

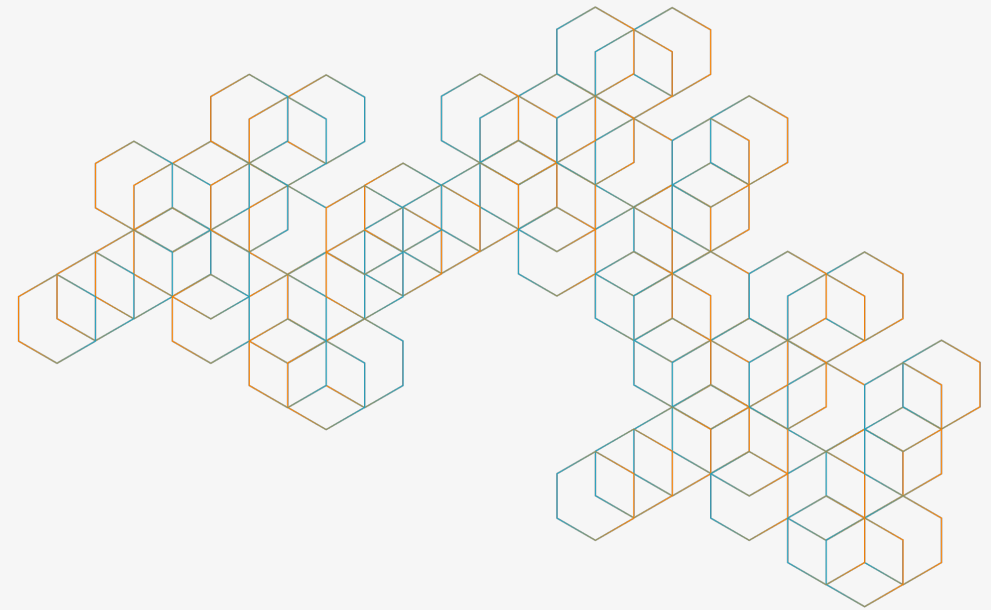


ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

Reimagining with Purpose

2023-2026 Strategic Planning

Developed December 2022-February 2023
By the Executive Committee



Executive Summary

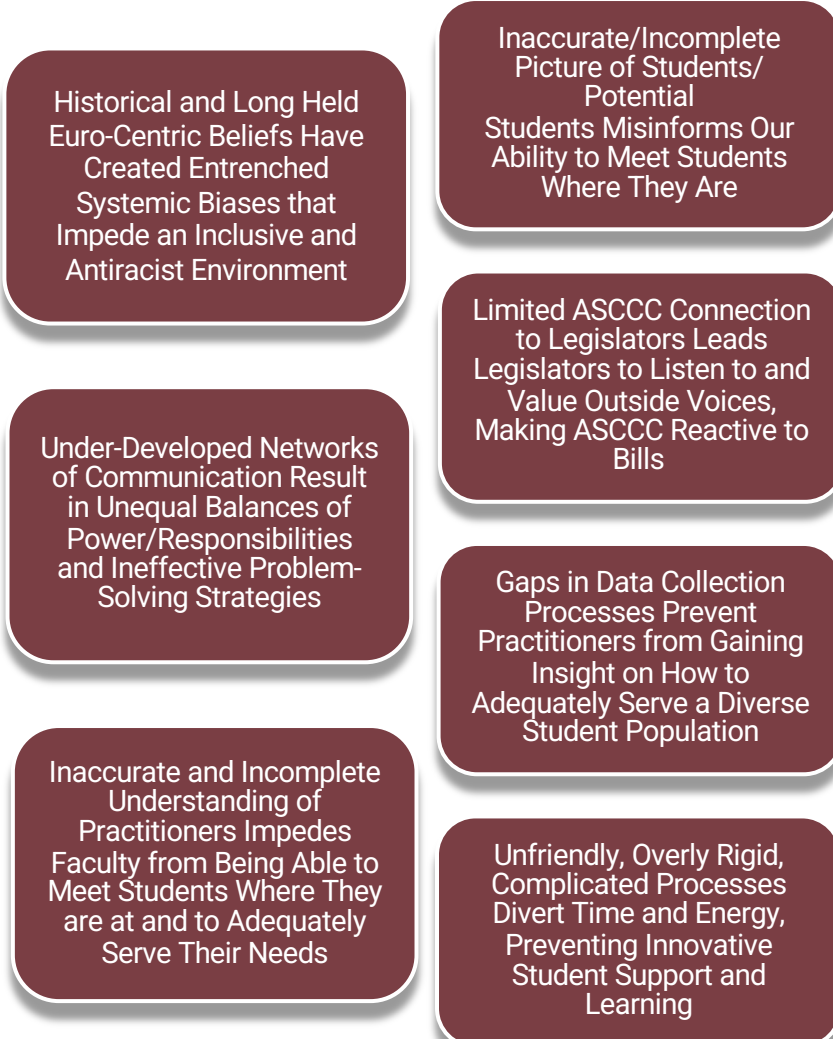
Envisioned Future

What do we want to see in place by March 2026 as a result of our actions?



Key Issues

What is blocking us from moving toward our envisioned future?



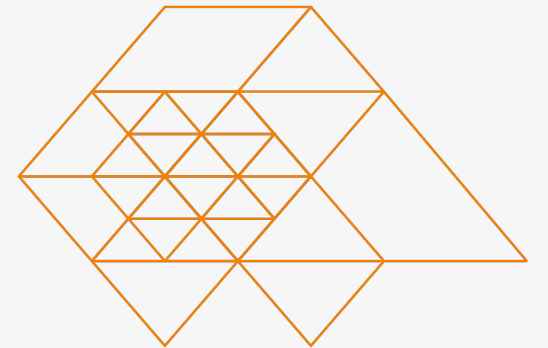
ASCCC 2023-2026 Strategic Directions

What arenas of innovative, substantial actions will deal with the blocks in our way and move us toward our envisioned future?



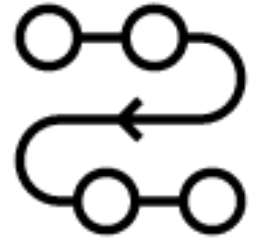
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- **Overview**
- Environmental Scan:
Trends, Paradigms, & Approaches
- Environmental Scan:
Key Factors
- Envisioned Future
- Key Issues
- Strategic Directions



EXECUTIVE COMMITTEE

- Virginia "Ginni" May, President, Sacramento City College
- Cheryl Aschenbach, Vice President, Lassen College
- LaTonya Parker, Secretary, Moreno Valley College
- Michelle Bean, Treasurer, Rio Hondo College
- Juan Arzola, At-large Representative, College of the Sequoias]
- Carrie Roberson, At-large Representative, Butte College
- Eric Wada, North Representative, Folsom Lake College
- Christopher Howerton, North Representative, Woodland Community College
- Robert L. Stewart Jr., North Representative, Los Angeles Southwest College
- Amber Gillis, South Representative, Compton College
- Stephanie Curry, Area A Representative, Reedley College
- Karen Chow, Area B Representative, De Anza College
- Erik Reese, Area C Representative, Moorpark College
- Manuel Vélez, Area D Representative, San Diego Mesa College
- Krystinne Mica, ASCCC Executive Director



GUIDING QUESTION

How might faculty continue to lead effectively in this dynamic and diverse environment?

PLANNING PROCESS



Phase 1

Environmental Scan

Understanding Key Factors & Trends

Strategic Directions

Articulating the Path Forward

Implementation

Defining the Plan



Phase 2

Envisioned Future

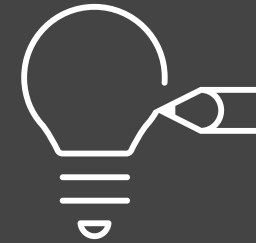
Imagining the Future State



Phase 3

Key Issues

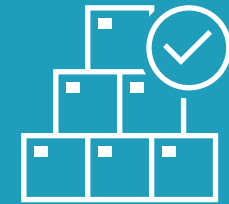
Identifying Barriers and Contradictions



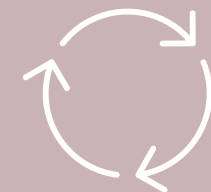
Phase 4

Monitor

Learning and adjusting as needed



Phase 5



Phase 6

ASCCC MISSION

As the official voice of California community college faculty in academic and professional matters, the Academic Senate for California Community Colleges (ASCCC) is committed to advancing inclusion, diversity, equity, anti-racism, accessibility, student learning, and student success:

- Empower faculty to engage in local and statewide dialog and take action for continued improvement of teaching, learning, and faculty participation in governance
- Lead and advocate proactively for the development of policies, processes, and practices
- Include diverse faculty, perspectives, and experiences that represent our student populations
- Develop faculty as local and statewide leaders through personal and professional development
- Engage faculty and system partners through collegial consultation.

ASCCC VISION

Faculty leading change, serving students, and advancing inclusion, diversity, equity, anti-racism, and accessibility.

THE GIVENS

1. Our work primarily addresses two areas:

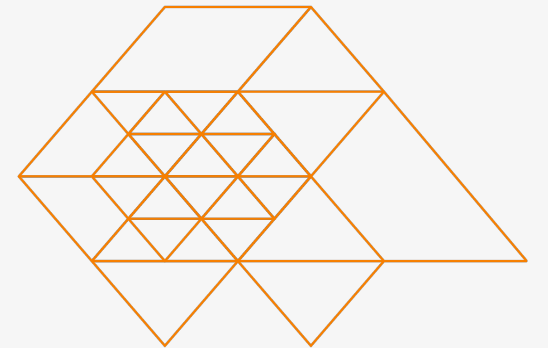
- Supporting local academic senates in their primary areas of purview
- Serving as the voice of local academic senates at the state level

Grounded in tenets and principles of IDEAA (Inclusion, Diversity, Equity, Antiracism, and Accessibility)

2. Our work is student-centered, valuing student voice in providing educational opportunities to meet student needs.

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What trends do you see as important when considering the future of faculty-led change in community colleges?

Small groups brainstormed key trends, paradigms, and approaches.

- Technology Driven Trends
- Diversification of Faculty and Administration
- More equitable system for students of color
- Transformation of/Dismantle the System
- BLM and Social Justice Movements
- Dismantling of faculty roles (CBE)
- Pandemic
- Privatization of Academic Systems
- Higher Ed Faculty and Leadership body representative of students they serve
- "Free" community college
- Community-based & community service learning

- Enrollment Management/ SCFF/ Dual Enrollment
- Common Course Numbering
- OER/ZTC/ Local POCR
- Ethnic Studies
- Legislative Intrusion
- General Education
- BA Degrees
- Faculty Diversification
- Culturally Responsive Curriculum
- CBE, CPL and Rising Scholars

- On-going lack of inclusion of faculty and honoring of faculty voice
- External influences shaping CCC efforts
- Hierarchical decision making (Admin top down)
- On-going administrative turnover
- On-going silo-ing of instruction and student services
- CA not a national leader
- Guided Pathways
- Successful small programs needing scale
- Resistance to IDEAA

- Brick and Mortar (campus community)
- Shift in traditional disciplines
- Traditional Students
- 9 to 5 compartmentalized daily life
- Administrative Stability
- Singular Lens (Eurocentric)
- Enrollment
- Academic Exploration
- Basic Skills
- Local Autonomy

Crest (Established)

Emerging Swell

Horizon

Undertow

Disappearing

- Attacks on CRT
- Legislation
- Turnover (CCCCO, colleges, ASCCC)
- Lack of boundaries- Zoom (24/7)

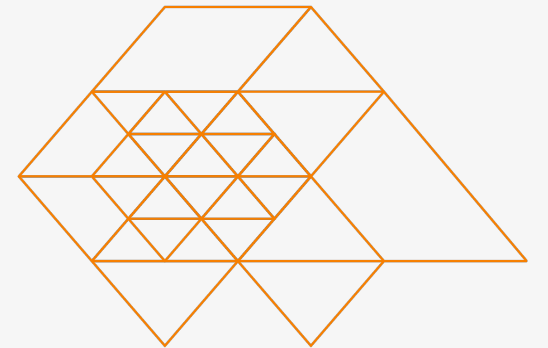
- Reality of educational impact on marginalized students
- Attacks on Academic Freedom
- Local Funding

- Racial battle Fatigue- IDEAA
- Societal issues - systemic
- Data- access, interpretation, manipulation
- Lack of Collegial Consultation

- Misunderstanding of noncredit vs credit differences
- Vision for Success/ Roadmap (local autonomy)
- Anti-Black/Resistance to Pro-Black support differences

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KEY FACTORS

Small groups brainstormed key factors of importance at this juncture.

What opportunities are ripe for the ASCCC to take right now?

- Shift the narrative of who are students are—beautiful, brilliant Brown, and Black, Indigenous, People of Color.
- **Cultural humility--treat people how they want and need to be treated.**
- **Adopt the "Yes, and" mental model (Hammond's aperture concept as a mindset shift)--meeting students where they are at.**

What are the potential consequences of inaction?

- Continuing the status quo: stagnant practices centered in one dominant culture (Eurocentric); little gain in student success measures.
- Further entrenchment of racist systems, structures, practices.
- **Losing students—enrollment decrease.**
- **Maintaining the racist social-economic structure--not increasing the social-economic mobility of students.**

What could be affected or changed in a positive direction in 5-10 years if we did something specific now?

- Ensure that data is at the center of discussions/decisions
- Promote our Model Hiring Practices Model (Diversification of faculty)
- Encouraging legislator to consult with ASCCC
- Culturally Responsive Curriculum (Inclusive curriculum)
- **Promote Faculty Leadership Institutes and academies (faculty empowerment)**
- **Build partnerships with other organizations in our system**

KEY FACTORS

What future desired result or change in the current situation is going to require our persistence and perseverance (not a quick fix)?

- Alignment with CSU/UC
- **Faculty Diversification**
- **Implementation and normalization of IDEAA and the community college environment**

What bold new risks could we explore or take?

- **Proactive work with state agencies, partners, and legislators (as opposed to reactive)**
- **ASCCC serve in a consulting role statewide (and possibly nationwide) in regard to institutional transformation advancing IDEAA through the 10+1 and other areas of academic senate purview**

What is working now that needs to be carefully preserved or encouraged?

- Partnerships with other organizations
- Ensuring faculty participation in statewide work appointed by the ASCCC
- Values based budgeting
- Culturally relevant andragogy/ pedagogy
- Collaborations/ partnerships
- **Local Academic Senate visits (ASCCC and in partnership with other organizations)**
- **Our commitment to advancing IDEAAA**
- **The Resolutions Process (feedback from CEOs, CIOs, and researchers)**
- **Increasing representation of diverse voices**
- **Allies**
- **Student voice with caution**

KEY FACTORS

Where do you see signs of the future happening now?

- Vision for Success (CCCCO), Roadmap Governor/CA)- "other" people's vision
- EXCUSES and OPPORTUNITIES... short term Band-Aids versus long term commitments
- Change has happened... slowly
- Budget priorities/ funding (grants)
- Professional Learning/ Development
- Conversations about IDEAA- combination of talk and action*pushback
- Student behavior/ enrollment trends
- **Collective bargaining, rights and responsibilities**
- **Who OWNS the efforts?**

What is placing limits on our future?

- Legislative Intrusion / Special interest groups
- Traditional/Outdated Impressions of Education
- Enrollment and the Funding focus on enrollment
- Institutional Structures and Title 5
- **Exclusion of Faculty, Staff and Students that are not included in decision making (practitioners)**
- **Resistance to IDEAA**
- **Perceived Value of Education**

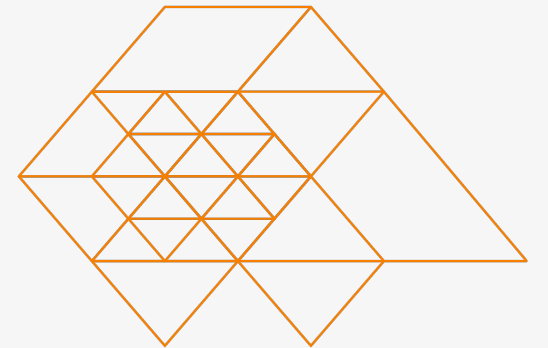
KEY FACTORS

What is removing barriers to our future?

- Collaborative Partnerships
- Access to Data
- Organizational and System commitment to IDEAA
- Increasing focus on Student Voice
- New EEO and focus on Faculty Diversity
- **Increasing Advocacy through ASCCC and more interaction with legislators**
- **Remote Collaboration Opportunities/Multiple modalities for learning and working**

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ENVISIONED FUTURE

Brainstorming

What do we want to see in place in March 2026 as a result of our actions?

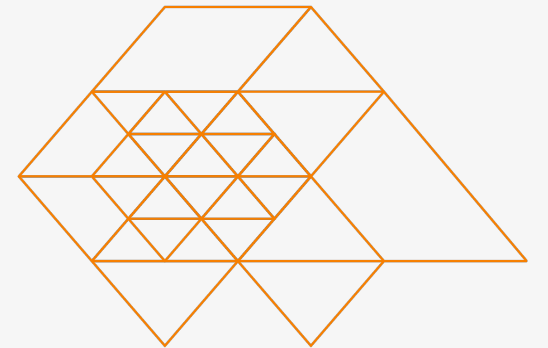


In March 2026, we will see....

Intentional Racially Diverse Representation & Inclusion in Our System	Culturally Inclusive Curriculum & Support Services	Proactive, Collaborative Faculty Voice in Legislative Impacts to 10+1	Curriculum & Campus Environment Reflective of Diverse Student Experiences	Equity Informed Data Literacy & Analysis in Decision Making & Storytelling	Informed & Empowered Faculty	Colleges that Serve their Diverse Communities
The statements/themes above reflect the general sentiment of the group. The brainstormed ideas below are understood as “illustrative examples.”						
<ul style="list-style-type: none"> • Faculty diversification is established • More faculty look like our students • Faculty Diversification (Hiring/Leadership) • Students reflected in curriculum & faculty • 116 implementation of hiring processes based on IDEAA • 116 Senior-level Admin positions for IDEAA 	<ul style="list-style-type: none"> • IDEAA-embedded curricular redesign • Culturally Responsive Curriculum • Significantly narrowing equity gaps • Faculty-led curriculum redesign processes and institutes 	<ul style="list-style-type: none"> • ASCCC is the "go to" source for legislation on curriculum and academic standards • Legislators bring us in first to have conversations • Proactive Legislative Involvement • Developing collaborative goals with our system partners • Legislative hands-off approach 	<ul style="list-style-type: none"> • Culturally-responsive student-centered practices. • IDEAA frameworks embedded throughout colleges • 116 Actionable AS resolution on culturally relevant practices w/built in accountability • Focus on Racial social justice and equity • 116 application of the cultural humility tool • Sense of Belonging/ Campus Culture • Reduce Opportunity Gaps • Student Centered Policy Review 	<ul style="list-style-type: none"> • Narrowing equity gaps (system/ structural change) • Faculty involvement data collection, analysis, and interpretation • Disaggregation • Controlling the Narrative • Value and use of Qualitative Data 	<ul style="list-style-type: none"> • ASCCC leads CCN • Academic freedom in Educ Code • Proactive Engagement of Liaisons • Faculty empowerment through leadership institutes/ mentorships • Faculty-led effort as first choice • Greater Empowerment of Faculty by ASCCC through PD • Inviting more faculty, and groups to the conversations 	<ul style="list-style-type: none"> • Increase in enrollment because students find value in education again • Hybrid opportunities (broadly defined) • Academic reforms-24/7, modalities • Access: Disability Services as a support not a stigma

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KEY ISSUES

Brainstorming

What is blocking us from moving toward our envisioned future?



The Executive Committee looked at each element of the envisioned future and brainstormed blocks, barriers, or underlying contradictions standing in the way. Next, they clustered the blocks by similar root causes and came to a consensus on the name for the blocks by answering:

What is blocking us from moving toward our envisioned future?

Historical and Long Held Euro-Centric Beliefs Have Created Entrenched Systemic Biases that Impede an Inclusive and Antiracist Environment

- Robust/good practices not deployed
- Implicit bias/explicit bias toward BIPOC
- Valuing Culturally Responsive Curriculum all programs
- Optional professional development
- Resistance to or fear of change. Feeling threatened
- Propagation of Replacement Theory
- Costly Implementations of Equity and Diversity
- Reliance on traditions/past practices in Hiring
- Comfortable and familiar Eurocentric practices
- Grants intended for SoC applied generally

Gaps in Data Collection Processes Prevent Practitioners from Gaining Insight on How to Adequately Serve a Diverse Student Population

- Too much focus on only one aspect of mission
- Data seeking behavior gaps
- Lack of quantifiable data
- Integrity of access to disaggregated data for faculty – data not telling the full story (intersectionality + depth)

Inaccurate/Incomplete Picture of Students/Potential Students Misinforms our Ability to Meet Students Where They Are

- Application Process is usually in English only
- Real time understanding of current students
- Need to make space and time for student feedback and voices
- Lack of student-first focus
- Focus on 18-24 full-time transfer students
- Technology results in weakening of humanistic elements
- Unawareness of the diverse student needs

Unfriendly, Overly Rigid, Complicated Processes Divert Time and Energy, Preventing Innovative Student Support and Learning

- User-unfriendly solutions: Attendance Accounting Processes and Structures
- User-unfriendly solutions: CCCApply not being user friendly
- Proliferation of technological products impede faculty input
- Outdated funding models that discourage change and innovation
- Tuition Increases

Limited ASCCC Connection to Legislators Leads Legislators to Listen to and Value Outside Voices, Making ASCCC Reactive to Bills

- "Divide and Conquer" approach to faculty input on 10+1 legislation & systemwide decision-making
- Missing Faculty/practitioner input / not solicited or valued
- Reactive instead of proactive
- "If you can't do, then teach" mentality

Under-Developed Networks of Communication Result in Unequal Balances of Power/Responsibilities and Ineffective Problem-Solving Strategies

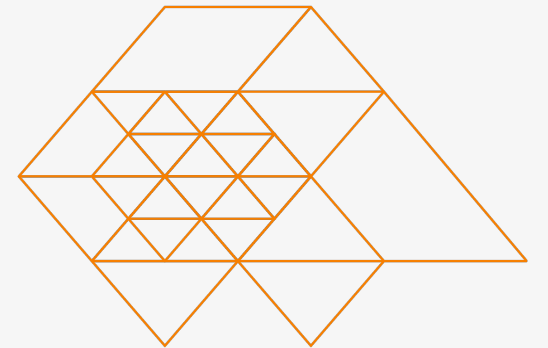
- Market strategy only targets faculty leaders
- Past practices of no advocacy, Reliance on partners
- One point of contact and communication
- Need to listen to community needs/ Building institutional partnerships

Inaccurate and Incomplete Understanding of Practitioners Impedes Faculty from Being Able to Meet Students Where They are at and to Adequately Serve Their Needs

- Inertia, everyone is exhausted
- Culture of shaming and blaming
- FoC struggle with Racial Battle Fatigue
- Faculty being called out versus calling in – faculty needing to be "fixed" - apply growth mindset to faculty

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- **Strategic Directions**



**“Every system is
perfectly designed to
get the results it gets.”**

W. Edwards Deming



WORST IDEA

What could we do within ASCCC to ensure each block stays in place?

Small groups brainstormed actions that ASCCC might take if it wanted to maintain the blocks standing in the way of the envisioned future.

Historical and Long Held Euro-Centric Beliefs Have Created Entrenched Systemic Biases that Impede an Inclusive and Antiracist Environment

- Defunding of Efforts and or inaction
- Buy into the idea of transformation of systems will make it better-only superficial changes, not core disruption
- Do nothing
- Catering to white fragility
- Not supporting Ethnic Studies Programs

Inaccurate/Incomplete Picture of Students/ Potential Students Misinforms our Ability to Meet Students Where They Are

- Focus on success not the journey of the individual
- Looking at students as a whole with no intentionality of identifying and focusing on DI populations
- Assuming all students have the same goal

Gaps in Data Collection Processes Prevent Practitioners from Gaining Insight on How to Adequately Serve a Diverse Student Population

- Continue using various data sources and various process non centralized
- continue not using faculty in the collection of research data and design and inclusion
- Not investing in data literacy workshops/PD for faculty
- Exclude faculty from data conversations
- Relying on others to interpret data rather than faculty interpretation and understanding
- Encourage local silos between faculty, administration and research professionals

WORST IDEA

What could we do within ASCCC to ensure each block stays in place?

Small groups brainstormed actions that ASCCC might take if it wanted to maintain the blocks standing in the way of the envisioned future.

Unfriendly, Overly Rigid, Complicated Processes Divert Time and Energy, Preventing Innovative Student Support and Learning

- Do nothing or tweak and not overhaul, believe in "compliance" over students
- Proliferation of technology implementations w/out faculty input
- Retain rigid semester structures, instructional modalities
- Attendance accounting as is
- Giving up on proposing change to processes because of resistance (especially from those who created processes)
- Leave CCC apply as is

Under-Developed Networks of Communication Result in Unequal Balances of Power/Responsibilities and Ineffective Problem-Solving Strategies

- Assume people are getting information including single points of contact
- Continuing current form of communications that goes mainly to local Senate Presidents
- Not provide and support shared governance professional development
- No communication plan
- Maintain a Pass The Buck attitude

Limited ASCCC Connection to Legislators Leads Legislators to Listen to and Value Outside Voices, Making ASCCC Reactive to Bills

- Being Reactive and not being present
- Not being solution oriented in interactions with legislators
- Continue to ignore national and state trends that may affect higher education
- Get rid of Leg Day events
- Not inviting legislators/staff to participate in our events, webinars, etc.

Inaccurate and Incomplete Understanding of Practitioners Impedes Faculty from Being Able to Meet Students Where They are at and to Adequately Serve Their Needs

- Keep adding more "stuff" without purpose/intent
- Not providing necessary resources (professional development, mental health support)
- Keeping faculty in silos
- Keep using for profit entities to do system work
- Support and react to the conclusions by outside organizations
- Not valuing faculty for the professionals they are

What innovative,
substantial actions will
deal with the blocks in our
way and move us toward
our envisioned future?

**STRATEGIC
ACTIONS**

Among four strategic directions, six groups of strategic actions reflect the consensus of the Executive Committee about the direction ASCCC should move to attain its envisioned future.

