement to the Academic Senate for its recommendations.

2002 Fall Curriculum Committee

Integrated Approach to Multicultural Education

In this paper we provide concrete ideas on how you can implement change in your course or program to incorporate content and techniques that support multicultural education. It defines multicultural education in the community college environment with an emphasis on student learning styles. An instrument for analyzing and implementing curricular change is provided in addition to curricular application examples, a glossary and a student learning style assessment instrument.

1995 Spring Educational Policies Committee

Issues and Options for Associate Degree Levels In Mathematics and English

2004 Fall Curriculum Committee

Issues in Basic Skills Assessment and Placement in the California Community Colleges

When the Academic Senate for California Community Colleges compiled best practices for serving basic skills students in 2002-2003, assessment practices were notably absent. In this paper, problems with current assessment and placement practices with regards to basic skills are explored. The paper begins with a review of the matriculation process and the most appropriate assessment instruments for use in placing basic skills students into courses. Issues confronting the assessment and placement process are presented, including the stigma of the "basic skills" label, the particular difficulties faced by non-native speakers of English, and the lack of resources for adequate orientation and counseling for entering basic skills students. Concerns about the disparity between the number of students assessed and the number who actually enroll in basic skills are also reviewed. The paper moves on to discuss how best to measure "success" in basic skills, vital to appropriate evaluation of our current assessment and placement processes. Based on the discussion in the paper, several recommendations for improving the overall success of basic skills students in the community colleges are made.

2004 Fall Basic Skills Committee

Managing Planning and Review Processes

1983 Fall Academic Senate

Placement of Courses within Disciplines

It is hoped that this paper will help local senates who have not yet undertaken the process of assigning courses to disciplines or who are updating or revising. The paper discusses why the need exists and outlines a process to help local senates get started. The process described in the paper relies on faculty's professional integrity to do an assessment of discipline preparation and course content.

1994 Spring Standards and Practices Committee

Program Discontinuance: A Faculty Perspective

The paper, developed by the Academic Senate Educational Policies Committee, reviews the current regulation and statute, role of local academic senates, effects on students, the need to balance the college curriculum, educational and budget planning issues, collective bargaining concerns, and considerations when developing a local model.

1998 Spring Educational Policies Committee

Program Review: Developing a Faculty Driven Process

As a result of its desire to see the quality and educational effectiveness of community colleges maintained, the Academic Senate for California Community Colleges (Academic Senate) has had a long-standing commitment to faculty-based program review mechanisms. As public support for funding colleges and universities diminishes and fiscal resources become increasingly constrained, planning and effective use of the sparse educational dollars is paramount. Additionally, standards of accreditation, general and categorical accountability, and community educational needs further motivate colleges to strive for sound educational practices that support the integrity of the college and its programs and services.  
1996 Spring Educational Policies Committee

Program Review: Setting a Standard

This paper responds to Resolution 9.05 Fall 2007, calling for an update of the Academic Senate's 1996 paper Program Review: Developing a Faculty Driven Process in the light of recent accreditation changes and other emerging issues. This paper has been written to expand on the best elements of the 1996 paper and to stand on its own without requiring that readers also review the earlier paper. Program review has evolved substantially since the development of that paper. Individuals and institutions engage in program review for a variety of reasons. This paper seeks to set a standard for program review in California community colleges based on the authority of local academic senates and their commitment to educational excellence, and also in light of external requirements. The Academic Senate continues to argue that program review must be a faculty-led process, motivated by professionalism and the desire to make community college programs relevant, effective, and exemplary.

2009 Spring Educational Policies Committee

Proposal to Revise the Use of Certificates

This proposal is intended to provide the California Community College system with a means by which to better serve student needs and enhance the ability of the CHANCELLOR'S Office to record and report the many different certificates that are now awarded by local community colleges. The proposal seeks to provide for certificates that have a high degree of credibility with employers so that they will be helpful to students seeking employment. Adoption of this proposal will also bring greater uniformity to certificates and other awards, thereby making them more portable than are many of today's certificates.

1999 Spring Academic Senate

Regional Curriculum Colloquia and Delegated Approval Authority

A solid curriculum is the backbone of any college. In the California Community College system, curriculum oversight is provided by the Board of Governors and the Chancellor and is recognized as a matter on which the Chancellor relies primarily on the advice and recommendations of the Academic Senate. (See Appendix 1, Education Code, Section 70901.) The Board of Governors is given the authority to set minimum standards for credit and noncredit classes and to review and approve all educational programs offered by community college districts and all courses that are not offered as part of an educational program.

1997 Spring Academic Senate

Role of Faculty in the Curriculum Process

The Board of Governors of the California Community Colleges has adopted regulations establishing distinct sets of standards for courses which may or may not be applied for credit toward the associate degree. In addition, the Board of Governors is now requiring that noncredit courses be approved through the same local curriculum review and approval process as that required for credit courses. The revised regulations, which will appear as changes in Title 5, Part VI of the California Administrative Code, include as new section 55002.

1987 Spring Educational Policies Committee

SLO Terminology Glossary - A Resource for Local Senates

The following glossary was developed from existing research and feedback from faculty and researchers from the California community colleges in response to Resolution S08 2.02 that asked the Academic Senate for California Community College to address the confusion in the field by researching and developing a glossary of common terms for student learning outcomes and assessment. The glossary does not dictate terminology nor does it seek to be comprehensive. Due to the increased collaboration between researchers and faculty, dialog about these terms increases our ability to serve our students and increase student success.

2009 Fall Academic Senate

State of Basic Skills Instruction in California Community Colleges

The 1998 basic skills survey of the Academic Senate for California Community Colleges' Basic Skills Ad Hoc Committee found among the colleges much variation in practices but many similar problems developing strong basic skills instruction. Some common challenges facing basic skills instructors include classes that are too large, lack of adequate funding, ineffective assessment tools, inadequate research, lack of qualified reading instructors, problems coordinating programs, and insufficient faculty development opportunities. In spite of these challenges, many colleges have developed exemplary programs that stand as models. Based on these successes, a number of recommendations for good practice have been made for local senates to consider as they recommend policy for student success, planning and budgeting, curriculum, and other academic and professional matters.

2000 Spring Basic Skills Committee

Stylistic Considerations in Writing Course Outlines of Record

This paper recommends good practices for writing each of the sections of the course outline of record. Sections covered are Catalog Description, Class Schedule Description, Need/Justification, Objectives/Student Outcomes, Prerequisite Skills, Course Content, Assignments, Methods of Instruction and Evaluation, and Texts and Instructional Materials. The focus of the recommendations is to provide course outlines which are thorough and comprehensive of the Title 5 standards as well as providing complete descriptions of actual classroom practices which are sufficient for articulation.

1998 Spring Curriculum Committee

Summary of Legislation, Regulations, and Reports Concerning Basic Skills Instruction in the Community Colleges

Basic skills instruction is not new to higher education or to the California Community Colleges. For a variety of reasons, private and public institutions of higher learning have always had significant numbers of first year students who failed, dropped out or simply from college due to their inability to meet course requirements. In 1874, Harvard first offered freshman English at the request of faculty members dissatisfied with students' preparation in formal writing. In 1907 over half the students who matriculated at Harvard, Yale, Princeton, and Columbia failed to meet entrance requirements. And from 1930 to 1939, colleges and universities began establishing remedial reading clinics, including New York University, Harvard University and University of Minnesota. (Maxwell, Improving Student Learning Skills, 1979, Jossey-Bass)

1991 Ad Hoc Basic Skills Committee

Survey of Effective Practices in Basic Skills

Most first-time community college students are not prepared to succeed in college-level courses without one or more courses in basic skills to develop necessary reading, writing, and mathematics skills. The mission to provide basic skills is directed at a vast number of students who enter our community colleges today. To serve these students as well as we can, we must encourage faculty, administrators, and others in decision-making positions to employ effective practices so that under-prepared students may complete transfer and occupational programs within a reasonable timeframe. This paper is intended to provide a basis for improving basic skills instruction and services by providing readers with a survey of current literature discussing the most effective practices in basic skills found throughout the nation and practices in the California community colleges that model these effective practices.

2003 Spring Basic Skills Committee

The Course Outline of Record: A Curriculum Reference Guide

Curriculum is at the core of any educational endeavor, and the course outline of record plays a central role both internal and external to the California Community College System. This update to the original Academic Senate paper Components of a Model Course Outline of Record also incorporates material from the previously published Academic Senate papers Stylistic Considerations in Writing Course Outlines of Record and Good Practices for Course Approvals.<BR>

In spite of the fact that internal and external standards for courses regularly evolve, this paper offers the curriculum developer a clear framework for the writing of a course outline of record. The paper begins with a broad overview of the development process and then moves to an element by element explanation of the course outline of record itself. For each element, stylistic and practical considerations are provided along with the appropriate citations where such inclusion helps to clarify the regulatory intent to ensure quality. The paper also includes discussion of related topics such as discipline assignment and the potential effects of compressed calendars. The paper concludes with curricular considerations beyond the course outline of record, a detailed glossary of terms, and a list of useful references.

2008 Spring Curriculum Committee

Toward an Acceptable Program and Services Review

A study of models for program and services review

1988 Research Committee

What is the Meaning of a California Community College Degree?

The Associate Degree has been subjected to numerous demands and external pressures and, as a result, has evolved somewhat independently at each California community college to meet local needs. Most colleges in the system have developed Associate Degrees based on completion of a general education curriculum. However, current Title 5 language limits the award of the Associate Degree to programs of study which include in-depth study in a specific field. Colleges are not consistent in the application of the titles Associate of Arts and Associate of Science to degree awards. This creates confusion within and outside of the system as to the meaning of the various Associate degrees. This paper reviews these two topics in depth, providing a discussion of the benefits and possible ramifications of changes to Title 5 and the establishment of a uniform application of titles to degrees. The value of the Associate Degree is reviewed and emphasized. The paper concludes with a recommendation calling for the creation of a task force that will develop formal proposals to address these and other issues related to the Associate Degree for future consideration by the Academic Senate.

2005 Fall Educational Policies Committee

## Distance Learning

### Title

### Abstract

Academic Freedom, Privacy, Copyright and Fair Use in a Technological World

This position paper of the Academic Senate for California Community Colleges examines the increasing use of technology in education and the fundamental, academic implications of this increase for the traditional understanding of academic freedom, privacy, copyright and fair use. It is third in a series of four related papers that have already discussed academic freedom in a more general setting and instructor-student contact in distance education. The fourth paper will discuss more specific details of technology implementation in both the academic and the collective bargaining setting.

1999 Fall Educational Policies Committee

Distance Learning in California Community Colleges: An Academic Senate Review of the Social, Fiscal and Educational Issues

This paper describes the current conditions under which state funded, distance learning occurs within California's community colleges. It identifies external and internal forces influencing the debate on expansion of distance learning in higher education. The paper highlights important research findings from the higher education community which are relevant to the ongoing debate and to the specific, Chancellor's Office, proposed, regulatory changes. Finally the paper recommends critical components necessary for the development of state policies, and community college regulations, regarding distance education that are socially equitable, educationally responsible, fiscally efficient, and outcomes-based.

1993 Fall Educational Policies Committee

Guidelines for California Community Colleges in the Use of Telecommunications Systems in Instruction

The Academic Senate of California Community Colleges recommends that the following guidelines be adhered to in the governance, administration, and instruction of any course offerings in which the delivery of the instruction in the content of a community college course relies on a telecommunications system or systems for the majority of the instructional time allocated to such courses and to courses similar in content but different in the means of delivering the instruction...

1983 Fall Academic Senate

Guidelines for Good Practice: Effective Instructor-Student Contact in Distance Learning

This position paper of the Academic Senate for California Community Colleges further elaborates the Academic Senate's existing positions on distance education and the effective use of technology in instruction. In particular it examines the implications of a 1998 change in the Title 5 regulations governing distance education in California community colleges, especially with regard to instructor-student contact. The paper begins with a review of good practices in technology mediated instruction and proceeds to consider and make recommendations on effective instructor-student contact. Many of the recommendations apply equally to courses offered in any mode of instruction, but the paper specifically addresses local curriculum committees as they decide how to apply these recommendations in their review of distance education course proposals. The paper briefly mentions some unresolved issues in the area of faculty collective bargaining. Finally the paper makes recommendations for action by local academic senates to ensure that the curriculum review process for distance education courses separately documents effective instructor-student contact, technical support, accessibility and provision of support services to students.

1999 Spring Technology Committee

Guidelines for Good Practice: Technology Mediated Instruction

This paper underscores that technology mediated instruction is an alternate mode of delivery, another tool in the instructor's toolbox, and should be held to the same standards as any other delivery method. This paper is not meant to suggest that traditional classroom instruction is obsolete or inferior. When appropriate, technology may assist learners in achieving their particular goals. Decisions surrounding the use of technology needs to be in the hands of the faculty.

1997 Fall Technology Committee

Guidelines on Minimum Standards for College Technology

Community colleges provide students with access to life skills. The ability to understand and utilize information technologies is now a vital basic skill for students. Technology is becoming an increasingly important tool to enhance instruction as well as student services. Therefore, the Academic Senate for California Community Colleges recommends that all California community colleges provide at least the following technology resources to best serve their students.

2000 Spring Technology Committee

Technology in Education: A Summary of Practical Policy and Workload Language

This position paper of the Academic Senate for California Community Colleges examines practical issues in the area of technology in education and provides a sample of possible policy and contract language. It is the fourth in a recent series of related papers that have addressed academic freedom in a more general setting, instructor-student contact in distance education, and foundations of privacy and copyright in a technological world. This paper discusses details of technology implementation in both the academic and the collective bargaining setting. It concentrates on faculty issues and viewpoints, although several of the topics examined has parallel implications for students. Individual institutions will decide on a case-by-case basis which issues belong in an academic policy setting and which belong in contract language.

2000 Spring Educational Policies Committee

The Impact of Computer Technology on Student Access and Success in the California Community Colleges

Computer technology has permeated the fabric of American society. Computer technology affects the way people communicate, the way they learn, and the way they do business. The ability to use computer technology effectively has become a distinct advantage in school and work. As computer technology has become a crucial element in educational and vocational advancement, concerns have grown that disparities in access to such technology limit the opportunities for many. This paper focuses in particular on the issues concerning computer technology and its impact on students in the California Community College System. The paper begins with a general review of the various concerns raised in education. The paper continues with an examination of the investments the California Community College System has made in technology and how these investments have affected student access and success. The paper concludes with recommendations for senates on both statewide and local levels regarding computer technology and its role at individual colleges and districts and in the System as a whole.

2003 Spring Technology Committee

## Equity and Diversity

### Title

### Abstract

Affirmative Action Guidelines

The Academic Senate for California Community Colleges unequivocally declares its total commitment to Affirmative Action program in the community colleges. In support of this position, the Academic Senate at its Fall Conference in 1986 passed a resolution that the Educational Policies Committee of the Senate be directed to draft a set of Affirmative Action Guidelines for the use of faculty in the California Community Colleges.

1987 Spring Educational Policies Committee

Affirmative Action Regulations: Guidelines with Questions and Answers

Continuing work of the Academic Senate for California Community Colleges Affirmative Action / Cultural Diversity Committee 1990-1991, the 1992-1993 committee developed these guidelines. With permission from the Human Resources Division of the Chancellor's office, major portions of the guideline language included in the publication: A Guide to Regulation Changes for California Community College Trustee were used in this document and repeated verbatim.

The committee sought to include the guidelines, anticipated questions with answers, and specific suggestions for faculty at the local level.

This document is designed to be a comprehensive, yet, quick reference to the revisions of the Affirmative Action Staff Diversity Regulations. While the Chancellor's Office has staff resources to address various areas of specialty in the Human Resources Division, we recommend the faculty take full advantage of the Academic Senate in addressing these issues from a faculty perspective.

1993 Spring Affirmative Action/Cultural Diversity Committee

Affirmative Action: Ramifications and Implications of Affirmative Action on Hiring

The faculty via the academic senates has been given augmented authority and responsibility through the mandates of AB 1725, the faculty via the academic senates has acquired augmented authority and responsibility. Effective implementation of the legislative mandates is the prime responsibility of the academic senate(s). Inherent within this authority and responsibility is accountability. "Lip service", and "paper shuffling for compliance" are not surrogates for actual and effective implementation of the affirmative action mandates of AB 1725. The Academic Senate for the California Community Colleges has been in the forefront of aggressively translating the language of affirmative action into the actuality of affirmative action.

1990 Fall Affirmative Action/Cultural Diversity Committee

California Pathways: The Second Language Student in Public High Schools, Colleges, and Universities

California Pathways: The Second Language Student in Public High Schools, Colleges, and Universities brings together greatly needed collective professional insights about second language students in our schools and about the programs designed to serve those students. The white pages of the document are intended to provide educators, advisors, counselors, and others who assist the second language population a description of English as a Second Language (ESL) and insights into the diverse situations and linguistic differences of California's second language population. These pages also offer descriptions of current general practices, as well as explain effective ways of meeting second language students' particular educational requirements. Most importantly, the background information contained in the white pages provides a context for the green pages, "Second Language Proficiency Descriptors," and guidance for their fair and meaningful application. The descriptors characterize the second language continuum in the four skill areas: listening, speaking, reading, and writing. They give ESL specialists and others in contact with this population a way to connect the language education paths of a significant portion of California's students.

2000 Academic Senate

Student Equity: Guidelines for Developing a Plan

California community colleges provide open access to higher education for all students irrespective of ethnicity, gender, age, disability, or economic circumstances. This objective is enshrined in law. A directive issued by the California Legislature in 1991 charged all levels of public education, including California community colleges, to provide educational equity "[n]ot only through a diverse and representative student body and faculty but also through educational environments in which each person...has a reasonable chance to fully develop his or her potential (Education Code §66010.2c)."

2002 Fall Affirmative Action/Cultural Diversity Committee

## Faculty Development

Title	Abstract
Faculty and Staff Development Resources	<p>There are a variety of resources and activities for faculty and staff development for the California Community Colleges. Listed here are the key statewide organizations.</p> <p>1990 Spring Faculty Development Committee</p>
Faculty Development Policy Guidelines	<p>California Community College reform has generated a flurry of faculty and staff development questions. The purpose of the Faculty Development Policy Guidelines is to provide a reference source for faculty development issues and concerns. This is not intended as a "how to" resource. Rather, it addresses significant faculty development policy issues and provides guidelines for senate leaders in the interest of maintaining academic and professional integrity.</p> <p>1990 Spring Faculty Development Committee</p>
Faculty Development: A Senate Issue	<p>This paper will summarize existing practices as reported by the faculty development survey respondents, outline steps and offer recommendations that local senates can take to increase faculty involvement in faculty development programs, and provide information on possible untapped professional development funding sources.</p> <p>2000 Spring Faculty Development Committee</p>
Flexible Calendar: Guidelines for the Implementation of the Flexible Calendar Program	<p>Implementation of the flexible calendar program at the pilot colleges involved reforming the instructional calendar to accommodate instruction free days for faculty development activities. The use of flexible calendar days was accomplished through a shifting of the traditional calendar. With the success of the pilot programs, legislation (Assembly Bill 1149) was drafted in 1981 that allowed all colleges the option of adopting a flexible calendar program.</p> <p>1993 Spring Faculty Development Committee</p>

## General Concerns

Title	Abstract
Definitions of Community Colleges Terms	<p>This listing of selected definitions is presented in response to the rapid proliferation of acronyms, programs, and regulations that are relevant to community college faculty. Many of the definitions are of a general educational nature while others relate to vocational education and economic development. Programs that are involved with the Chancellor's Economic Development initiatives are designated with "ED&gt;Net" after the definition. In addition, those definitions specifically relating to AB1725, Title 5 regulations, or the Vocational and Applied Technology Education Act (VATEA) are so designated.</p> <p>1991 Spring Education Committee</p>

Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates

This position paper of the Academic Senate for California Community Colleges (ASCCC) examines issues of educational technology that involve policy and implementation matters important to local academic senates. In particular it includes current information regarding separate curriculum review and instructor-student contact. In general, this paper summarizes and updates three earlier ASCCC papers on technology in education. It suggests a variety of effective practices in educational technology and considers appropriate college governance structures that will facilitate planning. A suitable structure will result in decisions that are based on the educational needs of the student rather than the technological convenience of the college. Many of the effective practices require related professional development activities. Recommendations to local academic senates are included.

2008 Spring Technology Committee

Future of the Community College: A Faculty Perspective

The purpose of this paper is to define the future of the California community colleges from a faculty perspective. The sense of urgency associated with the publishing of this perspective is the product of the din of voices calling for the radical restructuring of the community college. In the name of "accountability," faculty and administrators are confronted with the demand that they apply quantitative measures to what is essentially a qualitative enterprise: education, the actualizing of the potential of human beings.

1998 Fall Educational Policies Committee

Instructor Advisement

The Academic Senate recognizes the critical role that counseling plays in the educational process and adheres to the general principle that counseling is most effective when it is performed by professional counselors, who have been educated and trained in the diverse functions of their field. Moreover, the Senate believes that there is no substitute for an adequate number of fully trained and certified professional counselors and that institutions which lack such a number are undermining both the efficiency and the quality of all their college programs.

1985 Spring Educational Policies Committee

Minors on Campus: Underage Students at Community Colleges

In addition to recommendations regarding the involvement of faculty in developing board policies related to the admission and enrollment of minors, this paper includes recommendations for mandated reporter training regarding child abuse for all faculty and clear notification of faculty when there are minors in their courses. The Academic Senate should work with the System Office for legal clarification on issues of liability related to having minors enrolled on campus and bring the work of the 2003 Minors in Higher Education Task Force to the Consultation Council for review and consideration of further action.

2006 Fall Educational Policies Committee

Performance Based Funding: A Faculty Critique and Action Agenda

This paper reviews and analyzes a 1997-98 budget proposal by the Chancellor and Board of Governors of the California Community Colleges. The proposal was to fund a portion of the California Community College budget on a performance basis, with a differential payout mechanism for colleges based on progress on selected indicators of student achievement. Entitled "Partnership for Excellence," the proposal was incorporated and further extended in the initial budget proposed by the Governor of California. This paper briefly reviews the history of performance based funding, places the proposal in the context of national and international developments, and provides a critique of this budgetary approach in public higher education. Finally, the paper sets out an action plan for the Academic Senate for the California Community Colleges in responding to calls for performance based funding.

1998 Spring Educational Policies Committee

Recommendation on Length of the Academic Year  
Testimony to the Joint Committee for the Review  
of the Master Plan for Higher Education

1992 Spring Educational Policies Committee

The numbers 40 and 60 have taken on a special, almost magical, quality recently, and I would like to take this opportunity to explore their significance to the community colleges. When the 1973 Joint Committee on the Master Plan for Higher Education re-affirmed legislative support for the 40:60 ratio of lower-to-upper division students in the University of California and California State University, there was little reason for concern about the matter, for both segments were then at the 40% lower division enrollment recommended by the 1960 Master Plan Survey Team (Conflicts in State Policies Governing Undergraduate Enrollment at California's Public Universities, CPEC, Dec. 14, 1986).

1987 Fall Academic Senate

The Academic Senate Perspective On The  
Personal Responsibility and Work Opportunity  
Reconciliation Act of 1996 HR 3734, The Welfare  
Reform Act

The Welfare Reform Act will have a serious impact on communities throughout the state of California. The bill eliminates the open-ended federal entitlement program of Aid to Families with Dependent Children (AFDC) and creates a block grant for states to provide time-limited cash assistance for needy families. Through these block grants, the Temporary Assistance to Needy Families (TANF) will consolidate programs such as AFDC, Emergency Assistance (EA), and Job Opportunity and Basic Skills (JOBS). The moneys for these programs are fixed and no additional revenues will be available if case loads increase. Flexibility in the administration of this program is necessary as the state will make decisions on the allocation of funds for various welfare components such as support services, education and training, cash benefits, and state and county overhead.

1997 Executive Committee

The Status of Nursing Education in the California  
Community Colleges

The nursing shortage in California has prompted legislators to propose solutions that may be well intentioned but fail to recognize the complexity of the issues they are trying to address. In April 2005, the Academic Senate convened a nursing task force, comprised of community college nursing faculty from across the state, to examine the issues raised by outside groups, respond to these issues, and provide possible remedies. The task force organized the information collected around six questions: (1) What are the barriers to recruiting nursing students? (2) What are the barriers negatively impacting nursing education on the campuses of California Community Colleges? (3) What are the barriers making it difficult for students to complete their course of study? (4) What makes clinical placement for nursing students so difficult? (5) Why do students leave nursing programs? Why is there such a high attrition rate? (6) Once students complete their studies and enter the profession, why do so many nurses leave within a short period of time?

The responses and possible remedies reflect the diversity in nursing programs across the California Community College System and the complexity of trying to find single solutions that work for all colleges. In some areas, there is general agreement, such as the need for adequate numbers of full-time faculty to provide supervision and participate in program development, or the challenge of finding adequate slots for clinical placements. In other areas, responses differ greatly, as with respect to enrollment criteria and use of the Associate Degree in Nursing (ADN) Model Prerequisites Validation Study (Phillips, 2002). The remedies proposed in the paper are those of the task force and not official positions of the Academic Senate. The paper concludes with recommendations that echo longstanding positions of the Academic Senate within the context of nursing education in the California community colleges.

2005 Fall Educational Policies Committee

Toward A Nonviolent Campus Climate: Conflict Resolution

This paper offers communication and intervention skills for the faculty to use to avoid an escalating conflict and its consequences. It is an approach that is not centered upon a framework of authoritative force; instead it emphasizes communication skills and the faculty's ability to employ techniques that disengage and de-escalate potentially dangerous situations.

1996 Spring Educational Policies Committee

## Grading

### Title

Plus and Minus Grading Options: Toward Accurate Student Performance Evaluations

### Abstract

For at least a decade the Academic Senate for California Community Colleges has urged the Board of Governors to pass regulations that would permit the use of plus/minus grading at the discretion of the local district. Primarily, for the sake of administrative convenience of reporting and receiving data, the community colleges are precluded from the practice. The fair and accurate evaluation of student performance is a fundamental responsibility of the faculty. In the interest of faculty accountability to the state, districts, colleges, and students for having met that responsibility, the Academic Senate for California Community Colleges urges the Board of Governors to employ the same wisdom as their colleagues in the other segments of higher education and rely upon the advice of the faculty for this academic matter. To that end, and in response to the following resolution, this paper was developed.

1996 Spring Educational Policies Committee

Promoting and Sustaining an Institutional Climate of Academic Integrity

This Academic Senate paper is in response to two resolutions from Fall 2005 concerning academic dishonesty. One resolution, 14.02, "Student Cheating," sought clarification on a System Office legal position that limits the ability of local faculty to fail a student for a single incident of academic dishonesty, and pending the result of clarification, to seek an appropriate Title 5 change. Resolution 14.01, "Student Academic Dishonesty and Grading," required the Academic Senate to investigate faculty legal and professional rights and obligations with regards to dealing with academic dishonesty, including options for grading, disciplinary action, definitions of academic dishonesty, a statement of best practices, and an explanation of student rights.<br>

The paper discusses the need for a culture of academic integrity that enriches the educational experience of students and faculty and, indeed, all individuals associated with the college as employees or community members. The paper recommends that colleges involve all constituent groups, particularly student leaders, in developing and promoting policies and procedures supportive of a climate of academic integrity. Students have key responsibilities and protections provided by Title 5 §51023.7 and have the potential to raise awareness throughout an institution concerning academic integrity. The paper includes examples of policies and procedures that have been adopted at several colleges. Central to all discussions of academic integrity is the importance of due process and the protection of student rights.<br>

Suggestions for promoting a climate of academic integrity are provided, along with examples of policies applied to such issues as test taking, technology, distance education, Internet use, group work, and maintaining the integrity of graded assignments. Emphasis is placed on the roles of classroom faculty, library services, counseling, and the need to institute mandates for information competency as a means of creating and sustaining a culture of academic integrity.<br>

The paper goes on to discuss the System Office's 1995 legal interpretation of faculty rights with regards to failing a student for an incident of academic dishonesty. Included in this section is a brief discussion of potential changes to Title 5 and a consideration of student rights under the law. The paper also provides examples from colleges of policies and procedures that support academic integrity, recommendations to local senates, faculty, and the State Academic Senate, and concludes with references and appendices.

2007 Spring Educational Policies Committee

Promoting Thoughtful Faculty Conversations  
About Grade Distributions

Assigning grades to student work, both during the academic term and as a summation of a student's mastery of subject matter, is a longstanding practice in all levels of education, from kindergarten through graduate and professional studies. Recently, a variety of factors have brought the criteria for assigning, and the resulting distribution of letter grades under heightened scrutiny. From increased attention from accrediting agencies, through new online services that publicize grades, to newly revised Title 5 Regulations, these forces require thoughtful faculty reflection, and an informed and collegial discussion on the rationale for the grades faculty assign to their students' coursework. Such discussions might well reveal practices that could both enhance the integrity of the grading system and improve student success. One purpose of this paper is to examine system data from the state Chancellor's Office about grade distributions within California community colleges; a second purpose is to identify some of the issues that need further exploration, and to encourage local faculty and senates to pursue such conversations. This paper does not propose specific criteria or practices to be used by faculty, though one of the recommendations of this paper is that further work should be done to explore that topic in more detail.

2008 Spring Educational Policies Committee

Title 5 Regulations Pertaining to Grading Policy

Education Code Sections 71025, 71027, 71066 and 71067 relate directly to grading policy in the California Community Colleges by directing the Board of Governors of the California Community Colleges to adopt rules and regulations fixing minimum standards pertaining to "criteria and standards for graded classes in grades 13 and 14 (i.e., classes offering community college credit), and "academic standards relating to graduation requirements and probation, dismissal and readmission policies."

1980 Academic Senate

Toward Accurate Student Performance  
Evaluation: Symbol for Unofficial Withdrawal

Resolution 14.1 S95 calls for the Executive Committee to develop a proposal for a symbol other than an F to indicate when a student separated from a course without officially withdrawing. The concern is that an examination of student outcomes may incorrectly lead the faculty to change curriculum or pedagogy in light of student failures recorded instead of an official withdrawal. The resolution calls for the value of the grade to be zero in the calculation of the GPA.

1997 Spring Educational Policies Committee

## Intersegmental Issues

Title	Abstract
Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities	This document on Academic Literacies is an update of the original 1982 Statement on Competencies in English Expected of Entering College Freshmen. Incorporating findings from a web-based survey submitted to faculty across the disciplines at the University of California, the California State Universities and the California Community Colleges, this document provides a clear statement of expectations faculty have for the critical reading, writing, and thinking abilities of their entering students. Its attention to the comments of many faculty outside of traditional departments of English or rhetoric makes this document truly groundbreaking in its approach and far-reaching in its authority. 2000 Spring Intersegmental Committee of Academic Senates
California Community College Faculty Concerns about the Intersegmental General Education Transfer Curriculum Critical Thinking/English Composition Requirement	1992 Spring Intersegmental Committee of Academic Senates

ESL Students in California Public Higher Education

While this report was produced to address the particular concerns of the California Community College Board of Governors, the concerns of the Board are shared by a great many others, both within the CCC system and beyond it. The problems facing ESL learners affect not only their ability to be successful within or transfer between public institutions of higher education, but also their ability to fully participate in and contribute to the social and economic well-being of the State of California. It is with this broader perspective in mind that the task force recommends that this report, its findings, and its recommendations, be shared with faculty, staff, and administration in all three segments of public higher education in California, intersegmental groups, California professional organizations concerned with the specific needs of ESL learners, legislators and other governmental entities, and our colleagues in K-12 education, where many ESL learners begin their education in the United States.  
2006 Spring Intersegmental Committee of Academic Senates

Use, Effectiveness, and Awareness of the Intersegmental General Education Transfer Curriculum (IGETC) An Evaluation

This study was undertaken by the Intersegmental Committee of Academic Senates (ICAS) to assess the degree of use, effectiveness, and awareness of IGETC eight years after its adoption, and to identify the extent to which community college transfer students and counseling faculty are satisfied with the option. Responses to the study reveal that the IGETC pattern of lower-division general education requirements is both well-known and preferred among community college transfer students who used it, and would be so to even more students with a concerted and recurrent effort to inform them of this option.  
2000 Spring Intersegmental Committee of Academic Senates

## Library and Learning Resources

### Title

### Abstract

Information Competency in the California Community Colleges

Information competency is essential to student success in the Information Age. As stated in Resolution 16.2.0 passed by the Academic Senate for California Community Colleges at its Fall 1996 Plenary Session, the position of the Senate is "that any development of information competency components and/or programs be the primary responsibility of the Academic Senate for the California Community Colleges." This paper seeks to address issues associated with information competency and commence the discussion on how these competencies can be incorporated into the California Community College curriculum. Issues to be discussed in this paper include a clear and concise definition of information competency, a listing of key components for information competency, expectations of what students need to know before they complete their educational endeavors, and how information competency will be implemented in the California Community Colleges. In addition to the student focus on information competency, the paper discusses the need for faculty development opportunities to develop and provide information competency.  
1998 Spring Counseling and Library Faculty Issues Committee

Joint Review for Library/Learning Resources by Classroom and Library Faculty for New Courses and Programs

The curriculum approval process should include a joint review by classroom and library faculty of requirements for library/learning resource materials for the new course or new program and completion of the attached Joint Course/Program Review Worksheet and the Sign Off for New Courses or the Sign Off for New Programs. This joint review should be initiated by classroom faculty is the first step in developing the plan to provide adequate library/learning resources to support course and program objectives for the curriculum being developed. It also provides an opportunity to discuss library/learning resource services that the classroom faculty will be needing for the new course or new program.  
1995 Fall Counseling and Library Faculty Issues Committee

Library Faculty In California Community College Libraries: Qualifications, Roles, and Responsibilities

Developed by the Counseling & Library Faculty Issues Committee of the Academic Senate and supported by Resolution 16.1 passed at the Fall Plenary Session of the Academic Senate, this paper was written to describe and help clarify the qualifications, roles, and responsibilities of library faculty in the California Community Colleges. It further identifies the relationship between the mission of the California Community Colleges and the Library Science discipline by addressing the areas of instruction, curriculum, governance and qualifications of the discipline. Background information on library and information access issues is presented as well. This paper will provide local senates and the Chancellors Office, California Community Colleges with information to use when making policy development and implementation recommendations.  
1996 Spring Counseling and Library Faculty Issues Committee

## Local Senates

Title	Abstract
Academic Senate Policy for Strengthening Local Academic Senate	1989 Fall Academic Senate
Alternative Calendars: Recommendations and a Progress Report	As a consequence of changes to the 175-day rule, many colleges are considering moving to alternative calendars. To assist in the deliberations on the multiplicity of issues involved in such a change, the Academic Senate for California Community Colleges is offering what are essentially two documents: 1) a set of recommendations regarding alternative calendars that was adopted by the Plenary Body; and 2) a series of frequently asked questions, or FAQs, regarding alternative calendars, along with their answers. 2000 Spring Educational Policies Committee
California Community Colleges: Principles and Leadership in the Context of Higher Education	Resolution 13.04, "A Document in Support of an Academic Culture," adopted at the Fall 2007 plenary session, asked the Academic Senate for California Community Colleges (Academic Senate) to "create a document that sets out the basic elements of a higher education institution, particularly within California's community college system." Addressing this resolution prompts a wider reflection on the role of educational institutions within their historical and social contexts. Describing the elements of a higher education institution also prompts a discussion of similarities and differences between California's community colleges and K-12 institutions on the one hand, and California's public baccalaureate-granting entities on the other. While this paper makes no new recommendations, it makes explicit the assumptions that underlie a range of existing Academic Senate positions, resolutions, and recommendations in a broader context than has sometimes been the case. This broader context is especially relevant given the ongoing need of modern societies for an educated and highly skilled citizenry in spite of boom and bust economic cycles incapable of supporting all levels of education consistently. The issues addressed in this paper are also relevant to ongoing debates about "standards-based" and "outcomes-based" education and the fear that calls for accountability and external oversight of higher education suggest an ultimate goal of standardizing higher education curriculum and its delivery. 2009 Spring Future of California Higher Education Ad Hoc Committee

## Collegiality and Academic Senates

To begin with, I'd like to describe the Academic Senate in historical terms. In fact, the Academic Senate is a modern version of the oldest of collegiate institutions. Originally, a college was a gathering of scholars who came together to study and to teach. The college and the faculty were indistinguishable; the faculty was the college. Colleges, in other words, began as collective enterprises. They were cooperative efforts to do education; indeed, the Latin word from which college stems is "collegium" meaning partnership.

1980 Academic Senate

## Developing A Model for Effective Senate/Union Relations

Academic senates and bargaining agents both represent faculty. Each has a unique, defined role, but faculty issues often overlap the areas of responsibility of both the senate and the bargaining agent. It is to the best interest of faculty that the two organizations cooperate and collaborate. With the complexity of challenges facing community colleges, it is expected that this would be a common situation in need of well-defined, agreed-upon strategies. The principles for the development of such a collaboration include significant participation by both parties, agreement by consensus, integrating the knowledge and expertise of all, representing points of view and interests rather than hardened positions, and an open, visible, informal process which generates steady, incremental progress.

1996 Spring Relations with Local Senates Committees

## Empowering Local Senates: Roles and Responsibilities of and Strategies for an Effective Senate (Local Senates Handbook)

Contained on the pages of this handbook, you will find information about the legislation and regulations that affect academic senates (Part I); your unique responsibilities as a senate president (Part II); as well as suggestions for ensuring that your faculty can be most effective in meeting their academic and professional responsibilities (Part III). The appendices contain samples of materials you may duplicate or download\* and modify as needed.

2002 Spring Local Senates Committee

## Enrollment Management Revisited

The 1999 Academic Senate for California Community Colleges paper, The Role of Academic Senates in Enrollment Management, presented principles for effective faculty participation in developing policies and making decisions that affect course offerings. In 2007, an Academic Senate resolution called for an update to that paper, to provide senates with information that reflects various changes in the colleges and their operations since the earlier paper. This paper responds to that resolution by highlighting what has changed in the colleges in the last decade and providing guidance to local senates and faculty in general about issues and options when they participate in the development and implementation of enrollment management policies and procedures. This paper is not intended to replace the earlier paper, but rather to supplement it.

2009 Spring Educational Policies Committee

## Faculty Role in Planning and Budgeting

The purpose of this paper is to articulate a set of recommendations in the form of principles that can be applied by local academic senates as they create and improve their local planning and budget processes. The paper illustrates these principles through the use of a single model, and readers should keep in mind that it is the principles, and not the model employed to illustrate them, that constitutes the heart of the paper, as the principles have the potential to be adapted to almost any campus, whatever its size and culture, whereas the specific model may have more limited utility.

2001 Fall Educational Policies Committee

Guidelines for Implementation of Section 53200 - 53204 of Title 5 of the Administrative Code of California

The senate and the local board or its designee (usually the chancellor, or president and senior administration) need to "consult collegially" on the development of a new district policy for board action to implement the new regulations. This policy can be very general (i.e., a statement that the district will operate according to the provisions of Title 5, Sections 53200-53204) or more specific in terms of how the district carries out the regulations. Different boards and districts may include different amounts of procedural detail in district policies. (However, see recommendations in the third and fourth answers.)

1991 Spring Academic Senate

Hierarchical Approach to Shared Governance

What exactly is shared governance? The University of California model would suggest that shared governance means that the Board of Regents delegates authority over certain matters, such as curriculum, to the faculty. When the Intersegmental Committee of the Academic Senates developed the general education transfer curriculum, and the UC decided to use it as the basis of a UC general education transfer curriculum, a vote of the Senate on May 5, 1988, was sufficient to put the new curriculum into play.

1988 Fall Academic Senate

How to Transform a State Senate Resolution into a Local College Policy

1986 Spring Local Senates Committee

Implications of the Brown Act Provisions for Academic Senates

The following sections comprise this document:  
Brown Act Do's and Don'ts for Academic Senates  
Open Meeting Laws In California  
The Brown Act  
Defining And Understanding the Role Of The Academic Senate  
Excerpts From Title 5

1991 Spring Legislative and Governmental Relations Committee

Improving the Effectiveness of Local Senates

A Senate workshop address by Norbert Bischof

1980 Academic Senate

Local Academic Senate Network (Geoclusters)

Local Academic Senate Network (Geoclusters)

1992 Spring Local Senates Committee

Local Senate Development of Joint Agreement with Administration: Suggestions for Implementation of Reform

The community college reform legislation, Assembly Bill 1725, mandates strengthening the role of senates in the local governance process and provides the basis for that strengthened role by calling for joint agreement between senates and representatives of the local governing boards on a variety of issues such as hiring procedures, procedures for determining equivalent qualifications for hire and for tenure, and procedures for implementing the administrator retreat rights to probationary faculty status. This new responsibility for senates to work with district representatives may call for changes in the way some senates interact with their local trustees or administrators, and the material that follows is intended to facilitate the move toward a more active role for local senates in shared governance as the reforms of AB 1725 become reality.

1989 Executive Committee

Local Senate Guidelines for Effective Relations with Faculty and Administration

A booklet with suggestions for local senates, includes such issues as setting annual goals, setting an agenda, faculty involvement, committee appointments, relations with collective bargaining and administration.

1988 Academic Senate

Local Senates: Suggestions for Academic Senate Presidents

A list of suggestions offered by participants at the 1987 Monterey Senate Leadership Workshop

1987 Academic Senate

Participating Effectively in District and College Governance

The following guidelines on local decision-making processes have been developed by a joint task force of representatives of the California Community College Trustees (CCCT), Chief Executive Officers of the California Community Colleges (CEOCCC) and the Academic Senate of the California Community Colleges. They have been endorsed by the boards of directors of the CCCT and CEOCCC and by resolution of the Academic Senate for California Community Colleges. The guidelines augment ones developed in 1992 by a similar joint task force.

1998 Fall Academic Senate

Policies for Strengthening Local Academic Senates

1989 Fall Academic Senate

Profile of a Strong Senate (Or, How to Evaluate Your Own Senate)

A checklist for local academic senates to use in determining the relative strengths of their senates.

1990 Spring Local Senates Committee

Role of Academic Senates in Enrollment Management

This position paper of the Academic Senate provides the background and scope of enrollment management as it is defined and practiced by educational institutions. Emerging themes in higher education, and enrollment trends in California, are used to frame enrollment management considerations. A variety of strategies for managing over- and under-enrollment are presented. The paper concludes with the role of the academic senate in developing and evaluating enrollment management plans. A glossary of enrollment management key terms is included at the end.

1999 Fall Educational Policies Committee

Scenarios to Illustrate Effective Participation in District and College Governance

The following scenarios represent situations that raise issues regarding the respective roles of key players in governance. This document primarily addresses the relationships among the academic senate, administrators, and the board of trustees but also demonstrates how these groups work constructively with students, classified staff, and faculty unions to assure collegial governance of the institution. The purpose of these scenarios is to provide concrete applications of the recommendations in "Participating Effectively in District and College Governance," also a joint publication of the Community College League and the Academic Senate.

1995 Academic Senate

## Matriculation

### Title

### Abstract

Establishing Prerequisites

A prerequisite is a measure of readiness for a course or program that a student is required to meet as a condition of enrolling in a course or program. A prerequisite may be a course, activity, audition, test, or similar measure of readiness.

1992 Fall Ad Hoc Committee on Prerequisites and Matriculation

Images of Teaching and Learning in Children's Literature

Speech by Karen S. Grosz to the Learning Assessment Retention Consortium, relating current concerns about critical thinking, assessment, and matriculation to every student's desire to belong and to mature.

1987 Fall Academic Senate

Matriculated Student: An Academic Statement

1982 Fall Academic Senate

Model District Policy for Prerequisites, Corequisites, Advisories on Recommended Preparation, and Other Limitations on Enrollment

This model is written as a district policy for a multi-college district. Districts that have only one college may wish to edit accordingly. Indeed, even multi-college districts may prefer a policy that leaves more or less discretion to the colleges.

Some parts of the model are specifically required by the regulations and, therefore, must be part of every district's policy. Such required sections are marked "Regulation" in the margin. Parts of the model are crucial to satisfactory implementation of the regulations and are marked "Crucial" in the margin. Districts may change these crucial parts of the model as they draft their own local policies. However, they must submit a rationale for any changes in the crucial areas of the model, and those changes require the approval of the Chancellor. Still other parts of the model are only advisory. They represent the counsel of those faculty and administrators who have studied these issues carefully over the last many months but may be changed in whatever manner the local district sees fit.

1993 Fall Ad Hoc Committee on Prerequisites and Matriculation

Recommendations for California Community College Involvement in Admission, Retention, and Academic Achievement of Groups Presently Underrepresented in California Community Colleges

Written on behalf of the Academic Senate at the request of the Chancellor's Office as a response to Item 321, Supplemental Report of the Conf. Committee on the Budget Bill, California Legislature. Tyra Duncan-Hall and Marian Anderson, Principal Authors  
1979 Academic Senate

## Part-Time Faculty

Title	Abstract
Participation of Part-time Faculty on the Executive Committee of The Academic Senate for California Community Colleges	The Executive Committee of the Academic Senate for California Community Colleges is established in Bylaws and Senate Rules, with its members elected by the Academic Senate delegates in a plenary session. These delegates are elected or appointed representatives from each local or district academic senate. 1998 Fall Educational Policies Committee
Part-time Faculty Hiring Procedures: A Model Based on Assembly Bill 1725	It is the policy of the Community College District that faculty hiring procedures and guidelines be established to provide for college faculties of highly qualified people who are experts in their subject areas, who are skilled in teaching and serving the needs of a varied student population, who can foster overall college effectiveness, and who are sensitive to and themselves represent the racial and cultural diversity of the adult population of the state of California. 1989 Fall Educational Policies Committee
Part-Time Faculty in the California Community Colleges	The issues involved in the use of part-time faculty are those of quality, equal treatment, and cost effectiveness. The use of part-time faculty has been addressed several times in recent years. The following statements frame the issues as they have been addressed in the past. 1992 Fall Academic Senate
Part-Time Faculty: A Principled Perspective	This paper provides a more detailed history of the issues; it reviews earlier Academic Senate papers and resolutions regarding the use of part-time temporary faculty in California's community colleges, placing them within the historical context. It then looks at recent activities in Sacramento and studies reported by the California State Auditor and the California Post Secondary Education Commission. The paper then reviews the recent actions by the Board of Governors of the California Community Colleges, the California Legislature, and the Governor. 2002 Spring Educational Policies Committee

Use of Part-time Faculty in California Community Colleges: Issues and Impact

This document addresses the many factors associated with the use of part-time faculty. There is an attempt to focus on the issue of how the practice affects academic integrity and what actions are necessary. Recommendations appear in the conclusion of the document.

1996 Spring Educational Policies Committee

## Professional Standards

### Title

### Abstract

Academic Freedom and Tenure: A Faculty Perspective

This position paper of the Academic Senate for California Community Colleges lays out the Academic Senate's position in support of academic freedom and tenure. It includes a brief history of academic freedom in the United States, starting with the American Association of University Professors' fundamental policy statement from 1940. It demonstrates the connection between academic freedom and tenure and due process protections from the point of view of teaching institutions such as community colleges.

1998 Spring Educational Policies Committee

Administrator Evaluation: Toward a Model Academic Administrator Evaluation Policy

The academic administrators evaluation process proposed in this document is designed to transcend legal compliance and to foster meaningful professional growth. Moreover, this document is presented as a model of administrator evaluation and should not be viewed as a prescription for local districts to follow. Local academic senates are encouraged to meet and work with governing boards, and/or their designees, to modify the model to meet local conditions and needs.

1992 Fall Educational Policies Committee

Administrator Retreat Rights: An Introduction and a Model Procedure

Assembly Bill 1725, section 87458, made an important change in the employment rights of certificated administrators. This document is intended to explain the provisions of the law on this matter and to provide one model for how a local district might establish its Administrator Retreat Rights Procedure.

1990 Spring Educational Policies Committee

Data 101: Guiding Principles for Faculty

The use of data for making educational decisions and to assess educational outcomes has been legislated by political bodies and codified by accreditation. Faculty have always used data to inform the grading process – we gather data throughout the term to inform the letter grade assigned at the end. However, in today's educational environment faculty must also examine and use data to inform their practice and guide their work in order to improve student interactions, enhance pedagogical strategies, direct program development, and create evidence for program review. In addition, using evidence is essential as faculty address equity practices and advocate for educational opportunities that provide equitable access and outcomes for our diverse student populations.

2010 Spring Executive Committee

Disciplines List Review Process

The purpose of this document is to provide faculty members with a guide to the disciplines review process. The following sections of this paper will discuss reasons or conditions for recommending changes and/or additions to the Disciplines List and outline the review process. The paper will conclude with resources for local senates and other constituent groups to use as they consider proposing changes to the Disciplines List.

2004 Fall Standards and Practices Committee

Disciplines Project Material

A list of disciplines, related disciplines and disciplines not requiring a master's degree, developed under the mandate of AB Bill 1725 to replace the credentials system.

1996 Spring Academic Senate

Equivalence to the Minimum Qualifications	<p>This is an older version, also see the revised document. Suggestions for local academic senates to use in reaching joint agreement with administration on the process to be used to determine equivalent qualifications for hire under the new minimum standards mandated by AB 1725.</p> <p>1989 Fall Educational Policies Committee</p>
Equivalence to the Minimum Qualifications	<p>In 1988 the Community College Reform Act (AB 1725) began a phase out of credentials in favor of a process for establishing minimum qualifications and the determination of equivalencies that are at least equal to the state-adopted minimum qualifications for a particular discipline. The recommendations of this paper provides a proposed equivalency model as well as the results of an equivalency survey and a legal opinion stating that local districts are not authorized to establish a single course equivalency.</p> <p>2006 Fall Standards and Practices Committee</p>
Ethics: Why the Academic Senate Has Adopted the AAUP Ethics Statement	<p>Educational Policies Committee has adopted this statement with only minor editorial changes, for the reasons which follow.</p> <p>1988 Spring Educational Policies Committee</p>
Evaluation of Instructors, Hiring and Transfer, Administrator's Evaluation, Tenure and Due Process	<p>1985 Academic Senate</p>
Faculty as Professionals: Responsibilities, Standards and Ethics	<p>This paper revisits the issue of faculty ethics, beginning with a statement of the principles previously adopted by the Academic Senate for California Community Colleges, and reaffirming that previous commitment.</p> <p>2002 Spring Educational Policies Committee</p>
Faculty Ethics: Expanding The AAUP Ethics Statement	<p>The Academic Senate For California Community Colleges adopted the "American Association of University Professors (AAUP) Ethics Statement" in 1987 and in April 1988 released a paper entitled, "Why The Academic Senate Has Adopted The AAUP Ethics Statement." The AAUP statement and explanation for its adoption have been quite helpful to local senates in discussions of ethics. However, community college faculty face situations which are distinctly different from those faced by university professors. Furthermore, since the time the ethics statement was adopted by the Academic Senate, AB 1725 has become law, and the bill's redefinition of the community college faculty profession has resulted in an abundance of ethical questions regarding faculty roles, responsibilities, and obligations. Hence, the purpose of this paper is to offer expanded discussions on the AAUP Ethics Statement focusing on issues which typically face faculty in California's Community Colleges.</p> <p>1994 Spring Educational Policies Committee</p>
Graduate Students as Interns in the California Community Colleges	<p>A model developed by the Educational Policies Committee</p> <p>1992 Educational Policies Committee</p>
Great Teacher is ...	<p>A compilation of definitions and descriptions from the 1982 Great Teachers Seminar</p> <p>1982 Academic Senate</p>
Guidelines for Developing a Faculty Evaluation Process	<p>The Academic Senate encourages faculty evaluation to be done in a non-punitive, collegial atmosphere. Faculty evaluation is a complex process; no single source of data is adequate. The evaluation process should begin with a written self evaluation. This encourages discussion and goal setting, giving increased value to the process. The combined appraisals of students, colleagues, administrators, and faculty member's self assessment are required for reasonably reliable and valid judgments.</p> <p>1990 Spring Educational Policies Committee</p>

Hiring Effective Faculty: An Introduction

This paper, developed by the Educational Policies Committee of the Academic Senate for California Community Colleges identifies and discusses the following qualities of effective faculty: (1) Discipline preparation and the ability to teach or provide professional support services and to maintain discipline currency, including an understanding of contributions of ethnic minorities, women and global cultures to the discipline; (2) Communication and other interpersonal skills; (3) Sensitivity to, and knowledge of, a diverse student body and its needs; an appreciation of different student learning styles...more >>>

1991 Spring Educational Policies Committee

Minimum Degree Requirements for Tenure in the California Community Colleges

One of the major issues discussed by the Californians, a group comprised of representatives from CCC/CFT, CCA/CTA, CACC, CCCT, ACCCA, CEOs, and the Academic Senate for California Community Colleges, involved the baccalaureate degree as a minimum requirement for tenure in the California Community Colleges.

1988 Spring Academic Senate

Minimum Qualifications for Faculty and Administrators in the California Community Colleges

This eighth edition of Minimum Qualifications for Faculty and Administrators in California Community Colleges is an update of the disciplines lists including those adopted by the Board of Governors of the California Community Colleges at their regularly scheduled meeting on November 2, 2009.<br><br>

The Minimum Qualifications Handbook lists those disciplines taught in the California Community College System and the minimum qualifications related to each discipline. There are three types of minimum qualifications associated with the various disciplines:<br>

<ul><li>Disciplines requiring a master's degree

<li>Disciplines where a master's degree is generally not available or expected but a specific degree is identified

<li>Disciplines where a master's degree is not generally available or expected</li></ul>

This version of the "Handbook" contains four lists. The three individual lists identified above and a single alphabetical list containing all disciplines.<br><br>

The BOG relies primarily on the advice of the Academic Senate for the California Community Colleges (ASCCC) in revising the disciplines list. The ASCCC conducts a bi-annual process of reviewing and discussing proposed changes to the disciplines list. The next proposed revisions to the handbook will be in 2012.

Information concerning this process can be found at [www.asccc.org](http://www.asccc.org).

2010 Academic Senate

This paper considers noncredit instruction in the California Community College System. Noncredit students pay no enrollment fees and normally receive no college credit or official course grades. State apportionment funding is provided for noncredit instruction in specified areas (see Appendix A). The paper identifies three related concepts: a state need for increased levels of education that noncredit instruction is well placed to supply, several changes that begin to facilitate that response, and additional changes that are needed to ensure success. The landscape for noncredit instruction has evolved dramatically since 2006 when the Academic Senate adopted The Role of Noncredit in the California Community Colleges and the Chancellor's Office Noncredit Alignment Project produced A Learner-Centered Curriculum for All Students. In passing SB361 in Fall 2006, the California Legislature opened the door to the potential of equitable funding for noncredit instruction. Curriculum regulations in Title 5 changed to permit local certificate programs in noncredit. The systemwide Basic Skills Initiative has recognized the important role noncredit programs can play in introducing more students to the wide range of programs and certificates available in California Community Colleges. But the promise of these efforts will remain unfulfilled until noncredit students, faculty, and programs receive equitable resources and levels of instruction and support comparable to their credit counterparts. Education is the American promise that we can do better; for noncredit instruction, the promise of doing better is more tangible than it has been in a long time; but much remains to be done. This paper establishes a roadmap to fulfill that promise to our most vulnerable students—those who receive the fewest resources and often need the most help in their educational journey.

The increasing interest in noncredit programs shown by the Academic Senate, the Chancellor's Office, the Legislature, and other professionals is not a coincidence. Several recent studies have focused on the rapid demographic changes and declining educational levels that are affecting California society and its economy. In response to these studies, noncredit programs join the renewed interest in basic skills success and adult learners as one way to provide the workers that the state requires. This paper will describe several legislative and policy developments to explain the link between noncredit history and current hopes for improved student success through enhanced funding, staffing, and academic integrity of programs.

The Academic Senate has long highlighted the research showing that there is an integral connection between an institutional commitment to providing quality instruction and the educational outcomes that students achieve. Among its statewide recommendations, the 2006 paper urged that attention be given to the equitable funding of noncredit programs, the number of full-time faculty who teach in them, and the conditions of employment that require higher faculty workloads with a direct consequence of reduced preparation and office time. The very structure of many programs guarantees that while noncredit students are often the most in need of individual help and support, they receive fewer interactions with faculty and support services than do their credit counterparts. While very modest progress has been made on this front, this paper will provide an agenda for continuing change and improvement that will enhance the overall academic integrity of noncredit programs. Without these additional changes the promise of the current developments cannot be fully realized.

2009 Spring Noncredit Ad Hoc Committee

Perspective on Faculty Responsibilities:  
Suggestions for Local Senates

The paper provides a basis for discussion by local senates, working with their collective bargaining units as appropriate, in order to describe and promote greater faculty responsibility, including participation in governance and other activities which ultimately enhance education for our students. The paper attempts to address in a systematic manner, responsibilities of community college faculty, especially as a result of recent legislation (AB 1725) and Board of Governors adopted Title 5 regulations.

1995 Spring Educational Policies Committee

Professional Standards for Faculty

Concern over the quality of education from elementary school through postgraduate levels has provoked much discussion, both nationwide and here in California. The Academic Senate for California Community Colleges believes that quality education can be provided only by an outstanding faculty. And now, because many community college faculty in California are approaching retirement, the California Community Colleges have an excellent opportunity to hire outstanding new faculty so that the colleges can continue to offer their students the education that only well prepared, professional faculty members can provide.

1987 Spring Educational Policies Committee

Qualifications For Faculty Service In The  
California Community Colleges: Minimum  
Qualifications, Placement Of Courses Within  
Disciplines, And Faculty Service Areas

The Education Code and Title 5 Regulations clearly lay out the requirements for faculty members hired to teach courses and perform other services in the California Community Colleges. Since passage of the Community College Reform Act (AB 1725) in 1988, faculty have had the primary role in determining who is hired to their ranks and specifically which courses each faculty is qualified to teach. This paper explains the various roles faculty play in this area. It outlines the duties of the statewide Academic Senate in determining minimum qualifications for faculty in disciplines and support services expressed in the Disciplines List. It also explains two important responsibilities of local academic senates: (1) developing policies and practices for determining equivalencies when applicants do not possess the exact minimum qualifications for hire specified by the Disciplines List, and (2) placing each course the college offers (except for not-for-credit) in a discipline. Finally, it explains the ways by which Faculty Service Areas (FSAs) are established by the governing board and the bargaining agent, in consultation with the local academic senate, and how these may affect competency to teach particular courses.

2004 Spring Standards and Practices Committee

Re-Examination of Faculty Hiring: Processes and  
Procedures

This paper grew out of a workshop on faculty hiring, sponsored by the Educational Policies Committee at the 1999 Fall Plenary Session of the Academic Senate for California Community Colleges. The current paper is not intended as a substitute for the 1989 papers. In what follows, those works are cited extensively in order to highlight and discuss features of the models that should be incorporated into current practice, but often are not. Finally, it is the intention of the Educational Policies Committee that this will become a living document, and that the specific recommendations made here will be supplemented regularly as academic senates develop and report on their own best practices.

2000 Fall Educational Policies Committee

Revised Equivalence to the Minimum Qualifications

Revised version of the 1989 document "Equivalence to the Minimum Qualifications". In its revised form, the paper addresses the historical context within which equivalency was established, the precise meaning of the term "equivalency," and how districts address the issue of equivalence vis-a-vis the published minimum qualifications for hire. The paper also reviews what constitutes appropriate criteria for determining equivalent qualifications and suggestions for defining a process for determining equivalent qualifications. Finally, the paper identifies and addresses faculty responsibilities and comments on the issue of single-course equivalency.

1999 Spring Educational Policies Committee

Roles and Responsibilities of Faculty Academic Chairs: An Academic Senate Perspective

This position paper of the Academic Senate for California Community Colleges begins by examining the philosophy behind different structures in an academic institution. This discussion leads to a discussion of the roles and responsibilities of "chairs" within that structure and how they might be fulfilled by department chairs, division chairs or deans. The paper concludes that institutional success can only come from widespread discussion and agreement on such philosophy and structure prior to implementation or change. The paper also describes the many advantages to the institution and its successful leadership that result from the use of faculty members in such chair positions. The paper ends with recommendations to local academic senates regarding the impact of such structural discussions on academic and professional matters and on faculty leadership and participation in governance.

2004 Spring Educational Policies Committee

Sabbaticals: Benefiting Faculty, The Institution, and Students

Sabbatical leave has a long and distinguished history in academe, both at universities and community colleges. By virtue of its traditional benefit to professors, institutions, and students, sabbaticals may appropriately be considered as a "right" by the professoriate. Even so, during statewide budgetary crises, sabbatical leave was temporarily suspended at some California community colleges. This situation prompted a resolution instructing the Academic Senate to develop a document in support of sabbaticals. Preparation for drafting the document included the "Survey on Sabbatical Leave Policies and Practices" that the Academic Senate distributed in Fall 2006. Findings from the survey demonstrate that sabbatical leave remains in effect at the vast majority of California's community colleges; however, the policies and procedures for establishing and overseeing sabbaticals vary widely across the System. While sabbaticals are a matter of course at most of California's community colleges, efforts to encourage, support, and account for sabbaticals require due diligence.

Leaves of absence are among the most important means by which the teaching effectiveness of faculty members may be enhanced, their scholarly usefulness enlarged, and an institution's academic program strengthened and developed. A sound program of leaves is therefore of vital importance to a college or university, and it is the obligation of faculty members to make sure of the available means, including leaves, to promote their professional competence. The major purpose is to provide opportunity for continued professional growth and new, or renewed, intellectual achievement through study, research, writing, and travel. (AAUP 1995)

2007 Spring Educational Policies Committee

Sabbaticals: Effective Practices for Proposals, Implementation and Follow-Up

In 2007, the Academic Senate for California Community Colleges adopted the paper Sabbaticals: Benefiting Faculty, The Institution, and Students. Based in part on survey results, it reiterated the fundamental value of the sabbatical leave concept, but uncovered wide disparities in implementation among California's community colleges. This paper proceeds from the assumption that sabbatical leave is crucial to the academic well-being of any institution, and then examines the three main procedural components of an effective leave policy: application and approval, actual leave activities, and final reporting and dissemination. Suggestions are made for how local academic senates can ensure that all three components function effectively together to encourage wide participation and produce a vibrant sabbatical leave program. This will greatly benefit the wider college family of students, faculty, institution and community.

2008 Spring Educational Policies Committee

Tenure: Towards a Model Four Year Tenure Process

A position paper written by the Educational Policies Committee. Paul Setziol and Regina Stanback-Stroud, principal authors.

1990 Fall Educational Policies Committee

The Role of Noncredit in the California Community Colleges

Noncredit programs and courses within California community colleges have long been overshadowed by credit programs and courses. In spite of the fact that noncredit generates approximately 10% of enrollment in the California Community College System, many people outside and even within the System are not aware of or do not fully understand the importance of noncredit and how it serves California's educational needs. This overview of noncredit, its history, its development, its unique identity, its current place in the California community colleges, and the challenges it faces in the future is intended to open your eyes and provide you with an appreciation for a part of the community colleges that you may never have visited before.

2006 Fall Educational Policies Committee

Toward a Model Chief Executive Officer Evaluation Policy

The chief executive officer evaluation process proposed in this document is designed to transcend legal compliance and to foster meaningful professional growth. Moreover, this document is presented as a model of chief executive officer evaluation and should not be viewed as a prescription for local districts to follow. Local academic senates are encouraged to meet and work with governing boards, and/or their designees, to modify the model to meet local conditions and needs.

1993 Spring Educational Policies Committee

## Statewide Senate

Title	Abstract
Academic Senate Response on the Chancellor's Office Proposal for Suspension of Statutes and Waivers of Regulations	<p>The Academic Senate acknowledges the state and local fiscal realities and the fact that we must find, hopefully temporary, solutions to very real funding problems. However, an effort to eliminate the regulatory role of the Chancellor's Office is not an acceptable solution. Besides being concerned that regulation waivers and suspensions would become permanent, the Academic Senate also is concerned that...More&lt;&lt;&lt;</p> <p>1995 Academic Senate</p>
Consultation Process and the Challenge of Change	<p>A Rostrum article by Karen S. Grosz on statewide consultation, its genesis and process.</p> <p>1987 Fall Academic Senate</p>
Waivers to Mandates	<p>Position Paper</p> <p>1993 Spring Academic Senate</p>

## Students

Title	Abstract
Greater Role for Faculty in Support of the New Majority Student	<p>The purpose of the Student Needs Survey was to identify the needs of ethnic and language minority students to assist faculty in the development of methods and measures to prepare for the changing demographics of the 1990's, wherein ethnic and language minority students will compose a "new majority" in their classrooms. The purpose of the Faculty Development Programs Survey was to determine faculty opinion as to the current status and direction of faculty development programs in addressing the issue.</p> <p>1987 Academic Senate</p>
Meeting the Needs of the Disabled	<p>A speech by Karen S. Grosz to the Disabled Students Programs and Services Conference concerning the underrepresentation of the disabled among faculty and administration, and giving suggestions on how faculty can better meet the needs of students with disabilities.</p> <p>1989 Spring Academic Senate</p>
Student Equity: Guidelines for Developing a Plan	<p>The Student Equity Policy was adopted by the Board of Governors in September 1992. It requires districts in the community college system to develop a Student Equity Plan. The plan should include details of campus-based research or needs assessment, goal identification, and specification of implementation activities, resource support, and evaluation. The intent is to reach student equity: that is, that the composition of students who enroll, are retained, transfer, or achieve their occupational goals mirrors the diversity of the population of the college's service area underrepresented access Campus Climate Student Equity and Institutional Finances Student Service Instructional Support Support for Non-Native English Speakers ESL Students Institutional Commitment Academic Mentoring tutoring Faculty Rewards.</p> <p>1993 Spring Ad Hoc Student Equity Committee</p>
Student Equity: Proposal for Action	<p>No issue is more important to the future of California than student equity, than increasing the enrollment and success of under represented ethnic minorities. Unless we enable large numbers of students from many ethnic groups to be successfully integrated into the economic mainstream of this state, we will certainly have failed those students. That motive is reason enough for urgent action. However, even if one were ethically indifferent, student equity is no less important.</p> <p>1991 Spring Educational Policies Committee</p>
Student Mentoring: Responding to the Laroche Challenge	<p>The Academic Senate for California Community Colleges has held a longstanding commitment to increasing the transfer of historically underrepresented students. Particularly noteworthy in this ongoing effort of the Academic Senate occurred during the 1991-93 period when the Board of Governors of the California Community Colleges adopted a Senate initiated, system-wide "Student Equity Policy" that seeks to address individual college responsibilities in this area.</p> <p>1993 Fall Ad Hoc Committee on Mentoring</p>

Textbook Issues: Economic Pressures and Academic Values

The rising cost of college textbooks has recently become a topic of intense public debate. It is perceived as a significant barrier to college attendance, and an assortment of legislative remedies has been proposed. This position paper of the Academic Senate for California Community Colleges explains that profit is just one of a complex series of interacting issues that determine the ultimate cost of textbooks to students. Educational and ethical issues surrounding the adoption of course material are explored, and a wide variety of interested parties and their concerns are identified. The paper describes current criticisms of the college textbook situation and presents avenues whereby faculty members can help control costs while still preserving academic integrity. Recommendations are made to local academic senates on possible local responses to the issues, including appropriate college-wide guidelines and steps that can be taken by individual faculty members.

2005 Spring Educational Policies Committee

Textbook Pricing Policies and Student Access

As a result of a request to review textbook pricing systemwide (S96 20.1), the Academic Senate for California Community Colleges distributed a survey soliciting bookstore information from all bookstore managers, local academic senate presidents, and student body presidents. The information from the survey, plus additional research is included in this paper to examine several issues involved in the rising costs of textbooks, particularly from the perspective of costs to students and possible barriers to enrollment and success. The paper identifies areas of concern, and makes suggestions to local academic senates on how to recognize and address those concerns on their local campuses.

1997 Fall Educational Policies Committee

What's Wrong with Student Fees? Renewing the Commitment to No-Fee, Open-Access Community Colleges in California

The Academic Senate for California Community Colleges has maintained long-standing support for the no-fee, open-access concept of California's community colleges. This paper documents the history of the introduction of fees and the seemingly inevitable subsequent increases—all of which have been vigorously opposed by the Academic Senate. It makes the case that such fees have betrayed the educational vision of California's 1960 Master Plan for Higher Education—a vision that has served California well. The section on Fundamental Principles provides strong philosophical and practical reasons for the original no-fee concept and argues that it benefits all segments of California by promoting the well-being of the entire state: not just individual citizens, but small and large businesses and the state as a civic and economic institution all benefit immeasurably from community college education. Specific arguments and responses to oppose many of the commonly heard myths and misconceptions in favor of fee increases are included. The paper calls on the Academic Senate to fight for the preservation of California's visionary educational legacy and, more specifically, to press for the roll-back of existing mandatory fees, coupled with enhanced opposition to any further increases. Appendices provide a record of the Academic Senate's resolutions regarding fees and a table that correlates fee increases with the corresponding effect on enrollment.

2004 Fall Educational Policies Committee

## Vocational Education

### Title

### Abstract

CalWORKs in California Community Colleges: An Academic Senate Perspective

This position paper of the Academic Senate for California Community Colleges provides background and analysis to increase awareness and understanding of the California Work Opportunity and Responsibility to Kids (CalWORKs) Program. More<<<

2002 Fall Occupational Education Committee

Governor's School to Career Plan: A Response by The Academic Senate for California Community Colleges

The California School-to-Career Plan was developed with funding under the federal School-to-Work Opportunities Act of 1994. Under this Act local regional partnerships will develop their own plans to carry out the mandates of the School-to-Career state plan.

As local plans are being developed, based on the broad principles in the state plan, it is important that local academic senates 1) be knowledgeable about the general School-to-Career plan, 2) take part (through the state Academic Senate) in directing state policies which will be developed by a California School-to-Career Advisory Council and its committees, and 3) be involved in the implementation policies on the local level.

1995 Fall Educational Policies Committee

Toward a Perspective on Workforce Preparation and Economic Development

This paper provides a general summary of relevant federal and state workforce development legislation and policy. As one of the components in the workforce development system, the California Community Colleges are not only considerably impacted by but are most ideally positioned to play a major role in the state's workforce development system.

2002 Spring Vocational Education Committee

Vocational Education Instructor Advising

In Spring 1985, the Academic Senate adopted an instructor advisement position paper produced by the Educational Policies Committee. Later, at the 1986 Fall Conference, the Senate adopted a resolution encouraging vocational faculty members to participate in instructor advisement.

Vocational faculty are well equipped to advise students, since rapid changes in industry necessitate a continuous updating of faculty expertise. Also, vocational faculty actively participate in program advisory boards which give them access to the latest information in their fields, provide them the opportunity to initiate internships, and offer the opportunity to explore possible positions for their students. These activities provide the vocational instructor with the kind of information needed to do high quality vocational advising.

1988 Spring Vocational Education Committee

Vocational Faculty Involvement in Local Senates

In 1989 the Vocational Education Committee surveyed all community colleges to attempt to determine the involvement of the vocational faculty in the activities of the local academic senates. Fifty-six senate presidents responded. From senate presidents, we obtained information about how faculty are selected to serve as the representative group at their respective colleges.

1989 Vocational Education Committee

Workforce Development and Preparation Initiatives: Implications for the California Community Colleges

The purpose of this paper is to identify the major proposals/initiatives and the issues they raise, discuss areas where the California Community Colleges are currently addressing those issues, and suggest the implications and strategies for the California Community Colleges in relationship to the new directions those initiatives are setting.

1995 Fall Workforce Development and Preparation Initiative Ad Hoc Committee