LAS POSITAS
COLLEGE

College Council

Thursday, November 14, 2013 | 2:30 -4:30 PM | Room 1687

Please Note: *If you are unable to attend please send a substitute from your Governance Group or Committee.*

AGENDA

1. **Call to Order** — Noble
2. **Review and Approval of Agenda** — Noble
3. **Review and Approval of Minutes – October 24, 2013** (pgs. 3-10) — Noble
4. **Old Business**
   a. **Accreditation Update**: (pg. 10 ff)
      Continue Discussion of Standards Mapped to College Council / Assigning Responsibilities — Noble
   b. **Improvement Plans for Comprehensive Self Evaluation** — Samra
   c. **Governance Worksheets/ Received/Review** — Noble
5. New Business
   a. Building Proposal Update — Noble
6. **Area Reports**
   a. Academic Services — Rodriguez
   b. Administrative Services — Noble
   c. Student Services — Rodriguez
   d. College Enrollment Management Committee (CEMC) — Hart
   e. Facilities Committee — Eagan
   f. Institutional Effectiveness Committee (IEC) — Samra
   g. Resource Allocation Committee (RAC) — Miner
   h. Staff Development Committee — Daubenmire
   i. Sustainability Committee — Carson/Schatz

j. Academic Senate	Orf
k. Classified Senate	DeNisco/Steffan
l. Student Senate	Southorn
m. Faculty Association	Hart
n. SEIU	Eddy

7. **Adjournment**

Next Regular Meeting: ***December 12, 2013***
Room - 1687
2:30 -4:30 p.m.

Draft 1

College Council
Thursday, October 24, 2013 | 2:30 -4:30 PM | Room 1687

MINUTES

Position	Name	Present		Position	Name	Present
President (Chair, Non-Voting)	Janice Noble	X		**VP Academic Services**	Janice Noble	X
VP Administrative Services	Janice Noble	X		**VP Student Services**	Diana Rodriguez	X
Academic Senate President	Thomas Orf	X		**Academic Senate Vice President**	Elena Cole	
Classified Senate Co-Presidents	Frances DeNisco Todd Steffan	X		**Inst. Effectiveness Comm. Chair**	Rajinder Samra	X
Student Senate President	Christopher Southorn	X		**Student Senate Vice President, Acting**	Shanan Sahota	X
Planning&Budget Comm. Chair	Scott Miner	X		**Facilities Comm. Chair**	Catherine Eagan	
CEMC Chair	LaVaughn Hart	X		**Staff Development Comm. Chair**	Gregory Daubenmire	X
Sustainability Comm. Co- Chairs	Rita Carson Colin Schatz	X		**LPC SEIU VP**	William Eddy	X
CLP FA Site VP	LaVaughn Hart	X				

Others Present: Sharon Gach, recording secretary.

1. **Call to Order** - Dr. Noble called the meeting to order at 2:33 PM.

2. **Review and Approval of Agenda** –The agenda was reviewed and it was M/S to approve the draft as written. (Southorn/ Samra). Approved unanimously.

3. **Review and Approval of Minutes** – The minutes of October 10, 2013 were reviewed and discussed. It was motioned and seconded to approve the minutes with 4 changes, with 3 abstentions due to non-attendance. (Orf/Miner)

   The minutes of May 26, 2011were reviewed and discussed. Dr. Noble noted that the previous Executive Assistant incumbent did not have time to complete the 2011 minutes prior to her departure. It was motioned and seconded to approve the minutes of May 26, 2012 (Miner/ Hart). Discussion was held: Scott Miner stated that the minutes accurately reflect what he remembers from the meeting, Sharon Gach mentioned that Ms. Adams took very thorough typed notes during meetings and she could make sentences out of them very easily. Chris Southorn asked if there was a Student Senate Vice President at that time, and it was answered

that there was. Dr. Noble called for the vote, and the minutes of May 26, 2012 were approved as written, with 2 abstentions for non-attendance.

4. **Old Business**
   a. **Accreditation Update** – Dr. Noble presented the Summer 2013 Newsletter from ACCJC which details what their expectations are in providing evidence in three domains: Evidence of the student learning experience, Evaluation of student academic performance and Post-graduation outcomes.

   Next she announced that over the last few years the ACCJC has made a review of the Standards, and they are now changed to a cleaner version, with fewer redundancies. Dr. Noble read some of the changes. She mentioned that when we write our Self Evaluation we have not yet been told which Standards we will be writing to. The ACCJC will provide a cross-walk - how to make the changes if a college is in mid-process– which they will adopt in June 2014. She shared that an Accreditation kickoff meeting will be held tomorrow with 10 attendees from LPC; perhaps more information on which standards will be given.

   Dr. Noble mentioned further information about the structure of our Self Evaluation. Ms. Elena Cole has agreed to be the Lead from the faculty, to work with Dr. Noble as the ALO. Currently we are in process of doing our own self-assessments, then we will write our individual responses in the Fall of 2014, and finish that in early 2015. The Board will review and approve the Self Evaluation by July 2015, and we will submit it to ACCJC prior to the team arrival in Fall 2015.

   Between now and April 2014, we will be speaking with faculty and Classified staff to ask for volunteers to be the Standard Leads. Dr. Noble and Ms. Cole are cognizant of Classified Staff members' workload building up and will be respectful of that when inquiring for volunteers. This will be a focused core group.

   The Self Evaluation writing will start in Spring 2014. Each of the 4 units will write to their areas, and in late-Spring and Summer the documents will be given to the Editor to put it all in one voice and find any gaps. In Fall 2014 the Teams will begin finding and linking all the evidence for our Self Evaluation statements. We still have the Accreditation Wiki online.

   For our December Town Meeting we will use the 2nd hour to ask committee leads to have their first meeting and begin their study of the current methods of Self Evaluation. During Spring 2014 each committee lead will apply for reassigned time.

   It is proposed to form an ad hoc committee of College Council for the work of Accreditation; whose members would be the ALO, Ms. Cole the Co-Lead, the Committee Leads, and the Editor.

   It was motioned and seconded to form an ad hoc committee of College Council for the work of Accreditation; whose members would be the ALO, Ms. Cole the Faculty Co-Lead, the Committee Leads (to be determined), and the Editor (to be determined). (Hart/ Sahota)

   Discussion included:

- If faculty/staff leave their current committee assignments will this have a negative impact on those committees? It is hoped that others will step up and contribute; there are only 4 people on the Accreditation *Ad Hoc* Committee, plus the Editor.
- Students are welcome to sit on the committee for any Standard.

The vote was called for the motion to form an ad hoc committee of College Council for the work of Accreditation; whose members would be the ALO, Ms. Cole the Faculty Co-Lead, the Committee Leads (to be determined), and the Editor (to be determined). The motion was approved unanimously.

Mr. Samra asked a related question regarding the timing for the accreditation surveys for the campus community, including students. This should be in process by the beginning of January, and the Survey group needs to be formed. It was suggested that to maintain continuity the survey preparation group be: previous Editor Maureen O'Herin, one student, one classified staff member, Mr. Samra, Dr. Orf, and Dr. Noble.

It was agreed to use the group mentioned above and to set this survey planning group up within two months.

b. **Standards Mapped to College Council / Assigning Responsibilities** – Dr. Noble presented the College Council's responsibilities of the Mapped Standards for Accreditation. She began a dialogue about this, in preparation for actually mapping the standards at a later date. She oriented the Council about the various standards and there was discussion about Standards I. A. 1 through I. B. 4, as noted in the addendum to these minutes.

c. **Governance Worksheets/ Received/Reviewed** – Dr. Noble noted that the Council has received the SEIU Governance Worksheet with no changes from the current Participatory Governance Handbook

5. **New Business** – There was no new business.

6. **Area Reports**

a. **Academic Services** –Health Center staff , administrators and faculty have been working with our behavioral health team to guide students with mental health issues to our health center. The Behavioral Health team is also advising faculty and staff how to assist in their areas.

Chancellor Jackson has started a Chancellor's Work Group on integrated planning for both colleges and the district. Representing LPC are LaVaughn Hart, Tom Orf, Rajinder Samra, and VP Rodriguez.

Student Services continues work on the Student Success Act. The division is also coming along with the DegreeWorks software, adding SEP generation and degree audits. VP Rodriguez is thankful to the A&R staff for their hard work. She is hopeful be able to meet deadline to test DegreeWorks in the Spring, and go live in Fall 2014.

There are a large number of student discipline concerns this term in both classroom and outside on campus situations. No trends are apparent at this time. VP Rodriguez will add de-escalating language to the reference items for faculty.

b. **Administrative Services** – Dr. Noble shared that the VP of Administrative Services recruiting is now open, closes December 2, and the committee will try to have it completed by end of year so the candidate could begin in January. President Russell will be able to be on the Level 2 committee

c. **Student Services** –Vice President Rodriguez shared a number of items. She recently attended ACCJC meeting about proposed changes and asked for feedback from attendees. She has started the beginning discussion and working with the Tutorial Center, RAW Center and Math Lab on finding one facility for all tutoring, rather than students going around campus to several areas.

d. **College Enrollment Management Committee (CEMC)** – Ms. Hart commented that there is no meeting on October 25th. Discipline plans will be developed soon and due mid-November for end of November CEMC meeting.

e. **Facilities Committee** - Dr. Noble reported for the committee for Chairperson Catherine Eagan. The small projects list will be costed out if the following proposal will be accepted. Vice Chancellor Jeff Kingston attended the Facilities Committee meeting and shared an idea for a proposal regarding bond money of approximately $21M which is left to spend, $2-3M of it for the LPC campus. This is the interest earned from the original bond fund of $500,000,000, which has already been spent. By law the district must spend 85% of all funds, including interest, within 3 years.

   VC Kingston proposed the idea of using money from the Bond interest, District IT, and District general funds to build phase 1 of the Facilities Master Plan, which is an academic classroom and lab building. The area targeted in the Facilities Plan is where the current buildings 100, 200, 300 are located. The classroom/lab building is the idea at this point, as the Bond is only for building major capital investments for community college. If the college/district chooses not to build this sort of building, VC Kingston feels LPC could not spend $2-3 M in 3 years. There were questions and discussion about this idea. The next step will be for Dr. Noble to present this at Town Meeting and LPC constituents will begin discussing this in their Senates and unions, and with the District staff

f. **Institutional Effectiveness Committee (IEC)** - Mr. Samra reported that the Committee met for the first time last week, however no quorum was present. The attendees reviewed the charge and agreed with it. However the membership of 15 is from the time when we had 5 divisions and the committee will review that next month. The committee also reviewed some accreditation standards mapped to the IEC, and will make a recommendation next time on the Program Review Survey to the Program Review Committee and the College Council

g. **Resource Allocation Committee (RAC)** – Mr. Miner reported that the committee has not met since our last College Council meeting on October 10th.

h. **Staff Development Committee** – Mr. Daubenmire shared a written report, attached to these minutes. There have been some funding changes including Part-Time Faculty, which was $250, changed to 2 years of continuous service, and 40% load. This may be discussed at Academic Senate. The total Staff Development funding is $10K, which will be discussed as to adequacy.

i. **Sustainability Committee** – Ms. Carson said that the committee's next meeting will be on Oct. 7th, at 3 PM. They are investigating an idea for a mobile app for car-pooling.

j. Academic Senate – Dr. Orf said the Senate met yesterday and discussed accreditation with our Interim President, Dr. Noble. It also voted on hiring prioritizations from the Hiring Prioritization Committee for an emergency hire, and sent the prioritization back to the committee as Senate was concerned if the process was followed regarding consistency with past practice. The Committee is asked to re-rank or come up with good explanation of why this is an emergency hire. The Hiring Prioritization Committee can go forward with a recommendation to the President without the Academic Senate's approval.

   Senate also looked at an ACCJC resolution from another community college and decided to write a resolution also.

   The Board Policy Review Committee has met once and it will need at least 2 more meetings.

   The Academic Calendar Committee has met and there is a difference of opinion. Teri Henson will send out some information and contact Classified Senate also. For Summer 2015 we will go back to 5 day weeks for services and classes and it was mentioned that as long as departments are covered it will be possible to allow Friday or Monday vacation days, of course. The difference in opinion is regarding shrinking the summer session from 8 weeks to 7 weeks or 6 weeks, if needed. The process for the Calendar Committee decisions is from Committee, to Chancellor, to the Board. The Chancellor will explore those recommendations before sending to the Board.

k. Classified Senate – Ms. DeNisco said that there no new information.

l. Student Senate - Mr. Southorn mentioned that Dean Barbara Morrissey was their guest speaker on Priority Registration. Other reports include the Board Policies and Administrative Policies are in process of review with the Student Senate Legislative Committee. At a future meeting Dr. Noble will discuss the recommendation from the Integrated Planning Committee. The Public Relations Committee is working on bulletin boards Bldg. 800, and on the website. Campus Outreach is offering information tables often, a "Lunch with your Senator" program is starting, and the Senate is donating a cake to the Veterans Day event for the cake cutting ceremony.

   Ms. Sahota reported that the Fright Night event great success and many evening students attended. The November Club Day theme will be "Cities Around the World". Also a Talent Show is in the planning stage and faculty and staff are invited to participate as the talent.

The Senate has tried to start a mobile app for Student Government, there was a lot of discussion and the proposal was rejected this time due to the cost. VP Rodriguez suggested that our ITS department could possibly assist as they are designing a District mobile app, and we could see if Student government could be piggy-backed onto that. Ms. Hart mentioned that on the Spring schedule is a CS 16 class, which is design of mobile apps class. The Senate could discuss this with the instructor and it could become a class or student project.

m. **Faculty Association** – Ms. Hart shared that the FA will have its general meeting on October 30th with guest speaker, Jonathan Lightman, of the State Faculty Association, FACCT. David Bell-Hopkins may also speak. Everyone is invited to attend, please RSVP to Ms. Hart. Lobbyist group for CC's in California.

The FACCT has pushed for the ACCJC to get audited, which will likely occur next spring. Potential outcomes of the audit could be discussion of how much it is costing the State as an unfunded mandate for ACCJC to accredit the CC's, and potential other ways to be accredited. ACCJC contracts with the State for its services.

n. **SEIU** – Mr. Eddy reported that there are two candidates for local SEIU President and that the vote is tomorrow.

7. **Adjournment** - The meeting was adjourned at 4:29 PM.

Respectfully submitted,
Sharon Gach

Sharon Gach
Executive Assistant, Interim
President's Office

Addendum to Minutes – Dialogue about Accreditation Standards and LPC Compliance

Standard:

I A 1. What have we done for this standard?
Have we established programs and services aligned with our purposes, character (culture), and our student population?

- Yes, Transfer programs, Career/Technology Programs; the Standard aligns with all LPC offerings
- Looking at students' educational goals: Yes aligns well with the Standard
- This will need a lot of the student data – include what is done through Puente Program (Michelle Gonzales)
- Culture: Clubs are supported by our Student Senate, Clubs are the 2nd largest expenditure of Student Senate

- College catalog and schedule of classes

Dr. Noble shared that the above discussion is exactly the type of thing we need to do for each Standard. Then we show how we do each with our evidence, and link to our documents in the Accreditation Wiki Website.

I A 3 – LPC reviewed and revised its mission statement last year, approved by the Board in April 2013.

I A 4

- The Program Review cycle will be incorporated into Integrated institutional Planning
- Integrated Planning itself is central to this
- Staff Development: We will make reference to Program Review which is aligned to Staff Development funding.

I B 4

- The Institutional Effectiveness Committee (IEC) provides feedback based on on the Program Review surveys
- The IEC and Resource Allocation Committee (RAC) are also accountable for this.

Report from Staff Development Committee Meeting October 14, 2013

- The meeting started with a discussion of the charge of the committee. The staff development website is outdated, Greg Daubenmire will be working with Jeff Sperry to update the website.

- Funding: Funds are limited. The total conference funding is $5000 for faculty this year. Total amount per faculty member will be $250.

- Part time faculty members can receive funding for conference, the amount will be the same, $250. The committee discussed what could be appropriate eligibility criteria for the part time faculty members to get funding. Based on general feedback, the committee proposed that to be eligible to get conference funding, part time faculty must had been working for two consecutive years with LPC and must have had a 33% workload (taught 5 hours at LPC per week) in at least one of the past 4 semesters. The committee voted and approved this proposal.

- Flex Days: For kinds of activities that qualify for variable flex credit please check the attached document.

A list of Fall 2013 Workshops with dates and times is available from the Staff Development website

http://www.laspositascollege.edu/staffdevelopment/workshops.php

Greg will be working on some additions to this list.

- The committee went through several submitted conference proposals and variable flex proposals. A couple of reminders :

    1. Please observe the deadlines for conference proposals. Proposals must be submitted before the conference and by the first Monday of each month.

2. On Pg 3 of Staff Development Activity Proposal form, for funding request, connection to the activity to your program review needs to be mentioned. The committee encourages faculty to be as explicit as possible when you complete this portion. Reference of sections or pages from your program review will be appreciated.

3. Please submit an after-conference report within 30 days of the activity date. Claims not submitted within this time frame will not be reimbursed.

4. Remember to submit the appropriate forms both before and after the flex activity. The after-flex activity report must be completed within 2 weeks of completing your Variable Flex activity. If not completed in time and if not well documented, flex credit cannot be given and faculty will be losing sick days. For pre-approved flex activities, make sure your attendance is recorded. When facilitating a pre-approved flex activity, please make a sign-in sheet available.

5. If you are requesting funds for conference, please make sure to fill up the appropriate form: The Staff Development Activity Proposal Form that is available on http://www.laspositascollege.edu/staffdevelopment/sd_forms.php

Remember to submit copies of conference registration form and all other relevant documents for travel expenses.

- Meeting in November: The second Monday turns out to be a holiday, so the committee has decided to meet on the third Monday, November 18.

What is a Flexible Calendar Program?

The purpose of the flexible calendar program is to provide time for faculty to participate in professional development activities that are related to "staff, student, and instructional improvement" (*title 5, section 55720*). The flexible calendar program is a component of the staff development program and the major vehicle for faculty participation in development activities. The flexible calendar program allows faculty (full-time, part-time, instructional and non-instructional) the time to work individually or in groups to achieve improvement in three distinct areas:

- Staff improvement
- Student improvement
- Instructional improvement

The "normal" academic year for California's community colleges covers 175 days of classroom instruction. The flexible calendar program, begun in the 1980's by the California Community College Chancellor's Office, permits a district to convert up to 15 of these days of instruction to staff development activities.

However, the Chancellor's Office also places stipulations on any district that adopts the flexible calendar, the most important being that of accountability. Since California's education code requires 175 days of instruction, the days converted to staff development (Flex Days) must be accounted for. As such, each instructor must clearly identify how that time was spent on a Variable Flex Day Fulfillment Form.

When are the Flex Days?

There is one Variable Flex day will be placed on this school calendar. Faculty are accountable for the completion of six (6) hours of activities that will fulfill this one variable day.

What kinds of activities qualify for Variable Flex credit?

Flex credit is limited to those activities designed to improve a college's staff, student, and instructional program (Title 5, section 55724). Professional development activities can be delivered in many formats, including in-service training, workshops, conferences, seminars, individual or small group activities, institutionally planned activities, etc. Faculty attending conferences on instructional days during fall or spring semester cannot claim such activities for Flex fulfillment if they conflict with the individual's regularly assigned duties. Please note the distinction/difference between professional responsibilities and staff development.

You may not receive Variable Flex credit for performing duties that appropriately fall under the obligation of professional responsibilities. Section 10D.3c,d,e (page 20) of the contract defines professional responsibilities. Variable Flex activities are defined as those activities beyond what is mentioned in Section 10D.3c.

Instructional improvement activities include, but are not limited to:

Staff Improvement

- Developing new programs (e.g., designing curriculum/programs/services)
- Faculty and counselor meetings to address areas of concern (e.g., academic advising, prerequisites, referring students for services)
- Faculty and staff (e.g., tutors, lab assistants) meetings to improve learning resource support services to students
- Workshops on how to mentor students or how to mentor faculty
- Orientations and workshops for new faculty (e.g., role of the academic senates; training students, staff, and faculty to serve on committees; changing role of technology in education)
- Student, faculty, and staff diversity activities (e.g., sexual harassment, affirmative action, cultural diversity, multicultural)
- Meetings designed to improve a cohesive working relationship among members of the group (e.g., divisions, disciplines, committees, mixture of college constituencies)
- Workshops on how to write grants
- Workshops or individually designed activities to improve or enhance a person's skills or knowledge in his/her own discipline
- Wellness activities that assist individuals to be physically and mentally better able to perform their jobs
- Learning a second language to better communicate with the diverse student population
- Emergency preparedness
- Learning and/or improving how to deal with computers and technology

Student Improvement

- Developing new programs to meet changing student needs
- Faculty and staff (e.g., tutors, lab assistants) meetings to improve services to students
- Review of learning resource materials to eliminate out-dated items and make recommendations for additions
- Creating self-study modules and/or computer-assisted instruction
- Training in classroom research (assessment) technique
- Mentoring of students
- Faculty participation in student oriented programs
- Meetings (discipline/division/college-wide) specifically to discuss strategies for improving service to students
- Institutional research focused on meeting the needs of the students (e.g., job market surveys, transfer ratios, ethnicity data on students, gender equity, campus climate)
- Writing grants aimed to improve services to students
- Articulation to improve transfer processes
- Outreach for special projects (e.g., Math, Engineering, and Science Achievement [MESA])

Instructional Improvement

- Attending workshops on teaching methods or techniques
- Development/revision of programs, course curriculum, learning resources and evaluation

- Developing a new course/program
- Modifying an existing course to comply with changing institutional or discipline requirements (e.g., changing theories in a discipline, articulation with transfer institutions, critical thinking, multiculturalism, writing across the curriculum)
- Significant modification of a course to address the learning needs of diverse students (e.g., creating self-paced learning modules)
- Developing student readiness programs specific to course disciplines
- Faculty and counselor meetings to address areas of curriculum
- Creating self-study modules and computer-assisted instruction modules
- Student, faculty, and staff diversity (e.g., sexual harassment workshops, affirmative action conferences, cultural diversity seminars, multicultural activities)
- Discipline or division meetings to discuss overall curriculum and program review
- Institutional research (e.g., job skill requirements, research on transfer ratios, ethnicity data on students and staff, gender equity, campus climate)
- Development of distance education courses/program
- Grant writing to secure funds for improvement of instruction

What is my Variable Flex Requirement?

Six (6) hours of commitment are required for the purpose of fulfilling **one** Variable Flex day.

When can I perform my Variable Flex hours?

Faculty can utilize flexible calendar hours anytime during the fiscal year, July 1 through June 30 for instructional improvement (*Title 5, section 55720 a*). The scheduling of activities at any time during the fiscal year and any time outside the accountable "workday" hours enables faculty and staff to participate in workshops *when the opportunity arises* rather than on arbitrarily scheduled days. Flexible scheduling facilitates faculty/staff participation in development activities during the summer or throughout the academic year.

Participation in Flex activities may occur during summer break, recesses, weekends, and on instructional days when faculty do not have regular professional responsibilities. Flex activities cannot be done when faculty have regularly assigned duties since you are already being paid for that time. Likewise, Variable Flex hours cannot be credited when compensation or reassigned time is given for work performed.

How do I document my Variable Flex obligation?

A pre-approval system has been implemented for your protection. In order to receive Variable Flex credit, you must submit a written proposal of your activity to Staff Development ***prior*** to your participation in the event. The first section of the Variable Flex Fulfillment Form is designated for proposal write-ups. Once approved, your Variable Flex Fulfillment Form (VFFF) will be returned to you and you are free to engage in the pre-approved activity. This process has been designed to eliminate the possibility of having your work "rejected" after the fact and to ensure that activities undertaken by faculty will receive appropriate Variable Flex credit.

Within two weeks of completion of your Variable Flex work, you must submit your completed VFFF to Staff Development. The Variable Flex program works largely on the honor system. However, accountability for work completed ultimately falls upon the faculty. Accordingly, attach any/all documentation that can be used to help verify your project. (Ticket stubs, program

schedules, authorization signatures, copies/samples of work completed, etc.) **All VFFF forms must be on file with Staff Development by June 30 to receive Flex credit.**

*** IMPORTANT NOTE***
Teaching and Learning Center (TLC) workshop sessions, approved Staff Development activities and designated Faculty Senate sponsored seminars already have "pre-approved" status. When participating in any of these activities you do not need to receive prior approval from Staff Development in order to earn Variable Flex credit. Merely return your VFFF form to Staff Development upon completion of your work and within the required timeframe.

What if I do not complete my expected Variable Flex obligation?

Every 6-hour block of time that is fully accounted for on an individual's Variable Flex Fulfillment Form will count towards the completion of one working (Flex) day. For every 6-hour block of time that is not fully accounted for in an individual's file by June 30, there will be a loss of one sick-day for that person for the academic year. For example:

0 – 5.5	hours of Variable Flex completed = loss of 1 sick-day
6+	hours of Variable Flex completed = Variable Flex obligation met

I'm presenting at a workshop that can be used by others for Variable Flex fulfillment, can I receive credit for my "prep time"?

Individuals presenting workshops that can be used by others to fulfill flex requirements shall be compensated in time for preparation time in addition to the hours request up to 15 hours presenter's compensation time for preparation time in addition to the hours completed by attending the workshop. The presenter's preparation hours shall be listed on the appropriate negotiated form. A presenter may not receive Variable Flex credit for the preparation/presentation of work that is being otherwise compensated or for which reassigned time is provided. For every hour of presenting there shall be a two-to-one Flex credit to apply to that fiscal year Flex obligation.

Is there funding for Variable Flex activities?

Staff Development is not responsible for funding individual flex activities. Staff Development operates under AB 1725 guidelines. Variable Flex operates under a different set of guidelines (Title 5). Faculty may apply for Staff Development funds according to normal staff development procedures. Funds are limited. Faculty is encouraged to explore other funding sources.

Standard No.	STANDARD SECTION	COMMITTEE LINKAGE	RELATED UNIT/DEPT.	ADMINISTRATOR
I	**STANDARD I: Institutional Mission & Effectiveness** The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.	**College Council**	Instituitonal Effectiveness Committee	
I A	**IA: Mission** The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.	**College Council**		
I A 1	**IA1** The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	**College Council**		
I A 2	**IA2** The mission statement is approved by the governing board and published.	**College Council**		
I A 3	**IA3** Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.	**College Council**		
I A 4	**IA4** The institution's mission is central to institutional planning and decision making.	**College Council**		
I B	**IB: Improving Institutional Effectiveness** The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.	Institutional Effectiveness Committee	**College Council**	
I B 1	**IB1** The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	**College Council**	Institutional Effectiveness Committee	
I B 2	**IB2** The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.	**College Council**		
I B 3	**IB3** The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.	**College Council Institutional Effectiveness**	Institutional Effectiveness Committee	

Standard No.	STANDARD SECTION	COMMITTEE LINKAGE	RELATED UNIT/DEPT.	ADMINISTRATOR
I B 4	**IB4** The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.	**College Council**	Institutional Effectiveness Committee Resource Allocation Committee	
I B 5	**IB5** The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.	**College Council**	Institutional Effectiveness Committee Resource Allocation Committee	
I B 6	**IB6** The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.	**College Council** **Institutional Effectiveness Committee**		
II	**Standard II - Student Learning and Program Services**			
II A 2 f	**IIA2f** The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.	**College Council**	Institutional Effectiveness Student Learning Outcomes Committee	
III	**Standard III - Resources**			
III D 1	**IIID1** The institution relies upon its mission and goals as the foundation for financial planning.	**College Council**	Resource Allocation Committee	
III D 1 b	**IIID1b** Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	**College Council**	Office of Administrative Services	possibly PBC, once charge is revised
III D 1 c	**IIID1c** When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.	**College Council**	Administrative Team Office of Administrative Services	
III D 1 d	**IIID1d** The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	**College Council**	Office of Administrative Services	
III D 2 a	**IIID2a** Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	**College Council** **Office of Administrative Services**	District Business Services	
III D 2 b	**IIID2b** Appropriate financial information is provided throughout the institution.	**College Council** **Office of Administrative Services**	District Business Services	

Standard No.	STANDARD SECTION	COMMITTEE LINKAGE	RELATED UNIT/DEPT.	ADMINISTRATOR
III D 2 c	**IIID2c** The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.	**College Council Office of Administrative Services**	District Business Services	
III D 2 d	**IIID2d** The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	**College Council Office of Administrative Services**	District Business Services	
III D 2 e	**IIID2e** All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.	**College Council Office of Administrative Services**	District Business Services	
III D 2 f	**IIID2f** Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.	**College Council Office of Administrative Services**		
IV	**STANDARD IV: Leadership & Governance** The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.	**College Council**	Administrative Team	
IV A	**IVA: Decision-Making Roles & Processes** The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.	**College Council**	Administrative Team	
IV A 1	**IVA1** Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.	**College Council**	Administrative Team	
IV A 2	**IVA2** The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.	**College Council**	Administrative Team	
IV A 2 a	**IVA2a** Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.	**College Council**	Academic Senate Classified Senate Associated Students of LPC Administrative Team	

Standard No.	STANDARD SECTION	COMMITTEE LINKAGE	RELATED UNIT/DEPT.	ADMINISTRATOR
IV A 2 b	**IVA2b** The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.	**College Council**	Academic Senate	
IV A 3	**IVA3** Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.	**College Council**	Academic Senate Classified Senate Associated Students of LPC Administrative Team	
IV A 4	**IVA4** The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.	**College Council**	ALO	
IV A 5	**IVA5** The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	**College Council & IEC**		
IV B 1 b	**IVB1b** The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.	**College Council**	Board of Trustees	
IV B 1 d	**IVB1d** The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	**College Council**	Board of Trustees	
IV B 1 e	**IVB1e** The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.	**College Council**	Board of Trustees	
IV B 2 b	**IVB2b** The president guides institutional improvement of the teaching and learning environment by the following: establishing a collegial process that sets values, goals, and priorities; ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and establishing procedures to evaluate overall institutional planning and implementation efforts.	**Institutional Effectiveness Committee** **College Council**	President/ President's Office Institutional Research Committee Resource Allocation Committee Student Leanring Outcomes Committee	
IV B 2 c	**IVB2c** The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.	**College Council**	President/ President's Office	

Standard No.	STANDARD SECTION	COMMITTEE LINKAGE	RELATED UNIT/DEPT.	ADMINISTRATOR
IV B 3	**IVB3** In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.	**College Council**	District Office	
IV B 3 a	**IVB3a** The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.	**College Council**	District Office	
IV B 3 b	**IVB3b** The district/system provides effective services that support the colleges in their missions and functions.	**College Council**	District Office	
IV B 3 d	**IVB3d** The district/system effectively controls its expenditures.	**College Council**	District Office Office of Administrative Services	
IV B 3 f	**IVB3f** The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.	**College Council**	District Office	
IV B 3 g	**IVB3g** The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	**College Council**	District Office	
IV B 1 c	**IVB1c** The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.	**College Council**	Board of Trustees	
	end			