



ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE MEETING
November 20, 2008
3:00 p.m. – SSV 151

To conform to the open meeting act, the public may attend open sessions

- 1. CALL TO ORDER AND ROLL CALL**
- 2. OPENING COMMENTS FROM THE SENATE PRESIDENT**
- 3. OPEN COMMENTS FROM THE PUBLIC**
- 4. PRESENTATION**
 - a. ILO Survey Results (attachment) – Ted Younglove
 - b. AVC Foundation: CCC Scholarship Endowment (attachment) – Bridget Razo
- 5. APPROVAL OF MINUTES**
 - a. October 16, 2008 (attachment)
- 6. REPORTS (limited to 5 min. each)**
 - a. Honors Committee – Karen Lubick
 - b. Program Review – Carol Eastin
 - c. Student Learning Outcomes – Melanie Parker
 - d. Shared Leadership Task Force – Tom Graves
- 7. ACTION ITEMS**
 - a. Hayward Award Nominee (attachment)
 - b. Distance Education Co-Chair (2009 – 2012) – Rick Balogh
- 8. DISCUSSION ITEMS**
 - a. Statewide Senate Fall Plenary Session
 - b. Board of Trustees – November 10, 2008 meeting: What Next?
 - c. ASSIST – What is it? And CAN Status – Dr. Lee Grishman
- 9. SENATE ADMINISTRATIVE BUSINESS**
 - a. Announcements
 - 2009 Accreditation Institute – San Jose, CA – January 23 – 25, 2009
 - 2009 Teaching Institute – San Jose, CA – February 20 – 22, 2009
 - 2009 Vocational Education Institute – Universal City, CA – March 12 – 14, 2009
 - 2009 Spring Plenary Session – Millbrae, CA - April 16 – 18, 2009
 - 2009 Leadership Institute – Lake Tahoe, CA – June 18 – 20, 2009
 - 2009 Student Learning Outcomes and Assessment Institute – Anaheim, CA – July 8, 2009
 - 2009 Curriculum Institute – Anaheim, CA – July 9 – 11, 2009
- 10. ADJOURNMENT**

NON-DISCRIMINATION POLICY

Antelope Valley College prohibits discrimination and harassment based on sex, gender, race, color, religion, national origin or ancestry, age, disability, marital status, sexual orientation, cancer-related medical condition, or genetic predisposition. Upon request, we will consider reasonable accommodation to permit individuals with protected disabilities to (1) complete the employment or admission process, (b) perform essential job functions, (c) enjoy benefits and privileges of similarly-situated individuals without disabilities, and (d) participate in instruction, programs, services, activities, or events.

Upon request, this agenda will be made available in appropriate alternative formats to persons with disabilities, as required by Section 202 of the Americans with Disabilities Act of 1990. Any person with a disability who requires a modification or accommodation in order to participate in a meeting should direct such request to Ms. Patricia A. Márquez Sandoval, Academic Senate President, at (661) 622-6306 (weekdays between the hours of 8:00 a.m. and 5:00 p.m.) at least 48 hours before the meeting, if possible. Public records related to agenda items for open session are available for public inspection 72 hours prior to each regular meeting at the Antelope Valley College Academic Senate's Office, Administration Building, 3041 West Avenue K, Lancaster, California 93536.



**ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE MEETING
November 20, 2008**

1. CALL TO ORDER AND ROLL CALL

Ms. Patricia A. Márquez Sandoval, Senate President, called the meeting to order at 3:01 p.m.

2. OPEN COMMENTS FROM THE SENATE PRESIDENT

- Ms. Márquez Sandoval provided a brief overview of the Accreditation Follow Up visit. The college received several compliments on the work accomplished, but will not know the Commission's decision until January. We cannot stop progress and must continue to keep up the good work. Ms. Márquez Sandoval encouraged faculty to get involved in the Accreditation process and volunteer to serve on a standard for the next full self-study.
- The deadline to submit nominees for the Regina Stanbeck-Stroud Diversity Award is Friday, November 21, 2008. Currently, there are three nominees, which will be brought forward to the December 4, 2008 Senate Meeting as an action item.
- Discipline faculty need to review their equivalencies as many will expire this academic year. There are some disciplines that the equivalency will not work because the equivalency is lower than the minimum qualification. Ms. Márquez Sandoval encouraged Senators to go back to their divisions and have discipline faculty to review their equivalencies to ensure they are updated and submit the proper documentation.
- At the Statewide Senate Plenary Session the big topic of conversation was the budget and the potential impact to students. Students have begun a movement to get the attention of the legislatures. Life size student replicas have been placed in front of the Capital Building with an electronic feature that details how attending a community college has impacted their lives. Ms. Márquez Sandoval encouraged the students at AVC to look at getting involved as the budget will significantly impact their future of obtaining access to higher education.
- The Model United Nation (MUN) students recently participated in a competition with other colleges/universities. Four AVC students received awards for their work, which is a testament to the outstanding job Mr. John Vento is doing preparing students for competitions.
- At the last Budget Sub-Committee meeting, members worked to create two possible plans for budget cuts. The subcommittee has been diligently working at identifying two million dollars in budget cuts, but recent estimations speculate that the number is closer to three million. In light of the new information, the subcommittee will work to solidify a plan B if in the event the budget cuts are closer to three million dollars. The subcommittee is performing a fiscal study of all areas of operation to determine other areas that could be reduced. It was surprising to find that the college uses a horrific amount of paper. Please ask faculty to conserve, print documents that are absolutely necessary, and print front and back.
- The CSU's Chancellors Office indicates that they are considering declaring the entire CSU System as impacted, which would increase the reduction of students beyond the current 10% estimations. This will directly impact freshman applicants which will ultimately turn to local Community Colleges to obtain their education.

3. OPEN COMMENTS FROM THE PUBLIC

- Dr. Jackie Fisher expressed his gratitude to the faculty for coming to the November 10, 2008 Board of Trustee Meeting in support of the Theatre Arts Complex and putting forth the two resolutions. He announced they are hopeful that the Theatre Arts Complex groundbreaking ceremony will be held on Friday, January 9, 2009 at 10:00 a.m. In addition, he expressed his gratitude to Ms. Patricia A. Márquez Sandoval for her leadership in completing the

Accreditation Follow-Up Report. The overall feedback was positive and the campus must continue the effort to maintain consistent progress.

- Dr. Fisher announced an electrical fire occurred on campus in the TE-500 building. The building will be inaccessible for 24 hours. Due to the possibility of unstable flooring, only Security will be able to access the building after the 24 hour period. If faculty wish to obtain personal property, they should contact Security.
- Mr. Shunnon Thomas reported one of the main concerns the student body is currently struggling with is in terms of the budget and funding for community colleges. It is apparent that we are in a global budget crisis, but are looking at means to assist in the fight and in support of community college funding. Ms. Márquez Sandoval suggested the students need to collaborate with Statewide Student Senate. Mr. Thomas announced the students were considering a campus walk out on December 4, 2008 for five to ten minute time period, but would need the support of the faculty as well.

4. PRESENTATION

a. ILO Survey Results (attachment) – Aaron Voelcker

Ms. Márquez Sandoval announced Mr. Ted Younglove was not able to make the meeting to present the ILO Survey Results instead Mr. Aaron Voelcker would be providing the Senate with the survey results. Mr. Voelcker reported the first survey was performed in the spring of 2008 and the response rate was atrocious, only 4%. The Institutional Research Office reworked the questions and will personally go out to classrooms to speak with students about the survey. In addition, the first survey was conducted electronically, which will also be changed to gather a greater response. The survey was conducted to gather information on the institutional learning outcomes. Mr. Shunnon Thomas stated if he was not a member of the Student Body Organization, he would not know how to answer half of the questions asked on the survey. Mr. Voelcker provided the link to the new survey and suggested faculty review them and forward any feedback to Ted Younglove.

b. AVC Foundation: CCC Scholarship Endowment (attachment)

Ms. Bridget Razo did not attend. Ms. Márquez Sandoval reviewed the Foundation attachments and will ask Ms. Razo to attend the December Senate Meeting to provide a full presentation.

5. APPROVAL OF MINUTES

A motion was made and seconded to approve the October 16, 2008 Academic Senate Meeting minutes. Motion carried.

6. REPORTS (limited to 5 min. each)

a. Honors Committee – Karen Lubick

Ms. Karen Lubick reported the implications of the budget crisis on the Honors Program. The program will need to expand and consider alternative options to the current program, but without money to grow it will be a difficult task. The committee does not want to increase class size as a whole because this is one of the most common reason students participate in the program, but are willing to look at the need to increase class size on a case by case basis. Ms. Lubick announced she attended the Quartz Hill High School Parent's/Student's Information Night. There was a great deal of interest in the program. The Honor's Orientation held on campus had a phenomenal turnout. Ms. Lubick asked for faculty to begin thinking creatively and consider offering Honors courses or sections. Currently, the committee is in discussions of potentially offering a hybrid course (½ honors students and ½ general student population), but the structure of how the course would be offered has to come from faculty.

b. Program Review – Carol Eastin

Ms. Carol Eastin reported the completion of the last Peer Review Report. She offered her congratulations to the campus in working so diligently, in ensuring we stay on top of the Program Review cycle. She distributed a revised four year cycle and asked faculty to review it closely. In addition, she is working on revising and reducing the standards, currently there are 48 and the new process would only include 30 standards with an annual review. The new cycle will focus on a more data driven process and reduce the narrative portion of the process. The new four year cycle is as follows:

2008 – 2009

Business Services
CalWORKs
Disabled Student Services
Foundation and Institutional Research
Information Technology Services
GED
President's Office
Student Development – includes: ASO, Health Services: SOAR, and Student Activities
Veterans Services

2009 - 2010

Business, Computer Studies and Economic Development
EOPS (Extended Opportunity Programs and Services)
Health Sciences / Child and Family Education / Child Development Center
Human Resources
Social and Behavioral Sciences
STAR (Student Transition and Retention)
Technical Education

2010 - 2011

Enrollment Services
Financial Aid Office
Instructional Resources / Extended Services
Math, Science, and Engineering
Physical Education and Athletics
Visual and Performing Arts

2011 - 2012

Counseling
Information Technology Services
Language Arts
Outreach / Information and Welcome Center
President's Office

2013 - 2014

Business Services
CalWORKs
Disabled Student Services
Foundation and Institutional Advancement

GED
Student Development

c. Student Learning Outcomes – Melanie Parker

Ms. Melanie Parker reported the committee has approved 94% of all course SLOs. The campus is now entering the assessment phase of the SLO process and the committee is working on ideas for communicating the importance of keeping SLOs a living, breathing entity on campus. The committee is currently working on PLOs and bridging Student Services and Academic Areas. All approved SLOs can be obtained electronically on the www.avc.edu website under the Campus Organization and Student Learning Outcomes links. The process for submitting future SLOs will require that an electronic copy of the form be submitted. The next part of the electronic process is to create a link that will allow faculty to move between the SLOs and CORs.

d. Shared Leadership Taskforce – Tom Graves

Mr. Tom Graves reported the taskforce has met three times. The last meeting was held on October 17, 2008. Due to conflicts, coordinating a meeting has been difficult due to members' schedules. Upon receiving the committees' charge, they will began looking at other schools with similar student populations, FTES, etc. to determine a potential recommendation. The charge from the College Coordinating Council is to look at the role of shared leadership. This is not a taskforce that will be looking at a major reorganization of the campus. The final recommendation will be presented in mid-April.

7. ACTION ITEMS

a. Hayward Award Nominee (attachment)

A motion was made and seconded to confirm Mr. Christos Valiotis as the 2009 Hayward Nominee. Motion carried.

b. Distance Education Co-Chair (2009 – 2012) – Rick Balogh

A motion was made and seconded to confirm Mr. Rick Balogh as the Distance Education Committee Co-Chair beginning fall 2009 for a three year term. Motion carried.

8. DISCUSSION ITEMS

a. Statewide Senate Fall Plenary Session

Ms. Márquez Sandoval reported the Statewide Senate Fall Plenary Session theme was "25 year of Participatory Governance." A historical perspective was provided to attendees on the work that has been accomplished since the inception of Participatory Governance. Two resolution topics were: Whether you can flunk a student for cheating on a test? and How SLOs should not be a part of the Accreditation process. Both these resolutions were very big issues. Some faculty expressed that it is their right in determining student's grades. Ms. Márquez Sandoval stated there are two points to this matter: 1 – Can you flunk a student from a course for cheating on a test? and 2 – Whether to place a specific designation on a students transcript to indicate cheating? This should be a current topic of conversation among division faculty. The Statewide Academic Senate will continue to investigate this matter and provide additional information at the next Plenary Session. On Accreditation, Statewide Academic Senate stated that the letter sent to Barbara Beno, President of ACCJC, by Marty Hittelman sends the wrong message to campuses, and feel that he should have conferred with the Statewide Senate Executive Members prior to making such a bold statement. The SLO process should not be tied to the tenure evaluation process of faculty. Ms. Márquez Sandoval reported due to time constraints she would provide more information on the passed resolutions at the December meeting.

b. Board of Trustees – November 10, 2008 meeting – What next?

Ms. Márquez Sandoval reported at the November 10, 2008 Board of Trustees Meeting. Mr. Fox's response to one of the resolutions was expressed anger. He stated he's participated in training as a Board Member of the Antelope Valley Hospital and as a Student Trustee. He was critical of the fact that the Senate has not invited him to a meeting to talk to the faculty. The Senate entertained the following possible scenarios for action;

- The Senate can write a statement of support on the Student resolution.
- The Senate can write a resolution of a 'Vote of No Confidence.'
- The Senate can write a statement without a resolution.
- The Senate can invite Mr. Fox to attend the December meeting to speak directly to the faculty.
- The Senate can choose to take no further action on the matter.

A lengthy discussion occurred. The general consensus was that the Senate needs to present a resolution that clearly sends a message to the other Board of Trustee members, indicating faculty believe the college would place itself in a perilous situation if Mr. Fox is allowed to take the position of President on the Board of Trustees. In addition, the Senators did not believe inviting Mr. Fox to the upcoming Senate meeting would resolve any of the current issues. Ms. Márquez Sandoval stated she would draft a resolution with the Executive Senate members and forward it to the Senators to review and share with division faculty if they so choose. Mrs. Susan Knapp stated we are fighting for the accreditation of our campus and is proud of the way Dr. Fisher has remained professional, with all the pressure and bias statements that are being made in the Antelope Valley Press.

c. ASSIST – What is it? And CAN status – Dr. Lee Grishman

Dr. Lee Grishman provided a brief presentation of the California Articulation Numbering (CAN) System and the problems that occurred with the program. He reported this was a state mandated system and over the course of ten years AVC was able to articulate over 100 courses. Currently, there are two other systems evolving and the CAN system is no longer used. The California State University (CSUs) are developing and implementing the the Lower Division Transfer Program (LDTP). This program will articulate lower division course programs, but 25% of the community colleges have refused to participate in the program because of the many inconsistencies. Dr. Grishman has been mandated to begin submitting information for articulation. The other articulation system available is ASSIST – this program details what courses are required for students to transfer to a specific CSU or UC. Counselors use this system in advising students. Statewide Senate has initiated another articulation program C – ID. They are trying not to duplicate the work of the lower division transfer program. In addition, there is another articulation program called UC Pathways. Both the UCs and the CSUs participate in ASSIST. AVC's responsibility to ASSIST is to keep the four-year institutions informed of any updated course information, and they make the needed changes to the website. There are multiple ways a student can get transfer information, but all of them are different. Faculty, as well as, students need to be aware of what is occurring at the CSU and UC level to decrease the chances of acquiring wrong information. The LDTP facilitates transfer to any CSU, but there are CSUs that disagree with the stipulated courses. The UCs do not participate in the LDTP. The C-ID program is the only program that includes community colleges, CSUs, and UCs. This is a hot topic of conversation right now and can eventually change the curriculum.

9. SENATE ADMINISTRATIVE BUSINESS

There was no action items presented, simply announcements of upcoming conferences.

10. ADJOURNMENT

A motion was made and seconded to adjourn the October 20, 2008 Senate meeting at 4:35 p.m.
Motion carried.

<u>MEMBERS PRESENT</u>			
Frank Blua	Sandra Hughes	Candace Martin	Harish Rao
Carolyn Burrell	Jack Halliday	Kathy Moore	Kenan Shahla
Debra Feickert	MaryAnne Holcomb (proxy)	Rosa Onofre (proxy)	Susan Snyder (proxy)
Claude Gratton	Susan Knapp	Sal Suarez	Shunnon Thomas
Lee Grishman	Patricia A. Márquez	Ty Mettler	John Toth (proxy)
			Alex Webster
<u>MEMBERS ABSENT</u>		<u>GUEST PRESENT</u>	
Ed Beyer	Sandra Robinson	Carol Eastin	Melanie Parker
Susan Lowry	John Taylor	Dr. Jackie Fisher	Aaron Voelker
Cynthia Kincaid	Dorothy Williams	Karen Lubick	
Terry Rezek			

6/9/08

Institutional Learning Outcomes Student Survey Results

AVC ILO's were assessed using a survey of 2,000 randomly selected enrolled students from Spring, 2008. The survey was on-line at surveymonkey.com and a link to the survey was e-mailed to the students campus e-mail address. A total of 81 students participated for a response rate of 4%. Increasing the sample size and adding a week to the data collection period with an additional survey reminder e-mail are recommended to increase the response rate. The survey consisted of three or four questions for each ILO for a total of 20 questions. The target response goal was 70% selecting Moderate or Significant Improvement. ILO's 1 and 2 met the goal of 70%, however ILO's 3 to 6 fell below the 70% average. The individual questions are being evaluated, and will be revised if necessary. Major changes are not anticipated because of the small sample size in this initial assessment.

Average ILO Score (Goal 70%)

ILO	Average
1	74%
2	78%
3	63%
4	64%
5	58%
6	43%

The questions are presented on the following pages.

6/9/08

Survey Introduction

Antelope Valley College would like to get some information about how you view your educational experience at the college. This information will help us improve instruction and services, and adjust course requirements, to benefit future students.

All survey results are kept confidential, with information used in summary form only.

1. Gender

Gender MaleFemale

2. Age

Age Under 20 20 - 24 25 - 29 30 - 34 35 - 39 40 - 49 50 and over

3. Ethnicity

Ethnicity Black Non-Hispanic American Indian/Alaskan Native Asian/Filipino/Pacific Islander Hispanic Other White Non-Hispanic

4. How many terms have you taken courses at AVC?

How many terms have you taken courses at AVC? 1 2 3 4 5 6 7 8 or more

5. What is your academic goal?

What is your academic goal? Obtain Bachelor Degree after AA Obtain Bachelor Degree w/o AA Complete General Education Associate Degree Complete Vocational Associate Degree Complete a Certificate Explore Career Options Prepare for a new Career/Job Advance in current Career/Job Maintain certificate license Personal Development

6/9/08

ILO 1

During your time at Antelope Valley College, how would you rate your improvement in the following areas:

1. Analyzing and solving complex problems using evidence from a variety of sources
Analyzing and solving complex problems using evidence from a variety of sources No improvement Slight improvement Moderate improvement Significant improvement Unable to decide

2. Increasing self-awareness of diverse points of view
Increasing self-awareness of diverse points of view No improvement Slight improvement Moderate improvement Significant improvement Unable to decide

3. Integrating knowledge across a range of academic and everyday contexts
Integrating knowledge across a range of academic and everyday contexts No improvement Slight improvement Moderate improvement Significant improvement Unable to decide

6/9/08

ILO 2

During your time at Antelope Valley College, how would you rate your improvement in the following areas:

1. Maintaining and transferring academic and technical skills to the workplace
Maintaining and transferring academic and technical skills to the workplace No improvement Slight improvement Moderate improvement Significant improvement Unable to decide

2. Being a life-long learner, able to acquire, employ, and apply new knowledge
Being a life-long learner, able to acquire, employ, and apply new knowledge No improvement Slight improvement Moderate improvement Significant improvement Unable to decide

3. Setting goals and devising strategies for personal and professional development and well being
Setting goals and devising strategies for personal and professional development and well being No improvement Slight improvement Moderate improvement Significant improvement Unable to decide

6/9/08

ILO 3

During your time at Antelope Valley College, how would you rate your improvement in the following areas:

1. Understanding the basic content and modes of inquiry of the major knowledge fields (i.e., humanities, social sciences, physical sciences)

Understanding the basic content and modes of inquiry of the major knowledge fields (i.e., humanities, social sciences, physical sciences) No improvement Slight improvement Moderate improvement Significant improvement Unable to decide

2. Using the symbols and vocabulary of mathematics to solve problems and communicate results

Using the symbols and vocabulary of mathematics to solve problems and communicate results No improvement Slight improvement Moderate improvement Significant improvement Unable to decide

3. Responding to and evaluating artistic expression

Responding to and evaluating artistic expression No improvement Slight improvement Moderate improvement Significant improvement Unable to decide

4. Communicating effectively orally and in writing

Communicating effectively orally and in writing No improvement Slight improvement Moderate improvement Significant improvement Unable to decide

6/9/08

ILO 4

During your time at Antelope Valley College, how would you rate your improvement in the following areas:

1. Demonstrating computer literacy by locating, evaluating, and using information effectively

Demonstrating computer literacy by locating, evaluating, and using information effectively No improvement Slight improvement Moderate improvement Significant improvement Unable to decide

2. Writing and speaking with precision and clarify to express complex thought

Writing and speaking with precision and clarify to express complex thought No improvement Slight improvement Moderate improvement Significant improvement Unable to decide

3. Reading college-level materials with understanding and insight

Reading college-level materials with understanding and insight No improvement Slight improvement Moderate improvement Significant improvement Unable to decide

4. Ability to solve problems and make critical decisions

Ability to solve problems and make critical decisions No improvement Slight improvement Moderate improvement Significant improvement Unable to decide

ALLOCATIONS *and* FUNDRAISING TARGETS *by* COLLEGE

COLLEGE NAME	FULL-TIME EQUIVALENT STUDENTS		ALLOCATION FROM INITIAL \$25 MILLION*	FUNDRAISING TARGET TOWARD \$50 MILLION GOAL*
	STUDENTS	% OF TOTAL		
Alameda College of	3,744.63	0.32%	\$80,330	\$160,661
Allan Hancock College	9,853.33	0.85%	\$211,375	\$422,750
American River College	22,140.75	1.90%	\$474,966	\$949,933
Antelope Valley College	11,071.31	0.95%	\$237,503	\$475,006
Bakersfield College	13,217.61	1.13%	\$283,546	\$567,092
Barstow College	2,293.00	0.20%	\$49,190	\$98,379
Berkeley City College	2,931.50	0.25%	\$62,887	\$125,774
Butte College	10,619.04	0.91%	\$227,801	\$455,602
Cabrillo College	11,329.86	0.97%	\$243,050	\$486,099
Canada College	4,031.96	0.35%	\$86,494	\$172,988
Canyons, College of the	14,292.00	1.23%	\$306,594	\$613,188
Cerritos College	16,840.94	1.45%	\$361,274	\$722,548
Cerro Gordo Community College	3,058.59	0.26%	\$65,613	\$131,227
Chabot College	10,061.90	0.86%	\$215,849	\$431,698
Chaffey College	14,433.21	1.24%	\$309,623	\$619,246
Citrus College	11,965.89	1.03%	\$256,694	\$513,388
Coastline Community College	6,147.54	0.53%	\$131,878	\$263,756
Columbia College	2,209.25	0.19%	\$47,393	\$94,786
Contra Costa College	5,760.52	0.49%	\$123,575	\$247,151
Copper Mountain College	1,480.63	0.13%	\$31,763	\$63,525
Cosumnes River College	8,880.01	0.76%	\$190,495	\$380,990
Crafton Hills College	4,100.09	0.35%	\$87,956	\$175,911
Cuesta College	9,249.09	0.79%	\$198,413	\$396,825
Cuyamaca College	5,577.33	0.48%	\$119,646	\$239,291
Cypress College	10,741.74	0.92%	\$230,433	\$460,866
De Anza College	19,601.28	1.68%	\$420,489	\$840,979
Desert, College of the	7,844.19	0.67%	\$168,275	\$336,549
Diablo Valley College	15,475.38	1.33%	\$331,980	\$663,960
East Los Angeles College	22,014.99	1.89%	\$472,269	\$944,537
El Camino College**	22,695.10	1.95%	\$486,858	\$973,717
Evergreen Valley College	7,002.51	0.60%	\$150,219	\$300,438
Feather River College	1,424.57	0.12%	\$30,560	\$61,120
Folsom Lake College	5,264.35	0.45%	\$112,932	\$225,863
Foothill College	13,464.31	1.16%	\$288,838	\$577,676
Fresno City College	17,638.17	1.51%	\$378,376	\$756,753
Fullerton College***	25,226.74	2.16%	\$541,167	\$1,082,335
Gavilan College	5,258.13	0.45%	\$112,798	\$225,596
Glendale Community College	16,024.18	1.38%	\$343,753	\$687,506
Golden West College	11,018.01	0.95%	\$236,360	\$472,720
Grossmont College	12,784.97	1.10%	\$274,265	\$548,530
Harrnell College	6,505.97	0.56%	\$139,567	\$279,134
Imperial Valley College	6,942.41	0.60%	\$148,930	\$297,859
Irvine Valley College	7,841.25	0.67%	\$168,211	\$336,422
Lake Tahoe Community College	1,770.50	0.15%	\$37,981	\$75,962
Laney College	7,908.53	0.68%	\$169,655	\$339,310
Las Positas College	7,001.01	0.60%	\$150,187	\$300,373
Lassen College	1,521.63	0.13%	\$32,642	\$65,284
Long Beach City College	21,632.05	1.86%	\$464,054	\$928,107
Los Angeles City College	15,301.58	1.31%	\$328,252	\$656,503
Los Angeles Harbor College	6,664.77	0.57%	\$142,974	\$285,947
Los Angeles Mission College	6,248.71	0.54%	\$134,048	\$268,096
Los Angeles Pierce College	14,459.90	1.24%	\$310,196	\$620,391
Los Angeles Southwest College	4,834.65	0.41%	\$103,714	\$207,427

CALIFORNIA COMMUNITY COLLEGES SCHOLARSHIP ENDOWMENT ALLOCATIONS AND FUNDRAISING TARGETS BY COLLEGE

COLLEGE NAME	FULL TIME EQUIVALENT STUDENTS	% OF TOTAL STUDENTS	ALLOCATION FROM INITIAL \$25 MILLION	FUNDRAISING TARGET TOWARD \$50 MILLION GOAL
Los Angeles Trade-Tech College	11,972	1.01%	\$251,789	\$503,577
Los Angeles Valley College	12,785	1.10%	\$274,273	\$548,545
Los Medanos College	7,402	0.64%	\$158,789	\$317,578
Martin, College of	4,516	0.39%	\$96,890	\$193,781
Menlo College	2,712	0.23%	\$58,192	\$116,384
Mered College	9,714	0.83%	\$208,388	\$416,777
Mered College	4,513	0.39%	\$96,830	\$193,660
Mira Costa College	8,423	0.72%	\$180,697	\$361,394
Mission College	6,684	0.57%	\$143,402	\$286,804
Modesto Junior College	14,474	1.24%	\$310,504	\$621,008
Monterey Peninsula College	7,918	0.68%	\$169,864	\$339,728
Moorepark College	11,081	0.95%	\$237,730	\$475,460
Mt. San Antonio College	30,369	2.61%	\$651,480	\$1,302,960
Mt. San Jacinto College	10,493	0.90%	\$225,112	\$450,225
Napa Valley College	6,015	0.52%	\$129,048	\$258,095
Ohlone College	8,333	0.72%	\$178,776	\$357,552
Orange Coast College	18,208	1.56%	\$390,609	\$781,219
Oxnard College	4,492	0.39%	\$96,368	\$192,735
Palo Verde College	2,123	0.18%	\$45,561	\$91,122
Palomar College	19,701	1.69%	\$422,650	\$845,299
Pasadena City College	22,831	1.96%	\$489,788	\$979,577
Porterville College	3,266	0.28%	\$70,076	\$140,151
Redwoods, College of the	4,506	0.39%	\$96,671	\$193,342
Reedley College	9,704	0.83%	\$208,183	\$416,367
Rio Hondo College	13,309	1.14%	\$285,520	\$571,040
Riverside Community College	27,766	2.38%	\$595,650	\$1,191,301
Sacramento City College	16,570	1.42%	\$355,481	\$710,961
Saddleback College	15,643	1.34%	\$335,588	\$671,175
San Bernardino Valley College	9,682	0.83%	\$207,700	\$415,399
San Diego City College	16,428	1.41%	\$352,433	\$704,865
San Diego Mesa College	17,930	1.54%	\$384,655	\$769,310
San Diego Miramar College	7,381	0.63%	\$158,341	\$316,682
San Francisco State College of	36,687	3.15%	\$787,023	\$1,574,046
San Joaquin Delta College	17,143	1.47%	\$367,775	\$735,550
San Jose City College	7,768	0.67%	\$166,654	\$333,309
San Marco, College of	7,784	0.67%	\$166,997	\$333,995
Santa Ana College	23,422	2.01%	\$502,466	\$1,004,933
Santa Barbara City College	15,762	1.35%	\$338,140	\$676,279
Santa Monica College	18,825	1.62%	\$403,850	\$807,701
Santa Rosa Junior College	20,611	1.77%	\$442,153	\$884,307
Santiago Canyon College	8,785	0.75%	\$188,472	\$376,944
Sequoia, College of the	8,208	0.70%	\$176,084	\$352,169
Shasta College	7,310	0.63%	\$156,822	\$313,643
Sierra College	14,733	1.26%	\$316,067	\$632,134
Siskiyous, College of the	2,422	0.21%	\$51,959	\$103,918
Skylark College	6,485	0.56%	\$139,126	\$278,253
Solano Community College	8,886	0.76%	\$190,634	\$381,268
Southwestern College	15,660	1.34%	\$335,955	\$671,910
State College	2,526	0.22%	\$54,206	\$108,411
Ventura College	9,327	0.80%	\$200,103	\$400,206
Victor Valley College	9,316	0.80%	\$199,850	\$399,700
West Hills College Coalinga	2,028	0.17%	\$43,512	\$87,024
West Hills College Lemore	3,022	0.26%	\$64,831	\$129,661
West Los Angeles College	7,051	0.61%	\$151,263	\$302,526
West Valley College	9,451	0.81%	\$202,750	\$405,500
Yuba College	8,035	0.69%	\$172,380	\$344,760

*Based on percentage of total FTES 2007/08
 **Includes Compton College
 ***Includes Continuing Ed. FTES

 (INITIAL GIFT) \$25,000,000
 (MATCH 1:2) \$25,000,000
 TOTAL ENDOWMENT: \$100,000,000

CALIFORNIA COMMUNITY COLLEGES SCHOLARSHIP ENDOWMENT

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California Community Colleges – Embodying the Promise

California has always been a place of opportunity—and no institution embodies this promise more than the California Community Colleges. California’s Community Colleges, the largest higher education system in the nation, were created to provide affordable and accessible educational opportunities for all Californians. Today, the system serves more than 2.6 million students each year, supplies the majority of the state’s workforce training, and provides a stepping stone for students on the pathway to four-year and graduate degrees.

For Community College students across California, the possibility of a better life begins with higher education. Yet each year more students are struggling to make ends meet and stay in school. Although California Community Colleges have managed to keep enrollment fees low, affordability has become a growing barrier to student success. Other costs have increased rapidly in recent years, and are now more of a concern to students than enrollment fees. Textbooks, supplies, housing, transportation, child care, and health care now make up nearly 95 percent of a student’s financial burdens. Today, approximately half of all Community College students still have unmet financial need after all financial aid is considered. Every day, California Community College students are forced to abandon their education because of financial hardships.

Bernard Osher - Responding to the Need

In May 2008, the Bernard Osher Foundation pledged a gift of \$50 million to launch the California Community Colleges Scholarship Endowment. When asked what motivated him to make such a significant and transformational gift, Mr. Osher shared that his decision was based on a great deal of research. “I was impressed with the sheer size of the system—serving 2.6 million people on an annual basis,” he said, “and with the range and importance of its educational offerings.” Out of all his research, Mr. Osher was most



CALIFORNIA COMMUNITY COLLEGES SCHOLARSHIP ENDOWMENT

impressed to learn that 30
California's graduates and

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percent of University of
60 percent of California

State University's are transfers from California Community Colleges and that 70 percent of California's nurses receive their training at a Community College, as do 80 percent of the state's firefighters, law enforcement officers, and emergency medical technicians.

As his understanding of the value of our Community Colleges increased, so did his awareness of "the ever-growing financial challenges facing the system and its students." The result was Mr. Osher's historic commitment—the largest ever given to any community college.

Changing the World – One Student at a Time

Over the next three years, the Foundation for California Community Colleges will collaborate with all California Community Colleges, including Antelope Valley College to raise an additional \$50 million, for which the Osher Foundation will provide a 50 percent match, up to \$25 million. All funds will go toward the newly established California Community Colleges Scholarship Endowment and provide scholarships to students at all 110 Community Colleges. The result of this campaign will be a \$100 million permanent endowment to support student success through scholarships distributed to students each year, forever.

Beginning in 2009, scholarships of at least \$1,000 per academic year will help financially strained students offset costs, making it possible for them to stay in school. These scholarships will go toward textbooks, equipment, uniforms, and other instructional supplies. During the first year, at least 1,250 students will receive scholarships totaling \$1.25 million or more. By 2011, if the Endowment reaches its \$100 million goal, more than 5,000 students will be awarded scholarships in 2012 and beyond.

The Scholarship Process

To be considered for a scholarship, students will undergo an application process.



CALIFORNIA COMMUNITY COLLEGES SCHOLARSHIP ENDOWMENT

Applications will be made scholarship distribution, scholarship recipients for established criteria. Those need will receive top

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available each spring for fall and colleges will choose the funds based on pre-with the greatest financial priority. To be eligible,

students will have completed 24 units of degree-applicable study, be enrolled in at least six units, and qualify for a Board of Governors fee waiver. Applicants must be making satisfactory progress toward a degree, but academic performance, such as grades or test scores, shall not be considered by the selection committee.

As a donor, you have the ability to suggest additional criteria, such as an area of study, geographic or regional location, as long as the criteria are not inconsistent with the established guidelines. At the end of each year, students who have benefited from your investment in them will share their successes, progress and outcomes for the year and the role the scholarship played in their academic goals. This will be shared with you, your family and/or all you designate, as you wish. Ultimately, our intention is to work closely with you to create an experience that is meaningful and most closely tied to your philanthropic goals.

Sound Investment Strategies

The California Community Colleges Scholarship Endowment Fund will be managed by the Foundation for California Community Colleges with guidance from the top advisors from around the state and nation. This Investment Committee oversees the most prudent investment strategies to maximize earnings with two goals in mind: 1) increasing the corpus to result in a higher base on which to factor earnings and 2) achieving the highest amount of earnings in order to distribute the most scholarships as possible.

The payout on the Endowment will be calculated to ensure that at least 50 percent of the investment earnings will be released to support student scholarships at Antelope Valley College. Because the Endowment is a permanent fund that is professionally managed, its impact and the number of scholarships available will only grow over time.

This minimum expenditure of 50 percent of the investment earnings per annum used for



CALIFORNIA COMMUNITY COLLEGES SCHOLARSHIP ENDOWMENT

scholarships will have a percent of the invested approach used by some base the payout on the other fixed rates or lower

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minimum floor of five principal. Unlike the large universities, which original investment or on numbers, we use a growing

five percent minimum floor that increases award payouts for students as we help grow the corpus. This method means an ever-increasing number of students will receive support in the future.

Each year, the Foundation for California Community Colleges will adjust the scholarship amounts based on inflation as prescribed by the Osher Foundation. Scholarship amounts will be increased by the same percentage as that shown (if any) by the *All Items Consumer Price Index for Urban Wage Earners and Clerical Workers* published by the US Department of Labor, Bureau of Labor Statistics, for the Los Angeles-Long Beach-Anaheim area beginning with December 31 of the calendar year in which the scholarship amount was first calculated.

Make an Impact – Leave a Legacy

The California Community Colleges make it possible for everyone, regardless of income level or background, to achieve the dream of a higher education. In fact, community colleges enroll the state's lowest-income students. Full-time students have an annual median income of \$16,223, with one-fourth having incomes of less than \$5,544 per year. More than 60 percent of community college students are people of diverse ethnic backgrounds and over 55 percent are female. One-quarter of all community college students nationwide are enrolled in a California Community College.

Your philanthropic investment has the ability to promote academic achievement and make it possible for students at Antelope Valley College to continue their academic pursuits. Support for this endowment will touch many lives in perpetuity. Contributions of \$20,000 or more will result in a named fund designated as you wish, and all scholarships created through your support can be named in honor of you, your family or a name of your choice. Through your support, you will be:

- Investing in California by supporting an educated workforce, ready to take on the challenges of tomorrow.
- Creating a permanent fund for student scholarships, helping to ensure that more students have the opportunity to realize their potential.
- Participating in an historic fundraising campaign that is changing the way community colleges raise funds to support students.



CALIFORNIA COMMUNITY COLLEGES SCHOLARSHIP ENDOWMENT

Your contribution will be prior to June 2011. For will result in an additional guaranteed minimum each year, this \$150,000 total will result in at least seven scholarships to California Community College students in need, each year – in perpetuity. Support the endowment and make opportunities real for generations to come.

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matched 1:2, if received example, a \$100,000 gift \$50,000 match. Based on earnings of five percent

We look forward to answering any questions or providing additional information you may need. Please contact the Antelope Valley College Foundation Office at 661-722-6300, ext. 6391 Thank you for your consideration.



CALIFORNIA COMMUNITY COLLEGES SCHOLARSHIP ENDOWMENT

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OVERVIEW FOR COLLEGES

The California Community Colleges Scholarship Endowment is being launched with a \$25 million gift from The Bernard Osher Foundation. Over the next three years, the California Community Colleges and the Foundation for California Community Colleges will raise an additional \$50 million, for which the Osher Foundation will provide a 50 percent match, up to \$25 million. To reach the \$100 million campaign goal and ensure lasting support for our students, the involvement of each college is crucial.

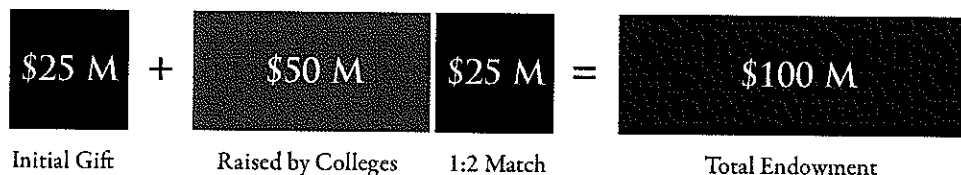
I. HOW DOES THE ENDOWMENT WORK?

The Endowment is a fund that remains in an investment account permanently. Each year, investment earnings will be used to provide student scholarships. The principal remains in the investment account to continue earning. Unlike a scholarship fund, the Endowment will continue to provide student scholarships each year in perpetuity.

Each year, funds will continue to be added to the Endowment, as colleges and their foundations fundraise at the local level for additional scholarships at their institution. These funds will remain the college or foundation's assets, but will be invested alongside the Endowment as part of a pooled income fund. As the investment principal grows, so will each year's earnings, increasing the number of scholarships awarded and amount of each scholarship.

The Endowment contains two main components: (1) The \$25 million donated by the Osher Foundation is being used to establish the scholarship fund. It is already earning interest and will begin funding scholarships by fall 2009. (2) The match campaign will bring additional funds to the Endowment. The California Community Colleges, working in collaboration with the Foundation for California Community Colleges, must meet the challenge of raising \$50 million to earn a corresponding match of up to \$25 million from the Osher Foundation. The result will be a \$100 million permanent endowment to provide scholarships for students at every Community College in our state.

\$100 MILLION SCHOLARSHIP ENDOWMENT CAMPAIGN



II. HOW DO THE SCHOLARSHIPS WORK?

Scholarships will be distributed annually from both components of the Endowment. Scholarships from the initial \$25 million scholarship fund will be distributed based on proportional enrollment, calculated by full-time equivalent students (FTES) and adjusted annually. See the table in this packet titled "Allocations and Fundraising Targets by College." A minimum of five students per college will receive scholarships each year. This process will ensure that scholarships go to qualified students at every Community College in the system.

Scholarships from the match campaign will be awarded based on funds raised by the college, capped at their proportion of FTES. Scholarships from both funds are to be used on textbooks, equipment, uniforms, and other instructional supplies.

In the first year of the Endowment, 1,250 scholarships will be disbursed for the school year beginning fall 2009. By the end of the three-year match campaign, if the \$50 million fundraising goal is reached, up to 5,000 scholarships will be awarded annually, a number that will continue to increase as funds grow.

Scholarship recipients will receive \$500 per semester for a total of \$1,000 per year. Part-time students will receive prorated scholarships. The scholarship amount will also be adjusted for inflation annually, ensuring that students will reap the same benefit in the future economy.

How will scholarship recipients be chosen?

To be considered for a scholarship, students will undergo an application process. Applications will be made available each spring for fall scholarship disbursement, and colleges will choose scholarship recipients for the Osher funds based on pre-established criteria. Those with the greatest financial need will receive top priority. To be eligible, students will have completed 24 units of degree-applicable study, be enrolled in at least six units, and qualify for the Board of Governors fee waiver. Applicants must be making satisfactory progress toward a degree, but academic performance, such as grades or test scores, shall not be considered by the selection committee. Donors may suggest additional criteria, such as an area of study, for scholarships that are awarded from their gift as long as they are consistent with Osher criteria.

Recipients will be designated "Osher Scholars," joining thousands nationwide who have benefited from Osher support and given back to their communities, creating a cycle of support and education.

SAMPLE TIMELINE FOR SCHOLARSHIPS: FALL 2009

Tentative minimum number of awards and requirements/criteria published	Deadline to submit applications	Application review and award selection and notification. Final determination of number of scholarships available	Fall award disbursement	Reconciliation for supplemental award and interim reporting	Spring award disbursement
FEBRUARY 2009	APRIL 2009	JULY 2009	SEPTEMBER 2009	DECEMBER 2009	JANUARY 2010

The number of scholarships available for a given year will be determined each July based on Endowment earnings for the prior fiscal year.

How will scholarship payout be determined?

A minimum of 50 percent of the investment earnings per annum will be used for scholarships, with a minimum floor of 5 percent of the invested principal. Unlike the approach used by some large universities, which base the payout on the original investment or on other fixed rates or lower numbers, we use a growing 5 percent minimum floor that increases award payouts for students as we help grow the corpus. This method means an ever increasing number of students will receive support in the future.

How will scholarships be adjusted for inflation?

Each year, the Foundation for California Community Colleges will adjust the scholarship amounts based on inflation as prescribed by the Osher Foundation. Scholarship amounts will be increased by the same percentage as the increase, if any, shown by the All Items Consumer Price Index for Urban Wage Earners and Clerical Workers published by the US Department of Labor, Bureau of Labor Statistics, for the Los Angeles-Long Beach-Anaheim area beginning with December 31 of the calendar year in which the scholarship amount was first calculated.

III. HOW DOES THE MATCH CAMPAIGN WORK?

The Osher Foundation has challenged the California Community Colleges to raise \$50 million over three years, for which they will provide a one-to-two match, up to \$25 million. The Foundation for California Community Colleges will be leading the statewide effort and collaborating with all Community Colleges to raise these funds.

The Osher Foundation will provide matching funds on a yearly basis during the campaign. The Foundation for California Community Colleges will report the previous year's fundraising activities to the Osher Foundation. The maximum match provided by the Osher Foundation is \$25 million total over all three years.

What role does each college play in the campaign?

Colleges and their foundations will play a major role in the fundraising campaign on the local level. Each college will be given a fundraising target based on their proportion of FTES for 2007-08, which was calculated by the System Office in January 2008. This target is the amount a college can raise and have matched by the Osher Foundation. For specific targets, see the table in this packet titled "Allocations and Fundraising Targets by College." If all colleges meet their targets in three years, we will have collectively reached our \$100 million campaign goal.

How much does each college need to raise to receive their maximum match funds?

The maximum amount that a college can have matched by the Osher Foundation is their proportion of \$50 million based on proportion of FTES in the system. See the table in this packet titled "Allocations and Fundraising Targets by College."

What happens to the funds raised by each college?

Funds raised by local colleges and foundations in the matching campaign will remain the college or foundation's assets and be invested in the Endowment in a pooled equity fund. Funds added by a college before June 30, 2011, up to that college's target, will receive the 50 percent match from the Osher Foundation and be set aside for scholarships for students at that college. Although they will not be match-eligible, additional funds exceeding a college's share of systemwide FTES may be contributed to the Endowment and may be used for additional scholarships.

Why should a college add the funds they raise to the Endowment?

The Endowment enables colleges to make the most of fundraising efforts by providing a 50 percent match, up to each college's fundraising target. This means that funds added to the Endowment will support 50 percent more scholarships and 50 percent more students than if the funds were held elsewhere. Even after meeting the target amount for the match, colleges may continue to invest funds in order to take advantage of the investment potential and increased earnings of a larger fund.

How do colleges accept donations to the Endowment?

When a donor is ready to give, colleges may fill out and submit the Information Request Form included in this packet. The form may be reproduced as needed. A contact at the Foundation for California Community Colleges will then walk interested parties through the process of receiving funds and ensure that each donation is properly recorded and successfully transferred to the Endowment.

Can a donor specify how their gift is used within the Endowment?

A donor may impose additional selection criteria as long as the criteria are not inconsistent with the Osher-established criteria. For example, a donor can designate their gift to a particular geographic region or a specific area of study. Please contact the Foundation for California Community Colleges to discuss specific options.

How do colleges account for assets and revenue on the financial statement (income statement) by gift category?

Matching gifts received by colleges or college foundations should be recognized as contribution revenue by the college or foundation. The asset (i.e., the contribution toward the Endowment) should be recognized on the balance sheet as "Interest in the California Community Colleges Scholarship Endowment Fund" and recognized on their income statements as part of contribution revenue. The contribution revenue should be tracked as Osher Endowment Matching Funds and included in the donor database of the college foundation.

The cash or securities should be sent to the Foundation for California Community Colleges, per the terms of the Endowment agreement. The Foundation will reconcile the gifts received with each college or foundation on an annual basis. Appreciation and earnings will be proportionally allocated to each associated college or foundation.

What is the role of the Foundation for California Community Colleges in the match campaign?

To help raise the \$50 million, the Foundation for California Community Colleges will take the lead in the statewide campaign and help local colleges make the most of local resources. The Foundation will lead fundraising efforts at the statewide level, approaching community foundations throughout California, major California-based philanthropic foundations, and major California employers and philanthropists. An effort to reach out to community college alumni at the system level is also underway.

What happens to the funds raised by the Foundation for California Community Colleges?

The Foundation for California Community Colleges is committed to the entire system. Funds raised by the Foundation will be added to the Endowment principal and spread out among all 109 colleges based on their proportion of FTES. Funds raised by the Foundation will be eligible for the 50 percent match as long as the \$50 million goal has not been reached, and count toward the overall goal of \$50 million.

How will the Foundation for California Community Colleges help each college?

The Foundation for California Community Colleges will serve as the custodian of the Endowment. In this role, the Foundation, along with the Investment Committee, will manage the Endowment using sound investment practices. The Investment Committee is comprised of experienced financial and community college professionals and will provide guidance on investment strategies. The Foundation will also write and present an annual report to the Osher Foundation on the Endowment's progress and impact. The Foundation will adjust the number of scholarships for each college and amount of each scholarship annually based on FTES and inflation, respectively.

Working with the Network for California Community College Foundations (NCCCCF), the Foundation will provide tools and training, as well as campaign media relations resources, to colleges and college foundations. The Foundation will create campaign-branded collateral for colleges, which will not only enhance fundraising efforts but also reinforce the campaign identity. This year, the Foundation is co-sponsoring the NCCCCF's 2008 symposium, which will focus on fundraising. In addition, the Foundation and NCCCCF are partnering to provide tools for colleges to strengthen their relationships with alumni and to create a statewide community college alumni network.

The Foundation will also work closely with any college in cases where there is a potential duplication of donors. Because fundraising is built on established relationships, the Foundation works under the philosophy that the most meaningful and appropriate approach to the donor is always the top priority. If you are aware of any potential duplicate donors, please contact Kerry Wood at the Foundation for California Community Colleges to initiate planning the best approach. See contact information below.

IV. WHO SHOULD COLLEGES OR DONORS CONTACT IF THERE ARE ADDITIONAL QUESTIONS?

For additional questions about the Endowment, please contact the Foundation for California Community Colleges.

Kerry Wood

Vice President of Resource Development

916.498.6701

kwood@foundationccc.org

November 5, 2008

To: Academic Senate

From: Patricia A. Marquez Sandoval
Dorothy Williams
Lee Grishman
Jack Halliday

RE: Hayward Award Nominee

It is safe to say that Christos Valiotis, Physics Professor, leads by example. Without hesitation, he picked up the very first Title V grant awarded to the college in 1998. He has continued bringing millions of dollars to the college, all to the benefit of our students. With this experience, leads as a member of the Senate Grant Program committee, assists faculty with the review, and when necessary rewrites the Senate Grant proposals. He picked up the Student Learning Outcomes Committee at a time when it was critical to show significant movement to safeguard our standing with the Accrediting Commission for Junior and Community Colleges. We all know the tremendous strides we have made in that area. In late September, at an accreditation commission training session for two and four year colleges, we were named as a model of how to do the work and complete the newly required annual SLO report, all under Christos' leadership. Now he has come forward to serve as the next Academic Senate President, again because he sees the need and importance of the work we all do as faculty.

Christos' passion for teaching led him to completely revise the physics and physical science programs at Antelope Valley College. He developed his methodology during his participation in a three-year National Science Foundation grant. Subsequently, he wrote a Hewlett-Packard *Teaching for Technology Grant* to revamp the physical science laboratories to incorporate inquiry-based learning. He shares this teaching technique not only with his colleagues at the college, but also with math/science faculty in the secondary system. Through a series of grants from the Boeing Company, he developed curricula for middle school students and faculty in math/science and provided new experimental equipment to the middle school science classrooms. Through a grant with NASA, he assisted in the development of a virtual flight loads laboratory and created curricula so that middle school students could work in real time directly with NASA scientists at the Dryden Flight Research Center. He feels passionately that through improved math/science teacher education, students can enter postsecondary education with both better preparation and increased passion for the sciences. To that end, he taught summer workshops in math/science teacher preparation through a National Science Foundation *Pathways Grant*, a program that provided pre-service and in-service teacher preparation and that was acknowledged as one of the ten best teacher preparation programs in the country by the American Association of Community Colleges Teacher Education Programs.

Because of his expertise with grants, Professor Valiotis became the Project Director of Antelope Valley's *Title V Hispanic Serving Institutions Grant*. The initial focus of the

grant was to enhance the developmental mathematics program through new technologies, curricula, and teaching methodologies. The second Title V grant is a cooperative grant with California State University, Bakersfield and California State University, Fresno. This grant focuses upon improving the educational pipeline for students who wish to be teachers or engineers, and the revision of science and engineering curricula based upon educational research.

Under a new grant, Christos has formed another partnership with Taft College and California State University, Fresno for implementing best practices to assist students gain an opportunity to move into math, science and engineering. The grant will provide a dry laboratory, additional support services, and classrooms to the students in Palmdale.

As the Academic Senate President Elect, Christos is taking the necessary time to learn the position of the Senate and why it is the faculty that must do the work in ensuring that students are prepared for the future. He is not afraid to challenge all of us, so we understand the consequences of the work and the importance to not only do it, but to do it with excellence. As we consider the work that Christos has done tirelessly and without complaint, we realize he does it all for the students. He is ensuring that all students are given an opportunity to excel, regardless of personal background and academic preparation. Certainly, when you talk with Christos what is always central in his thoughts are his physics courses and the students who take those courses. His commitment is first to them and to make sure that those courses are taught and taught well.

In the midst of all this work for our students and the faculty, he is also working on his PhD, wanting grow professionally and to excel in all the work he has decided to tackle. It is through these qualities and behaviors of leadership that Christos Valiotis demonstrates "Excellence in Education." Clearly, he defines the word excellence that is at the very heart of the Statewide Academic Senate's Hayward Award, sponsored by the Foundation for California Community Colleges.

Please support us in selecting Christos Valiotis as Antelope Valley College's nominee for this year's Hayward Award.