



Wednesday, October 6, 2021

Zoom Videoconferencing

Zoom Link: https://us02web.zoom.us/webinar/register/WN_rGL2vRhUQyvJj_-edmwmXA

Wednesday, October 6, 2021

9:00 a.m. to 12:00 p.m. | Executive Committee Meeting

12:00 p.m. to 1:00 p.m. | Lunch

1:00 p.m. to 5:00 p.m. | Executive Committee Meeting

All ASCCC meetings are accessible to those with special accommodation needs. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by emailing the Senate at agendaitem@asccc.org no less than five working days prior to the meeting. Providing your request at least five business days before the meeting will help ensure the availability of the requested accommodation. This event will utilize automated closed captioning. If you would like to request a live human closed captioner for any of our offerings, please contact us at agendaitem@asccc.org at least 10 business days in advance.

A teleconference or other remote connection can be established for any Executive Committee meeting with prior notice. Any interested guest or other individual requiring the availability of a remote connection for an Executive Committee meeting must notify the ASCCC Office, at agendaitem@asccc.org, at least 48 hours prior to the beginning of the meeting.

Public Comments: Members of the public wishing to comment on an agenda item or another topic within the not on the agenda will be given the opportunity to ask questions via Zoom. Public testimony will be invited at the end of the Executive Committee discussion on each agenda item. Persons wishing to make a presentation to the Executive Committee on a subject not on the agenda shall address the Executive Committee during the time listed for public comment. Public comments are limited to 3 minutes per individual and 30 minutes per agenda item. Materials for this meeting are found on the Senate website at: http://www.asccc.org/executive_committee/meetings.

- I. ORDER OF BUSINESS**
 - A. Roll Call**
 - B. Approval of the Agenda**
 - C. Land Acknowledgement**

We begin today by acknowledging that we are holding our gathering on the land of the Nisenan Nations who have lived and continue to live here. We recognize the Nisenan Nations and their spiritual connection to the ocean and the land as the first stewards and the traditional caretakers of this area we now call Sacramento. As we begin, we thank them for their strength, perseverance and resistance.

We also wish to acknowledge the other Indigenous Peoples who now call Sacramento their home, for their shared struggle to maintain their cultures, languages, worldview and identities in our diverse City.

D. Public Comment

This portion of the meeting is reserved for persons desiring to address the Executive Committee on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes.

E. [Calendar, pg. 5](#)

F. [Local Senate Visits, pg. 9](#)

G. [Action Tracking, pg. 19](#)

H. One Minute Chair Updates

II. CONSENT CALENDAR

A. August 12-14, 2021, Meeting Minutes, Aschenbach

B. September 9-11, 2021 Meeting Minutes, Aschenbach

C. [ASCCC Budget and Finance Committee Charge, Bean, pg. 21](#)

D. [ASCCC/ACHRO Webinars on Hiring Practices and Principles for Faculty Diversification, Bean/Stewart, pg. 23](#)

E. [ACCE Liaison on CTE Leadership Committee, Heard/Mica, pg. 25](#)

F. [FACCC Legislative Liaison, May, pg. 27](#)

III. REPORTS

A. President's/Executive Director's Report – 30 mins., Davison/Mica

B. Foundation President's Report – 10 mins., Curry

C. Liaison Oral Reports (*please keep report to 5 mins., each*)

Liaisons from the following organizations are invited to provide the Executive Committee with updates related to their organization: AAUP, ASCCC Caucuses: Small or Rural College Caucus, LGBTQIA+ Caucus, Latinx Caucus, Black Caucus, Asian Pacific Islander Caucus, CAAJE, CCA, CCCI, CCL, CFT, CIO, FACCC, the RP Group, and the Student Senate.

D. [Chancellor's Office Liaison Report – 30 mins., Davison, pg. 29](#)

A liaison from the Chancellor's Office will provide Executive Committee members with an update of system-wide issues and projects.

IV. ACTION ITEMS

A. [Legislative Report – 20 mins., May, pg. 31](#)

The Executive Committee will receive a report on the 2021-22 (two-year) legislative session and may consider requested action.

B. [Culturally Responsive Student Services, Student Support, and Curriculum – 10 mins., Davison, pg. 41](#)

The Executive Committee will be updated on culturally responsive student services, student support, and curriculum in the system and discuss future direction.

C. [Equity Driven Systems – 10 mins., Davison, pg. 43](#)

The Executive Committee will be updated on the Equity Driven Systems in the system and discuss future direction.

D. [Transfer in the Higher Education system – 10 mins., Davison, pg. 45](#)

The Executive Committee will be updated on Transfer in the Higher Education

System and discuss future direction.

E. [Paper Second Read: The Role of Faculty in Tutoring and Learning Centers – 15 mins., Aschenbach, pg. 47](#)

The Executive Committee will consider for approval the draft of the paper for consideration by delegates at Fall Plenary.

F. [Fall 2021 Pre-Session Resolution Packet – 20 mins., Gillis, pg. 83](#) (Time certain, after 1:00 p.m.)

The Executive Committee will review the pre-session resolutions packet and provide feedback to the Resolutions Chair.

G. [ASCCC Part-Time Faculty Institute - February 10 – 11, 2022 – 10 mins., Roberson/Heard, pg. 85](#) (Time certain, after 1:00 p.m)

The ASCCC Executive Committee will provide feedback on the theme and outline for the Part-Time Institute.

H. [ASCCC Strategic Plan Review – Year 4 – 60 mins., Davison/Mica, pg. 87](#) (Time certain, after 1:00 p.m)

The Executive Committee will review for approval the prioritized goals for 21-22 from the ASCCC Strategic Plan.

I. [Fall Plenary Planning – 45 mins., Mica, Davison/Mica, pg. 89](#) (Time certain, after 1:00 p.m)

The Executive Committee will review the second draft of the fall session program for final approval and discuss programming for the event.

V. DISCUSSION

A. [Board of Governors/Consultation Council – 30 mins., Davison/May, pg. 91](#)

The Executive Committee will receive an update on the recent Board of Governors and Consultation meetings.

B. [ASCCC Acronym List – 15 mins., Roberson, pg. 93](#)

The Executive Committee will discuss the current acronym list and determine if an update is needed at this time.

C. [Feedback on Curriculum Handbook Format – 15 mins., Curry, pg. 109](#)

The Executive Committee will review and make recommendations on the Curriculum Handbook format and modality.

D. [Recording ASCCC Presentations and Visits – 15 mins., May, pg. 111](#)

The Executive Committee will discuss potential guidelines or policies regarding the recording of ASCCC presentations and visits.

E. [Meeting Debrief – 15 mins., Davison, pg. 113](#)

The Executive Committee will debrief the meeting to assess what is working well and where improvements may be implemented.

VI. REPORTS (If time permits, additional Executive Committee announcements and reports may be provided)

A. Senate and Grant Reports

- i. [Course Identification \(C-ID\) Numbering System, Mica, pg. 115](#)

B. Standing Committee Minutes

- i. [Equity and Diversity Action Committee \(EDAC\), Bean, pg. 118](#)

- ii. [Online Education Committee, Chow, pg. 126](#)
- iii. [Legislative and Advocacy Committee \(LAC\), May, pg. 130](#)
- iv. [Accreditation Committee, Howerton, pg. 134](#)
- v. [Career and Technical Education Leadership Committee \(CTELC\), Heard, pg. 138](#)

C. Liaison Reports

- i. [UndocuScholars, Bean, pg. 142](#)
- ii. [Chancellor's General Education Advisory Committee \(GEAC\), Bean, pg. 146](#)
- iii. [Campus Police Reform Task Force, Curry, pg. 148](#)

D. Local Senate Visits

VII. ADJOURNMENT



Executive Committee Agenda Item

SUBJECT: Calendar		Month: October	Year: 2021
•Upcoming 2021-2022 Events		Item No: I. E.	
•Reminders/Due Dates		Attachment: Yes (2)	
DESIRED OUTCOME:	Inform the Executive Committee of upcoming events and deadlines.	Urgent: No	
		Time Requested: 5 mins.	
CATEGORY:	Order of Business	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Melissa Marquez	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

Upcoming Events and Meetings

- **2021 Academic Academy – Virtual Event – October 7-8, 2021**
- **Area Meetings – October 15-16, 2021**
- **Executive Committee Meeting – Long Beach/Hybrid – November 3, 2021**
- **2021 Fall Plenary – Long Beach/Hybrid – November 4-6, 2021**

Please see the 2021-2022 Executive Committee Meeting Calendar on the next page for ASCCC Executive Committee meetings and institutes.

Reminders/Due Dates

October 15, 2021

- Agenda items for the November 3, 2021 meeting
- Committee reports, if applicable

2021 Fall Plenary

- Presenters list and breakout sessions descriptions due to Krystinne **October 13, 2021**
- Deadline for Area Meetings resolutions to Resolutions Chair: **October 18, 2021**
- Final Program to Krystinne by **October 15, 2021**
- Final Program to print **October 22, 2021**
- Materials posted to ASCCC website **October 28, 2021**

Rostrum Timeline

To Krystinne	To David	To Dolores	To Katie	To the Field
September 24	October 1	October 11	October 18	November 3
January 3	January 7	January 14	January 21	February 7

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.

February 25	March 4	March 11	March 18	April 6
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2021-2022 ASCCC INSTITUTES AND PLENARY SESSION DATES

*Unless otherwise noted, meetings typically start 11:00 a.m. on Friday and end by 4:00 p.m. on Saturday.

Meeting Type	Approved Date	Campus Location	Hotel Location	Agenda Deadline
Executive Meeting	August 12-14, 2021		Mission Inn, Riverside, CA Hybrid	July 26
Executive Meeting	September 9-11, 2021	AREA B	Waterfront Hotel, Oakland, CA Hybrid	Aug 23
Executive Meeting	October 6, 2021		Virtual	Sept 17
Area Meetings	October 15-16, 2021		Various Locations or virtual	
Executive Meeting	November 3, 2021		The Westin Long Beach, Long Beach CA (Hybrid Event)	Oct 15
Executive Meeting	December 3-4, 2021		The Citizen Hotel, Sacramento, CA Hybrid	Nov 15
Executive Meeting	January 7-8, 2022		The Hotel Maya, Long Beach, CA	Dec 16
Executive Meeting	February 4-5, 2022		TBD, San Jose	Jan 18
Executive Meeting	March 4-5, 2022	AREA C	South	Feb 15
Area Meetings	March 18-19, 2022		Various Locations	
Executive Meeting	April 6, 2022		Los Angeles Marriott Burbank Airport, Burbank CA	Mar 18
Executive Meeting	May 6, 2022		North	Apr 18
Executive Committee/ Orientation	June 3-5, 2022		TBD	May 16
SESSION	Approved Date		Location	
Fall Plenary Session	November 4-6, 2021		The Westin Long Beach, Long Beach CA (Hybrid Event)	
Spring Plenary Session	April 6-9, 2022		Los Angeles Marriott Burbank Airport, Burbank CA	
INSTITUTES	Proposed Date		Location	
Academic Academy	October 7-8, 2021		Virtual	
Part-Time Institute	February 10-11, 2021		Virtual	
Accreditation Institute	February 25-26, 2022		The Embassy Suites San Francisco Airport-Waterfront	
Career and Noncredit Education Institute	TBD		TBD	
Faculty Leadership Institute	June 15-18, 2022		The Citizen Hotel, Sacramento, CA	
Curriculum Institute	July 6-9, 2022		Riverside Convention Center, Riverside, CA	

Academic Senate

2021 - 2022

Executive Committee Meeting Agenda Deadlines

Reminder Timeline:

- Agenda Reminder – 7 days prior to agenda items due date
- Agenda Items Due – 7 days prior to agenda packets being due to executive members
- Agenda Packet Posted – 10 days prior to executive meeting

Meeting Dates	Agenda Items Due	Agenda Posted and Mailed
August 12-14, 2021	July 26, 2021	August 2, 2021
September 9-11, 2021	August 23, 2021	August 30, 2021
October 6, 2021	September 17, 2021	September 24, 2021
November 3, 2021	October 15, 2021	October 22, 2021
December 3-4, 2021	November 15, 2021	November 22, 2021
January 7-8, 2022	December 16, 2021	December 23, 2021
February 4-5, 2022	January 18, 2022	January 24, 2022
March 4-5, 2022	February 15, 2022	February 22, 2022
April 6, 2022	March 18, 2022	March 25, 2022
May 6, 2022	April 18, 2022	April 25, 2022
June 3-5, 2022	May 16, 2022	May 23, 2022

Local Senate Campus Visits 2018-2021

(LS= member of Local Senates; IN = report submitted; strikeout = planned but not done)

COLLEGE	VISITOR	DATE OF VISIT	REASON
Area A			
American River	May	9/21/2018	AB 705 Presentation with Network for Equity in Math Education
Bakersfield	Cruz, Henderson	2/21/2019	Faculty Diversification Regionals
Butte	Foster	4/3/2021	DEI and Advocacy
Cerro Coso	Henderson	5/8/2019	Cal City Prison Graduation
	Executive Committee	9/6/2019	Executive Committee Meeting
	Stankas	1/30/2020	Collegiality in Action
Clovis	Aschenbach, May, Curry	9/5/2019	ESL Recoding Regional
Columbia			
Cosumnes River	Rutan, May	10/6/2018	AB 705 Regional
	Aschenbach	1/16/2019	Governance
Feather River			
Folsom Lake	May, Mica	11/1/2019	Guided Pathways Regional Meeting
	Aschenbach	11/1/2019	Curriculum Regional Meeting
Fresno	Cruz	1/10/2019	Guided Pathways Convocation
Lake Tahoe			
Lassen	Stewart Jr.	8/12/2020	Local Senate Visit - Equity and Diversity
Los Rios CCD	May, Mica, Rother	3/7/2019	Recoding Regional Meeting
	Davison	1/27/2021	Collegiality in Action

Madera	Stanskas, Davison	1/31/2020	Collegiality in Action
	Stewart Jr., Dyer	4/30/2021	Local Senate Visit - Governance
Merced	Aschenbach, Eikey	2/6/2019	Technical Visit – MQs and Equivalency
	Wakim	10/26/2020	Local Senate Visit - OERI
Modesto			
Porterville			
Redwoods, College of the			
Reedley	Aschenbach	5/3/2019	CTE Minimum Qualification Toolkit Regional Meeting
	Aschenbach, Chow	4/5/2021	Noncredit
Sacramento City	Cruz, Henderson, Parker, Eikey	11/29/2018	FDC/ EDAC Hiring Regional Planning Meeting
	Parker, Roberson	12/11/2019	CTE / Noncredit Committee Meeting
San Joaquin Delta	Dyer, Aschenbach, May, Stanskas	3/22/2019	Area A Meeting
	Stanskas	9/25/2019	Collegiality in Action
	May, Cruz	2/24/2020	GP Equity
Sequoias, College of the	Dyer, Davison, May, Roberson	10/12/2018	Area A Meeting
	Fulks, Selden	1/31/2020	Guided Pathways Visit
	Roberson, Bean	5/18/2021	Technical Assistance Visit - Curriculum
Shasta	Dyer	5/29/2020	Local Senate Visit - Governance, Brown Act Compliance
	Aschenbach, Oliver	4/12/2021	Equivalency Processes
Sierra	Bean, Bruzzese	8/15/2019	Technical Visit - Building Relationships in Governance
	Bean, Foster	9/19/2019	Faculty Leadership Development College
	Aschenbach, Bean, Davison, May, Stanskas	12/3/2019	ICAS
Siskiyou, College of the	Aschenbach	2/25/2020	Assistance Visit Governance

Taft	Aschenbach, Eikey	1/17/2019	Minimum Qualifications
	Stankas	1/29/2020	Collegiality in Action
	Aschenbach	2/4/2021	Local Senate Visit - DEI
	Aschenbach, Foster	4/5/2021	Anti-Racism Education
West Hills Coalinga			
West Hills Lemoore			
Woodland College	Curry, Dyer, Roberson, May, Aschenbach	10/11/2019	Area A Meeting
Yuba	Cruz, Henderson	2/25/2019	Faculty Diversification Regional
	Donahue	8/14/2019	Guided Pathways Workshop
	Bean, Roberson	10/24/2019	Shared Governance - Technical Assistance
Area B			
Alameda, College of			
Berkeley City			
Cabrillo	May, Aschenbach	10/5/2018	Curriculum Certificates
	Aschenbach, Parker	10/30/2019	Local Senate Visit - Noncredit
Cañada	Cruz	5/11/2021	Local Senate Visit - CTE
Chabot	Davison	9/13/2018	
	Bruno, Davison		FACCC Meeting
	Rutan	11/6/2018	Noncredit Visit
	Davison, Roberson	1/31/2019	Governance
	Aschenbach	4/28/2020	IEPI PRT - Virtual
Chabot – Las Positas District			
Contra Costa	Aschenbach	1/22/2020	Curriculum Visit/Presentation
	Davison	11/2/2020	Collegiality in Action
	Davison	1/19/2021	Local Senate Visit
DeAnza	Stankas, Davison, Aschenbac, May, Bean, Mica	2/6/2020	ICAS Meeting
	Davison	1/28/2021	Collegiality in Action
	Aschenbach, Velez	6/8/2021	Local Senat Visit - Noncredit

Diablo Valley	May, Rutan	1/22/2019	Noncredit Curriculum
	Davison	11/12/2019	RP Leading Versus Lagging Convening
	Aschenbach, Bean, Stankas	3/1/2021	Local Senate Visit - Equity and Diversity
Evergreen Valley	Parker, Cruz, Eikey	9/19/2018	Faculty Development Committee Meeting
Foothill	Davison	6/4/2019	Curriculum Committee - CPL
	Foster	10/24/2019	Local Senate Visit - Counseling Service Area Outcome Support
	Aschenbach	2/24/2020	Assistance Visit Governance
	Kaur	9/18/2020	Local Senate Visit - OERI
	Morse	2/5/2021	Collegiality in Action
	Roberson, Bean	5/25/2021	Local Senate Visit - Curriculum
Gavilan	Executive Committee	9/6-7/2018	Executive Committee Meeting
Hartnell	May, Hernandez	4/27/2021	Local Senate Visit - Guided Pathways
Laney	Stankas	8/28/2018	Peralta District Collegiality in Action
Las Positas	May	8/16/2018	CLCCD Speaker at Convocation
Los Medanos			
Marin, College of	Eikey	1/15/2019	Minimum Qualifications Equivalency
Mendocino			
Merritt			
Mission	May, Roberson	3/15/2019	Curriculum Regionals
	Cruz	9/26/2019	FACCC SouthBay Advocacy Summit
	Kaur, Dodge	10/15/2020	Local Senate Visit- OERI
Monterey Peninsula	Henderson, Cruz, Davison	3/22/2019	Area B Meeting
	Aschenbach	4/29/2020	Technical Assistance Visit - Virtual
Napa Valley			

Ohlone	Stankas	9/26/2018	Collegiality in Action
	Davison	8/23/2019	Governance/Local Senate
	Cruz, Stankas	1/21/2021	Diversity, Equity, and Inclusion
	Davison	3/11/2021	Collegiality in Action
Peralta CCD	Parker	11/4/2019	Local Senate Visit - Noncredit
San Francisco, City College of	Rutan	2/5/2019	AB 705
	Parker	4/26/2019	FACCC Counselor's Conference
	Curry, Aschenbach	2/26/2021	Governance
San José City	Foster, Bruzzese	8/30/2019	TASSC In-person Meeting
San Jose - Evergreen District	Davison	10/30/2020	Local Senate Visit
	May	3/12/2021	Governance
San Mateo, College of	McKay, Rutan	10/12/2018	AB 705 Workshop
	Stankas, Davison, Aschenbach, May, Bean, Mica	10/4/2019	ICAS
Santa Rosa Junior	Aschenbach	10/3/2018	Tech Visit - Gov and Consultation
	Aschenbach, Roberson		Counselor Conference (Petaluma Campus)
	Parker, Curry	11/13/2020	Local Senate Visit - Governance
	Curry	2/19/2021	Governance
	Morse	5/12/2021	Local Senate Visit - Governance
Skyline	May	3/5/2019	Recoding Regional Meeting
	Aschenbach	9/23/2019	AB 705 ESL Recoding Regional
	Aschenbach	12/14/2019	Curriculum Committee Meeting
Solano	Aschenbach, Davison, May, McKay	10/24/2018	WEDPAC/EDAC Tour
	Cruz, Davison	10/11/2019	Area B Meeting (Off-site due to PG&E power shut down)
	May	5/13/2021	Local Senate Visit - DEI and Curriculum
West Valley	Davison	8/24/2018	Local Senate Accreditation
	May/Bean	3/12/2021	DEI/Curriculum

Area C			
Allan Hancock	Cruz	10/25/2019	Guided Pathways Regional Meeting
Antelope Valley			
Canyons, College of the	Aschenbach	10/18/2018	Tech Visit, Advisory Committees
	May	3/18/2019	Recoding Regional Meeting
	May	9/20/2019	Guided Pathways and Governance
Cerritos	Davison	1/18/2019	FACCC Policy Forum
	Cruz	5/9/2019	Faculty-Employee Diversification Action Planning Session
	May, Parker	10/27/2020	Local Senate Visit - DEI
	Dyer	2/9/2021	Governance
Citrus	Roberson	8/23/2018	Local Senate Visit, Guided Pathways
	Eikey, Davison, Bruzzese, Bean	3/23/2019	Area C Meeting
Cuesta	Fulks	11/14/2019	Local Senate Visit, Guided Pathways
	Cruz	11/15/2019	CEO Training, with ACHRO
East LA			
El Camino	Parker, Eikey	10/19/2018	ECC Pride Leadership Presenters
Compton College	Eikey, Stankas, Bruzzese, Aschenbach	10/13/2018	Area C Meeting
	Stankas	2/8/2019	Collegiality in Action
	Aschenbach, May	10/6/2020	Local Senate Visit - Curriculum
	Aschenbach, May	10/20/2020	Local Senate Visit - Curriculum
	Curry	3/29/2021	Local Senate Visit - Governance
Glendale			
LA District	May	10/18/2019	Local Senate Visit - AB 705
	May, Davison, Stewart Jr.	9/25/2020	Local Senate Visit
	May	2/26/2021	Local Senate Visit
LA City			
LA Harbor	Curry	10/15/2020	Local Senate Visit - Governance

LA Mission	Dyer, Velasquez Bean	2/15/2020	Standards and Practice Committee Meeting
LA Pierce	Roberson	8/23/2018	Guided Pathways Visit
	Aschenbach	11/2/2019	Curriculum Regional Meeting
LA Southwest	Roberson, Parker	2/13/2019	RWLS Committee Meeting
	Aschenbach, Roberson, Stankas	2/28/2019	GP and Local Senate Visit
	Executive Committee	3/1/2019	Executive Committee Meeting
	Stankas	5/9/2019	Collegiality in Action
	Bruzzese, Cruz	1/17/2020	RwLS Committee Meeting
LA Trade-Technical			
LA Valley			
Moorpark	Eikey	5/8/2019	CTE Minimum Qualification Toolkit Regional Meeting
Mt. San Antonio	Aschenbach	7/19/2018	Curriculum Assistance
	May	11/17/2018	Curriculum Regional
	May	8/1/2019	Senate Governance and Guided Pathways
Oxnard			
Pasadena City			
Rio Hondo	Beach	9/27/2018	Guided Pathways
	Cruz	8/21/2019	Technical Visit - EDI Focus
	Bean, Davison, Donahue, Bruzzese	10/12/2019	Area C Meeting
	Foster, Bruzzese	1/31/2020	TASSC In-person Meeting
Santa Barbara City	Stankas	1/18/2019	Collegiality in Action
	Morse, Galizio	4/23/2021	Collegiality in Action
Santa Monica	McKay	9/14/2018	Equity and Diversity Action Committee Meeting
Ventura			
West LA			

Area D			
Barstow	May, Fulks	3/30/2020	Technical Visit - Guided Pathways
Chaffey			
Coastline			
Copper Mountain			
Crafton Hills			
Cuyamaca			
Cypress	May	8/3/2019	GP, Local Senate. Curriculum
	Aschenbach, May	9/11/2019	AB 705 ESL Recoding Regional
Desert, College of the	Rutan, Fulks	1/24/2019	Guided Pathways/AB 705
Fullerton	Taintor, Kaur	11/13/2020	Local Senate Visit - OERI
	Taintor, Kaur, Pilati	11/20/2020	Local Senate Visit - OERI
Golden West			
Grossmont	May	5/13/2019	Curriculum and Guided Pathways
	Chow, Curry	1/29/2021	Governance
Imperial Valley	Donahue	11/21/2019	Guided Pathways Regional Meeting
Irvine Valley	May	3/16/2019	Curriculum Regional
Long Beach City	Davison, Foster	10/16/2018	Accreditation Committee Meeting
	Stankas, Davison, Aschenbach. May, Bean, Mica	9/12/2019	ICAS
MiraCosta	May, Aschenbach	3/13/2019	Recoding Regional Meeting
Moreno Valley	May	2/27/2020	Guided Pathways Visit
Mt. San Jacinto	Rutan	1/30/2019	Chemistry
	May	1/15/2020	Chemistry/Curriculum Visit
	Curry, Oliver	2/19/2021	Governance

Norco	Cruz, Henderson	2/28/2019	Faculty Diversification Regional
	Foster, Rutan, Parker, Stankas	3/23/2019	Area D Meeting
North Orange - Noncredit	Executive Committee	3/6/2020	Executive Committee Meeting
Orange Coast			
Palo Verde			
Palomar	Rutan, Parker, Foster, Davison	10/13/2018	Area D Meeting
	Stankas	4/15/2019	Collegiality in Action
	Davison	2/3/2021	Collegiality in Action
	Curry	3/1/2021	Governance, Brown Act
Riverside City	Davison, Stankas	11/4/2019	Assembly Higher Education Hearing on Faculty Diversification
Saddleback	Rutan	1/30/2019	Noncredit
San Bernardino Valley	Rutan, Parker	9/20/2018	AB 705 Regional
	Foster, Davison	2/19/2019	Accreditation Committee Meeting
	Dyer, Bruzzese	10/30/2019	Local Senate Visit - Brown Act/Roberts Rules
	May, Mica, Cruz, Donahue	1/30/2020	Guided Pathways Taskforce
	Fulks	8/13/2020	Local Senate Visit - Guided Pathways
	Bean	8/14/2020	Technical Visit--Culturally Responsive Curriculum
	Curry	4/13/2021	Collegiality and the 10+1
San Diego City			
San Diego Cont. Ed.			
San Diego Mesa	May	9/22/2018	MQRTF Meeting
	Curry, Donahue	1/16/2020	Educational Policies Committee Meeting
San Diego Miramar			
Santa Ana	Foster, May, Bruzzese	1/25/2019	SLO Symposium
	Bean	8/19/2020	Technical Visit--Culturally Responsive Curriculum
Santiago Canyon	Rutan, Parker	1/10/2019	Noncredit Committee Meeting

Southwestern	Parker	9/17/2018	TASCC Meeting
	Davison, Stanskas	9/17-18/2018	Board of Governors and Trustee for California Online CCD
Victor Valley	Fulks	11/1/2019	Guided Pathways Regional Meeting
Calbright College	Davison	10/15/2020	Collegiality in Action

Action Tracking as of 9/23/2021										
Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Status	Description	Status Notes	Month Complete	Year Complete
ASCCC Coaching Model	November	2020	IV. E.	ASCCC Office		Assigned	A revised Coaching Model and it will return at a future Executive Committee Meeting.			
Part-time Institute Name Change	January	2021	IV. F.	President and Executive Director		Assigned	The President and Executive Director will form a workgroup to review the language used in the naming of Academic Senate events and bring recommendations to a future Executive Committee Meeting.			
2020-21 Periodic Review	January	2021	IV. O.	Periodic Review Process Committee		Completed	The subgroup will provide a summary of the responses to the 2016-17 Periodic Review Committee Report's recommendations to be given to the 2020-2021 Periodic Review Committee and revised the Periodic Review Committee process based on feedback from the 2016-2017 and 2020-2021 Committees.	2.4.21 - The Periodic Review Committee was provided with the summary document.		
First Draft of the Paper on Faculty Professional Development	February	2021	IV. G.	Faculty Leadership Development Committee		Assigned	The Faculty Leadership Development Committee will consider the use of "development" in Academic Senate programming and bring a recommendation to a future meeting.			



Executive Committee Agenda Item

SUBJECT: ASCCC Budget and Finance Committee Charge		Month: October	Year: 2021
		Item No: II. C.	
		Attachment: No	
DESIRED OUTCOME:	Executive Committee will review and approve the updated charge for the Budget and Finance Committee.	Urgent: No	
		Time Requested: N/A	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Michelle Bean	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

At the September 8, 2021 Budget and Finance Committee meeting, the following changes were proposed to update the Budget and Finance Committee Charge (new language underlined in red):

The Budget and Finance Committee is responsible for ensuring financial transparency, making recommendations to the Executive Committee for the annual budget for each subsequent year, and making recommendations on fiscal policies and procedures. This committee is also responsible for the review of budget performance and revision of the budget, if necessary. The Treasurer shall report on a periodic basis to the Executive Committee.

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.



Executive Committee Agenda Item

SUBJECT: ASCCC/ACHRO Webinars on Hiring Practices and Principles for Faculty Diversification		Month: October	Year: 2021
		Item No: II. D.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will approve the dates and times of two professional development webinars on model hiring practices and principles.	Urgent: Yes	
		Time Requested: N/A	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Michelle Bean/Robert L. Stewart, Jr.	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

At the August 2021 Executive meeting, hiring webinars with Association of Chief Human Resources Officers (ACHRO) were approved for the fall of 2021.

This request is to approve the two webinar dates to be hosted by ASCCC and presented in collaboration with the Equity and Diversity Action Committee (EDAC) and ACHRO on model hiring practices and principles for faculty diversification in preparation of anticipated local college spring hiring processes:

- **Thursday, October 28 at 3:00 p.m.--4:30 p.m.**
- **Friday, November 19 at 10:30 a.m.--12:00 p.m.**

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.



Executive Committee Agenda Item

SUBJECT: ACCE Liaison on CTE Leadership Committee		Month: October	Year: 2021
		Item No: II. E.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider approving the appointment of an ACCE Liaison to the CTE Leadership Committee.	Urgent: No	
		Time Requested: N/A	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Lance Heard/Krystinne Mica	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Since 2018, a representative from the Association of Community and Continuing Education (ACCE) has been invited to serve as the official liaison to the Noncredit Committee. The participation of the ACCE representative has been invaluable in planning for the Career and Noncredit Education Institute.

ACCE is interested in appointing a formal liaison to the CTE Leadership Committee as they have indicated that noncredit short-term vocational programs are growing, with 18 colleges in LA and Orange County working to develop noncredit programs.

The Executive Committee will consider approving the appointment of an ACCE Liaison to the CTE Leadership Committee.

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.



Executive Committee Agenda Item

SUBJECT: FACCC Legislative Liaison		Month: October	Year: 2021
		Item No: II. F.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider approval of a FACCC Legislative Liaison to serve in an advisory role on the ASCCC Legislative and Advocacy Committee.	Urgent: No	
		Time Requested: N/A	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Virginia May	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The ASCCC works very closely with the Faculty Association of California Community Colleges (FACCC) in regard to legislation and advocacy. It is requested that the Executive Committee consider approval of a FACCC Legislative Liaison to serve in an advisory role on the ASCCC Legislative and Advocacy Committee. The FACCC Legislative Liaison would be recommended by the FACCC President and appointed by the ASCCC President.

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.



Executive Committee Agenda Item

SUBJECT: Chancellor’s Office Liaison Discussion		Month: October	Year: 2021
		Item No: III. D.	
		Attachment: No	
DESIRED OUTCOME:	A liaison from the Chancellor’s Office will provide the Executive Committee with an update of system-wide issues and projects.	Urgent: No	
		Time Requested: 30 mins.	
CATEGORY:	Reports	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	
		Information/Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

A Chancellor’s Office representative will bring items of interest regarding Chancellor’s Office activities to the Executive Committee for information, updates, and discussion. No action will be taken by the Executive Committee on any of these items.

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.



Executive Committee Agenda Item

SUBJECT: Legislative Report		Month: October	Year: 2021
		Item No: IV. A.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will receive a report on the 2021-22 (two-year) legislative session and may consider requested action.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The 2021-22 (two-year) Regular Session reconvened January 11, 2021. The last day for bills to be passed by the legislature was September 10, 2021. The last day for the governor to sign or veto a bill is October 10, 2021.

ASCCC Legislative Report as of September 17, 2021:

Following is the Legislative Report as of September 17, 2021. An updated Legislative Report will be posted to the [Executive Committee meeting agenda](#), Item IV.A, before the October Executive Committee meeting.

2022-23 System Budget Request, *Students First: Leading California's Equitable Recovery*:

https://www.cccco.edu/-/media/CCCCO-Website/College-Finance-and-Facilities/Budget-News/September-2021/2022-23-System-Budget-Request_For-BOG-Approval.pdf?la=en&hash=4525AB014B58512FFA28BFA888F3642D8A221A17

CCCCO State Policy and Advocacy Update:

[https://go.boarddocs.com/ca/cccchan/Board.nsf/files/C6NVUG826E50/\\$file/state-policy-and-advocacy-update-a11y.pdf](https://go.boarddocs.com/ca/cccchan/Board.nsf/files/C6NVUG826E50/$file/state-policy-and-advocacy-update-a11y.pdf)

CCCCO Federal Policy and Advocacy Update:

[https://go.boarddocs.com/ca/cccchan/Board.nsf/files/C6NVV48286C2/\\$file/federal-policy-and-advocacy-update-a11y.pdf](https://go.boarddocs.com/ca/cccchan/Board.nsf/files/C6NVV48286C2/$file/federal-policy-and-advocacy-update-a11y.pdf)

[ASCCC Legislative Updates](#): Find information on the role of ASCCC in legislative advocacy, ASCCC positions on legislation, and ASCCC legislative reports.

Useful Websites:

California Legislative Information: <https://leginfo.legislature.ca.gov/faces/home.xhtml>

Legislative Analyst's Office (LAO): <https://lao.ca.gov>

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.

California Department of Finance: <http://www.dof.ca.gov>

Glossary of Terms: <https://leginfo.legislature.ca.gov/faces/glossaryTemplate.xhtml>

Assembly Daily History: <https://clerk.assembly.ca.gov/content/daily-history>

Senate History: <https://www.senate.ca.gov/content/senate-histories>

Department of Finance Trailer Bill Language: <https://esd.dof.ca.gov/dofpublic/trailerBill.html>



Legislative Report

ASCCC Executive Committee Meeting

October 9-11, 2021

Last update: September 23, 2021

The following legislation has implications for academic and professional matters or may impact an area of academic and professional matters peripherally. Suggestions of additional bills for the ASCCC to follow are welcome – please email info@asccc.org with suggestions. Full text of all bills can be found at <https://leginfo.legislature.ca.gov>.

2020-21 Two-Year Cycle

2021 Tentative Legislative Calendar:

https://www.senate.ca.gov/sites/senate.ca.gov/files/revised_agreed_2021_calendar.pdf

- October 10 – Last day for Governor to sign or veto bills passed by the legislature on or before September 10

California Legislative Information: <https://leginfo.legislature.ca.gov/faces/home.xhtml>

Legislative Process Assembly: <https://clerk.assembly.ca.gov/content/process>

Legislative Process Senate: <https://www.senate.ca.gov/legislativeprocess>

State Budget Process:

https://www.senate.ca.gov/sites/senate.ca.gov/files/the_budget_process.pdf

The legislature's focus has included the following issues:

- Direct response to COVID-19
- Ethnic Studies
- Student trustee rights
- Student Basic Needs
- Transfer Reform
- Legislation held back in 2020 due to COVID-19

Legislative Report – Summary

Active

Bill Number (Author)	Title	Status	Notes
AB 89 (Jones-Sawyer)	Peace Officer: minimum qualifications	Enrolled and presented to the Governor at 2 pm 9/2/21.	<i>CCCCO to develop a degree program with POST and other stakeholders; minimum age of peace officers is 21</i> Oppose unless amended as of 9/3/21. <i>The requested amendments did not make it into the bill.</i>
AB 375 (Medina)	Community colleges: part-time employees	Enrolled and presented to the Governor at 4 pm 9/10/21.	<i>Part-time faculty to teach 80% to 85% load</i>
AB 417 (McCarty)	Rising Scholars Network: justice-involved students.	Enrolled and presented to the Governor at 4 pm 9/10/21.	Support as of 3/8/21
AB 927 (Medina)	Public postsecondary education: community colleges: statewide baccalaureate degree pilot program	Enrolled and presented to the Governor at 3 pm 9/20/21.	Support as of 4/9/21
AB 928 (Berman)	Student Transfer Achievement Reform Act of 2021: Associate Degree for Transfer Intersegmental Implementation Committee	Enrolled and presented to the Governor at 3 pm 9/20/21.	Oppose as of 4/9/21 <i>Would require all students to be placed in ADT unless student opts out; includes one CCC faculty member on implementation committee; require a single GE pattern for transfer to CSU or UC and maximum unit requirement same as IGETC</i>
AB 1002 (Choi)	Postsecondary education: course credit for prior military education, training, and service	Enrolled and presented to Governor at 4:30 pm 9/8/21.	
AB 1111 (Berman)	Postsecondary education: common course numbering system	Enrolled and presented to the Governor at 3 pm 9/20/21.	Oppose as of 4/9/21 <i>Would require the CCCs to have common course numbering.</i>

AB 1185 (Cervantes)	Student financial aid: Cal Grant program	Enrolled and presented to the Governor at 3 pm 9/20/21.	
AB 1273 (Rodriguez)	Interagency Advisory Committee on Apprenticeship: Director of Consumer Affairs and the State Public Health Officer	Enrolled and presented to the Governor at 2 pm 9/2/21.	<i>Would prohibit the Department of Consumer Affairs and its various boards from prohibiting or approving an accrediting program that prohibits earn and learn programs for training in a profession licensed or certified by the board.</i>
AB 1407 (Burke)	Nurses: implicit bias courses	Enrolled and presented to the Governor at 4 pm 9/9/21.	<i>Implicit bias training as a requirement for graduation</i>
AB 1456 (Medina)	Student financial aid: Cal Grant Reform Act	Enrolled and presented to the Governor at 3 pm 9/20/21.	<i>Amended 9/3/21 to include: It is further the intent of the Legislature that the completion of degree requirements and use of awards align with the goals of the Associate Degree for Transfer program and the California Community College Guided Pathways Grant program, which is based on providing students who are pursuing an associate degree with a full two-year sequence of courses that can serve as a default plan to help ensure that these students are positioned to complete their programs on time.</i>
SB 416 (Hueso)	Corrections: educational programs	Enrolled and presented to the Governor at 1 pm 9/9/21.	<i>Only offer college programs provided by the CCC, CSU, the UC, or other regionally accredited, nonprofit California colleges or universities to inmates with a general education development certificate or equivalent or a high school diploma</i>
SB 512 (Min)	Public postsecondary education: support services for foster youth: Cooperating Agencies Foster Youth Educational Support Program.	Enrolled and presented to the Governor at 1:30 pm 9/17/21.	<i>Changes qualification allowances from age 16 to age 13</i>

Approved by Governor and Chaptered

Bill Number (Author)	Title	Status	Notes
AB 337 (Medina)	The Board of Governors of the California Community Colleges	Approved by Governor and chaptered 6/28/21	
AB 361 (Robert Rivas)	Open meetings: local agencies: teleconferences.	Approved by the Governor and chaptered 9/16/21.	<i>Beginning January 1, 2022 would permit current emergency protocols until January 1, 2024 – amendment would make the bill take effect immediately as an urgency statute; contingent upon AB 339 (Lee). AB 361 must be enacted first and then AB 339.</i> <i>AB 339 was presented to the Governor at 3 pm 9/17/21.</i>
SB 26 (Skinner)	Collegiate athletics: student athlete compensation and presentation. [Fair Pay to Play Act]	Approved by Governor and chaptered 8/31/21.	

Not moving forward in 2021

Bill Number (Author)	Title	Status	Notes
AB 102 (Holden)	College and Career Access Pathways partnerships	Committee on Ed 3/26/21	In budget bill
AB 103 (Holden)	College and Career Access Pathways partnerships: county offices of education.	Hearing canceled by author 3/24/21.	In budget bill
AB 421 (Ward)	Community colleges: career development and college preparation courses.	Senate special consent calendar. Ordered to Inactive File at request of Senator Hertzberg 9/1/21. Senate Inactive File 9/8/21.	Support as of 3/8/21

AB 492 (Patterson)	Cosmetology students: externships	Senate Committee on Bus, Prof and Econ Dev 5/19/21.	
AB 940 (McCarty)	College Mental Health Services Program	Held under submission 5/20/21	
AB 949 (Mullin)	Community colleges: <u>biological sciences</u> incubators	Hearing canceled by author 4/22/21.	
AB 1040 (Muratsuchi)	Community colleges: ethnic studies	Held in Senate Committee on Education w/o Recommendation 7/14/21	
AB 1115 (Choi)	Public postsecondary education: community colleges: statewide baccalaureate degree pilot program	Committee on Higher Ed 3/4/21	
AB 1187 (Irwin)	Community colleges: tutoring	Committee on Higher Ed 3/4/21	
AB 1269 (Cristina Garcia)	Community colleges: part-time faculty	Held under submission 5/20/21	
AB 1216 (Salas)	California Community Colleges: governing board membership: student members.	Held under submission 5/20/21	
AB 1417 (Frazier)	Community colleges: providers of care for individuals with developmental disabilities: model curriculum for certification program	Senate Committees on Education and Human Services 6/18/21	
AB 1432 (Low)	The California Online Community College	Senate Committee on Education 5/19/21	Two-year bill
SB 40 (Hurtado)	Healthcare workforce development: California Medicine Scholars Program	Assembly Committee on Appropriations 7/7/21	
SB 45 (Portantino)	Wildfire Prevention, Safe Drinking Water, Drought Preparation, and Flood Protection Bond Act of 2022	Senate inactive file 6/2/21	
SB 228 (Leyva)	Public postsecondary education: support services for foster youth: Cooperating Agencies Foster Youth Education Support Program	Ordered to inactive file on request of Senator McGuire 6/3/21	<i>See SB 512 (Min)</i>
SB 387 (Portantino)	Peace officers: certification, education, and recruitment	Senate inactive file 6/2/21	
SB 659 (Becker)	Community colleges: California College Promise	Held under submission 5/20/21	

Legislative Report – Detailed Bill Information

(Click [here](#) for detailed bill information – ASCCC September 2021 Legislative Report)

Bills regarding Academic and Professional Matters

Assembly Bills (AB)

AB (Author) – Title

Official ASCCC Position/Resolutions:

Status:

Notes:

Senate Bills (SB)

SB (Author) – Title

Official ASCCC Position/Resolutions:

Status:

Notes:

Other Bills of Interest

Assembly Bills (AB)

AB (Author) – Title

Official ASCCC Position/Resolutions:

Status:

Notes:

Senate Bills (SB)

SB (Author) – Title

Official ASCCC Position/Resolutions:

Status:

Notes:

Legislation Tracking

CCCCO: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Governmental-Relations-Policy-in-Action/Policy-in-action/State-Relations/Tracked-Legislation>

CCLC: <https://cleague.org/advocacy/bill-tracking>

FACCC: <https://ctweb.capitoltrack.com/public/publish.aspx?session=21&id=88fe9ac9-0a3b-4726-91a3-2a18d3d894f2>

SSCCC: <https://studentsenateccc.org/what-we-do/legislative-advocacy/>

Hearings

Assembly: <https://www.assembly.ca.gov/dailyfile>

Senate: <https://www.senate.ca.gov/calendar>



Executive Committee Agenda Item

SUBJECT: Culturally Responsible Student Services, Student Support, and Curriculum		Month: October	Year: 2021
		Item No: IV. B.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on culturally responsive student services, student support, and curriculum in the system and discuss future direction.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

Background:

The Executive Committee will be updated on culturally responsive student services, student support, and curriculum in the system and discuss future direction.

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.



Executive Committee Agenda Item

SUBJECT: Equity Driven Systems		Month: October	Year: 2021
		Item No: IV. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on the Equity Driven Systems in the system and discuss future direction.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

Background:

The Executive Committee will be updated on the Equity Driven Systems in the system and discuss future direction.

The Faculty Leadership Development Committee is the facilitating group for the Faculty Empowerment Leadership Academy (FELA). The 2020-21 FELA cohort was interrupted by COVID, and the committee has recommended to continue on with the current cohort for this academic year. FLDC met on September 21, 2021 to begin planning for the FELA mentors and mentees to reconnect and resume activities planned for the academy. FLDC would like feedback on preliminary priorities and clarification on travel opportunities for the academy cohort.

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.



Executive Committee Agenda Item

SUBJECT: Transfer in the Higher Education System		Month: October	Year: 2021
		Item No: IV. D.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on Transfer in the Higher Education System and discuss future direction.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

Background:

The Executive Committee will be updated on Transfer in the Higher Education System and discuss future direction.

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.



Executive Committee Agenda Item

SUBJECT: Paper Second Read: The Role of Faculty in Tutoring and Learning Centers		Month: October	Year: 2021
		Item No: IV. E. (1)	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will consider for approval the draft of the Role of Faculty in Tutoring and Learning Centers paper for consideration by delegates at Fall Plenary.	Urgent: Yes	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Cheryl Aschenbach	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

At the Fall 2019 plenary session, delegates passed resolution 16.01, which called for development of resources for standards in tutoring and learning centers, including the role of faculty. In collaboration with the 2020-2021 Transfer, Articulation, and Student Success Committee, writing was led by Ted Blake and included tutoring and learning center colleagues. The Executive Committee did a first review at its June 2021 meeting.

The Executive Committee is asked to provide a final round of feedback and take action to approve of the draft of the Role of Faculty in Tutoring and Learning Centers paper for consideration by delegates at Fall Plenary.

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.

The Academic Senate for California Community Colleges
Position Paper

The Role of Faculty in Tutoring and Learning Centers in the Community College

Prepared for Consideration by ASCCC Delegates
Fall 2021

SPECIAL THANKS TO MEMBERS OF THE WRITING TEAM

Ted Blake, Faculty Learning Center Coordinator, Menifee Valley Campus, Mt. San Jacinto College

Vandana Gavaskar, Faculty Director of Learning Support Services , Santa Barbara City College

Ray M. Sanchez, Faculty Coordinator, Academic Success Centers, Madera Community College

Tascha Whetzel, Faculty Learning Disability Specialist, Mendocino College

WRITTEN IN COLLABORATION WITH THE TRANSFER, ARTICULATION, AND STUDENT SUCCESS COMMITTEE 2020-2021

Manuel Velez, ASCCC South Representative, Chair

Ted Blake, Mt. San Jacinto College, Menifee Valley Campus

Julie Clark, Merced College

Nohemy Chavez, Mission College

Martin Gomez, American River College

LaTonya Parker, Moreno Valley College

Tahira Simpson, San Bernardino Valley College

Cheryl Aschenbach, ASCCC Secretary, Chair 2021-2022

Table of Contents

Introduction	4
Contextual Definitions	6
Growth of the Field and The Faculty Role	8
Standards and Effective Practices	9
Tutoring and Centering a Non-Deficit Mindset	9
Tutoring Promotes an Equitable and Cultural Perspective	10
Tutoring is Consistent: Pedagogical and Programmatic	11
Tutoring Makes Learning Visible and provides Learning Strategies based on Active Research about the Brain and Learning	11
Tutoring is Peer-Centered Learning	12
Tutoring is Inclusive	12
Certifications and Minimum Qualifications	13
Tutor Training	20
Staffing, Administration, Operations	22
Staffing	23
Administration	25
Essential Operations and Pedagogical Functions	26
Conclusion	27
Recommendations	30
Appendix: Resources	32
Selected Bibliography	34

Introduction

Resolution 16.01 (Fall 2019) called for publishing resources for Learning Assistance with a focus on the role of tutoring and learning center faculty.

Whereas, The field of learning assistance has evolved since the last Academic Senate resolutions in 2008 (10.01 F08) [1] and 2011 (10.12 S11) [2] that addressed minimum qualifications and a 2011 article about separating learning assistance and tutoring [3];

Whereas, The minimum qualifications for learning skills coordinators or instructors specify only qualifications for faculty in tutoring or learning assistance offerings collecting apportionment, [4] and any learning assistance and tutoring center constitutes a space comparable to a classroom or library and should be overseen, at least in partnership with staff or administration, by qualified faculty whether or not it is collecting apportionment;

Whereas, A great need has been created in the current context of AB 705 (Irwin, 2017), guided pathways, equity, and culturally responsive teaching for understanding of learning assistance as a field and how it fits into the context of the California community colleges not in a secondary role but in a symbiotic partnership for student learning and as a site like the classroom and library for student learning; and

Whereas, “Specific standards for” learning assistance and tutoring “have appeared piecemeal as Education Code sections, accreditation guidelines, professional guidelines, and ethics statements, but nowhere have these standards been collected, reviewed, and presented systematically to the California community colleges with specific application to the roles of” learning skills coordinators or instructors, and tutoring coordinators “in the California community colleges”; [5]

Resolved, That the Academic Senate for California Community Colleges develop a standards of practice resource, such as a paper, web resource, or guidebook, for learning assistance and tutoring in the California Community Colleges, including the role of learning skills coordinators or instructors and tutoring coordinators by July 30, 2021.

In response to this resolution, the primary purpose of this paper is to emphasize and reiterate the centrality of the faculty role in tutoring and learning centers, where peer-to-peer, discipline-specific collaborative learning is the primary objective.

This paper provides a breadth of content for practitioners in the field and also assists those seeking to understand the unique role of the Tutoring and Learning Center and the faculty that develop and lead these services. This document:

1. Recognizes the disciplinary and pedagogical contexts for the role of faculty in Tutoring and Learning Centers;
2. Identifies Tutoring and Learning Centers as essential spaces for academic learning directly related to courses and disciplines; and
3. Describes how innovations in research and practice in tutoring and learning assistance impact the role of faculty in these pedagogically designed learning spaces.

Faculty pedagogical roles in the Tutoring and Learning Center are based on the institutional recognition that learning outside the classroom in the context of student-centered peer learning is closely related to teaching in the classroom. Therefore, Tutoring and Learning Centers are instructional spaces where a faculty member provides pedagogical strategies, ongoing programmatic assessment, overall supervision and coordination, and tutor training. Faculty in the Tutoring and Learning Center are essential in the same way that teaching faculty are to the classroom and librarians are to the library. **Learning assistance is an instructional activity; faculty are therefore not optional.** Tutoring and Learning Center faculty positions have grown exponentially in the last 10 years as has the influence of academic support for the campus community. Faculty in these spaces are essential to the learning that occurs outside the classroom.

Tutoring and Learning Centers on California community college campuses are intentionally designed as social and supportive learning spaces for students, and staffed and programmed for optimal collaborative learning. These spaces and services demonstrate a longstanding commitment to student learning and student success for an increasingly diverse group of students. An organic student learning community forms in these centers based on well-established effective practices in tutoring and learning theory that enables students to achieve confidence and competence in their own learning. Tutoring and Learning Centers provide equity based interventions that empower students and restore the promise of higher education at community colleges. Tutoring and Learning Centers also function as intentional spaces of collaboration between departments and programs, and among Tutoring and Learning Center faculty and teaching faculty, with the goal of extending the classroom and improving student learning.

It is the position of the ASCCC that faculty, preferably full-time, tenure-track faculty, oversee Tutoring and Learning Centers. **The Tutoring and Learning Center is a crucial instructional space on campus that should be supervised and led by faculty.**

Contextual Definitions

Tutoring

Facilitated learning of course content in a number of modalities (one on one, group, online) by a peer or professional in a role other than teacher. Tutoring is an art and a science in that it involves using interpersonal skills and active learning while imparting knowledge through learning theory and metacognition. Tutors guide, coach, encourage, and model how successful students excel in college.

Embedded Tutoring

Embedded tutoring occurs within a classroom, during class time, and with a faculty member present. Learning activities can include one-on-one sessions, group activities, and other active learning in tandem with the professor. Embedded tutoring decreases the student/teacher ratio and brings the academic support to the student, instructor, and classroom. Embedded tutoring is not a 'wait to help' model, but integrates academic support and increases collaboration at the very point of the student learning classroom content for the first time.

Faculty in Tutoring and Learning Centers

Faculty in the Tutoring and Learning Center bring teaching and learning experiences from classroom teaching in various disciplines, and combined with the ever-evolving and expanding research in the field, develop tutor training that supports virtually every discipline offered at a college. Tutoring and Learning Center faculty understand the fundamental relationship between what is happening in the classroom and the learning that happens outside the classroom so that the Tutoring and Learning Center becomes an extended laboratory of learning.

As argued in the November 2011 ASCCC Rostrum article, [Separating Learning Assistance and Tutoring](#), Ray M. Sanchez, faculty are key to the learning center. There are specific, well-established standards of practice in Tutoring and Learning Center spaces, and faculty in these spaces operate under research-based values such as:

- Learning abilities of students are not fixed or viewed through a deficit lens
- Individual students benefit from a multi-dimensional engagement of learning
- Learning is positively impacted by a sense of community and belongingness

- Collaborative learning is effective as it is by definition active learning.

Learning Assistance

Learning Assistance is a broad concept that identifies the program, people, and services that *directly* support the academic efforts of students outside of class to succeed in their coursework/classes. This direct support of academic coursework takes place at a diversity of levels and in multiple disciplines. Learning Assistance takes many forms including mentoring, academic coaching, academic early alert follow-up, learning specialist consultations, workshops/seminars, learning labs, computer-based instruction, and more. Learning Assistance, however, is directly and most commonly associated with tutoring or peer-assisted learning. Tutoring is the institution's learning assistance effort that *most closely integrates with classroom instruction* (Sanchez, [Separating Learning Assistance and Tutoring](#)).

Online Tutoring

Online tutoring also expands the definition of tutoring by offering synchronous and asynchronous services (paper drop off, question drop off) that increase access for students. Some colleges also supplement tutoring programs with tutoring consortia and/or third party tutoring vendors in order to further expand access for students. In some cases live, synchronous tutoring is available 24/7 and also in Spanish. For more information about online tutoring, see the ASCCC paper [Effective Practices in Online Tutoring](#) (Spring 2019).

Tutoring and Learning Center

The Tutoring and Learning Center is the term that is meant to encompass the central space on campus that provides peer-assisted learning. Although there may be a Writing Center located in the English Department or tutoring offered in a special program, the Tutoring and Learning Center is the dedicated hub for tutorial support for a wide variety of disciplines.

As early as the 1970s, campus spaces that provided direct academic support to students came to be defined as a place, "where learners, learner data, and learning facilitators are interwoven into a sequential, cybernetic, individualized, people-oriented system to service all students (learners) and faculty (learning facilitators) of any institution for whom learning by its students is important" (F.L. Christ (1971) in Truschel & Reedy, [National Survey-What is a Learning Center in the 21st Century?](#)).

In 2021, the authors would modify this definition: "A permanent, college-supported learning space where all students can come to study, congregate, collaborate, and learn in a social, academic-oriented, and 'un-lectured' learning environment" (Ray M. Sanchez (2019)).

In the absence of Basic Skills classrooms with the passage of AB705, the Tutoring and Learning Center is the designated learning space where foundational to advanced skills in reading, writing, quantitative reasoning, and critical thinking are reinforced, augmented, and practiced in the context of peer to peer tutoring education and with distinct learning pedagogies.

Supplemental Instruction

The UMKC SI Model - “Supplemental Instruction (SI), created at the University of Missouri-Kansas City, is a non-remedial approach to learning that supports students toward academic success by integrating “what to learn” with “how to learn.” SI consists of regularly scheduled, voluntary, out-of-class group study sessions driven by students’ needs. Sessions are facilitated by trained peer leaders who utilize collaborative activities to ensure peer-to-peer interaction in small groups. SI is implemented in high-risk courses in consultation with academic staff and is supported and evaluated by a trained supervisor.” Exception: In some state and federal contexts, “supplemental instruction” is a broad term that can include tutoring and other learning assistance but can also refer to other instructional practices.

Growth of the Field and The Faculty Role

In the last 15 to 20 years significant changes in the field have occurred because of paradigm shifts in implementing brain-based learning strategies, improved funding, and a statewide transformation from a student access model to an ethos or mission focused on student success. Perhaps the greatest visible change is the emphasis on faculty-developed, holistic tutoring programs with clear guiding principles based in learning theory and pedagogically sound activities focused on learning. Tutoring has been transformed from a perceived remedial service for students to an academic/learning approach providing support for all students in all disciplines. The pedagogy and *raison d’etre* of the field has shifted from tutoring as remediation to tutoring as an essential classroom extension. There is a major focus on pedagogical approaches like Directed Learning Activities that initiate active learning. Tutoring has also been transformed through an emphasis on metacognitive activities. In the last 20 years faculty in the Tutoring and Learning Center have transformed these spaces from passive student development areas to an active, intrusive, and transformative “every student” approach focused on extending classroom learning.

In addition, each discipline and field has developed rich tutoring practices for training tutors, and for tutoring students in a way that reinforces “learning that sticks” (*Make it Stick, The*

Science of Successful Learning, 2014) and a metacognitive awareness of how individual students learn. This shift to making learning visible, what students and tutors do together, reinforces the discipline of tutoring and learning assistance and the role of faculty in the field of tutoring.

The work of Tutoring and Learning Center faculty who have labored for decades to enact these changes is much less understood than traditional faculty or Library faculty, but these faculty are essential to the academic work of the college. Tutoring and Learning Center faculty have the primary responsibility of evaluating and training tutors and this training occurs in different modalities just as the tutoring itself occurs in different modalities (one-on-one, group tutoring, embedded tutoring, Supplemental Instruction, face-to-face, and online).

Online tutoring has simultaneously developed in the last 20 years, usually offered on a limited basis and often by third-party companies. The number of for-profit services have proliferated in the last 10 years--and especially in the last 5 years--and online tutoring, whether from a vendor or with local college tutors and home-grown platforms, or both, have grown exponentially in the era of COVID-19, with most colleges having a significant amount of tutoring available online.

Standards and Effective Practices

Needs intro paragraph for this section

Tutoring and Centering a Non-Deficit Mindset

Historically, tutoring has long been misassociated (by both faculty and students) with remedial education. In this way of thinking, some students did not have necessary college skills. Courses designated as pre-collegiate, below first year courses, or “remedial” courses, have largely vanished: the focus on reading, writing, quantitative reasoning, and critical thinking remains, particularly in English and Math. In addition, the paradigm shift toward the need to make our colleges “student ready” rather than focusing on making students “college ready” has placed tutoring and learning assistance in the position of transforming the instructional methods of the institution.

A recent watershed moment for equity was the implementation of AB705 in Fall 2019, which integrated basic skills in the context of first year courses in mathematics and English. Tutoring and Learning Centers were called upon to play an essential role in supporting students’ foundational skills in mathematics, writing, and critical thinking by being embedded in these

classrooms, including co-requisite classes. Because remedial courses were largely eliminated, the need for faculty to oversee the directed learning that occurs outside the classroom became even more imperative. A high level of tutoring is needed for many students who must develop or reinforce their “basic skills” in mathematics, writing, and critical thinking, and **faculty are essential to the design, implementation, training, and evaluation of all of these interventions and support.**

Faculty Role in centering a Non-Deficit Mindset: Faculty in the Tutoring and Learning Centers continuously innovate with tutor training and faculty collaborations and design tutoring in order to leverage student strengths while collecting success data, sharing best practices, and offering continuous training for returning tutors.

Tutoring Promotes an Equitable and Cultural Perspective

Tutoring has moved away from a deficit mindset and affirms a cultural wealth perspective for learning, all with equity at the center. Tutoring and Learning Centers reflect, engage, and represent diverse cultures and ways of knowing as strengths in an educational environment.

Tutors trained in the affective, cognitive, and psychomotor domains of learning lead to restorative justice for students who have experienced various challenges in their education due to poverty, marginalization, and other inequities; tutoring helps keep the democratic promise of education alive by affirming the cultural and intellectual wealth and experiences that students bring to their college experience. Therefore, tutors at the California community colleges along with other learning professionals who conduct and oversee tutoring have an imperative to serve these students and provide an equitable and culturally relevant experience. In her book *Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students* (2014), Dr. Zaretta Hammond establishes how important learning relationships and communities of learning are to students.

Faculty Role in promoting Equitable and Cultural Perspective: Faculty in the Tutoring and Learning Center have professional development in equity practices in student-centered spaces like the Tutoring and Learning Center and design tutor training placing equity and diversity at the center of tutoring practice for the college.

Tutoring is Consistent: Pedagogical and Programmatic

Depending on faculty collaborations and modes of tutoring, tutoring occurs in the Tutoring and Learning Center and at other centers created for disciplines (STEM) and equity (MESA, UMOJA, Equity and Social Justice and others), and in classrooms in the SI and embedded tutoring models. Training is consistent across a decentralized model and adaptable to any modality or space so that students experience the same level of support across programs and areas. Faculty are essential in maintaining training standards and philosophy that adapt and respond to ongoing student needs. Faculty also facilitate regular and consistent communication between spaces and programs so that the tutoring program accounts for diverse needs and that each space works from the same methodology.

Faculty Role in ensuring Pedagogical and Programmatic Consistency: To develop conversations and active collaboration about tutoring practices in various disciplinary and program centers so that students experience a similar pedagogy and practice in every space where tutoring is offered.

Tutoring Makes Learning Visible and provides Learning Strategies based on Active Research about the Brain and Learning

Developments in cognitive sciences and brain-based learning have led to a change in tutoring practices. Metacognition is just one of the ways that brain-based learning has informed tutoring and learning practice. The focus on learning styles and language impacts (second language interference) have been refuted by brain science, which supports tutoring practice by:

- Chunking information and learning
- Presenting information various ways
- Implementing strategies for Habits of Mind
- Supporting peer learning and building upon the psychology of the Zone of Proximal Development (Vygotsky, 1978) and Social Emotional Learning (SEL), and Belongingness

Faculty Role in Making Learning Visible: To develop learning theory based tutoring practices based on the Science of Learning, and by communicating and promoting the relationships between tutoring practices and the Science of Learning to tutors, students, and faculty colleagues.

Tutoring is Peer-Centered Learning

Faculty in the classroom are discipline content experts, but tutors are experts in their experience of learning. Therefore, the advice they give students about learning in a specific class and discipline is based on the advice of a peer trained in tutoring methods about learning in the context of social emotional learning, the Zone of Proximal Development and Belongingness, and effective learning and retrieval practices based on the Brain and Learning.

Faculty Role in Peer-Centered Learning: To develop tutoring pedagogies, theories and practices that implement successful peer learning practices based on the articulation of evidence-based science of learning, and to share these theories widely so the synergy between the roles of faculty in the course and in the tutoring and learning center are well-understood.

Tutoring is Inclusive

While the modes of tutoring are based on disciplines and can engage the domains or affective, cognitive, and psychomotor in different ways, tutoring pedagogy is based on applying theory to practice in every area and discipline, and in every instance where tutoring is offered at the college. It is a resource for all students to review, rehearse, retrieve, develop, and enhance their learning with other students who are closer to the learning experience of a course than the instructor. Faculty ensure that the pipeline to becoming a tutor has many entry points and acknowledges the necessity of having diversity among the tutors who are employed by the college. In training courses led by faculty, tutors relate their learning experiences to theoretical (the theory and philosophy of tutoring) and procedural knowledge (how to tutor). Faculty actively frame learning experiences in cognitive, affective and psychomotor frameworks so that tutors are able to apply these frameworks to their tutoring practice, and are engaged by the theories and philosophies about tutoring practice. Tutors contribute to qualitative and quantitative data about how students learn at a particular college and in a particular discipline. Tutoring in this way supports college and accreditation mandates.

Faculty Role in Making Tutoring Inclusive: To create a pipeline by which students who are engaged by their learning experiences at a college are encouraged to become tutors. They in turn can build the tutor pool not only from students recommended by faculty but from

students who attended and benefitted from tutoring. Faculty ensure that training is informed by tutoring pedagogy.

Faculty in Tutoring and Learning Centers are by their core function at the forefront of implementing theories like belongingness as practice. In addition, they assess the implementations of powerful learning theories in each iteration and in the context of every tutorial session, every tutor and every tutee (student). At the same time, Learning Center faculty relate as peers to the faculty in the classroom, creating active collaboration related to student learning experiences, and success in tangible and intangible terms.

Tutoring is indeed a proven intervention and equalizer for all students. In *Supporting Men of Color in the Community College: A Guidebook*, J. Luke Wood and Frank Harris identify tutoring as a key intervention for men of color in community colleges (30, 70), with the caveat that staff and tutors are supportive and have high expectations (24, 47). This highlights the need for training and ongoing professional development of learning assistance and tutoring faculty and tutors. All students should be invited and motivated to seek out tutoring, and this can only be achieved as the tutoring program is integrated into the fabric of the college, supported by faculty, and tutors and other Tutoring and Learning Center staff receive consistent training and ongoing professional development.

Certifications and Minimum Qualifications

The Discipline of Learning Assistance is based on interdisciplinary approaches to learning by faculty whose classrooms are the collaborative learning spaces where students are provided guidance about learning how to learn, and where the effectiveness of learning is assessed by practice and data. There are currently no advanced degrees in Learning Assistance and many faculty coordinators have advanced degrees in Education, English and Math--fields that have long histories of tutoring practices., In addition, practitioners in this field rely on a variety of established standards, certifications, and effective practices that have been developed in communities of practice over the last few decades. Faculty come to this role from a variety of disciplines, and as such, the community of practitioners is diverse, vibrant, and creative. The consistency in the field comes from a variety of certifications, standards, and minimum qualifications for faculty serving in this role.

Faculty in tutoring and learning center(s) oversee programmatic pedagogical processes which originate in classrooms and labs in various courses, majors, and programs and that extend to the tutoring and learning center. Learning strategies are developed in the tutoring and learning center in the immediacy of student learning, largely through collaborative peer learning based on neuroscience of learning/learning theory, Bloom's Taxonomy, and Zone of Proximal Development. These faculty can be full-time or part-time with the overall coordination and supervision of tutoring and learning centers, including tutor training, led by a faculty coordinator or faculty director. The current minimum qualifications for Learning Assistance or Learning Skills Coordinators or Instructors, and Tutoring Coordinators are delineated in Title 5 §53415.

The following entities and organizations create the foundation for Tutoring and Learning Assistance as a field and offer standards that are implemented by faculty in the California Community Colleges.

Accrediting Commission for Community and Junior Colleges (ACCJC)

The Accrediting Commission for Community and Junior Colleges (ACCJC) published updated standards in 2014 that reflect the growing role of learning centers in a college's increasing commitment to a rich diversity of students. In 2024 these standards will be revised and possibly include a greater emphasis on tutoring and learning assistance. Discipline faculty have long argued for separating Library and Learning Support Services into two distinct sections and to also clarify by citing tutoring and learning assistance instead of "other learning support services".

Due to the innovative work of faculty in the learning center, tutoring and learning assistance can longer be described in simple terms. Some of the ongoing innovations that would justify modifying the Standards includes the widespread adoption of **embedded tutoring** and the extensive **online tutoring** offerings that are becoming scaled both before but especially after the onset of COVID-19.

Section B, Library and Learning Support Services, is the main area for tutoring and learning assistance faculty and is quoted in full:

1. California two-year institutions support student learning and achievement by providing library, and other learning support services to students and hire personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of

delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.
3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.
4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.

Standard II.B.2 clearly centers faculty in the leadership role of tutoring and learning Center programs. The training of tutors, designing and developing programmatic innovations in programs, the growth of embedded tutoring and Supplemental Instruction (SI), coordinating with other faculty around learning and assessment, and doing other institutional work that is the purview of faculty, including working with or serving as a department chair, developing and assessing program and course SLOs, and ongoing program evaluation. Library faculty have defined and developed their faculty role for years, and, similarly, Learning Center faculty design active learning in the context of peer tutoring and peer mentoring. Learning assistance faculty are clearly seen by the ACCJC as not only central but essential to this standard.

In addition to the ACCJC Accreditation standards, there are other established professional standards for tutoring programs offered by professional organizations that reflect the comprehensive approach to standards that guide the pedagogies of tutoring that are implemented on a large scale on campus.

ACTLA and CLADEA Organizations

The California-based Association of Colleges for Tutoring and Learning Assistance (ACTLA) was founded in California in 1973, first as the California Community College Tutorial Association

(CCCTA) and then, in the 1980s, as the Association of California Colleges for Tutoring and Learning Assistance (ACCTLA). It has since grown to a national organization with membership in the Council for Learning Assistance and Developmental Education Association (CLADEA) and has a seat in the CLADEA Council. Additional member organizations of CLADEA are the National College Learning Center Association (NCLCA); College Reading and Learning Association (CRLA), National Center for Developmental Education (NCDE), National Organization for Student Success (NOSS), Association for Coaching and Teaching Profession (ACTP).

Association of Colleges for Tutoring and Learning Assistance (ACTLA) Online Tutoring Standards

Newly released in 2020, the Association of Colleges for Tutoring and Learning Assistance (ACTLA) has developed certification standards for online tutoring. Coming into much greater relevance during the COVID-19 Pandemic, these standards were developed in collaboration with experts across the nation and vetted at several tutoring and learning assistance conferences between 2017 and 2019. Fresno City College was the first California Community College to certify its online tutoring program. More information can be found here: <http://actla.info/online-tutoring-program-certification-requirements/>

College Reading and Learning Association (CRLA) International Tutor Training and Program Certification (ITTPC) and International PEER EDUCATOR Training Program Certification (IPTPC).

CRLA Tutor Program certification was established in 1989 and is the most widespread certification for tutoring programs in the United States. This has been the “gold standard” for colleges and universities and certifies three professional levels of tutor training based on content and hours actively working with students by tutors. CRLA tutor training topics include definition and basic tutoring guidelines, setting goals, communication skills, use of probing questions, cultural awareness, identifying and using resources, self-regulated learning, brain learning and memory and the Role of Learning Centers in Higher Education. This certification is endorsed by the Council of Learning Assistance and Developmental Education (CLADEA). More detailed information can be found in the section “Tutoring Training” section below and here: <https://www.crla.net/index.php/certifications/ittpc-international-tutor-training-program>

National College Learning Center Association (NCLCA) Learning Center Certification and Learning Center Leadership Certification

The National College Learning Center Association (NCLCA) offers a Learning Center Leadership Certification (LCLC), which provides an individual with a nationally recognized credential and multiple levels with varying lengths of validity. These certifications follow the individual (rather than the program), which rewards individual expertise in the field and will follow an individual

and serve in place of a degree. Clear standards for individuals and centers are listed in the certification documents. More information can be found here:

https://nclca.wildapricot.org/leadership_cert

Association for Coaching and Teaching Profession (ACTP) Peer Academic Coach Certification

While the ACTP offers other certifications for tutors and tutor trainers, the most relevant certification offered is for peer academic coaches. This certification would not only be helpful for tutors but would also extend to student peer mentors in programs like First Year Experience and other special programs at colleges. Certification covers the role of a coach, approaches, assessments, ethical considerations, and standards. More information can be found here:

<https://www.myactp.com/certifications-home/>

The International Center for Supplemental Instruction at the University of Missouri at Kansas City: SI Program Accreditation

The UMKC program accreditation is a natural outgrowth of the worldwide success of Supplemental Instruction, which they distinguish from tutoring, and is present in some form in virtually every institution of higher education. The accreditation has four main areas: 1) The program coordinator must be trained by a certified SI Trainer from the International Center for SI at UMKC; 2) Initial and ongoing training of SI leaders coincides with a robust observation schedule; 3) Intensive focus on SI leaders planning and regular and specific feedback on these plans; 4) SI Leaders are required to attend class, and regular data is gathered for attendance and GPA. More information can be found here: <https://info.umkc.edu/si/accreditation/>

Other specific certifications exist, but the field is rapidly developing and changing given the move away from “developmental” as a concept in education and toward more equitable concepts. For example, The Center for Organizational Responsibility and Advancement (CORA) offers a “Supporting Men of Color” training that addresses barriers that have excluded men of color and created opportunity gaps for our students. Furthermore, this training also introduces proven practices and suggests policy and practice changes to serve our students. Continued professional development is essential for any faculty serving in the role of a learning assistance and tutoring coordinator.

The International Writing Centers Association

The International Writing Centers Association hosts a national conference at the annual Conference for College Composition and Communication Conference (CCCC) and publishes leading journals in the field (*The Writing Center Journal*, and *The Peer Review*). Regional affiliations host their own vibrant conferences and International affiliations create a rich tutoring practice. Several community colleges in California have thriving writing centers

including Santa Barbara City College, Bakersfield College, Antelope Valley College, Moorpark College, and Pasadena City College among others.

<https://writingcenters.org/>

Council for the Advancement of Standards in Higher Education

Another relevant resource includes the Council of the Advancement of Standards' self-assessment guides and program standards.

https://www.cas.edu/blog_home.asp?display=60

Minimum Qualifications

Tutoring is an interdisciplinary field and disciplinary variations create rich practices in writing, STEM, Math, Psychology, and the Humanities. It is by design that there are no specific degree offerings at the graduate level specifically for the field of Tutoring and Learning Assistance.

Faculty serving in these roles come from a variety of disciplines including English, Educational Psychology, History, and STEM bringing pedagogical experiences that inform their work.

Membership in Tutoring and Learning Associations like ACTLA, NCLCA, ACTP, IWCA and NOSS present opportunities for professional development and research. Quality of programming is ensured through peer review processes and mentoring, and advanced certifications develop excellence in the fields of tutoring and learning assistance.

The *Minimum Qualifications for Faculty and Administrators in California Community Colleges, 2019 Handbook* outlines guidelines for faculty who are serving in a faculty role in a Learning or Tutoring Center:

“Learning Assistance or Learning Skills Coordinators or Instructors, and Tutoring Coordinators: Any master’s degree level discipline in which learning assistance or tutoring is provided at the college where the coordinator is employed; OR A master’s degree in education, educational psychology, or instructional psychology, or other master’s degree with emphasis in adult learning theory (NOTE: Minimum qualifications do not apply to tutoring or learning assistance for which no apportionment is claimed.)” (CCR 53415) (p. 45)

https://asccc.org/sites/default/files/Minimum_Qualifications2019.pdf

The California Code of Regulations (CCR) includes the following language (as quoted in the Minimum Qualifications Handbook):

§ 53415. Minimum Qualifications for Learning Assistance or Learning Skills Coordinators or Instructors, and Tutoring Coordinators. The minimum qualifications for service as a learning assistance or learning skills coordinator or

instructor, or tutoring coordinator, shall be either (a) or (b) below: (a) the minimum qualifications to teach any master's level discipline in which learning assistance or tutoring is provided at the college where the coordinator is employed; or (b) a master's degree in education, educational psychology, or instructional psychology, or other master's degree with emphasis in adult learning theory. Minimum qualifications do not apply to tutoring or learning assistance for which no apportionment is claimed. Note: Authority cited: Sections 70901 and 87356, Education Code. Reference: Sections 70901 and 87356, Education Code. HISTORY 1. New section filed 10-5-93; operative 11-4-93. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 93, No. 42).(p. 82)
https://asccc.org/sites/default/files/Minimum_Qualifications2019.pdf

In 2011, Ray Sanchez argued in the *Rostrum* that learning assistance and tutoring should be separated in the minimum qualifications because they are significantly different, although related, in our learning and tutoring centers (<https://asccc.org/content/separating-learning-assistance-and-tutoring>). While Learning Assistance is targeted to specific needs and incorporates specific approaches to mediated learning, tutoring is valuable to all students. It is not uncommon to see students participating in tutoring who are looking to maintain their high grades and who value the additional learning opportunities offered by their peers with whom they build community. **Faculty serving this role at colleges are essential to the pedagogy of the learning center, and are integral to these learning spaces at California community colleges.**

Learning skills are high impact skills for everyone, and that is why many colleges have grouped support programs closely with tutoring and learning assistance, bridging between a variety of services to form an ecosystem. However, there are questions about the interpretation of "Learning Skills," a term not used by Learning Center faculty when describing their programs but included in the minimum qualifications (see section below addressing the Role of Learning Skills Faculty). At some colleges, "Learning Skills" signify programs that facilitate learning with neurodiverse students (formerly identified as students with learning disabilities), and there is active collaboration between faculty who specialize in meeting these students' needs and learning assistance and tutoring faculty both in training of tutors and design of programs, workshops, and other support. The goal in this case is to integrate all students into a learning culture where collaboration, and learning in the context of tutoring is a norm.

For all these reasons, Learning Centers are led by faculty. One thing is clear: tutoring centers need to be facilitated by faculty in the same way that a library or other learning space should also require faculty leadership and oversight. As stated above, learning assistance, while not a

field in which degrees are offered, has many layers of certifications and specialization within it requiring the expertise of faculty. The pedagogy/andragogy of tutoring is in itself a specialized field with its own standards of practice, training, and evaluation (see the above list of various certifications within the field of Learning Assistance). Finally, with the shift toward embedded tutoring, and other interventions, for which no apportionment would be claimed, the exception to the minimum qualification becomes further outmoded and should be removed.

Tutor Training

Tutors are referred to by many names and these titles come from their contexts and programs and are often unique and specific to a college. What is common to all these roles is the importance of training and the faculty role in facilitating training as an instructional activity.

Tutoring is regulated by the California Community Colleges

Supplemental Learning Assistance and Tutoring Regulations and Guideline (Ed Code 84750.5).

Both Tutors and Tutor training are defined in the Regulations and Guidelines:

“Tutoring when provided by the college should be considered a method of instruction that involves a student tuoros who has been successful in a subject or discipline, or who has demonstrated a particular skill, and who has received specific training in tutoring methods and who assists one or more students in need of special supplemental instruction in the subject or skill” (Supplemental Learning Assistance and Tutoring Regulations and Guidelines 8-9). Other aspects of the regulations deal with the collection of non-credit apportionment for tutoring under the noncredit course Supervised Tutoring for which the Tutoring and Learning Center faculty are the Instructor of Record. Tutor Training is also a credit or non-credit apportionment generating course: “Academic credit or apportionment for coursework used to train tutors in tutoring methods is limited to two semester units of credit for 96 hours Non-Credit course hours” (Supplemental Learning Assistance and Tutoring Regulations and Guidelines, 10).

Tutor Training is offered in the context of a Credit or Non-Credit Class, or offered as a paid professional training. Ideally, training is offered in the context of certified programs like College reading and Learning Association (CRLA), which offers three levels of Tutor Training and Certification.

Tutor training is the purview of faculty, including the process by which the program is seeking certification by College Reading and Learning Education (CRLA). Training is a requirement for the position and enhances the impact of the tutoring that takes place on a college campus.

When colleges and programs provide tutor training, they focus on commonly understood topics for tutor training that are provided by the 3 levels of tutor training. These topics have developed over time and are considered best practices in the field.

The CRLA's International Tutor Training Program Certification (ITTPC) remains the most widely used standard for tutor training in the state and nation. The following list is an outline of common topics of tutor training at various levels that Learning Center Faculty are responsible for.

CRLA Tutoring Level 1- Topics

1. Definition of tutoring and tutor responsibilities
2. Basic tutoring Guidelines/ Tutoring Do's & Don'ts
3. Techniques for beginning and ending a tutoring session
4. Adult learners and/or learning theory and/or learning styles.
5. Assertiveness and/or Handling Difficult Situations.
6. Topic: Role Modeling
7. Setting Goals and/or Planning
8. Communication Skills
1. Active Listening and Paraphrasing
10. Referral Skills

CRLA Tutoring Level 2-Topics

1. Use of Probing Questions
2. Brain Dominance Learning
3. Cultural Awareness, Intercultural Communications, Diversity, and Special Needs Students
4. Identifying and Using Resources
5. Tutoring in Specific Skills or Subject Areas
6. Assessing and Changing Study Behaviors

CRLA Tutoring Level 3-Topics

1. Self-regulated Learning, Brain Learning, and Memory
2. How to Tutor Target Populations
3. The Role of Learning Centers in Higher Education
4. Structuring the Learning Experience
5. Training and Supervising Other Tutors (Supervisory Skills)
6. Group Management Skills (Group Interaction and Group Dynamics)

It is important to consider that faculty in the Tutoring and Learning Center equip tutors--whether peer or professional--with the tools of the discipline. Without the dedicated involvement and oversight of faculty, tutors may naturally default to teaching and answering, which inhibits long-term strategies and techniques for learning.

Peer tutoring provides academic assistance to students and promotes independence in learning. Independence in learning is fostered in a tutoring environment by engaging students with effective questions. The types and quality of questions tutors ask, therefore, are more important than the answers they give. Or, to put it another way, tutoring should focus on asking effective questions rather than providing answers. Tutors guide, coach, encourage, and model how successful students excel in college. In these trainings/courses, tutors learn to evaluate a student's learning needs and select and apply appropriate tutoring methods, integrate instruction in study skills into content tutoring strategies, plan and execute content tutoring, employ effective communication skills, including the ability to distinguish cultural archetypes that may impact their tutoring, assess the need to make a referral and apply an effective strategy to make the referral, plan, evaluate, and critique their tutoring work, design and execute an effective tutoring session incorporating a series of steps leading to acquisition of a particular skill(s).

Tutoring and Learning Center faculty create a tutoring and learning philosophy and concrete strategies for learning on a college campus. In this context, tutoring and learning center faculty develop tutor training materials for all the training topics shared above, and provide an equity focus for an increasingly diverse student body. They assess the implementation and success of specific tutoring strategies in the context of learning in various disciplines and observe these strategies and skills. They are also responsible for rectifying practices in new contexts that do not meet the standards and student centered philosophy of the Tutoring and Learning Center.

Tutors engage their learning experiences as students and demystify learning. Tutors who are also students directly support student learning in specific courses and disciplines. They model student learning, and share student strategies for learning, time management and strategic learning tasks including reading, writing, critical thinking and problem solving. The modes of tutoring: one on one, in groups, in the center, in labs, and in the classroom allow learning center practices to directly impact student learning in the classroom and beyond.

Staffing, Administration, Operations

The Tutoring and Learning Center operates within a larger department or may be its own program/department. It has an operating budget, in addition to a tutoring budget and, in many cases, salaried permanent classified professionals in addition to part time faculty. In most Tutoring and Learning Centers there are full-time faculty 100% assigned to oversee the program and many have full-time faculty with reassign time. The programs can be centralized or decentralized on a campus, meaning that a college may have one budget line for all tutorial services or many budget lines with tutorial services spread across multiple departments and between Student Services and Instructional Services. In either case, faculty leadership is required to provide pedagogical processes that align with and enhance classroom learning. The majority of the work that learning assistance and tutoring faculty do extends the activities and learning of the classroom, is instructional in nature, and exists in a symbiotic relationship with classroom instructors and assignments. Because faculty in the Tutoring and Learning Center design and oversee the pedagogy that propels tutoring and learning assistance efforts on campus, faculty should also determine staffing and tutoring needs over time, provide the administration of the Center, and develop new programs, training, and technology initiatives.

Staffing

Faculty in Tutoring and Learning Centers design student learning and translate learning theories into practices informed by research and innovation. Because of this the adequate and appropriate staffing of Tutoring and Learning Centers is essential for student equity and success.

The appropriate ratio of faculty in the Tutoring and Learning Center to classified professionals and students at the college should be an ongoing consideration. Faculty provide pedagogical direction to the continuous innovations and implementation of active learning through tutoring and subsequent assessment. In addition, line of sight supervision by faculty of these activities is required for the collection of noncredit apportionment for tutoring. Classified professionals operationalize these pedagogies through check-in and check-out processes that help in the collection of data, maintenance of tutoring records and student employment processes, and by providing direct support to students in high-traffic areas. Tutors provide individualized learning opportunities to students in a structured format and supervised setting.

In terms of staffing, Tutoring and Learning Centers should be analyzed in comparison to college libraries. Title 5, Section 58724 of the California Code of Regulations asserts the appropriate ratio of faculty librarians to Full Time Equivalent Students (FTES) as follows:

FTES Faculty Librarians

<1000	2
1,001 - 3,000	3
3,001 - 5,000	4
5,001 - 7,000	5
Each Addition 1K	0.5

These numbers are helpful in that library faculty and tutoring and learning assistance faculty play similar roles in their learning spaces. FTES is not the optimum student metric to gauge the need for faculty in tutoring and learning centers because many colleges have far greater numbers of students who are part-time and are often the primary recipients of tutoring and other learning assistance. An unduplicated headcount would be a more appropriate way for colleges to plan for how many faculty are needed to meet students' diverse learning needs and opportunities.

Classified professionals in the Learning Center support the specialized practices of our tutoring programs to provide continuity and seamless transitions from the classroom to the learning center. They provide additional supervision of peer tutors to ensure that the tutoring and learning spaces and computer labs are operating smoothly and ensure that students are receiving support in checking out materials, making tutoring appointments, logging in and out of tutoring sessions, maintaining tutoring records, and sending out session reports to faculty and programs. They provide a student-ready environment, and a welcoming space for students with their professionalism and dedication. There is a helpful metric from Title 5, Section 58724 of the California Code of Regulations regarding the optimal numbers of library support staff in relation to FTES:

FTES Library Support Staff

<1000	3
1,001 - 3,000	4.5
3,001 - 5,000	6.5
5,001 - 7,000	9
Each Addition 1K	1

Again, the comparison to college libraries is logical, with classified professionals ensuring access for students commensurate with the college's success goals. Supervisors and administrators should also make sure that classified professionals have ample opportunities for and take part in professional development aimed at making the Tutoring and Learning Center a welcoming,

inclusive, and equitable space for all students. Some centers are also now using peer “greeters” to make these learning spaces even more student centered and student friendly. These greeters welcome students, assist them in getting ready for tutoring sessions, and offer peer to peer information and guidance.

Sufficient numbers of tutors need to be recruited, trained, and scheduled to meet student learning needs and given the course offerings of the college. Student tutors and non-student tutors practice tutoring pedagogy based on learning theory from their ongoing tutor training, which develops in each tutor an ongoing philosophy of pedagogy of tutoring and learning. Colleges will make local decisions about whether to employ only student (peer) tutors, non-student tutors, or faculty as tutors.

Administration

Learning Centers are complex, innovative, and flexible spaces that require organizational support and administration. Administrators need to be sensitive to the ever-changing needs of these spaces and the continual need for training and professional development of tutors, classified professionals, and faculty working in the Tutoring and Learning Center.

For Tutoring and Learning Centers to be effective, they must necessarily cross “silos” and connect instructional services with student services as Wood and Harris III point out in their research. However, there are multiple models of administration across the state. Occasionally, Tutoring and Learning Centers are under deans who oversee libraries as well as other learning support programs. Other colleges place learning centers with student services and may group them together with DSPS and other support programs. An effective model is to group academic support under one dean (library, tutoring and learning center, SI, learning skills, student success/early alert, etc.) to forge an identity and collaboration in order to present a unified support for students and leverage resources. Having one dean over academic or learning support also facilitates regular communication between campuses/sites/colleges within a district.

Academic deans provide leadership for tutoring budgets from a variety of sources and champion innovative tutoring and learning assistance programs. Budgets for Tutoring and Learning Centers should be primarily from the general fund (rather than grant funded) to provide consistent support year-to-year for students. This would also provide consistent resources for the training and professional development of tutors, classified professionals, and

faculty, and ensure appropriate operating hours, both on campus and online. Deans also supervise classified professional staff who work in these spaces.

Ultimately, Tutoring and Learning Center administrators should assist faculty in collaborating and building strong relationships with departments/divisions/pathways and other programs, especially the library, in order to support course learning objectives and degree programs. Stability of budget, clear connections across silos, and regular professional development. Strong support of faculty service on college participatory governance, program review, and accreditation is also essential for the credibility of the tutoring and learning assistance programs with faculty across the college.

Essential Operations and Pedagogical Functions

Program operations are crucial in creating a welcoming and supporting environment on campus. The physical and the virtual spaces of the learning center should be optimized to support student learning and flexible in changing to meet evolving student learning needs. All students should also feel safe, secure, welcomed, and nurtured. In the Tutoring and Learning Center the art and science of learning happens in a structured, strategic fashion outside the classroom.

Essential operational functions of the faculty-led learning center include the following:

Recording and collecting positive attendance in tutoring and learning assistance and in the context of workshops.

Faculty-designed assessment measures efficiency and effectiveness in quantitative and qualitative terms.

Providing spaces for learning/tutoring with appropriate materials and technologies.

The academic-ambience of a Tutoring and Learning Center is a combination of the Student Union and the Library space on any campus. It brings together “fresh” and formal; laughter and lucidity. It is a place designed to encourage collaboration and teamwork as the norm. Ergonomics and lighting are important, for example, as are a comfortable and welcoming environment. The learning spaces provide access to technology, charging ports, movable whiteboards and wifi access as well as lockers and vending machines. Anything that induces a spirit of collaboration and learning should be considered and some colleges have even incorporated a coffee shop vibe with actual coffee.

The student study and learning environment--both individual and group spaces-- in the Learning Center are critical to the overall

- Are chairs and desks movable and reconfigurable?
- Are there one-on-one, self-study, and group study spaces?
- Are their faculty, staff, and students approachable and ready to assist?
- Is there technology that students can check-out?
- Are services easy to access and explained in student-centered language?
- Are checkin and check-out processes designed with ease of use in mind?

Provide Line of Sight Supervision to all tutoring and learning activities.

Line of sight supervision is an important function in the Tutoring and Learning Center. A qualified faculty member who is the Instructor on Record for the activities of the center provides oversight. Supervised Tutoring hours are captured by tracking students.

Preparation and Distribution of Learning Materials

Learning materials may include handouts, directed learning activities, and other materials developed to support student learning in workshops and tutoring sessions. Learning materials and workshops are pedagogical in nature. These materials need to be produced in collaboration with discipline faculty. Tutoring and Learning Center faculty use these materials in the context of active learning in tutoring sessions and other learning partnerships at the college.

Creating data reports and analysis about student success.

Evaluation of both tutoring sessions and the program level outcomes is a faculty role and intersects with success goals of the college as well as providing data for innovations. As discipline faculty analyze course learning outcomes, tutoring and learning assistance faculty analyze success data and evaluate the efficacy of tutoring in order to make program and training changes.

The Tutoring and Learning Center assessment and reporting should relate tutoring usage to student success so that colleges can clearly see the efficacy of tutoring in meeting college persistence and completion goals.

Conclusion

Faculty in Tutoring and Learning Centers are intrinsic to enhancing the learning that takes place in classrooms across campus and extends active learning to spaces outside the classroom. Tutoring and Learning Centers are spaces deliberately designed with student learning in mind

and in contrast to regular classrooms. In the context of tutoring as an academic activity conducted in the context of peer learning, students engage with learning in the context of various disciplinary approaches and modalities with the experiences of learning from tutors who are peers. Guidelines and regulations for Title 5 describe the role of the student tutor, the faculty providing line of sight supervision, tutor training as credit, non-credit, or professional development and based on best practices in the field. Since at least 1996, California community college faculty have argued that faculty direction, training, supervision, and coordination is critical in the tutoring and learning center for every campus.

As outlined in this paper, the role of faculty in the Tutoring and Learning Center is critical to standards of practice in the field and to pedagogical innovation. Faculty implement theories of learning in practice and are responsible for training tutors, designing the learning experiences for students, and providing qualitative and quantitative data about the impact of tutoring on student success. Faculty in the Tutoring and Learning Center meet the minimum qualifications of instructional faculty precisely because tutoring is “a method of instruction” (§ 58168. Tutoring)

A method of instruction in **credit** and **noncredit** that involves a **student** tutor who has

- been successful in a particular subject or discipline
- who has demonstrated a particular skill
- who has received specific training in tutoring methods
- who assists one or more students in need of special supplemental instruction in the subject or skill.

The work of the Learning Center faculty is interdisciplinary in nature and standards of practice are based on the research conducted and published by many professional organizations, certifications and standards.

The Tutoring and Learning Center is a space of ongoing innovation, and faculty continually provide direction and vision in the context of the mission of California community colleges. The ethical value of the work of Tutoring and Learning Centers is rooted in equity as a practice in higher education, the cultural wealth of students of color, and restorative justice in the historical contexts of exclusionary practices for women and people of color. Faculty implement theories of learning in practice, in the training of tutors and in designing the learning experiences of students and close opportunity gaps for students who have historically been grossly and consistently underserved by higher education. Tutoring and Learning Centers make learning visible and the dream of higher education possible for everyone.

At a time when disproportionate impact has been identified on nearly every campus of the California Community Colleges, an emphasis on proven interventions in working with students who have historically not had the same opportunities to excel in learning is absolutely essential.

As an essential intervention, tutoring programs must conform to the particular needs of students and colleges while being led by faculty and informed by the standards and effective practices outlined here in this resource and in the literature and research about learning assistance. **As colleges embrace learning support as essential, a faculty role is no longer optional; it is absolutely necessary.** Learning Assistance and Tutoring faculty should be considered essential not only in their respective centers but also as an essential faculty role on campus, from governance to curriculum and beyond.

Recommendations

The Academic Senate for California Community Colleges recommends that the California Community Colleges Board of Governors do the following:

- Update the Learning Assistance or Learning Skills Coordinators or Instructors, and Tutoring Coordinators discipline in the *Minimum Qualifications for Faculty and Administrators in the California Community Colleges* and title 5 §53415 to remove the note currently creating separate standards for faculty qualification based on intent to claim apportionment: “NOTE: Minimum qualifications do not apply to tutoring or learning assistance for which no apportionment is claimed)”. Learning assistance is instructional, and, as such, faculty are not optional.
- Update the Learning Assistance or Learning Skills Coordinators or Instructors, and Tutoring Coordinators discipline in the *Minimum Qualifications for Faculty and Administrators in the California Community Colleges* and title 5 §53415 to remove the term “Learning Skills” from the discipline.
- Explore and implement as appropriate Title 5 changes that establish minimum faculty-to-student ratios for tutoring and learning centers and other instructional and student support faculty, using librarian and library staff requirements in title 5 §58724 as an example.
- Explore and implement as appropriate the inclusion of Learning Assistance and Tutoring faculty on the instructional side of the 50% Law due to their direct support of classroom instruction and provision of individualized instruction within Tutoring and Learning Center environments.
- Align statewide coordination and oversight of Tutoring and Learning Centers with other instructional programs within the Educational Services and Support division of California community colleges.

The Academic Senate for California Community Colleges recommends that the Accrediting Commission for Community and Junior Colleges (ACCJC) do the following:

- Distinguish tutoring and learning assistance from library services in the 2024 ACCJC Standards.

The Academic Senate for California Community Colleges recommends that individual districts, colleges, and campuses as well as the California Community Colleges System at large do the following:

- Ensure dedicated, full-time, tenure track faculty members serve in primary leadership, whether as directors or coordinators, instructional, and training roles in Tutoring and Learning Centers on California community college campuses.
- Align Tutoring and Learning Centers within instructional divisions of California community colleges.
- Develop and sustain flexible, contemporary, and inclusive physical and virtual Learning Center spaces that provide effective access to tutoring and learning assistance services, resources, and instruction.
- Provide regular funding to ensure Tutoring and Learning Center faculty regularly engage with professional development opportunities provided by the organizations setting the standards for tutoring and learning assistance
- Provide support to faculty to meet the program standards for tutor training, tutoring, and online tutoring established by CRLA, ACTLA, and other professional organizations.

Appendix: Resources

The following is a list of ASCCC Resolutions regarding Tutoring and Learning Centers and the Discipline of Learning Assistance since 1996 (in descending order):

- [16.01 Fall 2019](#): Develop Standards of Practice Resource for Learning Assistance and Tutoring in the California Community Colleges, including the role of Learning Skills Coordinators or Instructors, and Tutoring Coordinators
- [16.02 Spring 2019](#): Adopt the Paper Effective Practices for Online Tutoring (see 13.04 Spring 2008)
- [6.04 Spring 2018](#): Support SB 1009 (Wilk, as amended April 3, 2018) Community Colleges: Tutoring
- [18.01 Fall 2012](#): Support the Elimination of the Basic Skills Restriction for Tutoring Apportionment
- [13.20 Fall 2011](#): Supplemental Instruction Survey and Glossary
- [13.19 Fall 2011](#): Supplemental Instruction and Student Success Task Force Recommendation 5.1
- [13.02 Spring 2011](#): Tutoring Centers and Supplemental Learning/Instruction
- [10.12 Spring 2011](#): Supplemental Learning Assistance and Tutoring Center Coordinator Minimum Qualifications
- [10.03 Spring 2010](#): Removing faculty minimum qualifications from title 5
- [13.04 Spring 2008](#): Effective Practices for Online Tutoring
- [10.01 Fall 2008](#): Minimum Qualifications for Learning Assistance Coordinators and Instructors
- [20.01 Fall 2006](#): Supporting Student Self-Referral for Tutoring Services
- [8.03 Spring 1998](#): Learning Centers
- [19.03 Spring 1997](#): Learning Center Faculty
- [19.03 Spring 1996](#): Learning Centers

ASCCC Papers and Rostrum Articles:

- [Effective Practices in Online Tutoring](#) (Spring 2019)
- Sanchez, Ray. (November 2011). [Separating Learning Assistance and Tutoring](#)

Chancellor's Office Memoranda

- AA 19-45 Lebaron Woodyard, November 9, 2019 *Guidance for the Approved California Code of Regulations, title 5 section 58170, Enabling Students to Self-Refer for Apportionment Based "Supervised Tutoring" Effective November 9, 2019* <https://www.cccco.edu/-/media/aa1945guidanceforcctitle5section58170enablingstudentstoselfreferfora>

pportionmentbasedsupervisedtuto.pdf?la=en&hash=05713CB939A7705B4B6607
BEF318E1E5CE019E2D

- AA 19-05 Laura Hope, January 14, 2019 *Tutoring Apportionment and Basic Skills*
<https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5cba3361971a181442a2b926/1555706721978/AA+19-05+Tutoring+Apportionment+and+Basic+Skills.pdf>

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Wood, J. Luke, and Frank Harris III. *Supporting Men of Color in the Community College: A Guidebook*. Montezuma. 2006, 2017.



Executive Committee Agenda Item

SUBJECT: Fall 2021 Pre-Session Resolution Packet		Month: October	Year: 2021
		Item No: IV. F.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will review the pre-session resolutions packet and provide feedback to the Resolutions Chair.	Urgent: Yes	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Amber Gillis	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

As part of the Resolutions process outlined in the Resolutions Handbook, the Resolution chair brings forth the pre-session resolution packet for the ASCCC Executive Committee to review and provide feedback.

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.



Executive Committee Agenda Item

SUBJECT: ASCCC Part-Time Faculty Institute - February 10 th – 11 th , 2022		Month: October	Year: 2021
		Item No: IV. G.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The ASCCC Executive Committee will provide feedback on the theme and outline for the Part-Time Institute.	Urgent: Yes	
		Time Requested: 10 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Carrie Roberson/Lance Heard	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

A component of the [ASCCC Part-Time Committee](#) charge indicates, “This committee advocates for diverse part-time faculty colleagues, ensuring their access to professional and leadership development offerings as well as shared governance opportunities at the local and statewide levels. The part-time faculty committee collaborates with the executive committee to develop and provide opportunities where part-time faculty gain additional insight on issues germane to academic and professional needs.”

The ASCCC Executive Committee will provide feedback on the theme and outline for the Part-Time Institute for February 10th and 11th, 2022.

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.



Executive Committee Agenda Item

SUBJECT: ASCCC Strategic Plan Review – Year 4		Month: October	Year: 2021
		Item No: IV. H.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will review for approval the prioritized goals for 21-22 from the ASCCC Strategic Plan.	Urgent: Yes	Time Requested: 60 mins.
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison/Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

Background:

At the September Executive Committee meeting, the Executive Committee reviewed and provided feedback on the ASCCC’s 5-year Strategic Plan document for Goals 1, 2, and 3. The remaining Goals 4, 5, and 6 were to be reviewed by the Executive Committee prior to the October meeting, and a concise document outlining the goals for 21-22 will be brought back to the committee for final approval.

The Executive Committee will review the proposed prioritization of the strategic plan for 21-22 and will consider for approval the priorities for the year.

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.



Executive Committee Agenda Item

SUBJECT: Fall Plenary Planning		Month: October	Year: 2021
		Item No: IV. I.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will review the second draft of the fall session program for final approval and discuss programming for the event.	Urgent: Yes	
		Time Requested: 45 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison/Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

Background:

The 2021 Fall Plenary Session is just two months away – November 4-6, 2021, being held in-person and virtually at the Westin Long Beach and the online platform, Pathable, with the theme of “Leading Change: Teaching, Learning, and Governance in a Hybrid World”. At the September Executive Committee meeting, the committee discussed potential breakout topics and themes for the plenary session, as well as potential general session topics. The program is being presented with the inclusion of proposed breakout sessions and general sessions, as well as committee member assignments throughout the plenary.

The Executive Committee will continue its planning process for developing the Session program. Members will review for approval the 2nd draft of the plenary program.

Program Due Dates:

- Draft papers due for second reading September 17, 2021 for October meeting
- AV and event supply needs to Tonya by October 1, 2021
- Approval of outside presenters due to Dolores/Krystinne October 1, 2021
- Presenters list and breakout sessions descriptions due to Krystinne October 13, 2021
- Final Program to Krystinne by October 15, 2021
- Final Program to print October 22, 2021
- Materials posted to ASCCC website October 28, 2021

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Resolutions Due Dates:

- Pre-session Resolutions from Executive Committee – September 24, 2021
- Pre-session Resolutions Packet out to the field – September 27, 2021
- Resolutions from Field due – October 8, 2021
- Resolutions Packet out to field – October 11, 2021
- Area meetings October 15 and 16, 2021
- Resolutions Packet out to the Field – October 18, 2021
- Resolutions Committee Online Office Hours – October 25 – 29, 2021
- Delegate Certifications due to ASCCC by October 29, 2021
- Resolutions due at plenary, 4pm on Friday, November 4, 2021
- Urgent resolutions and amendments due 12:30pm on Friday, November 5, 2021



Executive Committee Agenda Item

SUBJECT: Board of Governors/Consultation Council		Month: October	Year: 2021
		Item No: V. A.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will receive an update on the recent Board of Governors and Consultation Council Meetings.	Urgent: No	
		Time Requested: 30 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison/Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	
		Information/Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

President Davison and Vice President May will highlight the recent Board of Governors and Consultation meetings. Members are requested to review the agendas and summary notes (website links below) and come prepared to ask questions.

Full agendas and meeting summaries are available online at:

- <https://www.cccco.edu/About-Us/Board-of-Governors/Meeting-schedule-minutes-and-agenda>
- <https://www.cccco.edu/About-Us/Consultation-Council/Agendas-and-Summaries>

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.



Executive Committee Agenda Item

SUBJECT: ASCCC Acronym List		Month: October	Year: 2021
		Item No: V. B.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	The Executive Committee will discuss the current acronym list and determine if an update is needed at this time.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Carrie Roberson	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	
		Information/Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

Acronyms are a part of higher education- and beyond. As noted in the ASCCC 2021 Acronym list (see attached), “Nothing makes one feel so much an outsider in a group as the use by others of acronyms or initial designations with which one is not familiar.”

The ASCCC has various venues in which we provide a list of Acronyms and multiple versions are available (2007 and 2012), yet the lists are not necessarily current, up to date, or consistent.

Acronym lists can currently be found here (just a few examples):

Leadership Resources: <https://www.asccc.org/communities/local-senates/leadership-resources>

ASCCC Acronyms: <https://www.asccc.org/papers/acronyms>

ASCCC Commonly Used Acronyms: <https://www.asccc.org/acronyms>

ASCCC Local Senates: <https://www.asccc.org/communities/local-senates>

Local Senates Handbook (page 47): <https://indd.adobe.com/view/7f4e2df0-a2c8-42cd-8a88-bb92cfc68ed3>

In addition, acronyms lists are also often included in programs for ASCCC events and linked in other publications, as well as through other organizations (CCCCO, SSSCC, and other).

DESIRED OUTCOME: The ASCCC Executive Committee will determine if an updated acronym list is needed and if so, discuss the appropriate action to ensure that access to the information is consistent within ASCCC resources.

ATTACHMENTS:

Acronyms 2007

Acronyms 2012

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.

ACRONYMS

Revised 2007

Nothing makes one feel so much an outsider in a group as the use by others of acronyms or initial designations with which one is not familiar. Below are some of the abbreviations pertaining to education which are in common use in this state. Please send suggestions to the Academic Senate Office.

AA	Associate in Arts degree
AAC	Association of American Colleges
AACC	American Association of Community Colleges
AACD	Affirmative Action and Cultural Diversity (Academic Senate committee)
AADEC	Affirmative Action, Diversity and Equity Consortium
AAHE	American Association of Higher Education
AAO	Affirmative Action Officer
AAS	Associate in Applied Sciences degree
AAUP	American Association of University Professors
AAUW	American Association of University Women
AAWCC	American Association of Women in Community Colleges
AB	Assembly Bill
ACBO	Association of Chief Business Officers
ACCCA	Association of California Community College Administrators
ACCE	Association for Community and Continuing Education
ACCESS	Action for Community College Enhancement of Student Success (ACT Project)
ACCJC	Accrediting Commission for Community and Junior Colleges
ACCT	Association of Community College Trustees
ACCTLA	Association of California College Tutoring and Learning Assistance
ACE	American Council on Education
ACHRO-AAO	Association Chief Human Resources and Affirmative Action Officers
ACR	Assembly Concurrent Resolution
ACSA	Association of California School Administrators
ACT	American College Testing
ACTFL	American Council on the Teaching of Foreign Languages
ADA	Americans with Disabilities Act
ADA	Average Daily Attendance (now FTES)
AERA	American Educational Research Association
AFDC	Aid to Families with Dependent Children (now TANF)
AFL	American Federation of Labor
AFT	American Federation of Teachers
AGB	Association of Government Boards
AGNES	Advisory Group on Need Evaluation Services
AHCA	American Health Care Association
AIA	Association of Instructional Administrators
AICCU	Association of Independent California Colleges and Universities
AMA	American Medical Association
ANA	American Nurses Association
AO	Articulation Officer
API	Academic Program Improvement (CSU funding & support to programs)
APAHE	Asian Pacific Americans in Higher Education
APLE	Assumption Programs of Loans of Education
AP	Advanced Placement
AS	Associate in Sciences degree
ASB	Associated Student Body
ASCCC	Academic Senate for California Community Colleges
ASCIOs	Academic Senate/Chief Instructional Officers

ASSET	Assessment of Skills for Successful Entry and Transfer (ACT)
ASSIST	Articulation System to Stimulate Inter-institutional Student Transfer
@ONE	Consortium for Technology Training
AVA	American Vocational Association
BAT	Bureau of Apprenticeship and Training (Federal)
BCP	Budget Change Proposal
BEOG	Basic Educational Opportunity Grant (also Pell Grant)
BLACCC	Black Association of California Community Colleges
BOARS	Board of Admissions and Relations with Schools (UC)
BOG	Board of Governors
BRAIN	Business Resource Assistance and Innovations Network
BRN	Board of Registered Nursing
BVIT	Bilingual Vocational Instructors Training
CAA	College Art Association
CAA	College Alliance of Arts
CAAJE	Calif. Association of Administration of Justice Educators, Inc.
CABE	California Association of Bilingual Educators
CAC	Counseling Advisory Committee
CACCRAO	California Association of Community Colleges Registration & Admissions Officers
CACN	California Association of Chemistry Teachers
CACN	California Association of Colleges of Nursing
CACT	Centers for Applied Competitive Technologies
CAHA	California Association of Homes for the Aged
CAHHS	California Association of Hospitals and Health System
CAIR	California Association of Institutional Researchers
CAL-SOAP	California Students Opportunity and Access Program
CalWORKs	California Work Opportunity and Responsibility for Kids
CalSACC	California Student Association of Community Colleges (See SSSCC)
CAN	California Articulation Number (postsecondary course # system)
CAONPD	California Organization of Associate Degree Nursing Program Directors
CAP	Committee on Assessment Procedures
CAPED	California Association on Postsecondary Education and Disability
CAPP	California Academic Partnership Program
CARE	Cooperative Agencies Resources for Education
CASA	California Association of School Administrators
CASBO	California Association of School Business Officials
CASFAA	California Association of Student Financial Aid Administrators
CASIP	California Supplier Improvement Program
CATE	California Association of Teachers of English
CATESOL	California Teachers of English to Speakers of Other Languages
CAVE	California Association of Vocational Education
CB	Collective Bargaining
CBO	Community Based Organization (JTPA)
CBO	Chief Business Officers
CC	Community College
CCA	Community College Association (affiliate of CTA)
CCAN	Community College Articulation Numbering System
CCC	Community College Council (affiliate of CFT)
CCCCAAA	California Community College Association of Academic Advisors for Athletics
CCCCAOE	California Community College Association of Occupational Educators
CCCCA	California Community Colleges Counselors Association (4CA)
CCCCSCE	Calif. Community College Council on Community Services and Continuing Educ.
CCCCS	California Community College Classified Staff
CCCCSD	California Community College Council for Staff Development (4CSD)
CCCCSSAA	California Community College Chief Student Services Administrators Assn.
CCCECE	California Community College Early Childhood Educators

CCCEOPSDA	Calif. Community College Extended Opportunity Programs and Services Dir Assn.
CCCF	California Community College Foundation
CCCHSA	California Community College Health Services Association
CCCI	California Community Colleges Independents
CCCPA	California Community College Placement Association
CCCREED	California Community College Real Estate Education Center
CCCSAA	California Community College Student Affairs Association
CCCSAT	California Community Colleges Satellite Network (CCCSAT)
CCCSFAAA	California Community College Student Financial Aid Association
CCCT	California Community College Trustees
CCD	Community College District
CCENC	Community College Educators of New Californians
CCF	Community College Foundation
CCIA	Community College Internal Affairs
CCID	Community College for International Development
CCIG	Community College Interest Group
CCLC	Community College League of California
CCLDI	Community College Leadership Development Initiative
CCPRO	Community College Public Relations Organization
CCUDA	Community College Urban District Association
CCUPCA	California College and University Police Chiefs Association
CDE	California Department of Education
CEBRAC	California Environmental Business Resource Center
CEEB	College Entrance Examination Board
CELP	California Educational Loan Program
CELSA	Combined English Language Skills Assessment
CEO	Chief Executive Officer
CEOCCC	Chief Executive Officers of the California Community Colleges
CFADS	California Financial Aid Delivery System
CFT	California Federation of Teachers
CGSLP	California Guaranteed Student Loan Program
CHA	California Humanities Association
CHE	Consumer Home Economics
CHEA	California Higher Education Association (affiliate of CTA/NEA)
CHEA	Council of Higher Education Accreditation
CHELA	California Higher Education Loan Authority
CIAC	California Intersegmental Articulation Council
C-ID	Course Identification System
CIO	Chief Instructional Officer
CIOCCC	Chief Instructional Officers of California Community Colleges
CISOA	Chief Information Systems Officers Association
CITD	Centers for International Trade Development
CLA	California Library Association
CLACCL	California Library Association Community College Librarians
CLAS	California Loan to Assist Students
CLASP	California Local Area Service Partnership (part of Americorps)
CLASS	California Library Authority of Systems and Services
CLEP	College Level Examination Program
CLFIC	Counseling and Library Faculty Issues Committee (of ASCCC)
CMC ³	California Mathematics Council, Community Colleges
CMLEA	California Media and Library Educators Association
COA	Commission on Athletics
CO	Chancellor Office California Community Colleges
COD	Career Opportunities Development
COFO	Counsel of Faculty Organizations
COFHE	Capital Outlay Fund for Higher Education

COIS	California Occupational Information System
COLA	Cost of Living Adjustment
C-ONE	California Organization of Nursing Executives
COPA	Council on Postsecondary Accreditation
COPEPES	Community College Occupational Evaluation System
CPEC	California Postsecondary Education Commission
CPFA	California Part-time Faculty Association
CPVE	Council for Postsecondary and Vocational Education
CPGA	California Personnel and Guidance Association
CQI	Continuous Quality Improvement
CSAC	California Student Aid Commission
CSBA	California School Board Association
CSBG	Council of Student Body Governments
CSDLTHE	Center for the Study of Diversity in Teaching and Learning in Higher Education
CSEA	California School Employees Association
CSLA	California Student Loan Association
CSS	California Scholarship Service
CSSO	Chief Student Services Officers
CSU	California State University
CTA	California Teachers Association
CTE	Career Technical Education
CVC	California Virtual Campus
CVU	California Virtual University
CWS	California Work Study
CYEDA	California Youth Employment and Development Act
DAS	Division of Apprenticeship Standards
DETAC	Distance Education Technical Advisory Committee
DOC	Directory of Occupational Titles
DOF	Department of Finance
DOL	Department of Labor
DSPS	Disabled Students Programs and Services
DVR	Division of Vocational Rehabilitation
DWG	Discipline Work Group (of the Statewide Career Pathways Project)
EAP	Early Assessment Program
EBT	Employer Based Training
ECCTYC	English Council of California Two-Year Colleges
EDA	Economic Development Administration (U.S. Department of Commerce)
EDD	Employment Development Department
ED>Net	Economic Development Network
EDWPAC	Economic Development Workforce Preparation Advisory Committee
EERA	Educational Employment Relations Act (K-12 & CCs)
EHMT	Environmental Hazardous Materials Technologies
EMT	Emergency Medical Training
EOG	Educational Opportunity Grant
EON	Equal Opportunity Network
EOP	Educational Opportunity Program (4-year Colleges)
EOPS	Extended Opportunity Programs and Services
ERIC	Educational Research Information Center (for CCs)
ESL	English as a Second Language
ET	Environmental Technologies
ETI	Evaluation and Training Institute
ETP	Employment Training Panel
ETS	Educational Testing Service
FACCC	Faculty Association of California Community Colleges
FAF	Financial Aid Forum
FAO	Financial Aid Office (or Officer)

FII	Fund for Instructional Improvement
FIPSE	Fund for the Improvement of Post-secondary Education
FISL	Federally Insured Student Loan
FNAR	Financial Need Analysis Report
FCCC	Foundation for California Community Colleges
FSA	Faculty Service Area
FTES	Full-Time Equivalent Student
GAIN	Greater Avenues for Independence
GAIT	Goal Area Implementation Team
GED	General Educational Development (H.S. equivalency test)
GRE	Graduate Record Examination
GSL	Guaranteed Student Loan
HBCUs	Historically Black Colleges and Universities
HCFA	Health Care Financing Administration
HEERA	Higher Education Employee Relations Act (CSU & UC)
HSA	Health Services Association
HUD	Department of Housing and Urban Development
I-ECC	Industry-Education Council of California
ICAS	Intersegmental Committee of Academic Senates
ICC	Intersegmental Coordinating Council
ICEED	International Consortium for Education and Economic Development
IGETC	Intersegmental General Education Transfer Curriculum
IIE	Institute of International Education
IJFP	Intersegmental Joint Faculty Project
IMPAC	Intersegmental Major Preparation Articulated Curriculum
ISFARS	Institutional Student Financial Aid Resources Survey
ITV	Instructional Television
JACC	Journalism Association for Community Colleges
JACOTI	Joint Articulation Council on Transfer Issues (CSU & CCs)
JTPA	Job Training Partnership Act
LAO	Legislative Analyst's Office
LARC	Learning, Assessment, Retention Consortium
LEP	Limited English Proficiency
LMI	Labor Market Information
LRACCC	Learning Resources Association of California Community Colleges
LRFA	La Raza Faculty Association
LSAT	Law School Admission Test
MAC	Matriculation Advisory Committee
MACCC	Music Association of California Community Colleges
MALDEF	Mexican-American Legal Defense and Education Fund
MCAT	Medical College Admission Test
MCS	Model Curriculum Standards (K-12)
MESA	Mathematics Engineering Science Achievement
METPP	Migrant Education Teachers Preparation Program
MIS	Management Information System
MQ's	Minimum Qualifications
NABE	National Association of Bilingual Educators
NAFTA	North American Free Trade Assn.
NCCCCF	Network of California Community College Foundations
NCCSCE	National Council for Community Services and Continuing Education
NCES	National Center for Educational Statistics
NCIA	National Council of Instructional Administrators
NCIAC	Northern California Intersegmental Articulation Council
NCOE	National Council for Occupational Education (affiliate of AACC)
NCRP	National Council for Research and Planning
NCSPOD	National Council for Staff, Program & Organizational Development

NCTC	Northern California Telecommunication Consortia
NDSL	National Direct Student Loan
NEA	National Education Association
NEH	National Endowment for the Humanities
NISOD	National Institute for Staff & Organizational Development
NIST	National Institute of Standards and Technology
NLN	National League for Nursing (national voluntary accrediting body)
NSF	National Science Foundation
NTI	Non-Traditional Instruction
OAL	Office of Administration Law
OAT	Outreach, Admissions and Transfer Committee (of ICC Roundtable)
OBRA	Omnibus Budget Reconciliation Act
OCR	Office of Civil Rights
OSCAR	Online System for Curriculum and Articulation Review
OSHPD	Office of Statewide Health Planning & Development
PAC	Program Advisory Committee
PACE	Project for Adult College Education
PAVE	Program Assessment of Vocational Education
PERB	Public Employment Relations Board
PERS	Public Employees Retirement System
PFE	Partnership for Excellence
PIC	Private Industry Council (vocational advisory group)
POST	Peace Officers Standardized Training
PPE	Private Post-secondary Education
PRWORA	Personal Responsibility and Work Opportunity Reconciliation Act
PSAT	Preliminary Scholastic Aptitude Test
Q&A	Questions and Answers
RETES	Refugee Education, Training & Employment Services
RFA	Request for Applications
RFP	Request for Proposals
RHORC	Regional Health Occupations Resource Centers
ROCP	Regional Occupational Center or Program
RP	Research and Planning Group for California Community Colleges
RWPEDA	Regional Workforce Preparation and Economic Development Act
SAC	System Architecture Committee
SAAC	State Aid Application for California
SACC	System Advisory Committee on Curriculum
SAM	Student Accountability Model
SAT	Scholastic Aptitude Test
SB	Senate Bill
SBP	Small Business Programs
SCAT	School and College Ability Test
SCANS	Secretary of Labor's Commission on Achieving Necessary Skills
SCIAC	Southern California Intersegmental Articulation Council
SCILL	Southern California Inter-Library Loan Network I
SCOPE	State College Organization for Physical Education
SCP	Statewide Career Pathways (SB70)
SDA	Service Delivery Area (JTPA)
SEED	Supporters of Educational Equity and Diversity
SEIU	Service Employees International Union/California State Council
SEOG	Supplementary Education Opportunity Grant
SIP	School Improvement Program
SJTCC	State Job Training Coordinating Council
SOAP	Student Opportunity and Access Program
SPARC	Special Projects Advisory and Review Council
SPRE	State Postsecondary Review Entity

SSCCC	Student Senate for California Community Colleges
STAR	Standardized Testing and Reporting System (K-12)
STC	School To Career
STRS	State Teachers Retirement System
STW	School to Work
TANF	Temporary Assistance to Needy Families
TAP	Transfer Alliance Project
TBA	To Be Announced
TMI	Technology Mediated Instruction
TOEFL	Test of English as a Foreign Language
TQM	Total Quality Management
TOP	Taxonomy of Programs Code
TRDP	Teacher and Reading Development Patnership
TSLAP	Teacher Shortage Loan Assumption Program
TTAC	Telecommunications and Technology Advisory Committee
TTIP	Telecommunications and Technology Infrastructure Program
UC	University of California (and its branches)
UCEP	University Committee on Educational Policy
UCOP	University of California Office of the President
UCUPRE	University Committee on Undergraduate Preparation & Remedial Education (UC)
USDE	U.S. Dept. of Education
USSP	Underrepresented Special Student Projects
VATEA	Vocational and Applied Technology Education act of 1990
VTEA	Vocational and Technical Education Act of 1998
WASC	Western Association of Schools and Colleges (Accrediting Commissions)
WASFAA	Western Association of Student Financial Aid Administration
WCA	Western College Association
WEDAC	Workforce and Economic Development Advisory Committee
WIA	Workforce Investment Act
WIB	Workforce Investment Board
WICHE	Western Interstate Commission for Higher Education
WIN	Work Incentive Program
WPL	Workplace Learning Resources
WRCBAA	Western Region Council on Black American Affairs
WSCH	Weekly Student Contact Hours
YEDPA	Youth Employment and Demonstration Project Act

ACRONYMS

Revised May 2012

Nothing makes one feel so much an outsider in a group as the use by others of acronyms or initial designations with which one is not familiar. Below are some of the abbreviations pertaining to education which are in common use in this state. Please send suggestions to the Academic Senate Office.

3CMedia	Formerly CCCSAT
AA	Associate in Arts degree
AA-T	Associate in Arts degree for Transfer (SB1440)
AAC	Association of American Colleges
AACC	American Association of Community Colleges
AACD	Affirmative Action and Cultural Diversity (prior Academic Senate committee)
AADEC	Affirmative Action, Diversity and Equity Consortium
AAHE	American Association of Higher Education
AAO	Affirmative Action Officer
AAS	Associate in Applied Sciences degree
AAUP	American Association of University Professors
AAUW	American Association of University Women
AAWCC	American Association of Women in Community Colleges
AB	Assembly Bill
ACBO	Association of Chief Business Officers
ACCCA	Association of California Community College Administrators
ACCE	Association for Community and Continuing Education
ACCESS	Action for Community College Enhancement of Student Success (ACT Project)
ACCJC	Accrediting Commission for Community and Junior Colleges
ACCT	Association of Community College Trustees
ACCTLA	Association of California College Tutoring and Learning Assistance
ACE	American Council on Education
ACHRO-AAO	Association Chief Human Resources and Affirmative Action Officers
ACR	Assembly Concurrent Resolution
ACSA	Association of California School Administrators
ACT	American College Testing
ACTFL	American Council on the Teaching of Foreign Languages
ADA	Americans with Disabilities Act
ADA	Average Daily Attendance (now FTES)
AERA	American Educational Research Association
AFDC	Aid to Families with Dependent Children (now TANF)
AFL	American Federation of Labor
AFT	American Federation of Teachers
AGB	Association of Government Boards
AGNES	Advisory Group on Need Evaluation Services
AHCA	American Health Care Association
AIA	Association of Instructional Administrators
AICCU	Association of Independent California Colleges and Universities
AMA	American Medical Association
AMATYC	American Mathematical Association of Two-Year Colleges
ANA	American Nurses Association
AO	Articulation Officer
API	Academic Program Improvement (CSU funding & support to programs)
APAHE	Asian Pacific Americans in Higher Education
APG	Action Planning Group (for the Chancellor's Office Strategic Plan)
APLE	Assumption Programs of Loans of Education
AP	Advanced Placement
APPLE	Accumulation Plan for Part-time and Limited Employees
ARCC	Accountability Report for the Community Colleges

ARRA	American Recovery and Reinvestment Act
AS	Associate in Sciences degree
ASB	Associated Student Body
ASCCC	Academic Senate for California Community Colleges
ASCIOs	Academic Senate/Chief Instructional Officers
ASSET	Assessment of Skills for Successful Entry and Transfer (ACT)
ASSIST	Articulation System to Stimulate Inter-institutional Student Transfer
AS-T	Associate of Science Degree for Transfer (SB1440)
@ONE	Consortium for Technology and Distance Education Training
AVA	American Vocational Association
BAM	Budget Accounting Manual
BAT	Bureau of Apprenticeship and Training (Federal)
BCP	Budget Change Proposal
BEOG	Basic Educational Opportunity Grant (also Pell Grant)
BLACCC	Black Association of California Community Colleges
BOARS	Board of Admissions and Relations with Schools (UC)
BOG	Board of Governors
BRAIN	Business Resource Assistance and Innovations Network
BRIC	The Bridging Research, Information, and Culture (BRIC) Project
BRN	Board of Registered Nursing
BSI	Basic Skills Initiative
BVIT	Bilingual Vocational Instructors Training
CAA	College Art Association
CAA	College Alliance of Arts
CAAJE	California Association of Administration of Justice Educators, Inc.
CABE	California Association of Bilingual Educators
CAC	Counseling Advisory Committee
CACCRAO	California Association of Community Colleges Registration & Admissions Officers
CACT	California Association of Chemistry Teachers
CACN	California Association of Colleges of Nursing
CACT	Centers for Applied Competitive Technologies
CAHA	California Association of Homes for the Aged
CAHHS	California Association of Hospitals and Health System
CAIR	California Association of Institutional Researchers
CAL-SOAP	California Students Opportunity and Access Program
CalWORKs	California Work Opportunity and Responsibility for Kids
CaSACC	California Student Association of Community Colleges (See SCCCC)
CAN	California Articulation Number (postsecondary course # system)
CAOONPD	California Organization of Associate Degree Nursing Program Directors
CAP	Committee on Assessment Procedures
CAPED	California Association on Postsecondary Education and Disability
CAPP	California Academic Partnership Program
CARE	Cooperative Agencies Resources for Education
CASA	California Association of School Administrators
CASBO	California Association of School Business Officials
CASFAA	California Association of Student Financial Aid Administrators
CASIP	California Supplier Improvement Program
CASP	California Special Populations
CATE	California Association of Teachers of English
CATESOL	California Teachers of English to Speakers of Other Languages
CAVE	California Association of Vocational Education
CB	Collective Bargaining
CBO	Community Based Organization (see JTPA)
CBO	Chief Business Officers
CBT	Computer Based Training
CC	Community College

CCA	Community College Association (affiliate of CTA)
CCA	Complete College America (nonprofit funding educational initiatives)
CCAN	Community College Articulation Numbering System
CCC	California Community Colleges
CCC	Community College Council (affiliate of CFT)
CCCCO	California Community College Chancellor's Office
CCCCAAA	California Community College Association of Academic Advisors for Athletics
CCCCAOE	California Community College Association of Occupational Educators
CCCCA	California Community Colleges Counselors Association (4CA)
CCCCCSCE	California Community College Council on Community Services and Continuing Education
CCC Confer	California Community College Telephone and Internet Conferencing System
CCCCS	California Community College Classified Staff
CCCCSD	California Community College Council for Staff Development (4CSD)
CCCCSSAA	California Community College Chief Student Services Administrators Assn.
CCCECE	California Community College Early Childhood Educators
CCCEOPSDA	Calif. Community College Extended Opportunity Programs and Services Dir Assn.
CCCF	California Community College Foundation
CCCHSA	California Community College Health Services Association
CCCI	California Community Colleges Independents
CCCPA	California Community College Placement Association
CCCREED	California Community College Real Estate Education Center
CCCSAA	California Community College Student Affairs Association
CCCSAT	California Community Colleges Satellite Network (CCCSAT, see 3CMedia)
CCCSFAAA	California Community College Student Financial Aid Association
CCCT	California Community College Trustees
CCD	Community College District
CCENC	Community College Educators of New Californians
CCF	Community College Foundation
CCIA	Community College Internal Affairs
CCID	Community College for International Development
CCIG	Community College Interest Group
CCLC	Community College League of California
CCLDI	Community College Leadership Development Initiative
CCPRO	Community College Public Relations Organization
CCUDA	Community College Urban District Association
CCUPCA	California College and University Police Chiefs Association
CDCP	Career Development and College Preparation
CDE	California Department of Education
CEBRAC	California Environmental Business Resource Center
CEEB	College Entrance Examination Board
CELP	California Educational Loan Program
CELSA	Combined English Language Skills Assessment
CEO	Chief Executive Officer
CEOCCC	Chief Executive Officers of the California Community Colleges
CETC	California Educational Technologies Collaborative
CFADS	California Financial Aid Delivery System
CFT	California Federation of Teachers
CGSLP	California Guaranteed Student Loan Program
CHA	California Humanities Association
CHE	Consumer Home Economics
CHEA	California Higher Education Association (affiliate of CTA/NEA)
CHEA	Council of Higher Education Accreditation
CHELA	California Higher Education Loan Authority
CIAC	California Intersegmental Articulation Council
C-ID	Course Identification System
CIO	Chief Instructional Officer

CIOCCC	Chief Instructional Officers of California Community Colleges
CISOA	Chief Information Systems Officers Association
CITD	Centers for International Trade Development
CLA	California Library Association
CLACCL	California Library Association Community College Librarians
CLAS	California Loan to Assist Students
CLASP	California Local Area Service Partnership (part of Americorps)
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CMLEA	California Media and Library Educators Association
CO	Chancellor Office California Community Colleges
COA	Commission on Athletics
COAGC	Chancellor's Office Advisory Group on Counseling
COD	Career Opportunities Development
COFO	Council of Faculty Organizations
COFHE	Capital Outlay Fund for Higher Education
COIS	California Occupational Information System
COLA	Cost of Living Adjustment
C-ONE	California Organization of Nursing Executives
COPA	Council on Postsecondary Accreditation
COPES	Community College Occupational Evaluation System
COR	Course Outline of Record
CPEC	California Postsecondary Education Commission
CPFA	California Part-time Faculty Association
CPVE	Council for Postsecondary and Vocational Education
CPGA	California Personnel and Guidance Association
CRLA	College Reading and Learning Association
CQI	Continuous Quality Improvement
CSAC	California Student Aid Commission
CSBA	California School Board Association
CSBG	Council of Student Body Governments
CSDLTHE	Center for the Study of Diversity in Teaching and Learning in Higher Education
CSEA	California School Employees Association
CSLA	California Student Loan Association
CSS	California Scholarship Service
CSS	Center for Student Success (RP Group)
CSSO	Chief Student Services Officers
CSU	California State University
CTA	California Teachers Association
CTE	Career Technical Education
CTF	California Teleconnect Fund
CVC	California Virtual Campus
CVU	California Virtual University
CWS	California Work Study
CYEDA	California Youth Employment and Development Act
DAS	Division of Apprenticeship Standards
DE	Distance Education
DETAC	Distance Education Technical Advisory Committee (see ETAC)
DOC	Directory of Occupational Titles
DOF	Department of Finance
DOL	Department of Labor
DSA	Division of the State Architect
DSP&S	Disabled Students Programs and Services
DVR	Division of Vocational Rehabilitation

DWG	Discipline Work Group (of the Statewide Career Pathways Project)
EAP	Early Assessment Program
EBT	Employer Based Training
ECCTYC	English Council of California Two-Year Colleges
EDA	Economic Development Administration (U.S. Department of Commerce)
EDAC	Equity and Diversity Action Committee (ASCCC)
EDAC	Equity and Diversity Advisory Committee (Chancellor's Office)
EDD	Employment Development Department
ED>Net	Economic Development Network (see EWDP)
EDWPAC	Economic Development and Workforce Development Program Advisory Committee
EEO	Equal Employment Opportunity
EERA	Educational Employment Relations Act (K-12 & CCs)
EHMT	Environmental Hazardous Materials Technologies
ELA	English Language Arts
EMT	Emergency Medical Training
EOG	Educational Opportunity Grant
EON	Equal Opportunity Network
EOP	Educational Opportunity Program (4-year Colleges)
EOPS	Extended Opportunity Programs and Services
ERIC	Educational Research Information Center (for CCs)
ESL	English as a Second Language
ET	Environmental Technologies
ETAC	Educational Technology Advisory Committee (formerly DETAC)
ETI	Employee Training Institute
ETI	Evaluation and Training Institute
ETP	Employment Training Panel
ETS	Educational Testing Service
FACCC	Faculty Association of California Community Colleges
FAF	Financial Aid Forum
FAO	Financial Aid Office (or Officer)
FAQ	Frequently Asked Questions
FDRG	Faculty Discipline Work Groups (of C-ID Project)
FII	Fund for Instructional Improvement
FIPSE	Fund for the Improvement of Post-secondary Education
FISL	Federally Insured Student Loan
FNAR	Financial Need Analysis Report
FCCC	Foundation for California Community Colleges
FSA	Faculty Service Area
FTES	Full-Time Equivalent Student
GAIN	Greater Avenues for Independence
GAIT	Goal Area Implementation Team
GED	General Educational Development (H.S. equivalency test)
GRE	Graduate Record Examination
GSL	Guaranteed Student Loan
HBCUs	Historically Black Colleges and Universities
HCFA	Health Care Financing Administration
HEERA	Higher Education Employee Relations Act (CSU & UC)
HSA	Health Services Association
HUD	Department of Housing and Urban Development
I-ECC	Industry-Education Council of California
IB	International Baccalaureate
ICAS	Intersegmental Committee of Academic Senates
ICC	Intersegmental Coordinating Council
ICEED	International Consortium for Education and Economic Development
IGETC	Intersegmental General Education Transfer Curriculum
IIE	Institute of International Education

IJFP	Intersegmental Joint Faculty Project
IMPAC	Intersegmental Major Preparation Articulated Curriculum
ISFARS	Institutional Student Financial Aid Resources Survey
ITV	Instructional Television
JACC	Journalism Association for Community Colleges
JACOTI	Joint Articulation Council on Transfer Issues (CSU & CCs)
JTPA	Job Training Partnership Act
LAO	Legislative Analyst's Office
LARC	Learning, Assessment, Retention Consortium
LDTP	Lower Division Transfer Pattern (CSU)
LEP	Limited English Proficiency
LMI	Labor Market Information
LRACCC	Learning Resources Association of California Community Colleges
LRFA	La Raza Faculty Association
LSAT	Law School Admission Test
MAC	Matriculation Advisory Committee
MACCC	Music Association of California Community Colleges
MALDEF	Mexican-American Legal Defense and Education Fund
MCAT	Medical College Admission Test
MCS	Model Curriculum Standards (K-12)
MESA	Mathematics Engineering Science Achievement
METPP	Migrant Education Teachers Preparation Program
MIS	Management Information System (CCCCO)
MPA	Matriculation Professionals Association
MQ's	Minimum Qualifications
NABE	National Association of Bilingual Educators
NAFTA	North American Free Trade Assn.
NCCCCF	Network of California Community College Foundations
NCCSCE	National Council for Community Services and Continuing Education
NCES	National Center for Educational Statistics
NCIA	National Council of Instructional Administrators
NCIAC	Northern California Intersegmental Articulation Council
NCOE	National Council for Occupational Education (affiliate of AACC)
NCRP	National Council for Research and Planning
NCSPOD	National Council for Staff, Program & Organizational Development
NCTC	Northern California Telecommunication Consortia
NDSL	National Direct Student Loan
NEA	National Education Association
NEH	National Endowment for the Humanities
NISOD	National Institute for Staff & Organizational Development
NIST	National Institute of Standards and Technology
NLN	National League for Nursing (national voluntary accrediting body)
NSF	National Science Foundation
NTI	Non-Traditional Instruction
OAL	Office of Administration Law (California)
OAT	Outreach, Admissions and Transfer Committee (of ICC Roundtable)
OBRA	Omnibus Budget Reconciliation Act
OCR	Office of Civil Rights
OSCAR	Online System for Curriculum and Articulation Review
OSHPD	Office of Statewide Health Planning & Development
PAC	Program Advisory Committee
PACE	Project for Adult College Education
PAVE	Program Assessment of Vocational Education
PCAH	Program and Course Approval Handbook
PBF	Performance Based Funding
PERB	Public Employment Relations Board

PERS	Public Employees Retirement System
PFE	Partnership for Excellence
PIC	Private Industry Council (vocational advisory group)
POST	Peace Officers Standardized Training
PPE	Private Post-secondary Education
PRWORA	Personal Responsibility and Work Opportunity Reconciliation Act
PSAT	Preliminary Scholastic Aptitude Test
PUC	Public Utilities Commission
Q&A	Questions and Answers
RETES	Refugee Education, Training & Employment Services
RFA	Request for Applications
RFP	Request for Proposals
RHORC	Regional Health Occupations Resource Centers
ROCP	Regional Occupational Center or Program
RP	Research and Planning Group for California Community Colleges
RWPEDA	Regional Workforce Preparation and Economic Development Act
SAC	System Architecture Committee
SAAC	State Aid Application for California
SACC	System Advisory Committee on Curriculum
SACSS	System Advisory Committee on Student Services
SAM	Student Accountability Model
SAAM	Student Attendance Accounting Manual
SAT	Scholastic Aptitude Test
SB	Senate Bill
SB 1440	Legislation passed to create transfer degrees (AA-T/AS-T)
SBP	Small Business Programs
SCAT	School and College Ability Test
SCANS	Secretary of Labor's Commission on Achieving Necessary Skills
SCIAC	Southern California Intersegmental Articulation Council
SCILL	Southern California Inter-Library Loan Network
SCOPE	State College Organization for Physical Education
SCP	Statewide Career Pathways (SB70)
SDA	Service Delivery Area (JTPA)
SDICCCA	San Diego/Imperial Counties Community College Association
SEED	Supporters of Educational Equity and Diversity
SEIU	Service Employees International Union/California State Council
SEOG	Supplementary Education Opportunity Grant
SIP	School Improvement Program
SJTCC	State Job Training Coordinating Council
SOAP	Student Opportunity and Access Program
SPARC	Special Projects Advisory and Review Council
SPRE	State Postsecondary Review Entity
SSSCC	Student Senate for California Community Colleges
SSTF	Student Success Task Force
STAR	Standardized Testing and Reporting System (K-12)
STAR	Student Transfer Achievement Reform (STAR) Act (SB1440)
STC	School To Career
STEM	Science, Technology, Engineering, and Mathematics
STRS	State Teachers Retirement System
STW	School to Work
TANF	Temporary Assistance to Needy Families
TAP	Transfer Alliance Project
TBA	To Be Announced
TCD	Transfer Center Director
TMI	Technology Mediated Instruction
TOEFL	Test of English as a Foreign Language

TQM	Total Quality Management
TOP	Taxonomy of Programs Code
TRDP	Teacher and Reading Development Partnership
TRIO	Federal Disadvantaged Student Program Collaboration (Initially started with three programs)
TSLAP	Teacher Shortage Loan Assumption Program
TTAC	Telecommunications and Technology Advisory Committee
TTIP	Telecommunications and Technology Infrastructure Program
UC	University of California (and its branches)
UCEP	University Committee on Educational Policy
UCOP	University of California Office of the President
UCOPE	University Committee on Preparatory Education (UC)
UCUPRE	University Committee on Undergraduate Preparation & Remedial Education (UC)
USDE	U.S. Dept. of Education
USSP	Underrepresented Special Student Projects
VATEA	Vocational and Applied Technology Education act of 1990
VTEDA	Vocational and Technical Education Act of 1998
WASC	Western Association of Schools and Colleges (Accrediting Commissions)
WASFAA	Western Association of Student Financial Aid Administration
WCA	Western College Association
WEDAC	Workforce and Economic Development Advisory Committee
WIA	Workforce Investment Act
WIB	Workforce Investment Board
WICHE	Western Interstate Commission for Higher Education
WIN	Work Incentive Program
WPL	Workplace Learning Resources
WRCBAA	Western Region Council on Black American Affairs
WSCH	Weekly Student Contact Hours
YEDPA	Youth Employment and Demonstration Project Act



Executive Committee Agenda Item

SUBJECT: Feedback on Curriculum Handbook Format		Month: October	Year: 2021
		Item No: V. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will review and make recommendations on the Curriculum Handbook format and modality.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Stephanie Curry	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	
		Information/Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

At the June Executive Committee Meeting it was decided instead of updating the curriculum paper to pivot to a practical Curriculum Handbook.

At their August 2021 Meeting the Curriculum Committee reviewed this request and were concerned about the efficacy of a static handbook.

The committee reviewed the current curriculum website <https://www.ccccurriculum.net> and identified the need to update this website.

There were concerns about redundancy with a handbook and most of that material also being on the website.

The Curriculum Committee recommends to use and update website with dynamics links to share curriculum resources instead of a paper handbook.

The Committee would like feedback on this recommendation from the Executive Committee.

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.



Executive Committee Agenda Item

SUBJECT: Recording ASCCC Presentations and Visits		Month: October	Year: 2021
		Item No: V. D.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will discuss potential guidelines or policies regarding the recording of ASCCC presentations and visits.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	
		Information/Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The ASCCC is conducting much of its work through the use of Zoom, and as such, there has been an increase in requests to record presentations and visits. The Executive Committee will discuss the various types of events and provide potential strategies and considerations on potential guidelines or a policy to the Standards and Practices committee on the recording of such events. Events to consider include, but may not be limited to:

- ASCCC events
- Visits to local academic senates
- Technical Assistance or Resource Teams: governance, accreditation, curriculum, guided pathways, DEI, and more...
- Collegiality in Action
- Presentations at other organizations' events

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.



Executive Committee Agenda Item

SUBJECT: Meeting Debrief		Month: October	Year: 2021
		Item No: V. E.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will debrief the meeting to assess what is working well and where improvements may be implemented.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Melissa Marquez	Action	
		Information/Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

In an effort to improve monthly meetings and the functioning of the Executive Committee, members will discuss what is working well and where improvements may be implemented.

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.



ICW & C-ID Advisory Committee Meeting

Wednesday, June 1, 2021

3:00 pm – 5:00 pm

In Attendance (Via Zoom):

Raul Arambula, Dean, CCC Chancellor's Office

Juan Arzola, Social Justice Studies Faculty, College of the Sequoias

Kevin Baaske, Communication Studies Faculty, CSU Los Angeles

Chase Fischerhall, Associate Director of Preparation & Relations with Schools & Colleges, University of California – Office of the President

Lynn Fowler, Articulation Officer, American River College

Josh Franco, Political Science Faculty, Cuyamaca College

Markus Geissler, ITIS Faculty, Cosumnes River College

Tracy Hamilton, Natural Sciences & Mathematics Faculty, Sacramento State University

Aisha Lowe, Vice Chancellor, CCC Chancellor's Office

Laura Marcoulides, ITIS Faculty Member, California State University - Fullerton

Virginia May, ICW Chair, ASCCC

Allison Murray, English Faculty, Long Beach City College

Michelle Pilati, C-ID Special Projects Director, ASCCC

Cheryl Pugh, Articulation Officer, CSU Los Angeles

Kadee Russ, Chair, Academic Senate Davis Division Undergraduate Council

Karen Simpson-Alisca, Assistant Director for Undergraduate Transfer Programs & Policy, CSUCO

John Stankas, Immediate Past President, ASCCC

Aimee Tran, Articulation Officer, Saddleback College

Eric Wada, C-ID Advisory Chair, ASCCC

Krystinne Mica, Executive Director, ASCCC

Staff in Attendance:

Miguel Rother, Director of Grants & Initiatives, ASCCC

Megan Trader, C-ID Project Coordinator, ASCCC

I. Introductions and Announcements

Introductions were made and the meeting commenced.

II. Approval of the June 1, 2021 Agenda

A minor update was made to include the correct date and time listed on the agenda for the meeting minutes to be approved. The June 1, 2021 Agenda was approved by consensus.

III. Approval of April 21st, 2021 ICW/C-ID Advisory Committee Meeting Minutes

The minutes were approved by consensus.

IV. ICW/C-ID Advisory Committee Reorganization Proposal

Wada gave an update on the progress of the Intersegmental Curriculum Workgroup (ICW)/C-ID Advisory Committee Reorganization draft proposal. The goal of the reorganization is to streamline the membership of the committees and clarify the tasks of the ICW and C-ID Advisory Committee. The draft proposal of the responsibilities of the ICW and C-ID Advisory Committee was previously discussed by the Articulation Officer (AO) Subgroup, and minor revisions were made.

The role of the ICW is to oversee the development, review, and revision of Transfer Model Curricula (TMC), while the C-ID Advisory Committee oversees the development, review, and revision of the C-ID descriptors. The possibility of creating a subgroup to oversee the community college-specific C-ID descriptors, with ICW remaining intact as an oversight group, was discussed. The group considered who would be appointed to the consolidated committee and what tasks the committee would oversee. The group agreed that the responsibilities of the consolidated committee need to be clearly defined for the benefit of committee members as well as outside organizations to understand what the committee oversees. The group discussed keeping the ICW intact as an umbrella group to oversees the development, review, and revision of the TMCs.

Motion: This item will be placed on the agenda for the next ICW/C-ID Advisory Committee meeting in the fall, when a final proposal can be reviewed by the group. Stanskas, Franco (MSC)

V. TMC Elimination Process Draft Proposal

Pilati gave an update on the progress of the draft proposal. According to the process for modifying an existing TMC, the FDRG has the ability, either in or out of cycle, to initiate a change in the TMC. Pilati proposed making a clear delineation of when and how an FDRG meets, other than when an FDRG is convened for a particular purpose. The group discussed creating a mechanism for an outside entity not associated with the FDRG to petition for a revision to be made to a TMC. The proposed process would entail a mechanism whereby the ICW would examine the merits of the proposal to change the TMC to determine whether a revision is warranted. Once the revision process is put into place, there will be a time limit for the FDRG to make a TMC revision recommendation to ICW. ICW would then either accept, reject, or modify the proposal. The group discussed developing the document with more research findings included. Among other considerations, the group agreed the document should detail how long FDRG members serve and how long each FDRG Lead serves. May proposed adding

the consideration of a finalized proposal to the agenda to discuss further in the fall and the group agreed by consensus.

Motion: This item will be placed on the agenda for the next ICW/C-ID Advisory Committee meeting in the fall, when a final proposal document can be reviewed by the group. Stankas, Franco (MSC)

VI. CSU Phase Out Document Draft Proposal

Lowe summarized the subgroup's discussion of what the process should be to phase out an old TMC. The CSU Phase Out document will include a background and history of the process as well as proposed implementation steps both for the CCC and CSU systems. The subgroup also discussed implementation timelines as well as timelines to teach out existing ADTs under an old TMC when a new TMC is established. Community colleges currently have 18 months to create an ADT under the revised TMC and no longer than 24 months to phase out or teach out the ADTs under the previous TMC, as per the minimum requirements set by the education code. The group discussed the 18-month timeline to create an ADT that falls under the revised TMC. Lowe stated this issue would be reviewed with legal counsel before a proposal can be made regarding timelines. The group agreed by consensus that the item will be tabled until later in the fall when enough feedback can be gathered to create a final draft.

Motion: This item will be placed on the agenda for an ICW/C-ID Advisory Committee meeting in the fall, when a final proposal document could be reviewed by the group. Stankas, Franco (MSC)

VII. ITIS MC & Descriptor Review

The ITIS MC & descriptor review was reviewed by the AO Subgroup, which consists of community college and CSU articulation officers. Geissler stated the ITIS MC and descriptor updates are minor, with only some additional electives to be added to the MC. However, the MC Review Summary document was not included with the agenda items. Franco suggested a motion to conditionally approve the materials contingent upon the report being reviewed. May suggested sending out the report once it is located so that group members may vote via email whether to approve the revisions.

VIII. FTVE TMC & Descriptor Review

There were non-substantial changes to the FTVE TMC and descriptors proposed by the FTVE FDRG.

Motion: To approve that the process was followed for the 5-Year TMC review of the FTVE TMC and descriptors. Stankas, Franco (MSC)

IX. Adjournment



Equity and Diversity Action Committee

Tuesday, August 24, 2021

4:00 p.m.—6:00 p.m.

The Equity and Diversity Action Committee (EDAC) responds to resolutions from sessions that deal with the issues of equity, diversity, and inclusion in hiring, equal opportunity, and cultural diversity in the curriculum. EDAC recommends strategies that promote student equity and student success, including effective teaching and student learning styles and fostering a campus climate conducive to faculty diversity and student achievement. The committee provides overall guidance to colleges and recommendations to the Executive Committee with regard to the inquiry, design, and implementation of Guided Pathways frameworks and engages in broad, and inclusive discussion and inquiry about the diversity, action and inclusion integral in the Guided Pathways approach, framework and evidence. The Committee advises the Executive Committee on guidelines, laws and regulations relating to equal opportunity and cultural diversity and promotes the integration of equity and diversity issues in appropriate ASCCC activities.

Location: Zoom Meeting Summary

I. Call to Order and Roll Call (*present)

Michelle Bean—Chair*	Juan Arzola*	Hermelinda Rocha*
Robert Stewart, Jr.—2 nd Chair*	Nadia Khan*	Roberto Rubalcaba*
	Theresa Oda-Burns*	Leslie Shull*

- II. Adoption of Agenda, Minutes Volunteer, and Google Shared Folder. The meeting was called to order at 4:06 p.m.
- III. Shout-outs, Affirmations, and Lean-In: Laughter and Joy Video and Prompt: Our getting to know each other part of the meeting—asked what brings you joy or laughter.
 Nadia / Mira Costa / Accessibility / Canada / To be asked about weather - reminds her of home
 Dr. Rob / San Diego City College / Math / Umoja Instructor / Facundo video
 Theresa / Cabrillo College / Learning Disabilities Counselor / Fenwick
 Juan / College of the Sequoias / Poly Sci / 80 year olds texting emojis!
 Leslie / Sac City / Bus/RE / Funny husband
 Robert / Los Angeles SW CC / Biological Sciences / Academic Senate Pres and ASCCC Area C Rep / Lots of wind where Robert is at! Fantastic!
 Hermelinda / Hartnell College / Ethnic Studies / Granddaughter
- IV. Committee Charge and Committee Member Guidelines—reviewed with committee.
- V. ASCCC Areas of Focus for 2021/2022: Culturally Responsive Student Services/Support and Curriculum, Equity Driven Practices, Transfer in the Higher Education System
- VI. Community Agreements Activity (Breakout Rooms)--Teams discussed expectations and social agreements. Michelle recapped repeating/shared themes. Committee came to consensus on agreements:
1. Acknowledge and value our diverse lived experiences and perspectives
 2. Empower each other to lead

3. Create a non-judgmental, safe space where we come with a growth mindset and help each other learn and grow
 4. Be authentic and accountable to each other with clear communication, timelines, and knowledge of structures
 5. Advocate to the Executive Committee on behalf of the EDAC
- VII. 2021-2022 EDAC Goals and Priorities
- A. Review RESOLUTIONS assigned and last year's committee recommendations--committee discussed the ASCCC resolutions structure and recommendations from last year's committee.
 - B. Review ASCCC Strategic Plan--will be discussed more at the next meeting.
 - C. Develop an EDAC work plan—priorities and volunteer assignments discussed.
 1. Model Committee Appointment Process and Rubric--Juan will help brainstorm with Michelle.
 2. ASCCC Cultural Competency Plan Drafts--will be discussed at the next meeting.
- VIII. EDAC/ACHRO Collaboration
- A. Virtual Fall Webinars
 - B. Spring Regionals In-Person
 - C. Suggestions and ideas to be discussed at the next meeting.
- IX. *Rostrum* Articles
- A. Due September 24
 - B. Ideas and suggestions--Hermelinda will assist Michelle with a possible article on the value of new ethnic studies programs and having conversations about white supremacy.
- X. Plenary Fall 2021
- A. Theme Ideas—committee discussed proposed ideas and edited a few phrases. Top picks were:
 1. Healing and Hope Happens in Community: Connecting Professionally and Personally
 2. Truth Be Told: Working to Empower Diverse Voices and Intersectionality
 3. Celebrating Ethnic Studies and Understanding Intersectionality: Healing, embracing, and addressing the impacts on our students
 - B. Resolutions due September 17—any ideas and suggestions to be discussed more at the next meeting. Bring ideas! Michelle will keep the committee posted on the plenary theme decision from Exec.
 - C. Breakout presenters and session descriptions due October 1
- XI. CO/ASCCC Equity and Diversity Summit—save the date in January 2022
- XII. Monthly Meetings—Michelle will send a poll in email for possible Mondays or Tuesdays. We do have the option to meet in person and will possibly revisit the idea in Spring. Zoom for now for safety.
- XIII. Announcements
- A. Check for upcoming events at here
 - Academic Academy (October 7-8)
 - Area Meetings (October 15 and October 16)
 - Plenary (November 4-6)
 - B. ASCCC office is now open (hybrid)—able to send out hard copies of handbooks, 10+1 cards, and papers again to colleges
 - C. ASCCC Awards—new online portal for submissions coming this year
 - D. Amazon Smile (smile.amazon.com)—select Foundation of the Academic Senate for California Community Colleges to donate
 - E. Application for Statewide Service

- XIV. Closing Comments
 - A. In Progress Review
 - B. Any other final comments or suggestions--none.

XV. Adjournment at 6:07 p.m.

In Progress:

- EDAC Workplan and Goals

Completed Tasks:

- EDAC Community Agreements



Equity and Diversity Action Committee

Monday, September 13, 2021

10:00 a.m.—12:00 p.m.

The Equity and Diversity Action Committee (EDAC) responds to resolutions from sessions that deal with the issues of equity, diversity, and inclusion in hiring, equal opportunity, and cultural diversity in the curriculum. EDAC recommends strategies that promote student equity and student success, including effective teaching and student learning styles and fostering a campus climate conducive to faculty diversity and student achievement. The committee provides overall guidance to colleges and recommendations to the Executive Committee with regard to the inquiry, design, and implementation of Guided Pathways frameworks and engages in broad, and inclusive discussion and inquiry about the diversity, action and inclusion integral in the Guided Pathways approach, framework and evidence. The Committee advises the Executive Committee on guidelines, laws and regulations relating to equal opportunity and cultural diversity and promotes the integration of equity and diversity issues in appropriate ASCCC activities.

Location: Zoom

Meeting Summary

I. Call to Order and Roll Call (*present) - Meeting called to order at 10:02 a.m.

*Michelle Bean—Chair	*Juan Arzola	Hermelinda Rocha
*Robert Stewart, Jr.—2 nd Chair	*Nadia Khan	*Roberto Rubalcaba
	*Theresa Oda-Burns	*Lesile Shull

II. Adoption of Agenda, Minutes Volunteer, and Google Shared Folder
Robert volunteered to take today’s minutes. Agenda adopted.

III. Shout-outs, Affirmations, and Lean-In
Michelle led shout outs and affirmations with the committee members. Michelle led the committee with a Land Acknowledgement to Tongva Nations.

IV. Contact Information Sheet
Committee verified their contact information is correct.

V. Community Agreements
These community agreements were a result of an exercise from the first meeting breakouts in which committee members came up with some community agreements. The resulting community agreements are listed below. There were no suggestions for amendments or additions. These Community Agreements will remain on future agendas.

1. Acknowledge and value our diverse lived experiences and perspectives
2. Empower each other to lead
3. Create a non-judgmental, safe space where we come with a growth mindset and help each other learn and grow
4. Be authentic and accountable to each other with clear communication, timelines, and knowledge of structures
5. Advocate to the Executive Committee on behalf of the EDAC

VI. EDAC/ACHRO Collaboration - The Association of Chief Human Resource Officers: <http://achroeeo.com/>. We will be working together on DEI webinars for faculty hiring. We need to select two dates, and we need volunteers to help lead the webinars. Theresa and Nadia volunteered to work with Michelle on a preliminary webinar outline to bring to the larger EDAC for discussion.

A. Virtual Fall Webinars

Possible dates for TWO professional development webinars on hiring practices—Michelle will work with ACHRO to secure possible dates that will be forwarded to ASCCC Exec Committee for final approval. Below are dates sent to ACHRO for consideration:

- Monday, October 25 at 8:00--9:30 a.m.
- Tuesday, October 26 at 4:00--5:30 p.m. (fewer EDAC members available)
- Thursday, October 28 at 4:00--5:30 p.m.
- Friday, October 29 anytime
- Monday, November 15 anytime
- Tuesday, November 16 at 12:00--1:30 p.m.
- Tuesday, November 16 at 4:00--5:30 p.m.
- Wednesday, November 17 at 12:00--1:30 p.m.
- Wednesday, November 17 at 4:00--5:30 p.m.
- Thursday, November 18 anytime
- Friday, November 19 anytime

B. Suggestions and Ideas:

- Juan suggested that we look at how colleges can get themselves ready to do equity work in hiring processes.
- Michelle suggested that a subcommittee get together to look at possible topics and come up with questions that faculty would be interested in. Volunteers are so far: Michelle, Nadia and Teresa. Michelle will send dates out a Doodle poll for the committee to consider best dates from the list above.
- Juan is suggesting a Doodle Poll in order to quickly identify dates that work best for EDAC members. Michelle agreed to send out the doodle poll to EDAC membership.

VII. Plenary Fall 2021

- A. Theme: Leading Change: Teaching, Learning, and Governance in a Hybrid World - EDAC committee members are already approved to participate in any breakout sessions. However, if EDAC members are not the delegate for their college, EDAC members cannot participate in person because of space constraints. However, there is a waiting list for those who are not delegates who would like to attend in person. Members who participate will need to register either for the entire plenary or the one day they will present.
- B. Members Attending Plenary (presenters and session descriptions due October 1) –The following will be attending the plenary so far: In person--Michelle, Robert, Juan; Virtually--Nadia, Leslie.
- C. Resolutions due September 17—any ideas and suggestions? Michelle reviewed the purpose of the fall and spring Plenary sessions as consideration of resolutions that determine the work of the ASCCC. Committees can submit resolutions to the ASCCC Executive Committee in October for consideration. Any resolutions accepted by Exec will be forwarded to the Areas for review at the Area meetings on October 15 and 16. Resolutions forwarded from the Areas will then be considered by delegates at the Plenary. September 17, 2021 is the due date for resolutions to be submitted by ASCCC standing committees.

Resolution and *Rostrum* ideas from EDAC: Critical Race Theory; Resources for Equity-Minded STEM Teaching & Learning; Lack of Equity in the Practice of Academic Freedom and The Effects on Culturally Responsive Teaching (maybe a January *Rostrum* article)-- Michelle suggested a look at the recent Academic Freedom paper and resolution in order to see if a resolution would be in

order on this topic; Equity-Minded Practices in Real Estate Teaching & Learning --Leslie is willing to work with Michelle to present this topic to statewide Real Estate faculty; *Rostrum* article on Decolonizing Program Review (Nadia to write for January *Rostrum*).

- VIII. 2021-2022 EDAC Goals and Priorities
 - A. Review ASCCC Strategic Plan and RESOLUTIONS assigned--EDAC will cover this item in the October 2021 meeting.
 - B. Develop an EDAC Work Plan
 - 1. Priorities and volunteers for activities --EDAC will cover this item in the October 2021 meeting.
 - 2. ASCCC Cultural Competency Plan Drafts --EDAC will plan to have this as a Spring 2021 priority.
- IX. Committee Appointment Process
 - A. EDAC workgroup sent recommendations to Executive Committee including language focused on equitable representation and suggestion of standard categories of race and identity and equitable rubric for a fair appointment process.
 - B. Standards and Practices Committee will now complete the update to the process.
- X. *Rostrum* Article Update
 - A. Due September 24—Hermelinda (working with Michelle and Manuel Velez).
 - B. Topic: Normalizing conversations about ethnic studies and critical race theory.
- XI. Announcements
 - A. Check for upcoming events
 - Academic Academy (October 7-8); \$150 Registration; Registration Deadline: September 30, 2021; Theme: Transfer in Higher Ed
 - Area Meetings (October 15 and October 16): Areas A and B on October 15th; C and D on October 16th
 - Plenary (November 4-6)
 - B. Amazon Smile (smile.amazon.com)—select Foundation of the Academic Senate for California Community Colleges to donate
 - C. Application for Statewide Service
- XII. Closing Comments
 - A. In Progress Review
 - B. Any other final comments or suggestions—none.
- XIII. Adjournment at 11:59 a.m.

In Progress:

- EDAC Workplan and Goals
- *Rostrum* Article
- Resolutions for Fall 2021 Plenary: Critical Race Theory; Paper for Equity-Minded STEM Teaching & Learning; Resources for Trauma Informed Pedagogy and Vicarious Trauma and Mental Health Awareness

Completed Tasks:

- Recommendations on Committee Appointment Process



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

ASCCC Online Education Committee
August 30, 2021

MINUTES

Attendance: Karen Chow, Stephanie Curry, Christopher Cardona, Kandace Knudson, Stephen Han, Malinni Roeun, Daniel Scott

I. Call to Order and Agenda Adoption

The meeting was called to order at 12:05pm and the agenda was adopted by consensus.

II. Committee Charge

The committee reviewed the current and proposed updated committee charge

III. Shout Outs, Affirmations, and Lean-in

The committee completed a short introduction activity—Share: What do you teach, and what are your top issues and concerns related to online education?

Concerns included: Accessibility, DE Guidelines, Updating the 2018 paper, Equity, Academic Freedom, Online Test Taking/Monitoring/Proctoring Programs, Professional Development for all faculty, Student Engagement in the Online Environment, Continuation of Student Support Services beyond Pandemic, Guidance on Access and Equity with Online Education, Hyflex modality

The committee reviewed proposed norms and expectations for committee members and the chair.

IV. Committee members were asked to submit their contact information in a Google Doc

[Google Form \(https://forms.gle/JuQCJ5VwU4R5orHSA\)](https://forms.gle/JuQCJ5VwU4R5orHSA)

V. Committee established fall meeting dates

October 4, 2021 from 12:30-2:30
November 1, 2021 from 12:30-2:30
December 6, 2021 from 12:30-2:30

VI. The chair introduced the current 2021-22 Online Education Committee documents/files

[Google Shared Folder \(https://drive.google.com/drive/folders/1YjAFI59r2tZE2FEk0-G-GNLS0EcRslsd?usp=sharing\)](https://drive.google.com/drive/folders/1YjAFI59r2tZE2FEk0-G-GNLS0EcRslsd?usp=sharing)

ASCCC Online Education Committee website: <https://asccc.org/directory/online-education-committee>

VII. Committee Goals and Priorities

A. Review [last year's committee recommendations](#) (links to a Googledoc in our Committee's Googledrive folder)

- The committee reviewed the recommendations from the previous committee. The committee discussed the Online Guidelines previously worked on by D-TAC. CCCCCO has said they will not be releasing the guidelines, preferring memos. The current draft needs to be updated, could be done in partnership with DECO to get a process of updating the information. Could take the needed changes and put it into a regular update for the Ensuring an Effective Online Program paper. Need to update in lite of the pandemic and changes in online education and need new processes for emergencies. Review updates of Title 5 including regular and substantive interaction to be added to paper.

Committee members asked to review paper for the October meeting making notes where it needs updates or new sections. Committee members will also review outstanding resolutions for possible inclusion in paper.

Committee will support an article on hyflex for the November Rostrum. Stephanie and Kandace will work on a resolution on hyflex coding and apportionment.

B. Review [resolutions assigned](#) (click on "Resolutions" tab on bottom of the site)

- The committee reviewed the resolution (9.04.S19) on accessibility of educational materials. Need to review Title 5 55206, equity and accessibility with effective practices. Perhaps recommend further collaboration with other groups to address workload issues. Possible paper on how to make a class accessible from A-Z. Paper would discuss the realities of struggles to make courses accessible and use paper to make recommendations on how to make resources and support available to implement recommendations.

Karen and Stephane will start an outline for committee discussion at October Meeting. Items could include 508 requirements, equity, syllabus, assignments and course materials, professional development, role of senates, checklist, working with DSPS.

C. For Your Information about the larger picture of ASCCC goals: [ASCCC Strategic Plan](#)

The ASCCC strategic plan and goals was shared with committee members.

VIII. Plenary Fall 2021

A. [Break-out topics](#) brainstorming

1. Accessibility, Equity and Online Education
2. Academic Integrity, Equity and Online Education
3. Teamwork: the partnership of the Instructional Designers and Distance Education Coordinators
4. Student Engagement and Federal Guidelines Changes in Online Education

IX. Announcements

Th chair reviewed upcoming events, opportunities and deadlines

A. Check for upcoming events at [here](#)

- Academic Academy (October 7-8)
- Area Meetings (October 15 & 16)
- Plenary (November 4-6)

X. Adjournment

The committee adjourned at 1:54pm



ACADEMIC SENATE
for California Community Colleges
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Legislative and Advocacy Committee

September 1, 2021

3:00 pm-4:00 pm

ConferZoom

<https://lrccd.zoom.us/j/99732235945>

Or iPhone one-tap (US Toll):

+16699006833,,99732235945# US (San Jose)

+12532158782,,99732235945# US (Tacoma)

Dial by your location

+1 669 900 6833 US (San Jose)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 929 205 6099 US (New York)

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

Meeting ID: 997 3223 5945

Find your local number: <https://lrccd.zoom.us/u/abaVDfODxQ>

AGENDA

Members Present: Ginni May (chair), Christopher Howerton (2nd), Kathleen Bruce, Ric Epps, Jeffrey Hernandez, June Yang

Members Absent:

Guests: Jasmine Prasad (SSCCC legislative liaison)

1. Minutes taken by Christopher Howerton
2. Approval of Agenda
3. Introductions
4. Approval of minutes – generally done via email
5. Set up fall term meetings – Bring your calendars!!
6. Committee Charge – *updated April 2021:*

The Legislative and Advocacy Committee (LAC) is responsible for providing the ASCCC President with background information on all legislation related to academic and professional matters. Using equity-minded, inclusive research and analysis through a student-centered lens, the LAC will provide the ASCCC President and the Executive Committee with recommendations on such legislation. The LAC identifies existing ASCCC positions and relates them to proposed legislation. The LAC is also responsible for providing legislative alerts to the local academic senates, identifying liaison persons to contact legislators, and providing support to local academic senates regarding California's legislative process as it has bearing on academic and professional matters. It is the goal of the LAC to provide the ASCCC President and the Executive Committee with the resources to ensure that the ASCCC is recognized as the voice of authority with the California Legislature, Legislative Analyst's Office, Department of Finance, and Governor's Office in the areas of academic and professional matters.

The LAC in consultation with the ASCCC President plans and participates in advocacy training and in the annual ASCCC Legislative and Advocacy Day.

7. Announcements
8. Committee priorities for 2021-22:
 - a. Resolution F20 20.01 [The Role of Student Employees in Advancing Faculty Diversification](#)
 - b. Planning of Legislative and Advocacy Day for spring 2022 – see attachments: 2021 Legislative Day visit packet and agenda
 - c. Recommendation to ASCCC Executive Committee on Legislative priorities
 - d. Other?
9. Legislative priorities for consideration and discussion: Find the 2021 Legislative Priorities in the [January 2021 Letter to the legislative Liaisons](#)
 - a. Transfer Pathways
 - Simplifying process
 - Aligning pathways
 - Intersegmental faculty collaboration
 - b. See Resolution F20 20.01
 - c. Other?
10. Rostrum Articles by the Committee for Consideration – due to Ginni September 21
 - a. See Resolution F20 20.01
 - b. Other?

11. Resolutions from the Committee for Consideration – due to the Resolutions Chair September 17

12. **Events** and Important Dates

- Executive Committee Meeting, September 9-11 (hybrid)
- Executive Committee Meeting, October 6 (virtual)
- 2021 Academic Academy, October 7-8 (virtual)
- Area meetings, October 15/16
- Executive Committee Meeting, November 3 (hybrid)
- 2021 Fall Plenary Session, November 4-6 (hybrid)
- Executive Committee Meeting, December 3-4 (hybrid)

13. Adjourn

Status of Previous Action Items

A. In Progress (include details about pending items such as resolutions, papers, *Rostrums*, etc.)

B. Completed (include a list of those items that have been completed as a way to build the end of year report).

Committee Priorities – Tracking Resolutions and other Assignments

F20 20.01 [The Role of Student Employees in Advancing Faculty Diversification](#)

Legislative Information

Links:

- California Legislative Information Home page: <https://leginfo.legislature.ca.gov>
- ASCCC Legislative and Advocacy Committee page: <https://asccc.org/directory/legislative-and-advocacy-committee>
- ASCCC Legislative Updates page: <https://asccc.org/legislative-updates>
- ASCCC Legislative Report: September 2021 – see attachment

Remaining days for the 2021 Calendar (Year 1 of the 2021/2022 two-year legislative cycle):

- September 3 – Last day to amend bills from the floor of both houses
- September 10 – Last day for any bill to be passed by either house
- October 10 – Last day for Governor to sign or veto bills passed by the legislature on or before September 10

January 1, 2022 – statutes take effect

January 3, 2022 – Legislature reconvenes (for Year 2 of the 2021/2022 two-year legislative cycle)

Still watching:

- [AB 928 \(Berman\)](#) – Student Transfer Achievement Reform Act of 2021: Associate Degree for Transfer Intersegmental Implementation Committee.
- [AB 1111 \(Berman\)](#) – Postsecondary education: common course numbering system.



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

Accreditation Committee

September 8, 2021
12:00pm – 1:00pm

ConferZoom

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/99190881821>

Or iPhone one-tap (US Toll): +16699006833,99190881821# or +13462487799,99190881821#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

+1 346 248 7799 (US Toll)

+1 253 215 8782 (US Toll)

+1 312 626 6799 (US Toll)

+1 646 876 9923 (US Toll)

+1 301 715 8592 (US Toll)

Meeting ID: **991 9088 1821**

MEETING SUMMARY

Members Present: Christopher Howerton (chair), Carrie Roberson (2nd), Laura Adams, Sheri Berger (CIO Rep.), Jamar London, Alicia Lopez, Robert Steinberg, Van Rider

Members Absent: None

Guests: None

- 1. Welcome by Committee Chair and Introductions – Meeting started at 12:05pm**
 - a. [ASCCC Committee Appointment Composition](#)
 - CIO representative member indicated that it would be good to bring in an ACCJC representative.
 - All members introduced themselves and expressed excitement about the work and the opportunity with this committee
- 2. Committee Procedural Items:**
 - a. Approval of Agenda

Approved by consensus, future agendas will be added to the meeting calendar invites.

b. Minutes taken by Carrie Roberson

Group will finalize minutes via email, it is asked that any suggested edits be made within a week of the meeting.

c. Approval of minutes

Generally done via email, none for this meeting

3. Establish a Fall Calendar of Standing Committee Meetings

- Meetings determined to be the following:
 - 9.30.2021 @ 2:30pm
 - 10.21.2021 @ 2:30
 - 11.18.2021 @ 2:30
 - 12.9.2021 @ 2:30
- Each meeting will be an hour. The Chair will set up calendar invites. The committee may add additional meetings based on the work necessary for the development of the Accreditation Institute.
- Spring schedule of meetings will be made at a later date

4. Committee Charge – Information

a. **Updated June 2021 (ASCCC Exec. Meeting):**

b. *The Accreditation Committee advises the Academic Senate Executive Committee and statewide faculty on accreditation, continuous quality improvement, and equitable student learning. In collaboration with ACCJC, chief instructional officers, and other system partners, the committee organizes the Accreditation Institute and offers professional development opportunities with a focus on faculty roles and effective practices in accreditation.*

- The committee chair reviewed the updated charge and thanked the members from last year's committee for their recommended update to this statement

5. Committee priorities for 2021-2022 – Discussion

a. Document: [Committee End of the Year Report \(2020-2021\)](#)

b. Possible activities for this year-

- Chair connected Accreditation Institute to charge and priorities, Discussion about Rostrum, events breakouts, participation opportunities for committee members. Possible Rostrum articles could be about the piloted formative/summative accreditation process, update on the timeline and process of the updated standards, etc.

6. 2022 ASCCC Accreditation Institute – Information/Discussion

a. Dates: February 24-26, 2022

b. Location: Embassy Suites San Francisco Airport-Waterfront Burlingame

c. Document: [History of Past ASCCC Accreditation Institute Themes](#)

d. Inclusion of input by ACCJC

- Chair discussed themes and encouraged thinking about them as it relates to our reality. Chair discussed needed partnerships. Next meeting will brainstorm themes to bring to the Exec Committee
- Chair discussed purpose of Institute
- Chair encouraged considering ideas for topics to bring to the next meeting
- Members discussed effective partnerships for breakout sessions and the need for direction around seeking presenters, tentative audience, Chair mentioned that we get to work with others and are not required to be the expert, some additional info and Q&A around the Institute.

7. Announcements – Information/Discussion

- Rostrum Articles by the Committee for Consideration
- Chair mentioned deadlines and encouraged members to think about ideas
- Resolutions from the Committee for Consideration (Fall 2021 Plenary) – due to the Resolutions Chair September 17
- Chair mentioned that deadline is approaching and can think about what might support our Accreditation Committee and local accreditation efforts
- ASCCC Events and Important Dates (Fall 2021)
 - Executive Committee Meeting, September 9-11 (hybrid)
 - Executive Committee Meeting, October 6 (virtual)
 - 2021 Academic Academy, October 7-8 (virtual)
 - Area meetings, October 15/16
 - Executive Committee Meeting, November 3 (hybrid)
 - 2021 Fall Plenary Session, November 4-6 (hybrid)
 - Executive Committee Meeting, December 3-4 (hybrid)
- Chair mentioned that updates to the website are critical at this time
Chair reminded folks that info@ascc.org

8. Committee Next Steps & Adjournment – Meeting adjourned at 12:56pm

Status of Previous Action Items

A. In Progress – TBD

B. Completed -



Career and Technical Education Leadership Committee

September 8, 2021

2:00 pm-4:30 pm

Minutes

Members Present: Lance Heard (chair), Ginni May (2nd), Amar Abbott, Leticia Barajas, Stephanie Clark, Christie Dam, Rich Harlan, Carina Love, Brian Palmiter, Sharon Sampson, Lynn Shaw,

Members Absent: Douglas Sallade

Guests:

Minutes respectfully submitted by Ginni May

- I. Call to Order and Approval of Agenda – the meeting commenced at 2:05 pm.
- II. Introductions – Committee members introduced themselves and responded to one of three prompts to share something about themselves.
- III. The committee charge was shared and reviewed.
- IV. Status of Previous Action Items – Two resolutions remain to be addressed: the committee engaged in robust discussion on how to respond to the resolutions. Some of the general ideas are included:
 - a. [Resolution 21.01 S21](#) Collaborate with Regional Consortia
Ideas: Such collaboration is a recommendation from the 2020-21 CTELC; redress the curriculum streamlining that took place several years ago with the N/FN Consortium, CCCCCO and the ASCCC and build upon it; consider having a Liaison from CTELC and one from Regional Chairs to attend each other’s meetings
 - b. [Resolution 21.02 S21](#) Prioritizing System Support for the ECE/EDU Education and Human Development Sector
Ideas: Include some funding in the “grow your own” program to provide childcare to students by ECE students, prompted discussion on living wages, inequities, and ways to continue a student’s education to move up in the job field
- V. Status of Committee Priorities for 2020-21
 - a. End of Year Report – The committee chair shared that all priorities for 2020-21 were completed.

- VI. Plenary Planning or Report – The committee chair discussed the planning and structure of plenary session coming up in November and how to provide ideas for breakout session topics. If committee members have questions, they were encouraged to reach out.
- VII. Topics – The committee considered the following and determined which to include as a focus on this year.

The 2020-2021 Committee made the following recommendations:

- Proposal to the Academic Senate for California Community Colleges form an inquiry taskforce (group) to work with local senates to expedite and streamline local CTE curriculum processes (Attachment 1).
Ideas: Redress the Curriculum Streamlining process that took place several years ago, possibly having another road show, no need to start over; the committee chair will do some research and possibly consider a resolution to direct additional work if needed
- Formalize structures for CTE Liaison\Regional Chairs as a liaison to CTELC Spring 2021 21.01(approved by delegates on 4/6)
 - Continue the collaboration with Regional Chairs and CVC-OEI
 - Continue the support to CTE Liaisons (Coffee Hour and Memo)
Idea: Schedule Coffee Hour webinars
Action: Will begin Coffee Hour webinars and collect ideas for topics: CWE, CPL, low-wage CTE programs, CTE MC Toolkit
 - Monitor the Collaborations with CVC-OEI (resources), Regional Consortia Chairs & North Far North Collaboration (pilot), ICS Sector Collaborative Proposal (resources)
Ideas: discussion
 - Invite the Regional Chairs to appoint a Liaison to CTELC and appoint a CTELC member to a liaison to the Regional Chairs
Ideas: Bring to Exec for approval
- Organize a Credit for Prior Learning implementation series possibly in collaboration with the Chancellor’s Office and/or Palomar College.
Ideas: Reach out to Palomar College regarding ASCCC participation, but check with Exec first
- Create a professional development and learning series for discipline specific faculty and one on how to use the CTE MQ Tool Kit.
Ideas: Rostrum article about the CTE MQ Tool Kit, include in the Coffee Hour; determine if a larger project is needed and if so send it to the field for consideration as a resolution

- Form a subcommittee to review the PDC Modules and integrate CTE content on each module.
Ideas: The committee chair will check with the last year's committee member regarding the need. This may be better to move forward to the field for consideration as a resolution.
- Review and provide input on the new ASCCC CTE website page including access to resources.
Ideas: There is definitely a need to strengthen the presence of and resources for CTE faculty on the ASCCC website
- Develop a resource toolkit to provide information about the charge and funding streams of CTE.
Ideas: Write a Rostrum article about the funding, similar to Rostrum articles written regarding Guided Pathways Funding

VIII. Announcements – The committee chair reminded everyone to complete the Doodle Poll for scheduling fall term meetings.

a. **Events** and Important Dates

- i. 2021 Academic Academy, October 7-8 (virtual)
- ii. 2021 Fall Plenary Session, November 4-6 (hybrid)
- iii. CCCAOE Conference, September 29, October 1, 2021, Omni Rancho las Palmas
- iv. CCCAOE Virtual Conference, October 12-14, 2021

IX. Adjournment – 4:02 pm

Status of Previous Action Items

A. In Progress (include details about pending items such as resolutions, papers, *Rostrums*, etc.)

B. Completed (include a list of those items that have been completed as a way to build the end of year report).

USAW FEDERAL ADVOCACY SUBCOMMITTEE

MEETING AGENDA

September 2, 2021 | 9:00 – 9:30 A.M.

MEETING GOALS:

- ✓ Ensure our respective organizations are working in partnership to advocate for undocumented students.
- ✓ Address how the California Community Colleges can engage federal policymakers on policies that support undocumented students.

MEETING OBJECTIVES:

- ✓ Provide updates on recent and ongoing federal advocacy efforts related to undocumented students.
- ✓ Develop a clear, concise policy “ask” and effective advocacy strategy that accounts for uncertainty and changing circumstances (DACA court decision, American Families Plan).
- ✓ Establish a framework for stakeholder engagement during and after Undocumented Student Action Week.

ITEM	NOTES
Open – Agenda setting	
Template Letter	- Any final edits?
Federal Advocacy Meetings & Next Steps	- Members to target - Scheduling & organization - Talking points

ACTION ITEMS

-

PARKING LOT – FOR FUTURE DISCUSSION

[Date]

[The Honorable FIRST NAME LAST NAME]
Member, United States [HOUSE or SENATE]
ADDRESS
Washington, D.C. 20510

Dear [REPRESENTATIVE or SENATOR] [LAST NAME],

On behalf of the [NAME OF ORGANIZATION], I request your support for President Biden’s Build Back Better Agenda and its proposal for comprehensive immigration reform and educational supports for undocumented students. We are immensely grateful for your leadership and partnership to support undocumented students, and in this critical time, **we request your help to urge your colleagues to support the inclusion of a codification of a pathway to citizenship and new eligibility rules for accessing federal financial aid** in the forthcoming budget resolution.

Our 116 California Community Colleges have a long tradition of making clear and consistent commitments to create welcoming and inclusive campus environments for all students regardless of immigration status, and have intentionally provided our undocumented students with the supports, resources, and opportunities to pursue their educational goals. For example, our Dream Resource Centers and Immigration Legal Services Project have provided undocumented students with legal counsel, academic counseling, and wraparound support services. Despite our efforts, we have seen first-hand the irreparable harm of federal policies that undermine the ability of our undocumented students to focus on their studies and pursue their higher education goals, as they grapple with the fear of immigration enforcement and possible deportation. The July 16, 2021 court ruling in *State of Texas, et al., v. United States* which held that the Deferred Action for Childhood Arrivals (DACA) Program is unlawful, effectively halts first time DACA applications, and will create an additional layer of uncertainty.

To be successful in their quest for a college education and career, our 72,000 undocumented students need and deserve stability. We believe that the goals outlined in **President Biden’s Build Back Better Agenda** forges a path forward that supports *all* Americans. Not only does the plan propose a pathway to citizenship for undocumented students, it also proposes to expand access to federal financial aid that will enable more students to pay for college costs, thereby helping them complete their studies, contribute to the economy, and support their families. This is why we request your help in urging your colleagues to support new eligibility for federal financial aid programs, most notably the Pell Grant. Due to the existing prohibition on non-Title IV students being able to access federal financial aid, undocumented students often struggle to cover the costs of their basic needs, such as housing, food, transportation, and child care. Providing undocumented students with a clear path for the future—to complete their education, build their careers, and carve out their legacy—is a wise decision for California and our nation, and is fundamental to our institutions’ core principles of community.

For far too long, undocumented students have lived through years of uncertainty as a result of politically motivated attacks on DACA that put them at risk of being separated from their loved ones and being deported. They are aspiring teachers, doctors, artists, and entrepreneurs and are poised

to make significant contributions to help our nation recover from the COVID-19 pandemic. We thank you for your partnership and urge your House and Senate colleagues to support a codification of a comprehensive pathway to citizenship through budget reconciliation, so our undocumented students can have stability to achieve their higher education goals and contribute to their communities and the economy.

Sincerely,

[Name]

[Title]

cc:

GEAC Meeting Summary Notes

Meeting Date: August 31, 2021 **Submitted By:** Michelle Velasquez Bean

Segment Reports

CCCCO

- Update title 5, section 55063 Ethnic Studies graduation requirement.

ASCCC

- Academic Academy—October 7-8 virtual and all are invited.
- Shared three focuses for the year of culturally responsive practices, equity-driven systems, and transfer along with exec members training mission statement.

CCC AOs

- Continued concerns regarding submitted Ethnic Studies courses for GE approvals receiving denials and wanting more robust feedback.
- Also asking for clarity of “catalogue rights.”

CSU AOs

- Same concerns as CCCs.

CSUCO

- **Memo soon to be distributed regarding Ethnic Studies/Area F implementation** that includes People Soft scripts, catalog rights clarity with understanding that catalog is not the only variable to determine transfer eligibility. Currently in ASCSU approval process.
- There was another extension/third submission timeframe granted for colleges to get approval for Area F. An additional 1,000 approved that included at least three ethnic studies faculty reviewers.
- Still allowing backdating for up to one year for Area F approvals.
- **September 22—hosting workshop for AO teams** regarding GE with emphasis on Area F, humanities, and social sciences areas. Recommendation for colleges to have a minimum of two participants to hear the information.

ASCSU

- Focused on messaging that transfer isn’t broken but underfunded, especially with lack of sufficient number of counselors.
- B4 course standards still being discussed.
- Ethnic Studies implementation being discussed.
- GWAR (grad writing exam) changes pending, especially since it has not been possible to do in-person exam during pandemic.

Discussion

- GEAC may need to prepare for possible passage of AB 928 and AB 1111 and impacts on GE implementation processes.
- New math IB exam levels—need to evaluate and update IB credit grid.
- Reviewed end of year report sent to CSUCO.

Date: September 20, 2021

To: California Chancellor's Office Campus Police Reform Task Force

Subject: Task Force Meeting #3 (September 13, 2021) Summary Meeting Notes

This memo provides a summary of the discussion and key themes from Task Force Meeting #3, held on September 13, 2021. This memo also includes next steps for drafting and finalizing related Task Force recommendations. A more detailed memo summarizing the task force process and reporting task force members' recommendations will be developed and sent to you in October.

Task Force Meeting #3 Objectives

- Confirm the overarching values and principles needed to drive stronger policing expectations, standards, and ultimately accountability to promote an inclusive campus climate are reflected in our work.
- Examine student-centered and evidence-based practices to better understand the intersection of campus climate and policing workplace culture.
- Identify effective hiring, training & professional development, and removal of officers as well as performance expectations.

A. Speakers & Key Talking Points

National guest speakers on the topic of *Hiring, Training, and Campus Climate*:

Desirée Nero, CEO of Ephiphany Life, LLC and Leadership Instructor at Palm Beach State College Criminal Justice Institute

Chief, Dr. Clarence Green, Vice President of Culture and Chief of University Police at Northwest Missouri State University

Benjamin Hunter, Associate Vice President for Public Safety and Institutional Assurance and Superintendent for Public Safety at Indiana University

On Infrastructure: There are implications for state/systems level infrastructure to support campus police reforms. Superintendent Hunter raised points around state level support and accountability. Superintendent Hunter described how campus police reforms are advanced with the consistency of practice and expectation by implementing evidence-based practices across campuses and by promoting accountability and transparency standards across the system. Indiana University police department, for example, implements the Critical Decision-Making model in its standard training and the state of Indiana regularly collects, analyzes and reports on data about police interactions across the system.

On Hiring: Chief Green and Superintendent Hunter talked about the hiring practices done at their respective departments. Chief Green’s department grounds their hiring practices in a learning model, which is 10% training, 70% development, and 20% mentoring. Using the learning model as a framework to their hiring practices, Chief Green’s department conducts thorough background checks, includes multiple stakeholder touchpoints, and aligns screening methods with their pillars of success throughout the hiring process. When Superintendent Hunter joined Indiana University (IU), he realized that the institution was recruiting and hiring the same way as the municipal department, which needed change due to the differences in campus-based policing and community policing. Recently, IU hired their first Chief of Diversity officer, and now the hiring process includes a review committee, behavioral assessments, stakeholder engagement, and a robust field training program.

On Culture: Desirée Nero shared some essential components to the training that she leads for law enforcement individuals. We were most interested in determining effective strategies for how to promote buy-in from the individual peace officer level. Ms. Nero’s approach to training is focused on creating a safe, respectful, and courageous space for officers to explore topics like unconscious bias, conflict resolution, empathetic listening, and microaggressions. Ms. Nero stressed the importance for officers to know the community they are working in and for institutions to **hire for the “heart” of the job, not just the skillset of a job**. Chief Green agreed with Ms. Nero’s point about hiring those with the “right heart” and shared that his department’s hiring practices embody that approach through thorough follow-up (10-days within any incident) and campus engagement. Superintendent Hunter also shared that his department conducts centralized training that includes bias training and utilizes the Critical Decision-Making model (see resources section for information on the CDM model). Superintendent Hunter stressed that the Critical Decision-Making model was a major turning point in changing the campus policing culture to ‘guardian’ mentality.

On Student Engagement: Chief Green and Superintendent Hunter shared ways that they involve students in the work that they do. Chief Green’s department has over 60 students working for them, from designing student surveys to hosting student events, with the intention of leveraging students to engage their peers and receive genuine feedback. Superintendent Hunter shared the challenges to working with students due to constant turnover and needing to continuously build and rebuild relationships with students. Another challenge that Superintendent Hunter shared is differentiating how IU polices versus how the city polices, which can often be conflated by stakeholders. Superintendent Hunter’s department prioritizes having frequent touchpoints with students, making themselves accessible to students, and working with students, even around protesting.

On Dismissal: On the process of dismissal and removal, Chief Green’s department heavily emphasizes mentoring and coaching as a method to work with the individual; until deemed necessary, then removal or suspension of license occurs. Recently, the union at Indiana University is now involved with Superintendent Hunter’s department to implement stronger accountability processes and

measures. Indiana state legislature will also now allow that discipline process and files of campus police officers to be shared, which was not allowed in the past. Chief Green and Superintendent Hunter also shared their approach to recruitment and retention. An effective recruitment method done by Chief Green's department is to recruit those who are highly engaged where they currently are. Superintendent Hunter highlighted that offering financial health courses through the law enforcement academy has been a great benefit for individuals to see long-term benefits of the job as a competitive marketing tool to draw in strong candidates. Finally, Ms. Nero emphasized the importance of shifting data and accountability toward inclusion and equity.

After the panel, Task Force members did a group activity sharing key takeaways from the panel and exploring two questions:

1. How do we operationalize the key takeaways to link policing and campus culture?
2. What should the student experience be when it comes to campus safety? What should students expect in campus experience with police?

The group activity was done through Google Jamboard, which can be accessed [HERE](#).

B. Summary of Operationalizing the Task Force Charge Activity

Task Force members worked in small groups to capture any additional themes that have emerged from the day's conversation and begin to operationalize the themes. The key themes that emerge from the Charge suggest potential recommendations.

The Task Force Charge is as follows -

Provide recommendations on:

1. Baseline policies and regulations related to on-campus policing that bring policies into alignment with best practices
2. Increasing transparency of system and campus reporting on campus policing data and incidents to students and the public
3. Develop policy on recruitment and hiring to promote diversity among campus police
4. Develop policy for the removal of police officers found to be unsuitable for on-campus employment
5. Inform strategies for state-level support and resources that will enhance campus efforts to reform campus & community police practices and police personnel workforce reforms.

The input from Task Force members have been compiled in one master document, which can be accessed [HERE](#) and will be uploaded to [Vision Resource Center](#) platform.

C. Next Steps

Call to Action Task Force: Recommendations Timeline

October 25, 2021	JFF share summary recommendations with Task Force members
Oct 25 – Nov 8, 2021	Task Force members give feedback on summary recommendations
Early December 2021	Chancellor’s Office share draft regulations with Task Force members
Mid-December 2021	Task Force members give feedback on draft regulations
January 19, 2022	Task Force Meeting #4
January 24, 2022	Board of Governors first read of regulations
March 2022	Board of Governors second read of regulations

D. Resources

a. Shared by Superintendent Ben Hunter

- i. A podcast on IUPD’s recent efforts: <https://art19.com/shows/on-illuminating/episodes/f5a13b67-2b33-4977-b264-2362c70f7269>.
- ii. IU’s Police Data Initiative: <https://protect.iu.edu/police-safety/pdi/index.html>
- iii. Information on IUPD’s Body-worn cameras: <https://protect.iu.edu/police-safety/body-worn-camera/index.html>.
- iv. More on the Critical Decision-Making (CDM) Model can be found by searching the Police Executive Research Forum (PERF) website: <https://www.policeforum.org/>.
- v. In *Managing a Critical Incident*, PERF offers an overview of CDM. [*Promising Practice: How the Burlington, NC Police Department Uses the CDM*](#) provides an example of CDM in action

E. Task Force Attendees

Lisa Bailey, Associate Superintendent of Business Services and Economic Development at Chaffey College

Barbara Calhoun, Area 2 Trustee

Stephanie Curry, Reedley College Academic Senate Past President & Faculty Guided Pathways Coordinator

Michael Dolphin, (retired) Chief of the Los Angeles County and Ventura County Workforce Services Division

Nikki Harris, Director of Human Resources at the College of Marin

Lance Heard, Mt. San Antonio College Academic Senate Co-Vice President & Professor of Administration of Justice

Kristen Huyck, Director of Public & Governmental Relations, Marketing & Communications at Mira Costa Community College

Stephen Kodur, Community Organizer for the Student Senate for California Community Colleges

Ka Ren MacCalla, President of the Black Student Union at Moorpark College

Jane Saldaña-Talley, Vice President of Academic Affairs at Santa Rosa College

Bryan Ventura, Dean of Institutional Effectiveness and Advancement at East Los Angeles College

Amber Wade, Chief of Police Napa Valley College

(Absent)

Matthew Besmer, General Counsel for the State Center Community College District

Carole Goldsmith, President of Fresno City College

Obed Magny, Police Office at Sacramento Police Department & Professor at Brandman University

Ross Miyashiro, Vice President of Student Services at El Camino College

Linda Vaughn, President of South Bay Regional Public Safety Training Consortium

(Guest Observer)

Pamela Haynes, Board President of the California Community Colleges Board of Governors