

Imperial Valley College

Academic Senate

Agenda

Wednesday, April 20, 2016, 12:50 PM

Board Room

Mission: The mission of this organization shall be to represent the faculty in the formation of college and district policy on academic and professional matters, as mandated by Title 5, Section 53200 (b) and AB-1725, Shared Governance.

MEMBERSHIP

Michael Heumann, Senate President

Mary Lofgren, Senate President-Elect

Arts, Letters, and Learning Services

Olivia Garcia (Secretary)

Diane Harris

Frank Hoppe

Xochitl Tirado

Math and Sciences Division

Caroline Bennett (Treasurer)

Suzanne Gretz

Mardjan Shokoufi

Alex Voldman

Health and Public Safety

Rick Goldsberry

Roberta Webster

CTE-EWD

Frank Miranda

Jose Velasquez

Student Services

Ralph Marquez

Norma Nunez

Part-Time Faculty

Michael Capeci

Mike Palacio, Jr.

At-Large Senators (Nine)

Stella Orfanos-Woo

Jesus Esqueda

Cathy Zazueta

Gilbert Campos

Allyn Leon

Lorraine Mazeroll

Daniel Gilison (Vice President)

Ed Wells

Dave Drury

Ex-Officio

Eric Lehtonen (Past President)

Nicholas Akinkuoye (Chief Instruction Officer)

Edalaine Joy Tangoan (ASG President)

A. Call to Order by the President

Roll call by Secretary

B. Visitor's Comments

At this time persons may speak to the Academic Senate either on an agenda item or on other matters of interest to the public that are within the subject matter jurisdiction of the Academic Senate. However, please note that this is an open meeting, and anyone may speak to an agenda item during discussion or debate. (Only Senators may move or second any motion, and only Senators may vote.) If you wish to be heard at this time, please stand and identify yourself to the Academic Senate President.

C. Consent Agenda

1. Academic Senate Minutes of 6 April 2016
2. Curriculum Committee Minutes of 17 March 2016
3. Recommendations to the President for 17 March 2016

D. President's Report

E. Treasurer Report

F. Action Items

1. Resolution on AB 1690 (Second Reading)
2. Instructional Faculty Priority List

G. Discussion Items (limited to 10 minutes each)

1. IEPI Visit on April 27, 2016
2. IEPI Year 2 Goals
3. TALCAS Grant
4. Academic Senate Plenary Resolutions

H. Information Items (limited to 3 minutes each)

1. Senate Fundraiser Update
2. Online Educational Resources Update
3. ESL Program Ad Hoc Committee Update

I. Reports

J. For the Good of the Order

K. Adjournment

A. Call to Order by the President

Present: Michael Heumann, Mary Lofgren, Olivia Garcia, Diane Harris, Xochitl Tirado, Caroline Bennett, Suzanne Gretz, Mardjan Shokoufi, Alex Voldman, Roberta Webster, Frank Miranda, Ralph Marquez, Norma Nunez, Michael Capeci, Mike Palacio, Jr., Stella Orfanos-Woo, Cathy Zazueta, Gilbert Campos, Allyn Leon, Lorraine Mazeroll, Daniel Gilison, Ed Wells, Dave Drury, Nicholas Akinkuoye, Edalaine Joy Tangoan

Absent: Frank Hoppe, Rick Goldsberry, Jose Velasquez, Jesus Esqueda, Eric Lehtonen

Visitors: Ted Caesar, Sheila Dorsey-Freeman, Mary Jo Wainwright, Ashok Nainpally, Tina Aguirre

B. Visitor's Comments

1. no comments

C. Consent Agenda

1. Academic Senate Minutes of 16 March 2016
2. Curriculum Committee Minutes of 3 March 2016
3. Recommendations to the President for 3 March 2016
 1. (M/S/C): Dave Drury/Allyn Leon

D. President's Report

1. Institutional Effectiveness visit: April 27, 2016
 - a. Enrollment Management Strategies
 - b. SLO Mapping, Assessment, and Improvement, and Faculty Involvement therein
 - c. Distance Education
 - d. Transitioning from Basic Skills to College-level programs
 1. Various rooms used at various times for each section
 2. Would like student involvement
2. Area D meeting at Cypress College on Saturday, April 2, 2016
 - a. many resolutions discussed, many curriculum related
 - b. 2 new papers: Effective Curricular Approval processes; Minimum Quals
 - c. Next year, in fall: meeting at SD Continuing Ed; next spring: meeting in Barstow

E. Treasurer Report

1. spent \$3.30; balance \$3,900.74

F. Action Items

1. Resolution on AB 1690 (First Reading)
 1. Review text of AB 1690
 1. Possible interference with negotiations of part-time without knowing the text
 2. Revise to include language to show what is being supported; not just state "AB 1690"

G. Discussion Items (limited to 10 minutes each)

1. National Readiness Employment Certificate—Efrain Silva
 1. Trying to get faculty to incorporate ACT and NREC courses implemented in classes or coursework
 2. Stipend offered to faculty who try to work into classes
 3. ACT: work through modules and test in the various work readiness areas; can receive platinum, gold, silver, bronze certificate ranking to show employers the foundational skills
 1. Not for credit
 4. On west coast, not many employers recognize the certificate yet; working on promoting certificate

1. Will be promoting out in Imperial Valley community
5. Funded by grant; costs students nothing
6. Not equivalent to a degree; should complement degree
2. Curriculum Update—Frank Rapp
 1. Each department should be discussing what courses are offered credit by exam
 2. Updated prerequisite and co-requisite document
 3. Communication and Speech program changed to just Communication
3. SLO/SAO Update—Jill Nelipovich
 1. Chairs are sending PLO info/forms and next step is to upload and tie objectives to SPOL
 2. Will be contacting chairs that haven't sent PLO info
4. Basic Skills Update—Jill Nelipovich
 1. NADE conference in Anaheim
 1. Lots of changes happening in math skills; moving students through basic skills faster
 2. Things going on in states and nationally; some things being forced on schools

H. Information Items (limited to 3 minutes each)

1. Online Educational Resources Update
 1. Sent out email to faculty about interest in project; about 9 responses, enough interest to pursue grant
 2. Unsure of competition for grant, but no reason not to write
 3. Documents would mostly be PDF; some resources are developed under Creative Commons
 1. How long it would be hosted may depend on the developer
2. ESL Program Ad Hoc Committee Update
 1. Should have a plan together for first meeting in May
3. Academic Senate At-Large Election Results
 1. Ed Wells, Zhong Hu, Richard Epps are At-Large reps for next three years
 2. Will have a part-time election rep; probably in May
4. Division Representatives for 2016-17 Academic Senate
 1. Deans: will need division reps; would like to have them by last meeting in June to include in nominations for VP, Secretary, Treasurer
 1. Some divisions are represented by a majority department; can't insist on certain people to volunteer, but representative from each department would give best range of input
5. Senate Fundraiser Update
 1. Dan Gilison having conversations with Rod Smart interim director for IVC Foundation; Jim Yates, director for Casino Del Sol; quoted price for Friday, May 6, 2016, but same date as Dancing with the Stars; options for next two Fridays
 2. IVC Foundation covered cost of \$2500 last year with provision that fundraiser meet amount +\$1; cost has been raised to \$2700; IVC Foundation still willing to cover \$2500 with same provision
 1. Senate money just needs to be approved to cover the \$200
 3. Tickets are given to Senate members; either sell or buy them: raising price to \$20
 4. Foundation can help distribute flyers
 5. Foundation will get ABC permit for alcohol
6. Rafael Santos Award
 1. Mary Lofgren will send email with history, criteria, and date for submission

I. Reports

1. Dancing with the Stars: Brian McNeece is IVC representative; tickets are sold out with a wait list of over 100 people
2. April 19, 2016 CTA Election; CTA social event: breakfast and lunch being served

K. Adjournment: 1:45 pm



IMPERIAL VALLEY COLLEGE
CURRICULUM COMMITTEE MINUTES (Adopted)
 Regular Meeting, Thursday, March 17, 2016
 12:50 p.m. –Board Room

Present:	<input checked="" type="checkbox"/> Nicholas Akinkuoye	<input checked="" type="checkbox"/> Craig Blek	<input type="checkbox"/> Tina Aguirre	<input checked="" type="checkbox"/> David Drury
	<input type="checkbox"/> Kathleen Dorantes	<input type="checkbox"/> Gaylla Finnell	<input checked="" type="checkbox"/> Daniel Gilison	<input checked="" type="checkbox"/> Carol Hegarty
	<input type="checkbox"/> Allyn Leon	<input type="checkbox"/> Jose Lopez	<input type="checkbox"/> Norma Nava	<input type="checkbox"/> Trinidad Argüelles
	<input checked="" type="checkbox"/> Frank Rapp	<input checked="" type="checkbox"/> Jose Ruiz	<input type="checkbox"/> Sydney Rice	<input checked="" type="checkbox"/> Veronica Soto
	<input type="checkbox"/> Kevin White	<input checked="" type="checkbox"/> Cathy Zazueta	<input checked="" type="checkbox"/> ASG Representative Jose Gutierrez Christine Bermudez	
Consultants:	<input type="checkbox"/> Ted Cesar	<input type="checkbox"/> Becky Green	<input type="checkbox"/> Gloria Hoisington	<input type="checkbox"/> Ashok Naimpally
	<input checked="" type="checkbox"/> David Zielinski	<input type="checkbox"/> Jill Nelipovich	<input type="checkbox"/> Norma Nunez	<input type="checkbox"/> Efrain Silva
Ex-officio	<input type="checkbox"/> Michael Heumann			
Visitors:				
Recorder:	Dixie Krimm			

I. Opening of the Meeting

A. Call to order

Frank Rapp called the regular meeting of the Imperial Valley College Curriculum Committee to order at 1:00 pm on Thursday, March 17, 2016.

B. Approval of the Minutes

1. Regular Meeting of March 3, 2016

M/S/C (Zazueta/Soto) to approve the minutes of the March 3, 2016, regular meeting of the Curriculum Committee, as presented.

II. Action Items

A. Credit Courses

1. Revised Courses

- a. ART 102 – History of Art II (3)
- b. ART 170 – Photography – Beginning (3)
- c. ART 270 – Photography - Intermediate (3)
- d. ENGL 226 – Introduction to Mythology (3)
- e. HUM 226 – Introduction to Mythology (3)
- f. LEGL 117 – Criminal Litigation & Procedures (3)

M/S (Drury/Zazueta) to approve the textbook update for items a. through f. above, effective 2016-2017. The motion carried.

- g. COMM 100 – Oral Communication (3)
- h. COMM 110 – Advanced Oral Communication (3)
- i. COMM 120 – Interpersonal Communication (3)
- j. COMM 130 – Small Group Communication (3)
- k. COMM 150 – Intercultural Communication (3)
- l. COMM 180 – Argumentation and Debate (3)

M/S (Ruiz/Drury) to approve the revision to the subject code from SPCH to COMM for items g. through l. above, effective 2016-2017. The motion carried.

B. Prerequisite Guide

M/S (Zazueta/Blek) to approve the guide for "Establishing and/or Reviewing Prerequisites, Corequisites and Advisories" document, as presented, effective 2015-2016. The motion carried.

III. Discussion Items

Frank reminded the department chairs to discuss courses for Credit by Exam at their department meetings. The goal is to have the list in place for the 16-17 academic year.

IV. Information Items

V. Other Items

VI. Next Regular Meeting: April 7, 2016, 12:50pm in the Board Room

VII. The meeting adjourned at 1:24 p.m.

In accordance with the Ralph M. Brown Act and SB 751, minutes of the IVC Curriculum Committee record the votes of all committee members as follows: (1) Members recorded as absent are presumed not to have voted; (2) the names of members voting in the minority or abstaining are recorded; (3) all other members are presumed to have voted in the majority.

Establishing and/or Reviewing Prerequisites, Corequisites and Advisories

The use of this guide is intended as a resource for IVC faculty and staff in the area of curriculum development and approval. Its contents are a compilation of local and statewide policies and procedures in place at the time of its publication. While every effort is made to ensure the accuracy of its contents, the Curriculum Committee, a sub-committee of the IVC Academic Senate, reserves the right to make any corrections, omissions, or updates as needed to meet curricular standards and compliance.

Introduction

Prerequisites, co-requisites, advisories, and limitations are necessary to ensure that students succeed in their coursework and have access to the courses they require. It is important to have prerequisites in place where they are a vital factor in maintaining academic standards. It is also necessary to ensure that prerequisites, co-requisites, advisories, and limitations do not constitute unjustifiable obstacles to student access and success. Therefore, to foster the appropriate balance between these two concerns, the Education Code requires that prerequisites, co-requisites, advisories, and limitations be established based solely on content review or content review with statistical validation. This guide will provide the process, steps, and forms necessary to implement prerequisites, co-requisites, advisories, and limitations on enrollment.

Regulatory Changes

The rules governing prerequisites are found in Title 5 §55003.

Colleges wishing to implement new prerequisites through content review will need to know what has and has not changed in regulation. Much more is unchanged regarding prerequisites than is new. The following aspects of prerequisites remain unchanged:

- ◆ Prerequisites continue to be mandatory when a student is “highly unlikely to succeed” without the prerequisite;
- ◆ Prerequisites must still be validated on a course-by-course and/or program-by-program basis;
- ◆ Prerequisites must be revalidated every six years or two years for career technical education (CTE, i.e., vocational) courses;
- ◆ Prerequisites or corequisites may still be required without validation when they are
 1. required by statute or regulation,
 2. part of a lecture-lab, and
 3. required by a four-year college;
- ◆ Colleges must still be attentive to and seek to alleviate any disproportionate impact; and,
- ◆ Students may challenge prerequisites.

The primary change in the revised version of §55003 is that colleges may choose between “traditional” content review in combination with statistical validation or content review as accompanied by additional requirements.

**Refer to AP 4260 Prerequisites and Co-Requisites for full procedural legal requirements.*

CONTENT REVIEW PROCESS

The term “content review” is a misnomer. The content review process is far more than a mere examination of the content of a proposed or existing course. Rather, content review is a process that determines what skills or knowledge are required for success in a given course and how that preparation can be obtained in order to advise or require students to acquire the necessary preparation prior to enrolling in (prerequisite) or while taking (corequisite) a given course. It is more than reviewing the traditional “exit and entrance skills” and involves examining how the course is taught and all components of the COR.

Prerequisite / Corequisite Checklist and Worksheet

<i>*Please use a separate form for each request</i>
Subject and Course#
Course Prerequisite/Corequisite/Advisory: _____ <i>(Subject and Course Number)</i>
Textual Prerequisite/Corequisite/Advisory:

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criteria	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite, or advisory.		
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.		
3. Selection of this prerequisite, corequisite, or advisory is based on tests, the type and number of examinations, and grading criteria.		
4. Selection of this prerequisite, corequisite, or advisory is based on a detailed course syllabus and outline of record, related instructional materials, and course format.		
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.		
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.		
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite, or advisory.		
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.		
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.		

SECTION II - LEVELS OF SCRUTINY:

In addition to the affirmation of content review listed in Section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. Please identify below which level is being used to justify the proposed prerequisite.

-
- Type 1: Required prerequisite at UC or CSU

Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

Complete the Prerequisite Worksheet

Complete UC/CSU Justification Form

- Type 2: Sequential within a discipline (e.g., ART 262, 263, 264)

Complete the Prerequisite Worksheet

- Type 3: Course in communication or computational skills as a prerequisite for course other than another skills course (e.g., MATH 091 prerequisite for BIOL 100)

Complete the Prerequisite Worksheet

Complete Statistical Data Analysis

- Type 4: Health and Safety

Students who lack the prerequisite might endanger themselves, other students, or staff.

Complete Health and Safety Form

- Type 5: Non-course prerequisites (GPA, recency, other measures of readiness)

Data must be collected according to sound research principles in order to justify such prerequisites.

Complete the Prerequisite Worksheet

Completing the prerequisite worksheet:

Determine what skills are necessary for students to be successful (skills without which they will likely not succeed (i.e., pass the course)). The entrance skills must be worded as SKILLS. "What skills do students need to have BEFORE the course begins in order to be successful?" Keep in mind that "success" in the course means "passing" the course. "Success" does not mean "more likely to get a B or higher." For example:

- "Learn how to read college level textbooks" is NOT an entrance skill.
- "Ability to read college level textbooks" IS an entrance skill.

Once the entrance skills necessary for success are identified, then review the exit skills (objectives) of the existing course to determine which course(s) sufficiently prepare students (based on the entrance skills) to be successful in the course in question.

- It is highly unlikely that there will be a "1-to-1 relationship" between the entrance skills and exit skills. Course A, for example, may have ten objectives, but perhaps only five (or even just one) are essential for success in Course B. Only the relevant exit skills should be used to justify a prerequisite.

Prerequisite Worksheet

ENTRANCE SKILLS FOR (the course in question)

(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	
B)	
C)	
D)	
E)	
F)	
G)	
H)	

EXIT SKILLS (objectives) FOR (the prerequisite course)

(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

		ENTRANCE SKILLS FOR (XXX)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR (XXX)	1								
	2								
	3								
	4								
	5								
	6								
	7								
	8								

UC/CSU PREREQUISITE/COREQUISITE JUSTIFICATION FORM

A prerequisite/corequisite in another discipline (other than English or Math) may be established provided that, in addition to the *Content Review*, three University of California or California State University campuses can be identified that offer the equivalent course with the equivalent prerequisite. This justification is intended for very common cases. Examples are standard science class prerequisites or standard foreign language classes. Any combination of University of California (UC) campuses and California State University (CSU) campuses is acceptable to satisfy this requirement.

If you are having difficulty finding three CSU or UC courses that have the same courses and the same prerequisites, check with the College Articulation Officer; UC and CSU catalogs are located in the Counseling Center.

Required:

- Content review
- Three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite in order to demonstrate that, in fact, the prerequisite in question is a usual, customary, and reasonable one. Attach examples of the UC and/or CSU course descriptions from the respective catalogs.

IVC Course: _____

IVC Prerequisite Course: _____

Three UC and/or CSU campuses: _____

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HEALTH AND SAFETY PREREQUISITES/COREQUISITES FORM

A prerequisite/corequisite may be established provided that the course for which the prerequisite is proposed is one in which the student might endanger his or her own health and safety and that of others. The prerequisite consists of the necessary skills that the student must possess in order to protect his or her health and safety or that of others before entering the course. **Content review for health and safety identifies the health and safety skills necessary for a student to enter a particular course rather than the skills or body of knowledge necessary for a student to succeed in the course.** Disciplines should also review the applicable provisions of the Federal Government's Americans with Disabilities Act of 1990 in regard to any requirements that apply specifically to students with disabilities and the Federal Vocational Education provisions that relate to students with limited English skills.

Required:

- Content review for health and safety.
- Narrative description and justification for the co/prerequisite.

Course: _____

Description of health and safety pre/corequisite (type of course, test, or program):

Justification:

LIMITATION ON ENROLLMENT JUSTIFICATION FORM

Enrollment in courses or blocks of courses may be limited based on performance, honors, or other performance-based criteria. In these cases, there must be equivalent courses available to meet degree or certificate requirements.

Course Number(s):

Course Title(s):

Rationale for Limiting Enrollment:

Equivalent course(s) available to meet degree or certificate requirements:

Disproportionate impact in performance-based course

If the limitation is based on performance, it must be determined during program review whether the limitation disproportionately keeps underrepresented students from enrolling in the course or block of courses. In this case, a plan must be adopted to remedy this disproportionate impact.

Plan for study or remedy (and timelines):

Statistical Data Analysis Procedures

Comparison of students with/without prerequisite or corequisite and students who are successful/not successful must demonstrate that there is a statistically significant difference between students with/without prerequisite.

The following questions will serve as the basis for discussion and serve as a preliminary analysis:

- Is the prerequisite reasonably likely to improve student success?
- What enrollment/access issues might arise?
- What impact might this have on other programs?

The following variables will be extracted from Banner for the analysis:

MIS Data Elements

- GI03 (Term Identifier)
- CB01 (Course-Department-Number)
- SX01 (Enrollment-Effective-Date)
- SX04 (Enrollment-Grade)
- SB, SD, STD Data Elements (for Disproportionate Impact)

Assessment Data

- Placement Recommendation
- Multiple Measures variables

Additional Data

- Placement Recommendation
- Qualitative Data such as focus groups, informal interviews, and other surveys for faculty, students, and/or administration

The data will be analyzed for statistical significance (T-Test, Chi-Square, Pearson Correlation, odds ratio, average percent gain, or through other tests) to measure differences or relationships in the data. The Comparison of performance between the target course of students who did and did not meet the prerequisite. The analysis will include other relevant questions to ensure that student equity and success for our students:

- What is the racial/age/gender/disability makeup of the course post-implementation compared to pre-implementation?
- Does the increased success of students in each protected category support the implementation if indeed the percentages of students in each group have changed?
- Was there disproportionate impact?
- What effect did the implementation have on overall course enrollment?

A holistic review will be performed and supported by statistical analysis with a recommendation for the prerequisite.

Revalidation Procedure

Courses with prerequisites, co-requisites, and/or recommended preparation that consist of computational or communication courses must be revalidated every two years (for CTE) or every six years (for all others). This process also applies to courses with prerequisites that are outside the discipline.

Please use the forms included in this document.

1. Recommended Preparation:
 - a. Content Review – Complete/Review the Prerequisite Worksheet
 - b. Statistical Data Analysis – Request new data from the Institutional Researcher

2. Prerequisites/Corequisites:
 - a. Content Review – Complete/Review the Prerequisite Worksheet

**APPROVAL OF PROGRAM, CURRICULUM AND COURSE DEVELOPMENT AND MAINTENANCE
AS DELEGATED TO THE SUPERINTENDENT/PRESIDENT BY THE BOARD OF TRUSTEES
(RESOLUTION NO. 14130, 6/18/08)**

WHEREAS, Board Policy BP 4020, Program, Curriculum and Course Development, provides that:

- ◆ all new programs and program deletions, and individual degree applicable credit courses offered as part of a permitted educational course, and nondegree-applicable credit and degree-applicable courses that are not part of an existing approved program (i.e., stand-alone courses) shall be approved by the Board; and

- ◆ the Board delegates the authority for all other actions to the Superintendent/President.

BE IT RESOLVED that the Superintendent/President approves the recommendations of the Curriculum Committee (03/03/16) and the Academic Senate (04/20/16), as follows:

Revised Credit Courses

ART 102 – History of Art II (3)
ART 170 – Photography – Beginning (3)
ART 270 – Photography - Intermediate (3)
COMM 100 – Oral Communication (3)
COMM 110 – Advanced Oral Communication (3)
COMM 120 – Interpersonal Communication (3)
COMM 130 – Small Group Communication (3)
COMM 150 – Intercultural Communication (3)
COMM 180 – Argumentation and Debate (3)
ENGL 226 – Introduction to Mythology (3)
HUM 226 – Introduction to Mythology (3)
LEGL 117 – Criminal Litigation & Procedures (3)

Victor Jaime, Superintendent/President

Date

Resolution to Improve Student Success and Retention by Providing a More Stable Temporary Part-Time Faculty Workforce.

Whereas, temporary part-time faculty now comprise 75 percent of higher education instructors in the United States; and

Whereas, temporary part-time faculty are required to hold the same academic qualifications and credentials as their full-time colleagues; and

Whereas, at most colleges full-time instructors are paid significantly more than temporary part-time faculty for the same duties of preparation, teaching, and grading/assessment; and

Whereas, due to poor prospects for career advancement and inadequate pay many qualified temporary part-time faculty leave the profession annually; and

Whereas, the retention of qualified instructors supports institutional viability and directly contributes to student success; and

Whereas, recent studies have shown that a stable faculty workforce contributes to student success and retention; and

Whereas, most community college districts in the State provide little or no job security to their temporary part-time faculty; and

Whereas, there currently exist uniform statewide standards in the Education Code regarding evaluation of faculty and due process procedures for full-time faculty; and

Whereas, the cost to Districts and the State to implement a job security program with due process for temporary part-time faculty is negligible; and

Whereas AB 1690 (Medina) instructs community college districts without collective bargaining agreements with part-time, temporary faculty as of 1 January 2017 to “commence negotiations with the exclusive representatives for part-time, temporary faculty”; and

Whereas AB 1690 (Medina) specifies minimum standards for the fair and equitable treatment of part-time, temporary faculty in areas such as hiring, evaluations, workload, and class assignments;

Therefore, be it resolved, that the Imperial Valley College Academic Senate supports AB 1690 (Medina), and directs its President to communicate this support to the President/Superintendent and Board of Trustees of Imperial Valley College.

ASSEMBLY BILL

No. 1690

Introduced by Assembly Member Medina

January 21, 2016

An act to add Section 87482.3 to the Education Code, relating to community colleges.

LEGISLATIVE COUNSEL'S DIGEST

AB 1690, as introduced, Medina. Community colleges: part-time, temporary employees.

(1) Existing law establishes the California Community Colleges under the administration of the Board of Governors of the California Community Colleges. Existing law authorizes the establishment of community college districts under the administration of community college governing boards, and authorizes these districts to provide instruction at community college campuses throughout the state.

Existing law requires that a person employed to teach adult or community college classes for not more than 67% of the hours per week of a full-time employee having comparable duties, excluding substitute service, be classified as a temporary employee and not a contract employee.

This bill would require community college districts without a collective bargaining agreement with part-time, temporary faculty in effect as of January 1, 2017, to, on or after January 1, 2017, commence negotiations with the exclusive representatives for part-time, temporary faculty regarding the terms and conditions required by the bill. The bill would specify minimum standards for the treatment of part-time, temporary faculty to be met by community college collective bargaining agreements negotiated on or after January 1, 2017, that are not exempt,

as specified. These standards would relate to, among other issues, evaluation procedures, workload distribution, and seniority rights.

To the extent that this bill would impose new duties on community college districts, it would constitute a state-mandated local program.

(2) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to these statutory provisions.

Vote: majority. Appropriation: no. Fiscal committee: yes.

State-mandated local program: yes.

The people of the State of California do enact as follows:

1 SECTION 1. Section 87482.3 is added to the Education Code,
2 to read:

3 87482.3. (a) (1) On or after January 1, 2017, community
4 college districts that do not have a collective bargaining agreement
5 with part-time, temporary faculty in effect as of January 1, 2017,
6 shall commence negotiations with the exclusive representatives
7 for part-time, temporary faculty regarding the terms and conditions
8 required by subdivision (b). The parties shall negotiate these rights
9 for part-time, temporary faculty.

10 (2) It is the intent of the Legislature that both of the following
11 shall occur:

12 (A) The adoption of provisions in compliance with subdivision
13 (b) shall be included as part of the usual and customary negotiations
14 between the community college district and the exclusive
15 representative for part-time, temporary faculty.

16 (B) A community college district shall meet the minimum
17 standards established by this section through the negotiation
18 process between the community college district and the exclusive
19 representative for part-time, temporary faculty.

20 (b) (1) A community college district that enters into a collective
21 bargaining agreement on or after January 1, 2017, shall comply
22 with all of the following:

23 (A) Upon initial hire, a part-time, temporary faculty member
24 shall be evaluated by a committee that shall include, but not

1 necessarily be limited to, a contract or regular faculty peer evaluator
2 who has expertise in the subject matter of the part-time, temporary
3 faculty member’s assignment. The evaluation committee may
4 additionally include other evaluators, such as a department chair,
5 dean, or a second peer. The terms and conditions of the evaluation
6 process and procedures shall be locally negotiated between the
7 community college district and the exclusive representative for
8 part-time, temporary faculty. Subsequent to his or her initial hire,
9 each part-time, temporary faculty member shall be evaluated at
10 least once every six semesters or nine quarters of service, exclusive
11 of summer and intersession terms.

12 (B) After six semesters or nine quarters of service, exclusive of
13 summer and intersession terms, each part-time, temporary faculty
14 member who has not received a less-than-satisfactory evaluation
15 during the preceding six semesters or nine quarters of service shall
16 be placed on a seniority list for each assignment at each college
17 where he or she holds a current assignment during the seventh
18 semester or 10th quarter of service, irrespective of how many times
19 he or she has completed each unique assignment. The seniority
20 for all assignments shall be determined based on the first date of
21 hire at the applicable college. Seniority lists shall be by campus
22 unless otherwise locally negotiated between the community college
23 district and the exclusive representative for part-time, temporary
24 faculty.

25 (C) For semester seven or quarter 10 and beyond, each
26 community college district shall endeavor to maintain the workload
27 equivalent that the part-time, temporary faculty member was
28 assigned during semester six or quarter nine, subject to all of the
29 following:

30 (i) As new assignments become available due to growth or
31 attrition, these assignments shall be offered in seniority order to
32 those part-time, temporary faculty members who have qualified
33 to be placed on the seniority list pursuant to subparagraph (B), and
34 previously successfully completed that same assignment. These
35 assignments may be made up to a maximum annualized load,
36 exclusive of summer and intersession terms, in the range of 60 to
37 67 percent of a full-time equivalent load.

38 (ii) In cases where a reduction in assignment needs to occur due
39 to program needs, budget constraints, or more contract faculty
40 hires, the reduction shall occur first from among those part-time,

1 temporary faculty members who have not yet qualified to be placed
 2 on the seniority list, and thereafter in reverse seniority order, with
 3 the least senior part-time, temporary faculty member reduced first.
 4 Any rights to a certain workload equivalent shall be maintained
 5 for a period of 18 months. In cases of class cancellation due to low
 6 enrollment, faculty members shall displace faculty members who
 7 are lower than they are on the seniority list, provided that the class
 8 cancellation occurs prior to the first class meeting day.

9 (iii) Each new assignment successfully completed shall be added
 10 to the part-time, temporary faculty member seniority list.

11 (D) Procedures governing refusal or rejection of offered
 12 assignments, diminution or loss of seniority rights, and additional
 13 leave or break-in-service provisions shall be locally negotiated
 14 between the community college district and the exclusive
 15 representative for part-time, temporary faculty.

16 (E) In cases where a part-time, temporary faculty member,
 17 subsequent to qualifying to be placed on the seniority list, receives
 18 a less-than-satisfactory evaluation, as that term is defined in the
 19 collective bargaining agreement between the community college
 20 district and the exclusive representative for part-time, temporary
 21 faculty, the faculty member shall be provided a written plan of
 22 remediation with concrete suggestions for improvement. The
 23 faculty member shall be evaluated again the following semester.
 24 If the outcome of this subsequent evaluation is also less than
 25 satisfactory, the faculty member shall lose all seniority rights, and
 26 may be dismissed at the discretion of the district. Appeal and
 27 grievance rights and procedures, if any, shall be subject to local
 28 collective bargaining.

29 (F) In all cases, part-time faculty assignments are temporary in
 30 nature, contingent on enrollment and funding, and subject to
 31 program changes, and no part-time faculty member has a
 32 reasonable assurance of continued employment at any point,
 33 irrespective of the status, length of service, or reemployment
 34 preference seniority of that part-time, temporary faculty member.

35 (2) (A) A community college district that has a collective
 36 bargaining agreement in effect as of January 1, 2017, that has
 37 provisions in place that require implementation of all of the
 38 following, and executes a signed written agreement pursuant to
 39 subparagraph (B), shall be exempt from this subdivision upon the
 40 expiration of that agreement:

1 (i) Part-time, temporary faculty assignment based on seniority
2 up to the range of 60 to 67 percent of a full-time equivalent load.

3 (ii) A regular evaluation process for part-time, temporary faculty.

4 (iii) Due process for termination once a part-time, temporary
5 faculty member has qualified for the negotiated provisions.

6 (B) A written agreement, confirming that provisions requiring
7 the implementation of clauses (i) to (iii), inclusive, have been
8 included in a collective bargaining agreement in effect as of
9 January 1, 2017, shall be signed by the exclusive representative
10 for part-time, temporary faculty and the community college district,
11 who are subject to that agreement, in order for the district to be
12 exempt from this subdivision pursuant to subparagraph (A).

13 SEC. 2. If the Commission on State Mandates determines that
14 this act contains costs mandated by the state, reimbursement to
15 local agencies and school districts for those costs shall be made
16 pursuant to Part 7 (commencing with Section 17500) of Division
17 4 of Title 2 of the Government Code.

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