



COLLEGE COUNCIL AGENDA

April 23, 2020 | 2:30-4:30 pm | Zoom

Agenda Item

LPC Mission Statement

Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.

LPC Planning Priorities

- ❖ Implement the integration of all ACCJC standards throughout campus structure and processes.
- ❖ Establish a knowledge base and an appreciation for equity; create a sense of urgency about moving toward equity; institutionalize equity in decision-making, assessment, and accountability; and build capacity to resolve inequities.
- ❖ Increase student success and completion through change in college practices and processes: coordinating needed academic support, removing barriers, and supporting focused professional development across the campus.

Committee Name Quorum: 9

Non-Voting Members:

Dyrell Foster, President (Chair)

Voting Members:

Kristina Whalen, V.P., Academic Svc & Accreditation. Steering Cmte
 Anette Raichbart, V.P., Administrative Services
 William Garcia, V.P., Student Services
 Rajinder Samra, IPEC
 Tom Orf/Tina Inzerilla, CEMC
 Mike Ansell, Facilities & Sustainability
 Titian Lish, Resource Allocation
 Meghan Swanson-Garoupa, Technology
 LaVaughn Hart, Guided Pathways
 Sarah Thompson, Academic Senate President
 Elena Cole, Academic Senate V.P.
 David Rodriguez, Classified Senate President
 Melissa Brown, Classified Senate V.P.
 Blessing Krumah, LPCSG President
 Alina Verzi, LPCSG Vice President
 Mike Alvarez, LPC SEIU

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|---|--------|
| 1. Call to Order | Foster |
| 2. Review and Approval of Agenda | Foster |
| 3. Review and Approval of Minutes (2/27/20) | Foster |
| 4. Review and Approval of College Council: CARES Act Allocation Minutes (4/15/20) | Foster |
| 5. Action Items | |
| <ul style="list-style-type: none"> • Update to Glossary of Terms for College Mission Statement
Samra • BPs and APs
Foster <ul style="list-style-type: none"> ○ BP 4020 Program, Curriculum, and Course Dev. ○ AP 4020 Program, Curriculum, and Course Dev. | |
| 6. Old Business | |
| <ul style="list-style-type: none"> • CARES Act Allocation
Foster • Accreditation Update
Whalen • Educational Master Plan
Samra | |
| 7. New Business | |
| <ul style="list-style-type: none"> • College Organizational Structure
Foster • Student Needs Assessment Survey
Samra • BPs and APs
Foster <ul style="list-style-type: none"> ○ BP 3050 Institutional Code of Ethics ○ AP 3050 Institutional Code of Ethics ○ BP 3100 Organizational Structure ○ BP 4010 Academic Calendar ○ AP 4010 Academic Calendar ○ AP 4022 Course Approval • 2020-2021 LPC Governance Worksheets
Foster <ul style="list-style-type: none"> ○ Curriculum, Committee ○ Distance Education Committee ○ Resource Allocation Committee ○ Accreditation Steering Committee ○ College Enrollment Management Committee ○ Professional Development Committee ○ Technology Committee ○ College Council | |

8. Information Items

Foster

- Budget 2020-21
- Professional Development Planning (District-wide)
- BPs and APs (College Council first review 2/27/20; Chancellor's Council approval 4/14/20)
 - BP 2735 Board Member Travel
 - BP 2740 Board Education
 - AP 2740 Board Education
 - BP 2745 Board Self-Evaluation
 - BP 2750 Board Member Absence from the State

9. Updates**10. Adjournment****11. Next Regular Meeting: May 14, 2020**



DRAFT COLLEGE COUNCIL MINUTES

Thursday, February 27, 2020 | 2:30 – 4:30 p.m. | 1687

Meeting Minutes

LPC Mission Statement

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- ❖ Increase student success and completion through change in college practices and processes: coordinating needed academic support, removing barriers, and supporting focused professional development across the campus.

College Council Quorum: 7

Members Present (non-voting):

Dr. Dyrell Foster, President

Members Present (voting):

William Garcia, V.P., Student Services
Kristina Whalen, VP Academic Svcs & Accreditation Steering Cmte
Rajinder Samra, IPEC
Tina Inzerilla, CEMC & F/A
LaVaughn Hart, Guided Pathways
Titian Lish, Resource Allocation
Meghan Swanson-Garoupa, Technology
Sarah Thompson, Academic Senate President
David Rodriguez, Classified Senate President
Melissa Brown, Classified Senate VP
Mike Alvarez, LPC SEIU
Blessing Nkrumah, LPCSG President
Alina Verzi, LPCSG V.P.

Members Absent:

Vacant, V.P., Admin. Services
Elena Cole, Academic Senate VP
Mike Ansell, Facilities & Sustainability

Guests:

None

1. Call to Order

Dr. Foster called the meeting to order at 2:35 p.m. New committee attendee introductions were made.

2. Review and Approval of Agenda

Ms. Lish/Ms. Swanson-Garoupa/add "compressed calendar" to agenda/unanimous.

3. Review and Approval of Minutes (January 23, 2020)

Ms. Inzerilla/Mr. Samra/three abstentions.

4. Action Items

• College Mission, Vision, Values Statements

Mr. Samra indicated the draft College Mission, Vision, and Values (MVV) Statements were approved by Classified Senate on February 6, 2020, Academic Senate on February 12, 2020 and Student Government on February 13, 2020. Ms. Thompson moved to approve the College MVV Statements/Mr. Rodriguez/unanimous. New College MVV Statements become effective immediately. Dr. Foster will take to District as an informational item.

• BPs and APs

- BP 2735 Board Member Travel
- BP 2740 Board Education
- AP 2740 Board Education
- BP 2745 Board Self-Evaluation
- BP 2750 Board Member Absence from the State

Ms. Lish moved to approve above BPs and APs with proposed changes from January 23, 2020/Mr. Samra/unanimous.

5. Old Business

• Accreditation

Ms. Whalen indicated that Ms. Cole will be the faculty lead for the Accreditation Steering Committee while Ms. Inzerilla will provide emotional support. A meeting will be held at the District the end of March for an accreditation overview. Training will be provided at the end of March as well. Ms. Samra indicated accreditation surveys will be conducted for use on the self-evaluation report. If you have ideas for the types of items that should be included in the survey, please forward to Ms. Moore. The goal is to have this completed by the end of the semester. Mr. Samra also indicated the desire for a student accreditation survey in which to gather other data trends. The last one was completed in fall, 2014. This student survey will need to be finalized before the last week of August and will be administered in classrooms.

- **Educational Master Plan**

Mr. Samra reported that the EMP Task Force is meeting weekly and also meeting with the EMP consultants. An email listing a series of EMP Activity Sessions was sent by Mr. Samra to allow the college an opportunity to address EMP goals and strategies. The EMP will have multiple phases. Mr. Samra will present at March's town meeting along with breakout sessions. Dr. Foster stressed that the process is as critical as the outcome, while Ms. Thompson recommended everyone keep a log of their efforts on this project should the opportunity for compensation be allowed. Mr. Rodriguez indicated that there may be a representative from Classified Senate that will participate on the EMP and Mr. Rajinder also expects one student to join.

6. New Business

- **College Promise**

Dr. Foster provided a short overview of College Promise, AB19, dedicated to supporting students. This is different from the California College Promise Grant, formerly known as the BOG, which permits enrollment fees to be waived for eligible California residents. There is interest from Chabot College to engage in a district-wide College Promise Program; however, AB19 doesn't require a District to be on the same program, each college can be different, and funds are allocated independently from the Chancellor's Office. This topic may be coming to Enrollment Management. Ms. Thompson indicated this has been an ongoing conversation and explained that College promise is a set of money that is being given to California Colleges to try to off-site the cost of education, specifically for more vulnerable populations. While colleges may use these funds to attract students, each college may interpret this differently. LPC originally agreed to use these funds to bolster financial aid staff and outreach. Mr. Samra indicated that if we want to expand the student body who are already receiving these funds, he has the data. While there could be an extension of the LPC promise, additional discussion and research needs to be done.

- **BP and AP Review Process/Timeline**

The committee discussed the difficulty in the process of reviewing, providing feedback, and approving the BPs and APs due to the timing of when they are announced on the Chancellor's Council agenda for first reading and second reading and the timing of the College Council meetings. Ms. Thompson indicated she would recommend that the Chancellor's Council bring all BPs and APs for the semester at once so that College Council (and Academic, Classified, and Student Senates) could develop a schedule to review all of them. There was an agreement for feedback on BPs and APs to begin at the Senate meetings and then bring to the College Council for further discussion and then recommendation to the Chancellor's Council.

- **BPs and APs**

- AP 4020 Program and Curriculum Development
- AP 4025 Philosophy and Criteria for Associate Degrees and General Ed
- BP 4100 Graduation Requirements for Degrees and Certificates

The committee was instructed to review the above BP and APs and bring feedback to the next College Council meeting.

- **2020-2021 LPC Governance Worksheets**

The LPC Governance Worksheets were distributed to each shared governance committee for review and updating for 2020-2021. It was agreed to ask committees to provide a list of tasks performed for 2019-2020 to assist in determining whether the committee's charge is accurate, whether changes need to be made to the charge, or whether tasks being completed are correctly aligned with the proper committee.

- **Compressed Calendar**

Ms. Thompson indicated that Miguel Colon, Chabot College Academic President asked VC Rowland to create an exploratory committee to look at the impacts of a compressed calendar in an effort to change our SCFF metrics. The F/A is presenting data that shows student success reflects a bump when offering a compressed calendar. The Academic Senate made a request to Dr. Foster that Dean Nan Ho be one of the administrators on that district-wide committee as it affects her division the most. Ms. Hart spoke about the impact on facilities, especially the labs. She also spoke about the number of days that faculty would have to put in, and also mentioned enforcing variable flex. Classified Professionals would like to be part of that discussion as well as it would shape workload in some areas. It was noted that policy and procedures may need to change. It was suggested that a consult with DVC would be helpful as they have followed a compressed calendar for the last several years. It was agreed that there needs to be discussion on the LPC campus, whether it's a formal committee or whether people have a chance for discussion opportunities at the District. Students need to be heard as well. The goal is to do what's in the best interest of our students.

7. Information Items

- BPs and APs: the following BPs were approved at the February 11, 2020 Chancellor's Council:
 - BP 2717 Personal Use of Public Resources
 - BP 2720 Communications Among Board Members
 - BP 2725 Board Member Compensation
 - BP 2730 Board Member Health Benefits

8. Updates

Guided Pathways: Ms. Hart indicated that the Guided Pathways Scope of Adoption Self-Assessment is being signed off this afternoon. The document was developed by the GP Committee and campus administration. It documents everything done in GP, identifies next steps, includes a timeline, identifies specific types of support, what that looked like, challenges they saw, H.R., technology, training, etc. The Spring GP Retreat was held on January 31 and was very successful with 65 people attending the morning and afternoon sessions. A significant number of part-time faculty attended as well as Tri-Valley ROP, High Schools, Middle College and Chabot's Guided Pathways Committee. Two Guided Pathway sessions will be held on Flex Day.

SCFF Advocacy: Ms. Thompson shared that the District has retained services of a California strategies advocacy group to assist us on SCFF. The first big push will be on March 10 when the public will be allowed to give comments to legislature. The advocacy group is creating a schedule of different meetings with different participants so that there is presence everywhere.

Classified Professionals: Mr. Rodriguez indicated that a professional development survey was sent to Classified Professionals. While there are no sessions specific to Classified Professionals for the Spring Flex Day, Mr. Rodriguez will continue to have conversations for sessions for the Fall Flex Day.

Resource Allocation Committee: Ms. Lish indicated that the committee is in the process of updating their forms to eliminate some of the required signatures.

9. Adjournment – Dr. Foster adjourned the meeting at 4:30 p.m.

10. Next Regular Meeting: March 19, 2020 (move up 1 week due to Spring break) (The March 19, 2020 meeting was cancelled). Next meeting April 23, 2020.



COLLEGE COUNCIL MINUTES: CARES ACT ALLOCATION

April 15, 2020 | 1:00-2:30 pm | Zoom

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Dyrell Foster, President (Chair)

Members Present:

Kristina Whalen, V.P., Academic Svc & Accreditation Steering Cmte
Anette Raichbart, V.P., Administrative Services
William Garcia, V.P., Student Services
Rajinder Samra, IPEC
Tom Orf/Tina Inzerilla, CEMC
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Meghan Swanson-Garoupa, Technology
LaVaughn Hart, Guided Pathways
Sarah Thompson, Academic Senate President
David Rodriguez, Classified Senate President
Melissa Brown, Classified Senate V.P.
Alina Verzi, LPCSG Vice President
Mike Alvarez, LPC SEIU

Members Not Present:

Elena Cole, Academic Senate V.P.
Mike Ansell, Facilities & Sustainability
Blessing Krumah, LPCSG President

Guests Present:

Andi Schreiber, Nan Ho, Stuart McElderry,
Tamica Ward, Angie Lopez, Himani Tiwari,
Amy Mattern, Emerald Templeton, Ken Cooper

Agenda Item

1. Call to Order @ 1:02 p.m.

Foster

2. CARES Act Allocation

Dr. Foster indicated that LPC will receive a total of \$2.875 million in funding as part of the CARES Act Allocations – Federal Stimulus Package to help with immediate needs related to the Coronavirus. Of that \$2.875 million, 50 percent will be for emergency financial aid grants to students while the remaining 50 percent will be as direct assistance to the college. A District-wide task force will be meeting later this week to define the process of allocating the funds. Dr. Foster asked this committee and guests for their input on the first allocation and the second allocation.

3. First Allocation - Emergency Financial Aid Grants to Students

Dr. Foster indicated that the first allocation will provide direct cash financial aid grants to students for their expenses related to the disruption of campus operations such as food, housing, course materials, technology, health care, and child care. Ms. Schreiber proposed focusing on all financial aid applications, not just financial aid recipients. The reason for this is that the Financial Aid Office already has all of the student's information and it would be very easy to process financial aid for those students. At the same time, she proposes encouraging all students to apply for financial aid before the June 30 deadline.

4. Second Allocation - Direct Assistance to Colleges

Dr. Foster indicated this funding is to be allocated to institutions to defray expenses, cover lost revenues, reimburse for expenses already incurred, and costs of transition to Distance Education. Ideas from the group include:

- Defray Expenses
- Cover Lost Revenues
 - Performing Arts events
 - Athletic events
 - Facility rentals
 - Child Development Center
 - Community Education

- Reimbursement for expenses already incurred
 - Laptops for students and staff
 - Hotspots for students
 - Flip phones for staff
 - Equipment purchased by Faculty or Classified Professionals to work from home, such as cameras, printers, etc.

- Costs of transition to Distance Education
 - Professional development: Majority of faculty have not gone through training at LPC. Lack of personnel. Can use OEI but limited in space.
 - Closed captioning for instructors (fully funded through December per State Chancellor)
 - Additional support for students who are reluctant or having difficulty transitioning to being an online learner
 - Technology for students; minimize digital divide
 - Equipment (supplied by LPC or purchased by staff member) (noted above as well)
 - Development of non-credit support courses for online education journey
 - A method for students to sign their financial aid documents on line (ex. SmartSheets, FormStack, DocuSign). Other colleges have reported a 30% increase in enrollment with this ability

- Other
 - Market courses that satisfy CEUs for students
 - Pay a third party for learning disability testing
 - Infrastructure needs to assist students effectively:
 - Limitations of current phone system:
 - Redirect phone calls
 - System to capture voicemail and create email to send to appropriate department/person
 - Staff training needed to support any new systems/infrastructure changes

5. Action Items

Mr. Samra and Mr. Rodriguez will present preliminary student survey results at the April 23 College Council meeting. Over 1800 responses were received that could provide additional data on the use of the CARES Act Allocation.

6. Adjournment @ 1:56 p.m.

7. Next Regular College Council Meeting: April 23, 2020

Please note additional ideas submitted after meeting on next page.

CARES Act Allocation Ideas Submitted After Meeting

Second Allocation - Direct Assistance to Colleges

- Fund some F hour compensation for faculty to have a **DE Work Party** in the summer. This is an idea that was offered in a webinar hosted by Marty Alavardo on the new requirement for the DE addendum. As you know the courses do need to go through the local curriculum approval process by the end of Fall. If we do not use summer, there is a poor chance that all that needs to get will get done.
- Move the Career Center to a virtual environment via Handshake. Stakeholder support includes: Terrance Thompson, William Garcia, Kristina Whalen, Mary Lauffer, and Anne Kennedy. Cost \$10,500.
<https://www.joinhandshake.com/> (Corporate Website)
<https://ucdavis.joinhandshake.com/login> (UC Davis Page)
- Faculty non-instructional compensation to move CTE certificates to online (CS, CIS and CNT low hanging fruit) and to create new online certificates (e.g. Data Analytics).

Glossary of Selected Terms for College Mission Statement

The multiple meanings of selected terms used in the Mission Statement are below:

Inclusive - welcoming of a diverse group of students including but not limited to: all race-ethnicity groups, all ages, all genders, lesbian, gay, bisexual, transgender+, first generation, students with disabilities, veterans, students with children, all socio-economic backgrounds, including those from economically disadvantaged backgrounds, undocumented, international, multicultural, religious beliefs and practices—all with varying skill levels and learning styles.

Learning-Centered - refers to courses, programs, disciplines, modes of delivery, learning communities, accounting for varying skill levels and learning styles, creative and critical thinking, and having necessary and specialized facilities.

Educational Opportunities - include but are not limited to classroom and Distance Education (DE) instruction, athletics, field trips, guest speakers, student government, cultural opportunities, clubs, labs, internships, tutoring service, workshops, library research, career training, and mentoring.

Support includes tutoring services, Reading and Writing Center, learning communities, student workshop opportunities, counseling, faculty office hours, Math Learning Center, supplemental instruction, Admissions and Records, advisory boards, Health and Wellness Services, financial aid, evening services, [veterans services](#), learning management system, online courses, online counseling, online tutoring, technology support for online students, food pantry, cafeteria, bookstore, technology, appropriate pathways, assessment, Child Development Center, Library, Computer Center, technical support, Student Services, programs for traditionally marginalized students, Administrative Services; all provided by a dedicated group of faculty, classified professionals, and administrators.

Academic Affairs

BP 4020 PROGRAM, CURRICULUM, AND COURSE DEVELOPMENT

Reference:

Education Code Sections 70901(b), 70902(b), and 78016;
Title 5 Sections 51000, 51022, 55002.5, 55100, 55130, and 55150;
U.S. Department of Education regulations on the Integrity of Federal Student
Financial Aid Programs under Title IV of the Higher Education Act of 1965, as
amended.
34 Code of Federal Regulations Sections 600.2, 602.24, 603.24, and 668.8
ACCJC Accreditation Standards II.A and II.A.9

The programs and curriculum of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Chancellor shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance.

Furthermore, these procedures shall include:

- appropriate involvement of the faculty and Academic Senate in all processes;
- regular review and justification of programs and course descriptions;
- opportunities for training for persons involved in aspects of curriculum development.
- consideration of job market and other related information for career and technical education programs.

All new programs and program deletions shall be approved by the Board of Trustees. All new programs shall be submitted to the California Community College Chancellor's Office for approval as required.

Individual degree-applicable credit courses offered as part of a permitted educational program shall be approved by the Board. Non-degree-applicable credit and degree-applicable courses that are not part of an existing approved program must satisfy the conditions authorized by Title 5 regulations and shall be approved by the Board.

Credit Hour

Consistent with federal regulations applicable to federal financial aid eligibility, the District shall assess and designate each of its programs as either a “credit hour” program or a “clock hour” program.

The Chancellor shall establish procedures which prescribe the definition of “credit hour” consistent with applicable Title 5 and federal regulations as they apply to community college districts.

The Chancellor shall establish procedures to assure that curriculum at the District complies with the definition of “credit hour” or “clock hour” where applicable.

The Chancellor shall also establish procedure for using a clock-to-credit hour conversion formula to determine whether a credit hour program is eligible for federal financial aid. The conversion formula is used to determine whether such a credit hour program has an appropriate minimum number of clock hours of instruction for each credit hour it claims.

Adopted: February 18, 2014
Revised September 19, 2018

Academic Affairs

AP 4020 PROGRAM AND CURRICULUM DEVELOPMENT

Reference:

Title 5 Sections 51021, 55000 et seq., and 55100 et seq.;
34 Code of Federal Regulations Part 600.2
ACCJC Accreditation Standards II.A
U.S. Department of Education regulations on the integrity of Federal Student
Financial Aid Programs under Title IV of the Higher Education Act of 1965,
amended

Curriculum Process

All new and modified credit and noncredit program and course (curriculum) proposals shall be initiated by the faculty at each college. The faculty, acting through discipline areas with the academic divisions and through each college's Curriculum Committee as a sub-committee of their Academic Senate, shall be responsible for instructional program and course development.

The functions and operating guidelines of the Curriculum Committee are determined by the Academic Senate and applicable sections of the California Code of Regulations (Title 5) and the Education Code. The Curriculum Committee is charged with ensuring that all curricula meet the standards for approval contained within Title 5 and the Chancellor's Office publication: Program and Course Approval Handbook. The Curriculum Committee is responsible for ensuring the quality, currency, and academic soundness of programs and courses.

An ongoing review of curricula is conducted to maintain compliance with internal and external policies. Courses are reviewed on a five-year rotational cycle and updated as needed. CTE courses are reviewed on a two-year cycle through the Program Review process. The Curriculum Committee will publish an annual timeline for submission of new curriculum proposals and modifications. Distance education/hybrid modalities and course requisites are reviewed and approved as a separate action of the Curriculum Committee.

The District shall provide annual certification to the California Community College Chancellor's Office pertaining to the approval of credit courses and credit programs as required under Title 5 Section 55100 and 55130

Curriculum Cycle

- New and modified curriculum proposals are developed by discipline faculty using curriculum development software, which maintains records and history

of changes

- With their Dean's approval, discipline faculty forward the proposals to their respective college's Curriculum Committee
- The Curriculum Committee, as a sub-committee of the Academic Senate at each college, shall review and approve appropriate proposals from their respective faculty members
- The Curriculum Committee at each college is supported by their respective Vice President of Academic Services, who shall forward the approved proposals to the Board of Trustees for approval
- **The** Board of Trustees shall consider curriculum proposals at regular meetings. After Board approval, curricula shall be forwarded to the California Community Colleges Chancellor's Office for approval and/or charting

Program and curriculum development is outlined and defined in the current curriculum approval structure at each college in accordance with the District's Functional Map as it relates to the role of the Academic Senate in this process.

The following elements should be addressed:

- Develop a proposal for a new program that includes student needs, environmental scan, assessment study, etc.
- Demonstrate program initiation as a result of mission appropriateness, Educational Master Plan, program review, and/or advisory board input, if applicable
- Determination of available resources, levels of support, cost assessment, projected generated FTES, and an implementation schedule
- Dialog with other affected programs in the District, discipline faculty, advisory boards, community/employer partners, students, and other potentially interested contributors
- Occupational Programs should be forwarded to Career Technical Education Regional Consortium for approval.

District Chancellor/Board of Trustees approval is the final internal approval step within the District.

As appropriate, the following agencies may need to approve the proposed new program: California Community College Chancellor's Office, California Post-Secondary Education Commission, and Accrediting Commission for Community and Junior Colleges (ACCJC).

Credit Hour

One credit of community college work (one unit of credit) shall require a minimum of 48 semester hours of total student work which may include inside and/or outside-of-class hours. A course requiring 96 hours or more of total student work shall provide at least 2 units of credit.

Cooperative work experience courses shall adhere to the formula for credit hour calculations identified in Title 5 Section 55256.5. Credit for clock hour designated programs shall be awarded consistent with 34 Code of Federal Regulations Part 600.2.

- Credit hour calculation method for all academic activities
- Expected ratios of in-class to outside-of-class hours for each type of academic activity
- Standards for incremental award of credit
- Standard length of term
- Calculation methods for short term and extended term courses, and provisions for monitoring compliance with state and federal regulations related to credit hour calculations.

For purposes of federal financial aid eligibility a “credit hour” shall not be less than:

- One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for each week of the semester, not less than 15 weeks, or the equivalent amount of work over a different amount of time; or

At least an equivalent amount of work as required in the paragraph above, of this definition for other academic activities as established by the institution including lab work, internships, studio work, and other academic work leading to the award of credit hours.

Standard Term Length

The standard term length will be 17.5 weeks. Courses meeting in fewer or more weeks will still meet the minimum total hours for credit.

Standard Formula (Relationship) for Hours and Units of Credit

Courses not classified as cooperative work experience use the following formula for calculating units of credit: divide the total of all student learning hours (lecture, laboratory, and/or outside-of-class hours) by 54, then round down to the nearest 0.5 units.

Expressed as an equation:

$$\frac{[\text{Total Contact Hours} + \text{Outside-of-class Hours}]}{54} = \text{Units of Credit}$$

The result of this calculation is then rounded down to the nearest 0.5 increment. For example, if a course contains 180 total student learning hours (36 lecture, 72 lab, and 72 outside-of-class hours), then the unit calculation is as follows:

$$\frac{36 + 72 + 72}{54} = \frac{180}{54} = 3.33, \text{ which is rounded down to 3 units of credit}$$

Definitions for terms used above:

- **Total Contact Hours:** The total time per term that a student is under the direct supervision of an instructor or other qualified employee as defined in §§58050 - 58051. This number is the sum of all contact hours for the course in all calculations categories, including lecture, recitation, discussion, seminar, laboratory, activity, clinical, studio, practica, to-be-arranged, etc. Contact hours for courses may include hours assigned to more than one instructional category, e.g. lecture and laboratory, lecture and activity, lecture and clinical.
- **Outside-of-class Hours:** Hours students are expected to engage in course work outside of the classroom. Federal and state regulations for credit hour calculations are based on the total time a student spends on learning, including outside-of-class hours. As a matter of standard practice in higher education, lecture and related course formats require two hours of student work outside of class for every hour in-class. All other academic work, including laboratory, activity, clinical, studio, practica, to-be-arranged, etc. must provide an equivalent total number of student learning hours as typically required for lecture, with the ratio of in-class to outside-of- class work prorated appropriately for the instructional category.

Total student learning hours are provided using common ratios of Total Contact Hours to Outside-of- Class hours. The terms that correspond to these ratios are below:

Instructional Category	In-class Hours	Outside-of-class Hours
Lecture (Lecture, Discussion, Seminar, and Similar)	1	2
Laboratory (Traditional Lab, Natural Science Lab, Clinical, Physical Activity, and Similar)	3	0

Cooperative Work Experience

Title 5 (§55256.5c) specifies the following relationship between hours of work experience and units of credit:

- 1) One unit of credit is 75 hours of paid work experience.
- 2) One unit of credit is 60 hours of non-paid work experience.

Sample Code of Federal Regulations Title 34 (§668.8k2iA) defines clock hour programs. Programs that meet this definition are required to use a federal formula for

determining appropriate units of credit. This formula is outlined in the Code of Federal Regulation

Calculation Table for Semester Hours and Units (54 Hours = 1 Unit)

Lecture	0.5 units	1	1.5	2	2.5	3	3.5	4	4.5	5
Contact Hours	9	18	27	36	45	54	63	72	81	90
Outside-of-class Hours	18	36	54	72	90	108	126	144	162	180
Total Hours	27	54	81	108	135	162	189	216	243	270

Lab	0.5 units	1	1.5	2	2.5	3	3.5	4	4.5	5
Contact Hours	27	54	81	108	135	162	189	216	243	270

This policy will be modified in the event of published changes our updates to state and federal regulations regarding changes to credit hour caculations.

Approved: February 18, 2014

**College Organizational Structure:
BHAWK Division Recommendation**

BSSL <i>New</i>		Business, Social Science, and Learning Resources
SLPC <i>Formerly</i>		
Dean:	Stuart McElderry	
Disciplines:	Business	<i>BHAWK</i>
	Early Childhood Education	
	Economics	<i>BHAWK</i>
	Library	
	Marketing	<i>BHAWK</i>
	Social Sciences	
	Tutorial Center	
	Work Experience	<i>BHAWK</i>

PATH <i>New</i>		Public Safety, Advanced Manufacturing, Transportation, Health & Kinesiology
BHAWK <i>Formerly</i>		
Dean:	New Hire	
Program Director:	Chad McMullen (Public Safety)	
Faculty Athletic Director:	James Giacomazzi	
Disciplines:	Athletics	
	Automotive	<i>SLPC</i>
	Health	
	Kinesiology	
	Nutrition	
	Public Safety	<i>SLPC</i>
	Welding	<i>SLPC</i>

General Institution

BP 3050 INSTITUTIONAL CODE OF ETHICS

Reference:

Accreditation Standard III.A.13

The District shall have and uphold a written code of professional ethics for all of its personnel.

Adopted: August 18, 2015

General Institution

AP 3050 INSTITUTIONAL CODE OF ETHICS

Reference:

Accreditation Standard III.A.13

The institution supports a written code of ethics for all of its personnel. The District is committed to the highest ethical standards in furtherance of our mission of education and public service:

- **Excellence** in teaching, learning, and service
- **Integrity** as the foundation for all we do
- **Access** to our programs and services
- **Equity** and fair treatment of all in our daily interactions
- **Diversity** in learning environments, philosophies, cultures, beliefs, and people
- **Inclusiveness** of individual and collective viewpoints
- **Mutual respect** and **trust** through transparency, civility, and open communications
- **Creativity** and innovation in engaging students, faculty, staff, and administrators
- **Physical presence** and **participation** in the community

All administrators, faculty, staff and student employees are responsible for contributing to a positive working and learning environment that demonstrates adherence to ethical behavior and practices. The District Code of Ethics for all personnel supports the mission of quality and accessible education for the community we serve. All employees are expected to practice and promote ethical behavior; District and College leaders are expected to practice and promote ethical behavior by:

- Developing a climate of trust and mutual respect and support
- Being inclusive and valuing others' differences
- Cultivating and sustaining high standards in all areas
- Creating an environment that promotes collaboration and shared ownership
- Cultivating a climate of excellence
- Modeling ethical behavior
- Adhering to District Policies and Procedures

This procedure is aspirational and intended to work with, and shall not supersede, existing standards and codes of conduct, as well as relevant provisions in applicable employee handbooks and collective bargaining agreements.

Also see BP 2715 titled Code of Ethics/Standards of Practice.

Approved: July 21, 2015

General Institution

BP 3100 ORGANIZATIONAL STRUCTURE

Reference:

Education Code Section 72400

Note: This policy is legally required.

The Chancellor shall establish organizational charts that delineate the lines of responsibility and fix the general duties of employees within the District.

The organizational charts are subject to review by the Board.

Administrative organization charts shall be maintained by the Chancellor which delineate the lines of responsibility within the District.

In order to more effectively operate the two colleges in the District and to clarify the relationship, the Board has established the following guidelines:

1. Each college shall be encouraged and supported in the development of its own program - designed to serve its students and the communities identified with it. Each college shall operate within District-wide policies established by the Board. Each college shall be expected to develop its own character, uniqueness and loyalties.
2. Each college shall be a comprehensive institution. Each shall offer a wide range of educational opportunities to include transfer programs, career technical education, general education, continuing education, community services, and student services. Uneconomical and inefficient duplication should be avoided. Within this framework, each college may have a different emphasis in its educational program and some specialization - particularly in the area of career technical education. Experimentation will be encouraged.

3. The Board and the District management shall give general direction and coordination to the programs and operations of the college and shall provide centralized services and controls. The Chancellor shall maintain over-all review of all college operations to avoid duplication, encourage coordination, increase efficiency, and execute Board policies.
 - a. Personnel policies and practices shall be uniform within the District
 - b. Business and fiscal operations shall be centralized, including budgeting, accounting, fiscal control, and purchasing.
 - c. Policies relative to students shall be uniform throughout the District with respect to admission, scholarship standards, and graduation requirements.
 - d. The calendars for all colleges shall be essentially identical.
 - e. Planning, development, and maintenance of the physical plants shall be the responsibility of the District management.
 - f. The public relations program shall be directed by the Chancellor. However, within this framework, the college presidents shall develop close working relationships with the communities which they serve and the staffs of their colleges.
 - g. The personnel of each college, including both academic and classified, shall be recognized as a part of the institution. Within the framework established by the Chancellor, each college shall recommend to the Chancellor the persons to be employed on its staff. It shall be the exception rather than the rule to have personnel transferred from college to college within the District. However, there may be instances where this may be both necessary and desirable. All management appointments within the District and at the colleges shall be subject to the personal review and recommendation of the Chancellor
4. Each college shall seek accreditation as a separate institution.
5. In order to provide for district-wide coordination and to enhance communications, the Chancellor shall organize and establish coordination devices.

6. The administrative organization shall follow the same pattern for each college except as size and special applications may warrant exemptions.

Presidents of the colleges shall report directly to the Chancellor.

Adopted: November 17, 2015

Academic Affairs

BP 4010 ACADEMIC CALENDAR

Reference:

Education Code Sections 70902(b)(12);
Government Code Sections 3540 et seq.

The Chancellor shall submit to the Board for approval an academic calendar.

The Board of Trustees shall, in consultation with appropriate groups, annually adopt an Annual Calendar, which calendars the beginning and ending dates of each term or session of instruction.

The number of required work days for faculty and classified staff will be included in the Collective Bargaining Agreements.

The Board shall also annually adopt an academic year service calendar for management, supervisory, and confidential personnel.

Adopted: February 18, 2014

Academic Affairs

AP 4010 ACADEMIC CALENDAR

Reference:

Education Code Section 79020;
Title 5 Sections 55700 et seq. and 58142
The academic calendar includes:

- The number of days that define an academic year (175 days of instruction and evaluation including Flexible Calendar days)
- Holidays, which include:
 - Labor Day (1st Monday in September)
 - Veterans Day (November 11th or options noted in Ed. Code reference)
 - Thanksgiving (4th Thursday in November)
 - Christmas Day (December 25th)
 - New Year's Day (January 1st)
 - Dr. Martin Luther King, Jr. Day (3rd Monday in January)
 - Lincoln Day (February 12th or options noted in Ed. Code reference)
 - Washington Day (3rd Monday in February)
 - Memorial Day (Last Monday in May)
 - Independence Day (July 4th)

Other Holidays

Wednesday and Friday, before and after Thanksgiving, Ref. FA Contract Article 8E.1

The Board of Trustees may declare other days to be holidays and close the colleges and offices when good reason exists.

Approved: February 18, 2014

Academic Affairs

AP 4022 COURSE APPROVAL

Reference:

Title 5 Section 55100

Course approval process shall include:

- Procedures for submitting for Board approval individual degree-applicable credit courses offered as part of an educational program approved by the California Community College Chancellor's Office.
- Procedures for course approval of non-degree applicable credit courses and degree-applicable credit courses that are not part of a permitted educational program must address at least the following:
 - These courses must be approved by the curriculum committee.
 - The individuals on the curriculum committee must have received the training for approval of stand-alone courses provided for in Title 5 Section 55100
- Unless modified to properly address the reasons for denial, no courses may be offered that were previously denied approval by the California Community College Chancellor's Office.
- Students may only count a limited amount of semester units approved toward satisfying the requirements for a certificate or completion of an associate degree.
- Regulatory limits on the number of courses that may be linked to one another by prerequisites or co-requisites.
- All courses approved must be reported to the California Community College Chancellor's Office.

Approved: February 18, 2014

Shared Governance Worksheets for 2020-2021

LPC Committee Governance Worksheet Summary

	<u>Charge</u>	<u>Reporting Relationship</u>	<u>Chairmanship</u>	<u>Membership</u>	<u>Notes</u>	<u>Tasks</u>
Curriculum Committee					No changes	X
Distance Ed Committee					No changes	X
Resource Allocation Committee					No changes	
Accreditation Steering Committee				X	Add Executive Assistant Academic Services as a non-voting member.	
College Enrollment Management Committee				X	Two Classified Professionals changed to one Classified Professional and add Executive Assistant Academic Services and Curriculum & Scheduling Specialist.	
Professional Development				X	Add 1 classified professional from Administrative Services.	
Technology Committee	X			X	*Non-voting college Classified Professional may be appointed by the Technology Committee to fill any vacant voting Classified Professional position. (*Instructional Technology Coordinator, Telecommunications Coordinator, Webmaster)	X
College Council						

LPC GOVERNANCE WORKSHEET FOR 2020-2021

Committee Tasks

Committee Name: _____

Form Completed by: _____ Position: _____

LPC Mission Statement:
Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.

Instructions

List tasks the committee completed in 2019-20 in support of the committee charge.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

LPC GOVERNANCE WORKSHEET FOR 2020-2021

Committee Tasks

Committee Name: Distance Education

Form Completed by: Scott Vigallon Position: Co-chair

LPC Mission Statement:

Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.

Instructions

List tasks the committee completed in 2019-20 in support of the committee charge.

1. Refined the course review process.
2. Refined the course review checklist.
3. As of April 30, will have conducted 13 course reviews & provided feedback to instructors
4. Reviewed draft DE web accessibility guidelines.
5. Reviewed Regular Effective Contact revisions.
6. Recommended DE equity tools.
7. Recommended student services tools to use for DE.
8. Recommended Canvas tools to enable.
9. Discussed DE goals, which include policies and procedures.
10. Conducted mock POOCR review of course as a flex day activity.

LPC GOVERNANCE WORKSHEET FOR 2020-2021

Attachment: 2019-2020 Committee Details

Committee Name: Technology

Form Completed by: Meghan Swanson Position: Chair

LPC Mission Statement:
Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.

Instructions

The purpose of this worksheet is to allow each Committee, Subcommittee, Senate, or Union to review its charge and membership yearly. It is important to review the current committee charge and responsibilities in the LPC Governance Handbook. Ensure that the Charge supports the LPC Mission Statement. If changes are needed, please make changes on this document, receive approval from any constituency groups involved, and send to the President's Office. Once changes are received, the document will be brought to College Council for review and approval.

Committee Academic Year Timeline

Month	Activity
February	<ul style="list-style-type: none"> • Committees discuss and finalize committee changes and/or structure. • Chair completes Governance Worksheet with or without changes and signs on behalf of the committee.
March	<ul style="list-style-type: none"> • Governance Worksheet goes forward to Academic Senate (if appropriate). • Governance Worksheet goes forward to College Council for approval. • College Council Meeting – Approvals of Governance Committee Changes. • If there are significant changes, Committee Chair or Designee must attend the Council Meeting.
April	<ul style="list-style-type: none"> • Shared Governance Participants' Document and Governance Handbook updated with committee changes. • President's Office sends reminder to Academic and Student Services Divisions, Classified Senate, and Administrators to update membership. • Student Services Division Meeting agenda item: committee memberships. • Admin Staff Meeting agenda item: committee memberships. • Classified Senate Meeting agenda item: committee memberships. • Academic Divisions Meeting agenda item: committee memberships.
May	<ul style="list-style-type: none"> • Admin Staff finalizes committee memberships. • Student Services Division finalizes committee memberships. • Classified Senate finalizes committee memberships. • Academic Divisions finalizes committee memberships. • Academic Divisions, Student Services Divisions, Classified Senate, and Admin Staff sends committee representation to President's Office.
August	<ul style="list-style-type: none"> • President's Office posts DRAFT Governance Participants on website.
September	<ul style="list-style-type: none"> • Faculty Association sends list of appointments. • LPCSG sends list of appointments to President's Office. • Committees send President's Office Committee Chair selection. • President's Office posts FINAL Governance Participants on website. • Committee Chair/Support updates committee webpage with changes and committee representation.

LPC GOVERNANCE WORKSHEET FOR 2020-2021

Use the attached 2019-2020 information from the Shared Governance Handbook and the Committee Participants list to determine whether changes need to be made for 2020-2021.

1. Charge:

The Charge is satisfactory, no changes.

The Charge will change. The updated Charge is attached.

2. Reporting Relationship:

It is recommended the reporting relationship remains the same.

It is recommended the reporting relationship changes.

The committee will report to:

Academic Senate

College Council

Faculty Association

President

Vice President of _____

Other _____

3. Chairmanship:

It is recommended that the chair:

Selection remains the same

Selection method changes to: _____

4. Membership:

It is recommended membership remains the same.

minor It is recommended membership changes to:

Voting Members (list positions, not actual names): (e.g., V.P. of Student Services, 4 Classified, 1 faculty from each Division, etc.)

1. Vice President, Administrative Services

2. 1 - Dean

3. 5 + 1 – Faculty (BHAWK, A&H, SLPC, STEM,

4. Student Services and Librarian)

5. 5 – Classified Professional

6. 2 - LPCSG

7. _____

8. _____

9. _____

LPC GOVERNANCE WORKSHEET FOR 2020-2021

- 10. _____
- 11. _____
- 12. _____
- 13. _____

Total Voting Members: 15 Quorum (50% + 1): 8

Non-Voting Members: (e.g., President, 2 students, 1 faculty from each Division, etc.)

- 1. Instructional Technology Coordinator *
- 2. Manager, College Technology Services
- 3. Telecommunications Coordinator *
- 4. Webmaster *
- 5. CLPCCD Chief Technology Officer
- 6. * Non-voting college Classified Professionals may be appointed by the Technology Committee to fill any vacant voting Classified Professional position

Members appointed by: (check all that apply)

- | | |
|---|--|
| <input checked="" type="checkbox"/> Academic Senate | <input type="checkbox"/> Faculty Association |
| <input checked="" type="checkbox"/> Classified Senate | <input type="checkbox"/> SEIU |
| <input checked="" type="checkbox"/> Administration | <input checked="" type="checkbox"/> Student Senate |

5. Term: (check one)

- 1 year 2 years Other

Committee Chair/Co-Chair Approval

Printed Name	Signature	Date
_____	_____	_____
_____	_____	_____

Technology Committee

Charge of Committee

The Technology Committee is responsible for:

- Assessing Faculty, Student and staff technological needs for Las Positas College;
- Researching and analyzing options for campus-wide technology;
- **Reviewing and evaluating resources and additional technology needs as they arise;**
- **Collaboration with the District ITS regarding District-Wide projects and issues;**
- **Reviewing and making recommendations on LPC Technology Master Plan and relevant District-wide Master Plans.**
- Making recommendations for solutions in the following areas:
 - Access;
 - Staff development and training;
 - Support;
 - ~~Review and evaluate resources and additional technology needs as they arise;~~
 - ~~Collaboration with the District ITS regarding District-Wide projects and issues;~~
 - ~~Review and make recommendations on LPC Technology Master Plan and relevant District-wide Master Plans.~~

The Technology Committee will coordinate with other Committees ~~that are~~ impacted by technology-related recommendations.

College Council & Committees Reporting to College Council and Administration

College Council

CC approved at 5/2019 meeting

Charge:

The College Council facilitates communication and coordination to provide direction through appropriate involvement among all constituent groups of the college community. Responsibilities include, but are not limited to:

- Formulating, reviewing, and revising College institutional principles, including the Mission Statement, Vision, Values, and Educational Master Plan Goals with accompanying strategies;
- Reviewing and evaluating the participatory Governance system, including committee structure, making recommendations for revisions on a regular basis and when necessary;
- Providing review, direction, and accountability for the Accreditation Steering Committee;
- Supporting institutional and strategic planning efforts for the College;
- Reviewing recommendations and processes to ensure the integration of planning and budget for allocation;
- Operating as a channel for College issues going forward to the District including review and recommendations for policy and procedural changes as appropriate; and,
- Functioning in a leadership role for various College-wide projects as appropriate.
- Reviewing, documenting, and reporting on accreditation standards linked to committee's charge.

COMMITTEE: COLLEGE COUNCIL

Reporting Relationship College President

Chairperson: College President

Voting Member? No

Serves on College Council? Yes

MEMBERS:

Voting Members: Vice President of Academic Services
Vice President of Administrative Services
Vice President of Student Services
Chair, Accreditation Steering Committee
Chair, Facilities and Sustainability Committee
Chair, Institutional Planning and Effectiveness Committee
Chair, Resource Allocation Committee
Chair, Technology Committee
Coordinator, Guided Pathways Committee
Academic Senate President
Academic Senate Vice President
Classified Senate President (or designee)
Classified Senate Vice President

LPC Association Site Vice President of CLPFA
LPC Site Vice President SEIU
LPCSG President
LPCSG Vice President

No11-Votillg; n/a

Term: 2 years

Quomm: 17 Voting Members; Quorum = 9

Committee Membership Last Updated: 3/5/2020

COLLEGE COUNCIL

4th Thursday of each month, 2:30 p.m. - 4:30 p.m., room 1687

Reporting Relationship:	College President
Chairperson:	College President, Dyrell Foster
Support:	Sheri Moore

<u>MEMBERSHIP</u>	<u>Vote?</u>	<u>2019-20</u>
Chair, Accreditation Steering Committee	Y	
Chair, Facilities and Sustainability Committee	Y	
Chair, Institutional Planning and Effectiveness Committee	Y	
Chair, Resource Allocation Committee	Y	
Chair, Technology Committee	Y	
Coordinator, Guided Pathways Committee	Y	
President, Academic Senate	Y	
President, Classified Senate (or designee)	Y	
President, LPCSG	Y	
Vice President of Academic Services	Y	
Vice President of Administrative Services	Y	
Vice President of CLPFA, LPC Associate Site	Y	
Vice President of Student Services	Y	
Vice President SEIU, LPC Site	Y	
Vice President, Academic Senate	Y	
Vice President, Classified Senate	Y	
Vice President, LPCSG	Y	
Voting:	17	
Quorum:	9	

College Council 2019-2020 Tasks Completed

Charge:

The College Council facilitates communication and coordination to provide direction through appropriate involvement among all constituent groups of the college community.

Responsibilities include, but are not limited to:

- **Formulating, reviewing, and revising College institutional principles, including the Mission Statement, Vision, Values, and Educational Master Plan Goals with accompanying strategies;**
 - Reviewed and updated LPC's mission, vision, and values statements.
 - Determined and communicated to the District LPC's involvement in the 2020 Educational Master Plan.
 - Created an Educational Master Plan Strategic Planning Task Force.

- **Reviewing and evaluating the participatory Governance system, including committee structure, making recommendations for revisions on a regular basis and when necessary;**
 - Reviewed and approved each LPC Shared Governance Committee updates to charge, reporting relationships, and memberships.
 - Reviewed and approved the creation of the LPC Guided Pathways Steering Committee.
 - Communicated process for establishing new LPC committees.

- **Providing review, direction, and accountability for the Accreditation Steering Committee;**
 - Discussed processes, shared timelines, and identified resources to assist the Accreditation Steering Committee.

- **Supporting institutional and strategic planning efforts for the College;**
 - Reviewed and provided input into College Planning Priorities.

- **Reviewing recommendations and processes to ensure the integration of planning and budget for allocation;**
 - Reviewed and approved increase to the parking fee and student health fee.

- **Operating as a channel for College issues going forward to the District including review and recommendations for policy and procedural changes as appropriate;**
 - Review and provide input into Board Policies.
 - Review and provide input into District Administrative Policies.

- **Functioning in a leadership role for various College-wide projects as appropriate;**
 - SCFF Advocacy and Projects
 - Guided Pathways
 - College Promise

- **Reviewing, documenting, and reporting on accreditation standards linked to committee's charge.**
 - Researched and documented evidence to the Accreditation Steering Committee for accreditation standards specific to College Council, including I.A.1, I.A.3, I.A.4, I.B.7, I.B.9, I.C.5, IV.A.2, IV.A.3, IV.A.6, and IV.A.1.

Board of Trustees

BP 2735 BOARD MEMBER TRAVEL

References:

Education Code Section 72423
Government Code Section 11139.8

Members of the Board of Trustees

Members of the Board and Student Trustees shall have conference expenses paid whenever they travel as representatives of and perform services directed by the Board (Education Code Section 72423). Board Members will give a report to the Board on sessions which they attend.

Conference expense claim forms, signed by the Board Member, shall be submitted to the Chancellor's Office for reimbursement no later than 30 days upon returning from the trip.

Travel accommodations for accompanying partners are the responsibility of the Board Member. The District is responsible only for accommodations and reservations for the Board Member. Should the Board Member take an accompanying partner, these fees must be paid in advance.

Airline Travel:

Reservations for travel, when possible, are to be made sufficiently in advance to ensure the lowest rate available. Should Board Members request a higher rate, they must pay the difference.

Hotel Accommodations:

The most economical room available must be used. Should Board Members request an upgrade or higher rate, they must pay the difference.

Student Trustees

Student Trustees may be approved to attend conferences and meetings that demonstrate a direct relationship to their role as Student Trustee of the District (i.e. a similar type of conference that any other trustee would attend). If the conference or

meeting is a student-type conference, the Student Trustee would have to demonstrate that they would benefit from the conference or meeting in their contribution as a Student Trustee to the District.

Requests for travel need prior approval from the Chancellor. Travel to states restricted under Government Code 11139.8 may not be approved in the absence of exceptional circumstances.

If granted approval, in order to maximize funds, expenditures would be limited to \$1,500 per year per Student Trustee, provided funds are available within the approved Board Conference Allowance.

Adopted: 4/16/2013; Edited 11/20/17

Board of Trustees

BP 2740 BOARD EDUCATION

Reference:

ACCJC Accreditation Standard IV.C.9

The Board of Trustees is committed to its ongoing development as a governing board and to a trustee education program that includes new-trustee and student trustee orientation.

To that end, the Board will engage in study sessions, be provided access to reading materials, and support conference attendance and other activities that foster trustee education.

Newly elected or appointed trustees and student trustees will be provided an orientation.

Adopted: April 16, 2013

Board of Trustees

AP 2740 BOARD EDUCATION

Reference:

ACCJC Accreditation Standard IV.C.9

A. Procedures for the Orientation for Newly Elected Trustees

Becoming a member of a governing board for community colleges is an exciting and challenging responsibility. The Chancellor and the Board President or their designee will be responsible for the orientation of new Board of Trustees members. A thorough orientation and education is essential to the success of a new trustee to provide not only knowledge about their policy roles and responsibilities, but also the history, programs, and culture of the colleges they will govern. In order to educate new trustees, the following process has been developed.

Once the election is held, the orientation will make an important distinction between orientation to the role and responsibilities of trustee and an orientation to the colleges. Since the needs of each new trustee may vary, the Chancellor may tailor the orientation accordingly.

B. Prior to the Election

The Chancellor will, upon learning that someone has filed for election or is seeking appointment to the Board, will send an information packet to all candidates that will include:

1. General information about the district/colleges.
2. Information about the roles and responsibilities of governing boards and trustees.
3. Board policy statements about Board operations.

In addition, all candidates will be invited to one or more of the following:

1. A candidate-information forum about the district/colleges.
2. Individual or group meetings with the Chancellor, College Presidents and Board President or designee.
3. A tour of all district/college sites.

4. Invitation to a Board meeting held prior to the election to observe and be introduced.

All candidates, including incumbents, will be treated equally.

C. Post-Election Orientation for New Trustee(s)

1. Trustee role and responsibilities.
2. The President of the Board and Chancellor will:
 - a. Arrange for new trustee(s) to attend the Community College League of California Trustee Orientation Workshop and Legislative Conference in Sacramento and/or national association orientations and workshops on trusteeship. (American Association of Community Colleges)
 - b. Review the CCLC Trustee Handbook –carefully read the sections on governing board responsibilities and effective trusteeship.
 - c. Provide hard copy and review the board policy manual.
 - d. Review the Board’s policies on the governing board, particularly the code of ethics or standards of practice for the Board.
 - e. Discuss the legal and ethical constraints on trustees, including open meeting provisions, confidentiality, and conflicts of interest.
 - f. Discuss the difference between policy making and micromanaging.
 - g. Review the laws, including the Brown Act, that apply to governing boards in California, in particular, Education Code Section §70902—Board of Trustees, Governing Board Responsibilities and Function.
 - h. Review trustee role in community relations as representatives of the district/colleges.
3. Orientation to the Colleges
The Chancellor will arrange for tours of each College to be conducted by the College President who will:
 - a. Provide institutional characteristics
 - b. Review the catalog, accreditation self-study and team reports, other key planning documents, and provide existing printed materials.
 - c. Provide briefings on administrative structure, academic structure, programs and priorities, physical plant priorities, and college planning processes
 - d. Provide information about the history of the College and the importance of attendance at major District events such as convocations, opening days, and graduations.
 - e. Explain and discuss collegial governance and how it works.

- f. Arrange for the trustee to talk with key leaders about programs and services offered by the College and provide an opportunity to meet informally with faculty, staff, students, and administrators.
- g. Review the role of the Academic Senate, Classified Senate, and the Associated Student Council
- h. Additional Areas to be Covered
 - a. Review the role of the President in relation to the Chancellor and the Board.
 - b. Review compensation of Board of Trustees.

D. Student Trustee Orientation

1. Within the first two weeks of being appointed, the student trustee shall arrange to meet with the Director of Student Activities and the outgoing student trustee who will update the new student trustee on any outstanding business.
2. The Chancellor and the Board President will mutually agree on a trustee mentor who will be available to the student trustee throughout the year.
3. The Chancellor or his/her designee will be responsible for familiarizing the student trustee with administrative policies and procedures, understanding of Board structure, general operational principles of the Board, as well as the student trustee's rights, responsibilities, and privileges.
4. The Chancellor or his/her designee will schedule regular meetings with the student trustee to review the Board agenda.
5. The student trustee should attend the Community College League of California student trustee orientation or a similar activity.

Approved: March 19, 2013

Board of Trustees

BP 2745 BOARD SELF-EVALUATION

Reference:

ACCJC Accreditation Standard IV.C.10

The Board is committed to assessing its own performance as a Board in order to identify its strength and areas in which it may improve its functioning.

To that end, the Board has established the following processes:

- A committee of the Board shall be appointed annually to determine the instrument or process to be used in Board Self-evaluation. Any evaluation instrument shall incorporate criteria contained in these Board Policies regarding Board operations, as well as criteria defining Board effectiveness promulgated by recognized practitioners in the field.
- The process for evaluation shall be recommended to and approved by the Board.
- If an instrument is used, all Board Members will be asked to complete the evaluation instrument and submit them to the Board President.
- A summary of the evaluations will be presented and discussed at a Board Session. The results will be used to identify accomplishments in the past year and goals for the following year.

Adopted: April 16, 2013

Board of Trustees

BP 2750 BOARD MEMBER ABSENCE FROM THE STATE

Reference:

Government Code Section 1064

No member of the Board of Trustees shall be absent from the state for more than 60 days, except in any of the following situations:

- Upon business of the District with the approval of the Board.
- With the consent of the Board for an additional period not to exceed a total absence of 90 days. In the case of illness or other urgent necessity, and upon a proper showing thereof, the time limited for absence from the state may be extended by the Board.
- For federal military deployment, not to exceed an absence of a total of six months, as a member of the Armed Forces of the United States or the California National Guard. If the absence of a member of the Board pursuant to this subdivision exceeds six months, the Board may approve an additional six-month absence upon a showing that there is a reasonable expectation that the member will return within the second six-month period, and the Board may appoint an interim member to serve in his/her absence. If two or more members of the Board are absent by reason of the circumstances described in this subdivision, and those absences result in the inability to establish a quorum at a regular meeting, the Board may immediately appoint one or more interim members as necessary to enable the Board to conduct business and discharge its responsibilities.
- The term of an interim member of the Board appointed as set forth above may not extend beyond the return of the absent member, nor may it extend beyond the next regularly scheduled election for that office.

Adopted: April 16, 2013