



Wednesday, April 15, 2020

Zoom Video Conferencing

Zoom Link: <https://cccconfer.zoom.us/j/259215973>

Wednesday, April 15, 2020

10:00 a.m. to 12:00 p.m. Executive Committee Meeting

12:00 p.m. to 12:30 p.m. Lunch

12:30 p.m. to 4:30 p.m. Executive Committee Meeting

All ASCCC meetings are accessible to those with special accommodation needs. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by emailing the Senate at agendaitem@asccc.org or april@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 availability of the requested accommodation.

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. Public Comment

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

D. Executive Committee Norms, pg. 4

E. Calendar, pg. 5

F. Local Senate Visits, pg. 15

G. Action Tracking, pg. 28

H. Dinner Arrangements

I. One Minute Check-In

II. CONSENT CALENDAR

A. March 6-7, 2020 Meeting Minutes, Aschenbach, pg. 30

B. March 16, 2020 Meeting Minutes, Aschenbach, pg. 41

III. REPORTS

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

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

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, CAAJE, CCA, CCCI, CCL, CFT, CIO, FACCC, the RP Group, and the Student Senate.

IV. ACTION ITEMS

A. Legislative Report – 30 mins., Davison, pg. 44

The Executive Committee will be updated regarding bills and other legislative actions.

B. Guided Pathways Implementation – 15 mins., Stankas, pg. 45

The Executive Committee will be updated on the implementation of the CCC Guided Pathways Award Program and discuss future direction.

C. Faculty Diversification – 15 mins., Stankas, pg. 46

The Executive Committee will be updated on Faculty Diversification in the system and discuss future direction.

D. Faculty Role in Governance – 15 mins., Stankas, pg. 47

The Executive Committee will be updated on the Faculty Role in Governance in the system and discuss further direction.

E. Disciplines List Revisions Second Hearing – 15 mins., Dyer/Bean, pg. 48

The Executive Committee will consider for approval timing and methods for the body to vote on the current, active Disciplines List revision proposal.

F. Guidance Regarding Emergency, Temporary Remote Instruction Status – 15 mins., Dyer/Aschenbach, pg. 49

The Executive Committee will consider additional direction to the field regarding blanket approvals for temporary, remote instruction during COVID-19.

G. First Read Academic Freedom Paper – 20 mins., Donahue, pg. 55

The Executive Committee will provide feedback and consider for approval the draft of the Academic Freedom Paper.

H. Update the paper *Equivalence to the Minimum Qualifications* – 30 mins., Dyer/Davison/Roberson, pg. 80

The Executive Committee will consider for approval the direction of a planned update to the paper *Equivalence to the Minimum Qualifications*.

V. DISCUSSION

A. Chancellor's Office Liaison Report – 45 mins., Stankas, pg. 84

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

B. Board of Governors/Consultation Council – 15 mins., Stankas/Davison, pg. 85

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

C. Online Community College District Board of Trustees Meeting – 15 mins., Stankas/Davison, pg. 86

The Executive Committee will receive an update on the recent Online Community College District Board of Trustees Meeting.

D. Elections Update – 30 mins., Stankas/Mica, pg. 87

The Executive Committee will discuss the 2020 elections process.

E. Meeting Debrief – 15 mins., Stankas, pg. 90

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. Standing Committee Minutes

- i. Equity and Diversity Action Committee, Cruz, pg. 91
- ii. Faculty Leadership Development Committee, Bean, pg. 96
- iii. Standards and Practices Committee, Dyer, pg. 99

B. Liaison Reports

- i. Chancellor's General Education Advisory Committee (GEAC), Bean, pg. 104

C. Senate and Grant Reports

D. Local Senate Visits

VII. ADJOURNMENT

Executive Committee Community Norms

Approved February 2-3, 2018

Authenticity

- Commit to being your authentic, truthful self.
- Be honest. Speak truth as you see it and ensure that your words and actions match.
- Allow others to speak their truth and listen without prejudice as they do.
- Listen with respect as others speak. Be informed by what they say.
- Be open to outlying opinions or ideas and share the air to allow time for others to speak.

Practice Self-Awareness, Presence, and Patience

- Be mindful of your own possible assumptions or biases, reflect on them, and set them aside. Forgive someone if they fall short or express bias.
- Be positive and respectful when speaking of others (e.g., if the person heard what you said would it be hurtful)
- Forgive yourself if you need to stop, rewind, and change your mind.
- Practice patience when others dig deeper or change their minds.
- Be mindful when communicating. Be mindful of behaviors that may appear to be a macroaggression and passive aggressive behaviors.
- Recognize your potential attachment to issues. Bring options and interests to the group for discussion and be open to other possibilities.

Collegiality, Criticism, and Feedback

- Honor experience, knowledge, and the diversity of our perspectives
- Critique, with respect and humility, not maliciousness
- When an issue or conflict arises, engage individuals directly to resolve the issue or conflict.
- Support others to find a positive way to express concerns or conflict and to find resolution.
- Be a trusted ally who can be a sounding board and will help you redirect negativity into positive action.
- Recognize that we are more than one opinion or position and avoid labeling or stereotyping someone based on past decisions or opinions

Honor the Space and the Dedication of The Committee

- Give thought and attention to innovative ideas during a meeting and avoid making rapid decisions or reacting to an idea too quickly or derisively.
- Establish clarity between what comments should be kept in confidence and what can be expressed outside the meeting. Respect that shared expectation of privacy.
- Acknowledge and celebrate the work of all of the Executive Committee members and Staff
- Praise publicly and provide constructive criticism and other critique privately.



Executive Committee Agenda Item

SUBJECT: Calendar		Month: April	Year: 2020
•Upcoming 2019-2020 Events		Item No: I. E.	
•Reminders/Due Dates		Attachment: Yes (5)	
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:	April Lonerero	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonerero	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

Upcoming Events and Meetings

- **Executive Committee Meeting** – Zoom – May 8, 2020
- **Executive Committee Meeting** – South Lake Tahoe – June 5, 2020
- **Executive Committee Orientation** – South Lake Tahoe – June 6-7, 2020
- **2020 Faculty Leadership Institute** – Newport Beach – June 18-20, 2020
- **Executive Committee Meeting** – Newport Beach - June 19, 2020
- **2020 Curriculum Institute** – Riverside – July 8-11, 2020

Please see the 2019-2020 Executive Committee Meeting Calendar on the next page for ASCCC Executive Committee meetings and institutes.

Reminders/Due Dates

April 20, 2020

- Agenda items for the May 8, 2020 meeting
- Committee reports, if applicable

May 19, 2020

- Agenda items for the June 5, 2020 meeting
- Committee reports, if applicable

Faculty Leadership Institute

- Final program draft due **April 20, 2020** for final reading at the May Executive Committee Meeting.
- Final Program to Krystinne by **May 25, 2020**.
- AV and event supplies to Tonya by **May 25, 2020**.
- All hotels requested by **May 25, 2020**.

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

Curriculum Institute

- Presenters list due to Krystinne and John by **April 30, 2020.**
- Final program draft due **May 19, 2020** for final reading at June Executive Committee Meeting.
- Final Program to Krystinne by **June 10, 2020.**
- AV and Event Supply needs to Tonya by **June 10, 2020.**
- Final program to printer **June 24, 2020.**
- Materials posted to ASCCC website **June 24, 2020.**

2019-2020 EXECUTIVE COMMITTEE MEETING DATES

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

Meeting Type	Proposed Date	Campus Location	Hotel Location	Agenda Deadline
Executive Meeting	July 9, 2019		Embassy Suites, Sacramento, CA	June 20, 2019
Executive Meeting	August 8 – 10, 2019		Mission Inn, Riverside, CA	July 22, 2019
Executive Meeting	September 6-7, 2019	Cerro Coso College	Hilton Garden Inn Palmdale, Palmdale, CA	August 19, 2019
Executive Meeting	September 27 – 28, 2019		Marriott Riverside, Riverside, CA	September 9, 2019
Area Meetings	October 11 -12, 2019		Various Locations	
Executive Meeting	November 6, 2019		Renaissance Newport Beach Hotel	October 17, 2019
Fall Plenary Session	November 7-9, 2019		Renaissance Newport Beach Hotel	
Executive Meeting	December 6–7, 2019		Courtyard Oakland Emeryville, Emeryville CA	November 18, 2019
Executive Meeting	January 10 – 11, 2020		Marriott Riverside, Riverside, CA	December 12, 2019
Executive Meeting	February 7-8, 2020		San Jose Marriott, San Jose, CA	January 21, 2020
Legislative Training and Advocacy Day	March 3-4, 2020		Sheraton Grand Sacramento, Sacramento, CA	
Executive Meeting	March 6 -7, 2020	North Orange Continuing Education	Irvine Marriott, Irvine, CA	February 18, 2020
Area Meetings	March 27 – 28, 2020		Various Locations	
Executive Meeting	April 15, 2020		Oakland Marriott City Center	March 26, 2020
Spring Plenary Session	April 16-18, 2020		Oakland Marriott City Center	
Executive Meeting	May 8, 2020		Kimpton Sawyer Hotel, Sacramento, CA	April 20, 2020
Executive Committee/Orientation	June 5-7, 2020		The Landing Resort and Spa, South Lake Tahoe, CA	May 19, 2020
EVENTS				
Event Type²	Date		Hotel Location⁺	
Academic Academy	September 12-14, 2019		Queen Mary Long Beach	
Fall Plenary Session	November 7-9, 2019		Renaissance Newport Beach Hotel	
Part-Time Faculty Institute	January 24-25, 2020		Napa Valley Marriott Hotel & Spa	
Accreditation Institute	February 21-22, 2020		San Diego Marriott La Jolla	
Spring Plenary Session	April 15-18, 2020		Oakland Marriott City Center	
Career and Noncredit Institute	April 30-May 2, 2020		San Mateo Marriott	
Faculty Leadership Institute	June 18-20, 2020		Newport Beach Marriott Hotel and Spa	
Curriculum Institute	July 8-11, 2020		Riverside Convention Center	

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 change based on hotel availability.

Academic Senate

2019 - 2020

Executive Committee Meeting Agenda Deadlines

Reminder Timeline:

- Agenda Reminder – 2 weeks prior to agenda items due date
- Agenda Items Due – 7 days prior to agenda packets being due to executive members
- Agenda Packet Due – 10 days prior to executive meeting

Meeting Dates	Agenda Items Due	Agenda Posted and Mailed
July 9, 2019	June 20, 2019	June 27, 2019
August 8 – 10, 2019	July 22, 2019	July 29, 2019
September 6 – 7, 2019	August 19, 2019	August 26, 2019
September 27 -28, 2019	September 9, 2019	September 16, 2019
November 6, 2019	October 17, 2019	October 24, 2019
December 6 – 7, 2019	November 18, 2019	November 25, 2019
January 10 – 11, 2020	December 12, 2019	December 19, 2019
February 7 – 8, 2020	January 21, 2020	January 27, 2020
March 6 – 7, 2020	February 18, 2020	February 24, 2020
April 15, 2020	March 26, 2020	April 2, 2020
May 8, 2020	April 20, 2020	April 27, 2020
June 5– 7, 2020	May 19, 2020	May 26, 2020

2019-2020 REGIONAL MEETINGS DATES

- ***September 5, 2019** – ESL CB21 Recoding Project Regional Meeting: *Clovis Herndon Center*
- ***September 11, 2019** – ESL CB21 Recoding Project Regional Meeting: *Cypress College*
- ***September 23, 2019** – ESL CB21 Recoding Project Regional Meeting: *Skyline College*
- ***October 24, 2019** – Fall Guided Pathways Regional Meeting North: *Lake Tahoe Community College* - Canceled
- ***October 25, 2019** – Fall Guided Pathways Regional Meeting South: *Allan Hancock College*
- ***November 1, 2019** – Fall Curriculum Regional Meeting North: *Folsom Lake College*
- ***November 1, 2019** – Fall Guided Pathways Regional Meeting North: *Folsom Lake College*
- ***November 1, 2019** – Fall Guided Pathways Regional Meeting South: *Victor Valley College*
- ***November 2, 2019** – Fall Curriculum Regional Meeting South: *Los Angeles Pierce College*
- ***November 22, 2019** – Fall Guided Pathways Regional Meeting North: *Shasta College*
- ***November 22, 2019** – Fall Guided Pathways Regional Meeting South: *Imperial Valley College*
- ***March 13, 2020** – Guided Pathways Workshop: *Fresno City College* - Canceled
- ***March 20, 2020** – Guided Pathways Workshop: *Santiago Canyon College* - Canceled
- ***April 24, 2020** – Guided Pathways Workshop: *Merritt College* - Canceled

*Approved

EVENT TIMELINE 2019-2020

Academic Academy: September 12-14, 2019

Fall Plenary: November 7 – 9, 2019 | Part-Time Faculty Institute: January 24-25, 2020

Accreditation Institute: February 21-22, 2020 | Spring Plenary: April 15-18, 2020

Career and Noncredit Institute: April 30-May 2, 2020 | Faculty Leadership Institute: June 18-20, 2020

Curriculum Institute: July 8-11, 2020

June, July 2019

Academic Academy

1. June: Draft program to July Executive Committee meeting – June 20, 2019
2. July: Final program to August Executive Committee meeting – July 22, 2019

August 2019

Academic Academy

1. Final program to ED: August 12, 2019
2. AV and events supplies to events team: August 16, 2019
3. Hotel rooms requested to events team: August 16, 2019
4. Program to printers: August 26, 2019

September 2019

Academic Academy

1. Materials posted to website: September 2, 2019

Fall Plenary

1. Pre-Session resolutions due to Resolutions Chair September 20, 2019.
2. First program draft due August 19, 2019 for reading at September 6-7 Executive Committee Meeting. This draft will be posted on the ASCCC website to provide information for possible participants to determine if they would like to register.
3. Paragraph explaining the purpose of and possible direction for all ASCCC Institutes due to Tonya by September 30, 2019.

Part-Time Faculty Institute

1. Program draft due September 9, 2019 for first reading at September 27-28 Executive Committee Meeting. This draft includes topics for posting on the website so that possible participants have an idea about the institute direction.

October 2019

Fall Plenary

1. Final resolutions due to Krystinne October 2, 2019 for circulation to Area Meetings.
2. AV and Event Supply needs to Tonya by October 1, 2019.
3. Any outside presenters are due to John and Krystinne by October 4, 2019 for approval.
4. Final Breakout Descriptions due to Krystinne by October 4, 2019.

5. Deadline for Area Meeting resolutions to Resolutions chair: Area A & B October 11, 2019; Area C & D October 12, 2019 – DUE October 16, 2019.
6. Resolutions posted to website: October 25, 2019.
7. Final program to printer October 24, 2019.
8. Materials posted to ASCCC website October 24, 2019.

Part-Time Faculty Institute

1. Presenters list due to Krystinne and John by October 14, 2019.
2. Program draft due October 24, 2019 for reading at November 6 Executive Committee Meeting. This draft will be fully developed with descriptions for approval by the Executive Committee.

Accreditation Institute

1. Program outline to Executive Committee for first reading – October 24, 2019

November 2019

Part-Time Faculty Institute

1. Final program draft due November 18, 2019 for final reading at December Executive Committee Meeting. This draft will be fully developed with descriptions for approval by the Executive Committee.

Accreditation Institute

1. Program draft to Executive Committee for first reading – November 18, 2019 for December meeting

December 2019

Part-Time Faculty Institute

1. Final program to Krystinne by December 20, 2019
2. All hotel and AV needs to Tonya by December 20, 2019
3. All hotel room nights need to be requested by December 20, 2019

Spring Plenary

1. First reading of draft papers due December 12, 2019 for reading at January Executive Committee Meeting.
2. Determine theme. Brainstorm keynote presenters and break out topics with the Executive Committee at January Meeting.

Accreditation Institute

1. Final program to Executive Committee for final reading – December 12, 2019 for January meeting.

Career and Noncredit Education Institute

1. Program outline to Executive Committee for first reading – Due December 12, 2019 for January meeting.

January 2020

Part-Time Faculty

1. Final Program to Krystinne by January 3, 2020.

2. Final program to printer January 10, 2020.
3. Materials posted to ASCCC website January 13, 2020.

Spring Plenary

1. Breakout topics due to Krystinne by January 3, 2020 for first reading at February Executive Committee Meeting. The preliminary program will be finalized at the February meeting for posting on the ASCCC website.

Accreditation Institute

1. Final program to Krystinne – January 27, 2020
2. AV and event needs to Tonya – January 20, 2020
3. All hotel rooms requested – January 20, 2020

Career and Noncredit Institute

1. Program draft to Executive Committee for first reading – January 21, 2020 for February meeting.

Faculty Leadership Institute

1. Program outline to Executive Committee for first reading – January 21, 2020 for February meeting.

February 2020

Spring Plenary

1. Pre-Session resolutions due to Resolutions chair February 14, 2020.
2. Second draft of papers due February 18, 2020 for reading at March Executive Committee Meeting.
3. Area Meeting information due to Tonya February 21, 2020.

Career and Noncredit Institute

1. Final program draft to Executive Committee for final reading – February 18, 2020 for March meeting.

Faculty Leadership Institute

1. Program draft to Executive Committee for first reading – February 18, 2020 for March meeting.

Curriculum

1. Develop theme and specifications for event.
2. Draft program outline due February 18, 2020 for first reading at March Executive Committee Meeting. Submit possible topics for general sessions and breakouts

March 2020

Spring Plenary

1. Final resolutions due to Krystinne for circulation to Area Meetings March 6, 2020.
2. AV and Event Supply needs to Tonya by March 20, 2020.
3. Any outside presenters are due to John and Krystinne by March 6, 2020 for approval.
4. Breakout session descriptions due to Krystinne by March 13, 2020.
5. Final Program to Krystinne by March 20, 2020.
6. Deadline for Area Meeting resolutions to Resolutions chair: March 28, 2020.
7. Final program to printer March 30, 2020.

8. Materials posted to ASCCC website April 1, 2020.

Career and Noncredit Education Institute

1. Program due to Krystinne – March 20, 2020
2. AV and events supply needs to Tonya – March 30, 2020
3. All hotel rooms requested by March 30, 2020

Curriculum

1. Program draft to Executive Committee for first reading - due March 26, 2020 for April meeting.

April 2020

Career and Noncredit Institute

1. Final program to printer April 10, 2020.
2. Materials posted to ASCCC website April 10, 2020.

Faculty Leadership

1. Final program draft to Executive Committee for final reading – April 20, 2020.

Curriculum

1. Presenters list due to Krystinne and John by April 30, 2020.

May 2020

Faculty Leadership

1. Final Program to Krystinne by May 25, 2020.
2. AV and event supplies to Tonya by May 25, 2020.
3. All hotels requested by May 25, 2020.

Curriculum

1. Final program draft due May 19, 2020 for final reading at June Executive Committee Meeting.

June 2020

Faculty Leadership

1. Final program to printer June 1, 2020.
2. Materials posted to ASCCC website June 1, 2020.

Curriculum

1. Final Program to Krystinne by June 10, 2020.
2. Final program to printer June 24, 2020.
3. AV and Event Supply needs to Tonya by June 10, 2020.
4. AV and event supplies to Tonya by June 10, 2020.
5. Materials posted to ASCCC website June 24, 2020.

2020-2021 EXECUTIVE COMMITTEE MEETING AND EVENT DATES

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

Meeting Type	Date	Campus Location	Hotel Location	Agenda Deadline
Executive Meeting – Closed Session	June 19, 2020		Newport Beach Marriott Hotel and Spa	TBD
Executive Meeting	August 13-15, 2020		South	July 27, 2020
Executive Meeting	September 17-19, 2020	AREA B	North	August 28, 2020
Area Meetings	October 16-17, 2020		Various Locations	
Executive Meeting	November 4, 2020**		The Westin South Coast Plaza, Costa Mesa, CA	October 16, 2020
Executive Meeting	December 4-5, 2020		North	November 16, 2020
Executive Meeting	January 8-9, 2021		South	December 15, 2020
Executive Meeting	February 5-6, 2021		North	January 19, 2021
Executive Meeting	March 5-6, 2021	AREA C	South	February 16, 2021
Area Meetings	March 26-27, 2021		Various Locations	
Executive Meeting	April 14, 2021**		Southern California (Area C)	March 26, 2021
Executive Meeting	May 7, 2021		North	April 19, 2021
Executive Committee/ Orientation	June 4-6, 2021		TBD by President	May 17, 2021
EVENTS				
Event Type²	Date		Hotel Location³	
Academic Academy	October 8-10, 2020		Northern California	
Fall Plenary Session	November 5-7, 2020		The Westin South Coast Plaza, Costa Mesa, CA	
Part-Time Institute	February 18-20, 2021		Southern California	
Spring Plenary Session	April 15-17, 2021		Southern California (Area C)	
Career and Noncredit Education Institute	April 30- May 2, 2021		Southern California	
Faculty Leadership Institute	June 17-19, 2021		Northern California	
Curriculum Institute	July 7-10, 2021		Southern California	

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.

³ North or South location may change based on hotel availability.

Local Senate Campus Visits 2016-2019

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

COLLEGE	VISITOR	DATE OF VISIT	REASON
Area A			
American River	Executive Committee	9/30/2016	Executive Committee Meeting
	May	9/21/2018	AB 705 Presentation with Network for Equity in Math Education
Bakersfield	Bruno	11/28/2017	Collegiality in Action
	Cruz, Henderson	2/21/2019	Faculty Diversification Regionals
Butte	Goold, Davison, Aschenbach, Freitas	10/13/2016	Curriculum Regional
	Davison	5/12/2017	Butte Chico Center/ Curriculum Streamlining Workshop
	Executive Committee	3/2/2018	Executive Committee Meeting
Cerro Coso	Henderson	5/8/2019	Cal City Prison Graduation
	Executive Committee	9/6/2019	Executive Committee Meeting
	Stankas	1/30/2020	Collegiality in Action
Clovis	Davison	8/29/2016	IEPI PRT
	Davison	5/3/2017	Member/Curriculum Streamlining Workshop
	Aschenbach, May, Curry	9/5/2019	ESL Recoding Regional
Columbia			
Cosumnes River	Beach, Parker	3/8/2018	TASCC Regional
	Rutan, May	10/6/2018	AB 705 Regional
	Aschenbach	1/16/2019	Governance
Feather River	Beach	3/11-14/2018	ACCJC Team Visit

COLLEGE	VISITOR	DATE OF VISIT	REASON
Folsom Lake	May, Goold, Aschenbach	10/14/2016	
	Goold	11/22/2016	Discipline Conversation
	Aschenbach, Rutan	11/17/2017	Curriculum Regional – North
	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	Bruno	4/25/2018	Collegiality in Action
Los Rios CCD	May, Mica, Rother	3/7/2019	Recoding Regional Meeting
Madera	Stanskas, Davison	1/31/2020	Collegiality in Action
Merced	Aschenbach	4/27/2017	PDC Visit for Julie Clark
	May, Aschenbach, Roberson, Stanskas	3/23/2018	Area A Meeting
	Aschenbach, Eikey	2/6/2019	Technical Visit – MQs and Equivalency
Modesto	May	3/24/2017	Area A Meeting
Porterville			
Redwoods, College of the			
Reedley	Aschenbach	5/3/2019	CTE Minimum Qualification Toolkit Regional Meeting
Sacramento City	Beach, A. Foster, Smith	2/19/2017	Diversity in Hiring Regional Meeting
	Foster, Davison	10/18/2017	Part Time Faculty Committee Meeting
	Freitas, Slatery-Farrell, Stanskas	4/3/2018	CTE MQ Workgroup Faculty Meeting
	Cruz, Henderson, Parker, Eikey	11/29/2018	FDC/ EDAC Hiring Regional Planning Meeting
	Parker, Roberson	12/11/2019	CTE / Noncredit Committee Meeting

COLLEGE	VISITOR	DATE OF VISIT	REASON
San Joaquin Delta	Smith	11/18/2016	Formerly Incarcerated Regional Meeting
	Rutan	1/29-30/2018	Curriculum Visit
	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
Shasta			
Sierra	Freitas, May	10/4/2017	10+1
	May, Aschenbach, Bruno, Roberson	10/13/2017	Area A Meeting
	Bean, Bruzzese	8/15/2019	Technical Visit - Building Relationships in Governance
	Bean, Foster	9/19/2019	Faculty Leadership Development College
	Aschenbach, Bean, Davison, May, Stanskas	12/3/2019	ICAS
Siskiyou, College of the	Aschenbach	2/25/2020	Assistance Visit Governance
Taft	Aschenbach, Eikey	1/17/2019	Minimum Qualifications
	Stanskas	1/29/2020	Collegiality in Action
West Hills Coalinga			
West Hills Lemoore			
Woodland College	Freitas, Rutan, Foster, Adams	10/28/2016	MQ North Regional
	Beach, Parker	2/10/2018	TASCC Committee Meeting
	Davison, Foster	4/6/2018	EDAC Regionals
	May	5/30/2018	MQRTF Meeting
	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

COLLEGE	VISITOR	DATE OF VISIT	REASON
Area B			
Alameda, College of	Bruno	11/21/2016	Collegiality in Action
	Aschenbach	10/20/2017	ISF (CTE Regional)
Berkeley City			
Cabrillo	Davison	4/28/2017	Curriculum Streamlining Workshop
	Bruno	2/5/2018	Collegiality in Action
	May, Aschenbach	10/5/2018	Curriculum Certificates
	Aschenbach, Parker	10/30/2019	Local Senate Visit - Noncredit
Cañada	Rutan	2/9/2018	Curriculum Technical Assistance
Chabot	Smith	3/21/2017	Area B Meeting
	Davison	9/13/2018	
	Bruno, Davison		FACCC Meeting
	Rutan	11/6/2018	Noncredit Visit
	Davison, Roberson	1/31/2019	Governance
Chabot – Las Positas District	Davison	5/23/2017	Curriculum Streamlining Workshop
Contra Costa	Aschenbach	1/22/2020	Curriculum Visit/Presentation
DeAnza	Cruz	10/12/2018	Area B Meeting
	Stanskas, Davison, Aschenbac, May, Bean, Mica	2/6/2020	ICAS Meeting
Diablo Valley	May, Rutan	1/22/2019	Noncredit Curriculum
	Davison	11/12/2019	RP Leading Versus Lagging Convening
Evergreen Valley	Roberson, Eikey, Beach, May	5/12/2018	Guided Pathways Regional Meeting
	Parker, Cruz, Eikey	9/19/2018	Faculty Development Committee Meeting

COLLEGE	VISITOR	DATE OF VISIT	REASON
Foothill	Executive Committee	3/3/2017	Executive Committee Meeting
	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
Gavilan	Executive Committee	9/6-7/2018	Executive Committee Meeting
Hartnell			
Laney	May	3/6/2017	District (PCCD) Enrollment Mgmt.
	Corrina Evett		
	Stanskas	8/28/2018	Peralta District Collegiality in Action
Las Positas	May	9/16/2016	SLO vs. Objectives
	May	8/16/2018	CLCCD Speaker at Convocation
Los Medanos			
Marin, College of	Davison	3/17/2017	Curriculum Streamlining
	Davison	9/15/2017	OER Regional
	Eikey	1/15/2019	Minimum Qualifications Equivalency
Mendocino	Bruno	9/22/2017	Collegiality in Action
Merritt	Davison	3/17/2017	Curriculum Streamlining
Mission	Davison, Freitas	12/8/2016	Local Visit
	May, Roberson	3/15/2019	Curriculum Regionals
	Cruz	9/26/2019	FACCC SouthBay Advocacy Summit
Monterey Peninsula	Freitas, Bruno	11/10/2016	Local Visit
	McKay	2/7/2018	IEPI PRT
	Henderson, Cruz, Davison	3/22/2019	Area B Meeting
Napa Valley	Beach	11/14/2016	IEPI PRT Team Member

COLLEGE	VISITOR	DATE OF VISIT	REASON
Ohlone	McKay, Davison	10/19/2017	Local Senate Visit
	Stanskas	9/26/2018	Collegiality in Action
	Davison	8/23/2019	Governance/Local Senate
Peralta CCD	Parker	11/4/2019	Local Senate Visit - Noncredit
San Francisco, City College of	Davison	3/8/2017	Technical Curriculum
	Rutan	2/5/2019	AB 705
	Parker	4/26/2019	FACCC Counselor's Conference
San José City	Davison	5/24/2017	Curriculum Streamlining Workshop
	Rutan, May	5/18/2018	Curriculum Regional
	Foster, Bruzzese	8/30/2019	TASSC In-person Meeting
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	Beach	11/21/2016	EDAC Strategic Plan Meeting
	Slattery-Farrell, Foster	3/10/2017	MQ
	May, Roberson	1/24/2018	GP Resource Team
	McKay	3/23/2018	Area B Meeting
	Aschenbach	10/3/2018	Tech Visit - Gov and Consultation
	Aschenbach, Roberson		Counselor Conference (Petaluma Campus)
Skyline	Davison, Beach, LSF, McKay, Crump	10/21/2016	Curriculum Regional Meeting
	Stanskas	1/25/2017	BDP Articulation
	McKay, Davison	10/13/2017	Area B Meeting
	May	3/5/2019	Recoding Regional Meeting
	Aschenbach	9/23/2019	AB 705 ESL Recoding Regional
	Aschenbach	12/14/2019	Curriculum Committee Meeting

COLLEGE	VISITOR	DATE OF VISIT	REASON
Solano	Stankas, McKay, Smith, Davison	10/14/2016	Area B Meeting
	Rutan	2/16/2017	BDP Accreditation
	Foster, Davison	10/27/2017	EDAC Regional
	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)
West Valley	Davison	11/8/2016	Local Senate Visit
	Aschenbach	12/7/2016	Noncredit Asst. (Zoom w/WVC Noncredit Task Force)
	Bruno	2/6/2018	Collegiality in Action
	Davison	8/24/2018	Local Senate Accreditation
Area C			
Allan Hancock	Cruz	10/25/2019	Guided Pathways Regional Meeting
Antelope Valley	Freitas, Slaterry-Farrell	11/29/2016	Equivalency Toolkit MQ Workgroups
Canyons, College of the	Freitas, Stankas	10/21/2016	MQ & Equivalencies Presentations
	Davison	10/5-6/2017	Civic Engagement Summit
	May, Roberson, Eikey	12/18/2017	Resolutions Committee Meeting
	Aschenbach	10/18/2018	Tech Visit, Advisory Committees
	May	3/18/2019	Recoding Regional Meeting
	May	9/20/2019	Guided Pathways and Governance
Cerritos	Rutan, May	5/19/2018	Curriculum Regional
	Davison	1/18/2019	FACCC Policy Forum
	Cruz	5/9/2019	Faculty-Employee Diversification Action Planning Session
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

COLLEGE	VISITOR	DATE OF VISIT	REASON
East LA	Freitas, Foster, Bruno	3/25/2017	Area C Meeting
	Davison		Mini PRT
El Camino	Executive Committee	2/3/2017	Executive Committee Meeting, Governance
	Freitas	10/20/2017	Presentation for ECC PRIDE P.D. Meeting
	May, Roberson	1/18/2018	GP Resource Team
	Parker, Eikey	10/19/2018	ECC Pride Leadership Presenters
Compton College	May, Roberson	8/25/2017	Guided Pathways
	Eikey, Stanskas, Bruzzese, Aschenbach	10/13/2018	Area C Meeting
	Stanskas	2/8/2019	Collegiality in Action
Glendale	Rutan, Foster	9/24/2016	Accreditation Committee Meeting
	Aschenbach	12/8/2016	Noncredit Committee Meeting
	Freitas, Slattery-Farrell, Stanskas	6/9/2017	
	Freitas, Eikey, Bruno	3/24/2018	Area C Meeting
LA District	Davison	3/10/2017	Curriculum Workshop
	May	10/18/2019	Local Senate Visit - AB 705
LA City	Rutan	9/22/2017	LACCD District Academic Senate Summit
	McKay, Freitas	1/5/2018	Online Education Committee Meeting
	Beach	3/9/2018	TASCC Regional
LA Harbor	Rutan	5/5/2017	TOP Code Alignment
LA Mission	Eikey, Aschenbach	3/16/2018	Governance
	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

COLLEGE	VISITOR	DATE OF VISIT	REASON
LA Southwest	Roberson, Parker	2/13/2019	RWLS Committee Meeting
	Aschenbach, Roberson, Stankas	2/28/2019	GP and Local Senate Visit
	Executive Committee	3/1/2019	Executive Committee Meeting
	Stankas	5/9/2019	Collegiality in Action
LA Trade-Technical	Smith	10/21/2016	Formerly Incarcerated Regional Meeting
LA Valley	Rutan, Aschenbach	12/9/2017	Curriculum Committee Meeting
	Aschenbach	3/17/2018	Curriculum Committee Meeting
	May	12/14/2018	Curriculum Committee Meeting
Moorpark	Freitas, Stankas, Eikey	10/14/2017	Area C Meeting
	Eikey	5/8/2019	CTE Minimum Qualification Toolkit Regional Meeting
Mt. San Antonio	Davison, LSF, Aschenbach, Beach, Rutan	10/22/2016	Curriculum Regional
	Davison	2/23/2017	Dual Enrollment Toolkit
	Davison, Rutan, Beach	2/25/2017	Curriculum Committee Meeting
	Aschenbach	6/4/2017	Curriculum Assistance
	Aschenbach	7/19/2018	Curriculum Assistance
	May	11/17/2018	Curriculum Regional
	May	8/1/2019	Senate Governance and Guided Pathways
Oxnard			
Pasadena City	Foster, Freitas	11/15/2016	Area C Meeting
	Roberson, Beach, Eikey, May	5/11/2018	Guided Pathways Regional Meeting
Rio Hondo	Beach	9/27/2018	Guided Pathways
	Cruz	8/21/2019	Technical Visit - EDI Focus
	Bean, Davison, Donahue, Bruzzese	10/12/2019	Area C Meeting
	Foster, Bruzzese	1/31/2020	TASSC In-person Meeting
Santa Barbara City	Stankas	1/18/2019	Collegiality in Action

COLLEGE	VISITOR	DATE OF VISIT	REASON
Santa Monica	McKay	9/14/2018	Equity and Diversity Action Committee Meeting
Ventura	Freitas	4/2/2016	Area C Meeting
	Freitas, Beach	1/18/2018	Noncredit Presentations
West LA	Roberson	5/8/2017	Mini PRT
Area D			
Barstow	Rutan, Stankas, S. Foster, Beach, Slattery-Farrell	3/25/2017	Area D Meeting
	Slattery-Farrell, Stankas	8/29/2017	Technical Visit
Chaffey	Slattery-Farrel, Freitas, S. Foster	3/10/2017	MQ Regional
		10/21/2017	CTE Regional
	Beach, Eikey	12/13/2017	Educational Policies Committee Meeting
Coastline			
Copper Mountain			
Crafton Hills	Rutan, Beach, Foster, Parker, Slattery-Farrell, Stankas	3/24/2018	Area D Meeting
Cuyamaca			
Cypress	Freitas, Stankas	1/20/2017	
	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	Beach	9/20-21/16	SLO Presentation
	Davison, Foster	10/28/2017	EDAC Regional
Golden West			
Grossmont	May, Eikey	4/30/2018	Governance
	May	5/13/2019	Curriculum and Guided Pathways

COLLEGE	VISITOR	DATE OF VISIT	REASON
Imperial Valley	Beach	4/7/2017	Governance Presentation
	Donahue	11/21/2019	Guided Pathways Regional Meeting
Irvine Valley	Davison, Rutan	5/15/2017	Curriculum Streamlining Workshop
	May	3/16/2019	Curriculum Regional
Long Beach City	Davison, Rutan	4/26/2017	Curriculum Streamlining Workshop
	Aschenbach, Rutan	11/18/2017	Curriculum Regional - South
	Beach, Pilati	3/23/2018	Guided Pathways
	Davison, Foster	10/16/2018	Accreditation Committee Meeting
	Stankas, Davison, Aschenbach. May, Bean, Mica	9/12/2019	ICAS
MiraCosta	May Beach	9/28/2016	Educational Policies Committee Meeting
	Foster, Freitas	8/10/2017	Educational Policies Committee Meeting
	May, Aschenbach	3/13/2019	Recoding Regional Meeting
Moreno Valley	McKay, Stankas	1/27/2017	Online Education Committee Meeting
	Executive Committee	9/29-30/2017	Executive Committee Meeting
	May	2/27/2020	Guided Pathways Visit
Mt. San Jacinto	Foster	11/17/2017	SI Institute
	Rutan	1/30/2019	Chemistry
	May	1/15/2020	Chemistry/Curriculum Visit
Norco	Davison, Slattery-Farrell, Eikey, Aschenbach	1/11/2018	RWLS Committee Meeting
	Cruz, Henderson	2/28/2019	Faculty Diversification Regional
	Foster, Rutan, Parker, Stankas	3/23/2019	Area D Meeting
North Orange - Noncredit	Executive Committee	3/6/2020	Executive Committee Meeting
Orange Coast	Aschenbach	2/9/2018	SLO Symposium
	Beach, Pilati	3/16/2018	Guided Pathways
Palo Verde	Rutan	8/31/2017	TOP Code Alignment

COLLEGE	VISITOR	DATE OF VISIT	REASON
Palomar	Aschenbach, McKay	12/3/2016	Noncredit South Regional Meeting
	Rutan, Parker, Foster, Davison	10/13/2018	Area D Meeting
	Stankas	4/15/2019	Collegiality in Action
Riverside City	Freitas, Stankas, Slattery-Farrell	10/29/2016	MQ South Regional Meeting
	Davison, Rutan	5/30/2017	Curriculum Streamlining Workshop
	Davison, Stankas	11/4/2019	Assembly Higher Education Hearing on Faculty Diversification
Saddleback	Davison	3/15/2017	Curriculum Tech Visit
	Rutan	1/30/2019	Noncredit
San Bernardino Valley	Executive Committee	9/9/2016	Executive Committee Meeting
	Rutan	5/11/2018	AB 705 Implementation
	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
San Diego City	Beach	1/19/2018	FACCC Board
San Diego Cont. Ed.	Rutan, Slattery-Farrell	10/15/2016	Area D Meeting
	Smith	11/19/2016	TOP Code Alignment
	Stankas, A. Foster	5/2/2017	Tech Visit
	Foster, Davison		PT Faculty Meeting
San Diego Mesa	Davison, Rutan	5/22/2017	Curriculum Streamlining Workshop
	May	9/22/2018	MQRTF Meeting
	Curry, Donahue	1/16/2020	Educational Policies Committee Meeting
San Diego Miramar	May	10/28/2016	IEPI Convening for Planning
	Bruno	5/1/2018	Collegiality in Action
Santa Ana	Beach	8/23/2017	Presentation on Role of Local ASCCC Senates Governance
	Foster, May, Bruzzese	1/25/2019	SLO Symposium

COLLEGE	VISITOR	DATE OF VISIT	REASON
Santiago Canyon	Davison, Beach, Rutan	12/8/2017	Basic Skills Committee Meeting
	Rutan, Parker	1/10/2019	Noncredit Committee Meeting
Southwestern	Rutan	12/12/2016	TOP Code Alignment
	Beach, A. Foster, Smith	2/10/2017	Diversity in Faculty Hiring Regional Meeting
	Davison, Foster, Beach	4/7/2018	EDAC Regional
	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

Action Tracking as of 3/6/2020										
Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Status	Description	Status Notes	Month Complete	Year Complete
Professional Development College	March	2019	IV. Q.	Executive Director		Assigned	To explore the allocation of resources to continue the Professional Development College and report the findings at the next budget update.	3.6.20: Approval from the Executive Committee to move the PDC to OERI.	March	2020
Revision of Data 101 Paper	June	2019	IV. H.	Educational Policies Committee; Lead: Nathaniel Donahue	Nov-19	In Progress	A revised Data 101: Guiding Principles for Faculty will be brought to the November 6, 2019 Executive Committee Meeting for review.	7.9.19: Can/Should this be delegated? 8.10.19: Reassigned from Roberson/Davison to the Educational Policies Committee. 9.27.19: Reviewed by Educational Policies Committee, recommended a new paper and Rostrum article on Data 101 and 10 years. Item will return in December based on the direction of Plenary Resolutions.		
Legislative Report	December	2019	IV. A.	FACCC Liaison and Legislative and Advocacy Committee Chair		Assigned	The FACCC Liaison and Legislative and Advocacy Committee Chair to communicate the Executive Committee's concerns to FACCC regarding AB 705 cleanup language and that reopening the law in this legislative cycle is premature.			
Proposed Revision to the ASCCC Mission and Values Statements and the Proposed Vision Statement	December	2019	IV. G.	Mayra Cruz		In Progress	A revised draft of the Vision, Mission, and Values statements will be brought to the Executive Committee for review.	2.7.20: The Vision, Mission, and Values statement was reviewed and approved at the February Executive Committee Meeting. 3.6.20: The Vision, Mission, and Values statement will be brought to Spring Plenary for adoption.	April	2020
Referred Resolutions From Fall Plenary	December	2019	IV. H.	The President and Guided Pathways Chair		Assigned	The President and Guided Pathways Chair request time at the CATESOL Spring Workshop to provide information regarding CB 25 coding and the inclusion of ESL courses.			

Action Tracking as of 3/6/2020										
Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Status	Description	Status Notes	Month Complete	Year Complete
Faculty Leadership and Development Committee (FLDC); Professional Development College	December	2019	IV. K.	Faculty Leadership Development Committee		In Progress	The Academic Senate Foundation and FDLC develop a proposal of a redesigned leadership academy. The PDC modules will be evaluated for effectiveness and necessary updates.	<p>1.10.2020: A draft proposal was brought for discussion at the January Executive Committee Meeting. The FLDC will work to further develop the proposal for approval by the Executive Committee Meeting.</p> <p>3.6.2020: The Faculty Empowerment and Leadership Academy was approved with considerations from the Office regarding funding.</p>	March	2020
ASCCC Brand Survey	January	2020	V. D.	ASCCC Office		Assigned	The Visual Designer will develop mock concepts based on the feedback from the discussion to be discussed at a future Executive Committee Meeting.	<p>2.7.20: The Executive Committee discussed the proposed levels of change to the ASCCC logo and branding.</p>		



EXECUTIVE COMMITTEE MEETING
Friday, March 6 to Saturday, March 7, 2020
North Orange Continuing Education, Anaheim, CA
Irvine Marriott, Irvine, CA

A. Roll Call

President Stankas called the meeting to order at 12:00 PM. and welcomed members and guests.

C. Aschenbach, M. Bean, A. Bruzzese, M. Cruz, S. Curry, D. Davison, N. Donahue (3/6/20), G. Dyer, S. Foster, S. Henderson, G. May, K. Mica, L. Parker, and C. Roberson.

Liaisons: Marty Alvarado, Executive Vice Chancellor for Educational Services, California Community Colleges Chancellor's Office (CCCCO); Wendy Brill-Wynkoop, Governor-at-Large, Faculty Association of California Community Colleges (FACCC); Bri Hays, Vice President, The Research and Planning (RP) Group; Diane Dieckmeyer, San Diego Regional Chair, California Community College Chief Instructional Officers (CCCCIO); Danny Thirakul, President, Student Senate for California Community Colleges (SSCCC); Julie Adams, Interim Executive Director, Student Senate for California Community Colleges (SSCCC).

Invited Guests: Craig Hayward, Project Lead, The Research and Planning (RP) Group; and Michelle Pilati, Faculty Coordinator, Open Educational Resources Initiative.

Staff: April Lonero, Executive Assistant.

B. Approval of the Agenda

MSC (Curry/May) to approve the agenda and consent calendar with the following changes:

- i. Removal of item II. D. Revised Local Senates Handbook from the Consent Calendar for discussion and possible action.**
- ii. Addition of item IV. N. OERI Spring Meeting Dates**
- iii. Addition of item IV. O. Career and Noncredit Education Institute**
- iv. Addition of item IV. P. 2020 Spring Plenary Session Planning**
- v. Addition of item IV. Q. ASCCC Elections Manual**

C. Public Comment

This portion of the meeting is reserved for persons desiring to address the

Executive Committee on any matter, not on the agenda. No action will be taken. Speakers are limited to three minutes.

No formal public comment was entered.

Tina McClurkin, North Orange Continuing Education; and Roy Shahbazian, Santa Ana College, were in attendance.

- D. Executive Committee Norms, pg. 5**
Members were reminded about the Executive Committee Norms.
 - E. Calendar, pg. 7**
Members were updated on deadlines.
 - F. Local Senate Visits, pg. 17**
Members updated the Local Senate Visits record.
 - G. Action Tracking, pg. 29**
Members reviewed the Action Tracking document and updated the document as necessary.
 - H. Dinner Arrangements**
Members were informed of dinner arrangements.
 - I. One Minute Check-In**
Members and liaisons shared a one-minute check-in.
- II. CONSENT CALENDAR**
- A. February 7-8, 2020 Meeting Minutes, Aschenbach.**
 - B. Curriculum Regional Meetings, Aschenbach, pg. 31**
 - C. Approve Filing of Federal Form 990 Fiscal Year 2018-2019 Tax Return, May/Mica, pg. 33**
 - D. Revised Local Senates Handbook, Bruzzese/Cruz, pg. 53**

Item II. D. removed for discussion and possible action.

D. Revised Local Senates Handbook, Bruzzese/Cruz, pg. 53

The Executive Committee reviewed and provided feedback on the revised Local Senate Handbook. The committee suggested clarifying the distinction between local academic senates and the ASCCC and including the 10+1 in the handbook.

MSC (Roberson/Parker) to approve the updates to the Local Senate Handbook to satisfy Resolution S18 17.02 “Increase Participatory Governance on Colleges’ Satellite Campuses.”

The committee discussed further revisions and improvements that can be made to the Local Senate Handbook.

MSC (Aschenbach/Roberson) to direct the Relations with Local Senates

Committee to update Local Academic Senates Handbook.

II. REPORTS

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

Stankas testified at the Senate Budget and Fiscal Review Committee and the Senate Education Committee's joint hearing regarding Calbright College on February 13, 2020 and shared the Academic Senate's efforts to consult collegially and concerns regarding duplication. Stankas provided an update on the Academic Senate's transfer goals and the proposed bill the Academic Senate is co-sponsoring with the Community College League of California (CCLC). The bill was rewritten into a budget request with cleanup language to be considered in the budget trailer bill.

Mica provided an update on the UC Transfer Pathways (UCTP) and transfer model curriculum (TMC) alignment process. The Faculty Discipline Review Groups (FDRG) have reviewed the faculty feedback regarding the changes to the TMC and are engaging in the next steps of the process, including formal recommendations or revisions. The Biology FDRG has also expressed an interest in UCTP alignment. The 2020 Hayward Award winners will be honored at the March Board of Governors Meeting. The winners are Alexander Lemman from West Valley College, James V. Buglewicz from East LA College, Mark Maier from Glendale College, and Tracy Rickman from Rio Hondo College. The 2020 Stanback-Stroud Diversity Award applicants are under review. The Board of Governors nominations are due June 30, 2020, and proposals for revisions to the Disciplines List are due September 30, 2020. The Open Educational Resources Initiative (OERI) awarded 24 applicants to create OER resources, due in December 2020. The OERI website is live and undergoing final updates. Mica shared that the Model Curriculum Workgroup has placed the work of Career Technical Education (CTE) Course Identification Numbering System (C-ID) on hiatus while reevaluating its processes and effectiveness. All current CTE FDRGs are directed to finish their work by May 29, 2020. Mica updated the committee on inquiries from the field regarding the Coronavirus disease (COVID-19) and Academic Senate events, in addition to communication and event planning updates regarding the current situation.

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

Aschenbach reported that eighteen scholarship submissions for the 2020 Spring Plenary are currently under review. The scholarship application for the 2020 Faculty Leadership Institute will open for submissions shortly.

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, CAAJE, CCA, CCCI, CCL, CFT, CIO, FACCC, the RP Group, and the Student Senate.

Diane Dieckmeyer, California Community College Chief Instructional Officers (CCCCIO) San Diego Regional Chair, provided an oral report. The CIOs are discussing concerns regarding COVID-19 and the 2020 Spring Conference

“Building our Equity Toolkits” scheduled for April 15-17, 2020, in San Francisco. Dieckmeyer highlighted the CCCIO Leadership Institute before the conference on April 13-15, 2020. The focus of the Leadership Institute is to prepare Instructional Deans for the Chief Instructional Officer (CIO) position in light of significant turnover among CIOs.

Bri Hays, The Research and Planning (RP) Group Vice President, provided an oral report. The RP Group is discussing concerns regarding Coronavirus disease (COVID-19) and the 2020 RP Conference “Cultivating a Mindful Data Culture” scheduled for April 15-17, 2020, in Long Beach. The 2020 Strengthening Student Success Conference will be October 7-9, 2020, in Garden Grove, and Hays shared that a call for proposals for this event is available until March 13, 2020. The RP Group released its 2019-2024 strategic plan to its membership, and the Through the Gate Transfer Study will release a perspective report in March 2020

Danny Thirakul, Student Senate for California Community Colleges (SSCCC) President, and Julie Adams SSSCC Interim Executive Director, provided an oral report. The March in March is on March 19, 2020; students will march at the State Capitol to share the SSSCC legislative priorities, including funding the full cost of education, addressing food and housing insecurity, and improving access to low-income students. President Stankas, Assemblymember Medina, Assemblymember Weber, and Chancellor Oakley will speak. The SSSCC is sponsoring AB 2910 (Weber) California Community Colleges: governing board membership: student members, AB 2190 (Medina) Board of Governors of the California Community Colleges, and AB 2884 (Berman) California State Lottery: revenue allocation. The SSSCC is formally supporting the Cal Grant Reform and AB 2388 (Berman) Public postsecondary education: basic needs of students. The 2020 General Assembly will be held April 3-5, 2020, in Ontario. Thirakul shared the preventative measures the SSSCC and Ontario Convention Center are taking regarding COVID-19. Adams highlighted several breakout topics for the General Assembly.

Wendy Brill-Wynkoop, Faculty Association of California Community Colleges (FACCC) Governor-at-Large, provided an oral report. The 2020 Advocacy and Policy Conference is on March 8-9, 2020, in Sacramento. Brill-Wynkoop updated the committee on the letter from the Council of Faculty Organizations (CoFO) regarding the community college budget proposal in the Governor’s 2020-2021 budget. FACCC is co-sponsoring AB 2884 (Berman) California State Lottery: revenue allocation with the SSSCC. Nominations for the FACCC Board of Governors are open until March 15, 2020, and elections are held during April 2020. The Academic Freedom Conference will be on May 1, 2020, at Pasadena City College.

Dan Crump, Council of Chief Librarians (CCL) Liaison, provided a written report.

IV. ACTION ITEMS

A. Legislative Report – 30 mins., Davison, pg. 115

The Executive Committee received an update regarding bills and other legislative actions. Davison reported on the ASCCC Legislative Advocacy Day visits and the reception of the Academic Senate priorities, including transfer, funding for full-time faculty hiring, and the baccalaureate program. Davison highlighted the following bills of interest: AB 1460 (Weber) California State University: graduation requirement: ethnic studies, AB 2009 (Cunningham) Postsecondary education: training for drivers of commercial trucks: human trafficking awareness training, AB 2156 (E. Garcia) Community colleges: concurrent award of associate degree and high school diploma, AB 2335 (Rivas) Community colleges: student equity plans, AB 3310 (Muratsuchi) Community colleges: ethnic studies, SB 1155 (Hertzberg) Community colleges: Los Angeles County Community Colleges Common Course Numbering Pilot Project. The Intersegmental Committee of Academic Senate (ICAS) will hold legislative visits on March 10, 2020. The committee discussed writing a position letter on AB 3310 (Muratsuchi) regarding the current Title 5 language surrounding ethnic studies and the implications of including curriculum in legislation.

No action by motion was taken on this item.

B. Faculty Role in Governance – 15 mins., Stankas, pg. 117

The Executive Committee received an update on the Faculty Role in Governance in the system. Stankas discussed strategies to support local senate presidents in guided pathways and transfer alignment efforts and reviewed the Course Identification Numbering System (C-ID) process. The committee discussed the roles of discipline faculty and the local academic senates in curricular matters.

No action by motion was taken on this item.

C. Guided Pathways Implementation – 15 mins., Stankas, pg. 119

The Executive Committee received an update on the implementation of the CCC Guided Pathways Award Program. May reported that the Guided Pathways Task Force (GPTF) is working to address its assigned resolutions. Three Guided Pathways Workshops are scheduled for spring 2020 and will provide professional development for faculty in strengthening local implementation with Guided Pathways Liaisons; supporting data literacy and coaching; and defining the roles of Counseling faculty, paraprofessionals, and faculty advisers.

No action by motion was taken on this item.

D. Faculty Diversification – 15 mins., Stankas, pg. 121

The Executive Committee received an update on Faculty Diversification in the system. Stankas presented at the Association of California Community College Administrators (ACCCA) and the African American Male Educational Network and Development (A²MEND) Conferences regarding faculty and staff diversification. The Council of Faculty Organizations (CoFO) sent a letter to the Senate and Assembly Budget Committees regarding support for the California Community Colleges, including funding to increase faculty diversity and add more full-time positions.

Parker and Cruz attended the A²MEND and The Umoja Community Education Foundation Education Summit on March 3-4, 2020. Parker reported on the legislative priorities resulting from the Summit, including Cal Grant Reform. Cruz shared the progress of the Research/Accountability Report Card Workgroup, including the need for additional funding to support data collection.

The Faculty and Staff Diversification Symposium will be on March 19-20, 2020, in Sacramento. Stankas provided an overview of the event, and participants include legislative staff, college presidents, academic senate presidents, and hiring administrators.

No action by motion was taken on this item.

E. Pre-session Resolutions – 60 mins., Dyer, pg. 123

The Executive Committee reviewed and revised the resolutions to forward to the Area meetings in March 2020 for discussion. The committee determined by consensus Resolution 1.a “Allow Non-incumbent Candidates to Accept Additional Nominations for Unforeseen Position Openings” and Resolution 1.a.i. “Update Rules to Clarify Parameters of Special Elections” were duplicative to the changes approved in the ASCCC Elections Manual. The committee recommended revising Resolution 3.a. “Support the Anti-Racism Pledge” to remove the requirement to post the information of those who sign the pledge. Edits were made to the draft resolutions to better articulate the issues under debate, as well as provide clarity on the intent of the resolution.

MSC by unanimous consent to approve the 2020 Pre-session Resolution Packet with revisions.

F. DSPS Proposed Paper (Prompts and Initial Outline) – 15 mins., Curry, pg. 125

The Executive Committee discussed Resolution S18 “Providing Educational Access and Adequate Support for California Community College Students with Disabilities” and reviewed the outline for the Disability Support Programs and Services (DSPS) Paper.

MSC (Davison/Parker) to approve the outline of the DSPS Paper.

G. Curriculum Institute: Draft Program – 10 mins., Aschenbach, pg. 133

The Executive Committee reviewed and provided feedback on the draft Curriculum Institute program. The committee discussed the breakout topics and suggested breakouts on Title 5 Ethnic Studies requirements, emergency preparedness, the role of discipline faculty in the governance process, and the inclusion of an equity-minded framework. Stankas reviewed the committee members’ event attendance expectations.

MSC (Davison/Foster) to approve the draft Curriculum Institute Program.

H. Disciplines List Revisions Proposals Professional Organization – 15 mins., Dyer, pg. 139

The Executive Committee reviewed the recommended definition of a professional organization in the context of the Disciplines List revisions process. Members discussed the listed attributes and the number of attributes required.

MSC (Curry/Foster) to approve the recommended definition of a professional organization for inclusion in the *Discipline List Revisions Handbook*.

I. Proposal to Make the Professional Development College (PDC) part of the ASCCC Open Educational Resources Initiative (OERI) – 10 mins., Bean/Pilati, pg. 141

The Executive Committee reviewed the recommendation from the Faculty Leadership and Development Committee (FDLC) to move the PDC to be part of the efforts coordinated by the OERI. Bean reminded the committee of the discussion at the December 2019 Executive Committee Meeting regarding necessary course updates. OERI intends to develop professional development courses regarding the implementation of OER and other courses that use and model OER. Courses in the PDC that do not relate to OER will be modified via a different method. OERI would develop a process for updating, evaluating, and storing the courses before beginning and can provide the funding stream to create and update the PDC courses. The committee discussed the governance structure for the PDC and the option to move the PDC back to the Academic Senate's control based on funding changes.

MSC (Curry/Cruz) to approve including the Professional Development College in the scope of work of the ASCCC Open Educational Resources Initiative.

J. ASCCC Event Survey Update Request (version 2) – 10 mins., Bean/Foster, pg. 143

The Executive Committee reviewed and provided feedback on the updated survey questions to be added to Event Surveys. Members expressed concerns regarding the question about sex assignment at birth and participant privacy if sample sizes are small. The committee recommended having the demographic questions be optional at the end of the survey, including "decline to state" on each item, placing options in alphabetical order, removing the question regarding sex assignment at birth, reordering the survey to include the racial and ethnic identity question first, and adding definitions for the gender identity terms.

MSC (Foster/Cruz) to approve the updated event survey questions with the recommendations from the discussion.

K. Faculty Empowerment and Leadership Academy (FELA) Framework and Updated Applications – 20 mins., Bean/Foster, pg. 147

The Executive Committee reviewed the FELA framework and core competencies, the updated fee structure, the updated FELA applications, and the next steps for

the FELA summer 2020 implementation. Bean explained the recommendation to create a FELA steering committee and to approve the Faculty Leadership and Development Chair or representative to lead the 2020-2021 FELA class. The committee suggested a shift from focusing on healing to holistic development as an objective of the FELA and revising the FELA alumnus appointment to be approved by the President and Executive Director. The committee discussed the fees and costs to the Academic Senate for the FELA and recommended the Executive Director and Academic Senate Office develop fiscal recommendations for the FELA, including a potential fee structure or external funding.

MSC (Parker/Cruz) to approve the Faculty Empowerment and Leadership Academy with final determinations on cost and funding from the Academic Senate Office.

L. Paper on Effective Transfer Practices – 25 mins., Foster, pg. 161

The Executive Committee reviewed the draft of the paper *Effective and Equitable Transfer Practices in the Community Colleges*. The committee discussed modifying the due date for this paper to Fall 2020. The paper will return to the April or May Executive Committee Meeting for an additional read.

No action by motion was taken on this item.

M. Providing guidance for colleges with respect to the implementation of SB 1359 – 20 mins., Pilati, pg. 163

The Executive Committee reviewed and provided feedback on the proposed white paper, "Recommendations for the Implementation of a No-Cost Designation in Course Schedules." Pilati shared background information regarding the current status of no-cost designation implementation in course schedules and the challenges of implementation and clear communication. Notably, there is a distinction between courses that do not have a cost for textbooks because there is no textbook and courses that have OER textbooks. Additionally, some courses have no textbook costs, but materials and supplies fees are charged to the student. The recommendations in the paper would help colleges notate these distinctions and help track the use of OER. The committee recommended these guidelines be developed with the California Community College Curriculum Committee (5C) using the OER Faculty Coordinator as a resource.

No action by motion was taken on this item.

N. OERI Spring Meeting Dates – 5 mins., Mica/Pilati

The Executive Committee reviewed dates for the upcoming Open Educational Resources Initiative (OERI) in-person convening and discussed the role of the Executive Committee in approving OERI activities. Pilati shared the event funding source and the structure of the event. The members determined this event does not require Executive Committee approval.

No action by motion was taken on this item.

O. Career and Noncredit Education Institute – 15 mins., Parker/Roberson

The Executive Committee reviewed and provided feedback on the Career and Noncredit Education Institute (CNEI) program. Roberson and Parker provided an overview of the program and areas of continued development. Members discussed the inclusion of a session regarding career technical education (CTE) faculty in governance processes.

MSC (May/Davison) to approve the 2020 Career and Noncredit Education Institute program with pending edits and considerations from the discussion.

P. 2020 Spring Plenary Session Planning – 15 mins., Stankas/Mica

The Executive Committee discussed the 2020 Spring Session program and deadlines for session materials. Stankas reminded the committee that Chancellor Oakley would be attending the Area Meetings in Area B and C. The committee was informed that all resolutions are due to the Resolution Chair at the conclusion of the Area Meetings.

No action by motion was taken on this item.

Q. Elections Manual – 15 mins., Mica

The Executive Committee reviewed and provided feedback on the updated ASCCC Elections Manual. Updates to the Elections Manual include the Fall 2019 Resolutions that altered the existing elections procedures and the addition of provisions for special elections. The committee discussed the nomination process for special elections, the instant runoff process, and the results reporting process. Members suggested removing specific or restricting language regarding dates and times.

MSC (Roberson/Parker) to approve the Elections Manual with considerations from the discussion.

V. DISCUSSION

A. Chancellor's Office Liaison Report – 45 mins., Stankas, pg. 171

Marty Alvarado, California Community Colleges Chancellor's Office (CCCCO) Executive Vice Chancellor for Educational Services, provided an oral report. A new Vice Chancellor for Educational Services and Vice Chancellor of Governmental Relations will be announced at the March 2020 Board of Governors meeting. The Chancellor's Office Curriculum Inventory (COCI) vendor demonstrations will be held in March 2020 as publically accessible webinars. Alvarado informed the committee of the feedback process and the review committee's next steps. Alvarado noted that the Review Committee will see all data collected from the demonstrations once the public vendor demonstrations conclude and will be reconvened prior to a final selection of a vendor. Alvarado shared the plan to phase in the new COCI system. At the January 2020 Board of Governors Meeting, Alvarado reported on the systemwide investments in technology, and the Chancellor's Office is working to develop guidelines for evaluating technology and determining funding. Alvarado discussed standardizing data inputs, such as course outlines of record (COR).

Alvarado provided an update on the launch and development of Articulation System Stimulating Interinstitutional Student Transfer (ASSIST). The Chancellor's Office is asking the legislature for a consolidation of their funding to streamline and limit overhead expenses.

B. Board of Governors/Consultation Council – 15 mins., Stankas/Davison, pg. 173

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

The next Board of Governors Meeting is on March 16-17, 2020

Consultation Council was on February 20, 2020; discussions included the AB 705 English as a Second Language Regulations, Assembly Bill 1313 Guidance, and other system updates.

C. Online Community College District Board of Trustees Meeting – 15 mins., Stankas/Davison, pg. 175

The Executive Committee received an update on the recent Online Community College District Board of Trustees Meeting. Davison reported that Ajita Talwalker Menon was hired as the Interim President and CEO for Calbright College with a maximum of a one-year contract before a national search. A state audit of Calbright College will be conducted in July 2020, with results delivered in March 2021. Stankas discussed the outcome of the Senate Budget and Fiscal Review Committee and the Senate Education Committee's hearing regarding Calbright College on February 13, 2020.

D. ASCCC Spring Elections – 30 mins., Roberson, pg. 177

The Executive Committee discussed the ASCCC executive officer roles and responsibilities. The committee reviewed the duties of the positions on the Executive Committee. Committee assignments change annually to assist Executive Committee members in building a comprehensive knowledge base. Members shared the expectations of an officer position, personal impacts, changes to their role on campus, and workload commitments.

E. Disproportionate Impact Tool Demonstration – Faculty Diversification – 30 mins., May, pg. 179

The Executive Committee received a presentation from Craig Hayward, RP Group Project Lead, regarding a tool to detect potential disproportionality using faculty and student demographic data. Hayward demonstrated the tool and shared with the committee that the tool uses publically available data to compare the racial and ethnic makeup of the students and staff. This comparison can help show if the faculty are representative of the student body, where a disproportionate impact may exist, and trends over time. The committee discussed the visual representation of the data, the meaning of the data, the inclusion of an overall score, and the impact small staff changes can have on the data.

F. Meeting Debrief – 15 mins., Stankas, pg. 181

The Executive Committee debriefed 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. Standing Committee Minutes

- i. Accreditation Committee, Curry, pg. 183
- ii. Disability Services and Programs for Students (DSPS) Paper Workgroup Curry, pg. 189
- iii. Equity and Diversity Action Committee, Cruz, pg. 191
- iv. Faculty Leadership Development Committee, Bean, pg. 197
- v. Legislation and Advocacy Committee, Davison, pg. 201
- vi. Online Education Committee, Roberson, pg. 203
- vii. Relations with Local Senates, Bruzzese, pg. 205
- viii. Standards and Practices Committee, Dyer, pg. 209
- ix. Transfer, Articulation and Student Services Committee, Foster, pg. 213

B. Liaison Reports

- i. California Virtual Campus – Online Education Initiative, Dyer, pg. 221
- ii. Distance Education and Education Technology Advisory Committee (DEETAC), Dyer, pg. 223
- iii. Equal Employment Opportunity (EEO) and Diversity Advisory Committee, Cruz, pg. 231
- iv. Faculty Association of California Community Colleges (FACCC), Cruz, pg. 241

C. Senate and Grant Reports

- i. Guided Pathways Task Force, May, pg. 245
- ii. Model Curriculum Workgroup, Roberson, pg. 249

D. Local Senate Visits

VII. ADJOURNMENT

The Executive Committee adjourned at 12:35 PM

Respectfully submitted by:

April Lonerio, Executive Assistant

Cheryl Aschenbach, Secretary



EXECUTIVE COMMITTEE MEETING

Monday, March 16, 2020

Zoom and Teleconference

I. ORDER OF BUSINESS

A. Roll Call

President Stankas called the meeting to order at 7:30 p.m. and welcomed members and guests.

C. Aschenbach, M. Bean, A. Bruzzese, M. Cruz, S. Curry, D. Davison, G. Dyer, S. Foster, S. Henderson, G. May, K. Mica, L. Parker, and C. Roberson.

Staff: Tonya Davis, Director of Administration; April Lonero, Executive Assistant; and Edie Martinelli, Events Manager.

B. Approval of the Agenda

MSC (Bruzzese/Davison) to approve the agenda as presented.

C. Public Comment

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

Julie Oliver, Cosumnes River College; Debbie Klein, Gavilan College; Dan Crump, American River College; Wheeler North, San Diego Miramar College; Roy Shahbazian, Santa Ana College; Thomas Renbarger, Merritt College; Teresa Aldredge, Cosumnes River College; Matthew Henes, Pasadena City College; Mark Sellick, Riverside City College; and Manuel Velez, San Diego Mesa College were in attendance. .

No formal public comment was entered.

II. REPORTS

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

Stankas provided an update regarding Coronavirus Disease 2019 (COVID-19) and its impact on Academic Senate Events. Stankas and the Executive Director are monitoring directions for event organizers from the World Health Organization (WHO), the Centers for Disease Control and Prevention (CDC), the California Department of Public Health (CDPH), Governor Newsom, and the California Community College Chancellor's Office. The Academic Senate Office

is in regular contact with the event venues regarding their response to COVID-19 and event restrictions. Stankas emphasized the work of the Executive Director to ensure the fiscal health and responsibility of the organization and that the Academic Senate fulfills its mission in compliance with its rules and bylaws. Due to the current CDC guidelines to cancel gatherings over 50 people and city-ordered venue closures, the 2020 Spring Plenary Session can no longer be held on April 16-18, 2020, at the Oakland Marriott City Center, and the Career and Noncredit Education Institute can no longer be held April 30-May 2, 2020, at the San Mateo Marriott. The recommendation from the Executive Director, President, and the Academic Senate Office is to postpone the 2020 Spring Plenary to July 2020 to run concurrently with the 2020 Curriculum Institute. The Area Meetings would be delayed until this time. Holding the Plenary Session in July accounts for district travel restrictions and recognizes the situation of the field during this time. To allow the current Executive Committee members to remain in office until an election is conducted in July 2020, the Executive Committee would need to take action to amend Section 1.C Terms of Office of the Academic Senate Rules. Stankas discussed the importance of supporting local senates during their transitions to remote instruction or campus closures and the concern that faculty engagement in state-level work may be low at this time.

Mica informed the committee of consultation with the Academic Senate's parliamentary and legal counsel regarding our event practices and conversations about Spring 2020 events with Executive Directors of partner organizations. Mica shared the recommendation development process, including the analysis of hotel capacity, attendee overlap, district travel restrictions, and the Academic Senate bylaws requiring two Plenary Sessions a year.

The committee noted concerns such as the ability for faculty to request travel, the longevity of the COVID-19 pandemic, and the possible room for flexibility in the bylaws under the current circumstances. Members asked for the exploration of additional options.

III. ACTION ITEMS

A. Discussion of Officers Term – 30 mins., Stankas/Mica

The Executive Committee discussed the recommendation to amend Section 1.C Terms of Office of the Academic Senate Rules regarding extending the Officers' and representatives end of term date. Mica noted that a lapse of Officers and representatives would be a breach of duty for the Executive Committee. Stankas informed the committee of the functions of Plenary, including providing guidance and recommendation to the Chancellor's Office and California legislature on academic and professional matters as directed in Title 5 Section 53206, holding elections to ensure the continuity of the organization, and providing professional development to faculty statewide.

Members expressed apprehension toward extending Officer and representative terms considering the Fall 2019 Resolutions concerning term limits, the field perception around extending terms, and summer reassign time. Members suggested holding the Spring 2020 Plenary Session virtually and conducting

voting electronically. To move elections permanently to an online format, a revision to the Academic Senate rules needs to be made. The committee discussed surveying the field to gather their preference regarding electronic voting and the timing of voting.

Members shared concerns that a virtual conference or electronic voting may not fulfill the current need in the field and could perhaps overwhelm the field in light of current pressing matters. It was suggested that in a time of emergency, there should be flexibility in our typical events and processes. Additionally, there is a concern that a change to instant runoff voting per the Fall 2019 Resolutions combined with a move to an online format may be too much significant change at once. Members also recommended creating a procedure for holding, modifying, or canceling events and how to conduct elections in emergencies.

MSC (May/Henderson) to approve holding Executive Committee elections in an electronic format, one-time, during Spring 2020 with a reconsideration of the date by the Academic Senate Office, with no amendments to the Academic Senate Rules or Bylaws.

B. Professional Development for the Field – 30 mins., Stankas/Mica

The Executive Committee discussed professional development activities for the field during the remainder of Spring 2020. The committee noted that the field needs resources and support on topics such as converting to remote instruction, assisting faculty with classes that do not convert well to remote instruction, supporting local governance processes, supporting students in this transition, and supporting oneself and other faculty. Members suggested ideas including, regional video chats, small support groups, and webinars. Concerns were raised regarding the ability to produce enough relevant and accurate support and content. Stankas requested short-term and long-term professional development ideas are sent to the President, Vice President, and Executive Director.

No action by motion was taken on this item.

IV. ADJOURNMENT

The Executive Committee adjourned at 9:00 p.m.

Respectfully submitted by:

April Lonero, Executive Assistant

Cheryl Aschenbach, Secretary



Executive Committee Agenda Item

SUBJECT: Legislative Report		Month: April	Year: 2020
		Item No: IV. A.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will be updated regarding bills and other legislative actions.	Urgent: No	
		Time Requested: 30 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The legislature is on recess due to the Covid-19 Virus until at least 13 April 2020. Position letters and additional information will be discussed.

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



Executive Committee Agenda Item

SUBJECT: Guided Pathways Implementation		Month: April	Year: 2020
		Item No: IV. B.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on the implementation of the CCC Guided Pathways Award Program and discuss future direction.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stankas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonerio	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Academic Senate for California Community Colleges, in partnership with the Chancellor’s Office and the Research and Planning Group, is leading the effort to support guided pathways implementation at local colleges.

The Executive Committee will be updated on the implementation of the CCC Guided Pathways Award Program as well as the efforts of the ASCCC Guided Pathways Task Force and discuss/provide future direction.

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



Executive Committee Agenda Item

SUBJECT: Faculty Diversification		Month: April	Year: 2020
		Item No: IV. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on Faculty Diversification in the system and discuss future direction.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stankas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonerio	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will be updated on Faculty Diversification and discuss future direction.

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



Executive Committee Agenda Item

SUBJECT: Faculty Role in Governance		Month: April	Year: 2020
		Item No: IV. D.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on the Role of Faculty in Governance in the system and discuss further direction.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stankas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will be updated on the Role of Faculty in Governance in the system and discuss further direction.

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



Executive Committee Agenda Item

SUBJECT: Disciplines List Revisions Second Hearing		Month: April	Year: 2020
		Item No: IV. E.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval timing and methods for the body to vote on the current, active Disciplines List revision proposal.	Urgent: Yes	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Geoffrey Dyer/Michelle Bean	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND: The second disciplines list hearing for the registered behavior technician proposal was scheduled to occur during spring plenary. The Standards & Practices Committee believes it is advantageous to colleges offering registered behavior technician curriculum to move forward with the disciplines list revision process according to its normal timeline, if possible. Action is required by the body to vote on the recommendation through a non-amendable resolution. If the body does not have the ability to vote on such a resolution until such a time that colleges have selected different delegates, postponing the second hearing, debate, and action on the resolution to the same plenary would help ensure that delegates voting on the resolution recommending the addition of the new discipline were aware of the hearing.

The Standards & Practices Committee recommends that the non-amendable resolution be voted on electronically in conjunction with elections and that the second disciplines list hearing occur remotely close to the time of the electronic voting.

If this is not possible, another alternative for consideration would be to postpone the second hearing for the registered behavior technician discipline proposal to the next plenary at which delegates will have the opportunity to debate and vote on the resolution supporting the disciplines list addition.

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



Executive Committee Agenda Item

SUBJECT: Guidance Regarding Emergency, Temporary Remote Instruction Status		Month: April	Year: 2020
		Item No: IV. F.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	The Executive Committee will consider additional direction to the field regarding blanket approvals for temporary, remote instruction during COVID-19.	Urgent: Yes	
		Time Requested: 30 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Geoffrey Dyer/Cheryl Aschenbach	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND: The California Community Colleges Chancellor’s Office has acted swiftly and consistently to support the continuation of education during the COVID-19 pandemic. The [Chancellor’s Office’s March 9, 2020 ES-20-07](#) provided initial guidance for colleges transitioning their courses to emergency, temporary remote instruction, asserting that “Such a request will be considered only for the designated time period and does not replace the standard local approval process.” In response to the crisis, the Distance Education and Educational Technology Advisory Committee held a special meeting on March 13 and appointed an ad-hoc task force of less than a quorum of DEETAC’s membership who provided the recommended language below to the Chancellor’s Office:

In light of our March 6 memo on Instructional Emergency Preparedness planning that allows leeway for colleges to provide alternative methods of instructional delivery during a specified period, we would like to clarify both the broad guidelines for this delivery as well as offer clear language to differentiate temporary, emergency remote delivery from distance education as defined in title 5.

The Chancellor’s Office recommends that courses being temporarily offered remotely as a means of ensuring educational continuity during this emergency but which do not meet the regulatory definition of distance education be referred to as “temporary, emergency remote instruction” instead of “distance education.” This shift in nomenclature supports the legitimacy of Title 5 Sections 55200-55210. While many districts have elected to transition face-to-face courses into remote delivery, courses that have not individually undergone the separate DE course approval required by section 55206 should not be considered approved for distance education or offered in a distance education format on an ongoing basis until they undergo the regular, required review.

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

Faculty, DE coordinators, and administration have raised questions about whether the approval of alternative modalities in blanket DE approval are permanent and whether or not the required training stipulated in California Code of Regulations, [Title 5 section 55208](#) must be undergone before faculty can transition courses to emergency, temporary, remote instruction. [The Chancellor's Office's March 6, 2020 ES-20-06](#) states "Colleges may need to waive local approval of instructors to teach online during emergencies. State approval is not required and colleges are encouraged to exercise their local approval during an emergency."

With more guidance expected from the Chancellor's Office regarding summer and fall blanket approvals of remote offerings, and in light of a variety of practical questions being raised by faculty in the field, the Executive Committee should discuss and consider additional guidance and support that the ASCCC can offer colleges relevant to emergency, temporary remote status of courses during the COVID-19 crisis.



TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Academic Senate Presidents

FROM: Marty Alvarado,
Executive Vice Chancellor, Educational Services & Support

RE: EMERGENCY PLANNING FOR INSTRUCTIONAL INTERRUPTIONS

Planning for Instructional Interruptions

In the event of a campus closure due to COVID-19 or other emergencies and disruptions to face-to-face instruction, we recommend working directly with the Chancellor's Office to minimize the impact to students. A district will need to assess the overall impact to instruction and identify contingency plans that account for the variety of active course offerings, including credit, non-credit, and not-for-credit contract and community education.

For courses that can readily be converted to an online format the OEI team is ready and available to provide direct support. Available resources and recommendations from the OEI team are included below. Please contact Jory Hadsell jhadsell@cvc.edu for additional information.

For colleges considering this option we also recommend reviewing the recently posted US Dept. of Education [Guidance for interruptions to study related to COVID-19](#). This guidance specifically addresses temporary flexibility for converting instruction to distance education and for financial aid restrictions.

For courses that may not easily convert to an online format, such as labs or practicum courses, districts will need to work with faculty to determine potential alternative meeting locations, taking into account the impact to students. Districts will need to monitor class-meeting cancellations to determine if the related class hours for course sections fall below the minimum to properly award a unit of credit as provided by Title 5, section 55002.5. If that occurs, a district will need to consider methods to make up lost instruction to at least that minimum level. If districts anticipate substantial lost instruction time they can request an accommodation to make up the instruction time. To make this request contact Marty J. Alvarado malvarado@cccco.edu or Raul Arambula rarambula@cccco.edu in Educational Services and Support Division.

OEI Resources & Recommendations

In the event of an emergency when all or some face-to-face classes cannot take place and/or all or some students cannot attend face-to-face classes, here are some actions to take:

INSTITUTIONAL

- Create local criteria for activating “emergency status”, enabling faculty to utilize online options for instructional continuity.
- Create Canvas shells for all courses. This will enable faculty to post course content and facilitate interaction should a class need to convert to an online format. Basic information should be added including communication protocols during a crisis, the course syllabus, and contact information.
- Ensure all faculty, staff and students have profiles loaded into Canvas so colleges can communicate with them in an emergency.
- Enable the Zoom LTI integration with Canvas to minimize confusion for students and faculty due to manual entry of zoom meeting room IDs. Zoom is an available resource for office hours and instruction.

INSTRUCTION

- Consider drafting a blanket Distance Education Addendum (will require Chancellor’s Office guidance and approval) for emergencies (create protocol for faculty to transition on ground and hybrid courses to the Canvas environment).
- Colleges may want to consider whether in the event of an emergency they want to convert on-ground classes to synchronous or asynchronous online modalities for the duration of the emergency. (Note: Synchronous option may more readily address regular substantive interaction concerns for faculty with limited training, though asynchronous options may also be used)
- Colleges may need to waive local approval of instructors to teach online during emergencies. State approval is not required and colleges are encouraged to exercise their local approval authority during an emergency.
- Colleges should consider internet connectivity limitations for students and take this into account; instructors should also be mindful that many students might choose to access Canvas and course materials via mobile devices.
- The CVC-OEI and @ONE provide guidance and resources on moving face-to-face courses into Canvas and best practices for teaching online via <https://cvc.edu/about-the-oei/resources/>.

STUDENT SERVICES

- Student services staff can provide online student support services through the ConexED/Cranium Cafe platform. The CVC-OEI can help facilitate training. Face-to-face appointments can be converted to online via SARS or other scheduling system
- The CVC-OEI purchased the Pisces online tutoring platform for all 114 colleges. Training is available to assist local college tutors with moving their appointments online.
- Consortium colleges can continue to make use of the NetTutor hours provided by the CVC-OEI. Colleges can request NetTutor (tutoring service) scheduling functionality to handle student tutoring appointments.

Additional Resources

CVC-OEI Online Instruction & Student Support Resources: <https://cvc.edu/about-the-oei/resources/>

WCET Disaster Preparedness Webinars: <http://bit.ly/39pCkh9>, <http://bit.ly/2vGZdxl>

Credit English as a Second Language Guidance

March 6, 2020

cc: Eloy Ortiz Oakley, Chancellor
Daisy Gonzales, Deputy Chancellor
Raul Arambula, Dean



TO: Chief Executive Officers
Chief Instructional Officers

FROM: Marty Alvarado,
Executive Vice Chancellor, Educational Services & Support

RE: EMERGENCY TEMPORARY DISTANCE EDUCATION BLANKET ADDENDUM

This memo provides guidance for colleges planning to request an Emergency Distance Education Blanket Addendum.

In the event of an emergency a college may request approval for a temporary blanket Distance Education Addendum from the state Chancellor's Office to satisfy the requirements included in Title 5, section 55206. Such a request will be considered valid only for the designated time period and does not replace the standard local approval process.

To request a temporary blanket Distance Education Addendum please submit the following information to the Executive Vice Chancellor, Educational Services at malvarado@cccco.edu. Requests must be submitted by either the college president or chief instructional officer.

1. Reason for the temporary Addendum request and the expected date courses will be converted and offered online. If this is a pre-emptive request please indicate as such and include the name(s) and contact information for personnel authorized to activate the Addendum. To activate an approved pre-emptive Addendum colleges will be required to send confirmation of activation and the anticipated start date.
2. The range of courses to be included in the addendum. Colleges can include a list of courses or a copy of the current term course schedule indicating the included or excluded courses (ex. "all courses included except...").
3. A copy of any planned communication to students and faculty, including the support services or accommodations available for students with disabilities or limited access to technology.
4. The anticipated Addendum end date, such as the end of term, or the conditions necessary for resuming face-to-face courses.

cc: Eloy Ortiz Oakley, Chancellor
Daisy Gonzales, Deputy Chancellor
Raul Arambula, Dean



Executive Committee Agenda Item

SUBJECT: First Read Academic Freedom Paper		Month: April	Year: 2020
		Item No: IV. G.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will provide feedback and consider for approval the draft of the Academic Freedom Paper.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Nate Donahue	Consent/Routine	
		First Reading	X
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND: The Educational Policies Committee is seeking feedback regarding the first very rough draft of the ASCCC Academic Freedom Paper.

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

PART ONE: INTRODUCTION

Academic Freedom is a fundamental concept that exists to ensure that our institutions of higher education function for the public good, and assures that our colleges are constructed on the foundations of genuine trust. The practice of academic freedom assures the conditions are created for the unfettered advancement of knowledge “in the pursuit of truth.” It promises that the contributions faculty make to their disciplines, in teaching and research, are uncorrupted by outside forces who would seek to harness the power of education, and the students who seek it, for their own selfish ends. These motivations may not necessarily be alignment with the creation of an informed citizenry and an educated society. Indeed, this point deserves emphasis right away: Academic Freedom is required so that the faculty professionals who teach and research are protected from external forces that might try to influence the development of culture, science, and knowledge in order to serve any interest other than the socioeconomic and socioemotional advancement of students through the attainment of an education. Often misunderstood and nefariously cast as a principle that exists to advance the political opinions of a learned elite, on the contrary, academic freedom is a requisite that protects against the political, economic, and moral corruption of our institutions of higher education.

For over a century, The American Association of University Professors (AAUP) have been the agile guardians, careful stewards, and erudite experts regarding the principle of academic

freedom and its application in the faculty profession.¹ In their historic “Statement on Academic Freedom and Tenure” from 1940 ([Appendix 1](#)), the AAUP provides the sterling definition of academic freedom. Their major parameters state that the privilege and responsibility of academic freedom guarantees faculty “freedom in the classroom in discussing their subject”, “full freedom of research and in the publication of the results”, and the freedom from “institutional censorship or discipline” in their extramural speech.² These three clarion principles protect discipline-based academic work from being corrupted or conducted for any other reason than the advancement of the public good. They do not give teachers the right to impose their personal or political views upon students, ignore college or university regulations, to defend any form of professional incompetence, or teach outside their subject matter and/or the Course Outline of Record (COR).

Sometimes the concept of academic freedom is confused with the Constitutional Right to Free Speech³, presumably because both concepts regard principles of free expression. But these rights differ both in those who possess them, and what they guarantee. Free Speech is the right of every individual in the United States, and enshrined by the First Amendment. The freedom of speech protects a wide range of all-encompassing expression, including “the right to one’s own opinion, however unfounded, however ungrounded, and extends to every venue and institution.”⁴ Furthermore, first amendment freedom of speech guarantees the right of all people in the United States “the expression of their ideas, no matter how true or false they may

¹ Footnote Describing History of AAUP

² Footnote “1940 AAUP Statement of Academic Freedom and Tenure.”

³ Reproduce the First Amendment Here

⁴ <https://www.amacad.org/news/free-speech-and-academic-freedom>.

be.”⁵ Academic Freedom is different, and in many ways more restrictive. It is a right held by “educators in pursuit of their discipline”⁶, and “addresses rights within the education contexts of teaching, learning, and research both in and outside the classroom for individuals at private as well as public institutions” and is “based in the pursuit of truth.”⁷ Whereas, freedom of speech makes no requirement on the quality and type of expression, and indeed protects all forms of expression almost unconditionally, academic freedom is very concerned with the quality and context of expression in order that it may contribute to both the academic discipline and the public good in “the pursuit of truth.” The absence of strong academic freedom policies and practice leave knowledge, learning, and our students at risk of corruption from outside forces who would like to harness the power and promise of education for motives focused on profit, social oppression, and the political suppression of critical thinking and informed dialogue.

Academic Freedom is preserved and strengthened by the tenure process, which like academic freedom exists to ensure the public trust in institutions of higher education and the public servants who work in them. Without the professional security that tenure provides, faculty, their teaching and their research, may be subject to influences that possess motivations misaligned with the stewardship of the public good and the “pursuit of truth.”

⁵ Scholar Joan Scott find details.

⁶ Organization of American Historians, find details from first rough draft link

⁷

PART TWO: Academic freedom, tenure, and shared governance for full and part time faculty

In the California Community College system, college governance must adhere to Education Code and Title 5 regulation, as codified in local policies, procedures and practices. Academic senates spend an extraordinary amount of time and energy ensuring that governance as it relates to academic and professional matters, follows the law and is effective for the institution. However, in focusing on the effectiveness of college governance, faculty tend not to pay as close attention to academic freedom as the “indispensable” requisite for unfettered teaching and research”⁸ as well as the role that tenure affords in safeguarding the protections of academic freedom. The principles inherent in both academic freedom and tenure provide not only protections for the profession but also delineate the responsibilities faculty have to their disciplines, the students, the institution, the public, and each other. Since the strength of the protection of academic freedom and tenure affects all faculty, it is an issue that should be of deep concern for both academic senates and unions. As such, it is imperative that both organizations work together to ensure the vitality and survival of academic freedom and tenure in our system.

In recognizing how important academic freedom is to our profession, we must also recognize that its very existence is inextricably dependent upon tenure. As confirmed by AAUP, the principle purpose of tenure is to safeguard academic freedom (AAUP website). However, tenure in the California Community Colleges is threatened and has been for many years. In

⁸ Footnote AAUP Website

1988, AB 1725 (Vasconcellos) included mention of the importance of full time faculty to the community colleges. This sentiment was later included in Title 5 as an aspirational goal (frequently referred to as 75/25) for 75% of instruction to be performed by full time, tenure track faculty. The goal is also referenced in Education Code 87482.6 and details the use of full time obligation number (FON) and funding in an effort to make progress on the goal. Regardless of the support of both Education Code and Title 5, the community college system has never met that goal, which has critical implications for tenure, academic freedom, and shared governance.

Funding for the California Community College system has always been unstable, dependent upon state allocations, property taxes, and political will. Overall, the state allocation per student had declined over time⁹ and with the 2018 alteration in the system funding formula to include performance based funding, district budgets have gone through considerable change both in the amount of funding colleges receive as well as the predictability of that funding. In response to these financial uncertainties, community colleges have increasingly relied on part time faculty who by the very nature of their employment status are easily hired or terminated depending on fluctuation in student numbers, course offerings, and staffing needs. Additionally, the community college system continues to rely on the Full-time Obligation Number (FON) to determine the minimum number of full time faculty per district as required by the Board of Governors. Unfortunately, the FON has remained relatively unchanged since its inception in 1989. Rather than making progress toward the 75/25 goal, districts tend to use the FON as a

⁹ Stats Needed

ceiling rather than the floor to benchmark the number of full time faculty to hire each year resulting in stagnant and even decreasing numbers of tenure track faculty in the CCC system.¹⁰ Currently, the community colleges have approximately 16,451 full time faculty and 37,918 part time faculty.¹¹ Thus, approximately 70% of faculty within the system are not protected by tenure. The static number of full time tenured faculty and the necessary corollary of reliance on part faculty has left colleges and the academy in a weakened position regarding tenure. This weakening of tenure adversely affects the protection and benefits of academic freedom, including participation in governance, for all faculty.

The numbers of full and part time faculty have a direct impact on academic freedom and the ability of faculty and colleges to engage in robust participatory or shared governance. Although academic senates represent all faculty, regardless of employment status, and all faculty share a commitment to fulfilling academic and professional responsibilities outlined in the 10+1, there exist structural barriers for part time faculty to participate in the governance of the college. Theoretically, tenure protects a faculty member's ability to speak truth to power without retribution. Although the strength of this protection varies widely across the system since it is frequently dependent upon college policies, contract language, and due process procedures, the fact that tenure provides some protection for full time faculty is a privilege not experienced by part time faculty. Even if some, albeit weaker, form of tenured protection extends to part time faculty through seniority or rehire rights, there still exists the pervasive threat of losing employment and minimal or nonexistent processes to grieve the encroachment

¹⁰ (For more information, The 50% Law and FON: An Updated Proposal)

¹¹ (Fall 2019 CCCCCO Data mart)

into areas of academic freedom. This threat has a chilling effect on participation in college governance. Furthermore, part time faculty are frequently unable to participate in governance due to their workload and if they are able, are rarely compensated for governance work. This burden was recognized as far back as 1988 in a passage from AB1725 (Vasconcellos):

“If the community colleges are to respond creatively to the challenges of the coming decades, they must have a strong and stable core of full-time faculty with long-term commitments to their colleges. There is proper concern about the effect of an over-reliance upon part-time faculty, particularly in the core transfer curricula. Under current conditions, part-time faculty, no matter how talented as teachers, rarely participate in college programs, design departmental curricula, or advise and counsel students. Even if they were invited to do so by their colleagues, it may be impossible if they are simultaneously teaching at other colleges in order to make a decent living” (AB 1725 Vasconcellos 1988 Section 4.b)

If the majority of faculty within the community college system are uncompensated and unable to participate in college governance, then that burden falls solely on the full time faculty. As the total number of full time, tenure track faculty remains static, the full time faculty that are involved are frequently overwhelmed with governance responsibilities since they come in addition to full teaching loads as well as being directly responsible for the

implementation of statewide efforts such as the guided pathways frameworks which calls for a complete redesign of our colleges.

PART THREE: Importance of senate and unions working together

In assessing the state of academic freedom, tenure and shared governance within the community college system, it is obvious that faculty organizations must collaborate to improve the status of all three for the benefit of all faculty.

Although there may be times that a local academic senate has found itself at odds with interests or positions taken by the local bargaining unit, these conflicts, pitting one faculty group against another, do not serve faculty or the institution well. It is important for both senates and unions to be clear of their purview in governance of the college and it benefits all for both entities to “stay in their respective lanes” however, they must collaborate on shared interests and issues. Academic freedom is one shared issue that is frequently neglected by both academic senates and unions. Although colleges have academic freedom policies and some unions have negotiated language into the contract in reference to academic freedom, it may not be enough as faculty face direct threats to academic freedom. An ASCCC survey indicated that approximately 50% of those responding indicated that their contract did not contain a robust policy on academic freedom with due process for both full and part time faculty. In another finding, approximately 46% indicated that their academic senate had not created a

strong statement that defined the parameters of academic freedom for faculty.¹² It is clear that unions and senates must work together to protect academic freedom, tenure, and shared governance for all faculty.

Senates must recognize that unions can be a powerful force to help combat the erosion of academic freedom and ensure faculty certain protections under academic freedom. According to the 2005 AAUP Academic Unionism Statement, there are a number of benefits from being a member of a union that complement the benefits of being a member of the academic senate including:

- Unions enable faculty and other members of the academic community, who would be powerless alone, to safeguard their teaching and working conditions by pooling their strengths.
- Unions make it possible for different sectors of the academic community to secure contractual, legally enforceable claims on college administrations, at a time when reliance on traditional advice and consent has proved inadequate.
- Unions provide members with critical institutional analyses—of budget figures, enrollment trends, and policy formulations—that would be unavailable without the resources provided by member dues and national experts.
- Unions increase the legislative influence and political impact of the academic community as a whole by maintaining regular relations with state and federal governments and collaborating with affiliated labor organizations.
- Unions reinforce the collegiality necessary to preserve the vitality of academic life under such threats as deprofessionalization and fractionalization of the faculty, privatization of public services, and the expanding claims of managerial primacy in governance.

In support of senates and unions working together, the 2005 AAUP statement goes on to say that “[s]trong senates and strong union chapters can work together to preserve and protect

¹² Footnote about ASCCC Academic Freedom Survey

academic freedom on campus. Together, they establish the institutional terrain and precedents on which individual rights are defined, defended, and sometimes adjudicated.”

Protecting Academic Freedom Together: Effective practices for Senates and Unions

In order to work effectively represent faculty, academic senates and unions should strive to create a collegial and collaborative relationship – one that delineates and respects the unique role of each entity and strives to support the other. Faculty are best served when both the senate and the union are strong. A faculty divided against itself undermines faculty academic and professional standards, impairs working conditions, and damages the educational integrity of the institution.

In defining the relationship, faculty need to be aware of the different approaches used by senates and unions. Negotiations is the primarily tool used by unions to draft the contract between faculty and the district to determine the conditions of employment, such as wages, working hours, overtime, holidays, sick leave, vacation time, retirement benefits, health care, training, grievance methods, and participation in the academic senate. On the other hand, academic senates develop policies and processes regarding academic and professional matters through collegial consultation with the board of trustee (or its designee). Collegial Consultation is defined as either or both: relying primarily upon the advice and judgment of the Academic Senate or by reaching mutual agreement. Although very different, the approaches work as

counterbalances to each other. When the union and the senate collaborate, the benefits of both approaches are clearly visible in the strengthening of the faculty as a whole.

To reach a beneficial state, it may be helpful to create a joint agreement or memorandum of understanding between the senate and the union to clearly define the role and purview of each entity and the working relationship between the two. In developing the agreement, it is best to do so when the entities are not in conflict or stressed in dealing with major concerns. A collegial relationship between the senate and the union is critical so that each entity may represent faculty within its purview and a written agreement is one way to ensure the effectiveness of working together. (For more information on establishing a collegial working relationship between senate and union, refer to ASCCC Developing a Model for Effective Senate/Union Relations)

As senates and unions establish strong working relationships, one of the first items on the collective agenda should be to review the institution's policy on academic freedom and ensure that it is codified in the contract to protect both full and part time faculty. Senates should take the lead on defining the parameters of academic freedom (e.g. instructional methodology, textbook selection, syllabi, etc.) through resolution, policy, or other means as dictated by local process. These parameters will help to support and inform contractual agreements on academic freedom negotiated by the union. The unions should negotiate protections for both full and part time faculty, including due process for violations and ensuring the faculty evaluation process does not encroach on academic freedom.

Once the union has negotiated academic freedom into the contract, professional development for faculty is crucial. Again, this is an area where the academic senate and the union should collaborate. Training should be provided for all faculty, part time, tenure-track and tenured, on academic freedom and participating in the evaluation process. Special consideration should be given to how faculty evaluate faculty in the classroom, both on-ground and on-line. Faculty should be aware of the scope of evaluations and how to ensure that the evaluation does not infringe upon the academic freedom of faculty member being evaluated. If a faculty member has questions about what another faculty member is doing regarding anything that is within the faculty members academic freedom parameters as established by the academic senate, those conversations must be collegial and nonevaluative. They should be professional with the goal of understanding different ways of doing and should in no way be brought up during the evaluation process. Ultimately, the senate and the union should work together to that all faculty understand and protect the academic freedom rights and responsibilities of all faculty.

Once protections are in place, it is important to consider is who or what will be the arbiter in a case where there is a perceived violation of a faculty member's academic freedom. As an academic and professional matter, it is important that these violations go before a duly constituted (appointed or elected) faculty committee to review and recommend action. The committee should be composed of members who are knowledgeable of both the parameters of academic freedom as determined by the academic senate and members who know the contract and due process for violations of those parameters. Committee members should undergo

regular training on the academic freedom parameters and due process to remain current and effective. Such a committee may act as a source of campus expertise on academic freedom.

Other Considerations in Protecting Academic Freedom

Other areas that the senate and union should collaborate regarding academic freedom include providing joint union and senate professional development and training for faculty and senate leaders. In a survey conducted by the ASCCC, of the 65 respondent 93% indicated that there is no professional development on academic freedom provided for faculty. Ideally, professional development regarding academic freedom should be provided for all faculty including implementing local board policies and procedures in light of the parameters set by academic senates and the contract obligations negotiated by the union. Senates, with the assistance of union colleagues, should review its own procedures and those of its standing committees for possible constraining or incursion into areas of academic freedom.

Finally, senates and unions should educate administrators, board members and the campus community as well as the larger community on the importance of academic freedom, tenure and shared governance as the most effective methods in ensuring the integrity of the institution and enduring public trust.

PART FOUR: ACADEMIC FREEDOM AND MARGINALIZED COMMUNITIES

When the AAUP first presented their “Statement of Principles on Academic Freedom and Tenure” in 1940 the college campus was certainly a different place in terms of student and

faculty demographics. In fact, in the California Community Colleges during that time, students of color (Latinx, Black, Native American, and Asian students) collectively made up less than half of the students enrolled in courses while White students made up the largest group.¹³ Today, our student makeup is quite different. In terms of ethnicity, for example, according to demographic data from the CCC Chancellor's office, students of color make up close to 65% of our student body while our White students represent 26%. For faculty the shift has not been as significant, however changes in faculty demographics have been noticeable. Whereas in the 1940s faculty of color on college campuses were severely under-represented, today that representation has improved. In fact in the California community colleges today, tenured or tenure-track faculty of color make up over 34% of the total faculty while White faculty make up over 58% (adjunct demographics are similar to tenure). Similarly, when looking over demographics of faculty in relation to gender, a significant difference can be seen between 1940 and today. Whereas in the 1940s women made up only a small fraction of faculty on our campuses, today they represent well over 50% of our tenured and adjunct faculty.¹⁴ In fact, according to the Chancellor's office, 54% of all full-time tenured or tenure track faculty identify as female. Finally, in reference to LGBTQ faculty and students, noticeable changes can also be discerned despite the fact that little data currently exists in this area (While California's AB 620 encourages CCCs to collect aggregate data on gender identity and sexual orientation, it doesn't require it). However, it's important to recognize that the passing of AB 620 in 2011 as well as the establishment and increase of LGBTQ centers/alliances on college campuses certainly indicates positive trends in recognizing and creating space for LGBTQ faculty and students. In fact in the CCCs alone, at least 17 colleges have established LGBTQ safe-zones and alliances reflecting this trend.

All of this indicates that today's college campus is vastly different in terms of "diversity" than it was certainly in the 1940s when the AAUP presented their "Statement of Principles on Academic Freedom and Tenure" and raises the question of the role of Academic Freedom in relation to these historically and currently marginalized communities. Can a concept developed during a time when these communities were minimally considered (if at all) apply equally to them today? Are there other considerations that must be identified and addressed in regards to Academic Freedom given the changes in diversity of today's campus community? To answer these questions effectively, it's important to first understand the relationship between "Academic Freedom" and "Diversity". When we discuss diversity in a campus community we refer to a demographic perspective of it that reflects the diverse nature of those

¹³ (look for specific data here)

¹⁴ (look for specific data here)

communities and those students. In this sense, discussions such as hiring, retention, and support of faculty are important but are only indirectly related to academic freedom. Instead, academic freedom, as defined by the AAUP relates to freedom of research and publication, freedom in the classroom to discuss their subjects, and freedom to have public discussions. In this sense then, while discussions of retention and hiring are certainly important in terms of diversity, discussions on academic freedom in relation to these communities should focus more on issues related to these three “freedoms” and how they relate to them.

Freedom of Research and Publication

It’s important to consider the demographic change on our campuses not only as one that has created a more diverse population, but more importantly one that has introduced diverse concepts and ideas into an academic environment that has and continues to be dominated by patriarchal euro-centric paradigms. This is evident especially in CCCs where the growth of Ethnic Studies related programs has continued to increase yearly¹⁵ and the introduction of General Ed courses with emphases on marginalized communities has as well.¹⁶ These are strong indications of the growing influence of a diverse faculty on the academic discourse in our colleges and certainly a benefit for our students.¹⁷ In many ways academic freedom has played an important role in ensuring that this influence could exist. Not only is this evident in the establishment of Ethnic Studies programs but perhaps even more so in the proliferation of publications and research related to marginalized communities. Scholars in the recent years have placed much emphasis on researching communities who have once been ignored by academia. Scholarly texts on Black, Latinx, Women’s and LGBTQ History are beginning to fill our bookshelves as faculty exercise their freedom to research what they believe to be relevant.¹⁸ This proliferation in publications leads to more exposure of these communities and ideas to our students as faculty introduce them in their curriculum and, as indicated in extensive research, provide our students with a stronger education.¹⁹

However, this change does not come without resistance. Because the focus on historically marginalized communities must also include an analysis of the forces responsible for that marginalization, research from these communities tends to challenge and undermine long-held academic paradigms which are based on patriarchal and Eurocentric notions, and which

¹⁵ Add data here

¹⁶ Add data here

¹⁷ Add outside source here

¹⁸ Examples of scholarly research

¹⁹ Add data here

still dictate academic discourse and curriculum today. For this reason, the introduction of this research tends to come with controversy and resistance. Historically, examples of this can be found as far back as the early 1900s when faculty were fired for writing about topics such as pre-marital sex or socialist movements.²⁰ Today, this controversy can be found in the focus on “Decolonization of curriculum” a growing academic concept that attempts to challenge the long established traditional notions of pedagogy and academics by focusing on paradigms that replace and undermines those established by colonization. As discussions of “decolonization” grow, attempts to dismiss it can also be found. Opponents of this concept dismiss it as “political activism” or attempts at “political correctness” and as such remove it from the realm of academic discourse. This “trivialization” often serves to discourage faculty from pursuing research in these areas and serves to protect patriarchal and Eurocentric paradigms. In this sense then, academic freedom serves a function counter to what it was intended to serve.²¹ Rather than encouraging the freedom to research and publish, academic freedom can be used by those opposed to new paradigms and focuses as a means of protecting traditional ones and discourage faculty from marginalized communities from introducing concepts which may address and improve the campus experience for all faculty and students.

(Write about ways in which CCC can encourage research from faculty from marginalized communities here).

Freedom in the Classroom

The second freedom identified by the AAUP recognizes the freedom of faculty to teach and discuss the subjects they choose within the classroom. This freedom is of special relevance for students in that it directly relates to their rights to learn, a right also specifically identified by the AAUP. This freedom has allowed for faculty to introduce concepts to their students that are free from political, administrative, or monetary influence and recently has also allowed for a more diverse perspective in regards to marginalized communities within the classroom directly.²² By introducing concepts and topics into an academic setting such as a classroom, faculty in essence validate those concepts and topics as worthy of academic discourse for their students. In cases where topics reflect the students’ own background and cultural history this validation serves to validate their own presence on campus and give them a sense of belonging. Examples of this have become more and more common since the beginning of the early 1900s. One such example is the publication of the book, *With His Pistol in His Hand* by Dr. Americo

²⁰ Add example here

²¹ Add examples here

²² Add quote here

Paredes. This book focused on the role of the *Corrido* in Mexican-American society in the early 1900s and represented thorough research on the Mexican-American experience in the Southwest at that time. Dr. Paredes' work became the first extensive research of Mexican-American folklore in the United States and served as the foundation for continued research in that culture. Today, Paredes' book is still widely read and discussed in college courses throughout California as are other topics related to Mexican-American and other ethnic cultures. Such teachings help to give students a well-rounded and comprehensive perspective of their societies and a stronger education overall and once again academic freedom has served as a driving force in its proliferation. In fact, today the number of courses that focus on marginalized communities continues to increase and academic freedom can be directly attributed to this increase²³

Unfortunately, as with the freedom to research and publish, the freedom to teach and introduce these new concepts and topics can come with resistance as well. This resistance may come in the form of administrative support at the campus level or even from within the faculty itself. Once again, because the study - and as such the teaching - of marginalized communities necessarily includes a discussion of the conditions that cause their marginalization, it is often challenged and discouraged by those who embrace more traditional paradigms and trivialized by those who don't see it as fitting within the traditional paradigms of academia. In his article, "How and Why is Academic Freedom Important for Ethnic Studies" David Palumbo-Liu echoes this idea:

"Ethnic studies is particularly vulnerable to denials of or infringements upon academic freedom not only because the kinds of knowledge it generates are considered peripheral to the core mission of the university, but also because its modality of opposition and contestation wins it no friends among most administrators."²⁴

At the administrative level this may mean that courses with focus on such communities are given less priority and as such offered less than other courses. It may also mean less priority on hiring of faculty who emphasize these communities in their research.²⁵ Resistance may also come from faculty who oppose these new concepts and perspectives. This resistance often comes as challenges to the academic integrity of the concepts or topics and thus removes them from the protection of academic freedom.²⁶

²³ Add data here

²⁴ Add quote here

²⁵ Add examples here

²⁶ Give example here

(Add section here about Academic Freedom and Freedom of Extramural Speech as last paragraph of section four).

PART FIVE: SUPPORTING THE ACADEMIC FREEDOM OF FACULTY COLLEAGUES

Faculty can take many actions to strengthen and support the academic freedom of their colleagues across the system and indeed across the nation. First, local academic senates can encourage the creation and adoption of a supportive board policy delineating the parameters of academic freedom on each campus. Further, each local senate can create their own statement regarding the practice of academic freedom at a variety of levels, including the generation of new curriculum and retirement of older courses, professional development, the implementation of diverse and innovative pedagogies in the individual classroom, evaluations, and grading policy, among others.

Sometimes supporting the academic freedom of colleagues at the department level can become fraught, especially because individual academic freedom can find itself in tension with local departmental policies, procedures, and the collective decision making process. Decisions regarding common course materials and/or textbooks can often intersect with individual academic freedom. For example, what if a faculty member desires to use open educational resources for a course that makes use of a common print textbook chosen by the department. In this case, the department may have chosen a common text in order so that students do not have to purchase additional course materials (though the use of an OER would not require them to do so). Often times there are departmental questions regarding the quality and rigor of the materials, and can inspire intense feelings among discipline faculty who are passionate

about their subjects and student success. As long as the faculty are choosing course materials that are in alignment with the course outline of record, individual faculty do in fact have the right to choose their course materials under the tenets of academic freedom.

In the aforementioned example, robust discussion should take place within the department, and ideally a consensus solution could be found. The same type of discussion may be had for Student Learning Outcomes (SLO's) another area in which departments also adopted common standards and policies across course. Another intra-faculty issue that can sometimes cause consternation among colleagues regarding the practice of academic freedom is grading policies. Academic freedom allows faculty to evaluate student work in a manner that they best see fit in order to teach the material. This is an especially important point to acknowledge, because commentary surrounding grading policies can often appear in evaluations of faculty work within the classroom by their peers during the tenure process. Some faculty equate rigor with a standard bell curve, while other believe that courses may be rigorously designed in ways in which most students master the material and earn high marks. In either case, it would infringe upon the parameters of academic freedom to use grade distribution in the evaluation of faculty work. Ideally, local academic senates and communities of practice within departments would set suggested guidelines for the evaluation of student work and grading policies, but not act as bodies of surveillance and enforcement.

One of the best and most important ways faculty can support the academic freedom of their peers is for local academic senates to develop robust professional development

opportunities regarding the parameters and practice of academic freedom. Without a clear understanding of the boundaries and responsibilities attendant on the privilege of academic freedom, without a clear delineation of why academic freedom is practiced in service of our students and the public good in order to create a foundation of trust in our public institutions of education, and without a sound articulation of how the tenure process is the essential basis of academic freedom, then the future of academic freedom will teeter in jeopardy.

PART SIX: ACADEMIC FREEDOM AND SYSTEM-WIDE INITIATIVES

Our system is constantly engaged in a process of continuous improvement, in order so that we may educate the whole student in the best way possible. As faculty we are always interrogating our pedagogies, improving our services, and innovating change so that we can be as effective as possible. The dialectic of continuous improvement may take place at a variety of levels in which faculty take the lead: the individual classroom, the department, or on local and statewide academic senate committees.

Sometimes, however, change knocks on our doors from outside our system, and is encouraged by entities with that have different prerogatives and intentions than faculty. However, because Academic Freedom exists to protect education for the public good, and to ensure that students are allowed free inquiry, it must be the faculty professionals whose expertise is teaching and student engagement who lead the effort to improve the quality and delivery of the education we deliver. This means faculty must be properly resourced so that

they may have the time and space to genuinely collaborate with administrators and system partners in a meaningful way that reflects the best principles of shared governance. We, as faculty engaged in a constant process of improvement, welcome the suggestions, expertise, and help of enthusiastic partners in student success, both because we believe through the process of collaboration and shared governance we can achieve the best results, and we require financial support in order to achieve the mission of the system for our students and for the state. But most of all, the faculty of our system understand that we are living in the “fierce urgency of now”, and will not be satisfied until all of our students are achieving their self-stated goals, and that they system is achieving equitable results. Indeed, it is our pleasure and responsibility to work in concert with our legislature, for example, in order to complete statewide goals that are reflected in the Chancellor’s Vision for Success²⁷: equitable outcomes, workforce development, transfer goals, and the creation of an educated and engaged citizenry. However, when the goals of system partners intersect with the purview of the “10+1”, then Academic Freedom may become threatened.

Many well-intentioned system initiatives and grant-funded projects can inadvertently encroach upon the boundaries of academic freedom, and it is incumbent upon faculty not only to be vigilant, but to step up and take ownership of the change management process in a meaningful way. This means that resources must be devoted to some faculty with pertinent expertise regarding whatever innovation is being implemented or project is at hand, and that

²⁷ Vision for Success Docx

they have access to robust professional development which ensures that they become leaders and agents of systemic change.

Specifically in the area of Curriculum development there are many pratfalls which can be avoided in order to protect the integrity of academic freedom. Take, for example, the recent implementation of AB705, a well-intentioned law designed to support students completing transfer level Math, English, and/or ESL in their first year (or three years in the case of ESL). Nowhere in the law did it necessarily recommend curricular changes, it was intended to change the placement of students in courses in order to increase their timely success. However, a variety of external organizations campaigned to eliminate entry-level courses, and many administrations followed suit. Because each campus in our system is so different, and because our student bodies are so diverse in their needs and composition, careful and intentional collaboration is instead needed to make sure we have considered all of the implications for equity and student success on each individual campus as we engage with systemic change.

For these reasons, reform and redesign movements like Guided Pathways must be firmly grounded in the “10+1” purview outlined in EdCode and Title 5. Specifically curriculum development, student learning outcomes, the organization of programs within clusters, and the way that we deliver counseling services, among many others, require a strong process of collaboration grounded in the principles of shared governance in order to preserve the essential tenets of academic freedom.

CONCLUSION: Writing Now

RECOMMENDATIONS:

Recommendations for **local senates**:

1. Recommend that local senates create a statement on academic freedom, in addition to the board policy, that delineates the specific issues and parameters of academic freedom for faculty on its colleges. (this needs refining)
2. Recommend that local senates provide consistent and ongoing professional development for full and part-time faculty and senate leaders (curriculum, program review, policy chairs, senators, etc.) in the principles and tenets of academic freedom. (should we include something about onboarding)
3. Recommend that local senates work to review, revise and strengthen shared governance processes, policies and procedures in relation to academic freedom so that shared governance protects dissenting opinions in the decision making process. Dissent is vital to protect AF. (This is different than due process, which implies discipline. I was thinking of encouraging locals to look at local process by applying an AF lens. For example, in implementation of AB 705, Guided Pathways, OER etc. JB: Yes, but I wonder if unions should be involved significantly. Perhaps we put the burden on senates to consult with union colleagues - this keeps shared governance firmly under senates.)

Recommendations for local senates in collaboration **with union colleagues**:

4. Recommend that local senates work with union colleagues to develop due process around violations or perceived violations that fall within academic freedom that includes a duly constituted (appointed or elected) faculty committee to review and recommend action.
5. Recommend that local senates collaborate with union colleagues on codifying the protection and parameters of academic freedom in contract in light of faculty evaluations, curriculum, online instruction, dual enrollment, open educational resources, guided pathways, etc. (possibly change list to themes)
6. Recommend that local senates work with union colleagues to train faculty on engaging in tenure and faculty evaluations in light of academic freedom.
7. Recommend that local senates support union colleagues in negotiating compensation for adjunct faculty participation in shared governance.
8. Recommend that local senates and union colleagues review AAUP resources and recommendations (Red book).

Recommendations for **ASCCC**:

1. Recommend that the ASCCC educate the legislature on the importance of tenure and full time faculty as safeguards to academic freedom and the integrity of public higher ed institutions.
2. Recommend that the ASCCC and state wide faculty unions collaborate in areas of overlapping purview to advocate against legislative changes that erode academic freedom and educate stakeholders on the importance of protecting academic freedom, particularly to increase tenure position and increase funding for higher education.
3. Recommend that the ASCCC work with the UC and CSU Senates to incorporate into graduate education for future professors and instructors the principles of academic freedom, tenure and shared governance.
4. Recommend that the ASCCC collaborates with the SSCC to support and develop a statement regarding student academic freedom.



Executive Committee Agenda Item

SUBJECT: Update the paper <i>Equivalence to the Minimum Qualifications</i>		Month: April	Year: 2020
		Item No: IV. H.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval the direction of a planned update to the paper <i>Equivalence to the Minimum Qualifications</i> .	Urgent: Yes	
		Time Requested: 30 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Geoffrey Dyer/Dolores Davison/Carrie Roberson	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonerio	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND: In the context of faculty diversification, partners and faculty have reported that equivalence is seldom or never granted at their campuses. The ASCCC paper *Equivalence to the Minimum Qualifications* (2016) states in its conclusion that “Faculty equivalency to the minimum qualifications should be an uncommon occurrence, but it is an important mechanism to ensure a diverse group of qualified applicants is considered to engage and enhance student learning.” The Standards & Practices Committee, via proposed pre-session resolution 10.02 S20 intended to seek direction from the body in moving forward with revising the paper to align with resources in the *CTE MQ Toolkit* and to better emphasize the legal permissibility of equivalency. Given the cancellation of the Spring 2020 Plenary, the president has suggested that work on the revision begin. The proposed updates are minor, but significant, and are embedded within the standard paper prompt below.

The S&P Chair is seeking input from the Executive Committee and permission to proceed with preparing a first draft of the revised paper for consideration by the Executive Committee at its next meeting with the intent of an approved draft having undergone second reading in advance of the next plenary session.

The purpose of this paper update: To align with the CTE MQ Toolkit and address misconceptions about equivalency.

Proposed completion date: June 5

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

1. Is this a new paper, a revision of, or an update to an existing senate paper? The paper is an update.

2. Does the resolution ask for a paper? If so, please copy and paste the resolution below. If no, skip to question number 4. The 2016 update was directed by Resolution 10.01 F14. The Standards & Practices Committee, in response to concerns raised at the January 22, 2020 Faculty Diversification Strategies Partners Meeting put forward pre-session resolution 10.02 S20 requesting that the paper be updated to clarify that equivalency is legally allowable and to align the paper's content with the newer, *CTE MQ Toolkit*. Since Spring Plenary 2020 is cancelled, this resolution has not yet been adopted:

10.02 S20 Update the Paper *Equivalence to the Minimum Qualifications

Whereas, In 2014, a longitudinal study of a California community college reported that "underrepresented minority students" were more likely to complete courses and more likely to complete with a grade of B or higher in sections taught by an "underrepresented instructor"²;

Whereas, The California Community Colleges Student Success Scorecard reports that in 2017 the gulf in completion rates for degree, certificate, and/or transfer within six years of entering community college was 30.1 percentage points between the group with the highest completion rate and the group with the lowest rate;

Whereas, The 2016 Academic Senate for California Community Colleges 2016 paper *Equivalence to the Minimum Qualifications* concludes that "Faculty equivalency to the minimum qualifications should be an uncommon occurrence, but it is an important mechanism to ensure a diverse group of qualified applicants is considered to engage and enhance student learning," and at some districts equivalence is seldom or never granted, or framed in a manner that discourages applicants who might demonstrate equivalence from applying, despite the mention of equivalence in California Education Code § 87359; and

Whereas, The *Career Technical Education Faculty Minimum Qualifications Toolkit* (2019) provides means to document equivalence to the associate's degree and is intended "to maximize the flexibility currently allowed in the use of equivalency, thus creating a deep, diverse, and qualified pool of industry-expert candidates";

Resolved, That the Academic Senate for California Community Colleges revise and update the paper *Equivalence to the Minimum Qualifications* in such a manner as to clarify to the field that equivalence is not only legally permissible but necessary to broadening hiring pools as a means of promoting faculty diversification; and

Resolved, That the Academic Senate for California Community Colleges revise and update the paper *Equivalence to the Minimum Qualifications* to align with the Career Technical Education Faculty

² Fairlie, R., et al. (2014) "A Community College Instructor Like Me: Race and Ethnicity Interactions in the Classroom." *The American Economic Review*. V. 104, n. 8, pp. 2567-2591.

Minimum Qualifications Toolkit and bring the revised paper to the body for consideration by fall of 2021.

Contact: Eric Thompson, Standards & Practices Committee

3. Are there other resolutions or senate publications relevant to this effort? Are there other resources that should be taken into consideration when developing the paper? The *CTE MQ Toolkit* and the Disciplines List

4. If the paper is requested by resolution, do you believe that the paper as requested by the resolution is feasible? Yes

- **If no, why do you believe the paper is not feasible?**
- **Would a white paper, Rostrum article, session breakout, or some other form of communication to the field be more appropriate or effective?** Though any of these would be expedient, approval by the field is important given the recommendations. Additionally, many new senate leaders turn to papers for information. Consistency of messaging is important.
- **If the paper is feasible but the resolution does not provide clear direction, how will you find the focus? What information or direction will you need from Exec to complete the work?** The direction is clear, but the Executive Committee's input, feedback, and approval are essential to the paper's success and effectiveness.

5. If the paper is not requested by resolution, what is the justification for writing the paper? Where and how did the idea for the paper originate? The idea for the update came from the Faculty Diversification Strategies Partners meeting, where it was reported that some districts simply do not grant equivalency. This information was brought to the Standards & Practices committee. The conclusion in the existing paper creates the impression that equivalencies should generally be avoided, which some districts have interpreted to mean that equivalence should simply never be granted. This is especially problematic for increasing diversity in hiring pools, especially since many of the minimum qualifications have not been updated recently, and equivalency is required for many candidates to be considered for available positions.

6. List the main points, topics, or section headers of the paper or a narrative describing the approach to the paper. Please describe any relevant data to be included in the content of the paper or data that is necessary to complete the paper. You may include this information in outline form if appropriate.

*Proposed updates indicated with underline

Executive Summary update to emphasize that using equivalency broadens pool and promotes diversity

Introduction update to reflect CTE MQ Toolkit

The 2015 Equivalency Practices Survey include new survey if possible

The Meaning of Equivalency

Benefits and Pitfalls of Equivalency Emphasize faculty diversification. Reference resolution 10.01 S18 and MQs that have not been updated.

Legal Requirements

Principles

Criteria for Determining Equivalent Qualifications

Equivalency to the Associate's Degree Reference and apply CTE MQ Toolkit

Determining Eminence

Equivalency Committees: Composition and Information Collection

Faculty Responsibilities, Equivalency Committees, and the Role of the Human Resources Office

Determination of Equivalency for Part-time Hires

The Single-course Equivalency Issue

Determining Equivalency In Multi-college Districts

Conclusion

Reiterate and clarify that equivalency is legally permissible

Recommendations

Add new recommendations promoting faculty diversification and use of CTE MQ Toolkit

Appendix A: Sample Board Policy and Procedure

Minimum Qualifications, and Equivalency

Appendix B Relevant Education Code References

Appendix C Legal Advisory Regarding Single Course Equivalency

7. Do you plan to include appendices in the paper? If so, what type? Provide an example, if appropriate. No new appendices.

8. Do you need to gather information from the field (i.e., in the form of a survey or other) to inform the content of the paper? Ideally, information about how frequently equivalence is granted to augment the existing, older survey in the paper.

9. Do you have other information, comments, questions, or concerns? Ideally, the body would vote on resolution 10.02 S20 to approve this direction. However, the updates, though minor, are significant and meaningful. Completing the drafting and review before the end of the spring 2020 term will make it easier for the body to review and consider a complete draft at the next plenary session.



Executive Committee Agenda Item

SUBJECT: Chancellor’s Office Liaison Discussion		Month: April	Year: 2020
		Item No: V. A.	
		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:	John Stankas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Information	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: Board of Governors/Consultation Council		Month: April	Year: 2020
		Item No: V. B.	
		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:	John Stankas/Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

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

Full agendas and meeting summaries are available online at:

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

<https://www.cccco.edu/About-Us/Consultation-Council/Agendas-and-Summaries>

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



Executive Committee Agenda Item

SUBJECT: Online Community College District Board of Trustees Meeting		Month: April	Year: 2020
		Item No: V. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will receive an update on the recent California Online Community College District Board of Trustees Meeting.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stankas/Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

President Stankas and Vice President Davison will highlight the California Online Community College District Board of Trustees Meeting. 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://go.boarddocs.com/ca/cccco/Board.nsf/Public>

<https://www.calbright.org/>

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



Executive Committee Agenda Item

SUBJECT: Elections Update		Month: April	Year: 2020
		Item No: V. D.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will discuss the 2020 Executive Committee Elections Process.	Urgent: Yes	
		Time Requested: 30 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stanskas/Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

At its March 16, 2020, meeting, the Executive Committee determined that the ASCCC will hold elections this spring electronically. the spring 2020 term, the ASCCC will be conducting elections by online written ballot, using the software company E-ballot. Additional information can be found below and on the [ASCCC Elections](#) page.

GENERAL INFORMATION

Each year, the Executive Committee nominations process provides the ASCCC membership a direct voice in the organization’s governance. The Executive Committee’s composition and annual elections are part of the ASCCC’s [by-laws](#).

All candidates for election to the Executive Committee shall meet at least one of these criteria:

- 1) is a Delegate or a local senate president;
- 2) has within the last three years immediately preceding the election been a local senate president or an ASCCC Executive Committee member or officer; or
- 3) has been nominated by a resolution of a Member Senate. The minutes of the meeting at which that resolution was adopted must be submitted to the Elections Committee chair with the nomination of the individual.

NOTICE OF CHANGE TO PROCESS

For the spring 2020 term, the ASCCC will be conducting elections by online written ballot, using the software company E-ballot. To note, ASCCC Bylaws Article IV, Section 2 require that elections be held during a plenary session. However, in our current state of emergency, the ASCCC does not have the ability to hold a traditional in-person plenary session and postponing the elections would severely disrupt the continued governance of the ASCCC. In lieu of holding an in-person election, the ASCCC is

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

invoking [California Corporations Code \(Section 7140\(m\)\)](#) that permit the leadership body of an organization to take certain actions to protect the interests and functions of the corporation in the event of a genuine emergency.

NOMINATION INFORMATION

Nominations for this election will only be accepted by completing the [Executive Committee Nomination Form](#). This form must be submitted by April 17, 2020. Additional documentation, such as the candidate biographical statement, minutes from the Member Senate meeting, resolution, and video candidate speech are due no later than April 22, 2020. If at all possible it would be appreciated if candidates can submit additional documents by April 17. If you have questions about meeting deadlines, please contact ASCCC Executive Director Krystinne Mica – Krystinne@asccc.org.

MEMBER SENATE RESPONSIBILITY - NOTIFICATION OF DELEGATES TO ASCCC

In order to conduct the online election, we will need each member Senate to verify that we have the college's correct delegate for voting. The Senate President listed in the [Senate Directory for each campus](#), will need to complete the [Delegate Change Form](#). **The college will not be able to vote in the online election unless this form is submitted.** Forms must be emailed to the ASCCC Office - elections@asccc.org by April 17, 2020.

EXECUTIVE COMMITTEE - ROLES AND RESPONSIBILITIES

The ASCCC Executive Committee is responsible for ensuring the organization is acting in the best interest of the ASCCC members. To this end, the Executive Committee provides strategic guidance for the successful achievement of the [ASCCC's Mission](#). The Executive Committee oversees the strategic plan of the ASCCC and its organizational performance, reviews high-level organizational goals and policies, makes high-level decisions, reviews Executive Director performance, and serves as a community advocate for the ASCCC. The Executive Committee is supported by the Executive Director and a [full-time professional staff](#), who are responsible for day-to-day operations and recommending goals and policies. Executive Committee members must commit to attending all in-person meetings per academic year.

Additional information regarding the role of the Executive Committee and expectations of service, can be found on the attached [Revised Responsibilities document](#).

ELECTRONIC VOTING INFORMATION

The ASCCC will be utilizing the software company E-Ballot to conduct the online elections. The tentative timeline is listed below. Webinars on how to utilize the online e-ballot platform will be open to all members and candidates. Information regarding voting and ballots will be posted soon!

ASCCC 2020 Elections Timetable

Date	Activity
March 30, 2020	Call for Executive Committee Nominations
April 17, 2020	Closing date for Executive Committee Nominations
April 22, 2020	All candidates listed on ASCCC Elections Page

April 27, 2020	Elections open by E-Ballot – up to 3 rounds of voting may occur and will be determined once all candidate nomination forms are received.
May 15, 2020	Elections close
May 18, 2020	Complete candidate winners listed on ASCCC Page
May 25, 2020	If needed: special elections open



Executive Committee Agenda Item

SUBJECT: Meeting Debrief		Month: April	Year: 2020
		Item No: V. E.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will debrief the meeting to assess what is working well and where improvements may be implemented.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stankas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		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 California Community Colleges

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EQUITY & DIVERSITY ACTION COMMITTEE

Wednesday, March 11, 2020

8:30 AM- 10:30 AM

Zoom Meeting

Basecamp log-in: <https://3.basecamp.com/4286309/projects/13688086>

Unofficial Meeting Summary

I. Member roll call

Mayra Cruz

Darcie McClelland

~~Cheryl Aschenbach~~

~~Jessica Ayo Alabi~~

Eileene Tejada

~~Juan Buriel~~

Karla Kirk

C. Kahalifa King

II. Call Meeting to Order and Adoption of the Agenda

A quorum was not met to hold the formal meeting. Members selected meeting dates for April through June, reviewed and discussed the Committee and March priorities.

III. April-June Meetings (schedule)

The meeting proposal was agreed upon: April 8th May 13th June 10th Meeting will be held at 8:30 A.M. through Zoom.

IV. Reports

A. ASCCC Executive Committee February Meeting Report

Mayra reported on the Online College hearing and provided an update on transfer alignment with CSUs and UCs. Detailed information found in the February President's Report.

V. Committee Priorities (discussion and potential action):

Members reviewed and discuss potential actions. Members were asked to consider the following during the review.

1. Proposed actions no longer relevant
2. Actions to be accomplished by June 30th
3. Recommend for action in 20-21

Resolution S10 1.02 [Plan to Infuse Cultural Competence](#) (module/tools)

Resolution S14 3.01 [Infuse Cultural Competence](#) (review cultural competency plan to address this resolution)

For these two resolutions, the report on actions would include a review of what has been accomplished since 2010.

A document summarizing the accomplished will be produced by May 2020. The Chair will request the status of the Cultural Competency Plan (Lead: Mayra).

Resolution S10 1.07 [Faculty Hiring Resources](#) (2020 EEO handbook updates to integrate Diversity, Equity and Inclusion statement and other revisions)

A toolkit is being developed by EDAC and the FDLC. The draft will be available by May for the committee's review. (Lead: Mayra, Cheryl, Luke, Karla and the FDLC)

The CCCCCO EEO and Diversity Advisory Committee is revising the EEO Handbook. The revisions are scheduled to be submitted to the BOG in September.

Resolution F14 7.04 [Student Safety: Sexual Assault](#) (Check back with CCCCCO)

Resolution S15 3.01 [Systemwide Collaboration in Violence Prevention Programs](#) (follow-up with CCCCCO)

For these two resolutions, the Chair will be following up with ASCCC staff and the Chancellor's Office to determine next steps. (Mayra)

VI. [Spring Plenary](#) Final Presenters list (April 16-18th) (information)

The Plenary presenters list was reviewed. Members presenting sessions were asked to begin to prepare.

- A. Tools to Lead Your College's Dialog About Systemic Change (Lead: Mayra
Presenters: Kahalifa, Karla) (April 17th)
- B. Hiring through an Equity Lens: Evaluating the Second Minimum Qualification (Mayra/Darcie/Luke Lara/Dr. Valyncia Raphael, April Bracamontes) (April 16th)
- C. Follow-up to Faculty Diversification general session (Mayra with UMOJA ED Nzingha Dugas and The Puente Project ED Julia Vergara)

VII. Career and Noncredit Institute (CNEI) Topics and Presenters-April 30th–May 2nd (Information)

CNEI topics and presenters were reviewed. Members presenting sessions were asked to begin to prepare.

- Evaluating Equity Data in CTE Programs (Mayra, Karla)
- Effectively Using the CTE MQ Toolkit to Enhance the Diversification of Faculty (Cheryl, Mayra)

VIII. Work Plan Monitoring (Basecamp) (discussion and next steps)

▪ March Priorities (discussion/action)

The priorities were reviewed by the members.

1. Address committee priorities (resolutions) Five resolutions were reviewed See #V above.
2. Equity Assessment of the Implementation of AB705 (EDAC Lead-Juan; Members: Jessica, Eileene, Kahalifa) No report.
3. Celebrate successful Collaborations in equity and student achievement-Recommendation (attachment). The recommendation was shared.
4. Outline EDI, Anti-Racism Education module/webinar
Revise the date: Mayra, Karla, Darcie

Mayra to follow up with Karla and Darcie to determine next steps.

5. Tools for Colleges to Engage in Dialogue/Definitions (Goggle doc)
 - a. Systemic bias dialogue
 - b. Cultural change and improvement
 - c. Benefits of multiple world view and lived experiences

IX. Announcements

- [Events](#)
- Other

X. Closing comments and appreciations shared

Adjourn at 10:15am

Notes prepared by Mayra Cruz

Tasks in Progress:

1. Review the DEI Integration Plan Assignments
2. Follow-up with the EDAC previous chair to see if Committee Priorities comments were placed anywhere else. (Mayra)
3. Discuss next steps to support Undocumented Students.
4. Discuss the referral from the RwLS committee, Resolution S19 13.01 In Support of All Gender Restrooms
5. Tool development
6. Committee priorities (resolutions)
7. Resolution S16 1903 Infusing Equity through College Processes Collaboration with GPTF-Assessment tool
8. Preparation for conferences- Spring Plenary (April 15-18); APAHE Conference (April 10)

Completed Tasks:

1. EDAC Work Plan (approved 10/9/19)
2. EDAC charge review
3. Recommendation to Adopt the CACC Diversity, Equity & Inclusion Statement
4. Rostrum article *Subtle Support for Our Undocumented Students in the Classroom* by Juan Buriel
5. Partner with the Foundation CCC and CCCO Undocumented Students Week of Action Follow-up with Input To-Dos on Basecamp and assignments (Note: Incorporate resolutions in Action Plan)
6. 2019 Fall Plenary Resolutions submitted and adopted by the body.
 - Resolution 3.02 on anti-racism/no hate education was approved.
 - Resolution 3.03 on replacing the ASCCC Inclusion statement with a new Diversity, Equity, and Inclusion Statement was approved by acclimation.
7. A2Mend Spring Conference workshops- titles & descriptions
8. Spring 2020 Plenary EDAC Proposed Topics/Activity
 - Implicit bias in faculty diversification
 - Anti-racism education (Related to the content of the 3.02 F19 Support Infusing Anti-Racism/No Hate Education in Community Colleges)
 - Identify how bias, stereotyping, and discrimination have limited the roles and contributions of individuals and groups, and how these limitations have challenged and continue to challenge our society, including faculty diversification
 - Examine assumptions and prejudices, including, but not limited to, racism, sexism, and homophobia, that might limit the opportunities and growth of students and employees
 - Explore inherent racism embedded in societal institutions, including the educational system and individually examine their personal role in the support of racist structures and the commitment to work to dismantle structural racism.
 - Effective practices to dismantle racism
 - Culturally responsive teaching and practice (ie. infusing cultural competence)
 - How faculty are involved in advancing equity
 - Student services and instruction integration for student success
 - Assessment or evaluation of equity in the implementation of AB705 implementation (Rubric)
Equity Driven Systems Paper topics
 - Where is Equity in the 10+1?

- Applying a Theory of Action framework to Equity: Nots and Bolts
- Transforming the college into an equity driven institution: The Local Academic Senate Action Plan
- Critical conversations: Shifting ideologies to foster an equity-driven institution to improve student outcomes
- Hiring through an equity lens: Rethinking policies and procedures
- Assessing racial equity

Proposed Activity

Showcase: Celebrate successful collaborations to support equity and student achievement (it requires that we develop a criteria and announcement)

9. Rostrum article *Best Practices for Faculty Involvement in the Student Equity and Achievement Plan* Tejada, Kirk, Cruz
10. Discussed with the Executive Committee concern of committee members' financial ability to attend Plenary.
11. Celebrate successful Collaborations in equity and student achievement announcement, criteria and application completed.
12. A²Mend Conference (March 5) sessions (3)



Academic Senate for California Community Colleges

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Faculty Leadership Development Committee

Thursday, February 20, 2020

3:00 p.m.—4:30 p.m.

ZOOM

Meeting Summary

The Faculty Leadership Development Committee creates resources to assist local academic senates in the development and implementation of policies that ensure faculty primacy in faculty leadership and professional development. The committee assesses the Academic Senate’s professional development offerings and makes recommendations to the Executive Committee on policies and practices for faculty professional and leadership development activities at a statewide level. The committee supports local faculty development and provides guidance to enhance faculty participation in the areas of faculty development policies; faculty professionalism and leadership development; innovations in teaching and learning; and other topics related to academic and professional matters. The committee advocates for funding, resource allocation, and a commitment to faculty development activities focused on equity-minded practices and student success.

- I. Roll Call, Call to Order, and Agenda Adoption
Meeting called to order at 3:01 p.m.

Michelle Bean—Chair
Sam Foster—2nd Chair

Elizabeth Day (absent)
Elizabeth Imhof
(absent)

Christy Karau
Luke Lara (absent)
Emilie Mitchell

- II. Minutes Volunteer: Sam agreed to take the notes

- III. January Minutes Approval

- IV. Shout Outs and Affirmations

- V. Faculty Diversification

- A. CCCCCO Diversity Workgroup

- 1. Recap of January 22 meeting

Met with ACHRO, CCLC, CIOs came up with a grid that included discussion of process, tools needed, guidance/needs from CCCCCO and others

- 2. Model Hiring Processes: FLDC addressing #2, 3, 4, and maybe #10

Examined selected parts of the process from the grid that had little or no guidance in other places like EEO handbook and ASCCC Hiring Paper. Volunteers needed to help fill in the grid (including guiding principles and models/tools) for presentation at Spring Plenary. Present at plenary on the working document with input from system partners.

- 3. EEO 2016 Handbook—some processes already detailed

- 4. Zoom meeting with ACHRO, CIO, and CSSO representatives—need a date

Possible Monday or Wednesday mornings or possible Thursday afternoon request for meeting in March

- B. Faculty Hiring

- 1. FLDC Responsibilities

- a) FLDC Charge from Exec: Model Hiring and Appointment Processes (ASCCC Exec Goals)

- b) Resolution Fall 2015 12.01: Training Module for Hiring to Meet Diverse Student Needs
 - 2. Pre-resolutions for Area meeting packets due February 21
 - Resolution for improving title 5 language—click here to make comments on resolution
 - The committee looked at the resolution and recommend sending it forward.
 - 3. Guiding Hiring and Appointment Principles--click here to make comments
 - The committee will continue to work on the grid to flesh it out more.
 - 4. Model Hiring Processes--click here to make comments
- VI. Spring Plenary Sessions Assigned
- 1. Guiding Principles for Hiring Committees and Appointments (Bean, Imhof, Olivio, Buul)
 - Jennifer Mendoza was also invited and may recommend someone from CIO group.
 - 2. Model Hiring Processes (Bean, Lara, Fermin Villegas) Emilie volunteered to help with this.
 - 3. Brown Act and Senate Committees (Bean and Roberson)
 - 4. First Minimum Qualification and Equivalency: An Equity-Minded Framework (Bean, Roberson, Eikey)
- VII. Faculty Leadership Academy
- A. New Academy Proposal—click here Committee recommending sending this forward
 - B. Next Steps: FELA Framework and Mentor Handbook (Mitchell, Day, Bean) Submitted to Exec for consideration at March meeting.
 - C. Applications updated—click here to view. Updates to include fee structure and details were approved by committee.
 - D. CSU Credit or Flex Credit—Executive Director still investigating. Currently being researched by the ED.
 - E. Faculty Leadership Institute draft due February 18—ideas for break-outs sent to Exec Director:
 - 1. Share Your PD Needs: Help Inform Us of Your Professional Development Wish Lists in this Brave Space
 - 2. Changing Campus Culture: A Panel Discussion from Practitioners at Equity-Minded, Anti-Racist Institutions
 - 3. Pre-Session: Faculty Empowerment and Leadership Academy DAY 1
- VIII. Womyn’s Survey and Faculty of Color Intersectionality
- A. New Survey approved: Click here for updated survey questions for faculty of color groups
 - B. Professional organizations to send new survey: Puente, Umoja, A2MEND, APIHE, Latina Leadership Network, LGBTQ+ CC listserv, senate presidents, Social Justice listserv, Ethnic Studies listserv, all liaison groups
 - C. *Rostrum* article—Bean, Karau, and Rebecca Eikey
- IX. Evaluating Professional Development Activities
- A. Standard ASCCC Event Survey Tool Committee approved updates to Gender/Ethnicity questions
 - B. Survey to return for approval at March Executive meeting—click here to comment
- X. Collaborations Updates
- A. Puente and Umoja Directors working on data for TASSC Transfer paper—did that go okay? Sam will reach out again to Eds
 - B. Anti-Racism Work
 - 1. *Rostrum* article—Imhof and Buul
 - 2. EDAC Update—working on tools for anti-racism work: pledge, resolution, and call for a paper.

- XI. Caucus Structure
 - A. ASCCC website updated
 - B. Caucus leaders invited to write *Rostrum* article on restructuring—Bruno, Bean, Roberson responded

- XII. CTE-Noncredit Institute—Breakout proposals due Feb 7
 - A. Our Strong Workforce Charge
 - B. FLDC suggestions sent to CTE and Noncredit Chairs—click here

- XIII. Announcements
 - A. CCCCO and ASCCC Faculty and Staff Diversity Symposium—March 19-20, 2020 in Sacramento
 - B. Check for upcoming events at <https://asccc.org/calendar/list/events>
 - Accreditation Institute in La Jolla February 21-22
 - Area Meetings March 27 or 28
 - Guided Pathways Workshops March 13 at Fresno City and March 20 at Santiago in Orange
 - Spring Plenary in Oakland April 16-18
 - C. Join Amazon Smile—find ASCCC Foundation
 - D. Application for Statewide Service

- XIV. Closing Comments and Reflections
 - A. Next meeting: March 19 at 3:00—4:30 p.m.
 - 1. April meeting change needed—before Plenary or after (April 9 or 23)? April 23 is recommended for new meeting date
 - 2. June meeting—tentative change to June 11? Will decide at next meeting
 - B. In-Progress and Completed Tasks review
 - C. Any other final comments or suggestions? None

- XV. Adjournment at 4:38 p.m.

In Progress:

- Womyn’s Survey—evaluation of data *Rostrum* article
- Anti-Racism *Rostrum* article
- Caucus Structure *Rostrum* article
- New Faculty Leadership Survey Questions
- ASCCC Event Survey Update
- 2020 FELA Framework and Timeline

Completed Tasks:

- *Rostrum* article: Let’s Talk About Sex! And Gender, and Race, and Economic Disadvantage: Courageous Conversations About Intersectionality
- *Rostrum* article: Equitizing Merit and Fit: Establishing a Baseline Understanding
- Collaborations—chair meet with Puente directors on October 30, attended Umoja Education Summit October 31, CCC LGBTQIA+ Summit 2019 panelist
- Updated the FLDC charge/description
- *Rostrum* article: Convergence of Diversity and Equity: Guiding Principles for Hiring Processes
- A2Mend Collaboration—A2Mend board members presented at 2019 ASCCC Academic Academy
- Umoja/A2Mend—chair completed workgroup meetings for Black Student Report Card for CCCs
- Womyn’s Leadership Survey distributed in September



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Standards & Practices Committee

February 18, 2020

10:00am-3:00pm

LA Mission College

13356 Eldridge Ave, Sylmar, CA 91342.

Culinary Arts Institute (CAI) Executive Dining Room

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/875537693>

SUMMARY

- I. Welcome—The committee checked in. Dr. Lennor Johnson, Vice President of Student Success and Equity, Imperial Valley College, attended on behalf of the CSSOs. Geoffrey Dyer, Michelle Bean, Angela Echeverri, Roy Shahbazian, and Christopher Howerton were physically present, and Eric Thompson joined by Zoom, as a traffic accident had caused him to miss his flight.
- II. Elections Procedures
 - A. Proposed Resolution to Revise Election Rules
The committee reviewed two proposed resolutions and synthesized them into a single resolution to put forward as a pre-session resolution submission for the consideration of the Executive Committee.
- III. Disciplines List
 - A. Registered Behavior Technician
 1. Second Hearing at Spring Plenary
The committee reviewed the logistics of the planned hearing.
 2. Resolution for at Spring Plenary
The committee created a resolution endorsing the addition of the new discipline to the disciplines list for planned inclusion as a pre-session resolution.
 - B. *Disciplines List Revisions Handbook*
 1. Definition of Professional Organization
The committee reviewed the definition which Eric Thompson created and tested it against several different disciplines. The committee recommended updating the Disciplines List Revision Handbook to include the new definition and submitted an agenda item for the March Executive Committee Meeting
 2. [Resolution 10.01 S18](#)

i. [Ed. Code § 87357\(a\)\(2\)](#)

The committee discussed the need to update disciplines in the disciplines list and the logistical difficulty of doing so, especially in light of impacts that changes to existing disciplines could make. The committee agreed with the need stated in Resolution 10.01 S18 but did not make any recommendations towards a course of meeting them outside of the existing process.

C. Update [Website](#)

The committee noted that February began a new cycle of the disciplines list revision process.

IV. Awards

A. Include Diversity in Criteria for Exemplary Program Award and Hayward Award

1. The committee updated the rubrics for both the Exemplary Program Award and the Hayward Award to include a criterion for diversity. The Chair agreed to submit the recommended changes to the Executive Committee prior to the end of the semester.

B. *Rostrum* Article on Awards Winners

The committee agreed to write a *Rostrum* acknowledging the winners of both awards.

V. Equivalence

A. [Equivalence to the Minimum Qualifications](#) paper

1. Proposed Resolution to Update Paper for Faculty Diversification

The committee discussed outcomes of the January 22 Faculty Diversification Strategies Partners meeting hosted by ASCCC President John Stankas at the Chancellor's Office and how it was reported that some districts seldom or never grant equivalency. The committee discussed the effects of not granting equivalency on limiting pools, especially in light of disciplines in the Disciplines List that have not been recently updated, for which equivalency may be the only means to allow candidates with current degrees in the same fields of study. The committee discussed the relationship between broad applicant pools and equivalency.

The committee wrote a resolution seeking to update the *2016 Equivalence to the Minimum Qualifications* paper.

VI. [Measuring the Second Minimum Qualification](#)

A. Concrete Examples from Districts

With the help of Dr. Lennor Johnson, the committee extensively brainstormed ways to measure the second minimum qualification. The committee created an extended list and forwarded it to the chairs of the Educational Policies Committee and the Faculty Leadership and Development Committee. The list, which builds on the committee's earlier *Rostrum* Article, is included here:

- Clearly listing the requirement as a minimum qualification in the job posting. In at least one district, it is listed as the first minimum qualification.
- [Offer workshops on meeting the second minimum qualification.](#)

- Stating the institution’s mission—with its special attention to equity, diversity, and inclusion—on top of the job announcement and referring to it in various ways throughout the description as it pertains to duties and responsibilities and specific desirable qualifications.
- Stating throughout the job description the institution’s commitment to closing equity gaps.
- Infusing in job description that institution is committed to actualizing diversity goals.
- Including district demographic information in the job posting.
- Requiring the applicant to submit as part of the application a detailed diversity statement and providing clear explanations of what the applicant should address.
- Requiring as part of the application materials specific evidence of how the applicant exhibits the second minimum qualification and directing applicants on the type of evidence they should include. Evidence might include relevant professional development attended, coursework addressing cultural competence, and other documented experiences. Direct candidates to provide examples of how they have demonstrated the minimum qualification.
- Behavioral interview questions which ask the candidate to demonstrate the minimum qualification.
- Ask candidates to submit a partial syllabus as part of the application process. Evaluate the syllabus to see how it demonstrates the minimum qualification.
- Require skills demonstrations which begin with, “Given our student population . . .” Evaluate minimum qualification as part of the demonstration.
- Infusing equity-mindedness into as many aspects of the hiring process as possible, including multiple interview questions and any live performance of skills for candidates granted an interview.
- Development of and use by screening committees of a rubric measuring how application materials demonstrate knowledge of and sensitivity to the diverse backgrounds and identities of CCC students. Rubric should measure applicants’ use of equity-minded language.

B. Means of Disseminating Examples

1. Plenary Breakout
2. Toolkit
3. Symposium

VII. **Reimbursement Request Form:** The committee checked in and ensured that all were familiar with the reimbursement procedure for the meeting.

VIII. **Schedule of Upcoming Meetings:** The committee reviewed its calendar for the rest of the academic year

1. March 23 at 6:30—8:00 p.m. Zoom
2. April 20 at 6:30—8:00 p.m. Zoom

IX. **Adjournment:** The Committee thanked Angela Echeverri and LA Mission College for hosting and adjourned after 3:00pm

--Respectfully Submitted by Geoffrey Dyer



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Standards & Practices Committee

March 23, 2020

6:30p.m.—8:00p.m.

Zoom

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/875707398>

MEETING SUMMARY

Attendance: Michelle Bean, Geoffrey Dyer, Angela Echevea, Chris Howerton, Roy Shahbazian, Eric Thompson.

- I. **Welcome and check-in** at 6:30 p.m. Michelle taking notes.
ASCCC email last Tuesday explaining the Plenary is cancelled and officer elections will be online this spring. Exec Director working with elections committee to complete elections process online.
- II. ***Discipline's List Revisions Handbook Update***
Professional Organization paragraph recommendation/update was approved by Exec Committee.
- III. **Governor Newsome's [Executive Order N-29-20](#)**
March 18 order to allow teleconferencing for public meetings. ASCCC now has a new COVID-19 resources page that includes this and other info for local senates and what they can do remotely regarding meetings. Chair reviewed requirements with this new allowance.
- IV. **Status of Diversity Awards: How to Recognize Winners**
Thank you for your thorough work on scoring. Confirmation of winner. Committee recommended that a singular announcement (not a newsletter bullet point) should be sent to the body announcing the winner this semester. Also, recommending the acknowledge of the winner at the next in-person Plenary. Chair will start a draft email to forward to Krystinne.
- V. **Status of Disciplines List Revisions Submission**
Second Hearing: Remote or at Next Plenary? As of now, Plenary cancelled. Still have a need for hearing for Registered Behavior Technician but need a way to vote on the resolution to approve the change to the Disciplines List. Committee would like Exec Director to investigate the allowance of hearing and single resolution vote for this spring on this item. Concern on whether doing the process would disrupt the discipline or hold up the process

or not. This resolution has a provision of no amendments allowed, so perhaps it could be included with the electronic officer elections. If not, then recommendation to include at next Plenary.

VI. Faculty Diversification Strategies Update

Michelle shared the draft of the Model Hiring Processes and Principles. Committee members shared some feedback on including more tools and adding in activities for second minimum qualification review throughout the hiring process. Feel free to add suggestions or activities to the Google shared link.

VII. Next Meeting: April 20 at 6:30—8:00 p.m. Zoom—finding an earlier time on April 20 to meet—chair will email committee.

VIII. Adjournment at 8:01 p.m.

GEAC Meeting Summary Notes

January 21, 2020

Submitted by Michelle Bean

Reports:

- CSUCO no longer using coded memos.
- New Spanish CLEP Exam details found on CSU website.
- CSU Early Start still available and encouraged, but not mandated; discussing self-placement (in response to EO 1110).

Business:

ASCCC Presentation to GEAC—Ginni May

- AB 705 Initial Data Review
- Title 5 language updates

CCC Proposal Presentation—Michelle Bean and Tiffany Tran

- Request for shortened timeline and an appeals window; presented with survey data from AOs with qualitative quotes on effects on students (Tran compiled). Tran also presented an infographic with a proposed timeline.
- GEAC created Task Force to further review and discuss possibilities (members: Tran, Bean, Mary Ann Creadon, Melissa Lavitt, Quajuana Chapman).

Discussion:

- Potential Ethnic Studies Requirement
- Flexibility in structuring campus GE requirements in context of EO 1100.
- Possibility of TMC and UC Pathway alignments

GEAC Meeting Summary Notes

March 17, 2020

Reports:

- CSU policies will now all be found at <https://calstate.policystat.com/>
- Credit-by-exam EO 1036 has a list of ways students can demonstrate learning by credit.
- 3 unit Ethnic Studies course resolution passed by ASCSU.
- Postponement of GEAR exams.
- General comment made on continuing to require the same student learning outcomes despite varying learning modalities during the current emergency conditions.
- Bean reviewed CC Guided Pathways Canvas module and tools; also shared President Stankas' Update (letter and provided url).

Business:

- **Task Force Report:** Agreement reached by all to include a 10-day appeals window for minor changes/issues (such as technical issues). CSU and UC did not agree to an accelerated timeline. The appeals process will be implemented as a pilot and evaluated next year for continuance and any adjustments needed.

Discussion:

- Robust discussion on Ethnic Studies requirement (AB 1460 and AB 3310). Below are a few points made and discussed by GEAC members:
 - Preferability of a lower-division requirement (with completion flexibility for some STEM majors)
 - Overlay vs. stand-alone course
 - Feasibility of the current list of course outcomes
 - Feasibility of implementation dates
 - Impact on high-unit majors
 - Potential double-counting (area, government, US history)
 - Existence of courses potentially fulfilling this requirement on CCC campuses
 - Difficulty small colleges might have in implementing an Ethnic Studies requirement
- Chair Van Selst is drafting a set of issues/potential impacts relative to an Ethnic Studies requirement for consideration by GEAC (i.e., transfer, ADTs, high impact majors). Bean and Tran requested that ASCCC have time for input and collaboration.