Friday, December 3, 2021 to Saturday, December 4, 2021

Zoom Videoconferencing
Zoom Link: https://us02web.zoom.us/webinar/register/WN_jTLTsZpNSTCRDsHGdECFsg

The Citizen Hotel
926 J St.
Sacramento, CA 95814
Meeting Room: Quorum

Friday, December 3, 2021
11:30 AM - 12:30 PM | Lunch
12:30 p.m. to 5:00 p.m. | Executive Committee Meeting

6:30 p.m. to 9:00 p.m. | Dinner
Zócalo Restaurant Midtown
1801 Capitol Ave
Sacramento, CA 95811

Saturday, December 4, 2021
8:00 AM. to 9:00 AM | Breakfast
9:00 AM. to 12:30 PM. | Executive Committee Meeting
12:30 PM. to 1:30 PM. | Lunch
1:30 PM to 3:00 PM | 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 <u>not</u> on the agenda. No action will be taken. Speakers are limited to three minutes.

    E. **[Calendar, pg. 7](#)**
    F. **[Local Senate Visits, pg. 11](#)**
    G. **[Action Tracking, pg. 23](#)**
    H. **Dinner Arrangements**
    I. **One Minute Executive Committee Member Updates**

II.   **CONSENT CALENDAR**
    A. **November 3, 2021, Meeting Minutes, Aschenbach**
    B. **[Resolutions Assignments Fall 2021, Davison/Gillis, pg. 25](#)**

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, Womxn's 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. 27](#)**
       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 – 10 mins., May, pg. 29](#)**

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. 31**
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. 33**
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. 35**
The Executive Committee will be updated on Transfer in the Higher Education System and discuss future direction.

E. **ASCCC Accreditation Institute-Second Read – February 25 & 26, 2022 - 20 mins., Howerton, pg. 37**
The ASCCC Executive Committee will review an updated draft of the Accreditation Institute for the hybrid event.

F. **ASCCC Part-Time Faculty Institute (PTFI) - 10 mins., Roberson, pg. 39**
The ASCCC Executive Committee will consider for approval the final Part-Time Faculty Institute (PTFI) program outline.

G. **AB 705 Math and English Survey - 20 mins., Rutan/Mica, pg. 41**
(Time certain, Friday, December 3, between 2:00 PM and 5:00 PM)
The Executive Committee will consider for approval the distribution of the AB 705 Math and English survey to colleges in January 2022.

H. **ASCCC Executive Committee Community Norms - 30 mins., Parker, pg. 47**
The Executive Committee will consider for approval the adoption of the developed Community Norms.

I. **Recording ASCCC Presentations and Visits - 20 mins., May, pg. 49**
The Executive Committee will discuss potential guidelines or policies regarding the recording of ASCCC presentations and visits.

J. **DEI in Curriculum Model Principles and Practices Recommendations from the California Community College Curriculum Committee (5C) - 20 mins., Bean/Curry, pg. 51**
The Executive Committee will consider for approval the recommendations created by the California Community College Curriculum Committee (5C) on DEI in curriculum presented in the model principles and practices tool.

K. **Resolutions 13.01 and 20.01 Referred to the Executive Committee from the 2021 Fall Plenary Session - 15 mins., Gillis, pg. 61**
The Executive Committee will determine a plan of action for

completion by the 2022 Spring Plenary Session.

The Executive Committee will debrief the 2021 Fall Plenary Session.

The Executive Committee will discuss ways in which to implement future ASCCC events in light of Resolution F21 1.05.

V. **DISCUSSION**

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

The Executive Committee will discuss and provide feedback on a model cultural humility plan decision tree to be adopted by the ASCCC Executive Committee and local academic senates.

The Executive Committee will evaluate and discuss the Academic Senate Faculty award application process in order to imbed diversity, equity, and inclusion criteria.

The Executive Committee will begin discussion on the 2022 – 23 Executive Committee meeting dates.

The Executive Committee will discuss a plan for collaborating with partners to update the Baccalaureate Degree Program (BDP) Handbook.

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**

B. **Standing Committee Minutes**

D. Local Senate Visits

VII.   ADJOURNMENT

Executive Committee Agenda Item

SUBJECT: Calendar		Month: December	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
- **Executive Committee Meeting** – Long Beach/Hybrid – January 7-8, 2021
- **Executive Committee Meeting** – San Jose/Hybrid – February 4-5, 2022
- **ASCCC Part-Time Virtual Institute** – Virtual – February 10-11, 2022
- **Legislative Day** – Sacramento/Hybrid – February 22-23, 2022
- **ASCCC Accreditation Institute** – San Francisco/Hybrid – February 24-26, 2022

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

Reminders/Due Dates

December 16, 2021
- Agenda items for the January 7-8, 2021 meeting
- Committee reports and meeting minutes, if applicable

January 18, 2022
- Agenda items for the February 4-5, 2022 meeting
- Committee reports and meeting minutes, if applicable

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 |

ACADEMIC SENATE
for California Community Colleges
LEADERSHIP · EMPOWERMENT · VOICE

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		Hayes Mansion, San Jose, CA	Jan 18
Executive Meeting	March 4-5, 2022	East Los Angeles College	Omni Los Angeles, Los Angeles, CA	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		The Citizen Hotel, Sacramento, CA	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	May 12-14, 2022		The Westin South Coast Plaza	
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
	Stanskas	1/30/2020	Collegiality in Action
	Curry/Gillis	8/19/2021	Governance
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
	Curry/Gillis	8/17/2021	Governance
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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
Siskiyous, College of the	Aschenbach	2/25/2020	Assistance Visit Governance

Taft	Aschenbach, Eikey	1/17/2019	Minimum Qualifications
	Stanskas	1/29/2020	Collegiality in Action
	Aschenbach	2/4/2021	Local Senate Visit - DEI
	Aschenbach, Foster	4/5/2021	Anti-Racism Education
	May, Velez	8/20/2021	Brown Act
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	Stanskas, 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

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Diablo Valley	May, Rutan	1/22/2019	Noncredit Curriculum
	Davison	11/12/2019	RP Leading Versus Lagging Convening
	Aschenbach, Bean, Stanskas	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	Stanskas	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	Stanskas	9/26/2018	Collegiality in Action
	Davison	8/23/2019	Governance/Local Senate
	Cruz, Stanskas	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
	Stanskas, 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
	Aschenbach	8/27/2021	Equivalency
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
	Bean, Kirk	10/12/2021	Equity Minded Hiring
West Valley	Davison	8/24/2018	Local Senate Accreditation

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	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
	Davison/Heard	8/20/2021	CTE Minimum Qualification
East LA			
El Camino	Parker, Eikey	10/19/2018	ECC Pride Leadership Presenters
Compton College	Eikey, Stanskas, Bruzzese, Aschenbach	10/13/2018	Area C Meeting
	Stanskas	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

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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, Stanskas	2/28/2019	GP and Local Senate Visit
	Executive Committee	3/1/2019	Executive Committee Meeting
	Stanskas	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	Stanskas	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			

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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
	Stanskas, 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

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Norco	Cruz, Henderson	2/28/2019	Faculty Diversification Regional
	Foster, Rutan, Parker, Stanskas	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
	Stanskas	4/15/2019	Collegiality in Action
	Davison	2/3/2021	Collegiality in Action
	Curry	3/1/2021	Governance, Brown Act
Riverside City	Davison, Stanskas	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
	Bean	8/11/2021	Governance
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
	Aschenbach, Kirk	8/18/2021	Governance, 10+1
Santiago Canyon	Rutan, Parker	1/10/2019	Noncredit Committee Meeting

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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 Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Status	Description	Status Notes	Month Complete	Year Complete
Action Tracking as of 11/16/2021										
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.			

Executive Committee Agenda Item

SUBJECT: Resolutions Assignments Fall 2021		Month: December	Year: 2021
		Item No: II. B.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the resolution assignments from the 2021 Fall Plenary Session.	Urgent: Yes	
		Time Requested: N/A	
CATEGORY:	Consent Calendar	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Dolores Davison/Amber Gillis	Consent/Routine	X
		First Reading	
STAFF REVIEW[1]:	Melissa Marquez	Action	
		Information/Discussion	

Please note: Staff will complete the grey areas.

Background:

Immediately following each plenary session, the Resolutions Committee chair is required to bring forward the resolutions for assignment to individuals or groups. Specifically, the resolution's manual states,

> The President and Executive Director meet to develop a list of draft resolution assignments to Senate committees, task forces or appropriate individuals. At the first Executive Committee meeting following the plenary session, the Resolutions Chair submits an agenda item for first reading and action of the draft resolution assignments and the resolutions referred by the body at plenary session. The Resolutions Committee will provide the Executive Committee with recommendations on how to dispose of the referred resolutions. The Executive Committee will approve the resolution assignments and act on the recommended dispositions of the referred resolutions and make assignments as appropriate to complete the tasks included in the referral instructions. Prior to the next plenary session, the Resolutions Chair will monitor the work on the referred resolutions and ensure that any revised resolutions are submitted to the Executive Committee in time for review and recommendation to Area meetings per the timeline assigned in the referral.

The President has suggested assignments for the resolutions as noted on the attached spreadsheet. The Executive Committee will consider for approval these resolution assignments.

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

Number	Resolutions	Assigned To
1.01	F21 Adopt the updated Periodic Review of the Academic Senate for California Community Colleges	Executive Director
1.02	F21 Honoring Dan Crump with Senator Emeritus	Executive Director
1.03	F21 Honoring Lesley Kawaguchi with Senator Emeritus	Executive Director
1.04	F21 Greater Transparency in the Committee Appointment Process	President, Vice President, Executive Director
1.05	F21 Remote Attendance Option for ASCCC Events	Executive Director
3.01	F21 Resources for Racial Justice and Critical Race Theory	Equity and Diversity Action Committee
3.02	F21 Equity in Science, Technology, Engineering, and Math (STEM)	Curriculum Committee
3.03	F21 Support for Mental Health Awareness and Trauma Informed Teaching and Learning	TASSC and Legislative and Advocacy Committee
3.04	F21 Develop Statewide Recommendation for Definition of Low-Cost Course Materials	OERI and President
3.05	F21 Zero Means Zero Textbook Cost	OERI and Relations with Local Senates
4.01	F21 Transfer Pathway Guarantees	President , Transfer Alignment Project Leads
7.01	F21 System-Level Zero-Textbook-Cost Resources	OERI and President
7.02	F21 HyFlex Modality Accounting and Apportionment	Curriculum Committee and 5C
9.01	F21 Adding Culturally Responsive Curriculum, Equity Mindedness and Anti-Racism to Course Outline of Record (CO	Curriculum Committee and 5C/President
9.02	F21 Update Baccalaureate Degree Handbook	Curriculum Committee , Baccalaureate Degree Leads
9.03	F21 Adopt "The Role of Faculty in Tutoring and Learning Centers" Paper	Executive Director
11.01	F21 Equitable Access to Technology	President, Online Education Committee
11.02	F21 Greater Use of Telecommuting and Digital Processes	President
13.02	F21 In Support of Prevention and Control of COVID-19 in the Interest of Safe Learning Environments	Executive Committee
15.01	F21 Adopt the ICAS English as a Second Language (ESL) Report: 2020 Update	Executive Director
16.01	F21 Advocate for Electronic Access to Required Course Materials	President
17.01	F21 Local Senate Policies Regarding Textbook Adoption	OERI and Relations with Local Senates
19.01	F21 Support Diversity, Equity, and Inclusion-Focused Hiring Practices	Equity and Diversity Action Committee

Executive Committee Agenda Item

SUBJECT: Chancellor's Office Liaison Discussion		Month: December	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: 45 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:

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: December	Year: 2021
		Item No: IV. A.	
		Attachment: No	
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: 10 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Melissa Marquez	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:
The 2021-22 (two-year) Regular Session reconvened January 11, 2021. The last day for the governor to sign or veto a bill was October 10, 2021.

ASCCC Legislative Report – December 2021

ASCCC Legislative Updates: Find information on the role of ASCCC in legislative advocacy, ASCCC positions on legislation, and ASCCC legislative reports.

ASCCC/FACCC Legislative Advocacy Training Webinars 2022: One Tuesday each month, January-May (January 18, February 15, March 22, April 26, May 24), 6:00 pm – 8:00 pm

ASCCC Legislative Advocacy Day 2022: Members of the Executive Committee and the ASCCC Legislative and Advocacy Committee participate in a day of advocacy visits with legislators and staff at the California capitol.
- February 22: Advocacy Training to begin about 2:00 pm followed by dinner (if in person)
- February 23: Legislative visits 8:30 am – 4:00 pm

Legislative Analyst's Office: Overview of Student Housing November 8, 2021

Advisory Committee on Legislation: CCLC Presentation November 9, 2021
- Budget Update
- Legislative Update
- Federal Update – Free community college (America's College Promise (ACP) Act of 2021) was amended **out** of the Build Back Better Framework

Possible two-year bills of interest – may be heard in January 2022:

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

- AB 99 (Irwin) – Statewide longitudinal data system: Cradle-to-Career Data System: governance and support.
- AB 102 (Holden) – College and Career Access Pathways partnerships.
- AB 103 (Holden) – College and Career Access Pathways partnerships: county offices of education.
- AB 299 (Villapudua) – Career technical education: California Apprenticeship Grant Program.
- AB 403 (Kalra) – Fair Access to College Textbooks Act.
- AB 421 (Ward) – Community colleges: career development and college preparation courses.
- AB 595 (Medina) – Public postsecondary education: University of California and California State University: student eligibility policy.
- AB 737 (Santiago) – Public post-secondary education: California State University: tuition.
- AB 949 (Mullin) – Community colleges: biological sciences incubators.
- AB 1040 (Muratsuchi) – Community colleges: ethnic studies.
- AB 1073 (Berman) – Community colleges: students enrolled in early childhood education or child development courses: fee waivers.
- AB 1269 (Cristina Garcia) – Community colleges: part-time faculty.
- AB 1432 (Low) – The California Online Community College.
- SB 659 (Becker) – Community colleges: California College Promise.
- SB 770 (Roth) – California Community Colleges: pathways to law school programs.

Legislative Deadlines 2022:
- January 3 – Legislature reconvenes
- January 10 – Budget submitted by the governor
- January 14 – Last day for policy committees to hear and report to fiscal committees introduced in their house in 2021
- January 21 – Last day for any committee to hear and report to the floor bills introduced in their house in 2021; Last day to submit bill requests to Office of the Legislative Counsel
- January 31 – Last day for each house to pass bills introduced in that house in 2021
- February 18 – Last day for bills to be introduced

Useful Websites:
California Legislative Information: https://leginfo.legislature.ca.gov/faces/home.xhtml
Legislative Analyst's Office (LAO): https://lao.ca.gov
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
LegiScan: https://legiscan.com

Executive Committee Agenda Item

SUBJECT: Culturally Responsible Student Services, Student Support, and Curriculum		Month: December	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.

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

Academic Senate for California Community Colleges
LEADERSHIP · EMPOWERMENT · VOICE

Executive Committee Agenda Item

SUBJECT: Equity Driven Systems		Month: December	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.

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[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: December	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.

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

Academic Senate for California Community Colleges
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Executive Committee Agenda Item

SUBJECT: ASCCC Accreditation Institute-Second Read – February 25 & 26, 2022		Month: December	Year: 2021
		Item No: IV. E.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The ASCCC Executive Committee will review an updated draft of the Accreditation Institute for the hybrid event.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Christopher Howerton/Carrie Roberson	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Melissa Marquez	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

*The updated ASCCC Accreditation Committee charge states, "*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. (updated June 4, 2021)"

The 2021-2022 ASCCC Accreditation Committee is in the process of finalizing the planned program for the ASCCC Accreditation Institute to be held at the Embassy Suits in San Francisco in February and in hybrid format. The theme of the institute is "Continuous Improvement During Constant Change"

Initial ASCCC Executive Committee feedback was received during the November 2021 monthly Executive Committee meeting. The purpose of this agenda item is to finalize the content for the event.

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[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 (PTFI)		Month: December	Year: 2021
		Item No: IV. F.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The ASCCC Executive Committee will consider for approval the final Part-Time Faculty Institute (PTFI) program outline.	Urgent: Yes	
		Time Requested: 10 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Carrie Roberson	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Melissa Marquez	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The ASCCC Executive Committee provided feedback to the PTFI program at its November meeting and adjustments that incorporate the suggestions have been considered.

ASCCC Part-Time Faculty Virtual Institute February 10th - 11th, 2022

THEME: Hot Topics in a Hybrid World: Connecting it all Together 2022

BLURB: Join us for Academic Senate for California Community College's (ASCCC) sixth annual Part-Time Faculty Institute on February 10-11, 2022. The Part-Time Faculty Institute will provide a series of sessions that will address the empowerment, leadership, and voice for part-time faculty in the California community colleges. This 2022 Institute intends to bolster discussions, voices, and representation of part-time faculty in California community colleges. This event will inform attendees about current ASCCC and California Community Colleges Chancellor's Office (CCCCO) priorities and efforts that humanize experiences in recognition of resilience throughout higher education. The Institute is also designed for part-time faculty to gain insights on the hot topics around academic and professional matters with additional sessions focused on professional learning and leadership development. Opportunity awaits... for networking and connecting with colleagues, as well!

SEE ATTACHMENT

DESIRED OUTCOME: The Part-Time Committee is seeking approval of the final PTFI program outline.

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

Executive Committee Agenda Item

SUBJECT: AB 705 Math and English Survey		Month: December	Year: 2021
		Item No: IV. G. (1)	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will consider for approval the distribution of the AB 705 Math and English survey to colleges in January 2022.	Urgent: Yes	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Craig Rutan/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 Data and Research Task Force was established by the Executive Committee to address Resolution 18.01 F2020 that calls for the development of a paper (and other resources) to assist colleges with the successful implementation for AB 705. The DRTF has developed a set of questions that they hope will serve as the basis of the mathematics and English portions of the paper (the questions for ESL are still under discussion). Some of these questions ask for data that is included in the AB 705 templates that were submitted to the Chancellor's Office. We are currently working to gain access to those templates and will remove those question that can be answered using that information from the final survey.

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

1. Is your college using default placement for mathematics and English Composition?
   a. Yes
   b. No

2. Select the type of support that your college offers to students in transfer-level mathematics and English Composition.
   a. Embedded tutoring
   b. Co-requisites
   c. Supplemental Instruction
   d. Online tutoring
   e. Multiple tutoring locations throughout campus
   f. Other, Fill in the blank

3. Select the type of support that your college requires for students enrolled in transfer-level mathematics and English Composition.
   a. Embedded tutoring
   b. Co-requisites
   c. Supplemental Instruction
   d. Online tutoring
   e. Multiple tutoring locations throughout campus
   f. Other, Fill in the blank
   g. Not required

4. Please describe how your college decides whether support is required. If your college does not require support, leave the fill in blank.
   a. Fill in

5. Has your college developed a guided placement model for either English or mathematics?
   a. Yes
   b. No

6. If yes, describe how and when you would use this model?
   a. Fill in

7. What type of information, other than GPA, does your college use when placing students into transfer-level mathematics and English Composition?
   a. None
   b. Courses taken in high school
   c. Self placement
   d. Other

8. What percentage of your students enroll in English Composition for a second time if they are not successful in their initial enrollment?
   a. Fill in

9. What percentage of your students enroll in a transfer-level mathematics course for a second time if they are not successful in their initial enrollment?
    a. Fill in

10. Before COVID, did your college compare the success rates for in-person versus online English Composition courses?
    a. Yes, but we do not have them available
    b. Yes, online was more successful
    c. Yes, in-person was more successful
    d. No

11. If yes, what were the success rates for in-person English Composition courses?
    a. Fill in

12. If yes, what were the success rates for online English Composition courses?
    a. Fill in

13. Before COVID, what were the withdrawal rates for English Composition courses?
    a. Fill in

14. Once all in-person classes were canceled due to COVID, did your college compare the success rates for synchronous versus asynchronous English Composition courses?
    a. Yes, but we do not have them available
    b. Yes, synchronous was more successful
    c. Yes, asynchronous was more successful
    d. No

15. If yes, what are the success rates for synchronous English Composition courses?
    a. Fill in

16. If yes, what are the success rates for asynchronous English Composition courses?
    a. Fill in

17. Once all in-person classes were canceled due to COVID, what are the withdrawal rates for English Composition courses?
    a. Fill in

18. Before COVID, did your college compare the success rates for in-person versus virtual transfer-level mathematics courses?
    a. Yes, but we do not have them available
    b. Yes, online was more successful
    c. Yes, in-person was more successful
    d. No

19. If yes, what were the success rates for in-person transfer-level mathematics courses?
    a. Fill in

20. If yes, what were the success rates for online transfer-level mathematics courses before COVID?
    a. Fill in

21. Before COVID, what were the withdrawal rates for transfer-level mathematics courses?
    a. Fill in

22. Once all in-person classes were canceled due to COVID, did your college compare the success rates for synchronous versus asynchronous transfer-level mathematics courses?
    a. Yes, but we do not have them available
    b. Yes, synchronous was more successful
    c. Yes, asynchronous was more successful
    d. No

23. If yes, what are the success rates for synchronous transfer-level mathematics courses?
    a. Fill in
24. If yes, what are the success rates for asynchronous transfer-level mathematics courses?
    a. Fill in

25. Once all in-person classes were canceled due to COVID, what are the withdrawal rates for transfer-level mathematics courses?
    a. Fill in

26. Does your college offer college level or transfer level English and Math courses as:
    a. Dual Enrollment
    b. Concurrent Enrollment
    c. Inmate Scholars
    d. Other Special Populations
    e. Not Applicable.

27. Does your college offer Intermediate Algebra?
    a. Yes
    b. No

28. If yes, does your college require that BSTEM majors complete Intermediate Algebra or high school Algebra II before enrolling in a transfer-level course?
    a. Yes
    b. No

29. Have the first enrollment success rates in courses where English Composition is a prerequisite, changed since your college implemented AB705?
    a. Yes
    b. No

30. If yes, please list the courses:

31. Have the first enrollment success rates in courses where Intermediate Algebra is a prerequisite, changed since your college implemented AB705?
    a. Yes
    b. No

32. If yes, please list the courses:
    a. Fill in

33. Does your college track the throughput rate for the entire BSTEM mathematics sequence?
    a. Yes
    b. No

34. If you responded no to question 33, skip to question 35. If you answered yes to question 33, how has the throughput rate for BSTEM majors changed since your college implemented AB705?
    a. Increased
    b. Decreased
    c. No Change
    d. Other, fill in the blank

35. Has your college developed a course to assist students, who initially chose a SLAM pathway to transition to the BSTEM pathway?
    a. Yes
    b. No

36. If yes, please describe the course?
    a. Fill in

37. Has the number of students identifying as a BSTEM major changed since your college implemented AB705?
    a. Yes
    b. No

38. If yes, is the change greater than the overall change in college enrollment?
    a. Yes
    b. No
    c. I don't know

39. Has the student centered funding formula for mathematics and English completion in the first year had a direct or indirect impact on instruction?
    a. Yes
    b. No
    c. I don't know

40. If yes, please describe how the student centered funding formula for math and english completion in the first year impacts instruction?
    a. Fill in

41. Please describe the impact AB705 has on the equity gap in transfer-level mathematics courses
    a. Fill in

42. Please describe the impact AB705 has on the equity gap in English Composition courses
    a. Fill in

43. Can we follow up for additional details?
44. Name of the college you represent:
45. Name, title and contact information of respondent(s)
46. List of respondents who participated in gathering data and/or answering survey questions.

Executive Committee Agenda Item

SUBJECT: ASCCC Executive Committee Community Norms		Month: December	Year: 2021
		Item No: IV. H.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval the adoption of the developed Community Norms.	Urgent: Yes	
		Time Requested: 30 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	LaTonya Parker	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Melissa Marquez	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Follow up Discussion/Action from Wednesday, November 3, 2021 Norm Development Session*.*

What we covered:

- *Established how we will work together to meet the needs of the field, and the ASCCC Strategic Planned through norm development (Virtual & Physical)*
- *Individual review of the Norm Grid*
- *Group Discussion - Questions considered:*
    - *What are our engagement expectations?*
    - *What are expected behavior changes, if any?*
    - *How will we communicate?*
    - *How will we manage communication? Chat, Webinars, Zoom, Email, Text Responses, Informal Conversations, Spontaneous Conversations, etc.*
    - *How will we bring balance through social engagement (fun)?*
    - *How will we learn together?*
    - *How will we demonstrate diversity, equity, inclusion and belonging?*

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[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: December	Year: 2021
		Item No: IV. I.	
		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: 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/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

With so much of the work of the ASCCC done via Zoom, there have been more requests to record presentations and visits. The Executive Committee is asked to consider the various types of events and discuss potential guidelines or policy regarding 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

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

Executive Committee Agenda Item

SUBJECT: DEI in Curriculum Model Principles and Practices Recommendations from the California Community College Curriculum Committee (5C)		Month: December	Year: 2021
		Item No: IV. J.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the recommendations created by the California Community College Curriculum Committee (5C) on DEI in curriculum presented in the model principles and practices tool.	Urgent: Yes	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Michelle Bean/Stephanie Curry	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Melissa Marquez	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

At the 5C November 2021 meeting, members reviewed and approved the attached draft of the DEI in Curriculum Model Principles and Practices.

Brief History of the Work:
5C commissioned a work group to create recommendations on how to infuse DEI into curriculum and curriculum processes. The work group consisting of representatives from faculty, chancellor's office, and administrators designed the attached chart organizing the equity-minded recommendations to address approaches from within classroom practices and for curriculum committees/local senates.

The work group is also creating a timeline to suggest action for the roll out and dissemination of the recommendations and for local support of colleges beginning the DEI in curriculum discussion and actions.

Recommended Executive Action:
ASCCC Executive Committee approve the attached DEI in Curriculum Model Principles and Practices and allow ASCCC 5C representative members to work with 5C chairs to post the material on the ASCCC curriculum webpage and the 5C webpage.

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

DEI in Curriculum: Model Principles and Practices

Background and Ground Work

The California Community College Curriculum Committee (5Cs) in 2020 created a set of priorities that focused on championing and recommending equity-minded curriculum and instructional principles, structures, and practices. The priorities were updated and vetted by the current (2021-22) 5Cs membership and are as follows:

5Cs Principles

- Priority 1: Champion curricular diversity of representation and culturally relevant and responsive content with an anti-racism focus and in support of our disproportionately impacted students
- Priority 2: Recommend policy changes and additions that remove systemic barriers to student success and equity
- Priority 3: Provide guidance and support for instructional continuity and system resiliency

The committee created a workgroup in fall of 2021 charged with developing guidance for the field and recommendations on how to support the implementation of culturally relevant and responsive curriculum at local levels. This workgroup, called DEI (diversity, equity, and inclusion) in Curriculum, created the chart below with promising practices for both discipline/teaching faculty and curriculum committees and local academic senates.

Who Is the Audience for These Recommendations?

Discipline/instructional faculty, curriculum committees, and local academic senates have the shared responsibility to ensure that curriculum review committee members and discipline experts work together to provide DEI frameworks and principles in curriculum review and approval processes. Administrators and classified professionals who support the curriculum process at local levels also contribute to supporting equity-minded practices.

How Do I Use This Chart?

The chart below provides promising practices that can be used by faculty, deans, curriculum chairs and committees, and local academic senates to begin conversations on how to redesign practices from working with a traditional Eurocentric model to an equity-minded framework. Although there may be challenging conversations in beginning transformative work, addressing the fear and leaning into the dissonance has the opportunity to become a cacophony of discord that can create rhapsody and new beautiful sounds. In other words, the emotion and push back may be uncomfortable but it may also yield new ideas and ways to support our diverse student population in more innovative and representative ways, which is the charge of the California Community Colleges.

The first column provides some of the more traditional ways of thinking of elements of curriculum that is juxtaposed by the second column that shows equity-minded principles.

The third column provides promising practices that faculty can begin implementing at the classroom level, and the fourth column shows ways that local curriculum committees and academic senates may support equity in reviewing curriculum, course outlines of record, and curriculum documents and process in the classroom and beyond in culturally responsive ways.

The chart is not exhaustive and is not intended to be a mandate but rather a model and tool of transformative principles to frame curriculum development and classroom practices at local levels. The document ends with a brief glossary of terms and the resources used in development of this tool.

Traditional Eurocentric Practice	Equity Principle	Culturally Responsive Classroom Practices All faculty have the opportunity to engage in conversations about equity-minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but is not limited to the following:	Culturally Responsive Practices for Curriculum Committees and Local Senates Curriculum committees and senates have the opportunity to engage in equity-minded review processes of curriculum that may include but is not limited to the following:
● One dominant culture represented in textbooks ● High cost of course textbooks and materials	● Multiple cultures represented in textbooks ● Low cost and zero textbook costs used ● Open Educational Resources used	● Select textbooks that include multiple perspectives and diverse representation from varied race, ethnic, sex, gender, sexuality, religion, age, and abilities. ● Explore and select open education resources and low cost textbooks and materials for a reduction of costs when feasible. ● Ensure textbooks and materials are accessible. ● Enhance textbook selections with additional supplemental materials that ensure the above equity frameworks and principles in decision-making are prioritized and addressed.	● Review textbook selections for inclusion of multiple perspectives and diverse representation from varied race, ethnic, sex, gender, sexuality, religion, age, and abilities. ● Encourage reduction of textbook and material costs (via reviews of units, textbook costs, and other materials). ● Ensure textbooks and materials are accessible. ● Suggest textbook selections include additional supplemental materials that ensure the above equity frameworks and principles in decision-making are prioritized and addressed.

Traditional Eurocentric Practice	Equity Principle	Culturally Responsive Classroom Practices All faculty have the opportunity to engage in conversations about equity-minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but is not limited to the following:	Culturally Responsive Practices for Curriculum Committees and Local Senates Curriculum committees and senates have the opportunity to engage in equity-minded review processes of curriculum that may include but is not limited to the following:
• Student facing documents and descriptions focused on deficit-minded language	• Using asset-minded and decolonized language	• Shift language from impersonal verbiage and descriptions to warm, culturally responsive content. • Reword language in a colonized mindset to equity mindset (e.g., colonized vs colonial; enslaved instead of slaves). • Collaborate with student services faculty and classified professionals for a more holistic student-centered approach.	• Look for equity-minded language continuity in documents that are front-facing to ensure culturally responsive practices such as in course descriptions, catalogue, course outlines of record, website, and policies. • Review documents for language and descriptions that may be impersonal and descriptions to warm, culturally responsive. • Recommend rewording language in a colonized mindset to equity mindset.
• Institutional culture of deference to discipline faculty as the only experts on curriculum	• Interrogating systemic and institutional barriers • Dismantling institutional deference to hierarchies that perpetuate barriers • Moving as a faculty collective toward antiracist critical consciousness	• Complete training and professional development on cultural curriculum audits. • Embrace DEI discussions, value cross-functional input, and solicit interdisciplinary feedback. • Protect the cultural integrity of an academic discipline to support equity by no longer weaponizing "academic integrity" and "academic freedom" that impedes equity and inflicts curricular trauma on our students, especially historically marginalized students.	• Assert the voice of and embrace the power and authority granted in educational code and title 5 to make curriculum decisions, as is the responsibility of curriculum committees. • Intentionally include culturally responsive experts on curriculum committees and for review of CORs. • Agendize and normalize DEI discussions and intentionally alter practices that perpetuate barriers. • Create a curriculum committee handbook that requires a diversity, equity, inclusion, and antiracist lens for COR. • Make time for critical conversations, empowering faculty to hold each other

Traditional Eurocentric Practice	Equity Principle	Culturally Responsive Classroom Practices All faculty have the opportunity to engage in conversations about equity-minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but is not limited to the following:	Culturally Responsive Practices for Curriculum Committees and Local Senates Curriculum committees and senates have the opportunity to engage in equity-minded review processes of curriculum that may include but is not limited to the following:
			accountable for embedding cultural humility in faculty self-reflection and cultural competency into lessons and activities. (For more information on embedding DEI into the COR--see Rostrum article "Moving the Needle: Equity, Cultural Responsiveness, and Anti-Racism in the Course Outline of Record")

● Course syllabus is approached from a compliance or teacher-centered perspective	● Reframing practices and policies to become a co-learner and engaging in a partnership
	● Caring for the whole human being in syllabi/classroom policies
	● Democratizing the student/teacher relationship
		● Use warm handoffs and intentional basic needs office/resource contact names, websites, phone numbers.
		● Use flexible due dates and understanding students' lived experiences.
		● Coach and "water up."
		● Communicate in the syllabus
		  ● willingness to create a classroom where students are cared for and valued as learners
		  ● desire for all students to succeed at a high level and outline how faculty work with students for their success
		  ● belief that all students are expected to succeed
		  ● the value of students' racial/ethnic backgrounds as sources of
			● Advocate with collective bargaining units to include culturally responsive practices in performance evaluations and/or peer reviews.
			● Provide professional development to support culturally responsive practices.

Traditional Eurocentric Practice	Equity Principle	Culturally Responsive Classroom Practices All faculty have the opportunity to engage in conversations about equity-minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but is not limited to the following:	Culturally Responsive Practices for Curriculum Committees and Local Senates Curriculum committees and senates have the opportunity to engage in equity-minded review processes of curriculum that may include but is not limited to the following:
		learning and knowledge, AND ● actively promote awareness and critical examination of students' assumptions, beliefs, and privilege ● actively promote awareness and critical examination of dominant norms and broader social inequalities (Source: Equity-Minded Inquiry Series Syllabus Review) (For additional resources and models of effective culturally responsive practices see CUE Equity-minded Inquiry Series Syllabus)	
● Classroom experiences, assignments, and assessments are built from an individualist perspective	● Shifting to collectivism to engage authentic lived experiences	● Build on diverse backgrounds to engage as a familia, tribe, village through collaborative classroom. activities. ● Be a warm demander and co-learner with students. ● Intentionally create collaborative engagement opportunities (e.g., group work, peer to peer work, pair shares, etc.)	● Encourage assignments, practices, and assessments that are formative in addition to summative. ● Review for a variety of methods of evaluations, assignments, and assessments.
● Assumption that only certain disciplines can address antiracism,	● Weaving DEI and culturally responsive practice into every course	● Use culturally responsive practices and a social justice lens in all disciplines. ● Create ethnic studies courses that rely	● Ensure that all classes and curriculum engage in equity work and culturally responsive content and practices. ● Maintain the fidelity of ethnic studies as a

Traditional Eurocentric Practice	Equity Principle	Culturally Responsive Classroom Practices All faculty have the opportunity to engage in conversations about equity-minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but is not limited to the following:	Culturally Responsive Practices for Curriculum Committees and Local Senates Curriculum committees and senates have the opportunity to engage in equity-minded review processes of curriculum that may include but is not limited to the following:
diversity, and equity ● Not recognizing ethnic studies as a well-established discipline	● Intentionally designing ethnic studies courses with discipline experts, where critical race theory is a foundation	on ethnic studies discipline experts to maintain the integrity of the ethnic studies discipline.	well-established discipline.
● Siloed programs and services	● Using Guided Pathways frameworks	● Rethink mapping and milestones within a student-centered focus. ● Ask for resources to do the work (SEA, Flex, division/deans funds, and ASCCC local senate visits).	● Explicitly include DEI practices in program review, curriculum committee, senate, and shared governance meetings to discuss DEI in curriculum and program needs ● Involve students in the Guided Pathways decision making process

Definitions:

- Collectivism - an individual's sense of connection to and responsibility for members of their group/community (Hofstede, 1984; Triandis, 1995)
- Critical race theory - a way of seeing, attending to, accounting for, tracing and analyzing the ways that race is produced; the ways that racial inequality is facilitated, and the ways that our history has created these inequalities that now can be almost effortlessly reproduced unless we attend to the existence of these inequalities (Crenshaw, 2021 as cited in Fortin).
- Culturally responsive teaching - an educator's ability to recognize students' cultural displays of learning and meaning making and respond positively and constructively with teaching moves that use cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing . . . to create a safe space for learning. (Hammond, Z., 2015).
- Equity-minded - a schema that provides an alternative framework for understanding the causes of equity gaps in outcomes and the action needed to close them. Rather than attribute inequities in outcomes to student deficits, being equity-minded involves interpreting

inequitable outcomes as a signal that practices are not working as intended. Inequities are eliminated through changes in institutional practices, policies, culture, and routines. Equity-mindedness encompasses being (l) race conscious, (2) institutionally focused, (3) evidence based, (4) systemically aware, and (5) action oriented (CCCCO Diversity, Equity, and Inclusion Glossary of Terms).

- Euro-centric - privileging European or Westernized values and ways of knowing as the norm or "default" while marginalizing alternative perspectives, histories and knowledge.
- Individualism - the valuing of the individual over the value of groups or society as a whole (Griffiths, 2015).
- Student-centered - refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students.
- Warm demander - a teacher who communicates personal warmth toward students while at the same time demands they work toward high standards. The teacher provides concrete guidance and support for meeting the standards, particularly corrective feedback, opportunities for information processing, and culturally relevant meaning making (Hammond, Z., 2015).
- Warm handoffs - directly connecting students to campus resources and services; a transfer of care between two members of a care team; teachers providing direct contact names and information to connect students with service representatives such as in syllabi and course materials or directly introducing students to student service representatives with an intentional introduction.
- Watering up - instructional practices with the science of learning that we can apprentice students to be active agents in their own learning, instead of watering them down with the compliance-oriented deficit views. This process requires students to build and braid together multiple neural, relational, and experiential processes to produce their own unique learning acceleration process (Hammond, Z., 2021).

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Executive Committee Agenda Item

SUBJECT: Resolutions 13.01 and 20.01 Referred to the Executive Committee from the 2021 Fall Plenary Session		Month: December	Year: 2021
		Item No: IV. K.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will determine a plan of action for completion by the 2022 Spring Plenary Session.	Urgent: Yes	
		Time Requested: 15 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:

At the 2021 Fall Plenary Session, Resolutions 13.01, F21 Faculty Responsibility for Confirming Course Resource Accuracy, and 20.01, F21 Improve Math and English Outcomes by Expanding Access and Addressing COVID-19 Related Learning Disruption, were both referred to the Executive Committee for clarification. The body requested that clarifications on wording be provided by the Executive Committee and that the Executive Committee return these clarifications to the body by the 2022 Spring Plenary Session.

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

Executive Committee Agenda Item

SUBJECT: Debrief of 2021 Fall Plenary Session		Month: December	Year: 2021
		Item No: IV. L	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will debrief the 2021 Fall Plenary Session.	Urgent: Yes	
		Time Requested: 30 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 Executive Committee will review the most recently held Fall Plenary Session and discuss ways in which to improve future events. Some key elements to consider may include:

- Attendee Component – what's accessible to in-person attendees and online attendees?
- Recording of sessions
- AV Setup
- Presentation Support
    - What supports are needed for presenters in-person and online?
    - Additional breakout room for online sessions
- When to cancel breakout sessions
- Others?

The Executive Committee will also review the survey responses from attendees and consider suggestions for improvement.

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

Executive Committee Agenda Item

SUBJECT: Planning for Future ASCCC Events		Month: December	Year: 2021
		Item No: IV. M.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will discuss ways in which to implement future ASCCC events in light of Resolution F21 1.05.	Urgent: Yes	
		Time Requested: 30 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 most recent Fall Plenary Session, delegates passed Resolution 1.05: Remote Attendance Option for ASCCC Events. The resolution's Resolved states:

> Resolved, The Academic Senate for California Community Colleges should make remote attendance an option at all ASCCC-organized events, including plenary sessions.

In order to plan ahead for future events of the ASCCC, the Executive Committee will discuss ways in which the resolution may be implemented. Key considerations may include the following:

- *Size of the event (regionals, meetings, institutes, etc)*
- *Cost of AV*
  - *How to pass cost of additional AV to attendees?*
- *Best way to conduct online portion (Do we want to continue using Pathable or other virtual event space management, use Zoom links, YouTube channel, FB Live, etc)*
- *Recording and Synchronous vs Asynchronous sessions*
- *What's most important for Exec?*
  - *Content*
  - *Access*
  - *Budget*
  - *Others?*

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

Executive Committee Agenda Item

SUBJECT: Board of Governors/Consultation Council		Month: December	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: 15 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

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

Executive Committee Agenda Item

SUBJECT: ASCCC Cultural Humility Plan		Month: December	Year: 2021
		Item No: V. B.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will discuss and provide feedback on a model cultural humility plan decision tree to be adopted by the ASCCC Executive Committee and local academic senates.	Urgent: Yes	
		Time Requested: 30 mins.	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Michelle Bean/Robert L. Stewart Jr.	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Melissa Marquez	Action	
		Information/Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The ASCCC Strategic Plan Objective 2.2. section #A calls for a review and revision of the ASCCC cultural competency plan. The most recent version of an ASCCC cultural competency plan was developed by EDAC in 2019/20 in response to the original competency plan written and presented to the Executive Committee in 2015 (click here and scroll to the bottom of the page to access the document).

The 2021/22 EDAC team has reviewed the past plans and has created the **attached decision tree graphic** to serve as a tool for ASCCC and for local academic senates to use in beginning or in continuing the work of developing a plan for an institutional cultural humility journey.
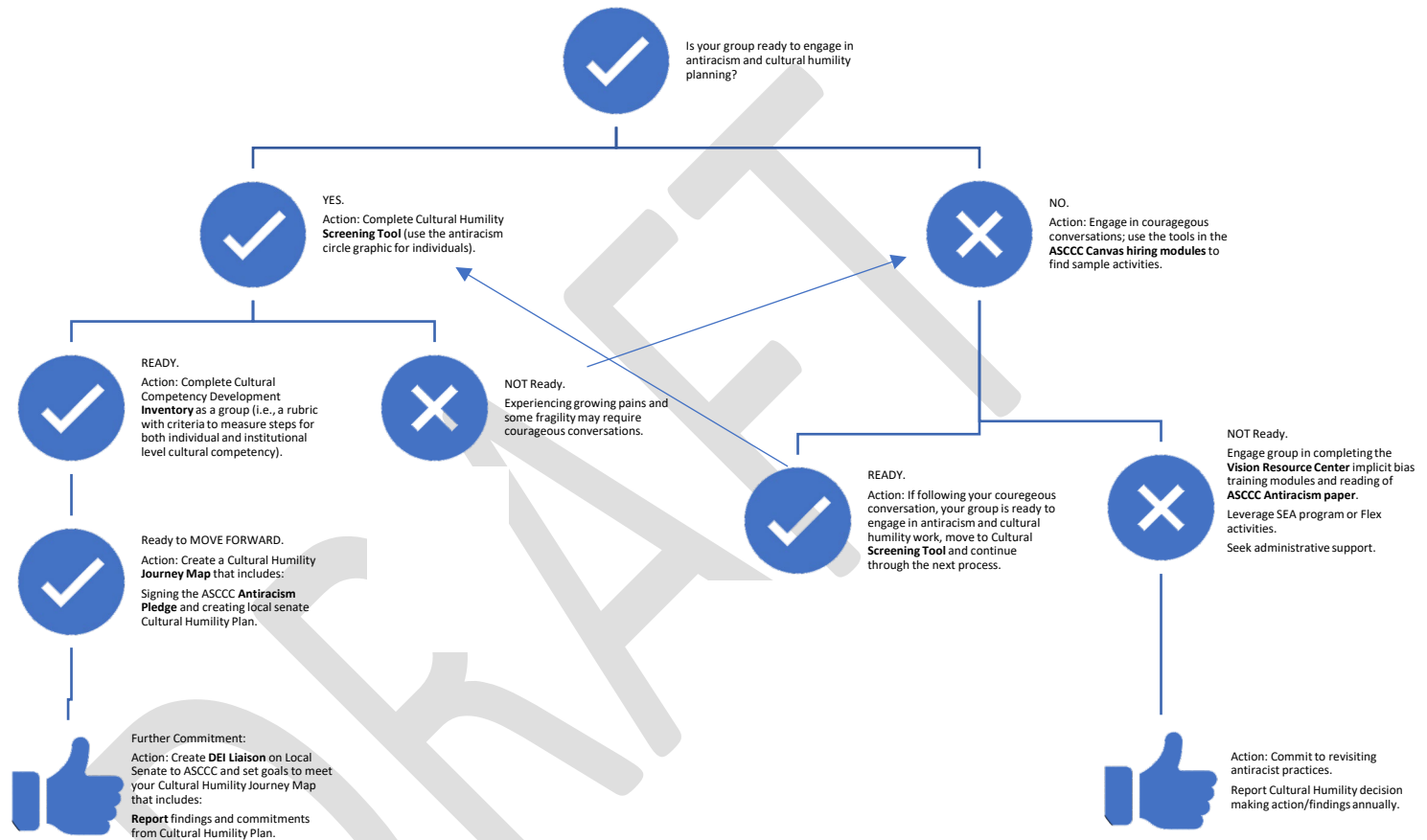
EDAC envisions the tool to serve as a guide to mapping the action in which a group/senate may engage. The tool does also note the need for individual action and personal journeys. EDAC also plans to create the additional rubrics and models that are named in the attached decision tree graphic.

Moreover, the decision tree intentionally includes the following elements that have already been approved by the faculty body:
- Antiracism Pledge (Fall 2020 Resolution 3.01)
- IDEA Liaison (Spring 2021 Resolution 3.02)
- Reporting Cultural Competency Plan (Spring 2014 Resolution 3.01)
- Infuse Cultural Competency and present a model to local senates (Spring 2010 Resolution 1.02)

Outcome Recommendation: EDAC seeks Executive Committee feedback on the proposed ideas in the graphic and approval on the plan of action/to do items listed in the attachment.

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

Is your group ready to engage in antiracism and cultural humility planning?

YES.
Action: Complete Cultural Humility **Screening Tool** (use the antiracism circle graphic for individuals).

NO.
Action: Engage in courageous conversations; use the tools in the **ASCCC Canvas hiring modules** to find sample activities.

READY.
Action: Complete Cultural Competency Development **Inventory** as a group (i.e., a rubric with criteria to measure steps for both individual and institutional level cultural competency).

NOT Ready.
Experiencing growing pains and some fragility may require courageous conversations.

READY.
Action: If following your couregeous conversation, your group is ready to engage in antiracism and cultural humility work, move to Cultural **Screening Tool** and continue through the next process.

NOT Ready.
Engage group in completing the **Vision Resource Center** implicit bias training modules and reading of **ASCCC Antiracism paper**.
Leverage SEA program or Flex activities.
Seek administrative support.

Ready to MOVE FORWARD.
Action: Create a Cultural Humility **Journey Map** that includes:
Signing the ASCCC **Antiracism Pledge** and creating local senate Cultural Humility Plan.

Further Commitment:
Action: Create **DEI Liaison** on Local Senate to ASCCC and set goals to meet your Cultural Humility Journey Map that includes:
Report findings and commitments from Cultural Humility Plan.

Action: Commit to revisiting antiracist practices.
Report Cultural Humility decision making action/findings annually.

EDAC To Do Items:
- Create Cultural Competency Development Inventory rubric (for individuals and groups/institutions; include definitions of race consciousness and whiteness)
- Define Cultural Humility Plan and provide this tool as a model Cultural Humility Journey Map for cyclical work and strategic planning
- Publish an Antiracism Pledge webpage on ASCCC website (for local academic senates)
- Create DEI Liaison Handbook with coaching models (for individuals and groups/institutions)

Antiracism Circle Graphic

For use in creating the Screening Tool in step two above.

Becoming Anti-Racist

Fear Zone | Learning Zone | Growth Zone

I identify how I may unknowingly benefit from Racism.

I promote & advocate for policies & leaders that are Anti-Racist.

I recognize racism is a present & current problem.

I seek out questions that make me uncomfortable.

I sit with my discomfort.

I deny racism is a problem.

I avoid hard questions.

I understand my own privilege in ignoring racism.

I speak out when I see Racism in action.

I strive to be comfortable.

I educate myself about race & structural racism.

I educate my peers how Racism harms our profession.

I talk to others who look & think like me.

I am vulnerable about my own biases & knowledge gaps.

I don't let mistakes deter me from being better.

I listen to others who think & look differently than me.

I yield positions of power to those otherwise marginalized.

I surround myself with others who think & look differently than me.

www.SurgeryRedesign.com

Antiracism Pledge

Click HERE to see the body-approved pledge that is ready to be used as a foundation for a webpage pledge wall (similar to Miracosta College's digital commitment wall—click here).

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Executive Committee Agenda Item

SUBJECT: Chancellor's Office Strategies-DEI ASCCC Awards		Month: December	Year: 2021
		Item No: V. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will evaluate and discuss the Academic Senate Faculty award application process in order to imbed diversity, equity, and inclusion criteria.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	LaTonya Parker	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Melissa Marquez	Action	
		Information/Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND: *Chancellor's Office Strategies*

Tasked Strategy: Imbed diversity, equity, and inclusion into all faculty and staff (classified and administrators) awards (i.e. Stanback-Stroud Diversity Award, Dr. John Rice Diversity and Equity Award; Hayward Award; CC Classified Employee of the Year Award).

Proposed Activity: ASCCC to evaluate the Academic Senate Faculty award application process and imbed diversity, equity, and inclusion criteria; Statewide associations to take similar actions.

ASCCC Activity: Follow-up on 2019-2020 Standards & Practices efforts to update award announcements, criteria, and rubrics to further embed DEI; evaluate diversity of past winners using available data; make recommendations for increasing diversity of award applicants and winners; share effective practices with local senates

ASCCC Assignment: Standards and Practices Committee, ASCCC DEI Implementation Workgroup representatives (Aschenbach/Bean)

During October 21, 2021 Standards and Practices Rubric Recommendations:

        Creating an inclusive and supportive campus climate"   (score 1-4)
        Implementing effective teaching and learning strategies"(score 1-4)
        Facilitating student access, retention, and success"   (score 1-**5**)
        Fostering student engagement in campus life"   (score 1-4)
        Nomination documents" **(score 1-3)**
        Evidence of diversity, equity and inclusivity activities (1-5)
        Overall total: Possible **25**

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

Red font denotes new recommendations.

Bold areas identify recommended changes

Executive Committee Agenda Item

SUBJECT: Executive Committee Meeting Dates 2022-2023		Month: December	Year: 2021
		Item No: V. D.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will begin discussion on the 2022 – 23 Executive Committee meeting dates.	Urgent: No	
		Time Requested: 30 mins.	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Melissa Marquez	Action	
		Information/Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will begin discussion on planning for events and meetings for 2022-2023.

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

2022-2023 PROPOSED ASCCC INSTITUTES AND PLENARY SESSION DATES

Approved December 6, 2019 Executive Committee Meeting

MSC (Aschenbach/Curry) to authorize the office to contract hotels for Fall Plenary Session, Spring Plenary Session, Faculty Leadership Institute, and Curriculum Institute for up to five years in the future, taking into account the area rotation of Plenary Session and to authorize the office to enter into MOUs with partner organizations for institutes dependent on external funding.

MSC (Curry/Aschenbach) to approve the following parameters for selecting event dates: (1) Fall Plenary Session will be held in the first half of November, Spring Plenary Session will be held in April, Faculty Leadership Institute will be held in the first half of June, and Curriculum Institute will be held in the first half of July, and (2) dates are chosen with awareness of holidays, Executive Committee Orientation, and system partner events.

> MSC (May/Parker) to reconsider the motion at the December 6-7, 2019, Executive Committee Meeting regarding Faculty Leadership Institute, and allow for all of June to be considered when planning Faculty Leadership Institute.

MSC (Aschenbach/May) to approve a Thursday through Saturday day pattern for Plenary Sessions for the next five academic years.

Resolution 1.05 F2021

Resolved, The Academic Senate for California Community Colleges should make remote attendance an option at all ASCCC-organized events, including plenary sessions.

SESSIONS	PROPOSED DATE	LOCATION *All events will, if possible, provide a remote attendance option*
Fall Plenary Session	November 3-5, 2022	NORTH – looking at Sacramento, CA
Spring Plenary Session	April 13-15 or April 20-22, 2023 (13-15 may coincide with RP)	SOUTH
INSTITUTES	PROPOSED DATE	LOCATION *All events will, if possible, provide a remote attendance option*
Curriculum Institute	July 6-9, 2022* (scheduled date)	Riverside Convention Center
Academic Academy	October 13-15, 2022	TBD or Completely Virtual?
Part-Time Institute	February 2023	VIRTUAL or did we want to redo PTI?
Career and Noncredit Education Institute	TBD 2023	TBD or Completely Virtual?
Faculty Leadership Institute	June 15-17, 2023 or June 22-24, 2023	TBD

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2022-2023 PROPOSED EXECUTIVE COMMITTEE MEETING DATES*

Meeting Type	Proposed Date	Campus Location	Hotel Location (Do we want to have a remote option for all Exec meetings?)	Agenda Deadline
Executive Meeting	August 11-13, 2022		South + remote option	TBD
Executive Meeting	September 15-17, 2022	AREA A	North + remote option	TBD
Area Meetings	October 14-15, 2022		Various Locations or virtual	TBD
Executive Meeting	November 2, 2022		TBD – North?	TBD
Executive Meeting	December 2-3, 2022		South + remote option	TBD
Executive Meeting	January 12-14, 2023		North + remote option	TBD
Executive Meeting	February 3-4, 2023		South + remote option	TBD
Executive Meeting	March 3-4, 2023	AREA D	North + remote option	TBD
Area Meetings	March 17-18 or March 24-25		Various Locations	TBD
Executive Meeting	April 12 or April 19		TBD – South?	
Executive Meeting	May 5 or May 12		Virtual?	TBD
Executive Committee/ Orientation	June 2-4, 2023		TBD by President	TBD

*Unless otherwise noted, meetings typically start 11:00 a.m. on Friday and end by 4:00 p.m. on Saturday.[1]

[1] Times may be adjusted to accommodate flight schedules to minimize early travel times.
[2] Executive Committee members are not expected to attend these events, other than the Faculty Leadership Institute. +North or South location may changes based on hotel availability.

Executive Committee Agenda Item

SUBJECT: Baccalaureate Degree Program Handbook		Month: December	Year: 2021
		Item No: V. E.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will discuss a plan for collaborating with partners to update the Baccalaureate Degree Program (BDP) Handbook.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Cheryl Aschenbach	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Melissa Marquez	Action	
		Information/Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

At the 2021 Fall Plenary Session, delegates approved Resolution 9.02, which called for ASCCC to work with the Chancellor's Office to update the BDP Handbook.

The Baccalaureate Degree Program committee, a collaborative of the 15 BDP colleges, meets monthly and has discussed the need to update the Handbook, especially in preparation for the addition of up to 15 new BDP colleges each semester.

The Executive Committee will discuss a plan for updating the Handbook in collaboration with the Chancellor's Office, the Baccalaureate Degree Program committee, and other relevant stakeholders.

Resources:

Current Baccalaureate Degree Handbook

Resolutions relevant to updates to the Baccalaureate Degree Handbook:

- 6.01 (Fall 2019) Reversal of Position Regarding Baccalaureate Degrees and Removal of Pilot Designation
- 6.02 (Fall 2019) Expansion of Baccalaureate Degree Programs in Allied Health
- 9.02 (Fall 2015) Defining the Parameters of the California Community College Baccalaureate Degree in Title 5
- 9.03 (Fall 2015) Baccalaureate Level General Education at the California Community Colleges
- 9.04 (Fall 2015) Limitations on Enrollment and Admissions Criteria for Baccalaureate Programs
- 9.05 (Fall 2015) Upper Division General Education Curriculum for Baccalaureate Pilot Programs
- 9.04 (Fall 2014) Faculty Inclusion in Development and Implementation of Community College Baccalaureate Degrees

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

- [9.05](#) (Fall 2014) General Education Patterns for Community College Baccalaureate Degrees

Executive Committee Agenda Item

SUBJECT: Meeting Debrief		Month: December	Year: 2021
		Item No: V. F.	
		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.

Academic Senate for CA Community Colleges
Statement of Activities - Budget Forecast
As of September 30, 2021

As of Date: 09/30/2021

	Year To Date 09/30/2021	Year Ending 06/30/2022		Year To Date 09/30/2021
	Actual	Budget FYE	Variance YTD	Budget % Var
Income Statement				
Revenue				
Membership Dues	454,809.53	448,534.13	6,275.40	1 %
Program Fees				
Fall Session	0.00	130,000.00	(130,000.00)	(100) %
Spring Session	0.00	160,000.00	(160,000.00)	(100) %
Accreditation	0.00	60,000.00	(60,000.00)	(100) %
Curriculum Institute	155,450.00	132,800.00	22,650.00	17 %
Faculty Leadership Institute	0.00	40,000.00	(40,000.00)	(100) %
Academic Academy	0.00	20,000.00	(20,000.00)	(100) %
Total Program Fees	155,450.00	542,800.00	(387,350.00)	(71) %
Grant Revenue				
State Grants				
Governor's Grant	250,000.03	1,000,000.00	(749,999.97)	(75) %
C-ID	155,037.79	685,000.00	(529,962.21)	(77) %
OER	123,543.02	2,116,462.00	(1,992,918.98)	(94) %
Rising Scholars	80,000.00	100,000.00	(20,000.00)	(20) %
Total State Grants	608,580.84	3,901,462.00	(3,292,881.16)	(84) %
District Grants	33,000.00	132,000.00	(99,000.00)	(75) %
Total Grant Revenue	641,580.84	4,033,462.00	(3,391,881.16)	(84) %
Other Income	9,050.20	27,500.00	(18,449.80)	(67) %
Total Revenue	1,260,890.57	5,052,296.13	(3,791,405.56)	(75) %
Expenses				
Executive				
Executive Reassign Time	221,303.25	340,777.91	(119,474.66)	(35) %
Executive Activities	66,317.92	245,000.00	(178,682.08)	(73) %
Total Executive	287,621.17	585,777.91	(298,156.74)	(51) %
Liaison	11,468.16	102,000.00	(90,531.84)	(89) %
Grant Expenses				
Initiatives Reassign Time	111,083.41	250,000.00	(138,916.59)	(56) %
Grant Meetings	0.00	420,000.00	(420,000.00)	(100) %
Stipends	95,070.00	1,068,242.75	(973,172.75)	(91) %
Total Grant Expenses	206,153.41	1,738,242.75	(1,532,089.34)	(88) %
Programs				
Plenary Session				
Fall Session	55,290.89	150,000.00	(94,709.11)	(63) %
Spring Session	0.00	170,000.00	(170,000.00)	(100) %
Total Plenary Session	55,290.89	320,000.00	(264,709.11)	(83) %
Institutes				
Academic Academy	12,000.00	15,000.00	(3,000.00)	(20) %
Accreditation Institute	0.00	40,000.00	(40,000.00)	(100) %
Curriculum Institute	20,401.20	40,000.00	(19,598.80)	(49) %
Faculty Leadership	10,000.00	55,000.00	(45,000.00)	(82) %
Part-Time Faculty Leadership Institute	0.00	20,000.00	(20,000.00)	(100) %
Career and Noncredit Event	0.00	65,000.00	(65,000.00)	(100) %
Cal OER Conference	13,000.00	0.00	13,000.00	100 %

Total Institutes	55,401.20	235,000.00	(179,598.80)	(76) %
Publications, Marketing, Technology	20,164.35	520,000.00	(499,835.65)	(96) %
Total Programs	130,856.44	1,075,000.00	(944,143.56)	(88) %
Salaries and Benefits	215,067.55	1,214,802.00	(999,734.45)	(82) %
Nonpersonnel				
Equipment and Furniture	3,179.21	15,300.00	(12,120.79)	(79) %
Office	53,116.52	203,640.00	(150,523.48)	(74) %
Professional Services	5,737.91	38,000.00	(32,262.09)	(85) %
Business Expenses	396.60	10,000.00	(9,603.40)	(96) %
Total Nonpersonnel	62,430.24	266,940.00	(204,509.76)	(77) %
Total Expenses	913,596.97	4,982,762.66	(4,069,165.69)	(82) %
Total Income Statement	347,293.60	69,533.47	277,760.13	399 %

ACADEMIC SENATE
for California Community Colleges
LEADERSHIP · EMPOWERMENT · VOICE

ASCCC Online Education Committee
Monday, October 4, 2021
MINUTES

I. Members Roll Call:

Karen Chow—Chair	Christopher Cardona	Kandace Knudson
Stephanie Curry—2nd Chair	~~Steven Han~~	Malinni Roeun
Daniel Scott		

II. **Call to Order and Agenda Adoption**

The meeting was called to order at 12:35pm. The agenda was approved by consensus

III. **Minutes Volunteer:**

Stephanie will take the minutes

IV. **Shout Outs, Affirmations, and Lean-in**

Members were encouraged to share how they are doing this semester.

V. **Fall Monthly Meetings** (may schedule additional as needed, for instance if needed to finish articles/papers before deadline), **all via Zoom**:

The committee was reminded of upcoming Fall Meetings in November and December.

    November 1, 2021 12:30-2:30
    December 6, 2021 12:30-2:30

VI. **Current 2021-22 Online Education Committee documents/files are online in two places** (already reviewed at 8/30/2021 meeting; keeping it on agenda here for reference only):

Resources were shared with the committee
- Google Shared Folder (https://drive.google.com/drive/folders/1YjAFl59r2tZE2FEk0-G-GNLS0EcRslsd?usp=sharing)

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

VII. **Committee Goals and Priorities** (already reviewed at 8/30/2021 meeting; keeping it on agenda here for reference only)
1. Review last year's committee recommendations (links to a Googledoc in our Committee's Googledrive folder)
2. Review resolutions assigned (click on "Resolutions" tab on bottom of the site)
3. For Your Information about the larger picture of ASCCC goals: ASCCC Strategic Plan
4. Develop committee work plan

VIII. **Plenary Fall 2021** (Presenters have reduced cost registration fees--$150)

Committee members were encouraged to register for the Plenary. Karen asked for members who will be attending the Plenary in person to assist with a presentation, "Best Practices For Online Teaching". Dan, Malinni, Christopher have volunteered to co-present.

Online Education Committee submitted a Resolution from to the Resolutions Committee. THANK YOU to Stephanie, Kandace, and Karen for drafting and editing the final resolution! Area meetings will get a chance to give further input Oct. 15 & 16, and then changes can be proposed before/during Plenary, before being debated and voted on at Plenary on Saturday Nov. 6.

Additional resolutions can be brought to Area meetings, but they would not be from our committee as the resolution contact/author.

IX.   *Rostrum* **Articles 2021-22**:
        Two articles were submitted on behalf of the committee
        "**How Student Engagement Can Mitigate Enrollment Fraud**" by Karen Chow &
        Stephanie Curry
        "**What is Hyflex, and Why Do I Keep Hearing About It?**" by Erin Heasley
        Instructional Designer- Reedley College

Committee members were encouraged to brainstorm potential rostrum articles for
spring
- **January 3, 2022** for final publication to the field February 7, 2022
- **February 25, 2022** for final publication to the field April 6, 2022

    Possible ideas for January Rostrum
    - Teamwork: the partnership of the Instructional Designers and Distance Education Coordinators
    - Academic Integrity, Equity and Online Education

X.   Papers Brainstorming

Online Paper Outline and Assignment of areas for the *Ensuring an Effective Online Program: A Faculty Perspective* paper

Introduction. (Karen)
Effective Practices for Offering Online Courses. (Dan)
- The Role of the Academic Senate and Other Governance Groups in Online Education. (Stephanie Curry)
- The Role of the Curriculum Committee. (Stephanie Curry)
- The Role of the Distance or Online Education Committee (Christopher)
- The Role of the Professional Development Committee. (Malinni)
- Potential Roles of Other College Committees. (Karen)
- Consultation with Collective Bargaining Groups. (Karen)
- The Role of Student Support Services (Stephanie)
- Authentication of Students. (Kandace)
Andragogical and Instructional Challenges in Online Education (Stephanie)
- Regular and Effective Contact/Regular Substantive Interaction. (Kandace)
- Laboratory Courses in Online Education (Karen/Robert)
- Design and Evaluation of Online Course Content (Stephanie)
- Evaluation of Online Instruction. (Stephanie)
- Professional Development. (Malinni)
- Accessibility (Kandace)

Equity and Diversity in Online Courses. (Dan)
Conclusion. (Karen)
Recommendations (Karen)

Additional Notes on *Effective* Paper Brainstorming

- Recommend to Add DE Guidelines languages in this paper (Kandace)
- Add info on Non-Credit and CBE
- Committee is open to moving, adding and subtracting topics
- Need to update with what we learned in the past two years.

Committee planning at in-person work meeting on papers in January 2021

NEW White Paper "*Accessibility of Educational Materials*"
The committee reviewed the proposed Outline for this Paper

- Need to add in new Title 5 language
- Add language on publisher materials and OER
- Add section on CCCCO Guidelines and State Regulations
- Kandace shared a report on 2017 Audit on Accessibility in CCCs
- Add differences in 504 and 508 regulations (in-person and online)
- reference Guided Pathways in relation to student success
- Digital Equity and Accessibly
- Accessibility Planning and Implementation (faculty role)
- Course reviews/Accessibility Checks/ Accessibility Experts
- Rubrics
- Websites
- Accessibility in Zoom

Stephanie will update outline. Committee will review outline at next meeting. Goal is to have Exec review in December 2021.

XI.   Announcements
1. Check for upcoming events at here
   - Academic Academy (October 7-8)
   - Area Meetings (October 15 & 16)
   - Plenary (November 4-6)
B. Application for Statewide Service

C.   Amazon Smile (smile.amazon.com)—select Foundation of the Academic Senate for California Community Colleges

XIII.   Adjournment

The committee adjourned at 2:17pm

In Progress:
- Fall 2021 Plenary Session "Best Practices For Online Teaching" co-presenters: Karen Chow, LaTonya Parker & Christopher Cardona, Malinni Roeun, Dan Scott from Online Education Committee
- Review & edits of new Whitepaper "*Accessibility of Educational Materials*" drafted outline
- Review & edits of Updated Whitepaper draft list of things to update the *Ensuring an Effective Online Program: A Faculty Perspective.* Karen looking into planning in-person working meeting in January 2022
- Determining further Online Education Committee Goals and Projects this year

Completed Tasks:
- Executive Committee approval of update to committee charge
  Two Rostrum Articles submitted for consideration for publication:
  "**How Student Engagement Can Mitigate Enrollment Fraud**" by Karen Chow & Stephanie Curry
  "**What is Hyflex, and Why Do I Keep Hearing About It?**" by Erin Heasley Instructional Designer- Reedley College
- Resolution on HyFlex submitted to Resolutions Committee for F21 Plenary and Area Meetings

THE ACADEMIC SENATE
FOUNDATION
for California Community Colleges

ASCCC Foundation Committee
Meeting Summary
September 1, 2021
Location: Zoom

Members in attendance: Stephanie Curry, Michelle Bean, Manuel Velez, Karen Chow, Krystinne Mica.

1. Welcome and introductions of directors at 11:08 a.m.

2. Approval of the agenda with no addition.

3. Approval of minutes from April 8, 2021 meeting by consensus with new members abstaining.

4. Election of Secretary and Treasurer Officer
   a. Manuel elected treasurer; Michelle elected secretary.
   b. Appointment of additional Director from the field.
      • Bylaws state we should have six members with one from the field. Past practice has been ASCCC E.D. looking at the applications for volunteer service and then appointed from that list.
      • Option could be to do a call out to the field for interest since new form does not include the foundation as an option.
      • Michelle suggested adding criteria to focus on diverse representation and equity-minded faculty appointment. Members agreed.
      • Michelle and Krystinne will work on an application and criteria to send with a two week window.
      • Stephanie will start to codify the sixth member appointment process for future directors.

5. Current Budget and Available Funding
   a. Current balance: 116,063.37
      • 2,250 in sponsorships last year from vendors. 4,260 given in scholarships (usually we budget 20,000 but covid changed costs).
   b. Desire to grow our monthly givings. Very few donate monthly.
   c. Amazon Smile—it's easy and we need to maximize. Stephanie suggested using a QR code on cards at plenary or on buttons.
   d. All members like the QR code for fall plenary with link to donate to the Foundation.
      • Lanyards or pins or T-shirts (e.g., I heart curriculum) to sell at plenary was suggested. Krystinne will look at what we are allowed to sell or not.
      • Suggestion to bring back the area competition for spring plenary. Discussion on possible fall competition. Krystinne said it might be too much for fall. Stephanie suggested that we focus on Giving Tuesday for fall. Members agreed.

6. Review ASCCC Areas of Focus 2021-2022 by chair.

- Culturally Responsive Student/Support and Curriculum
- Equity Driven Practices
- Transfer in the Higher Education System

7. Planning for 2021-2022 Foundation Activities
   a. Fall Session Scholarships—we usually do two in-person scholarships. Selection process is a blind one with no identifying info. Members suggested offering additional virtual registrations.
   b. Focus: selection of four applicants--one faculty per ASCCC area. All members in agreement.
   c. Suggestion: Have scholarship winners post how Foundation Scholarship helped them on social media. Krystinne will work with new staff member to get this going.
   d. <u>Motion</u>: To approve $30,000 to fund faculty scholarships to plenary and events for 2021-2022 (Velez; second by Chow; approved unanimously).
      - Members discussed aiming for spending $10,000 for fall plenary and the rest on events in spring (e.g., A2MEND conference) and spring plenary.

8. Innovation Scholarships—last year's directors decided they wanted a way to fund PD outside of our ASCCC events.
   a. Giving Tuesday is only for these scholarships. Money must stay separated per the practice stated in ASCCC bylaws.
   b. Stephanie suggested that she could put an agenda item to change the purpose of the Foundation to allow outside event funding and resources. Members agreed. Krystinne suggested reaching out to Ginni May for historical info.
   c. Watch your email—Stephanie will send info for Giving Tuesday for Area meetings and the review of scholarship applications for plenary.

9. Next Meeting Date: October 20 at 11:30 a.m.—1:00 p.m.

   Meeting adjourned at 12:26 p.m.

<u>Important Dates</u>
November 4-6, 2021- Fall Plenary
November 20, 2021- Giving Tuesday

ASCCC Foundation Committee Meeting
October 20, 2021 @ 11:30 a.m.
Location: Zoom

1. Welcome at 11:33 a.m. and introductions of directors
   Attendance: Stephanie Curry, Michelle Bean, Karen Chow, Krystinne Mica, Van Rider, Manuel Velez.

2. Approval of the agenda at 11:34 a.m.

3. Approval—minutes from September 3, 2021 meeting; chair sent in email. No changes so far.

4. Treasurer's Report
   - $132, 100.75 August balance. Checks/charges $500. Deposits $596.31.
   - $132, 216.85 September balance. Checks/charges $2,986. Deposits $3,102.10.

5. Plenary Scholarship Update
   - Received 5 for in person and 15 for virtual.
   - Contacted four area winners and 13 virtual winners. Provided opportunity to help fill out registration as well.
   - Executive Director included demographic representation so that we can continue to ensure meeting the board members' goal of having diverse representation in scholarship recipients.
   - Plenary report from Foundation President will include these focuses:
     o Amazon Smile
     o Testimonials from Scholarship Winners
     o Giving Tuesday Campaign
     o Spring Area Competition

   Questions from board members:
   - Do all senate presidents get funding from colleges to attend plenary? No, some schools do not have budgets or large budgets for travel and professional development.
   - We had a large number of Area D submissions—do we know why? Was there special marketing or reach out? Perhaps we need an intentional Area marketing campaign.
   - Consider creating a tagline/slogan—example: AS Foundation Cares. Include numbers of applicants and the concrete numbers of demand for resources to support faculty. Consider using testimonies again from scholarship recipients in social media and marketing.
   - Special notes will be on Pathable and in packets in person on the Foundation.
   - Do we know the names of those doing automatic monthly donations? Krystinne will look into having that option again.

6. Giving Tuesday Planning—info going on Pathable and in packets. Foundation president will specifically state these donations are for Innovation Scholarships. Krysitnne encourages all board members to promote and place info on social media.

7. Plenary Fundraising Brainstorming/Partnership with FACCC—they will donate $50 to the Foundation for every new sign up to FACCC.

8. Innovation Scholarships Logistics—Do we want to keep Innovation Scholarships to activities outside of our events? Does change our mission if we do, so we need to update our mission. President will put on Exec agenda to expand our mission.

9. Next Meeting Date: November 10 at noon. Stephanie will send out Zoom info. Adjourned at 12:07 p.m.

Important Dates
November 4-6, 2021- Fall Plenary
November 30, 2021- Giving Tuesday

Respectfully submitted by Michelle V. Bean

ASCCC CURRICULUM COMMITTEE
DATE August 30, 2021

MINUTES

Attendees: Nili Kirschner, Henry Young, Sarah Harris, Jeff Waller, Adrienne Brown, Michelle Bean, Michelle Grimes Hillman

I.   Call to Order and Adoption of the Agenda

II.   Welcome Committee Members

III.   2021-2022 Curriculum Priorities
        a. Curriculum Handbook
        b. Address Resolutions (see below)
        c. Curriculum Institute (July 6-9, 2021)

IV.   Curriculum Regionals (Potential Dates Week of Oct 18-22, 2022)
        Monday 18 (Morning 9-12)
        Tuesday 19 Morning 9-12 and
        a. Topics
        b. Facilitators

V.   Potential Resolutions Topics

VI.   Potential Rostrum Topics (Due Date September 21, 2021)

VII.   Future Meetings

VIII.   Announcements
        a. Events

IX.   Adjournment

Status of Previous Action Items

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

9.02 S21 Develop a Rubric for Ethnic Studies Courses and Ethnic Studies Competencies
9.06 S21 Develop a Rubric for Ethnic Studies Courses for the CSU General Education Area F
9.07 S21 Defining Ethnic Studies and its Four Core Disciplines
9.09 S21 Reinstatement of Non-substantive Revision Category for the Program and Course Approval Handbook

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

ASCCC CURRICULUM COMMITTEE
September 21, 2021
10:00 am--11:30 am
CONFERENCE CALL
Meeting Summary

Attendance: Stephanie Curry—chair, Michelle Bean, Sarah Harris, Michelle Grimes-Hillman, Nili Kirschner, Jeff Waller, Henry Young.

I.   Call to order and adoption of the agenda at 10:03 a.m.

II.   Update on 2021-2022 Curriculum Priorities
   a. Curriculum Handbook
      i. Agenda Item to Exec for October Meeting—committee on hold for now until further direction.
   b. Address Resolutions (see below)
      i. Ethnic Studies Council/Task Force—discipline experts will weigh in on content and competencies in the CO taskforce. CCC ES Council is still meeting, and we will wait until they have work done so as not to overlap with them when we create tools per the resolution ask. CCC graduation requirement currently being chaptered.
   c. Curriculum Institute (July 6-9, 2021)
      i. Blurb for website—chair created and shared short description for initial marketing purposes.
   d. Plenary Resolution—chair sent our COR resolution in and shared idea at last Exec meeting with no major concerns.
   e. Plenary attendance—Henry and Sarah.
   f. *Rostrum* article—shout out to Nili and Sarah for the great article submitted on antiracist, equity COR practices for next *Rostrum*.
   g. AB 928—waiting to hear what the outcome is and anticipating much work for curriculum.

III.   Curriculum Regionals Planning
   a. Agenda—chair reviewed draft plan. Focus on Area F/Ethnic Studies, GE changes, recent legislation like common course numbering, Chancellor's Office update, DEI in Curriculum, and breakout rooms for informal chat and debrief.
      Committee questions/suggestions: The plan looks like a lot and all committee members may not be available for all days/times. Sarah, Nili, Jeff, Henry, and Michelle GH volunteered for Oct 18. Michelle B for Oct 21.
   b. Topics/Resources
      Committee suggested: Include a question on the regional survey to ask what they want to see for CI; chair will do a Padlet for this.
   c. Facilitators
      Sarah will work on GE and DEI portion. Nili will help with Curriculum Discussion. DE

portion will be Henry. Michelle B will do Ethnic Studies. Stephanie will do leg portion. Steph will frame out PowerPoint and send to us all to fill in slides; we will work offline to finalize the slides.

IV.   Future Meetings—chair working on securing an SSCCC rep still, so we will wait to schedule.

V.   Announcements
   A. 2021 Academic Academy – Virtual Event October 7-8, 2021--Enhancing Transfer in the Higher Education System
   B. Area Meetings – October 15-16, 2021
   C. Curriculum Virtual Regionals Monday October 18 from 9-12 and Thursday October 21 from 1-4.
   D. 2021 Fall Plenary – Long Beach/Hybrid November 4-6, 2021

VI.   Adjournment at 11:01 a.m.

Status of Previous Action Items

A. In Progress (include details about pending items such as resolutions, papers, *Rostrums*, etc.)
9.02 S21 Develop a Rubric for Ethnic Studies Courses and Ethnic Studies Competencies
9.06 S21 Develop a Rubric for Ethnic Studies Courses for the CSU General Education Area F
9.07 S21 Defining Ethnic Studies and its Four Core Disciplines
9.09 S21 Reinstatement of Non-substantive Revision Category for the Program and Course Approval Handbook

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

Career and Technical Education Leadership Committee
November 8, 2021
2:00 pm-4:00 pm

Minutes

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

Liaisons: Debbie Vanschoelandt (ACCE)

Guests: none

Minutes respectfully submitted by Ginni May

I. Call to Order and Approval of Agenda – the meeting commenced at 2:07 pm.

II. Ice Breaker – ACCE Liaison was introduced and then introductions all around with a brief on noncredit offerings at each member's college.

III. The committee charge was provided for reference.

IV. Status of Previous Action Items

a. Assigned Resolutions (strikethroughs indicate completed resolution)

b. Collaborate with Regional Consortia

c. Prioritizing System Support for the ECE/EDU Education and Human Development Sector

d. Assigned Tasks

V. Plenary Report Out – Lance, Ginni, and Sharon shared their observations of the plenary session

VI. Updates

a. CTE Coffee Hours
   i. October 20, 2021 – 60+ attendees, Lance summarized the discussion
   ii. November 16, 2021 – Topic is noncredit to credit – Stephanie and Leticia are leading this one.

     b. CTE Liaison Chats – Lance and Ginni will be leading this one.
        November 10, 2021

     c. ECE/EDU – UC, CSU and K12 partnership, California Community Colleges – Lance updated the committee about his conversation with VC Shenui Weber.

VII.   Career and Noncredit Education Institute planning – Lance invited the committee members to identify part-time faculty that may be interested in presenting at the Part-time Faculty Institute in February.

     a. Theme – Recommendation: **Student-Centered Change: A Holistic Transformation**
        Other ideas discussed:

         i.   *Setting the Pace for Change while Navigating the Course*
         ii. *Responsive Teaching and Learning: Setting the Bar for Change*
         iii. *Navigating Continuous Change; Keeping it Student-Centered*

- The 2021 Fall Plenary Session theme is *Leading Change: Teaching, Learning, and Governance in a Hybrid World.*
- Proposed theme for Accreditation Institute in March 2022: *Continuous Improvement During Constant Change*
- Proposed theme for Part-time Faculty Institute in February: *Hot Topics in a Hybrid World: Connecting it all Together*

     b. Outcomes – to discuss later

Teaching and Learning (draft only to start the conversation)
- Identify one or more teaching and learning applications for use with students

Online Instruction
- Compare and contrast various online modalities an the advantages associated with each

Strategic Enrollment Management
- Understand the impacts of dual enrollment, distance learning, and student demand on enrollment planning

Equitable Placement
- Compare and contrast different approaches to AB 705 implementation and Noncredit to Credit implications

Credit for Prior Learning
- Explain impact of proactive CPL applications on student access, retention and completion

Competency Based Education
- Identify potential CBE application within and across discipline courses

Dual Enrollment/Early College
- Understand successful dual enrollment/early college pathway models,

Curriculum Review for Law Enforcement and First Responders
- Identify potential components of culturally responsive pedagogy and/or modern policing topics

     c. Breakouts –

General Sessions – 3 proposed

- Understanding the value of Noncredit Programs. Growing them: Starting at Zero, in the Middle, or at the Top
- Communicating the Benefits of CTE Programs to Students, the Broader College Community, and the Legislature
- Keeping your CTE Curriculum Current: Flexibility to adapt to an ever changing industry

Breakout Sessions:
- Baccalaureate Degrees – AB 927
- Legislation and Advocacy – Working with the Legislature
- Keeping your CTE curriculum current. Advisory committee input, local employers, & regional consortia representatives. (The relevance of CTE Curriculum the Processes for updating and revising CTE Courses and Programs)
- CTE Minimum Qualifications Toolkit
- Labor Market Information Review on emerging trends for CTE.
- Rethinking marketing strategies for recruitment to a broader diverse spectrum of students.
- Credit for Prior learning (CTELC) & CO (Presenters; Amar Abbott)
- Competency Based Education (CTELC)& CO
- Enrollment: How can we make it easier for students to enroll? Eliminating student barriers & the Impact of AB 928 on pathways - help students enroll in CTE and/or pre-collegiate courses (Presenters; Leticia Barajas + others)(Is there an exemplary program in our system we can highlight in this breakout?)
- Strong workforce (Noncredit)
- AB 705 (Noncredit)

    d.   Survey – to discuss at the December meeting

VIII.   Announcements

    a.   ASCCC EDAC and Association of Chief Human Resources Officers (ACHRO) Model hiring practices and principles for faculty diversification
       i.   Thursday, October 28 at 3:00 p.m.--4:30 p.m.
       ii.   Friday, November 19 at 10:30 a.m.--12:00 p.m.
    b.   2022 Part-Time Faculty Institute - Virtual Event February 10-11, 2022
    c.   2022 Career Noncredit Institute May 12-14, 2022 Westin South Coast Plaza

IX.   Adjournment – 3:56 pm

Educational Services and Support Division
California Community Colleges Curriculum Committee (5C)
September 24, 2021
9:00 AM – 12:00 PM

MINUTES

ATTENDEES:
ASCCC: Stephanie Curry (co-chair) Michelle Bean, Robert L. Stewart Jr. Nili Kirshner, Mark Osea, Erik Shearer, Randy Beach, Amber Gillis **4CS**: Lesley Agostino **CCCCIO**: Kelly Fowler (co-chair), Marshall Fulbright, Jennifer Vega La Serna, Jennifer Zellet **CCCCO**: Raul Arambula, Aisha Lowe

GUESTS: Mark LeForstier, Lizette Navarrete, Wrenna Finche, Natalie Wagner

The Committee was called to order at 9:02am

1. Welcome and Attendance

   Committee members were welcomed and attendance was taken

2. Approval of Agenda

   The agenda was approved (Osea/Stewart)

3. Approval of Minutes

   The minutes of the August 27, 2021 meeting were approved (Vega La Serna/Kirshner)

4. Review of Proposed Goals for 2021

   The committee reviewed the 5C proposed goals for 2021

   a. DEI in Curriculum (Aligned to Priority 1)
   b. Title 5 Revisions 55063 (Aligned to Priority 2)
   c. PCAH and Tech Manual Finalization (8th Edition) (Aligned to Priority 3)

   The committee recognized that it may need to pivot to address recent legislative changes.

5. Workgroup Updates

   a. Work Experience – Group reviewed assumptions and decided to write a regulation from scratch, meeting weekly to review first draft of organization
   b. Title 5 Updates (55063) - Created a mission and identified the scope of the committee. Committee has met twice already. Currently working through 55060 and surrounding

regulations. Group is discussing the original intent of the regulations and how AB 705 impacts regulations. Subcommittee is meeting weekly. Once have recommendations will go to Marc LeForstier for language changes.

c. DEI and Curriculum- Meeting summary is attached in the meeting documents. First meeting focused on team building and discussed curricular trauma. Next meeting will focus on outcomes, actions and recommendations,

6. CCCCO Update

- Assessment Committee- Held initial meeting with orientation and training. Will meet again in November to review ESL venders. Concerns over currency of validation data on EELSA testing vender. There seems to be a theme in the need for updated data and data that addresses accessibility and equity. Timeline will be created for submission of locally created assessments. Online trainings forthcoming on the process. Timeline for process expected in March. Focus this year is on ESL assessment.

- TMC Transitions (Phase in/Phase Out) – CCCCO is having conversations about phase in and phase out of updated TMCs. Concerns over CSU and CCC timelines of new TMC. CCCCO is requesting 18-24 month phase out. CSU would like a 12-month phase in and phase out process. Identified a need to establish a plan but there are concerns over whether all CSUs will follow plan. Need clarity and agreement with CSU so can share with local campuses. Questions were asked about the similarity determination by CSU. CCCCO is reaching out to CSU to discuss uncertainty of similarity determination. Questions were asked about the potential for legislative pushes in the TMC process to require the CSU fully participate in the process. Currently there does not seem to be a desire to regulate CSU with legislation. CCCCO gathering data to show breakdown in partnerships.

- Pathways to Equity- Upcoming webinars, details available here https://www.cccpathwaystoequity.com/

- AB 705- Memo coming soon addressing clarity in Title 5 language and implementation progress, validation practices, clarifying questions from the field and transition plans. CCCCO will lay out options for colleges for full implementation of AB 705 for transition plan and narrative areas. Transition plan will be hybrid with check boxes and narrative spaces. Anticipated reports out to field in Early October. Report will be due sometime in Spring and will include constituency review/signatures. Anticipate a need for an Academic Senate sign off, so timing of report due date should take in account faculty schedules. Equitable placement webinars learning series expected (September, November, February). RP Group/MMAP report forthcoming on Intermediate Algebra

7. EW Grade Regulations (10:00 time-certain)

The committee reviewed Title 5 language related to the EW grade. The use of the EW during the pandemic has created the need to revise and clarify the use of the EW. This clarification includes when the EW can be used and if colleges can collect apportionment

The language changes added a pandemic option to language on in extraordinary conditions and language clean up. Additional language was also added on maximizing student continual enrollment in extenuating circumstances.

The committee discussed the proposed changes and had several comments and concerns
- Questions on revised definition of enrollment, may impact repetition in section 55040(c)
- Concerns over the requirement to "proactively engage with student" new language Support the intent but do not want to add barriers to students if they need to withdrawal
- Concerns over privacy issues if students are asked, why they are withdrawing as part of process
- Concerns over grade point average of less than 1.75. Current language allows colleges to crate their own minimum GPA standard. Recommend language change to 2.0. to match probation requirements
- Questions on apportionment-- If students get an EW can apportionment be claimed if enrolled in census- Yes.
- Recommend to review language as a whole to make sure restorative justice concerns are addressed in the revised language

CCCCO will put together a revised document for another full 5C review before next meeting in October
Committee members were sent a link to provide comments on the draft to the CCCCO.

8. Ethnic Studies Task Force, Charter and Membership

The charter and membership of the Ethnic Studies Task Force were reviewed
Lesley Agostino (4CS) will be the 5C representative to the Task Force.

9. ASCCC Resolutions

Curriculum related resolutions were reviewed from the Spring 2021 Plenary and the committee discussed how they are related with the current work of 5C and the new Ethnic Studies Task Force.

10. Constituency Reports

ASCCC
- Fall Plenary will be November 4-6, 2021 in a Hybrid Model (@150 in person attendees and up to 500 online)
- Fall Plenary Themes will be Leading Change: Teaching, Learning, and Governance in a Hybrid World
2021 Academic Academy – Virtual Event – October 7-8, 2021-- Enhancing Transfer in the Higher Education System
- Area Meetings – October 15-16, 2021
- Curriculum Virtual Regionals Monday October 18 from 9-12 and Thursday October 21 from 1-

4.

4CS
- Curriculum regionals coming up, encouraging curriculum specialist/analysists to attend.
- Passage of AB 361 expanding emergency conditions for the Brown Act will help with curriculum committees this fall

CCCCIO
- CCCCIO Conference October 25-29 in San Diego
- Equity at our Core theme focus for the conference
- CIO Goals
  - Implement Priorities of DEI Task Force
  - Leadership on Call to Action
  - Addressing regulatory Title 5 hurtles
- Professional Development
  - Academy for Aspiring Leaders in Spring 2022
  - ALIVE Academy- Cultivating Leaders of Color
- Town Hall on CTE and expanding programs and creating job opportunities (Earn and Learn) coming soon

The meeting adjourned at 11:48am

Educational Services and Support Division
California Community Colleges Curriculum
October 22, 2021
9:00 AM – 12:00 PM
ZOOM

MINUTES

Attendees:
ASCCC: Stephanie Curry (co-chair) Robert L. Stewart Jr. Mark Osea, Erik Shearer, Randy Beach,
4CS: Lesley Agostino **CCCCIO**: Kelly Fowler (co-chair), Marshall Fulbright, Jennifer Vega La Serna,
Jennifer Zellet **CCCCO**: Raul Arambula, Aisha Lowe **ACCE**: Jan Young **CCCCSSO:** Alketa Wojcik,
Christopher Sweeten **CCCAOE**: Maniphone Dickerson

Guests: Erin Larson, Marc LeForestier, David O'Brian, Linda Vazquez

1. Welcome and Attendance

   The chairs welcomed new members from CCCSSO and CCCAOE

2. Approval of Agenda (attachment)
   The agenda was approved (Osea, Sher)

3. Approval of Minutes (attachment)
   The minutes were not sent out. The September minutes will be brought to the November
   meeting for approval

4. Workgroup Updates

   a. Work Experience – Still reviewing the regulation with a goal to shorten and eliminate
      redundancies. Working on areas of accreditors and auditors.
   b. Title 5 Updates (55063)- Meeting weekly to review updates. Clarifying and simplifying
      regulations. Looking at 55061 in the area of General Education and 55062, definitions of
      courses. Redefining terms of major and area of emphasis. May have a draft at the
      November meeting. Looking at proposed changes and how it will impact other
      regulations. Suggestion to review language on cross listing of courses in section 55002.
      Perhaps a resolution in Spring 2022.
   c. DEI and Curriculum- Facilitating conversations on DEI about curriculum approval
      processes and standards. Reviewing processes through equity principles. Using grid to
      review processes step by step and discuss culturally responsive changes.

5. CCCCO Update
   a. Ethnic Studies Task Force- All appointments have been made. Attempting to have a
      November meeting. Steering group met to coordinate task force and activities for the

group.

   b. <u>Common Course Numbering</u>-SOVA has been hired as consultants to project manage and collect the research needed to look at current numbering in CCC system and other common course numbering systems. Consultants will do a landscape analysis and address timeline. Practitioners will be involved in the analysis. 5C will need to review corresponding regulations. Need to make sure our CSU and UC partners are working with CCCs to address impact on transfer and articulation. Need clarification of the definition of GE and Transfer courses and the impact on unique/special subject courses at colleges. Common course numbering is not just about numbers it's about potential curriculum alignment across the system.

   c. <u>ACCJC Substantive Change Memo</u>- Memo sent out to the field. Allowances from ACCJC during pandemic are over. Colleges need to address programs that are still 50% or more online. They need to go through the substantive change process with ACCJC.

   d. <u>Ethnic Studies Implementation Memo</u>- Feedback from CSU on approval of Ethnic Studies courses articulation. Includes what they were seeing and what they needed to see on the COR to approve. Discusses how CSU is addressing catalog rights. Includes update on CCC Ethnic Studies requirement and the charter of the Ethnic Studies Task Force. CCCCO asked CSU for an accounting of the number of courses submitted, approved and denied for Area F. Ethnic Studies courses can be backdated to Fall 2021 per CSU.

   e. <u>ADT IGETC GE Pattern Memo</u> – CCCCO still revising memo

6. <u>AB 705 Transition Plans</u>-Preview of memo and transition plan came out to some constituent groups. Feedback being used to update. Plans based on data submitted by colleges in spring 2021.

   a. Colleges being encouraged to shift to transfer level courses for the vast majority of students (allowances for college level courses)
   b. Pre-transfer level courses have not been disallowed
   c. Colleges are being required to demonstrate the effectiveness of those pre-transfer level courses per standards set by AB 705 which is throughput (successful entrance into and completion of the relevant gateway courses in one year)
   d. Colleges are being provided with potential practices they can chose to implement (or not) to improve AB 705 outcomes

Questions arose on district mandates on pre-transfer level courses, implications on articulation and transfer and enforcement by the CCCCO.

7. <u>DE regulation Update</u> Updates based on the feedback presented to the Consultation Council Oct 21, 2021. Key areas of regulation disclosures to students, instruction and accessibility. Changes in instructional area included COR or addendum as source to indicate how courses demonstrate require regular and sub-interaction among students. "if described in the course outline of record or DE addendum". DE details can be address in the COR or addendum. Need to review section 55002 on impact of this change on regulations addressing the COR. Accessibility changes included an updated definition in context of distance education. Accessibility must address accessibility in the COR or addendum. Fifteen-day comment period will start today. Changes will go to the BOG in November. Change based on Federal

Regulations that started in July 2021.

8. <u>EW regulations</u>- Feedback received from 5C was provided on the EW regulations. Executive order forthcoming on extension of emergency use executive order until the regulations are approved through BOG and chaptered.

9. <u>Legislative Update</u>- Update on legislation related to curriculum. Over 200 bills this year related to CCCCO, 91 were signed. Bill passed sponsored by the CCCCO AB 417. AB 928, 927, 1111, 89 were discussed at the meeting. November 10 webinar and memo coming out soon.

    a. AB 928- Transfer Bill—Authors goal was to attempt to streamline and enforce ADT process. Creates an ADT oversite committee. Committee will make recommendations to legislators and on reducing excessive unit accumulation, eliminating repetition of courses at a 4-year university and increasing the number of students transferring through ADT pathway. Creates single GE pattern, and requirement to be placed on ADT pathways (starting 2024)
    b. AB 927- Permanent extension of Baccalaureate degree program beyond 15 pilot programs. Thirty programs can apply each year for expansion of program. Maintains policy on non-duplication of program to CSU or UC even if they are in different regions or there are capacity issues. Process will be developed to consult with CSU and UC on program creation. Deadlines January 15 and August 15 for BA applications.
    c. AB 1111- Aligns all community college courses common course numbering intent is facilitate transfer so institutions can easily see students are meeting transfer requirements. Legislation deadline July 1, 2024.
    d. AB 89- Goal is to address systemic racism in policing. Creates a modern policing degree program created by POST, CCCCO and CSU. Requires a report to legislator on curriculum, creation and transfer opportunities in modern policing by June 1, 2023. Bill also raises the age for police officers from 18 to 21. CCCCO will work with ASCCC on curriculum development.

10. Constituency Reports

<u>4CS</u>—Appreciated the regionals this week. Concerned about impact of 1111 on classified staff.
<u>ASCCC</u>—Curriculum Regionals were held on October 18 and 21 with 278 attendees. Program had and update from Dr. Lowe from the CCCCO and discussion of topics such as ethnic studies, recent legislation, DE updates and DEI in Curriculum
ASCCC Plenary November 4-6, 2021 with resolutions on Adding Culturally Responsive Curriculum, Equity Mindedness and Anti-Racism to Course Outline of Record (COR) Requirements in Title 5 and updating the Baccalaureate Degree Handbook
<u>CCCCIO</u>—Conference next week in person in San Diego focused on Building the Beyond recovery to incisive institutions. Providing feedback to CCCCO on items such as memo on AB 705.
<u>CCCSSO</u>—Virtual Conference in September focused on Equity. Group focused on retention, recruitment and enrollment. Working through vaccine mandates. How to use CARES funding for sustainable change. Addressing capacity issues in the Spring for both online and in person supports with no additional staff. Discussion impact of 928 and counseling and basic needs centers.
<u>ACCE</u>—Next week Adult Ed CAPE conference. November 18 ACE Online Conference

<u>CCCAOE</u>—Just concluded in person conference 450 attendees. Concluding virtual conference this week. Regions re-applying for Strong Workforce funding.

Data and Research Task Force
October 28ᵗʰ, 2021
8:00 AM – 9:00 AM

Members Present: B. Bailes, G. Lam, D. McClelland, E. Menchaca, C. Nance, C. Rutan (Chair), M. Selden, M. Siegal

Meeting began at 8:02 AM.

Mathematics and English Survey: The task force reviewed a draft survey that was derived from the questions discussed at the previous meeting. C. Rutan reported that he decided to focus on mathematics and English in the survey because the legal requirements for their implementation are different than those for English as a Second Language (ESL). Additionally, colleges have been implementing the requirements for mathematics and English longer than they have for ESL. The goal of the survey is to identify challenges colleges are having with implementation, successes colleges have experienced with their implementation, and create a collection of practices that have been successful throughout the system. G. Lam will create a Google doc of the draft survey and task force members can submit comments and suggestions until November 5, 2021. The plan is to submit the survey for the December 2021 Executive Committee meeting and distribute the approved survey to colleges in January 2022. Task force members were encouraged to share the draft survey with faculty at their college for additional feedback.

English as a Second Language Survey (ESL): Task force members were asked to reach out to ESL faculty at their college for questions they would like answered about the implementation of AB 705 throughout the system. Possible questions will be discussed at the next meeting.

LACCD AB 705 Data: The task force reviewed the data recently shared by LACCD and that their equity gaps have grown since the implementation of AB 705. It is unclear if LACCD is indicative of the results throughout the system or if their issues are isolated. The survey being developed by the task force may provide additional insight into equity gaps since AB 705 has been implemented.

Future Meetings: The task force's preferred meeting time/date are holidays during November. C. Rutan will send out a Doodle to schedule task force meetings for November and December.

Meeting adjourned at 8:57 AM.

Respectfully submitted,

Craig Rutan

Approved – November 5, 2021

Academic Senate for California Community Colleges
LEADERSHIP · EMPOWERMENT · VOICE

Equity and Diversity Action Committee
Monday, November 8, 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.

Zoom Meeting
Meeting Summary

I. Call to Order and Roll Call at 10:03 a.m.

Michelle Bean—Chair	Juan Arzola	Hermelinda Rocha
Robert Stewart, Jr.—2nd Chair (absent)	Nadia Khan	Roberto Rubalcaba
	Mohamed Sharif-Idiris (Guest)	Lesile Shull

II. Land Acknowledgement

III. Adoption of Agenda and Minutes Volunteer—Nadia and Juan.
Member asked to add topic onto agenda regarding outside organizations providing lists and data on equity in CCCs.

IV. Shout-outs, Affirmations, and Lean In
A. Welcome to Mohamed from Southwestern College as a guest checking out the committee as a possible future member.
B. Michelle thanked members for work on plenary sessions and congratulated all on the passage of EDAC's resolutions. Also, gave affirmation for EDAC supporting the conversation of making the committee appointment process more transparent; Latinx Caucus resolution passed on consent at plenary--congrats!
C. Shout out from other members to Juan, Leslie, and Michelle for their presentations at the plenary and also to Juan for opening the debate for resolution 3.01 F21.
D. Shoutout to Hermelinda for getting the article published in the Rostrum on critical race theory.

V. Community Agreements--Michelle reviewed.
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
   A.   Virtual Fall Webinars
        ● Thursday, October 28 Recap: 83 participants.
           1. ACHRO Oct 28 pre and post session survey responses discussed. Work needs to be done in all areas especially related to Q 4 on onboarding and retaining faculty of color; committee ran short on time for that section of the webinar. Noted that 73% of participants completed the entry survey but only a handful of participants completed the exit survey (about 17).
           2. Questions from EDAC members: Did participants get information only or were directions/ways given on how to implement equity minded hiring practices? Yes, ways were shared on how to start with the implementation, etc. Do we have data on who was in the webinar? No, Michelle will ask the ASCCC office to add a question on participants' role/title at their college.
        ● NEXT WEBINAR: Friday, November 19 at 10:30 a.m.--12:00 p.m. (Michelle will reach out to volunteers with updated slides and slide assignments--Nadia, Rob, Robert)

VII.   Plenary Fall 2021 (Theme: Leading Change: Teaching, Learning, and Governance in a Hybrid World)
   A.   Resolutions Update provided; detailed discussion on EDAC resolutions.
   B.   Sessions Recapped and brief discussion on criteria to cancel a session (Michelle will research/discuss with Exec).
        Thank you to all who presented!
        1. How To Be an Antiracist Institution (Juan and Leslie)
        2. All Things Ethnic Studies (Carlos Guerrero—Ed Pol)
        3. DEI in System Work (Michelle, Cheryl Aschenbach, Abdimalik Buul)
        4. 9+1 and 10+1 (Michelle and SSCCC representative)

VIII. 2021-2022 EDAC Work Plan Goals
   A.   ASCCC Priority—submit to December Exec agenda:
           1. Cultural Competency Plan Draft:
              Cultural Humility Decision Making Tool explained and discussed. Committee in agreement to rename it humility plan instead of competency plan.
           2. Decision Tree :
              Discussed the draft tool changes. Concerns on vetting an inventory rubric and maybe doing a pilot to study the effectiveness. Also, shared the process of committee work and that charges work for one year, so this plan may get held up with a transition from one year's committee to the next. Committee in agreement to propose the draft decision tree to Exec for feedback.
           3. Inventory Rubric--discussed including two rubrics for both individual level and institutional level; all agreed.
           4. Antiracism Pledge--did not discuss in detail; save for next meeting.
           5. DEI Liaison Handbook--reviewed suggestion, but no detailed discussion until after feedback from Exec. Michelle will create subworkgroups at the next meeting to complete inventory rubric and handbook if Exec approves the direction of this work.
   B.   Other Opportunities
           1. A2MEND Conference—in March 2022; Rob volunteered. More details at the next meeting.
           2. Part-time Faculty Institute—February 10 and 11, 2022. Leslie and Juan are okay with doing antiracist institution webinar at PTFI. Hermelinda and Nadia are interested in a session on equivalency processes. Michelle will give names and topics to the PT Committee chair.

IX.   *Rostrum* Articles
   A.   Completed: "Getting to the Truth of it All: The Role and Impact of Critical Race Theory on Community Colleges"

B. Next due date: January 3—draft to Michelle by December 3rd
   1. Hermelinda and Nadia—agreed to work on Equivalency article; Michelle will reach out to get team started to complete before holiday break.
   2. Lesile and Nadia—Sexual Violence Prevention (did not discuss this meeting--maybe for spring)
   3. All Gender Restrooms (need volunteer--discuss at next meeting)

X. Announcements
   A. CCCCO Historically Black Colleges and Universities (HBCU) Week Recap--no one able to attend.
   B. Undcocument Student Action Week Recap--did not have time to discuss.
   C. CO Vision Resource Center Implicit Bias Modules
   D. CCCCO Listening Tours:
      ● Madera—Nov. 22
      ● Lake Tahoe—Dec. 2
      ● San Diego City—Dec. 6
   E. Amazon Smile (smile.amazon.com)—select Foundation of the Academic Senate for California Community Colleges to donate
   F. Application for Statewide Service

XI. Closing Comments
   A. In Progress Review
   B. Any other final comments or suggestions--more discussion on equity data from outside agencies:
      Issues raised: how are institutions champions of equity when a majority of LatinX and Black students are not doing well in terms of pass rates especially in STEM courses as they need more support? ASCCC needs to do more to determine what some outside organizations are reporting and making/naming "equity champion" institutions. The reason why students of color are not doing well is because of the structures and policies that perpetuate the gaps. There still is structural racism existing in our institutions. Unless that is changed, real change is difficult to achieve.

XII. Adjournment at 12:15 p.m.

In Progress:
   ● ASCCC Cultural Competency Plan
   ● ACHRO-ASCCC Equity-minded Hiring Principles and Practices webinars
   ● Rostrum articles for winter publication

Completed Tasks:
   ● Professional Development Webinar for Real Estate faculty on DEI in Curriculum
   ● EDAC 2021-2022 Workplan and Goals
   ● Caucus leaders invited to Executive Committees to give liaison reports
   ● Fall Resolutions: Resource for Racial Justice and Critical Race Theory; Equity in Science, Technology, Engineering, and Math (STEM); Support for Mental Health Awareness and Trauma Informed Teaching and Learning
   ● Fall Rostrum Article: Getting to the Truth of it All: The Role and Impact of Critical Race Theory on Community Colleges
   ● Recommendations on Committee Appointment Process—S&P assigned to complete process update

ACADEMIC SENATE
for California Community Colleges
LEADERSHIP · EMPOWERMENT · VOICE

Education Policies Committee Meeting
Thursday, September 23, 2021
2:00 p.m.—4:00 p.m.

The Educational Policies Committee studies educational issues of concern to the Academic Senate and is the standing committee that recommends educational policies to the Executive Committee. The Committee provides a forum for high-level discussion and development of Academic Senate Policy, including its effect on faculty and students. The discussions include the viewpoint of students, CIOs and union representatives. The Educational Policies Committee researches issues as required, and writes background and/or position papers where appropriate. The Committee may pass general recommendations to other Senate committees, or work with them on more detailed implementation or technical issues. New or revised educational policies of the Academic Senate pass through the Educational Policies Committee. These may include policies to be implemented either locally or at the state level, suggested positions on proposed policies or changes in existing policies, and responses to assignments given by the President or Executive Committee.

MINUTES

I.   Call to Order: 202pm and Roll Call: * Indicates present at meeting

*Robert L Stewart Jr – 1st Chair	*Cheryl Aschenbach – 2nd	*Andrew Delunes
*Sharyn Eveland	*Carlos Guerrero	*Luke Lara
*Erik Shearer	*Matais Pouncil, CIO	Student - Vacant

II.   Land Acknowledgement - We gratefully acknowledge that we operate on the **traditional lands of the Tongva, Tataviam, and Chumash peoples** – including the Gabrieleño, Fernandeño, and Ventureño; members of the Takic and Chumashan language families; and other Indigenous peoples who made their homes in and around the area we now call Los Angeles. (Led by Carlos)

III.   Introductions; Look at conflicting future meeting dates. Consensus is to move the November meeting to November 24, 2021 for all day virtual meeting. December 23rd meeting is moved to December 16, 2021 2-4pm.

IV.   Adoption of Agenda (Eveland/Delunes MSC). Cheryl will take minutes. Members have access to ASCCC Educational Policies Committee Google Shared Folder 2021-2022

V.   Educational Policies Committee Contact Information 2021-2022. Members were encouraged to review and update their contact information.

VI.   Ed Policies Community Agreements. Members participated in breakout groups to respond to two questions: what do you expect of each other and what do you expect of us as chairs. These group responses were used to develop group norms and will be included on each meeting agenda.

VII.   Plenary Fall 2021. Robert shared the opportunity to participate in Plenary as a presenter if

any committee members are interested. Let Robert or Cheryl know of interest.
- A. Theme: Leading Change: Teaching, Learning, and Governance in a Hybrid World
- B. Attending Fall 2021 Plenary? – Opportunities to participate in breakout presentations
- C. Resolutions to Fall 2021 Plenary Session

VIII. 2021-2022 EDUCATIONAL POLICIES COMMITTEE Goals and Priorities. The committee reviewed the Priority Spreadsheet. Members were encouraged to review the pending resolutions and consider level of priority and potential actions to take. Robert and Cheryl will update the spreadsheet and set initial recommendations for priority, then will send it out to committee members for review prior to the October meeting.
- A. Review ASCCC Strategic Plan and Educational Policies Committee Priority Spreadsheet
- B. Develop an Ed Policies Work Plan
  1. Priorities and volunteers for activities – will be determined at the next meeting.
  2. Rostrum Article Ideas and workgroups – Current Rostrum Deadline September 24, 2021
- C. Review Charge for any possible updates in regards to IDEA
  Charge was reviewed and it was decided that charge could be rewritten to make it more direct and succinct. Matais and Andrew volunteered to work with Cheryl on a rewrite; first, all members will be encouraged to provide input on likes, dislikes, and ideas via Google doc.
- D. Faculty Inquiry Response Discussions

IX. 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. Amazon Smile (smile.amazon.com)—select Foundation of the Academic Senate for California Community Colleges to donate
- C. Application for Statewide Service

X. Closing Comments
- A. In Progress Review
- B. Any other final comments or suggestions?

XI. Adjournment

In Progress
- Committee members will review and update their contact information
- Robert and Cheryl will construct committee agreements for consideration at the next meeting based on the group input
- Robert and Cheryl will update the committee priority spreadsheet and share it for discussion at the next meeting.
- Cheryl will lead an effort to craft a new committee charge; this includes a subcommittee of Andrew and Matais as well as full committee input.

<u>Completed Tasks</u>:

Academic Senate
for California Community Colleges
LEADERSHIP · EMPOWERMENT · VOICE

Education Policies Committee Meeting
Thursday, October 28, 2021
2:00 p.m.—4:00 p.m.

The Educational Policies Committee studies educational issues of concern to the Academic Senate and is the standing committee that recommends educational policies to the Executive Committee. The Committee provides a forum for high-level discussion and development of Academic Senate Policy, including its effect on faculty and students. The discussions include the viewpoint of students, CIOs and union representatives. The Educational Policies Committee researches issues as required, and writes background and/or position papers where appropriate. The Committee may pass general recommendations to other Senate committees, or work with them on more detailed implementation or technical issues. New or revised educational policies of the Academic Senate pass through the Educational Policies Committee. These may include policies to be implemented either locally or at the state level, suggested positions on proposed policies or changes in existing policies, and responses to assignments given by the President or Executive Committee.

MINUTES

I.   Call to Order and Roll Call: * Indicates present at meeting

*Robert L Stewart Jr – 1st Chair	*Cheryl Aschenbach – 2nd	*Andrew Delunes
*Sharyn Eveland	*Carlos Guerrero	*Luke Lara
*Erik Shearer	Matais Pouncil, CIO	Wenjie (Jacky) Liang, Student

II.   Land Acknowledgement - We gratefully acknowledge that we operate on the **traditional lands of the Tongva, Tataviam, and Chumash peoples** – including the Gabrieleño, Fernandeño, and Ventureño; members of the Takic and Chumashan language families; and other Indigenous peoples who made their homes in and around the area we now call Los Angeles. (Led by Carlos)

III.   Introductions – Please Welcome our Student Senate for California Community Colleges representative and committee member Jacky from Diablo Valley College. We are pleased to have student representation on the Committee!

IV.   Future meeting dates will be (We will need to choose an all-day meeting date for Spring 2022):
November 24, 2021 (All Day Meeting) – 830am to 330pm
December 16, 2021 – 2pm-4pm
January 27, 2022 - 2pm-4pm
February 24, 2022 - 2pm-4pm
March 24, 2022 - 2pm-4pm
May 26, 2022 - 2pm-4pm

V.   Adoption of Agenda *(Cheryl, Luke MSC)* & Minutes *(Erik, Carlos MSC)*
Cheryl volunteered to take minutes for today's meeting. They will be sent out via email for approval.

VI.   Access to ASCCC Educational Policies Committee Google Shared Folder 2021-2022

VII.   Educational Policies Committee Contact Information 2021-2022.

VIII.   2021-2022 EDUCATIONAL POLICIES COMMITTEE Goals and Priorities. Updated Priorities
        sheet is located in the Google Shared Folder
        A. ASCCC Education Policies Committee Updated Priority Spreadsheet
           The committee reviewed the priority spreadsheet and determined actions to be taken.
           Specific notes are captured in Column I on the spreadsheet.
        B. Develop an Ed Policies Work Plan
           1. Priorities, Activities, and volunteers/workgroups for activities
              Committee members asked to review Enrollment Management Revisited (2009) to
              determine need for update or rewrite. Committee members also asked to review
              Academic Freedom Paper (2020) to further discuss resolution 6.02 (2020).
           2. Rostrum Article Ideas and workgroups – Current Rostrum Deadline January 3, 2022
              a) *Administrator retreat rights: Carlos, Erik, Sharyn*
              b) *Repeatability to alleviate substandard grade: Luke, Robert, Sharyn*
              c) *Student academic dishonesty: Cheryl, Andrew*
           3. Luke volunteered to look into the Fall 2017, 7.03 resolution that deals
              with "Evaluation and Certification of Coursework from Home schools" and provide
              some feedback as to how we can address this resolution.
           4. Potential Resolutions Brainstorm for Spring 2022

        C. Committee Charge Rewrite Workgroup (Cheryl, Andrew, Matais)
        Questions exist about the purpose of Ed Pol given that recent ASCCC practice re: policies has
        been inconsistent with the current committee charge. Cheryl will seek input from ASCCC
        Executive Director Mica and President Davison and then will convene the workgroup to
        consider that info along with the input provided in the Google doc.
        D. Faculty Inquiry Response Discussions
        The committee discussed a question that was submitted regarding enrollment of special
        admit students. Robert will consider information discussed in his response.

IX.   Announcements
        A. Check for upcoming events at here
           ● ASCCC Fall 2021 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

X.   Closing Comments
        A. In Progress Review
        B. Any other final comments or suggestions?

XI.   Adjournment

In Progress

- Robert and Cheryl will construct committee agreements for consideration at the next meeting based on the group input
- Cheryl will lead an effort to craft a new committee charge; this includes a subcommittee of Andrew and Matais as well as full committee input.
- Members will review the Academic Freedom Paper (2020) and Enrollment Management Revisited (2009) to inform further discussion about resolution-related actions.
- Luke volunteered to look into the Fall 2017, 7.03 resolution that deals with "Evaluation and Certification of Coursework from Home schools" and provide some feedback as to how we can address this resolution.
- Workgroups will begin work on Rostrum articles to address multiple resolutions:
    o Administrator retreat rights (13.01 F20): Carlos, Erik, Sharyn
    o Repeatability to alleviate substandard grade (14.01 F17): Luke, Robert, Sharyn
    o Student academic dishonesty (7.01 S15): Cheryl, Andrew

Completed Tasks:
- Rostrum article was submitted on Succession Planning. Contact: Robert L Stewart Jr. Article can be found HERE
- Robert & Cheryl updated the committee priority spreadsheet and made recommendations for level of priority, while also marking resolutions already addressed as "completed" and archiving all resolutions that required archiving. The updated committee priority spreadsheet can be found HERE
- Committee members will review and update their contact information

ACADEMIC SENATE
for California Community Colleges
LEADERSHIP·EMPOWERMENT·VOICE

Legislative and Advocacy Committee
October 26, 2021
3:30 pm-5:00 pm

Minutes

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

Liaisons: Jasmine Prasad (SSCCC)

Meeting started at 3:30pm

- Minutes taken by Christopher Howerton

- Approval of Agenda – The committee approved the agenda for this meeting

- Introductions and check-in – Committee member Ric Epps introduced himself to new members.

- Approval of minutes: Minutes from the previous meeting is approved (10/19/2021)

- Announcements:
  - Legislative and Advocacy Webinars with FACCC – January 18, February 22, March 22, April 26, and May 24; 6:00 pm – 8:00 pm
  - A committee member asked about the impact of Guided Pathways, mapping, and funding with the implementation of the general education pathway legislation (928). The chair shared that 5C may be providing additional guidance. The chair clarified the interconnected work that is required by the CSU, UC, and the Community Colleges. The timeline to implement 928 and the ethnic study requirement also adds additional considerations.

- Letter to ASCCC Legislative Liaisons
  - **Action**: November 2021 Letter – attachment
    - **The committee approved the letter to the legislative liaisons**. The chair will work with the ASCCC Office to send this communication to the field.
  - Discussion: January 2022 Letter
    - The committee held an initial discussion about the creation of a follow up letter in January. The focus could include local advocacy information. The plan is to send this letter out late January

- Review Fall Plenary Session Resolutions and Presentations: https://asccc.org/events/2021-11-04-150000-2021-11-06-230000/2021-fall-plenary-session-hybrid-event

- Resolutions due to resolutions@asccc.org by 2:00 pm, November 2
- Amendments due to resolutions@asccc.org by 4:00 pm, November 4
- Urgent* resolutions and amendments due to resolutions@asccc.org by 12:30 pm, November 5

> * Defined as a time critical issue [that] has emerged after the resolution deadline on Thursday and new information is presented on Friday which requires an established Academic Senate position before the next plenary session.

- The Chair informed the committee about the resolution timeline above for the Fall 2021 Plenary Session and shared potential examples of what would be considered an "urgent" resolution.
- The committee also discussed a few of the specific resolutions that are in the current packet for consideration.

- Legislative Presentations
- The committee reviewed the presentations that are scheduled for the plenary session. The chair will share the drafts of the presentations to all committee members for awareness. There is a general session (hybrid), and a breakout session (in-person) that will focus on legislation. See descriptions below and presenters.
- During the meeting the committee provided input on the current presentation drafts.

Thursday, May 4

10:50-12:00   Second General Session (hybrid)

Taking the Lead on Legislation that Impacts Teaching and Learning while Maintaining a Focus on Students

Wendy Brill-Wynkoop, FACCC President
Jeffrey Hernandez, East Los Angeles College, ASCCC Legislative and Advocacy Committee (virtual)
Christopher Howerton, ASCCC North Representative, ASCCC Legislative and Advocacy Committee
Ginni May, ASCCC Vice President, ASCCC Legislative and Advocacy Committee Chair

While the California Code of Regulations is the preferred place for educational requirements, education continues to be a focus of the California Legislature as evidenced by the bills that moved forward in 2021. This creates both opportunities and challenges for the California community colleges and in particular faculty and ultimately students. Join us for an overview of the 2021 legislative session and an exploration into how faculty can leverage advocacy opportunities, especially in this evolving hybrid world in an effort to ensure that any legislation in the 2022 session will truly benefit the students in the California Community College system.

2:30-3:45   Second Breakout Session (in-person)

Legislation that Impacts Teaching and Learning – A Closer Look

Wendy Brill-Wynkoop, FACCC President
Ginni May, ASCCC Vice President, ASCCC Legislative and Advocacy Committee Chair
June Yang, Grossmont College, ASCCC Legislative and Advocacy Committee

This session is a follow-up to the general session on Legislation that Impacts
Teaching and Learning. If you have questions, information, or ideas following that general session, then this session if for you! Join us for an interactive and lively discussion to take a deeper dive into legislation and what faculty can do to stay in the lead.

- Action: Schedule Spring 2022 meetings
  - This committee has tabled the scheduling of spring meetings until November 9th meeting.

- Reminder: Rostrum Articles

  - Addressing Resolution F20 20.01 The Role of Student Employees in Advancing Faculty Diversification
    i. Entire Committee
    ii. Googledoc: https://docs.google.com/document/d/1jTmtrq1UzvjlPvzJBAkYPOtriGJfL5q5/edit
    iii. Draft to be complete by December 7 – The chair reinforced the deadline for our Rostrum article submission
  - Legislative Advocacy
    - May and Brill-Wynkoop
    - Due January 3, 2022
    - This article will strive to delineate the various work of ASCCC and FACCC in legislative advocacy. Opportunities for collaboration and the history of work.

- Events and Important Dates
  - Executive Committee Meeting, November 3 (hybrid)
  - 2021 Fall Plenary Session, November 4-6 (hybrid)
  - Executive Committee Meeting, December 3-4 (hybrid)
  - Legislative and Advocacy Day (in-person/virtual TBD)
    o February 22 – training (followed by dinner if in-person)
    o February 23 – Legislative Visits: 8:30-4:00
      ▪ Logistic and preferences for the visits are being developed and researched by ASCCC Executive Director.
      ▪ The committee discussed the timeline to decide about the safety of these visits and concerns with travel.
      ▪ Committee members tentatively shared their availability

- Future Meetings: Tuesdays, 3:30 pm - 5:00 pm: 11/9, 12/7

- Future Agenda Items:
  - Legislative and Advocacy Day planning;
  - Update on the request in Resolution Fall 20.01
  - Set Spring 2022 Committee Meeting dates (11/9)
  - Possible additional agenda items by committee members:
    1. Epps – funding for courses (online/DE/F2F/Hybrid/hyflex) – apportionment parity/reporting? Title 5 change? Driving scheduling and not based on student demand or success.

2. Resource Shared – Proposed Regulatory Action Revising DE Attendance Accounting Regulations –
3. Suggestion for a resolution to support broad communication about the updates shared accounting regulations.
4. Jasmine Prasad shared some potential legislative interests of the Student Senate for California Community Colleges: change SSCCC rules so that noncredit and disabled students can qualify to serve; set term limits on members of local boards of trustees; eliminate lottery for students admitted to nursing programs, implement first come/first served method

- Adjourn – The meeting adjourned at 5:00pm

Status of Previous Action Items

A. In Progress (include details about pending items such as resolutions, papers, *Rostrums*, etc.)
- Rostrum article addressing Resolution F20 20.01 The Role of Student Employees in Advancing Faculty Diversification
- Planning of Legislative and Advocacy Day
- November Letter for ASCCC Legislative Liaisons
- Rostrum Article on Advocacy – May/Brill-Wynkoop

B. Completed (include a list of those items that have been completed as a way to build the end of year report).
- Resolution 4.01 F21 Transfer Pathway Guarantees – for consideration at 2022 Fall Plenary Session

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

Legislative Session for the 2021 Calendar Year has ended. (Year 1 of the 2021/2022 two-year legislative cycle)

Legislative Session for the 2022 Calendar Year
- January 1, 2022 – statutes take effect
- January 3, 2022 – Legislature reconvenes (for Year 2 of the 2021/2022 two-year legislative cycle)

Legislative and Advocacy Committee

November 9, 2021
3:30 pm-5:00 pm

Minutes

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

Liaisons: Jasmine Prasad (SSCCC), Sarah Thompson (FACCC)

Guests:
Meeting Started at 3:32pm

1. Minutes taken by Christopher Howerton

2. Approval of Agenda – Agenda approved by committee consent

3. Introductions and check-in – the committee made introductions and welcomed Sarah Thompson as our new FACCC Legislative Liaison.

4. Approval of minutes: Minutes from the 10/26/2021 meeting approved (M/S/C)

5. Announcements:
   - Legislative and Advocacy Webinars with FACCC – January 18, February 22, March 22, April 26, and May 24; 6:00 pm – 8:00 pm
     i. A PPT template is being developed to use for this series of Webinars.
     ii. A need from Plenary was for additional resources for our liaisons to support advocacy around legislation.
   - November Liaison Letter sent with some edits
     i. The list of bills was reduced to a link to keep the letter concise for the liaisons.
     ii. Future communication may include our reports and regular "push" information communications.
   - Update on the request in Resolution Fall 20.01
     i. Continued efforts are being made to make movement on this resolution. Including request for funding. The chair will update the committee as more information is available.
     ii. Inclusion into local EEO plans consideration and process was discussed by committee members as possible next steps in advocating for the "Grow Your Own" programs.
   - Executive Committee At-Large position

       i.   Application and materials due November 24, 12 pm – The chair updated the committee on a new vacancy on the ASCCC Executive Committee. Application, announcement, and process were sent via listservs.

      ii.   Selection will be made by an appointment process to complete the year of the position.

     iii.   Application (attachment) – the chair encouraged members of the committee to share and consider the opportunity.

- CCLC – Advisory Committee on Legislation : The chair provided some updates from a meeting that occurred earlier in the day with the CCLC.
    - i.   https://www.cccco.edu/-/media/CCCCO-Website/Files/Educational-Services-and-Support/Manuals/ess-2019-revised-ccpg-manual.pdf?la=en&hash=ED64B7420AF5CF213D6916E26BC12F56D19F252A
    - ii.   Legislation tracking document (attachment)

6. Discussion: Fall Plenary Session Report/Debrief/Future Considerations
    - The chair shared an overview of the general sessions and format for the first fully hybrid event.
    - Those members who attended the recent plenary session shared some of their observations. Suggestions/observations included:
        - i.   The possible option for a one-day pass for any one or for in-person to attend virtual session for high interest topic sessions and/or access to focused discussion
        - ii.   The opportunity to survey to see if remote access has an impact on diversity in participation at the event (possible research focus for ASCCC), also did the modality impact the comfort for attendees to participate in debate?
        - iii.   ASCCC will send a follow-up survey. The chair encouraged those who participated to complete and provide their additional feedback.
        - iv.   The ability for participating in-person is still contingent based on college authorization to travel.

7. **Action**: Schedule Spring 2022 meetings – bring your calendars!!!
    - The committee affirmed that Tuesday afternoons would still work for spring meetings.
    - All meetings will be 3:30pm – 5pm (except for 1/18)
    - Meeting Schedule:
        1. Jan. 18 – **4:30pm -5:30pm** (before the Leg & Adv Webinar at 6p)
        2. Feb 15 – 3:30pm – 5pm
        3. (Feb 22nd and 23rd) Legislation Advocacy Day
        4. Mar 1 – Debrief for Advocacy Day 3:30pm – 4:30pm
        5. Mar 15 – 3:30pm-5pm
        6. Mar 29 – 3:30pm – 5pm
        7. April 12 – 3:30pm-5pm
        8. April 26 – 3:30pm- 5pm
        9. May 10 – 3:30pm-5pm
        10. May 24 – 3:30pm -5pm

8. Reminder: Rostrum Articles

- Addressing Resolution F20 20.01 The Role of Student Employees in Advancing Faculty Diversification
  - i. Entire Committee
  - ii. Googledoc: https://docs.google.com/document/d/1jTmtrq1UzvjlPvzJBAkYPOtriGJfL5q5/edit
  - iii. Draft to be complete by December 7 – The chair shared the reminder of the due date for our draft and the committee is encouraged to get in and continue adding to the draft.
- Legislative Advocacy
  - i. May and Brill-Wynkoop
  - ii. Due January 3, 2022

9. Events and Important Dates
- Executive Committee Meeting, December 3-4 (hybrid)
- Legislative and Advocacy Day (in-person/virtual TBD)
- February 22 – training (followed by dinner if in-person)
- February 23 – Legislative Visits: 8:30-4:00

10. Future Meetings: Next meeting will be 12/7 Tuesdays, 3:30 pm - 5:00 pm

11. Future Agenda Items:
  - i. Legislative and Advocacy Day planning (12/7)
  - ii. Update on the request in Resolution Fall 20.01
  - iii. Student Legislative priorities
  - iv. Attendance accounting regulations

12. Adjourn – Meeting adjourned at 4:45pm and wished committee member Jeffrey Hernandez a very HAPPY BIRTHDAY!

Status of Previous Action Items

A. In Progress (include details about pending items such as resolutions, papers, *Rostrums*, etc.)
- Rostrum article addressing Resolution F20 20.01   The Role of Student Employees in Advancing Faculty Diversification
- Planning of Legislative and Advocacy Day
- November Letter for ASCCC Legislative Liaisons
- Rostrum Article on Advocacy – May/Brill-Wynkoop

B. Completed (include a list of those items that have been completed as a way to build the end of year report).
- Resolution 4.01 F21 Transfer Pathway Guarantees – for consideration at 2022 Fall Plenary Session

Committee Priorities – Tracking Resolutions and other Assignments

F20 20.01 The Role of Student Employees in Advancing Faculty Diversification

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**Academic Senate
for California Community Colleges**

LEADERSHIP. EMPOWERMENT. VOICE.

ASCCC PART-TIME COMMITTEE
October 18th, 2021 @4:00PM – 5:30PM
ZOOM

AGENDA/NOTES

I.   Call to Order
   a. Welcome
   b. Note taker – lance Heard
   c. Attendance: Carrie Roberson, Lance Heard, Anastasia Zavodny, Mussie Okbamichael, Anthony Stevens

II.   Adoption of the Agenda - No changes or additions

III.   Approval of Minutes
   a. 9.21.2021- approved by consensus via email

IV.   ASCCC Information
   a. ASCCC Part-Time Committee
   b. ASCCC 2018 – 2023 Strategic Plan
       i. The committee discussed how we come up with our priorities which are both time sensitive and specific
       ii. The executive committee is currently working on areas of focus which will also help guide the Part-Time Committee work

V.   ASCCC Part-Time Committee Google Drive
   a. Roster
   b. Rostrums
   c. Resolutions
   d. Resources
   e. Priorities/ Tasks
       i. The committee considered options for leadership and networking opportunities (open office hours/guided listening sessions)
       ii. Ideas for Professional Development were shared (fieldwork Fridays, webinars, others etc.)
       iii. Communications (Rostrums, quarterly memo, etc)
           1. One idea for a priority for the committee is to share with part-time faculty what the ASCCC does. They may not know ASCCC exists, anything about the ASCCC role and how it relates to them.
           2. Create a paper on part-time Faculty Equity, how do we differentiate equity from parity? What is it that defines these terms? Equity: Conversations that demonstrate excluding part-time faculty regarded not equal to full-time faculty on campuses. While parity is often regarded as a union purview, equity is clearly a senate purview.
           3. Facilities are an issue for some. Available workspaces near assigned classrooms. Perhaps there is an opportunity for the committee to provide support.

f. Part-Time Faculty Institute

VI. ASCCC Part-Time Committee Priorities/ Tasks
   a. Committee Priorities
   b. Committee Tasks
      i. Institute – the committee completed the draft program with breakout topics
      ii. Paper: the committee initiated the development of a draft for the new paper to be presented to the executive committee. The writing will begin with feedback from ASCCC Executive Committee. Spring 2021 Resolution Number: 19.01 Resolved: ... develop a new paper addressing part-time faculty equity, rights, and roles in governance and present it to the delegates no later than 2022 Fall Plenary Session.

VII. ASCCC Part-Time Faculty Institute (see VI.b.i above)
   a. Blurb review discussion.
   b. February 10th – 11th, 2022 (virtual)
      i. 2pm start with general sessions including a welcome and a state of the ASCCC/ (details in google drive)
      ii. 8am Friday morning start.
   c. Program DRAFT- by November 3rd ASCCC Executive Committee meeting
   d. Planning event date- TBD, virtual or in person
   e. Breakout ideas, general sessions, presenters
   f. Resource: 2021 Part-Time Faculty Institute PROGRAM

VIII. ASCCC Updates
   a. ASCCC Events
      i. ASCCC Fall 2021 Plenary- "Leading Change: Teaching, Learning, and Governance in a Hybrid World"
      Friday November 5th, 2:30 – 3:45 (virtual) Hot Topics for Part-Time Faculty
      The ever-changing nature of higher education in California impacts part-time faculty both directly and indirectly. While our part-time faculty play a significant role in supporting our students in their educational endeavors, many statewide policies and local decisions turn into HOT TOPICS that impact the roles and responsibilities of part-timers, who are often left to deal with the fallout on their own. As the largest employed group at our colleges, it is imperative to learn how these colleagues play a significant and unique role in student success and contribute to college morale. Join this session for an engaging conversation about current and ongoing HOT TOPICS and discuss with us how colleges can better support their professional development and bolster their voices on campus… and beyond.

IX. Announcements/ Updates
   a. Future meeting dates:
      November 15th 4:00pm – 5:30pm
      ZOOM

      December 13th 4:00pm – 5:30pm
      ZOOM

X.   Adjournment

Status of Previous Action Items

In Progress

Completed

FUTURE AGENDA ITEMS (TBD)

*ASCCC State of the System- ASCCC President/Vice President
*Legislation update
*Data on PT attendance at ASCCC events

CALIFORNIA COMMUNITY COLLEGES
BACHELOR'S DEGREE PROGRAMS

Steering Committee Meeting Notes
August 18, 2021
10:00a.m.–11:00 a.m.

Present:
CCCCIO, CCCCO, Antelope Valley, Bakersfield, Cypress, Feather River, Foothill, MiraCosta, Modesto, Rio Hondo, San Diego Mesa, Santa Ana, Santa Monica, Shasta, Skyline, Solano

Absent: ASCCC, CCCEO, West Los Angeles

1. Review of minutes: July

   Jeff Gordon, Santa Monica College, moved to approve the minutes.
   Anthony Cordova, Bakersfield College, seconded the motion

   The minutes were approved.

2. ASCCC Update (Cheryl Aschenbach)

   No Report

3. October Meeting: Virtual

4. CEO Update (Jim Limbaugh)

5. CCCCO Update (Njeri Griffin/Kevin Lovelace)
   Kevin Lovelace, CCCCO, reported he is discussing the funding for the research project with VC Aisha Lowe. Additionally, he has been assigned the BDP programs, members should direct all questions to him. Finally, the CCCCO is in the process of hiring a new dean.

6. CCCCIO Update (Billie Jo Rice)

   No Report

7. CCCCO Funds Update (Mike Slavich)

   Mike Slavich reported he is waiting for CCCCO to finalize the funding of the research project. He will wait until the new dean is on board to review the contract.

8. California Community College Baccalaureate Association (Tina)

Tina Recalde reported the Steering Committee met with Constance Carroll regarding the California Community College Baccalaureate Association. Dr. Carroll shared the CCCBA is composed of the following: Constance Carroll, President and CEO; Judy Minor, Chair; Pamela T. Luser, Vice Chair; Larry Galizio, Secretary-Treasurer. The CCCBA will focus on the legislation to develop, promote, and strengthen community college baccalaureate programs in California. They will work closely with our group and seek recommendations to improve the process. Dr. Carroll encouraged members to participate in the CCCBA 2022 conference. It will be held in Tucson.

The need for research was also discussed with Dr. Carroll. She understands the need for a research team. She is interested in helping coordinate it. She also asked for recommendations for the implementation process and a wish list from the BDP pilot programs. Some key items from the discussion included: removing competition with CSU and UCs; upper division curriculum added to COCI, and revisit lower-division GE.

Kevin Lovelace , CCCCO, recommended developing a research logic model for programs, determine what we are collecting and how we are collecting it. Additionally, he recommended tying the data elements to MIS.

Russell Reid, Feather River College, inquired about the timeline for the bill. Tina Recalde anticipates it will be finalized before the September recess.

Click here for the link to the CCCBA website.

9. Building the Pipeline (Estella Narrie)

The BDP AO group will be meeting next month to discuss GE patterns and considerations. The meeting is tentatively scheduled for September 9th from 10-11:30 a.m. An outlook invitation with a Zoom link and further details will be emailed out via the CCC AO BDP listserv. Please reach out to Estela Narrie or Elizabeth Ramirez with any questions.

10. Legislative Update (Tina Recalde):

    a. New Baccalaureate Degree Process

       Tina Recalde reported Constance Carroll has met with legislative team. They are moving along and appreciate the efforts of the BDP and research we've shared. They are also in the process of developing bylaws.

11. BDP Research Update (Hai Hoang)—Exit Survey

    Reported on behalf of Hai Hoang:
    Pam Luster received a request from Constance Carroll for the "20-21 completion data." They hope to get the data soon.
    Hai is still still in conversations with Pam to clarify what they are looking for (award counts in spring 2021 regardless of when they started, or completion data of 2019 cohort, or some other meaning of completion data). Once he has more information, he will let the group know.

    Hai will be collecting 20-21 completion data (very) soon. Stay tuned for further details from him.

12. Other

    Jeff Gordon, Santa Monica College, inquired what will happen if we get a new Governor. The hope is everything would continue to move forward.

Mike Slavich reported enrollment is high in the program at Rio Hondo.

Future meetings: Third Wednesday at 10:00 am

September 15, 2021
October 20, 2021
November 17, 2021
December 15, 2021

 Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/153672480 Or iPhone one-tap (US Toll): +16699006833,153672480# or +16468769923,153672480#   Or Telephone: Dial: +1 669 900 6833 (US Toll); +1 646 876 9923 (US Toll)   Meeting ID: 153 672 480

Transfer Alignment Project
Work Group Meeting
October 10, 2021
4:45 pm – 5:45 pm

Present: Ginni May (chair), Cheryl Aschenbach, Karla Kirk, Krystinne Mica, LaTonya Parker, Eric Wada, Miguel Rother

1. Welcome

2. Approval of Agenda

3. Update on Action Plan for 2021-22: https://docs.google.com/document/d/1EvIq-wvLgxy7ZnebSnfn66FGE7KWmDRO-y6R3l689PI/edit

   a. Krystinne, Eric, Miguel:

      i. Phase I: Follow up on disciplines determined to be feasible: Anthropology, History, Sociology; provide justification for disciplines determined not feasible: business administration, economics, mathematics, philosophy
      Miguel is looking for original FDRG rationale docs and anticipates needing to clean them up/condense them a little. Miguel clarified that in Phase I, Sociology is the TMC awaiting release by Chancellor's Office, and Anthropology was lacking CSU participation on the FDRG. He'll follow-up with the CO to get Sociology released. Eric reiterated the urgency for CSU to appoint faculty in these disciplines especially; Ginni shared that efforts are underway. Chair of CSU Academic Senate is being responsive, so Krystinne sent him a list of FDRGs needing faculty, including Phase I and II disciplines Anthropology, History, Biology, English, and Political Science being priorities.

      ii. Phase II: Disciplines for consideration: Biology, English, Political Science
      Miguel shared his draft message for these three FDRGs. Miguel also shared his concern about the timeline and vetting of draft TMCs during the holidays in December and January. Ginni acknowledged the need to communicate the urgency to FDRGs up front and then to be flexible if we don't get enough feedback. Miguel will set up a timeline table.

   b. Ginni, Cheryl, Karla, Krystinne – recap of ICAS discussion/request

i. Phase III: In disciplines where a single pathway is not feasible, can multiple pathways be implemented? (would require updating current criteria re: one pathway/TMC per discipline)
Ginni provided an overview of the Transfer Alignment Project to ICAS at its meeting on 10/22. It was agreed by all in attendance that there seemed to be support from CSU and UC for multiple pathways in a discipline. Ginni also floated the idea that alignment could mean some adjustment to UCTPs; it was encouraging that there was no immediate "no" response.

ii. Additional membership requested:1 CSU faculty member, 1 UC faculty member, Others (faculty, AO)?
At ICAS, Ginni also asked CSU and UC to each appoint a faculty member to this workgroup; we may need to follow-up to get the appointments made. We also discussed adding an articulation officer; Krystinne will follow-up on this.

4. Next Steps: Meetings, Sharing, Anything else?
Next meeting: January 28, 2022 11AM-12PM
TAP members invited to attend ICW meeting on November 23 to hear conversation about Transfer Alignment Project.

GEAC Meeting Summary Notes

Meeting Date: November 2, 2021   **Submitted By:** Michelle Velasquez Bean

Segment Reports

ASCCC—Michelle shared the following:
- Concerns from CCC faculty on desiring more robust feedback for the Area F GE approval process
- Info and links for the *Rostrum*, Equity-minded Hiring webinars, and upcoming events
- SSCCC, CO, ASCCC listening tours and PPIC panel on math reform

CCC AOs
- M. Plug shared continued concerns on clarity of catalogue rights, especially with high school students in dual enrollment
- Concerns about losing the good work done with AB 705 if IGETC requirements become the standard (e.g., the prerequisites).

CCCCO
- VC Lowe shared the work beginning to take stock of the landscape for prep of AB 928 and AB 1111 and not wanting to lose the work of C-ID but rather build on it.

CSU AOs
- Concerns on implementation of AB 928 and the variations in IGETC, such as the GPA requirement of 2.0

CSUCO
- Still allowing backdating for up to one year for Area F approvals.
- **Hosting office hours for CCC teams** (2 per college including AO) **regarding feedback for GE Area F** resubmissions; conducted with CSU ethnic studies faculty. Invitations sent in email to colleges who were denied approvals. Hosted this fall and more office hours coming in spring.
- CSU and UC discussing how to avoid the unintentional consequences of cross-listing and the daunting task of meeting two course outline requirements of competencies (i.e., Area F with specific competencies and other areas with unstated competencies).
- GWAR suspended due to pandemic and now working on recommendations of what its replacement will be.

ASCSU
- Will be **writing a white paper** on defining the roles of **all three public ed systems** in California.
- Continuing to discuss Credit for Prior learning and implications on GE.
- UC most likely will adopt ethnic studies core competencies very similar to CSU. Discussing the variations of CSU title 5 Area F vs. IGETC Area 7 overlay and how that impacts Area C and D.
- Interested in how AB 1111 will be funded and the workload issue, along with student confusion on GE vs. major course articulation.
- ICAS chairs have met 4 times to prepare a recommendation on alignment by March 2022. CSU concerned about maintaining the differences at the core of CSU GE: life-long learner, oral communication, and the AI graduation requirement.
- CSU creating a GE feedback portal on best practices for GE.

Discussion and Action
- Discussion on the passage of AB 928 and AB 1111 and impacts on GE implementation processes.
- New math IB exam higher levels accepted and to move to CSUAS for approval.

Liaison Report

Submitted by Michelle Velasquez Bean
Meeting Date: November 13, 2021

SSCCC Items Discussed

- Using online forums, visits to local campuses, to garner student engagement in governance and hearing concerns of students coming out of pandemic.
- BOG member Tarasova reported; one item of note is the model student grievance process that SSCCC and Chancellor's Office is working on to roll out soon.
- Legislative priorities for next cycle: Students with disabilities (participation in governance—change to unit requirement), mental health, OER, financial aid (Cal Grant reform and Pell Grant eligibility--AB 1456), foster youth, veterans centers, Cal Fresh, AB 705 updates, Rising Scholars, and board member terms to 4 years.
- Public review of investigation on the president and executive director; no further action approved.
- Basic Needs—definition provided by intersegmental group. Themes emerging included providing warm-handoffs between systems and including broadband as a need, as well as clear communication locally on what is available (and not just in email but various in-person communication and use of other mediums beyond email). Faculty should know what's available and could be a connection to basic needs services.
- AB 963—passed in 2019; CCCs must hire/appoint a coordinator to give students information on voting processes, who organize cohorts of students and faculty to disseminate info; requires an action plan to be submitted by colleges; must plan events for voting and registering—at least three (virtual or in-person); must send out emails to student body on voting info; should include voting and registration dates on academic calendar; should have social media campaign for info. SSCCC holding an event in February with CSSOs to inform of these elements.
- Creation of committees for OER and African American Heritage Month.

ASCCC Reported Items

- Thanked SSCCC for collaboration on the Listening Tours and UndocuScholar Action Week advocacy, as well as gave affirmation to President Chavez for presenting at Plenary.
- Provided written report that included the following links: ASCCC President's report, Rostrum, ASCCC/ACHRO webinars, Mentorship Handbook, Curriculum Regionals, Transfer Alignment Project, other upcoming events such as CTE Coffee Hours, OER, and institutes.
- Highlighted a few resolutions passed at plenary: DEI in curriculum, equity in STEM, OER/ZTC, equity in hiring, and critical race theory resources.
- Gave kudos for the advocacy for basic skills and Dreamer centers and resources and the continued fight for financial aid reform.