



**Academic Senate for Lake Tahoe Community College
Meeting for May 17, 2013
2:00 pm – 4:00 pm, Board Room
AGENDA**

- I. Call to Order
- II. Reading of the Minutes from the meeting of May 3, 2013
- III. Senate President's Report
- IV. Administration Report (5 mins)
 - A. President
 - B. Vice-President
 - C. Deans
- V. Unfinished Business, General Orders, and Discussion Items
 - A. **Updated Online Hiring Process and Rubric for Quality Instruction** (Michelle Risdon) Action, Second Reading (15 mins)
 - B. **Program Vitality Assessment/Process** (Michelle Risdon) Action, First Reading (15 mins)
- VI. New Business
 - A. **Revising the Senate Bylaws** (Michelle Risdon) Action, First Reading (15 mins)
 - B. **Academic Calendar 2014-2015** (Mike Spina) Action, First Reading (10 mins)
 - C. **Intercollegiate Soccer Program Proposal** (Tom Greene) Action, First Reading (15 mins)
 - D. **Faculty Hiring Prioritization Application Form** (Jon Kingsbury) Discussion (10 mins)
- VII. Other Officers' and Representative Senators' Reports (5 minutes)

Phyllis Shafer (Vice President)
Jon Kingsbury (Secretary)
Bruce Armbrust, Sue Kloss (Mathematics, Physics, Biology, Chemistry, Geology, and Physical Education)
Nancy Barclay, Christina Tomolillo (Anthropology/Sociology, Psychology, History/Political Science, English, Art, World Languages, Music, Theatre)
Lisa Foley (Counseling, Disabilities Resource Center, Library)

Steve Fernald (Early Childhood Education, Culinary Arts, Business, Computer and Information Sciences, Computer Applications)
Julie Ewing, Eric Hellberg (Adjunct Faculty)

- VIII. Reports of Standing Councils/Committees/Workgroups (5-minute limit per committee)
- A. College Learning Council
 - B. Institutional Effectiveness Council
 - C. Other Councils/Workgroups
 - D. Curriculum Committee
 - E. SLO/Assessment Committee
 - F. Professional Development Committee
 - G. Equivalency Committee
 - H. Faculty Hiring Prioritization Committee
 - I. Other Standing Committees

IX. Hearing of the Public on Items Not on the Agenda

(Members of the public may address the Senate on items not on the agenda subject to a five-minute time limit {groups to 15-minutes on any one topic or item} that may be extended by the President of the Senate or by Senate action. The Senate, however, cannot act upon any request or proposal unless the item is on the meeting agenda. You will be called upon by the President of the Academic Senate to speak.)

X. Announcements

XI. Good of the Order

XII. Adjournment

XIII. Disability Access

The Administration Building and Room L104 are wheelchair accessible. The following services are available when requests are made by 4:00 p.m. of the Tuesday before the Senate meeting: American Sign Language interpreters or use of a reader during a meeting; large print agenda or minutes in alternative format; assistive listening devices. Please contact, Jon Kingsbury, Secretary to the Academic Senate, (530) 541-4660 ext. 263, if you need assistance in order to participate in a public meeting or if you need the agenda and public documents modified as required by Section 202 of the Americans with Disabilities Act.



**Unadopted Minutes for the Academic Senate
Meeting for May 3, 2013
2:00 pm – 4:00 pm, Room A251**

Officers: Michelle Risdon, President; Phyllis Shafer, Vice President; and Jon Kingsbury, Secretary.

Representatives: Bruce Armbrust, Nancy Barclay, Julie Ewing (Adjunct Rep), Steve Fernald, Sue Kloss, and Christina Tomolillo.

Representatives Absent: Lisa Foley and Eric Hellberg (Adjunct Rep).

Other Faculty: Tim Johnson.

Guests: Peter Bostic and Kurt Green.

- I. **Call to Order:** The regular bi-weekly meeting of the Academic Senate was held on May 3, 2013 at 2:02:33pm with the President, Vice President, and Secretary present.
- II. **Reading of the Minutes from the Meeting of April 19, 2013:** Jon reported no changes. The minutes were approved by consensus.
- III. **Senate President's Report:** Michelle reminded everyone that it is time for the annual Distinguished Faculty Award and to let her know if you have someone in mind. She noted that it is the same process as last year. There was a meeting to discuss LTCC becoming a pathway to 4-year colleges and Michelle noted that these are very preliminary discussions. She also attended the soccer meeting and commented on how many people were in attendance. Michelle reminded everyone of the Visionary Session, scheduled for Saturday, June 8. Finally, Michelle mentioned the need for feedback from faculty on time spent serving on committees with the intent of developing a tiered committee structure.
- IV. **Administration Report**
 - A. **President:** Kindred was not in attendance.
 - B. **Vice-President:** Tom was not in attendance.
 - C. **Deans:** Kurt had no report at this time.
 - D. **CACE (Special Report):** Peter mentioned his goal of wanting to focus on the college in a marketing plan. He noted that the #1 asset of the school to our students is the LTCC Faculty. He acknowledged the recognition Larry Green received for his leadership by MERLOT organization (Multimedia Educational Resource for Learning and Online Teaching). The following link will show you Larry's Applet Page: <http://www.merlot.org/merlot/viewMaterial.htm?id=77279>. Nancy told Peter about

the upcoming ETW (Excellence in Teaching Workshop) for adjuncts on Friday and Saturday, 5/17-18. Peter said he would promote this program.

V. **Unfinished Business, General Orders, and Discussion Items**

VI. **New Business**

- A. **Soccer Team Proposal.** (Johnson – Discussion). Tim followed up on status of the proposal and last week’s community meeting held in the Aspen Room. He noted there is a survey in process for the community to gauge the interest in playing. There is also one to LTUSD asking for feedback from the community, both in interest and financial support. Tim mentioned that they are trying to tightening up the budget piece and also looking into registration and eligibility concerns along with necessary curriculum changes. He also noted that with off-season training, students would enroll in classes for all quarters and that there would be a need to develop support services for success. Tim mentioned that \$1500 was raised on the night of the community meeting (attended by 50+). Nancy asked about others who could not attend and Tim noted that there is some interest. Nancy asked about whether or not we have enough interest to have both male and female teams. Tim said that he had asked about Title IX implications without one of the two teams and is waiting to hear. Michelle commented on the strong Latino presence at the meeting and Christina asked if there were any opposing comments. Tim said there were no opposing comments. Nancy mentioned how good it is to see a strong Latino presence as it is currently lacking in our school.
- B. **Update on ASCCC Spring Plenary.** (Risdon – Discussion). Michelle reported on the ASCCC Spring Plenary (4/18-4/20) she attended in San Francisco, titled “Rising to the Challenge: Responding to Disruptive Forces.” Michelle reported on several of the resolutions including MOOCs & SB520 which the State Academic Senate does not support at this time and Michelle read a resolution expressing concerns and a need for further study of MOOCs as we need to get ahead of MOOCs. Michelle reported that she voted against the resolution to create a new discipline titled “Teacher Education” as currently structure because it does not include a Master’s in Early Childhood Education as an option. She noted that the resolution did not pass. Michelle also mentioned a move to revisit the penalties for acts of plagiarism or cheating where currently it is limited to a failure for the assignment in which the act occurred and not failure of the course. The details to all resolutions can be viewed at: <http://www.asccc.org/session/resolutions>.
- C. **Faculty Retreat to Discuss Distance Education (DE) and Its Future at LTCC.** (Risdon – Discussion). Michelle reported on her discussion with Steve R. on when to meet and the retreat is scheduled Friday, May 10, 1-4pm in A106. She noted that lunch will be offered and both FT and PT faculty are welcome. Michelle said the idea is to discuss where we see DE going at LTCC. Sue asked if faculty would be able to give feedback if they were unable to attend and Michelle said they would.
- D. **Updated Online Hiring Process and Rubric for Quality Instruction.** (Risdon – First Reading). Michelle reported on last Friday’s meeting on the evaluation process and the question as to why have a separate rubric and shouldn’t we have the same for all. Michelle noted changes in the hiring procedure for online instructors which now includes FT faculty. Michelle also presented the rubric and noted the removal of “online” from most of the document and the addition of #4 to the front page of the document. She noted that this document would replace existing evaluation documents

- for both FT and PT faculty. Michelle also noted some minor wording changes. Category 2 is the only category exclusively for online courses and that all astericks are from the original evaluation forms. Nancy asked about the process and if we were to pass it at our next meeting would it then go to negotiations. Michelle said we would then decide if it should be formalized before going to negotiations.
- E. **Program Vitality Assessment/Process.** (Risdon – Discussion). Michelle commented on the work of the EMT (Enrollment Management Team) with Bruce, Beachy, Pete, and Eric as the faculty along with other staff members. Michelle expressed her desire to get this to Academic Senate this academic year because of budget concerns ofr the upcoming 2013-14 academic year. She noted that we need to have something in place in case LTCC needs to address programs. The details of the process include guiding principles, timeline (fall quarter) and data requirements in an attempt to standardize the process so that it can be consistently apply to all programs. Sue asked about the process for getting faculty feedback to the team. Michelle said for Senators to include Michelle on email feedback. Bruce said that the team feels good about this process. The goal is to have feedback by our next meeting.
- F. **Officers and Senators Elections.** (Kingsbury – Discussion). Jon noted that it was time for the Academic Senate to prepare for the upcoming elections and that there is a process in the bylaws for determining who would continue to represent for another year and who could decide whether to run again or not. It was acknowledged that there was some confusion with wording with the bylaws. The intent of this section of the bylaws is to ensure that we have staggered terms for the Senators. There was some discussion on faculty workload, committee demands, and Senate effectiveness. Jon noted that this would be brought back for additional discussion at the next meeting.
- VII. **Other Officers' and Representative Senators' Reports (5-minute limit per person)**
- A. **Phyllis Shafer** (Vice President): Phyllis had no report at this time.
- B. **Jon Kingsbury** (Secretary): Jon reported that he would be bringing the faculty prioritization application form to the Senate for review with the hope of having a final document available to faculty before we leave for the summer. Completed applications would be due in early fall quarter.
- C. **Bruce Armbrust, Sue Kloss** (Biology, Chemistry, Geology, Mathematics, Physical Education, and Physics): Bruce and Sue had no reports at this time.
- D. **Nancy Barclay, Christina Tomolillo** (Anthropology/Sociology, Art, English, History/Political Science, Music, Psychology, Theatre, and World Languages): Nancy and Christina had no reports at this time.
- E. **Lisa Foley** (Counseling, Disabilities Resources Center, and Library): Lisa was not in attendance.
- F. **Steve Fernald** (Business, Computer Applications, Computer and Information Sciences, Culinary Arts, and Early Childhood Education): Steve had no report at this time.
- G. **Julie Ewing and Eric Hellberg** (Adjunct Faculty): Julie had no report at this time and Eric was not in attendance.

Due to meeting time constraints the remaining sections of the agenda were omitted.

- VIII. **Reports of Standing Committees/Workgroups (5-minute limit per committee)**
- A. **College Learning Council:** .
 - B. **Institutional Effectiveness Council:** .
 - C. **Other Councils:** .
 - D. **Curriculum Committee:** .
 - E. **SLO/Assessment Committee:** .
 - F. **Professional Development Committee:** .
 - G. **Equivalency Committee:** .
 - H. **Faculty Hiring Prioritization Committee:** .
 - I. **Other Standing Committees:** .
- IX. **Hearing of the Public on Items Not on the Agenda**
- None.
- X. **Announcements**
- None.
- XI. **Good of the Order**
- None.
- XII. **Adjournment:** Adjourned at 4:01:14pm.

ACADEMIC SENATE OF LAKE TAHOE COMMUNITY COLLEGE

REQUEST FOR AGENDA ITEM



Directions for completing electronic form: Type your information in the shaded field and then hit the TAB key to jump to the next field; to select Type of Consideration box(s) just click in the appropriate box(s).

Requested By: Michelle Risdon

Date: May 14, 2013

Subject: Updated Online Hiring Process and Rubric for Quality Instruction

Time Required for Discussion: 15

Type of Consideration:

- Action Item
 - First Reading Only
 - Second Reading/Action
 - First Reading/Action/Suspension of the Rule
- Discussion Item (No Actions)
- Information Item Only

Desired Outcome: State the Motion you want passed (Action Items) or the direction you need from the Academic Senate (Discussion Items)

A revised version of the online hiring process and the rubric for online instruction is presented for its second reading. Feedback is requested on the changes made and on the idea of bringing the rubric forward to be negotiated as part of the formal evaluation process.

Background:

The Senate already discussed and approved the online hiring process and the rubric for online instruction (to be used as a development and/or self-evaluation tool).

A group from CLC made some suggested revisions to the attached documents so that they might be used to ensure quality instruction throughout the institution. The question also needs to be discussed regarding whether or not these documents and processes should be sent forward as a potential item to be negotiated as part of the formal process of evaluation.

Rubric for Quality Instruction

Rationale

What should a quality course look like?

Rubric for Quality Instruction offers a framework for addressing this question. Use of this rubric represents a developmental process for course design and delivery, and provides a means for an instructor to self-assess course(s) based on expectations.

Furthermore, the rubric provides a means for supporting and recognizing a faculty member's effort in developing expertise in instruction as part of our commitment to high quality learning environments.

The Rubric for Quality Instruction can be used in four ways.

1. As a course "self-evaluation" tool - advising instructors how to revise an existing course to the Rubric for Quality Instruction.
2. As a way to design a new course, following the rubric as a road map.
3. As a means for getting recognition for exemplary instruction. Going through a nomination/recognition process on campus, faculty can receive recognition.
4. As part of the formal evaluation process.

Attribution

This document is adapted from CSU Chico's "Rubric for Online Instruction." The original may be viewed at <<http://www.csuchico.edu/roi>>.

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Category 1	Needs Improvement	Acceptable	Exemplary
Learner Support & Resources*	<p>A. Course contains limited information for learner support and links to campus resources.</p> <p>B. Course provides limited course-specific resources, limited contact information for instructor, department, and/or program.</p> <p>C. Course offers limited resources supporting course content and different learning abilities.</p> <p>*The evaluation should consider, among other things: -Whether the instructor provides information on</p> <ul style="list-style-type: none"> • expectations for student behavior • attendance policies • college student policies • campus resources 	<p>A. Course contains adequate information for learner support and links to campus resources.</p> <p>B. Course provides adequate course-specific resources, some contact information for instructor, department and program.</p> <p>C. Course offers access to adequate resources supporting course content and different learning abilities.</p>	<p>A. Course contains extensive information about being a learner and links to campus resources.</p> <p>B. Course provides a variety of course-specific resources, contact information for instructor, department, and program.</p> <p>C. Course offers access to a wide range of resources supporting course content and different learning abilities.</p>

Category 2	Needs Improvement	Acceptable	Exemplary
Online Organization & Design*	A. Much of the course is under construction, with some key components identified such as the syllabus.	A. Course is organized and navigable. Students can understand the key components and structure of the course.	A. Course is well-organized and easy to navigate. Students can clearly understand all components and structure of the course.
	B. Course syllabus is unclear about what is expected of students.	B. Course syllabus identifies and delineates the role the online environment will play in the course.	B. Course syllabus identifies and clearly delineates the role the online environment will play in the total course.
	C. Aesthetic design does not present and communicate course information clearly.	C. Aesthetic design presents and communicates course information clearly.	C. Aesthetic design presents and communicates course information clearly throughout the course.
	D. Web pages are inconsistent both visually and functionally.	D. Most web pages are visually and functionally consistent.	D. All web pages are visually and functionally consistent throughout the course.
	E. Accessibility issues are not addressed. (Including: sight, mobility, hearing, cognition, ESL, and technical.)	E. Accessibility issues are briefly addressed. (Including: sight, mobility, hearing, cognition, ESL, and technical.)	E. Accessibility issues are addressed throughout the course. (Including: sight, mobility, hearing, cognition, ESL, and technical.)
<p>*This category is not applicable to face-to-face courses.</p>			

Category 3	Needs Improvement	Acceptable	Exemplary
Instructional Design & Delivery*	A. Course offers limited opportunity for interaction and communication student to student, student to instructor, and student to content.	A. Course offers adequate opportunities for interaction and communication student to student, student to instructor, and student to content.	A. Course offers ample opportunities for interaction and communication student to student, student to instructor, and student to content.
	B. Course goals are not clearly defined and do not align to learning objectives.	B. Course goals are adequately defined but may not align to learning objectives.	B. Course goals are clearly defined and aligned to learning objectives.
	C. Learning objectives are vague or incomplete and learning activities are absent or unclear.	C. Learning objectives are identified and learning activities are implied.	C. Learning objectives are identified and learning activities are clearly integrated.
	D. Course provides limited visual, textual, kinesthetic and/or auditory activities to enhance student learning and accessibility.	D. Course provides adequate visual, textual, kinesthetic and/or auditory activities to enhance student learning and accessibility.	D. Course provides multiple visual, textual, kinesthetic and/or auditory activities to enhance student learning and accessibility.
	E. Course provides limited activities to help students develop critical thinking and/or problem-solving skills.	E. Course provides adequate activities to help students develop critical thinking and/or problem-solving skills.	E. Course provides multiple activities that help students develop critical thinking and problem-solving skills.
<p>*The evaluation should consider, among other things:</p> <ul style="list-style-type: none"> • Instructor’s preparation, organization, and knowledge of subject area, enthusiasm, and involvement • Variety and appropriateness of teaching methods and modalities • The level to which students are encouraged to think and analyze critically 			

Category 4	Needs Improvement	Acceptable	Exemplary
Assessment & Evaluation of Student Learning*	A. Course has limited activities to assess student readiness for course content and mode of delivery.	A. Course has adequate activities to assess student readiness for course content and mode of delivery.	A. Course has multiple timely and appropriate activities to assess student readiness for course content and mode of delivery.
	B. Learning objectives, instructional and assessment activities are not aligned.	B. Learning objectives, instructional and assessment activities are adequately aligned.	B. Learning objectives, instructional and assessment activities are closely aligned.
	C. Assessment strategies are limited to use to measure content knowledge, attitudes, and skills.	C. Ongoing strategies are used to measure content knowledge, attitudes, and skills.	C. Ongoing multiple assessment strategies are used to measure content knowledge, attitudes, and skills.
	D. Opportunities for students to receive feedback about their own performance are infrequent and sporadic.	D. Opportunities for students to receive feedback about their own performance are provided.	D. Regular feedback about student performance is provided in a timely manner throughout the course.
	E. Students' self-assessments and/or peer feedback opportunities are limited.	E. Students' self-assessments and/or peer feedback opportunities exist.	E. Students' self-assessments and peer feedback opportunities exist throughout the course.
	*The evaluation should consider, among other things: <ul style="list-style-type: none"> • The appropriateness of pace of class to content and student level • Whether the instructor recognized when students didn't understand and took effective steps to clarify what was not understood • Students appeared comfortable asking questions and making comments 		

Category 5	Needs Improvement	Acceptable	Exemplary
Innovative Teaching with Technology and Multimedia*	A. Varied teaching methods applied to enhance student learning are limited.	A. Varied teaching methods are adequately applied to innovatively enhance student learning.	A. Varied teaching methods are applied and innovatively enhance student learning, and interactively engage students.
	B. There are limited multimedia elements and/or learning tools for accommodating different learning styles.	B. Multimedia elements and/or learning tools are used and are relevant to accommodate different learning styles.	B. A variety of multimedia elements and/or learning tools are used and are relevant to accommodate different learning styles throughout the course.
	C. Course engages students in the learning process in a very limited way.	C. Course effectively engages students in the learning process.	C. Course effectively engages students in the learning process in a variety of ways throughout the course.
<p>*The evaluation should consider, among other things:</p> <ul style="list-style-type: none"> • Whether the instructor incorporates the thoughtful use of technology • The variety of teaching methods and modalities 			

Category 6	Needs Improvement	Acceptable	Exemplary
Faculty Solicitation and Use of Student Feedback*	<p>A. Instructor offers limited opportunity for students to give feedback on course content.</p> <p>B. Instructor uses student feedback to help plan instruction and assessment of student learning for the next term in a limited way.</p> <p>*The evaluation should consider, among other things:</p> <ul style="list-style-type: none"> • Whether the instructor recognized when student didn't understand and took effective steps to clarify what was not understood • Whether students appeared comfortable asking questions and making comments 	<p>A. Instructor offers adequate opportunities for students to give feedback on course content.</p> <p>B. Instructor requests and uses student feedback a couple times during the term to help plan instruction and assessment of student learning for the rest of the term.</p>	<p>A. Instructor offers multiple opportunities for students to give feedback on course content.</p> <p>B. Instructor uses formal and informal student feedback in an ongoing basis to help plan instruction and assessment of student learning throughout the term.</p>

ACADEMIC SENATE OF LAKE TAHOE COMMUNITY COLLEGE

REQUEST FOR AGENDA ITEM



Directions for completing electronic form: Type your information in the shaded field and then hit the TAB key to jump to the next field; to select Type of Consideration box(s) just click in the appropriate box(s).

Requested By: Michelle Risdon

Date: May 14, 2013

Subject: Program Vitality Assessment/Process

Time Required for Discussion: 10 minutes

Type of Consideration:

- Action Item
 - First Reading Only
 - Second Reading/Action
 - First Reading/Action/Suspension of the Rule
- Discussion Item (No Actions)
- Information Item Only

Desired Outcome: State the Motion you want passed (Action Items) or the direction you need from the Academic Senate (Discussion Items)

After a preliminary discussion at the last senate meeting, the Program Vitality Assessment / Process document is being brought back for its first reading.

Background:

The Enrollment Management Work Team has been working on a Program Vitality Assessment / Process. The draft document is attached for your review.

Enrollment Management Work Team

Recommended Program Vitality Assessment Process

I. Overview

Lake Tahoe Community College is committed to supporting programs¹ that fulfill the institution's strategic planning goals and mission and meet the needs of our students and community. The college recognizes that curriculum and course offerings must be responsive to emerging needs of students and employers. **In accordance with Board Policy _____² and Education Code and Title 5 regulations³**, a comprehensive vitality assessment process is required in order to ensure currency and effectiveness of academic and CTE programs at LTCC.

Programs that wish to assess overall effectiveness, or those with low or declining enrollment, decreasing labor market demand or service, or clear obsolescence will undergo the following Program Vitality Assessment (PVA) process.

II. Guiding Principles

The PVA process is designed to ensure the presence of high quality, relevant, and responsive educational programs at LTCC through adhering to the following guiding principles:

- Student/learner-centered
- Diverse, equitable perspectives that feature a prominent faculty voice and the active involvement of key stakeholders.
- Informed by both quantitative and qualitative data.
- Connected to the Annual Program Review (APR) and Comprehensive Program Review (CPR) processes currently in place, **as well as the Education Master Plan.**

III. Program Vitality Assessment Procedure

A. Timing. Ideally, the PVA process will begin early in the fall quarter to allow sufficient time for a thorough analysis of data, formation and implementation of effective recommendations, and resource allocation (if applicable) for the remainder of the academic year. **When feasible, advanced notice should be given to the affected faculty member(s) prior to the end of the**

¹ Title 5, Section 55000, a program is defined as "an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher learning."

² See Lake Tahoe Community College Board Policy _____: Program Development, Modification and Discontinuance Policy.

³ Education Code Sections 70901(b), 70902(b), 78016; Title 5 Sections 51000, 51022(a), 55100, 55130, 55150.

previous academic year. The review process must be completed within the academic term in which the process is started.

B. Initiation. The PVA process may be initiated by a full-time faculty member in an affected program, the Dean, or the Vice President of Academic Affairs and Student Services (VPAASS). The rationale for initiating the PVA will be documented, and if not initiated by faculty, well-communicated to the affected faculty member(s). The decision to initiate the PVA process will be informed by one or more of the following:

1. Decrease in student enrollment **or FTES** over a period of two or more academic years
2. Decrease in retention of students from the beginning term roster to the end of the term, or from the beginning of a sequence to the end of a sequence
3. Average student success rates of less than 60% in all courses within the program over two academic years (need not be consecutive quarters)
4. Decreasing or limited number of degrees and certificates awarded
5. Insufficient frequency of section offerings, resulting in students' inability to complete the program in a timely fashion
6. Declining university transfer trends or unavailability of the transfer major
7. Changes in labor market demand (CTE programs)
8. Failure to meet licensure requirements, state mandates, certification standards or accreditation requirements (CTE programs)
9. Advisory committee recommendation (CTE programs)
10. Lack of qualified adjunct or full-time faculty
11. Lack of available resources or substantially increased program costs (equipment, software, facilities, etc.).
- 12. Proactive approach to emerging trends or issues which are likely to result in one or more of the items listed above.**

C. Data requests. In conjunction with the program faculty, the VPAASS or Dean will request relevant data from the Office of Institutional Research and Planning. The APR and CPR data may provide the base for the PVA process and will be augmented as appropriate. Quantitative data will focus on long-term trends (3-5 years minimum) and may include the following:

1. Full-time equivalent students
2. Enrollments
3. Number of successfully offered sections (as opposed to cancelled)
4. Percentage of seats filled at census compared to class size limit (enrollment efficiency)
5. Student retention within courses and major
6. Student persistence (if applicable; sequenced courses)
7. Student success (successful completion of courses)
8. Student achievement (degrees and certificates awarded, as applicable)
9. Program budget information (**full-time and adjunct** salaries, classified support, benefits, materials/supplies, contracted services and travel, equipment, software, facilities, other). **When data exists, consideration of the estimated indirect costs associated with the program (e.g., registration, facilities use, reprographics, maintenance staffing, etc.).**
- 10. Faculty and productivity data (FTEF, adjuncts, full-time : adjunct ratio)**
11. Local and regional labor market demand (CTE programs)
12. Core indicator data from the Chancellor's Office (CTE programs)
13. Student learning assessments
- 14. Planning documents (Comprehensive Program Review, Annual Program Review, Annual Unit Plan)**
15. Other data as deemed relevant

D. PVA Task Force

1. **Composition.** In consultation with the Academic Senate, the VPAASS and relevant Dean will convene a PVA task force composed as follows:
 - 3 Instructional Faculty (including a representative from the Curriculum Committee and program faculty, when appropriate)
 - 1 Counseling Faculty
 - 1 Area Dean
 - 1 Industry Expert or Advisory Committee Member (CTE programs)
 - Other resources as appropriate

2. **Charge.** The Program Vitality Assessment Team is charged with the objective review of qualitative and quantitative program data and will issue a recommendation to the VPAASS regarding the program's sustainability. The team will seek and document input from various stakeholders to address the following questions (at a minimum):
 - To what degree does this program contribute to the college's mission and strategic plan?
 - Does the program meet a special community need or provide unique benefits to the college?
 - What is the student demand for the program (as measured by enrollment)? Has this demand changed over the last 3-5 years?
 - Does the program serve underrepresented or nontraditional students?
 - What are the retention and persistence rates for the program? Are these rates adequate for program sustainability?
 - What are the program completion rates? Associate degrees awarded? Certificates awarded?
 - Which high school and/or university programs are articulated with this program? Is there an established program of study that will be impacted?
 - What percent of students who have graduated from the program have transferred to a four year university?
 - What percent of students who have graduated from this program have obtained jobs in a related profession? (if available)

- Are there courses in the program that are required in another program?
- Does the program duplicate outcomes that students can obtain from other programs?
- What is the local and regional labor market demand for this program (if applicable)?
- What is the workload impact to classified staff for this program?
- What is the cost to the college of the program? Is this cost comparable to similar programs offered at other colleges? Is the program supported by grant funding or could it be considered for grant funding?
- Are there issues related to efficient and effective use of classroom facilities?
- Does this program reflect current best practices in design and delivery?
- What is the long-term viability of the program? Why?
- **What are the estimated indirect costs associated with this program? For example, registration, facilities use, reprographics, maintenance staffing, etc.**

3. **Recommendations.** The PVA Team, by consensus, may propose one of the following recommendations to the VPAASS:

- Minor changes to improve the program are warranted.
- Moderate to major revitalization initiatives are required.
- The program should be discontinued without revitalization efforts or allocated resources.⁴

In the event that minor to moderate revitalization initiatives are recommended, a specific plan will be described as well as required resources and a proposed timeline.

Initial Approval Process. The VPAASS will review the recommendation and any associated revitalization plan, electing to approve and/or send back to the team for further analysis, clarification, etc. Once approved by the VPAASS, the recommendation and plan will be

⁴ *Recommendations for program discontinuance will require a plan that respects the needs of currently enrolled students and fulfills contractual obligations to faculty and staff. The Vice President of Academic Affairs and Student Services will work with affected program faculty, Academic Senate representative(s), and the College Learning Council to ensure the discontinuance process is equitably followed.*

presented to the Superintendent/President for consideration. Once approved, the administration will need to commit identified resources to the revitalization process.

Revitalization: Implementation of the revitalization plan will be monitored by the program's Dean. At the end of the recommended timeline for program improvement, the PVA Team will be reconvened and progress will be evaluated. The PVA Team will recommend to the VPAASS and Academic Senate the appropriate course of action from the following:

- Accept the program in its current state.
- Provide the program an extension of one academic year during which a new plan for student recruitment will be implemented and evaluated.
- Discontinue the program.⁴

Final Approval Process. The VPAASS will review the final recommendation of the Program Vitality Assessment Team and will accept or reject it. The VPAASS may also elect to send the recommendation back to the PVA Team for further analysis or clarification. If the PVA Team's recommendation is accepted by the VPAASS, he/she will forward it to the Superintendent/President for consideration. **In the event that the Superintendent/President disagrees with the revitalization or discontinuance recommendation forwarded by the VPAASS, the written recommendation of the PVA Team will be forwarded to the Board for the next agenda.**

Discontinuance: In the event that program discontinuance is recommended by the PVA Team either at the initial or final stages, and agreed upon by the VPAASS, faculty and/or students who disagree with the recommendation may appeal **in writing** directly to the Superintendent/President. Recommendations for program discontinuance that are approved by the Superintendent/ President are forwarded to the Board of Trustees for final determination.

If program discontinuance is approved by the Board, a timeline for program termination will be developed by the associated Dean, with the assistance of program coordinators (if applicable). In accordance with Accreditation Standard II.6.b, efforts will be made to ensure that students currently in the program "pipeline" may complete their education in a timely manner and with minimal disruption. Retraining and reassignment of program faculty and classified staff must also be addressed in accordance with the current Faculty Association and Classified Employee Union agreements.

ACADEMIC SENATE OF LAKE TAHOE COMMUNITY COLLEGE

REQUEST FOR AGENDA ITEM



Directions for completing electronic form: Type your information in the shaded field and then hit the TAB key to jump to the next field; to select Type of Consideration box(s) just click in the appropriate box(s).

Requested By: Michelle Risdon

Date: May 14, 2013

Subject: Revising the Senate By-laws

Time Required for Discussion: 15

Type of Consideration:

- Action Item
 - First Reading Only
 - Second Reading/Action
 - First Reading/Action/Suspension of the Rule
- Discussion Item (No Actions)
- Information Item Only

Desired Outcome: State the Motion you want passed (Action Items) or the direction you need from the Academic Senate (Discussion Items)

I would like to ask the Senate to revisit and revise, where it seems necessary, particularly in terms of overlapping committee responsibilities and elections, the Senate By-laws.

Background:

This item is inspired by the discussion in Senate regarding the workload of Senators, the overlap in committee assignments as written into the by-laws, and the mistake we have found in terms of the elections of Senators and term limits.

**LAKE TAHOE COMMUNITY COLLEGE ACADEMIC SENATE
CONSTITUTION AND BYLAWS**

Adopted 1988

Amended/Ratified 1990, 1991, 1992, 1994, 1996, 2001, 2005, 2012

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CONSTITUTION

ARTICLE I - LEGAL BASIS FOR AN ACADEMIC SENATE

SECTION 1 – Title 5

We the faculty of the Lake Tahoe Community College District hereby establish this constitution and these bylaws of the Academic Senate of Lake Tahoe Community College in order to promote the best interests of higher education and to serve the needs of the faculty and all members of the district community; to ensure that the faculty participate in the governance process of the district and that it consult collegially with the district governing board; to provide a forum for the faculty to discuss, debate, and formulate opinion on district policy development of academic and professional matters as set forth in Title 5 of the California Code of Regulations.

SECTION 2 – Powers Vested in the Faculty

All powers and responsibilities herein granted shall be vested in the faculty acting through the Academic Senate.

ARTICLE II - PURPOSE

SECTION 1 – Senate Purpose

The Academic Senate, in accordance with Title 5 of the California Code of Regulations, shall be the recognized representative of the faculty to the administration and governing board of Lake Tahoe Community College in matters concerning academic and professional issues, and shall participate in the formation and revision of district policies and procedures in all matters of an academic and professional nature.

The purpose of the Senate shall be to:

- Promote the general welfare of Lake Tahoe Community College and the faculty.
- Promote the development and maintenance of high standards in teaching within a framework of academic freedom, professional responsibility, and ethics.
- Strengthen the role that faculty members play in the College's governance processes.
- Participate in the process of developing the educational philosophy, objectives, plans, and budgets of the district.
- Participate in the selection of administrative and management personnel and faculty.
- Assess and declare positions on existing and proposed legislation relative to the welfare of the district and the California Community College system.
- Represent the faculty of Lake Tahoe Community College and make recommendations to the college administration and the district governing board

with respect to local and statewide academic and professional matters and the formation of college policy. "Academic and professional matters" means the policy development and implementation matters delineated in section 2.

SECTION 2 – Senate Responsibilities

The Academic Senate shall have primary responsibility (the Board of Trustees shall “rely primarily” on the Senate) and shall work with the Board of Trustees to reach mutual agreement (“mutually agree”) on academic and professional matters as follows (See Appendix: Board/Senate Agreement):

1. Curriculum, including establishing prerequisites and placing courses within disciplines—**rely primarily**
2. Degree and certificate requirements—**rely primarily**
3. Grading policies—**rely primarily**
4. Educational program development—**mutually agree**
5. Standards or policies regarding student preparation and success—**rely primarily**
6. District and college governance constitutions, as related to faculty roles—**rely primarily**
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports—**mutually agree**
8. Policies for faculty professional development activities—**rely primarily**
9. Processes for program review—**mutually agree**
10. Processes for institutional planning and budget development—**mutually agree**
11. Appointment of faculty to committees—**rely primarily**
12. Prioritization and processes for hiring of faculty—**rely primarily**
13. Other academic and professional matters as are mutually agreed upon between the Board of Trustees and the Senate—**mutually agree**

ARTICLE III - MEMBERSHIP QUALIFICATIONS

SECTION 1 – Senate Membership

Membership in the Academic Senate shall consist of those individuals employed by the Lake Tahoe Community College District who as contract employees are employed one-half time or more in regular, authorized positions and who are employed in positions that are not designated as supervisory or management. An adjunct faculty member is eligible for membership only if currently employed by the district.

Members (Senators) will regularly attend meetings of the Academic Senate of Lake Tahoe Community College and will professionally discuss, debate, and take opinions on matters brought before the Academic Senate.

SECTION 2 – Ineligibility

If a member of the Academic Senate becomes ineligible for membership (refer to Constitution, Article III, Section 1), that person will no longer continue to be a member of the Senate and the vacancy shall be filled as provided in the Bylaws.

ARTICLE IV - COMPOSITION AND OFFICERS

SECTION 1 – Senate Composition

The Academic Senate shall be composed of the elected President of the Senate, the elected Vice-President of the Senate, the elected Secretary of the Senate, six (6) additional full-time faculty members, and two (2) adjunct faculty members.

SECTION 2 – Senate Officers

The officers of the Senate shall include a President, Vice-President, and a Secretary. The officers' terms, election procedures, and duties are set forth in the Bylaws.

SECTION 3 – Senate Representation

Representation to the Senate shall be as follows. There will be a total of eight (8) representative Senators according to the following academic groups:

1. Mathematics, Physics, Biology, Chemistry, Geology, and Physical Education (2 Senators)
2. Anthropology/Sociology, Psychology, History/Political Science, English, Art, World Languages, Music, Theatre (2 Senators)
3. Counseling, Disabilities Resource Center, Library (1 Senator)
4. Early Childhood Education, Culinary Arts, Business, Computer and Information Sciences, Computer Applications (1 Senator)
5. Adjunct Faculty (2 Senators)

The President, Vice-President, and Secretary shall be nominated and elected by the faculty as a whole. Academic group members shall nominate and elect from their own group. If any academic group chooses not to elect a representative, that position will become an at-large position, and the person elected to that at-large position will represent all full-time faculty members. Only Senators elected by the means set forth in the Bylaws will be seated. Officers and Senators shall not hold concurrent positions, except if necessary to fill a vacancy on an emergency and/or temporary basis.

ARTICLE V - DUTIES AND RESPONSIBILITIES

SECTION 1 – Senate Quorum

The Academic Senate shall have regular and special meetings, as herein provided, and a majority of the Senate shall constitute a quorum, which shall be sufficient to transact business.

SECTION 2 – Meeting Minutes

The Academic Senate shall keep minutes of all its meetings and publish the proceedings of each meeting.

SECTION 3– Senate Committees

The Academic Senate may create and maintain committees and authorize such to perform any duty within the scope of the Senate's authority.

SECTION 4 – Recommendations to the Board of Trustees

The Academic Senate shall present its written and oral views and recommendations to the Board of Trustees through regularly established channels. However, the Senate, after consultation with the college administration and/or the Board of Trustees' designee, may present its views directly to the Board of Trustees. In accordance with the regulations of the California Community College Board of Governors, "The Board of Trustees shall consider such views and recommendations."

ARTICLE VI - AMENDMENTS

The Academic Senate and/or members of the faculty may propose amendments to the Lake Tahoe Community College Academic Senate Constitution and Bylaws, as set forth in the Bylaws, Article V.

BYLAWS

ARTICLE I - DUTIES OF OFFICERS AND SENATORS

SECTION 1 – Officers of the Academic Senate

The officers of the Academic Senate shall be a President, Vice-President, and a Secretary.

SECTION 2 – Election of the Officers

1. Officers will be elected at-large from the full-time faculty. Any full-time faculty member is eligible for these offices.
2. The election of the officers shall conform to the procedures specified in the Bylaws, Article III, Section 1.

SECTION 3 – Election of the Senators

1. Senators will be elected from the specific academic groups as delineated in Article IV, Section 2 of the Constitution.
2. The election of the Senators shall conform to the procedures specified in Bylaws, Article III, Sections 2 and 3.

SECTION 4 – Terms

1. Officers and Senators shall serve for a term of one academic year (with the exception of 3 Senators, who shall serve one two-year term—2012-13 and 2013-14) (see Article III, Section 6).
2. Terms of officers and full-time faculty Senators shall begin July 1 and end June 30 of the calendar year.
3. Adjunct Senators' terms shall begin on the second Academic Senate meeting of the fall quarter and end on June 30.

SECTION 5 -- Duties of the President

1. Serve as the official spokesperson for the Academic Senate and perform those tasks that the Senate deems necessary to the responsible discharge of the President's obligations to the faculty and Senate.
2. Establish the place and time for all meetings of the Senate and attend all regular and special meetings of the Senate and all meetings of the faculty called by the Senate President or by the Senate.
3. Ensure that Senate business is carried forward from previous Senate meetings in a timely manner.
4. Implement decisions of the Senate and supervise administration of Senate business, including being responsible for all financial matters associates with the Senate.
5. Assist in the production of the Year-End Report of the Academic Senate.

6. Attend, or have a Senate representative attend, all regular meetings of the Board of Trustees. The Vice-President should first be asked to attend in the President's absence; if the Vice-President is unavailable, then another member of the Senate should be asked.
7. Preside over meetings of the Academic Senate in the absence of the Vice-President.
8. Appoint members of committees formed by the Academic Senate and recommend faculty members to the administration for College committees.
9. Serve as an ex-officio member of all committees formed by the Academic Senate.
10. Serve on the Learning Council and as one of the tri-chairs (along with the Vice-President of Academic Affairs and Student Services and the Director of Institutional Research) for the Accreditation Self-Study.
11. Represent the Senate on all "major governance" committees if the Senate has not already appointed a person to represent the Senate at such meetings. The President should regularly attend all "major governance" committees, especially when major academic and professional matters are under discussion. The Academic Senate shall determine which committees are to be defined as "major governance" committees.
12. Represent the Academic Senate and act as liaison in affairs and meetings with the administration and Board of Trustees. The President should be accompanied by the Vice-President, another Senator, or designated faculty representative at all meetings with the administration. The Vice-President should first be asked to accompany the President; if the Vice-President is unavailable, another member of the Senate or a faculty representative should be asked.
13. Coordinate activities with the Faculty Association.
14. Maintain ties between the Academic Senate and the statewide Academic Senate for California Community Colleges.
15. Encourage Senators to attend area meetings and fall and spring sessions of the statewide Academic Senate for California Community Colleges.

SECTION 6 – Duties of the Vice-President

1. Prepare and distribute an agenda for each Senate meeting and preside over all meetings of the Academic Senate.
2. Represent the Academic Senate and, in conjunction with the President, act as liaison in affairs and meetings with the administration and Board of Trustees.
3. Assist the President and execute all duties specifically assigned to him/her by the President.
4. If the President is absent or incapacitated, the Vice-President shall assume full presidential powers until such time as determined by the Senate.
5. Preside over elections of the Academic Senate.
6. Serve on the Learning Council.
7. Be responsible for accurate knowledge of the *Ralph M. Brown Act* and the current edition of *Robert's Rules of Order*.

SECTION 7 – Duties of the Secretary

1. Maintain a written record of attendance for Academic Senate members.
2. Prepare and distribute the minutes of previous meetings to all faculty at least twenty-four hours prior to meetings of the Academic Senate.
3. Prepare and distribute motions and resolutions of each meeting to all faculty in a timely fashion.
4. Be responsible for all official correspondence and all official minutes of the Academic Senate and for keeping the historical record to be passed on to the Secretary elect.
5. Assume full presidential powers if both the President and Vice-President are absent or incapacitated.
6. Assist the President and execute all duties specifically assigned to him/her by the President, including serving on the Learning Council, if so designated.

SECTION 8 – Duties of Senators

1. Attend Senate meetings regularly.
2. Report Senate deliberations to constituents and communicate and represent the interests, opinions, and concerns of constituents at Senate meetings.
3. Represent assigned committees and report on committee work during Senate meetings when appropriate and/or arrange for committee chairs to report to Senate.
4. Represent the Senate only when authorized to do so and assist the President and execute all duties specifically assigned to him/her by the President, including serving on the Learning Council, if so designated.

SECTION 9 –Duties of Adjunct Faculty Representatives:

1. Serve as the direct liaisons between the full-time faculty and the adjunct faculty.
2. Represent and communicate the interests and opinions of all adjunct faculty.
3. Maintain communication on academic and professional matters, especially those related to adjunct faculty issues, through necessary means, such as surveys, newsletters, e-mails, the portal, discussion groups/boards, and meetings of the adjunct faculty.
4. Assist the President and execute all duties specifically assigned to him/her by the President, including serving on the Learning Council, if so designated.

SECTION 10 –Scope of Office and Compensation of Officers:

1. Academic Senate officers are the representative leadership of the faculty and, in consulting collegially with the administration and Board of Trustees, must represent the majority interest of the Academic Senate.
2. Academic Senate representatives (Senators) are the representative leadership of their academic groups and, in consulting collegially with the other members of the Academic Senate, the administration, and Board of Trustees, must represent the majority interest of their academic groups.
3. Officers will be compensated at the rate negotiated by the Faculty Association and with distribution approved by the Academic Senate. If any officer must delegate duties to

other individuals, those individuals may be compensated from the amount allotted to that officer proportionate to the duties given.

4. Senators' work on the Academic Senate and related assigned roles shall be considered as some portion of their contractually required "college work" or as negotiated by the Faculty Association.

SECTION 11 – Removal from Office, Vacancies, Ineligibility, or Resignation

1. Officers who miss half or more of the Academic Senate meetings in any quarter may be removed from office. The process of removal will begin with a petition presented to the Academic Senate and signed by forty percent of the faculty who voted that individual into office. The officer may be removed by a two-thirds vote and previous notice of the full-time faculty.
2. Officers may also be removed from office by a no-confidence vote by written ballot of two-thirds and previous notice of the full-time faculty.
3. Senators who miss half or more of the Academic Senate meetings in any quarter may be removed from office. The process of removal will begin with a petition presented to the Academic Senate and signed by forty percent of the faculty who voted that Senator into his or her position. The Senator may be removed by a two-thirds vote and previous notice of their academic groups.
4. Senators may also be removed from office by a no-confidence vote by written ballot of two-thirds and previous notice of the faculty of their academic groups.
5. If a vacancy of any sort occurs, it shall be filled by special election no later than ten working days after the vacancy has been announced. If the vacancy is the Vice-President, the election shall be presided over by the highest ranking officer remaining.
6. If the President resigns or becomes permanently incapacitated, the full-time faculty shall determine whether to hold a new election or have the Vice-President serve the remainder of the President's term.
7. Upon the election of a new President by special election or as outlined in Bylaws, Article III, Section 1, the new President will immediately assume the role of President of the Academic Senate.
8. A Senator shall become ineligible for a position on the Senate when he or she no longer meets the definition of "faculty" as set forth in Constitution, Article III, Section 1, and shall be required to resign immediately from the Academic Senate. The vacancy thus created shall be filled as herein provided (See Bylaws, Article III).
9. In the case of all officers resigning from office, the full-time faculty will elect an election chair to preside over nominations and the elections of new officers.
10. Officers filling vacancies shall do so for the remainder of the term. If the vacancy occurs among the Vice-President/President, the vacancy shall be filled for the coming year during the regularly scheduled spring elections.

ARTICLE II- MEETINGS

SECTION 1 – Regular Meetings

1. In accordance with the *Ralph M. Brown Act*, all meetings of the Academic Senate of Lake Tahoe Community College are open meetings.
2. Any full-time or adjunct faculty member, administrator, classified staff member, student, trustee, community member, or member of the public may attend Academic Senate meetings.
3. Regular meetings of the Academic Senate shall be held:
 - a. At a regularly scheduled meeting time on a bi-monthly basis
 - b. When called by the President.
4. Meetings shall be scheduled to accommodate the greatest number of members. Specific meeting times shall be established by the Academic Senate officers at the beginning of each term.
5. An agenda for each regular meeting shall be posted at least 72 hours before the meeting containing a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session. The agenda shall also specify the time and location of the meeting and shall be posted in a location that is freely accessible to members of the public (Sec. 54954.2, California Government Code [Brown Act]).
6. The most current edition of *Robert's Rules of Order* will serve as the parliamentary authority of the Academic Senate of Lake Tahoe Community College.
7. Matters may be brought before the Academic Senate by Academic Senate members, college staff, the Board of Trustees, or students in the following ways:
 - a. By requesting that an item be put on the agenda before distribution;
 - b. Through a committee chair or his/her representative;
 - c. By requesting that an item be added to the agenda during an Academic Senate meeting.
8. Minutes of the meetings, as well as any documents or proposals discussed, shall be distributed by the Secretary to all Academic Senate members and posted in a location that is freely accessible to members of the public.
9. Discussion time for all matters will be limited to ten minutes with a majority vote to continue required for any additional ten minutes.
10. A majority of the Senate shall constitute a quorum, which shall be sufficient to transact business.

SECTION 2 – Special Meetings

Special meetings of the Academic Senate may be held for regular or special business matters, but 24-hour notice, per Brown Act requirements, must be given to all Senators, full-time and adjunct faculty, and the general public setting forth the date, time, and place.

SECTION 3 – Compliance with Brown Act

All regular and special meetings of the Senate and its committees shall be open to all parties, with the exception of those portions of the meetings closed by the consent of the Senate or President such as sessions to discuss personnel matters. (See Section 54956.7—Closed Session, California Government Code [Brown Act], for guidelines for closed session requirements.)

SECTION 4 – Calling Special Meetings

A special meeting of the Academic Senate shall be called by the President upon the written petition of at least three members of the Senate, of ten percent of the members of the faculty, or at the discretion of the President.

ARTICLE III - ELECTIONS

SECTION 1 – Election of Officers

1. The President shall determine the nomination period for the offices of President, Vice-President, and Secretary. Candidates must complete an intent-to-seek-office form, due by the specified deadline date. The names of all candidates who have returned forms will be announced at the meeting immediately following the deadline date for nominations. At that meeting, nominations will be taken from the floor. Nominations will officially close at the adjournment of that meeting.
2. Officers will be chosen by a majority vote and previous notice of the full-time faculty. If no candidate for office receives a majority, the two top candidates receiving the most votes will participate in a run-off vote.
3. For the offices of President, Vice-President, and Secretary, a secret, written ballot will be distributed by the Vice-President to all members within one week of the first Academic Senate meeting in May. Election results will be announced at the next Academic Senate meeting.
4. The Vice-President shall secure the ballot box, ensure that each faculty member casts only one vote, and ensure that all faculty members are given the opportunity to vote appropriately.

SECTION 2 – Election of Senators Representing Academic Groups

1. The President shall determine the nomination period for the positions of the full-time faculty Senators. Nominations will be accepted from interested faculty from the four (4) academic groups and will be solicited using a written nomination form. Nominations will close by the date specified on the form.
2. For the positions of Senator, a written ballot will be distributed to the faculty of the academic groups that are eligible to elect a member from within their group within one week of the first Academic Senate meeting in May. Only those individuals who meet the

criteria for "faculty" as set forth in Senate Constitution, Article III, Section 1, may be elected. Election results will be announced at the next Academic Senate meeting.

3. The Vice-President shall secure the ballot box, ensure that each faculty member casts only one vote, and ensure that all faculty members are given the opportunity to vote appropriately.
4. The nomination from an academic group may be made by self-nomination or by another member of the representative group, with the consent of the nominee.
5. If a representative area or academic group does not submit a nominee, that position shall be declared an at-large position and the person elected to that position will represent all faculty.

SECTION 2 – Election of Senators Representing Adjunct Faculty

1. The President shall determine the nomination period for the positions of the adjunct faculty Senators. Nominations will be accepted from interested adjunct faculty and will be solicited using a written nomination form. Nominations will close by the date specified on the form.
2. For the positions of Senator, a written ballot will be distributed to the adjunct faculty who are eligible to elect a member from within their group within one week of the first Academic Senate meeting in the fall quarter. Only those individuals who meet the criteria for "faculty" as set forth in Senate Constitution, Article III, Section 1, may be elected. Election results will be announced at the next Academic Senate meeting.
3. The Vice-President shall secure the ballot box, ensure that each faculty member casts only one vote, and ensure that all eligible adjunct faculty members are given the opportunity to vote appropriately.
4. The nomination of adjunct faculty may be made by self-nomination or by another member of the representative group, with the consent of the nominee.
5. If the adjunct faculty group does not submit a nominee, that position shall be declared an at-large position and the person elected to that position will represent all faculty.

SECTION 3 – Election of At-Large Senators

1. If any of the academic groups does not submit a nominee, the Vice-President will notify the faculty of open at-large seats and will begin accepting nominations. These seats include:
 - a. The seat(s) reserved for full time faculty.
 - b. The seat(s) reserved for adjunct faculty.
 - c. Any seat(s) that may result from an academic area's not nominating a Senator to represent it.
2. For the positions of at-large Senator, a written ballot will be distributed to all faculty within one week of the first Academic Senate meeting in the fall quarter. Only those individuals who meet the criteria for "faculty" as set forth in Senate Constitution, Article III, Section 1, may be elected. Election results will be announced at the next Academic Senate meeting.

SECTION 4 – Senate Terms

The Senate Officers shall serve one-year terms. Officers will be elected every spring quarter. Senators shall serve one-year terms. Full-time faculty Senators will be elected every spring quarter. Adjunct faculty Senators will be elected every fall quarter. Elections for the Senators shall be staggered as follows:

- A. All Senators shall be elected to serve the 2012-13 term.
- B. One Senator from each of the following academic groups 1, 2, and 3/4 will be elected to serve 2013-2014, with the other Senator from each of those groups serving an initial two years in order to stagger terms.
- C. The Senator's position that was filled for an initial two-year term will be elected to serve the 2014-2015 term.
- D. After this initial exception, all Senators will be elected for one-year terms, with three elected in one year, and the remaining three elected in the subsequent year.
- E. Adjunct faculty Senators will be elected every fall quarter, beginning in 2012.

The academic groups are as follows:

1. Mathematics, Physics, Biology, Chemistry, Geology, and Physical Education (2 Senators)
2. Anthropology/Sociology, Psychology, History/Political Science, English, Art, World Languages, Music, Theatre (2 Senators)
3. Counseling, Disabilities Resource Center, Library (1 Senator)
4. Early Childhood Education, Culinary Arts, Business, Computer and Information Sciences, Computer Applications (1 Senator)
5. Adjunct Faculty (2 Senators)

ARTICLE IV – COMMITTEES

1. The President of the Academic Senate shall select members for appointment to Senate and College committees, including hiring committees.
2. Adjunct faculty committee representatives will be chosen by the President of the Academic Senate in consultation with the adjunct faculty Senators.
3. Academic Senate committees may be created and appointed by the President and/or a majority vote in an Academic Senate meeting.
4. Academic Senate committees shall recommend action on designated issues to the Academic Senate, unless specifically authorized by the Senate to report directly to the administration or concerned parties.
5. Committees will each be assigned to a Senator for the purposes of updates and reporting at Academic Senate meetings. Reports of Academic Senate committees shall be presented either by the representative Senator or by the committee chairperson, when necessary and appropriate. Committees will also be encouraged to present such reports in written form.
6. Standing committees shall conduct business in accordance with the *Ralph M. Brown Act* and the most recent edition of *Robert's Rules of Order*.

7. Committee chairpersons shall:
 - a. Be elected by majority vote of their committee.
 - b. Regularly hold committee meetings.
 - c. Regularly report to the Academic Senate President.
 - d. Be responsible for updating the representative Senator on information necessary to report to the Academic Senate and/or for presenting committee reports at Academic Senate meetings.
 - e. Be responsible for the final committee report in the Year-End Report of the Academic Senate.
8. Other college committees and bodies may be granted courtesy report status on the agenda of the Academic Senate.
9. The Year-End Report of the Academic Senate of Lake Tahoe Community College will be produced by the officers and committee chairs of the Academic Senate.
 - a. The report will be distributed as part of the official record of the Academic Senate by no later than the last Academic Senate meeting of the academic year.
 - b. This report will generally detail the activities and accomplishments of officers, standing committees, ad hoc committees, and other pertinent matters deemed of major importance.
 - c. The report will further include suggested goals for officers, standing committees and ad hoc committees for the upcoming academic year.
 - d. The report will finally include a text summary of all Academic Senate resolutions of that year.

ARTICLE V - AMENDMENT PROCEDURES

SECTION 1 – Manner of Amendment

The Lake Tahoe Community College Academic Senate Constitution and Bylaws shall be amended in the following manner:

1. By a two-thirds vote of the Academic Senate and previous notice of the faculty.
2. Amendments must be presented in writing a minimum of one week prior to voting.

ARTICLE VI – SUPPLEMENTAL PROCEDURES

In order to facilitate the operation of the Senate and provide for the resolution of contentious issues, the Senate shall from time to time formulate “Supplemental Procedures.” These Supplemental Procedures will carry the authority of Senate resolution and shall be binding. They will generally deal with issues of less importance than those items enumerated in this Constitution and Bylaws. They can be passed and modified by a majority vote of the Senate. They will be published separately from this Constitution and Bylaws.

ACADEMIC SENATE OF LAKE TAHOE COMMUNITY COLLEGE

REQUEST FOR AGENDA ITEM



Directions for completing electronic form: Type your information in the shaded field and then hit the TAB key to jump to the next field; to select Type of Consideration box(s) just click in the appropriate box(s).

Requested By: Mike Spina

Date: 5/9/2013

Subject: Academic Calendar 2014-2015

Time Required for Discussion: 10 min.

Type of Consideration:

- Action Item
 - First Reading Only
 - Second Reading/Action
 - First Reading/Action/Suspension of the Rule
- Discussion Item (No Actions)
- Information Item Only

Desired Outcome: State the Motion you want passed (Action Items) or the direction you need from the Academic Senate (Discussion Items)

Make a recommendation for the proposed 2014-2015 academic calendar.

Background:

LAKE TAHOE COMMUNITY COLLEGE
Admissions and Records

Memorandum

To: Tom Greene, Vice-President of Academic Affairs and Student Services

From: Cheri Jones, Interim Executive Director of Technology & Education Services

Subject: Proposed 2014-2015 Academic Calendar

Date: March 5, 2013

Attached is the proposal for the academic calendar of 2014-2015. This proposal has been prepared ahead of the usual cycle in an effort to facilitate long-term planning. It includes summer 2014 which was previously approved in order to align proposals with the true configuration of the academic calendar which always begins with summer session.

	Teaching Days (including finals)	Flex Days	Fall Dates	Winter Dates	Spring Dates	Jump Start	Instructional Mondays in Winter
Proposed Configuration	171	4	9/22 – 12/11	1/5-3/27 (Monday start)	4/6-6/25	Not planned	10

The proposed schedule meets the regulatory requirement for 175 instructional days inclusive of flex days. It includes one full week of instruction after the Thanksgiving holiday prior to final exams for fall quarter. The calendar also allows for a full week of classes at the beginning of winter quarter. Looking forward to summer 2015, there will be no break between spring and summer session in order to allow ISSI to be scheduled with a Monday start date prior to August 14th in accordance with the Senate agreement.

In order for the Board of Trustees to approve the calendar in early summer, a recommendation from the Academic Senate is needed before the end of spring quarter. The 2015-2016 academic calendar will then be prepared according to the normal schedule with a Senate recommendation expected in fall quarter and adoption by the Board of Trustees in January 2014. After this occurs, LTCC will consistently have calendars available for the next two academic years to utilize for planning purposes.

<p>Please note that an instructional week must have a minimum of three (3) instructional days. I would respectfully request an opportunity to review any changes that are made to this proposal to ensure that revisions are compliant with Education Code and do not negatively affect our FTES before it is presented to the Board of Trustees for final approval.</p>

2014-2015 Academic Calendar

[Summer 2014 was previously approved]

Proposed

SUMMER 2014 and ISSI 2014 (configuration that allows ISSI to begin before 8/14)		
Jump Start Session	One week overlap with spring quarter	6/23-8/1 (Mon. start)
Six Week Session		6/30-8/8
ISSI	Monday - Friday	8/11-8/15
Holiday	Independence Day	7/4 (Fri. – no option)

FALL 2014 (56 days plus 4 flex days) Monday, September 22, 2014 - Thursday, December 11, 2014		
Flex Days	This calendar configuration allows for a total of 4 flex days scheduled in fall quarter	9/12, 9/15, 9/16 9/17 - all faculty flex
Holidays	Labor Day Veterans Day Thanksgiving Weekend Christmas Eve & Day New Year's Eve & Day	9/1 (Mon.) 11/10 (Mon. - option is 11/11) 11/27 & 11/28 (Thu. & Fri.) 11/29 & 11/30 – no Sat or Sun classes 12/24 & 12/25 (Wed. & Thu.) 12/31 & 1/1 (Wed. & Thu.)
Final Exams	Monday - Thursday	12/8 - 12/11
Winter Break	Friday - Sunday	12/12 – 1/4

WINTER 2015 (57 days) Monday, January 5, 2015 - Friday, March 27, 2015		
Flex Days	None scheduled	
Holidays	Martin Luther King, Jr. Day Lincoln's Birthday Washington's Birthday	1/19 (Mon – no option) 2/13 (Fri – options are 2/6, 2/12) 2/14 & 2/15 – no Sat or Sun classes 2/16 (Mon – no option)
Final Exams	Tuesday – Friday*	3/24 - 3/27
Spring Break	Saturday - Sunday	3/28 – 4/5

**The final exam configuration for winter quarter is Tuesday-Friday to avoid scheduling issues involving courses meeting on Mondays. This model provides ten instructional Mondays plus a final exam meeting for Monday-only courses. For most courses scheduled M, M/W or M/W/F, this configuration prevents the need to add extra time to meet the minimum of 11 instructional hours required per credit hour. If a course normally meets more than two hours per meeting, the final exam meeting may not provide sufficient hours to make up for time lost on holidays.*

SPRING 2015 (58 days) Monday, April 6, 2015 - Thursday, June 25, 2015		
Flex Days	None scheduled	
Holidays	Memorial Day	5/23 & 5/24 – no Sat or Sun classes 5/25 (Mon – no option)
Final Exams	Monday - Thursday	6/22-6/25
Graduation	Friday	6/26 (non-instructional day)
Break	There is no break between spring and summer quarters in this configuration.	

ACADEMIC SENATE OF LAKE TAHOE COMMUNITY COLLEGE

REQUEST FOR AGENDA ITEM



Directions for completing electronic form: Type your information in the shaded field and then hit the TAB key to jump to the next field; to select Type of Consideration box(s) just click in the appropriate box(s).

Requested By: Tom Greene

Date: May 12, 2013

Subject: Intercollegiate Soccer Program Proposal - Follow-up

Time Required for Discussion: 3 hours

Type of Consideration:

- Action Item
 - First Reading Only
 - Second Reading/Action
 - First Reading/Action/Suspension of the Rule
- Discussion Item (No Actions)
- Information Item Only

Desired Outcome: State the Motion you want passed (Action Items) or the direction you need from the Academic Senate (Discussion Items)

I am asking the Senate to consider supporting the establishment of an intercollegiate soccer program at the College.

Background:

This item is a follow-up to an initial discussion regarding the proposed intercollegiate soccer program. Several questions were asked to which I hope to respond. An updated proposal will be provided and reviewed at the Senate meeting. Unfortunately, this document will not be ready prior to the Senate meeting.

ACADEMIC SENATE OF LAKE TAHOE COMMUNITY COLLEGE

REQUEST FOR AGENDA ITEM



Directions for completing electronic form: Type your information in the shaded field and then hit the TAB key to jump to the next field; to select Type of Consideration box(s) just click in the appropriate box(s).

Requested By: Jon Kingsbury

Date: May 14, 2013

Subject: Review FHP Application Form

Time Required for Discussion: 15

Type of Consideration:

- Action Item
 - First Reading Only
 - Second Reading/Action
 - First Reading/Action/Suspension of the Rule
- Discussion Item (No Actions)
- Information Item Only

Desired Outcome: State the Motion you want passed (Action Items) or the direction you need from the Academic Senate (Discussion Items)

I would like to ask the Senate to revisit and revise, where it seems necessary, any of the various components of the Faculty Hiring Prioritization (FHP) application form.

Background:

The Faculty Hiring Prioritization process is entering its third year of implementation. In the interest of continuous improvement, the Academic Senate should assess the overall effectiveness of the form's required qualitative and quantitative data. A current draft of the FHP Application form is attached for your review. The goal is to have a final draft available for faculty before the end of the academic year with the deadline for submitting completed applications to be determined during the fall 2013 quarter.

Faculty Position Request Form Year 2014~2015

For Hiring Prioritization Committee ONLY	Date(s):	
	(Indicate Ranking) ➡	of 30

Directions: Complete a separate request for each position. Forms must be signed by the originating faculty member and by the Director of Institutional Research and Planning. Please use additional pages if necessary.

A. General Information

Position Title:		Check all that apply: <input type="checkbox"/> New Position <input type="checkbox"/> 100% Assignment <input type="checkbox"/> Split Assignment Identify Split % _____ <input type="checkbox"/> Replacement
Department:		
Division:		

Review/Approval	Date
Originating faculty:	
Director of Research and Planning	

All conflicts/disagreements within department should be discussed and resolved prior to submission of this form.

B. Description of the Position/Assignment

- Describe all duties/responsibilities of the position, including non-teaching assignments.

2. How does the position address Program Review (and Annual Program Review Update) recommendations and Program SLOs?

[Empty yellow response box]

3. How does this position address the following areas?

a. The Mission:

[Empty yellow response box]

b. The Educational Master Plan (EMP):

[Empty yellow response box]

c. The Strategic Plan:

[Empty yellow response box]

3. Is this position categorically or grant funded? If yes, please explain. Yes No

C. Rationale for the Position

1. Description of need. Please address the following:

a. Describe any recent or anticipated retirements, professional development leaves, release time, and/or reduced load requests.

[Empty yellow response box]

b. Have you had any difficulty in hiring part-time instructors in your discipline? Please include data from Human Resources indicating the number of recent part-time hiring cycles and the number of part-time instructors added to the pool.

[Empty yellow response box]

c. Would failure to fill the position result in the department's inability to schedule all courses or offer a program in the discipline?

d. Would failure to fill the position result in limiting student services or programs or otherwise impact other College programs?

e. How would the position assist in the fulfillment of departmental workload responsibilities?

f. Does the position provide leadership to classified staff?

g. Does this program have any additional support (instructional aids, lab aids, department staff, student workers, etc)? Please explain.

h. Does the position maintain any equipment, materials, and/or facilities?

i. Would failure to fill the position result in the closing of a laboratory or other instructional facility?

j. Are there any safety concerns if the position is not filled?

k. Is the position required by external licensure, accreditation, or legal mandates? Is the position recommended by a CTE advisory group? If so, please explain.

D. Department Data: Faculty Position Request Year 2014-2015

(To be completed in conjunction with the Office of Institutional Research & Planning):

1. FTES History and Enrollment:

	FTES	Enrollment
2008-2009	##	##
2009-2010	##	##
2010-2011	##	##
2011-2012	##	##
2012-2013	##	##

2. FTEF (full-time equivalent faculty):

FTEF (full-time equivalent faculty)		
2010-2011	2011-2012	2012-2013
##	##	##

3. Full-Time Faculty (FTE) and Contractual Reassigned workload:

	FTE	Reassigned FTE	Adjusted FTE
2012-2013	##	##	##

4. Ratio of Weekly Student Contact Hours (WSCH) to FTEF:

Ratio of Weekly Student Contact Hours (WSCH) to FTEF		
2010-2011	2011-2012	2012-2013
##	##	##

5. Section History:

	2010-2011		2011-2012		2012-2013	
	Number of Sections	Enrollment per Section	Number of Sections	Enrollment per Section	Number of Sections	Enrollment per Section
Lecture	##	##	##	##	##	##
Lab	##	##	##	##	##	##
Total	##	##	##	##	##	##