

Friday, December 6 to Saturday, December 7, 2019

[Courtyard Oakland Emeryville](#)
5555 Shellmound Street, Emeryville, CA, 94608
Meeting Room: Treasure Island Room

Friday, December 6, 2019

11:00 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 5:00 p.m. Executive Committee Meeting
6:30 p.m. to 8:30 p.m. Dinner

[Stella Nonna](#)
1407 San Pablo Ave, Berkeley, CA 94702

Saturday, December 7, 2019

8:00 a.m. to 9:00 a.m. Breakfast
9:00 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 1:30 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 contacting April Lonero at (916) 445-4753 x103 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: A written request to address the Executive Committee shall be made on the form provided at the meeting. Public testimony will be invited at the beginning 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. 5**
- E. Calendar, pg. 7**
- F. Local Senate Visits, pg. 17**
- G. Action Tracking, pg. 29**

- H. Dinner Arrangements
 - I. One Minute Check-In
- II. CONSENT CALENDAR**
- A. November 6, 2019 Meeting Minutes, Aschenbach, forthcoming.
 - B. Faculty Leadership and Development Committee (FLDC) Work Plan, Bean/Foster, pg. 31
 - C. Resolution Assignments F2019, Stankas/Dyer, pg. 37
 - D. A²Mend Conference Choosing Our Race: *Defining Our Own Pathway for African American Success Proposed Breakout Sessions*, Cruz, pg. 41
 - E. Survey for Veterans Resource Centers, Foster, pg. 45
 - F. Revise the Relations with Local Senates (RwLS) Committee Charge and Responsibilities, Bruzzese, pg. 49
- 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 – 10 mins., Davison, pg. 51
The Executive Committee will be provided with a final report regarding the 2019 legislative cycle.
 - B. Faculty Diversification – 15 mins., Stankas, pg. 61
The Executive Committee will be updated on Faculty Diversification in the system and discuss future direction.
 - C. Guided Pathways Implementation – 15 mins., Stankas, pg. 63
The Executive Committee will be updated on the implementation of the CCC Guided Pathways Award Program and discuss future direction.
 - D. Faculty Role in Governance – 15 mins., Stankas, pg. 71
The Executive Committee will be updated on the Faculty Role in Governance in the system and discuss further direction.
 - E. Second Draft of 2020 Accreditation Institute Program – 10 mins., Curry, pg. 73
The Executive Committee will consider for approval the second reading the 2020 Accreditation Institute Program.
 - F. Determine Feasibility of Addressing Resolution 05.02 from Fall 2018 (Identify and Report Costs of AB 705 (Irwin, 2017)) – 15 mins., Bruzzese, pg. 75
The Executive Committee will advise Relation with Local Senates (RwLS) on whether it can feasibly address resolution 05.02 from Fall 2018.
 - G. Proposed Revision to the ASCCC Mission and Values Statements and the Proposed Vision Statement – 20 mins., Cruz/Aschenbach, pg. 77
The Executive Committee will discuss and consider for approval the proposed Vision, Mission and Values statements.

- H. Referred Resolutions From Fall Plenary – 15 mins., Dyer, pg. 81**
The Executive Committee will discuss the referred resolutions and consider appropriate next steps.
- I. Career and Noncredit Education Institute Draft Program – 30 mins., Parker/Roberson, pg. 87**
The Executive Committee will consider for approval the draft program for the Career and Noncredit Education Institute.
- J. Womyn’s Survey Results and Next Steps – 20 mins., Bean/Foster, pg. 93**
The Executive Committee will discuss and consider for approval the next steps regarding the Womyn’s Survey data.
- K. Faculty Leadership and Development Committee (FLDC): Professional Development College – 20 mins., Bean/Foster, pg. 125**
The Executive Committee will discuss and consider for approval the next steps regarding the Professional Development College (PDC).
- L. Accessibility – 10 mins., Aschenbach/Dyer, pg. 127**
The Executive Committee will direct the DEETAC representative and Curriculum Committee Chair to engage with system partners regarding curriculum and distance education considerations before, during, and after emergency-related campus closures.
- M. Future Events Planning – 60 mins., Mica, pg. 129**
The Executive Committee will discuss and consider for approval changing the process in which dates are reviewed and approved for large ASCCC institutes and plenary session.

V. DISCUSSION

- A. Chancellor’s Office Liaison Report – 45 mins., Stankas, pg. 167** *(Date certain, Friday, December 6).*
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. 169**
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. 171**
The Executive Committee will receive an update on the recent Online Community College District Board of Trustees Meeting.
- D. Amended Academic Senate Rules and Bylaws – 20 mins., Dyer, pg. 173**
The Executive Committee will discuss the implications of the revised bylaws and rules.
- E. Caucus Structure Revision – 20 mins., Bean, pg. 187**
The Executive Committee will discuss and consider the next steps regarding the revision of the ASCCC caucus structure.
- F. Possible Consolidation of ASCCC Surveys – 10 mins., Foster, pg. 197**
The Executive Committee will discuss the possibility of consolidation of surveys to the field when possible.
- G. Fall Plenary Debrief – 20 mins., Mica, pg. 199**
The Executive Committee will debrief the 2019 Fall Plenary Session.

H. Meeting Debrief – 15 mins., Stanskas, pg. 201

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. Accreditation Committee, Curry, pg. 203
- ii. CTE Leadership Committee, Roberson, pg. 205
- iii. Equity and Diversity Action Committee. Cruz, pg. 207
- iv. Faculty Leadership Development Committee, Bean, pg. 213
- v. Online Education Committee, Roberson, pg. 217
- vi. Part-time Faculty Committee, Henderson, pg. 219
- vii. Standards and Practices Committee, Dyer, pg. 223

B. Liaison Reports

- i. Distance Education and Education Technology Advisory Committee (DEETAC), Dyer, pg. 227
- ii. General Education Advisory Committee (GEAC), Bean, pg. 235

C. Senate and Grant Reports

- i. Model Curriculum Workgroup (MCW), Roberson, pg. 239

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 •Upcoming 2019-2020 Events •Reminders/Due Dates		Month: December	Year: 2019
		Item No: I. E.	
		Attachment: Yes (4)	
DESIRED OUTCOME:	Inform the Executive Committee of upcoming events and deadlines.	Urgent: No	
CATEGORY:	Order of Business	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	April Lonero	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

Upcoming Events and Meetings

- **Executive Committee Meeting** – Riverside – January 10-11, 2020
- **Part-Time Institute** – Napa – January 24-25, 2020, Pre-session January 23
- **Executive Committee Meeting** – San Jose – February 7-8, 2020
- **Accreditation Institute** – La Jolla – February 21-22, 2020

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

Reminders/Due Dates

December 12, 2019

- Agenda items for the January 10-11, 2019 meeting
- Committee reports, if applicable

January 21, 2019

- Agenda items for the February 6-7, 2019 meeting
- Committee reports, if applicable

Part-Time Institute Timeline

- Final program to Krystinne by **December 20, 2019.**
- All hotel and AV needs to Tonya by **December 20, 2019.**
- All travel and hotel room nights need to be requested by **December 20, 2019.**
- Final program to printer by **January 10, 2020.**
- Materials posted to ASCCC website **January 13, 2020.**

Accreditation Institute

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

- Final program due **December 12, 2019** for final reading at the January Executive Committee Meeting.
- All AV and event needs to Tonya by **January 20, 2020**.
- All hotel room nights need to be requested by **January 20, 2020**.
- Final program to Krystinne by **January 27, 2020**.

Career and Noncredit Education Institute

- Program outline due **December 12, 2019** for first reading at the January Executive Committee Meeting.
- Program draft due **January 21, 2020** for first reading at the February Executive Committee Meeting.
- Final program due **February 18, 2020** for final reading at the March Executive Committee Meeting.
- Final program due to Krystinne by **March 20, 2020**.
- All AV and events supply needs to Tonya by **March 30, 2020**.
- All travel and hotel room nights need to be requested by **March 30, 2020**.
- Final program to printer by **April 10, 2020**.
- Materials posted to ASCCC website by **April 10, 2020**.

Rostrum Timeline

To Krystinne	To David	To John	To Katie	To the Field
January 6	January 10	January 17	January 24	February 10
March 9	March 16	March 23	March 30	April 15

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
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*

*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 21, 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: Area A & B March 27, 2020; Area C & D March 28, 2020 – DUE April 2, 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.

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
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
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

COLLEGE	VISITOR	DATE OF VISIT	REASON
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
Merced	Aschenbach	4/27/2017	PDC Visit for Julie Clark
	May, Aschenbach, Roberson, Stankas	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, Slattery-Farrell, Stankas	4/3/2018	CTE MQ Workgroup Faculty Meeting
	Cruz, Henderson, Parker, Eikey	11/29/2018	FDC/ EDAC Hiring Regional Planning Meeting
San Joaquin Delta	Smith	11/18/2016	Formerly Incarcerated Regional Meeting
	Rutan	1/29-30/2018	Curriculum Visit
	Dyer, Aschenbach, May, Stankas	3/22/2019	Area A Meeting
	Stankas	9/25/2019	Collegiality in Action
Sequoias, College of the	Dyer, Davison, May, Roberson	10/12/2018	Area A Meeting
Shasta			
Sierra	Freitas, May	10/4/2017	10+1
	May, Aschenbach, Bruno, Roberson	10/13/2017	Area A Meeting
	Bean, Bruzese	8/15/2019	Technical Visit - Building Relationships in Governance
	Bean, Foster	9/19/2019	Faculty Leadership Development College

COLLEGE	VISITOR	DATE OF VISIT	REASON
Siskiyou, College of the			
Taft	Aschenbach, Eikey	1/17/2019	Minimum Qualifications
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
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

COLLEGE	VISITOR	DATE OF VISIT	REASON
Chabot – Las Positas District	Davison	5/23/2017	Curriculum Streamlining Workshop
Contra Costa			
DeAnza	Cruz	10/12/2018	Area B Meeting
Diablo Valley	May, Rutan	1/22/2019	Noncredit Curriculum
Evergreen Valley	Roberson, Eikey, Beach, May	5/12/2018	Guided Pathways Regional Meeting
	Parker, Cruz, Eikey	9/19/2018	Faculty Development Committee Meeting
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
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

COLLEGE	VISITOR	DATE OF VISIT	REASON
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
Ohlone	McKay, Davison	10/19/2017	Local Senate Visit
	Stankas	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
	Stankas, 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)

COLLEGE	VISITOR	DATE OF VISIT	REASON
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
Solano	Stanskas, 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, Stanskas	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

COLLEGE	VISITOR	DATE OF VISIT	REASON
Citrus	Roberson	8/23/2018	Guided Pathways Visit
	Eikey, Davison, Bruzzese, Bean	3/23/2019	Area C Meeting
Cuesta			
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

COLLEGE	VISITOR	DATE OF VISIT	REASON
LA Pierce	Roberson	8/23/2018	Guided Pathways Visit
	Aschenbach	11/2/2019	Curriculum Regional Meeting
LA Southwest	Roberson, Parker	2/13/2019	RWLS Committee Meeting
	Aschenbach, Roberson, Stankas	2/28/2019	GP and Local Senate Visit
	Executive Committee	3/1/2019	Executive Committee Meeting
	Stankas	5/9/2019	Collegiality in Action
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

COLLEGE	VISITOR	DATE OF VISIT	REASON
Santa Barbara City	Stanskas	1/18/2019	Collegiality in Action
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, Stanskas, S. Foster, Beach, Slattery-Farrell	3/25/2017	Area D Meeting
	Slattery-Farrell, Stanskas	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, Stanskas	3/24/2018	Area D Meeting
Cuyamaca			
Cypress	Freitas, Stanskas	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

COLLEGE	VISITOR	DATE OF VISIT	REASON
Golden West			
Grossmont	May, Eikey	4/30/2018	Governance
	May	5/13/2019	Curriculum and Guided Pathways
Imperial Valley	Beach	4/7/2017	Governance Presentation
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
Mt. San Jacinto	Foster	11/17/2017	SI Institute
	Rutan	1/30/2019	Chemistry
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			
Orange Coast	Aschenbach	2/9/2018	SLO Symposium
	Beach, Pilati	3/16/2018	Guided Pathways

COLLEGE	VISITOR	DATE OF VISIT	REASON
Palo Verde	Rutan	8/31/2017	TOP Code Alignment
Palomar	Aschenbach, McKay	12/3/2016	Noncredit South Regional Meeting
	Rutan, Parker, Foster, Davison	10/13/2018	Area D Meeting
	Stanskas	4/15/2019	Collegiality in Action
Riverside City	Freitas, Stanskas, Slattery-Farrell	10/29/2016	MQ South Regional Meeting
	Davison, Rutan	5/30/2017	Curriculum Streamlining Workshop
	Davison, Stanskas	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
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
	Stanskas, 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
San Diego Miramar	May	10/28/2016	IEPI Convening for Planning
	Bruno	5/1/2018	Collegiality in Action

COLLEGE	VISITOR	DATE OF VISIT	REASON
Santa Ana	Beach	8/23/2017	Presentation on Role of Local ASCCC Senates Governance
	Foster, May, Bruzzese	1/25/2019	SLO Symposium
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 11/6/19										
Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Status	Description	Status Notes	Month Complete	Year Complete
Leadership Academy	June	2018	IV. D.	Faculty Leadership Development Committee; Lead: Michelle Bean and ASFCCC	Spring 2019	Assigned	The Committee is to bring recommendation regarding the Leadership Academy.	7.9.19: Reassigned to Faculty Leadership Development Committee and ASFCCC. 9.6.19: Will a new due date be assigned?		
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.			
Faculty Development Committee	April	2019	IV. K	Faculty Leadership Development Committee; Lead: Michelle Bean	May 2019	Assigned	The Faculty Development Committee will bring a modified survey to the May Executive Committee Meeting	8.10.19: Survey has been developed and will be distributed to the field September 2019.		
Revision of Data 101 Paper	June	2019	IV. H.	Educational Policies Committee; Lead: Nathaniel Donahue	November 2019	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.		
Board of Governors' Diversity Task Force Update	August	2019	IV. B. i.	Equity and Diversity Action Committee ; Lead: Mayra Cruz	November 2019	In Progress	The Equity and Diversity Action Committee will update the Inclusivity Statement prior to the 2019 Fall Session.	9.27.19: Recommendation to adopt the State's CA CC Diversity, Equity and Action as ASCCC's Inclusivity Statement. Resolution for Plenary - replace ASCCC Inclusivity Statement		

Action Tracking as of 11/6/19										
Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Status	Description	Status Notes	Month Complete	Year Complete
Revise TASSC Committee Charge	September 27-28	2019	IV. K.	TASSC		In Progress	The chair of TASSC will bring a revised charter to a future Executive Committee Meeting for consideration.	A revised TASSC charge was brought to the September 27-28 Executive Committee Meeting. The Executive Committee asked the chair of TASSC will consult with the counseling and library faculty on Executive Committee and bring a revised charge to a future Executive Committee Meeting for consideration.		
Academic Freedom Survey	November	2019	IV. G	Educational Policies Committee; Lead: Nathaniel Donahue		Assigned	The content of the Academic Freedom Survey will return to an Executive Committee Meeting for approval.			
Academic Freedom Survey	November	2019	IV. G	Sam Foster		In Progress	An agenda item regarding the use and frequency of surveys by the Academic Senate will be submitted.			



Executive Committee Agenda Item

SUBJECT: Faculty Leadership and Development Committee (FLDC) Work Plan		Month: December	Year: 2019
		Item No: II. B.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the FLDC’s Work Plan.	Urgent: No	
		Time Requested: N/A	
CATEGORY:	Consent Calendar	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Michelle Bean/Sam Foster	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Faculty Leadership Development Committee created the attached logic model to serve as the FLDC workplan for 2019-2020, which includes references to the guiding ASCCC Strategic Plan 2018-2023 Objectives, ASCCC Resolutions (as assigned to FLDC), and the 2019-2020 Executive Goals. The workplan would be begin implementation in 2019, with suggestions for future work.

As called for in the [ASCCC Strategic Plan](#) 2018-2023 Goal 3 Objective 3.2, FLDC would also like the Executive Committee to consider for approval the attached workplan with proposed outcomes and deliverables as the comprehensive ASCCC Professional Development Plan for implementation and ongoing evaluation.

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

Faculty Leadership Development Committee

Professional Development Plan

ASCCC Strategic Plan 2018-2023 Goal 3 Objective 3.2.A calls for the implementation of a comprehensive ASCCC Professional Development Plan with ongoing evaluation and revision. This document is being submitted for consideration as the recommended plan meeting that objective.

Needs Statement: The ASCCC will engage and empower diverse groups of faculty at all levels of state and local leadership by identifying barriers to leadership in underrepresented groups and increasing leadership development opportunities (ASCCC Strategic Plan 2018-2023 Goal 2 and Objective 2.1).

OBJECTIVES	INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES			NOTES:
	RESOURCES		DELIVERABLES	SHORT TERM: 2018-20	MEDIUM TERM: 2020-21	LONG TERM: 2021-23	
<p>(ASCCC Strategic Plan Goal 2, Objective 2.1.A and D) Lead professional development opportunities designed to promote recruitment of diverse faculty for participation in local and statewide senate activities</p> <p>(Vision for Success Diversity, Equity, and Inclusion Integration Plan Commitment 2, Strategy B and ASCCC Resolution 12.01 fall 2015) Increase knowledge and understanding of cultural competency,</p>	<ul style="list-style-type: none"> ASCCC Executive Director and ASCCC Foundation FLDC Chair and Puente and Umoja leadership FLDC and EDAC with ACRHO, CCLC, CIOs, CSSOs FLDC and other ASCCC committees 	<ul style="list-style-type: none"> Collaborate and strengthen partnerships with organizations that serve racially/ethnically diverse populations (ASCCC Strategic Plan Goal 2, Objective 2.2.B and Goal 3, Objective 3.1.A and E) Garner feedback and data from Umoja, Puente, and other underserved communities on barriers to providing leadership opportunities for underrepresented faculty groups Add new Faculty Diversification Toolkit to Professional Development College or most visible and accessible place (see data on PDC use, like GP module) 	<p>Faculty Diversification Toolkit widely used by individual faculty and college institutions</p>	<p>Survey data from Umoja, Puente, and other organizations that represent underserved communities to identify PD needs regarding types of activities desired to address gaps and barriers in PD offerings; will identify which colleges have DEI materials or training programs available.</p> <p>Faculty will have increased access to professional development opportunities</p>	<p>Faculty will become aware of published survey results from PD needs survey in <i>Rostrum</i> and Plenary break-out.</p> <p>Faculty will become aware of new and updated modules to the faculty through ASCCC communication (e.g., email, website, <i>Rostrum</i>, Plenary).</p> <p>Faculty will use Faculty Diversification Toolkit to engage</p>	<p>Faculty will have access and use aligned and merged resources (PDC, Vision Resource Center, @One) for professional development and continued learning modules to increase faculty diversification and leadership empowerment at local and state levels.</p>	<p>PD Needs Survey development—Imhof and Bean</p> <p>Faculty Diversification Toolkit components—work with all committee members in collaboration with EDAC</p> <p>Workforce conversation—Bean and Foster with Roberson</p>

OBJECTIVES	INPUTS	ACTIVITES	OUTPUTS	OUTCOMES			NOTES:
	RESOURCES		DELIVERABLES	SHORT TERM: 2018-20	MEDIUM TERM: 2020-21	LONG TERM: 2021-23	
<p>diversity, and inclusion</p> <p>(ASCCC Resolution 12.02 and 12.01 Fall 2015) Communicate with ACHRO and CCLC for collaboration on Faculty Diversification Toolkit, including hiring criteria and priorities to hire diverse faculty</p> <p>(ASCCC Resolution 12.01 Fall 2017 and 12.01 Fall 2016) Assess resources available to align PD resources that might be used for Flex activities in the Vision Resource Center/former PLN</p>		<ul style="list-style-type: none"> • Create guiding principles and model processes for faculty hiring and committee appointment processes in the Faculty Diversification Toolkit (2019-2020 ASCCC Executive Goal 1.c.i and ii) • Partner with EDAC to provide anti-racism resources as part of the Toolkit • Refer updating of the current courses in PDC (curriculum, governance, new faculty orientation) to expert ASCCC committees • Begin discussion with CTE and TASC regarding Strong Workforce Recommendations (13.d, 14.c, 15.c, 15.d—from committee priorities sheet) 		<p>from collaborations with Puente and Umoja with partnerships linked to new learning module in Faculty Diversification Toolkit.</p> <p>Faculty will use the new learning module and Faculty Diversification Toolkit’s guiding principles for hiring and committee appointment processes.</p> <p>Development a measurement tool or survey for Toolkit use.</p>	and increase diverse faculty in leadership positions.		
<p>(ASCCC Strategic Plan Goal 2, Objective 2.1.B and Objective 2.2.C) Design leadership development opportunities focused on specific</p>	<ul style="list-style-type: none"> • FLDC and ASCCC Foundation • FLDC and ASCCC Womyn’s Caucus Leaders 	<ul style="list-style-type: none"> • Reimagine Faculty Leadership Academy (FLA) and develop a plan with a focus on faculty of color and womyn for implementation in summer of 2020 at Faculty Leadership Institute • Create an entry and exit assessment to measure 	A new mentoring project focused on offering scholarships for specific populations of faculty and with a distributed model of mentors (local leaders and executive members) with an emphasis on	Diverse faculty populations will participate in Faculty Leadership Academy (FLA).	Womyn and faculty of color will be representative in local and state level leadership roles.	Faculty in leadership will represent diversity and representation will have no adverse impact.	<p>Leadership Academy redesign plan—Bean, Day, Bruno, Lara</p> <p>Womyn’s Circle and survey findings article—Karau, Bean, Bruno</p>

OBJECTIVES	INPUTS	ACTIVITES	OUTPUTS	OUTCOMES			NOTES:
	RESOURCES		DELIVERABLES	SHORT TERM: 2018-20	MEDIUM TERM: 2020-21	LONG TERM: 2021-23	
<p>populations of faculty</p> <p>(ASCCC Strategic Plan Goal 2, Objective 2.2.C and F) Identify barriers to participation of diverse faculty in ASCCC committees and implement retention strategies for disengaged faculty voices and develop recruitment and retention strategies</p>		<p>success and areas of growth for FLA participants</p> <ul style="list-style-type: none"> • Publish Womyn’s Leadership survey results and write <i>Rostrum</i> article on Womyn’s Circle (at FLI 2019) findings and Womyn in Leadership survey results (from September 2019), and include effective practices for local leaders 	<p>cultivating leadership for underrepresented faculty</p> <p>Increased faculty leaders’ participation with no adverse impact on diverse populations</p>				
<p>(ASCCC Strategic Plan Goal 2, Objective 2.2.E and Goal 4, Objective 4.2.C) Evaluate the efficacy of the ASCCC caucus structure as a mechanism to encourage involvement in ASCCC activities by diverse faculty members</p> <p>(2019-2020 ASCCC Executive Goal 3.e.ii) Create a more active, formal role of the caucus structure with clear connection to resolution process</p>	<ul style="list-style-type: none"> • FLDC and ASCCC Foundation • ASCCC Caucus Leaders 	<ul style="list-style-type: none"> • Provide ASCCC executive member liaisons for fall Plenary 2019--with collaboration and intentional “reach out” to the caucus leaders • Garner feedback for caucus structure during break-out session at fall Plenary 2019 (focus group) • Investigate starting listservs for caucuses to send satisfaction survey to caucus membership regarding structure changes • Update ASCCC caucus description and application, addressing comments/info from Plenary focus group 	<p>A revised caucus structure facilitating communication and a change to focus on diversification and validating voices by removing barriers for caucuses</p>	<p>Diverse faculty will engage in caucus activities.</p>	<p>Faculty will use the caucus listserv to communicate and engage diverse faculty.</p>	<p>Faculty will use expertise of contributing caucus members as professional development and more statewide leadership to leverage the talent of a diverse pool.</p>	<p>Caucus structure update—Bean and caucus leaders</p>

OBJECTIVES	INPUTS	ACTIVITES	OUTPUTS	OUTCOMES			NOTES:
	RESOURCES		DELIVERABLES	SHORT TERM: 2018-20	MEDIUM TERM: 2020-21	LONG TERM: 2021-23	
and with executive member liaisons		<ul style="list-style-type: none"> Move caucus meeting times earlier in day for spring Plenary 2020; promote through listserv for communication 					
(ASCCC Strategic Plan 2018-2023 Goal 1 Objective 1.2.B Objective 3.1.A and E) Expand advocacy and leadership opportunities for faculty, senates, and Executive Committee. Develop relationships and collaborate with other professional development organizations on events	<ul style="list-style-type: none"> FLDC and EDAC FLDC and Ed Policies Committee 	<ul style="list-style-type: none"> Begin outlining Resource Toolkit and Regional Meetings based on request from the body--see list of ASCCC resolutions Partner with Emilie Mitchell for CCC LGBTQ+ Summit Invite LGBTQ+ Caucus leaders to support plenary break-outs and Faculty Leadership Academy 	Tools and activities to support LGBTQ+ populations created	ASCCC Executive committee will collaborate with CCC LGBTQ+ Summit leaders to present ASCCC Resource Toolkit.	Faculty will publish ASCCC Resource Toolkit for social justice and inclusivity.	Faculty will engage in more advocacy for legislative policy change (e.g., building policies for all gender bathrooms).	Consider a Toolkit module
(ASCCC Strategic Plan 2018-2013 Goal 3 Objective 3.2.A) Develop an evaluation tool or method measuring ASCCC events and activities	<ul style="list-style-type: none"> FLDC and ASCCC Executive Director 	<ul style="list-style-type: none"> Submit this plan in 2019 as guidelines for measurement of professional development deliverables for 2020 	Measurement tool to guide PD activities	ASCCC FLDC will use the evaluation tool to measure deliverables for the PD plan.	ASCCC FLDC and Executive Committee will evaluate deliverables using the measurement tool.	ASCCC will continue evaluation of ASCCC activities and events.	Need a measurement tool and baseline data



Executive Committee Agenda Item

SUBJECT: Resolution Assignments F2019		Month: December	Year: 2019
		Item No: II. C.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the resolution assignments from the 2019 Fall Plenary Session.	Urgent: Yes	
		Time Requested: N/A	
CATEGORY:	Consent Calendar	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stanskas/Geoffrey Dyer	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

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

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

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

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

Resolution	Title	Assigned To
1.01	F19 Align Terms of Office in Bylaws to Practice	Executive Director
1.02	F19 Adopt Instant Runoff Voting	Executive Director/ Standards and Practices
1.03	F19 Rotate Plenary Between Areas	Executive Director
1.04	F19 Limit Nominations from the Floor	Executive Director
1.05	F19 Reverse the Order of the Area, North/South, and At-Large Representative Elections	Executive Director
1.06	F19 Term Limits of Three One-year Terms for Officers and Two Two-year Terms for Representatives	Executive Director
1.07	F19 Clarify Nomination Process and Eliminate "Trickling"	Executive Director
1.08	F19 Academic Senate Resources for Serving Students with Disabilities	Executive Director/President
1.09	F19 Academic Senate Caucus Restructuring	Executive Director/Faculty Leadership Development Committee
3.01	F19 Assessing Student Equity and Achievement Program Contribution to Guided Pathways Implementation	Guided Pathways Taskforce
3.02	F19 Support Infusing Anti-Racism/No Hate Education in Community Colleges	ASCCC
3.03	F19 Replacing the Academic Senate for California Community Colleges Inclusivity Statement	Executive Director
3.04	F19 Adopt the Paper Equity-Driven Systems: Student Equity and Achievement in the California Community Colleges	Executive Director
3.05	F19 Acknowledge Extended Opportunity Programs and Services' 50 Years of Student Success	Completed at BoG Ceremony
3.06	F19 Include Currently and Formerly Incarcerated Youth in Equity Plans	President
3.07	F19 Enable the Canvas Name Preference Option	Relations with Local Senates
5.01	F19 Adopt the Paper Budget Processes and the Faculty Role	Executive Director
5.02	F19 Extend the Hold-Harmless Provision of the Funding Formula	President/Legislative Advocacy Committee
6.01	F19 Reversal of Position Regarding Baccalaureate Degrees and Removal of Pilot Designation	President
6.02	F19 Expansion of Baccalaureate Degree Programs in Allied Health	President and Legislative Advocacy Committee
6.03	F19 Oppose Calbright's College Center Placement within an Extant District and Program Duplication	President
7.01	F19 Academic Senate Involvement in Online Teaching Conference Planning	Online Education Committee
7.02	F19 Continued Advocacy for Substantive Participatory Governance with the California Community Colleges Chancellor's Office	President
9.01	F19 Local Determination of International Baccalaureate Credit at California Community Colleges	Transfer, Articulation, and Student Services Committee
9.02	F19 Inclusion of Course Identification Numbers (C-ID) in College Catalogs and Student Transcripts	C-ID Advisory
9.03	F19 Adopt Updated Course Basic (CB) 21 Rubrics for Coding English as a Second Language (ESL) Course Outcomes	Curriculum Committee/5C

Resolution	Title	Assigned To
9.04	F19 English as a Second Language (ESL) Course Basic (CB) 21 Rubric Coding of Multiple Courses to the Same CB21 Competency	Curriculum Committee/5C
9.05	F19 Provide Guidance with Respect to Ensuring Student Access to No-Cost Resources	OERI Advisory Committee
9.06	F19 Consider Implications of Publisher-Developed Lower Cost “Inclusive Access” Strategies	OERI Advisory Committee
9.07	F19 Clarify the Meaning of Fundamental Alteration When Providing Academic Accommodations	Curriculum Committee
9.08	F19 Repeatability of Credit Co-Requisite Support Courses	Curriculum Committee and 5C
9.09	F19 Ensuring Access and Opportunity for Success for All Students Through AB 705 (Irwin, 2017) Implementation	Curriculum Committee/Guided Pathways/Noncredit
10.01	F19 Minimum Qualifications for Campus Americans with Disabilities Act Coordinators	Standards and Practices Committee
13.01	F19 Collegial Consultation during Implementation of Guided Pathways	Guided Pathways Taskforce
13.02	F19 Data Paper and Equity-Minded Practices	Educational Policies Committee
15.01	F19 Criteria and Training for the Evaluation and Approval of Advanced Credit English as a Second Language (ESL) Coursework for California State University General Education Breadth (CSU-GE) and the Intersegmental General Education Transfer Curriculum (IGETC)	President/GEAC/ICAS
16.01	F19 Develop Standards of Practice Resource for Learning Assistance and Tutoring in the California Community Colleges, including the role of Learning Skills Coordinators or Instructors, and Tutoring Coordinators	Transfer, Articulation, and Student Services Committee
19.01	F19 Encourage Utilization of Career Technical Education Faculty Minimum Qualifications Toolkit Resources for Hiring in Career Technical Education Disciplines	CTE Leadership Committee
21.01	F19 Update Chancellor’s Office Document Alternatives to In-Person Consultations: Cooperative Work Experience Education	CTE Leadership Committee
	Referred Resolutions	Executive Committee
5.03	F19 Assess How Alignment of Timeframes for AB 705 (Irwin, 2017) and the Student Centered Funding Formula for ESL Students Inequitably Impact Funding for Colleges Serving High Percentages of ESL Students	Executive Committee
5.03.01	F19 Amend Resolution 5.03 F19	Executive Committee
5.04	F19 Include Credit English as a Second Language (ESL) Courses Equivalent to Transfer-Level English in the Student Centered Funding Formula	Executive Committee
7.03	F19 Include Credit English as a Second Language (ESL) in the Student Success Metrics (SSM)	Executive Committee
7.04	F19 Convene the California Community Colleges Chancellor’s Office Assessment Committee for Credit English as a Second Language (ESL)	Executive Committee



Executive Committee Agenda Item

SUBJECT: A2Mend Conference <i>Choosing Our Race: Defining Our Own Pathway for African American Success</i> Proposed Breakout Sessions		Month: December	Year: 2019
		Item No: II. D.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will discuss and consider for approval the proposed breakout sessions for the A2MEND 13th Annual African American Male Summit, March 5-6, 2020.	Urgent: No	
		Time Requested: N/A	
CATEGORY:	Consent Calendar	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Mayra Cruz	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND: The Equity and Diversity Action Committee is proposing the following sessions.

Black Masculinity on Campus: The Intersections of Who We Are

Jessica Ayo Alabi, Equity and Diversity Action Committee Orange Coast College (Lead)

Dr. Alondo A.C. Campbell, Santa Ana College (pending approval)

TBA

African American male students arrive at community college campuses from many different crossroads, yet there are typical stereotypes that follow them everywhere they go. However, they have made choices to reach enormous heights. While some encounter many challenges, some have all the support they need. This interactive session gives voice to the diverse backgrounds of these young men and the variety of goals they have set for achieving success. Students will exchange narratives as we also confront the common aspects of life and college they face, and together, consider solutions that will help them forge ahead helping one another get to the next step on their pathway to success.

Learning Outcomes- Participants who complete this session will be able to:

1. Comprehend and apply complex concepts such as race, class, masculinity, mobility, life chances, mindset, and cooperative growth.
2. Analyze course content and make it applicable to their own life experiences even when the course content or the instructor does not.
3. Evaluate the intersectionality of race, class, and masculinity to understand how it impacts one's life's chances and mindset.
4. Motivate other African American males to embrace their masculinity to redirect their mindset in ways that support their goals.

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

Representation Matter: African American Men and Careers in Education

Presenters:

Karla Kirk, Equity and Diversity Action Committee Fresno City College (Lead)

Mayra Cruz, Area B Representative ASCCC, Equity and Diversity Action Committee

TBA

This presentation will introduce and explain the importance of recruiting men of color as educators, classroom teachers as well as administrators, within the K-16 system. From Kindergarten teachers to community college instructors, African American men are significantly underrepresented as classroom instructors. This session will present data on the impact that African American instructors can have on African American student success through “critical mentoring” as presented by Dr. Luke Woods and Dr. Frank Harris, III groundbreaking book “Teaching Boys and Men of Color”. The session will outline and describe the diversity of teaching careers in the K-12 and Community College systems, outline and explain pathways into a career in education. It will provide for students time and space to share affirming experiences with African American educators, or to express the impact that not having an African American teacher has had on their own educational journey.

Learning Outcomes:

Participants will,

1. evaluate and analyze their own understanding of the significance of the practices of “critical mentoring”.
2. be able to compare and contrast opportunities for careers as educators within the K-16 system.
3. be able to develop an educational pathway to a career in education.
4. use personal experiences to demonstrate the value of representation in education.

Asking for Help is a Sign of Strength: Destigmatizing Usage of Student Support Services in Higher Education

Presenters:

Jessica Ayo Alabi, Equity and Diversity Action Committee Orange Coast College

Mayra Cruz, Area B Representative ASCCC, Equity and Diversity Action Committee

TBA

Utilization of student support services such as tutorial services, counseling/advising, and mentoring services has been shown to significantly improve student success, particularly among first-generation students and populations traditionally underrepresented in higher education. Despite the plethora of evidence illustrating positive correlations between use of support services and academic success, several of these services remain highly stigmatized among student populations and many students falsely assume that navigating the higher education landscape without the help of support services is an accomplishment to be celebrated. This session will present data on the impact of student support services in promoting success of first generation and traditionally

underrepresented populations and invite participants to brainstorm and discuss strategies for destigmatizing usage of support services among college students.

Learning Outcomes:

1. Participants will analyze their own positive and negative experiences with support services.
2. Participants will brainstorm about underlying causes of support service stigmatization and suggest ideas for overcoming negative stereotypes and emotions associated with seeking help.
3. Participants will participate in constructive dialogue about the importance of building a network for success and seeking help along the path to accomplishing educational and career goals.



Executive Committee Agenda Item

SUBJECT: Survey for Veterans Resource Centers		Month: December	Year: 2019
		Item No: II. E.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval a survey about Veterans Resource Centers from the Transfer, Articulation and Student Services Committee (TASSC).	Urgent: No	
		Time Requested: N/A	
CATEGORY:	Consent Calendar	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Sam Foster	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Discussion	

Please note: Staff will complete the grey areas.

One of the Transfer, Articulation and Student Services Committee (TASSC) priorities is to address resolution [7.1 F17](#):

Resolved, That the Academic Senate for California Community Colleges research effective practices and models of veteran resource centers that exist in California and at other community colleges nationwide; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other interested stakeholders to create guidelines for the establishment of veteran resource centers at all 114 colleges in the California Community College system.

To help address this resolution, TASSC would like to send out a survey (see attached).

TASSC requests that the Executive Committee provide feedback and consider the attached survey for approval.

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

Possible Survey Questions for Veterans Resource Centers

1. Do you have a veterans resource center on campus? Yes/No
 - a. If not, what services do you provide for veterans

2. Describe your funding source (check all that apply)
 - Categorical
 - general funds
 - outside grants
 - other (please describe)

3. Describe the staffing at your resource center
 - a. Director
 - faculty
 - educational administrator
 - classified administrator,

 - b. Other staff (check all that apply)
 - counselors
 - other faculty
 - classified staff,
 - other (please describe)

4. What partnerships does your veterans resource center have with outside organizations (check all that apply)?
 - Veterans affairs
 - local veterans organizations
 - chamber of commerce
 - private industry
 - Other (please describe)

5. Describe the resources provided in your center. Please check all that apply.
 - Counselling services
 - mental health services
 - study space
 - other (please list)

6. Is there an advisory committee or other structure that supports the work of the veterans resource center? Please describe

7. What was required to initially establish your veteran resource center?

8. What type of financial resources were required and how was it obtained?
9. What kind of physical space or location was needed to initially establish the center? Is it still sufficient?
10. What additional staff was necessary to get it up and running?
11. Can you provide any resources/information/contacts to veteran centers outside of California? Please include below.



Executive Committee Agenda Item

SUBJECT: Revise the Relations with Local Senates (RwLS) Committee Charge and Responsibilities		Month: December	Year: 2019
		Item No: II. F.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval the revision of the RwLS charge and responsibilities.	Urgent: Yes	
		Time Requested: N/A	
CATEGORY:	Consent Calendar	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Anna Bruzzese	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

At its November 22 meeting, the RwLS committee reviewed and revised its charge and responsibilities to infuse the ASCCC Diversity, Equity, and Inclusion Statement that was just passed at the Fall 2019 Plenary. The proposed revision is below:

“The Relations with Local Senates (RwLS) Committee serves to augment the work of the Executive Committee. **As a committee, we are invested in cultivating and maintaining a climate where equity and mutual respect are both intrinsic and explicit by valuing individuals and groups from all backgrounds, demographics, and experiences.** ~~Its~~ Our overall purpose is to provide an opportunity to share local and state concerns, exemplary practices, and other information with the Executive Committee. In order to accomplish ~~its~~ our overall mission, the RwLS members ~~should~~ **be** ~~are~~ conversant with **and promote** pertinent statutes and strategies for effective **and inclusive** academic senates. The RwLS will assess the needs of local leaders in order to provide resources needed to participate effectively in governance at the local level.”

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



Executive Committee Agenda Item

SUBJECT: Legislative Report		Month: December	Year: 2019
		Item No: IV. A.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will be provided with a final report regarding the 2019 legislative cycle.	Urgent: No	
		Time Requested: 10 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 Executive Committee will be provided with a final legislative report regarding legislation tracked during the 2019 cycle.

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

ASCCC Legislative Report – Final 2019 Report

All legislation introduced beginning in January 2019 had to be signed or vetoed by the governor by 13 October 2019. The following is a list of all of the legislation that the ASCCC tracked during this time, along with its final resolution. This legislation was seen as having either implications for academic and professional matters, or potential impact on an area of academic and professional matters peripherally. Full language of all bills can be found at <https://leginfo.legislature.ca.gov>

Assembly Bills

AB 2 (Santiago) California College Promise -- Chaptered

This bill will authorize a community college to use California College Promise funding to waive fees for 2 academic years for these students. Additional guidance will be forthcoming from the CCCCCO by December 2019.

ASCCC Position/Resolutions: The ASCCC has multiple resolutions calling for an ending of fees for students in the CCC system.

AB23 (Burke) Workforce Training Programs -- Vetoed

This bill would state the intent of the Legislature to enact legislation to incentivize systems that better facilitate communication and partnerships between businesses, labor advocates, and educational institutions for the purpose of creating tailored workforce training programs that both increase worker participation and further the attainment of increased skills. The bill would make related legislative findings and declarations.

ASCCC Position/Resolutions: The ASCCC has positions around supporting the development of workforce programs.

AB30 (Holden) College and Career Access Pathway Agreements – Dual Enrollment -- Chaptered

This bill amends Section 76004 of the Education Code and makes several changes to College and Career Access Pathways (CCAP) partnerships. Specifically, the bill authorizes CCAP with continuation education high schools; removes the requirement for an informational public meeting prior to the adoption of a CCAP; requires CCAP students to receive only one principal recommendation and parental consent form; and authorizes units earned during a CCAP to count toward the student establishing priority registration. This bill extends the sunset date of the law governing the CCAP from January 1, 2022 to January 1, 2027.

Guidance will be forthcoming from the CCCCCO.

ASCCC Position/Resolutions: This bill is consistent with past ASCCC positions around dual enrollment, although there may be concerns around this providing priority enrollment and potentially seeing increasing numbers of students in these programs

AB130 (Low): Office of Higher Education Performance and Accountability -- Vetoed

This bill would establish the Office of Higher Education Performance and Accountability as the statewide postsecondary education coordination and planning entity. The bill would provide for the appointment by the Governor, subject to confirmation by a majority of the membership of the Senate, of an executive director of the office. The bill would establish an 8-member advisory board for the purpose of examining, and making recommendations to, the office regarding the functions and operations of the office and reviewing and commenting on any recommendations made by the office to the Governor and the Legislature, among other specified duties.

ASCCC Position/Resolutions: Support officially (with letter) after amendments

AB151 (Voepel) – Cal Grant Program – Community College Transfer Entitlement – Not Passed

Under existing law, to be eligible for an award under the California Community College Transfer Entitlement Program, an applicant may not be 28 years of age or older by December 31 of the award year, among other requirements. This bill would raise that limit to 30 years of age or older.

ASCCC Position/Resolutions: The ASCCC supports financial aid reform.

AB 239 (Salas) – Registered Nursing Programs -- Chaptered

This bill amends Section 78261.5 of the Education Code. Specifically, the bill extends the authorization for community college registered nursing programs to use a multi-criteria screening tool in student admissions, from January 1, 2020 to January 1, 2025.

ASCCC Position/Resolutions: This bill was supported by the CCCCCO.

AB 244 (Voepel) – Cal Grants – Not Passed

This bill would declare the intent of the Legislature to enact legislation that would increase awards under the Cal Grant Program from \$10,000 to \$15,000 annually.

ASCCC Position/Resolutions: The ASCCC supports financial aid reform.

AB302 (Berman) – Parking – Homeless Students – Two Year Bill

This bill would require a community college campus that has parking facilities on campus to grant overnight access to those facilities to any homeless student who is enrolled in coursework, has paid enrollment fees, and is in good standing with the community college, and would

require the governing board of the community college district to determine a plan of action to implement this requirement.

ASCCC Position/Resolutions: Support officially (with letter).

AB331 (Medina) – Ethnic Studies – Two Year Bill

This bill would add the completion of a one-semester course in ethnic studies, in either the subject of social studies or English, based on the model curriculum in ethnic studies developed by the Instructional Quality Commission, to the high school graduation requirements commencing with the 2023–24 school year. The bill would authorize local educational agencies to require a full-year course in ethnic studies at their discretion, as specified.

ASCCC Position/Resolutions: None

AB595 (Medina) – Apprentice Programs -- Chaptered

This bill adds Section 79149.25 to the Education Code. Specifically, the bill authorizes a student enrolled in a community college apprenticeship training program, who does not have a social security number, to use an individual tax identification number (ITIN) for purposes of any background check required by the class or program. This bill does not explicitly authorize the use of ITIN for any other purposes.

ASCCC Position/Resolutions: None

AB1051 (Smith) – Nursing Programs – Chaptered

This bill authorizes a community college district to employ part time clinical nursing faculty that exceed the 67% load cap for up to four semesters. The Chancellor’s Office is required to report to the Legislature on the number of districts who use this authorization, how many part time faculty exceed the 67% load cap and how it effects the district’s part time to full time faculty ratio.

ASCCC Position/Resolutions: None

AB1314 (Medina) – Cal Grant Reform– Two Year Bill

This bill would expand and reform Cal Grants for community college students.

Official ASCCC Position/Resolutions: Medina is working with Leyva’s office to have this bill work with SB 291,

AB1460 (Weber) – CSU Graduation Requirement – Ethnic Studies – Two Year Bill

This bill, commencing with the 2020–21 academic year, would require the California State University to provide for courses in ethnic studies at each of its campuses.

Official ASCCC Position/Resolutions: None officially although concerns were expressed to the author’s staff around the ADTs.

AB1512 (Carrillo) – IB Examinations – Two Year Bill

This bill would require the office of the chancellor, in collaboration with the Academic Senate for California Community Colleges, to develop a policy relating to awarding academic credit for a score of 4 or more on an International Baccalaureate subject examination. The bill would require the policy to be developed under the bill to be implemented in time for the entering class in the fall 2020 academic term, and if that policy is not implemented, the bill would require the implementation, commencing with the 2020–21 academic year, of the International Baccalaureate policy adopted by the California State University.

ASCCC Position/Resolutions: The ASCCC passed resolution 9.01 (F19) in response to this bill.

AB1658 (Carrillo): Teacher Credentialing – Vetoed

This bill would require the commission to convene a workgroup to study issues relating to adult education teacher credentialing, as specified. The bill would require the workgroup to submit a report on its findings and recommendations to the Legislature.

Official ASCCC Position/Resolutions: Oppose officially (with letter).

AB1727 (Weber) – Career Development and College Preparation Courses -- Vetoed

This bill would require the board to adopt regulations, no later than April 15, 2020, requiring the accounting, for purposes of state funding of community colleges, of students enrolled in certain types of courses to be conducted by positive attendance count or on a census date basis in accord with certain computational requirements.

ASCCC Position/Resolutions: None.

AB1729 (Smith) – Attendance at Community College -- Chaptered

This bill amends Section 48800 of the Education Code and creates a special exemption from the 5- percent limitation of pupils allowed to be recommended for dual enrollment during summer session for (1) lower division college-level courses within the Intersegmental General Education Transfer Curriculum or general education requirements of the California State University or (2) college-level occupational courses, as specified. Extends the sunset date for these provisions of law from January 1, 2020 to January 1, 2027.

ASCCC Position/Resolutions: None, although we have supported dual enrollment in the past.

Senate Bills

SB3 (Allen): Office of Higher Education Coordination, Accountability, and Performance – Not Passed

This bill would establish the Office of Higher Education Coordination, Accountability, and Performance.

ASCCC Position/Resolutions: Support officially (with letter).

SB52 (Atkins): The Cal Grant Program: Cal Grant C Awards – Not Passed

Existing law requires that a Cal Grant C award be utilized only for occupational or technical training in a course of not less than 4 months. Existing law also requires that the maximum award amount and the total amount of funding for the Cal Grant C awards be determined each year in the annual Budget Act.

ASCCC Position/Resolution: The ASCCC supports the expansion of financial aid.

SB291 (Leyva) – CCC Student Financial Aid Program – Two Year Bill

The bill would establish the California Community College Student Financial Aid Program, to provide need-based grant awards to eligible community college students who attend an eligible California community college.

ASCCC Position/Resolutions: Support officially (with letter).

SB296 (Allen) – Student Financial Aid – Students Seeking Asylum – Two Year Bill

Existing law, the Cal Grant Program, establishes the Cal Grant A Entitlement Awards, the Cal Grant B Entitlement Awards, the California Community College Transfer Cal Grant Entitlement Awards, the Competitive Cal Grant A and B Awards, the Cal Grant C Awards, and the Cal Grant T Awards under the administration of the Student Aid Commission, and establishes eligibility requirements for awards under these programs for participating students attending qualifying institutions.

ASCCC Position/Resolutions: The ASCCC has supported past legislation that provides more financial resources to students.

SB462 (Stern) – Forestland Restoration Workforce Program – Not Passed

This bill would require the Chancellor's Office of the California Community Colleges, working in collaboration with the Academic Senate for California Community Colleges, to establish a

model curriculum for a forestland restoration workforce program that could be offered at campuses of the California Community Colleges. The bill would require the chancellor's office to distribute the model curriculum to community college districts no later than January 1, 2021, with the goal of enabling interested community college districts to offer the course to students beginning with the 2021–22 academic year.

ASCCC Position/Resolutions: Oppose officially (with letter).

SB484 (Portantino) – Community College Transfer Students – Two Year Bill

This bill would require the governing board of each community college district to direct the appropriate officials at their respective campuses to (1) identify those students who have completed an associate degree for transfer, (2) notify those students of their completion of the degree requirements, (3) automatically award those students the degree, and (4) add those students to an identification system at the end of each academic year.

ASCCC Position/Resolutions: None

SB563 (Roth) –College and Career Access Pathways Pilot – Not Passed

This bill, upon appropriation by the Legislature, would establish the College and Career Access Pathways (CCAP) pilot program, to be administered by the Chancellor of the California Community Colleges, to develop solutions to reduce barriers and enhance participation of school districts in CCAP partnerships.

ASCCC Position/Resolutions: The ASCCC has supported dual enrollment.

SB586 (Roth) – College and Career Access Pathways Partnerships -- Chaptered

This bill requires the governing board of a school district and the governing board of a community college district or the governing body of a charter school providing career technical education pathways under a CCAP partnership to, as part of the partnership agreement, consult with the appropriate local workforce development board to align the pathways with the state's current and future employment needs.

ASCCC Position/Resolutions: The ASCCC has supported dual enrollment.

SB777 (Rubio) – Full Time Instruction – Not Passed

This bill would require a district that has less than 75% of its hours of credit instruction taught by full-time instructors to make, at a minimum, an annual 10% reduction in the district's deficit, defined as the gap between 75% of the total district credit hours taught and the total of those taught by full-time faculty.

ASCCC Position/Resolutions: None

ACR14 (Limon) – Dual Enrollment Week -- Chaptered

This measure recognized the week of March 17, 2019, to March 23, 2019, inclusive, as Dual Enrollment Week in California and would encourage colleges and universities to visit high schools and take action to help pupils register in dual enrollment courses.

ASCCC Position/Resolutions: The ASCCC has supported faculty-led efforts around dual enrollment.

Bills That Are Not 10+1 But May Be of Interest

AB706 (Low) – Academic Employees – Chaptered

This bill eliminates limits on the time during which an employee of one school year or more is entitled to transfer the employee’s accrued leave.

AB809 (Santiago) – Child Development Programs – Priority Enrollment – Chaptered

This bill encourages child development programs established by the California Community Colleges, the California State University, and the University of California to give specified priority to children of students who are unmarried and meeting specified income requirements.

ASCCC Position/Resolutions: Support officially (with letter).

AB897 (Medina) – Community College Faculty – Not Passed

This bill would require that negotiation on reemployment preference for part-time, temporary faculty assignments be based on the minimum standards not exceeding 80% to 85%, and would prohibit the district from restricting the terms of the negotiated agreement to less than that range, unless explicitly agreed upon by an individual part-time, temporary faculty member and the district, for any new agreement, or upon expiration of any negotiated agreement in effect on January 1, 2020. The bill would make conforming changes and repeal obsolete provisions.

AB943 (Chiu) – Student Equity Funds -- Chaptered

This bill authorizes the use of funding for student equity plans, up to \$25,000 of apportionment funds per campus, or both, for the provision of emergency student financial assistance to eligible students to overcome unforeseen financial challenges that would directly impact a student’s ability to persist in the student’s course of study, as specified, if emergency student financial assistance is included in an institution’s plan for interventions to students.

AB1504 (Medina) – Student Participation Fee -- Chaptered

This bill adds supporting student participation and engagement in statewide higher education policy and advocacy activities to the required goals of the statewide community college student organization for fee adopted after January 1, 2014.

AB1740 (Medina) – Public Post-Secondary Faculty – Not Passed

This bill would express the intent of the Legislature to enact legislation to track the level of diversity in the respective faculties of the California State University and the University of California.

SB660 (Pan) – Mental Health Counselors – Not Passed

This bill would require the Trustees of the California State University and the governing board of each community college district to establish a goal of having one full-time equivalent mental health counselor with an applicable California license per 1,500 students enrolled at each of their respective campuses to the extent consistent with state and federal law.

ACR = Assembly Concurrent Resolution ACA = Assembly Constitutional Amendment
AB = Assembly Bill SB = Senate Bill

Possible Resolutions on Legislation

Chaptered – Becomes law as of 1 January 2020

Not Passed – Remained in committee

Two Year Bill – May be reconsidered in next legislative cycle

Vetoed – Vetoed



Executive Committee Agenda Item

SUBJECT: Faculty Diversification		Month: December	Year: 2019
		Item No: IV. B.	
		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: Guided Pathways Implementation		Month: December	Year: 2019
		Item No: IV. C.	
		Attachment: Yes (1)	
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.

AB 705 Research and Analysis Ideas for Collaboration between Researchers and ESL Faculty

This document provides ideas for collaboration between faculty and institutional research, planning and effectiveness (IRPE) professionals in the California Community Colleges to examine local impacts of AB 705. The ideas from this document were generated and collated from regional workshops and events hosted by the Academic Senate for California Community Colleges for faculty and related stakeholders in spring 2019, as well as workshops and events hosted by the RP Group. The document begins by sharing opportunities for collaboration identified by faculty and IRPE professionals, followed by commonly-used definitions and terms. The document concludes with a list of considerations for both ESL faculty and IRPE professionals as they work together in the context of AB 705 evaluation. Note that AB 705 only applies to CREDIT ESL for degree- or transfer-seeking students.

Opportunities for Collaboration

- Include both ESL faculty and IRPE staff in departmental and college-wide AB 705 implementation and evaluation structures
- Collaboratively review the role of MIS codes in collecting data and review the re-coding developed to track AB 705 changes with ESL faculty identifying the courses and IRPE professionals working to code them appropriately
 - Jointly identify ESL courses that satisfy transfer and/or local degree requirements and ensure they are correctly coded¹ and reported to the state Chancellor's Office

¹ At time of publication the MIS DED was located here: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Digital-Innovation-and-Infrastructure/Management-Information-Systems/Data-Element-Dictionary>

- Faculty invite IRPE colleagues to attend ESL department meetings so they can better understand curricular structures, sequences and changes in order to fully evaluate outcomes for credit ESL students
- Jointly develop a research plan and agenda in collaboration with IRPE and ESL faculty to ensure learning is taking place
 - Title 5 requires statistical validation for any required prerequisites or co-requisites. A research plan to evaluate programmatic and placement changes in response to AB 705 should be in place prior to implementation, or as early as possible. ESL practitioners should be nimble and responsive to the outcomes, adjusting their newly-implemented plans as needed to optimize success for all students.
 - IRPE practitioners should be open to ESL faculty's ideas for data collection and show ESL faculty the data currently available to be included in an analysis, and help them consider the implications of data that are not available.
 - ESL faculty and IRPE practitioners should consider the idea of an extensive research plan that can be accomplished over the long-term, including both short-term (e.g., course success, throughput rates, next course success, enrollment trends, financial aid, academic standing) and long-term outcomes (e.g., degree, transfer and employment) of credit ESL students.
 - Both quantitative (e.g., success rates) and qualitative (e.g., student and faculty experiences) data should be used to understand the impact of changes that have taken place.
 - IRPE professionals and ESL faculty should collaboratively agree upon a comprehensive research agenda with defined cohorts prior to the analysis to help reduce bias or the perception of bias.
- ESL faculty and IRPE practitioners should work together to develop surveys and/or focus groups to gather feedback from ESL students and ESL faculty including: reasons for drops or withdraws, perceived appropriate placement, level of support provided, type of support provided, etc. When deciding about the use of surveys and/or focus groups, consider the following:
 - ESL faculty may choose to be surveyed on their perceptions around ESL student ability, ESL-specific supports, and professional development needs.
 - Part-time ESL faculty may have a different set of needs, concerns, or feedback than full-time ESL faculty.
 - Focus groups may be a good way to take a deeper dive into those areas where a survey may not provide that opportunity.
- Invite IRPE practitioners to present updates at ESL department meetings.

- IRPE professionals should share early drafts of findings and reports with ESL faculty to gather feedback and make applicable adjustments.

Common Definitions and Terms for Outcomes Monitoring

- ESL: English as a second language
- ESOL: English to speakers of other languages
- ESL student: a student enrolled in an ESL course
- ELL: English language learner
- ELD: English language development (used in high schools to mean ESL coursework)
- TLE: Transfer-level English course
- TLC: Transfer-level English Composition
- TLEE: ESL equivalent course to transfer-level English composition (aka, ESL TLC)
- International student: a student who attends an American college with an F1 or F2 visa
- Students with a degree or transfer goal: students whose educational goal is degree or transfer based on their application or an updated intake process or other campus-specific process
- Course success = A+, A, A-, B+, B, B-, C+, C, P grades
- Course non success = D, F, NP, Incomplete, withdraw
- Course success rate = successful grades / enrollment
- Course withdrawal rate = students with W grade / enrollment
- Drop rate = students who dropped with no grade / total enrollment including drops
- Credit ESL throughput rate = Number of ESL students who start at a particular level of a credit ESL course and successfully complete either a transfer-level English (TLE) course or an ESL course equivalent to transfer-level English (TLEE) in six semesters or nine quarters
- Volume of successful ESL completions = Total number of ESL students who successfully complete either a transfer-level English (TLE) course or an ESL course equivalent to transfer-level English (TLEE) compared to the total number of students who successfully completed prior to the change in six semesters or nine quarters

Data Considerations

Calculating Throughput Rates

- Throughput rates for all first-time students who completed transfer-level English (TLE) or ESL equivalent to transfer-level English (TLEE) within a three-year timeframe compared to first-time students who completed TLE/TLEE by the credit ESL level in which they first started (one, two, three, four, five or more levels below transfer level) for fall 2016 cohort tracked for three years compared to the fall 2015 cohort tracked for three years, etc.
 - Be sure to include throughput rates based on where the student started in the sequence: number of students who started one level below (CB 21 = A), two levels below (CB 21 = B), three levels below (CB 21 = C), four levels below (CB 21 = D), five levels below (CB 21 = E), and six levels below (CB 21 = F).
 - If you have a noncredit sequence, you may want to include the throughput rates for students transitioning from noncredit to credit ESL. Note that the three-year timeframe for AB 705 starts when degree/transfer seeking students take their first credit ESL course.

Student Variables

Colleges need to disaggregate outcomes, when sample sizes are appropriate, by different student groups to determine disproportionate impacts, including but not limited to:

- Ethnicity
- Gender
- Part-time / full-time
- Country of origin
- Number of years of English instruction in high school or prior
- Number of years of high school completed
- English language development (ELD) course taken in high school
- Graduated from a U.S. high school or foreign high school
- TOEFL score (for international students)
- Number of years residing in the U.S.
- International student with F1/FZ visa vs non U.S. citizens
- Comfortable speaking English (variable in CCCApply)

- Placement level
- Highest education level
- Course attempts (e.g., first time enrolled in the course, repeating the course the first time, second time)
- Student moving from English to ESL
- Low-income or first-generation status
- PELL or Promise Grant status
- Educational goal (e.g., degree, transfer, basic skills development)
- ESL students taking only credit ESL courses
- ESL students enrolled in a math course or general education courses (GE) simultaneously
- Any other disproportionately-impacted groups as identified in the local equity plan

Course Characteristics

- Modality (face-to-face, hybrid, online)
- Accelerated, integrated or compressed curriculum
- Time of day and/or day of the week
- Students starting in noncredit and transitioning to credit vs. those starting in credit
- Embedded supports such as tutors or counselors
- Course units (particularly with high-unit co-requisite course)
- Term (fall, winter, spring, summer)
- Term length (number of weeks)
- Corequisite recommended vs. required
- Stretch or late-start course
- Departmental standards or common final vs. each instructor sets own standards and exams
- Type of corequisite course (ESL corequisite for an English course or an English corequisite for an ESL course, taught by same instructor or taught by different instructor)
- Students self-select or recommended into corequisite courses
- Early alert systems

Instructor Effects

Ensure faculty anonymity in the results by aggregating terms until 10 or more sections are available for analysis

- Success rates by section
- Distribution of letter grades by section
- Equity gaps by section
- Type of innovation or strategies used in the classroom (e.g., flipped class, just-in-time remediation, lab or lecture)
- Student success in next course in the sequence or other General Education (GE) courses

Long-term Outcomes

Compare a cohort of credit ESL students prior to AB 705 implementation to a cohort post-implementation on the following outcomes:

- Success in next course in the credit ESL sequence
- Throughput to transfer-level English (TLE) or ESL course equivalent to transfer-level English (TLEE)
- Complete a degree or certificate
- Transfer to a four-year institution
- Did not pass after multiple attempts
- Completion of degree- or transfer-level English AND math
- Loss of financial aid eligibility or placed on academic probation
- Enrollment in and completion of other GE courses and timing of enrollment (e.g., were students able to take other GE courses in their first year at a higher rate than in the past)
- Implications of compressed, integrated, or accelerated curriculum (e.g., did students complete fewer units or complete in a shorter time frame)

Questions or comments? Please contact ASCCC at info@asccc.org or RP Group at research@rpgroup.org



Executive Committee Agenda Item

SUBJECT: Faculty Role in Governance		Month: December	Year: 2019
		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 Lonerio	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: Second Draft of 2020 Accreditation Institute Program		Month: December	Year: 2019
		Item No: IV. E.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will consider for approval the second reading the 2020 Accreditation Institute Program.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY: First Read	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Stephanie Curry	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

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



Executive Committee Agenda Item

SUBJECT: Determine Feasibility of Addressing Resolution 05.02 from Fall 2018 (Identify and Report Costs of AB 705 (Irwin, 2017))		Month: December	Year: 2019
		Item No: IV. F.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will advise RwLS on whether it can feasibly address resolution 05.02 from Fall 2018.	Urgent: Yes	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Anna Bruzzese	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Relations with Local Senates (RwLS) committee was assigned resolution 05.02 from Fall 2018 (<https://asccc.org/resolutions/identify-and-report-costs-ab-705-irwin-2017>). Given that the resolved section asks for the ASCCC to work with the Chancellor's Office to develop these guidelines, the committee is not sure how to proceed and is seeking the Executive Committee's input on whether this task is feasible, and, if it is, the Executive Committee's direction on how to approach it.

The resolution is also copied below:

Identify and Report Costs of AB 705 (Irwin, 2017)

Fall 2018

Resolution Number: 05.02

Contact: Deborah Rosenthal

Assigned to: Relations with Local Senates Committee

Category: Budget and Finance

Status: Assigned

Whereas, AB 705 (Irwin, 2017) language indicates that compensation for costs incurred by this statutory provision must be reimbursed to the community college districts,[1] and the California Legislature was incorrectly informed that AB 705 (Irwin, 2017) would be a zero sum statute wherein

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

savings from reducing basic skills courses would equally translate into funds appropriated for the necessary expenses for increase in transfer level courses in mathematics and English;

Whereas, The implementation of AB 705 (Irwin, 2017) has not been a zero sum statute, as districts have had to maintain necessary coursework for local awards and part-time students, as well as provide the California Community Colleges Chancellor's Office proposed corequisite classes in math and English;

Whereas, The default placement rules [2][3] support that large numbers of students will fail transfer-level coursework in mathematics and English and will thus need additional support or coursework to get back on track; and

Whereas, The reallocation of funds from certain disciplines and certain courses to meet the mandate of AB 705 (Irwin, 2017) may eventually negatively impact hiring and ultimately support for degree completion in other disciplines, eroding colleges' ability to provide a holistic educational environment;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to develop guidelines for local academic senates to identify and analyze financial costs and other impacts (e.g. hiring, scheduling, and so on) as a result of AB 705 (Irwin, 2017) implementation and disseminate those guidelines by Spring 2020 Plenary Session.

MSC



Executive Committee Agenda Item

SUBJECT: Proposed Revision to the ASCCC Mission and Values Statements and the Proposed Vision Statement		Month: December	Year: 2019
		Item No: IV. G.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will discuss and consider for approval the proposed Vision, Mission and Values statements.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Mayra Cruz/Cheryl Aschenbach	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The session titled Infusing Equity, Diversity and Inclusion into ASCCC Vision, Mission, and Values was held at the 2019 Fall Plenary. Over 20 faculty leaders and other attendees actively participated in the interactive session.

Session description:

Foundational to the success of the Academic Senate for California Community Colleges is its vision, mission, and values. Evaluating and updating the vision, mission, and values is necessary to stay relevant in an evolving educational environment. Our commitment to equity, diversity and inclusion is the driving force to advance the organization into the future. Join this interactive session to re-envision the Academic Senate’s vision, mission and values.

Outcome: Facilitate a session to draft the ASCCC Vision, and review the Mission and Values statements.

Timeline:

November 7, 2019	Plenary session
December 6-7, 2019	Submit to the Executive Committee for discussion and action
Spring 2020	Resolution to the field

Attached is the proposed Vision, Mission and Values statements.

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

ASCCC 2019 Fall Plenary- Infusing Equity, Diversity and Inclusion into ASCCC Vision, Mission and Values breakout session (November 7, 2019)

Proposed Vision, Mission and Values

VISION

Proposed Vision Statement

Leading change, serving students, and embracing inclusion

MISSION STATEMENT

Current (2005)

The Academic Senate for California Community Colleges fosters the effective participation by community college faculty in all statewide and local academic and professional matters; develops, promotes, and acts upon policies responding to statewide concerns; and serves as the official voice of the faculty of California Community Colleges in academic and professional matters. The Academic Senate strengthens and supports the local senates of all California community colleges.

Proposed Mission Statement:

The Academic Senate for California Community Colleges is committed to equity, student learning and student success through:

- *Effective leadership and official voice in academic and professional matters*
- *Proactive leadership and advocacy for the development of policies, processes, and practices*
- *Inclusion of diverse faculty, perspectives, and experiences that represent our student populations*
- *Support for the growth and well-being of faculty*

VALUES

Proposed Revisions to the Values Statements

Leadership

The Academic Senate champions **and models the effective** leadership role of faculty at their colleges and at the state level, promotes the ***inclusion of leaders from various backgrounds and experiences in order to represent all faculty***, and fosters ~~effective~~ faculty participation in governance to effect change. The Academic Senate facilitates and supports the development of faculty leaders. The Senate is respectful and reflective in its work and relationships and expects accountability from its leaders. In all its activities, the Academic Senate adheres to the highest professional ethics and standards.

Empowerment

The Academic Senate empowers faculty **from diverse backgrounds and experiences in order to promote inclusiveness and equity** through its publications, resources, activities, policies, and presentations. The Senate collaborates with other statewide organizations, and with administrators, trustees, students, **and classified professionals, and others**, to develop and maintain effective relationships. The Senate believes that collaboration with others and faculty engagement improve professional decisions made locally and at the state level. ~~The Academic Senate works to empower faculty from diverse backgrounds and experiences in order to promote inclusiveness and equity in all of their forms.~~

Voice

The Academic Senate ~~promotes~~ **asserts** faculty primacy in academic and professional matters as established in statute and regulation and **incorporates diverse perspectives as a means of reaching reasoned and beneficial results**. The Senate is the official voice of the California community college faculty in statewide consultation and decision making and, through leadership and empowerment, endeavors to make each local senate the voice of the faculty in college and district consultation and decision making. The Senate values thoughtful discourse and deliberation **that aligns with its vision, mission, and goals**.



Executive Committee Agenda Item

SUBJECT: Referred Resolutions From Fall Plenary		Month: December	Year: 2019
		Item No: IV. H.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will discuss the referred resolutions and consider appropriate next steps.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Geoffrey Dyer	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND: On November 9, the delegates referred four resolutions relating to English as a second language to the Executive Committee, with the direction that the Executive Committee “research conflicts within and report back to the body and take appropriate action by spring of 2020.” The resolutions, as well as a subsidiary motion in the form of an amendment, are attached. The Executive Committee should provide direction regarding appropriate next steps and the disposition of the referred motions.

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

REFERRED RESOLUTIONS

5.03 F19 Assess How Alignment of Timeframes for AB 705 (Irwin, 2017) and the Student Centered Funding Formula for ESL Students Inequitably Impact Funding for Colleges Serving High Percentages of ESL Students

Whereas, Under Assembly Bill 705 (Irwin, 2017), a California community college student enrolled in English as a Second Language (ESL) instruction has a timeframe of three years to enter and complete degree and transfer requirements in English and has a one-year timeframe to enter and complete transfer-level coursework in mathematics;

Whereas, Under the Student Centered Funding Formula (California Education Code Section 84750.4), Student Success Allocation, a California community college will receive three points for each student who successfully completes transfer-level mathematics and English courses within the student's first academic year of enrollment;

Whereas, An ESL student could choose to take ESL coursework in the first academic year of enrollment and then successfully complete transfer-level mathematics and English courses in the second academic year of enrollment, but the college would not receive a Student Success Allocation funding point since the student did not complete transfer-level mathematics and English courses within the first academic year of enrollment despite successfully meeting the mandates of AB 705; and

Whereas, Based on these factors, the Student Success Allocation might be disproportionately lower for California community colleges with a greater percentage of ESL students than the average California community college;

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to assess the financial impact of the Student Centered Funding Formula on colleges with large populations of ESL students; and

Resolved, That the Academic Senate for California Community Colleges clarify for the legislature the inequitable impact of the Student Centered Funding Formula on colleges serving large percentages of ESL students and request a comprehensive adjustment to the success allocation funding portion for ESL students be aligned with Education Code §78213.¹

Contact: Piper Rooney, Glendale Community College

MSR: Referred to the Executive Committee to research conflicts within and report back to the body and take appropriate action by spring of 2020.

5.03.01 F19 Amend Resolution 5.03 F19

¹ Sources: AB 705 and the SCFF are legislation. AB 705 is Ed Code §78213 and the SCFF is in the 2019-20 enacted Budget

Amend the title:

Assess How Alignment of Timeframes for AB 705 and the Student Centered Funding Formula for ESL Students ~~Inequitably~~ Impact Funding for Colleges Serving High Percentages of ESL Students

Amend the second resolved:

Resolved, That the Academic Senate for California Community Colleges clarify for the legislature the ~~inequitable~~ impact of the Student Centered Funding Formula on colleges serving large percentages of ESL students if data reveals disproportionate impact among ESL students, and request a comprehensive adjustment to the success allocation funding portion for ESL students be aligned with Education Code §78213.16.

Contact: Gayle Pitman, Sacramento City College

MSR: Referred to the Executive Committee to research conflicts within and report back to the body and take appropriate action by spring of 2020.

5.04 F19 Include Credit English as a Second Language (ESL) Courses Equivalent to Transfer-Level English in the Student Centered Funding Formula

Whereas, Memo AA 18-41² (July 20, 2018) jointly issued by the California Community Colleges Chancellor’s Office (CCCCO) and the Academic Senate for California Community Colleges (ASCCC) strongly encouraged colleges to “[e]xplore credit ESL pathways to transfer-level English that allow for credit ESL faculty to ... create a credit ESL course that is the equivalent of transfer-level English” and Memo AA 19-20³ (April 18, 2019) jointly issued by the CCCCCO and ASCCC likewise strongly encouraged colleges to explore the “[c]reation of a credit ESL course that is the equivalent of transfer-level English”;

Whereas, The Student Centered Funding Formula describes the calculations for the student success allocation concerning completion of “Transfer Level English and Mathematics” to count “[w]here Course-TOP code for English has CB03 equal to 150100 or 152000”;

Whereas, The Student Success Allocation Measures as currently configured as of October 2019 exclude completion of credit English as a Second Language (ESL) courses which are coded with a CB03 ESL TOP code but are equivalent to transfer-level English courses; and

2

https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5b68e1ba70a6add62b06a9a9/1533600186421/AA+18-41+AB+705+Initial+Guidance+Language+for+Credit+ESL_.pdf

3

<https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5cba33ac652deab55b0afcbb/1555706796861/AA+19-20+AB+705+and+1805+Spring+2019+Guidance+Language+for+Credit+ESL.pdf>

Whereas, The inclusion of the credit ESL equivalent to transfer-level English is not an addition to the Student Success Allocation Measures, but rather it is a correction of an omission within the existing student success calculation;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to recognize the successful completion of an ESL transfer-level composition course as equivalent to the successful completion of transfer-level English composition in various state metrics such as the Student Success Allocation Measures and the Student Success Metrics.

Contact: Kathy Wada, Cypress College

MSR: Referred to the Executive Committee to research conflicts within and report back to the body and take appropriate action by spring of 2020.

7.03 F19 Include Credit English as a Second Language (ESL) in the Student Success Metrics (SSM)

Whereas, Memo AA 18-41⁴ (July 20, 2018) jointly issued by the California Community Colleges Chancellor's Office (CCCCO) and the Academic Senate for California Community Colleges (ASCCC) strongly encouraged colleges to “[e]xplore credit ESL pathways to transfer-level English that allow for credit ESL faculty to ... create a credit ESL course that is the equivalent of transfer-level English,” and Memo AA 19-20⁵ (April 18, 2019) jointly issued by the CCCCCO and ASCCC likewise strongly encouraged colleges to explore the “[c]reation of a credit ESL course that is the equivalent of transfer-level English”;

Whereas, The *Student Success Metrics Dashboard, Second Build, 01.18.19 Data Element Dictionary*⁶ Notes for each learning progress metric stipulate that “Courses outside of math and English Taxonomy of Program (TOP) codes are not included in this metric,” thereby excluding credit English as a Second Language (ESL) courses equivalent to Transfer-Level English; and

Whereas, Assembly Bill 705 (Irwin, 2017) allows credit ESL students a three-year time frame to complete transfer-level coursework in English⁷;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to include credit ESL courses equivalent to transfer-level English in the Learning Progress metrics; and

4

https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5b68e1ba70a6add62b06a9a9/1533600186421/AA+18-41+AB+705+Initial+Guidance+Language+for+Credit+ESL_.pdf

5

<https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5cba33ac652deab55b0afcbb/1555706796861/AA+19-20+AB+705+and+1805+Spring+2019+Guidance+Language+for+Credit+ESL.pdf>

⁶ <https://digitalfutures.cccco.edu/Portals/0/Documents/data-element-dictionary.pdf>

⁷ https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to include completion of transfer-level English within a three-year time frame for students who begin in credit ESL coursework in the learning progress metrics.

Contact: Kathy Wada, Cypress College

MSR: Referred to the Executive Committee to research conflicts within and report back to the body and take appropriate action by spring of 2020.

7.04 F19 Convene the California Community Colleges Chancellor's Office Assessment Committee for Credit English as a Second Language (ESL)

Whereas, The Academic Senate for California Community Colleges adopted Resolution 07.07 S18⁸ in support of maintaining assessment tests as one of the multiple measures used to place students into credit ESL courses;

Whereas, The California Community College Chancellor's Office Assessment Committee has not been evaluating assessments since the beginning of the Common Assessment Initiative in 2014;

Whereas, Colleges are prohibited from using any assessment instruments other than those approved by the California Community Colleges Board of Governors; and

Whereas, Memo AA 19-43⁹ (September 26, 2019) jointly issued by the California Community Colleges Chancellor's Office and the Academic Senate for California Community Colleges expressly clarifies that "credit ESL is distinct from instruction in remedial English; ESL, like foreign language, relies on assessment for placement as an essential component for student success. AB 705 recognizes the necessity of a reliable means to accurately assess and place language learners into ESL classes;"

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to convene the Chancellor's Office Assessment Committee to support colleges in implementing assessment and placement processes for credit ESL which are compliant with the requirements of Education Code and the California Code of Regulations;

Resolved, That the Academic Senate for California Community Colleges request that the California Community Colleges Chancellor's Office direct the Assessment Committee to review and recommend for approval assessment instruments and tools for credit ESL, including but not limited to quality standardized assessment tests, local assessment instruments, and local assessment instruments awaiting reapproval; and

⁸ <https://asccc.org/resolutions/maintain-language-placement-tests-multiple-measure-option-english-second-language-esl>

⁹ https://www.mjc.edu/governance/curriculum/documents/aa_19-43_ab705_credit_esl_guidance.pdf

Resolved, That the Academic Senate for California Community Colleges request that the California Community Colleges Chancellor's Office direct the Assessment Committee to develop parameters for the use of guided placement and/or self-placement processes and the review of such processes, particularly in regards to credit ESL.

Contact: Kathy Wada, Cypress College

MSR: Referred to the Executive Committee to research conflicts within and report back to the body and take appropriate action by spring of 2020.



Executive Committee Agenda Item

SUBJECT: Career and Noncredit Education Institute Draft Program		Month: December	Year: 2019
		Item No: IV. I.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the draft program for the Career and Noncredit Education Institute.	Urgent: No	
		Time Requested: 30 mins	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	LaTonya Parker/Carrie Roberson	Consent/Routine	
		First Reading	X
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The ASCCC Executive Committee has an opportunity to make strategic suggestions to enhance the experience for both presenters and participants in the planning for the Career and Noncredit Education Institute.

ASCCC Career and Technical Education (CTE) Leadership and Noncredit Committees are pleased to announce the 2020 Career and Noncredit Institute designed for all faculty, ASCCC Liaisons, academic senates, student services professionals, administrators, and system partners. The California Community College system is undergoing a period of transformation with significant attention focused on student success. Where do Career and Technical Education (CTE) and Noncredit fit in to this complexity? This year's institute focuses on all aspects of career and noncredit instruction and student services pertaining to the faculty role in governance, faculty diversification, guided pathways efforts, and the principles of data.

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

2020 ASCCC Career and Noncredit Education Institute

April 30th – May 2nd, 2020- San Mateo Marriott

DRAFT PROGRAM

4.30.2019 - THURSDAY

8:00am – 9:00am

Registration & Breakfast

9:00am – 12:00pm (10:30 break)

CTE Toolkit Training

~~~~~

11:00am – 12:00pm

Registration

12:00pm – 12:30pm

Lunch

12:30 - 2:00pm

Welcome/ General Session I: FACULTY DIVERSIFICATION

2:15pm – 3:30pm Breakout Session I

Breakout 1:

Breakout 2:

Breakout 3:

Breakout 4:

Breakout 5:

Breakout 6:

Breakout 7: Follow up to the general session

3:30pm – 3:45pm SNACK BREAK

3:45pm – 5:00pm Breakout Session 2

Breakout 1:

Breakout 2:

Breakout 3:



Breakout 4:

Breakout 5:

Breakout 6:

Breakout 7: Open Forum on FACULTY DIVERSIFICATION

5:30pm – 7:30pm

DISCIPLINE CONVENINGS/ CAUCUS MEETINGS

~~~~~

5.1.2019 - FRIDAY

8:00am – 9:00am

Registration & Breakfast

9:00am – 10:15am Breakout Session 3

Breakout 1:

Breakout 2:

Breakout 3:

Breakout 4:

Breakout 5:

Breakout 6:

Breakout 7: ASCCC Resources

10:15am – 10:45am NETWORKING BREAK

10:45am – 12:00pm Breakout Session 4

Breakout 1:

Breakout 2:

Breakout 3:

Breakout 4:

Breakout 5:

Breakout 6:

Breakout 7: ASCCC Resources

12:00pm – 12:30pm Lunch

12:30pm – 2:00pm

General Session II: SHARED GOVERNANCE

2:00pm – 2:15pm BREAK

2:15pm – 3:30pm Breakout Session 5

Breakout 1:

Breakout 2:

Breakout 3:

Breakout 4:

Breakout 5:

Breakout 6:

Breakout 7: Follow up to the general session

3:30pm – 3:45pm BREAK

3:45pm – 5:00pm Breakout Session 6

Breakout 1:

Breakout 2:

Breakout 3:

Breakout 4:

Breakout 5:

Breakout 6:

Breakout 7: Open Forum on SHARED GOVERNANCE

5:30pm – 7:30pm

RECEPTION

~~~~~

## **5.2.2019 – SATURDAY**

8:00am – 9:00am

Breakfast

9:00am – 10:15am

General Session III: GUIDED PATHWAYS

10:15am – 10:30am BREAK

10:30am – 11:45am Breakout Session 7

Breakout 1:

Breakout 2:

Breakout 3:

Breakout 4:

Breakout 5:

Breakout 6:

Breakout 7: Follow up to the general session

11:45am – 12:00pm

Closing remarks, follow-up, Q&A, RAFFLE!





## Executive Committee Agenda Item

|                                                |                                                                                                                  |                                     |            |
|------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------|------------|
| SUBJECT: Womyn’s Survey Results and Next Steps |                                                                                                                  | Month: December                     | Year: 2019 |
|                                                |                                                                                                                  | Item No: IV. J.                     |            |
|                                                |                                                                                                                  | Attachment: Yes (1)                 |            |
| DESIRED OUTCOME:                               | The Executive Committee will discuss and consider for approval the next steps regarding the Womyn’s Survey data. | Urgent: No                          |            |
|                                                |                                                                                                                  | Time Requested: 20 mins.            |            |
| CATEGORY:                                      | Discussion                                                                                                       | <b>TYPE OF BOARD CONSIDERATION:</b> |            |
| REQUESTED BY:                                  | Michelle Bean/Sam Foster                                                                                         | Consent/Routine                     |            |
|                                                |                                                                                                                  | First Reading                       |            |
| STAFF REVIEW <sup>1</sup> :                    | April Lonero                                                                                                     | Action                              | X          |
|                                                |                                                                                                                  | Discussion                          |            |

Please note: Staff will complete the grey areas.

### BACKGROUND:

The Faculty Leadership Development Committee (FLDC), at its November meeting, reviewed the attached data regarding the **Womyn’s Survey data** and provided the following recommendations for consideration:

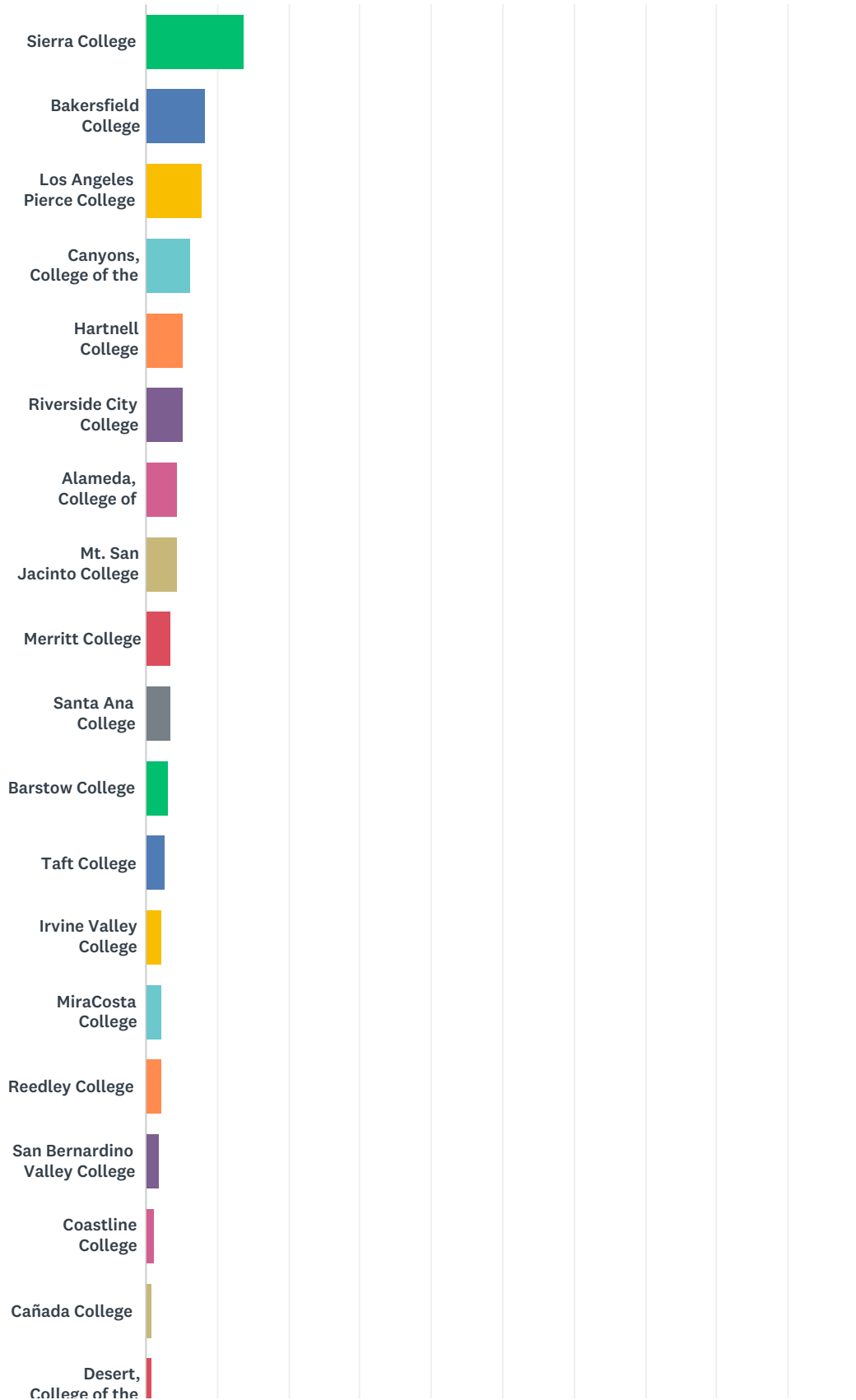
#### FLDC Recommendations:

1. FLDC to work with ASCCC caucus leaders on additional survey questions regarding needs of faculty of color in providing leadership development opportunities.
2. Continue to collaborate with Puente, Umoja, and A2MEND for distribution of survey to diverse faculty leaders.
3. Work to plan and redesign the Faculty Leadership Academy.
4. Publish the data from Womyn’s Survey and newly written/distributed underrepresented faculty survey in a spring or summer *Rostrum* article, including preview of Faculty Leadership Academy.

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

# Q1 1. Identify your college.

Answered: 252 Skipped: 0



# ASCCC Faculty Leadership Development Committee Survey Regarding Womyn's Leadership



# ASCCC Faculty Leadership Development Committee Survey Regarding Womyn's Leadership

- Community...
- Golden West College
- Los Angeles Mission College
- Los Angeles Trade-Techni...
- Laney College
- Las Positas College
- Lassen College
- Long Beach City College
- Mendocino College
- Merced College
- Mt. San Antonio College
- Napa Valley College
- Redwoods, College of the
- Rio Hondo College
- San Francisco, City College of
- Santa Monica College
- Shasta College
- Siskiyou, College of the
- Skyline College
- Southwestern College
- West Valley College



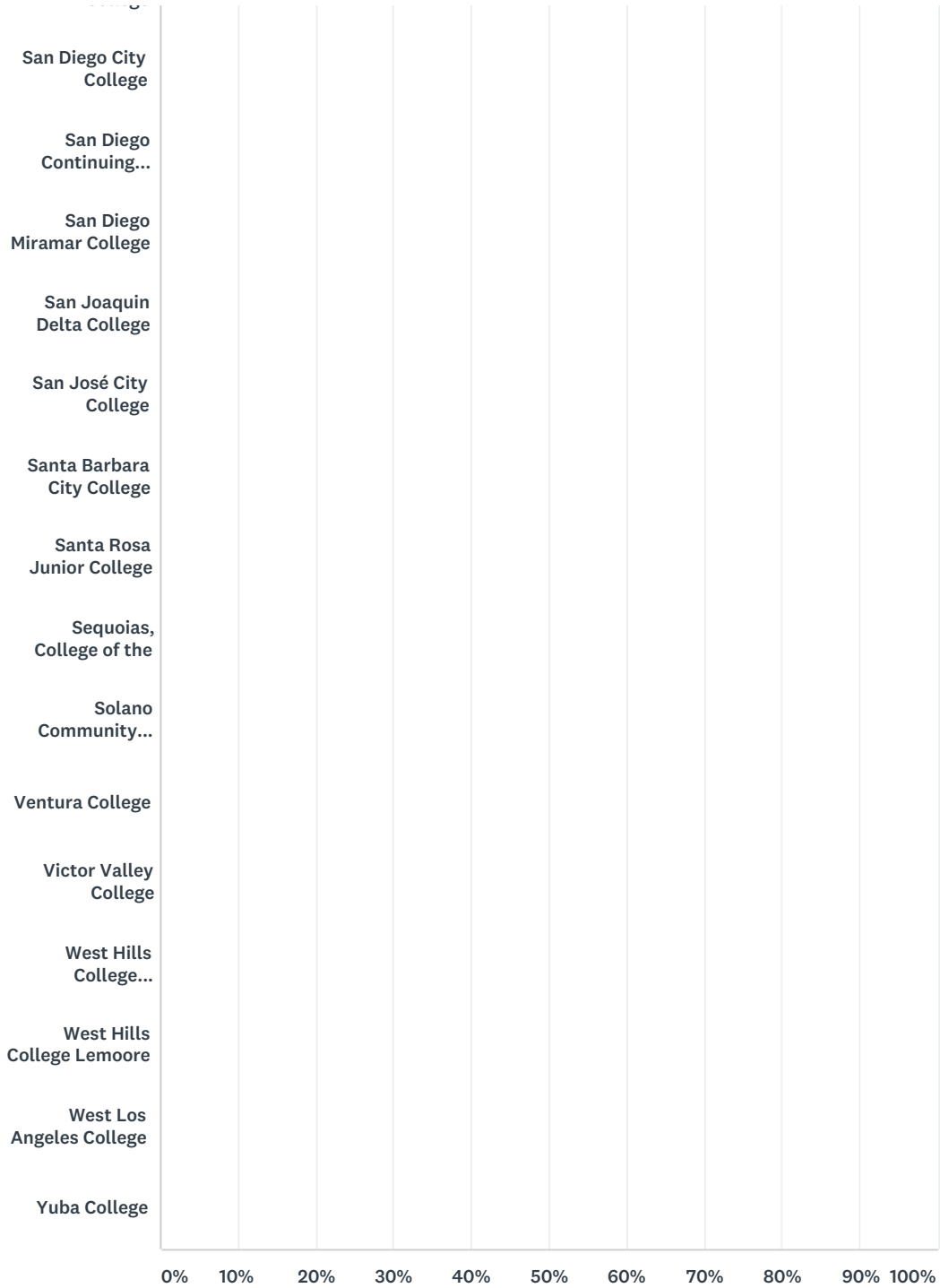
ASCCC Faculty Leadership Development Committee Survey Regarding Womyn's Leadership

| Other (please specify):  |  |  |  |  |  |  |  |  |  |
|--------------------------|--|--|--|--|--|--|--|--|--|
| Allan Hancock College    |  |  |  |  |  |  |  |  |  |
| Antelope Valley College  |  |  |  |  |  |  |  |  |  |
| Berkeley City College    |  |  |  |  |  |  |  |  |  |
| Citrus College           |  |  |  |  |  |  |  |  |  |
| Clovis Community...      |  |  |  |  |  |  |  |  |  |
| Columbia College         |  |  |  |  |  |  |  |  |  |
| Compton College          |  |  |  |  |  |  |  |  |  |
| Contra Costa College     |  |  |  |  |  |  |  |  |  |
| Copper Mountain...       |  |  |  |  |  |  |  |  |  |
| Crafton Hills College    |  |  |  |  |  |  |  |  |  |
| Cuyamaca College         |  |  |  |  |  |  |  |  |  |
| Cypress College          |  |  |  |  |  |  |  |  |  |
| Diablo Valley College    |  |  |  |  |  |  |  |  |  |
| East Los Angeles College |  |  |  |  |  |  |  |  |  |
| Evergreen Valley College |  |  |  |  |  |  |  |  |  |
| Feather River College    |  |  |  |  |  |  |  |  |  |
| Foothill College         |  |  |  |  |  |  |  |  |  |
| Fresno City College      |  |  |  |  |  |  |  |  |  |
| Gavilan College          |  |  |  |  |  |  |  |  |  |
| Grossmont College        |  |  |  |  |  |  |  |  |  |

# ASCCC Faculty Leadership Development Committee Survey Regarding Womyn's Leadership

|                            |  |  |  |  |  |  |  |  |  |  |
|----------------------------|--|--|--|--|--|--|--|--|--|--|
| Imperial Valley College    |  |  |  |  |  |  |  |  |  |  |
| Los Angeles City College   |  |  |  |  |  |  |  |  |  |  |
| Los Angeles Harbor College |  |  |  |  |  |  |  |  |  |  |
| Los Angeles Southwest...   |  |  |  |  |  |  |  |  |  |  |
| Los Angeles Valley College |  |  |  |  |  |  |  |  |  |  |
| Lake Tahoe Community...    |  |  |  |  |  |  |  |  |  |  |
| Los Medanos College        |  |  |  |  |  |  |  |  |  |  |
| Marin, College of          |  |  |  |  |  |  |  |  |  |  |
| Mission College            |  |  |  |  |  |  |  |  |  |  |
| Modesto Junior College     |  |  |  |  |  |  |  |  |  |  |
| Monterey Peninsula...      |  |  |  |  |  |  |  |  |  |  |
| Moorpark College           |  |  |  |  |  |  |  |  |  |  |
| Moreno Valley College      |  |  |  |  |  |  |  |  |  |  |
| North Orange Continuing... |  |  |  |  |  |  |  |  |  |  |
| Orange Coast College       |  |  |  |  |  |  |  |  |  |  |
| Oxnard College             |  |  |  |  |  |  |  |  |  |  |
| Palo Verde College         |  |  |  |  |  |  |  |  |  |  |
| Palomar College            |  |  |  |  |  |  |  |  |  |  |
| Pasadena City College      |  |  |  |  |  |  |  |  |  |  |
| Porterville College        |  |  |  |  |  |  |  |  |  |  |
| Saddleback College         |  |  |  |  |  |  |  |  |  |  |

# ASCCC Faculty Leadership Development Committee Survey Regarding Womyn's Leadership



| ANSWER CHOICES             | RESPONSES |    |
|----------------------------|-----------|----|
| Sierra College             | 13.89%    | 35 |
| Bakersfield College        | 8.33%     | 21 |
| Los Angeles Pierce College | 7.94%     | 20 |
| Canyons, College of the    | 6.35%     | 16 |
| Hartnell College           | 5.16%     | 13 |
| Riverside City College     | 5.16%     | 13 |

## ASCCC Faculty Leadership Development Committee Survey Regarding Womyn's Leadership

|                               |       |    |
|-------------------------------|-------|----|
| Alameda, College of           | 4.37% | 11 |
| Mt. San Jacinto College       | 4.37% | 11 |
| Merritt College               | 3.57% | 9  |
| Santa Ana College             | 3.57% | 9  |
| Barstow College               | 3.17% | 8  |
| Taft College                  | 2.78% | 7  |
| Irvine Valley College         | 2.38% | 6  |
| MiraCosta College             | 2.38% | 6  |
| Reedley College               | 2.38% | 6  |
| San Bernardino Valley College | 1.98% | 5  |
| Coastline College             | 1.19% | 3  |
| Cañada College                | 0.79% | 2  |
| Desert, College of the        | 0.79% | 2  |
| Norco College                 | 0.79% | 2  |
| Ohlone College                | 0.79% | 2  |
| Sacramento City College       | 0.79% | 2  |
| San Diego Mesa College        | 0.79% | 2  |
| San Mateo, College of         | 0.79% | 2  |
| Santiago Canyon College       | 0.79% | 2  |
| Woodland College              | 0.79% | 2  |
| American River College        | 0.40% | 1  |
| Butte College                 | 0.40% | 1  |
| Cabrillo College              | 0.40% | 1  |
| Cerritos College              | 0.40% | 1  |
| Cerro Coso Community College  | 0.40% | 1  |
| Chabot College                | 0.40% | 1  |
| Chaffey College               | 0.40% | 1  |
| Cosumnes River College        | 0.40% | 1  |
| Cuesta College                | 0.40% | 1  |
| DeAnza College                | 0.40% | 1  |
| El Camino College             | 0.40% | 1  |
| Folsom Lake College           | 0.40% | 1  |
| Fullerton College             | 0.40% | 1  |
| Glendale Community College    | 0.40% | 1  |
| Golden West College           | 0.40% | 1  |

ASCCC Faculty Leadership Development Committee Survey Regarding Womyn's Leadership

|                                     |       |   |
|-------------------------------------|-------|---|
| Los Angeles Mission College         | 0.40% | 1 |
| Los Angeles Trade-Technical College | 0.40% | 1 |
| Laney College                       | 0.40% | 1 |
| Las Positas College                 | 0.40% | 1 |
| Lassen College                      | 0.40% | 1 |
| Long Beach City College             | 0.40% | 1 |
| Mendocino College                   | 0.40% | 1 |
| Merced College                      | 0.40% | 1 |
| Mt. San Antonio College             | 0.40% | 1 |
| Napa Valley College                 | 0.40% | 1 |
| Redwoods, College of the            | 0.40% | 1 |
| Rio Hondo College                   | 0.40% | 1 |
| San Francisco, City College of      | 0.40% | 1 |
| Santa Monica College                | 0.40% | 1 |
| Shasta College                      | 0.40% | 1 |
| Siskiyou, College of the            | 0.40% | 1 |
| Skyline College                     | 0.40% | 1 |
| Southwestern College                | 0.40% | 1 |
| West Valley College                 | 0.40% | 1 |
| Other (please specify):             | 0.40% | 1 |
| Allan Hancock College               | 0.00% | 0 |
| Antelope Valley College             | 0.00% | 0 |
| Berkeley City College               | 0.00% | 0 |
| Citrus College                      | 0.00% | 0 |
| Clovis Community College            | 0.00% | 0 |
| Columbia College                    | 0.00% | 0 |
| Compton College                     | 0.00% | 0 |
| Contra Costa College                | 0.00% | 0 |
| Copper Mountain College             | 0.00% | 0 |
| Crafton Hills College               | 0.00% | 0 |
| Cuyamaca College                    | 0.00% | 0 |
| Cypress College                     | 0.00% | 0 |
| Diablo Valley College               | 0.00% | 0 |
| East Los Angeles College            | 0.00% | 0 |
| Evergreen Valley College            | 0.00% | 0 |

ASCCC Faculty Leadership Development Committee Survey Regarding Womyn's Leadership

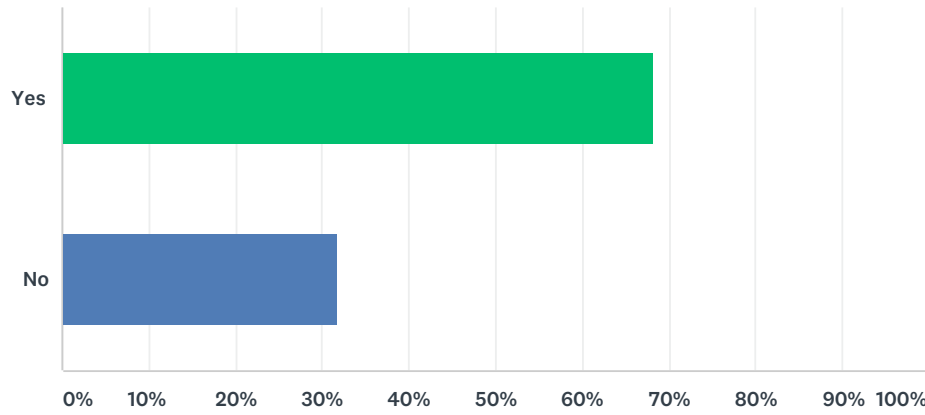
|                                   |       |   |
|-----------------------------------|-------|---|
| Feather River College             | 0.00% | 0 |
| Foothill College                  | 0.00% | 0 |
| Fresno City College               | 0.00% | 0 |
| Gavilan College                   | 0.00% | 0 |
| Grossmont College                 | 0.00% | 0 |
| Imperial Valley College           | 0.00% | 0 |
| Los Angeles City College          | 0.00% | 0 |
| Los Angeles Harbor College        | 0.00% | 0 |
| Los Angeles Southwest College     | 0.00% | 0 |
| Los Angeles Valley College        | 0.00% | 0 |
| Lake Tahoe Community College      | 0.00% | 0 |
| Los Medanos College               | 0.00% | 0 |
| Marin, College of                 | 0.00% | 0 |
| Mission College                   | 0.00% | 0 |
| Modesto Junior College            | 0.00% | 0 |
| Monterey Peninsula College        | 0.00% | 0 |
| Moorpark College                  | 0.00% | 0 |
| Moreno Valley College             | 0.00% | 0 |
| North Orange Continuing Education | 0.00% | 0 |
| Orange Coast College              | 0.00% | 0 |
| Oxnard College                    | 0.00% | 0 |
| Palo Verde College                | 0.00% | 0 |
| Palomar College                   | 0.00% | 0 |
| Pasadena City College             | 0.00% | 0 |
| Porterville College               | 0.00% | 0 |
| Saddleback College                | 0.00% | 0 |
| San Diego City College            | 0.00% | 0 |
| San Diego Continuing Education    | 0.00% | 0 |
| San Diego Miramar College         | 0.00% | 0 |
| San Joaquin Delta College         | 0.00% | 0 |
| San José City College             | 0.00% | 0 |
| Santa Barbara City College        | 0.00% | 0 |
| Santa Rosa Junior College         | 0.00% | 0 |
| Sequoias, College of the          | 0.00% | 0 |
| Solano Community College          | 0.00% | 0 |

## ASCCC Faculty Leadership Development Committee Survey Regarding Womyn's Leadership

|                             |       |            |
|-----------------------------|-------|------------|
| Ventura College             | 0.00% | 0          |
| Victor Valley College       | 0.00% | 0          |
| West Hills College Coalinga | 0.00% | 0          |
| West Hills College Lemoore  | 0.00% | 0          |
| West Los Angeles College    | 0.00% | 0          |
| Yuba College                | 0.00% | 0          |
| <b>TOTAL</b>                |       | <b>252</b> |

## Q2 2. Do you identify as a faculty leader?

Answered: 252 Skipped: 0

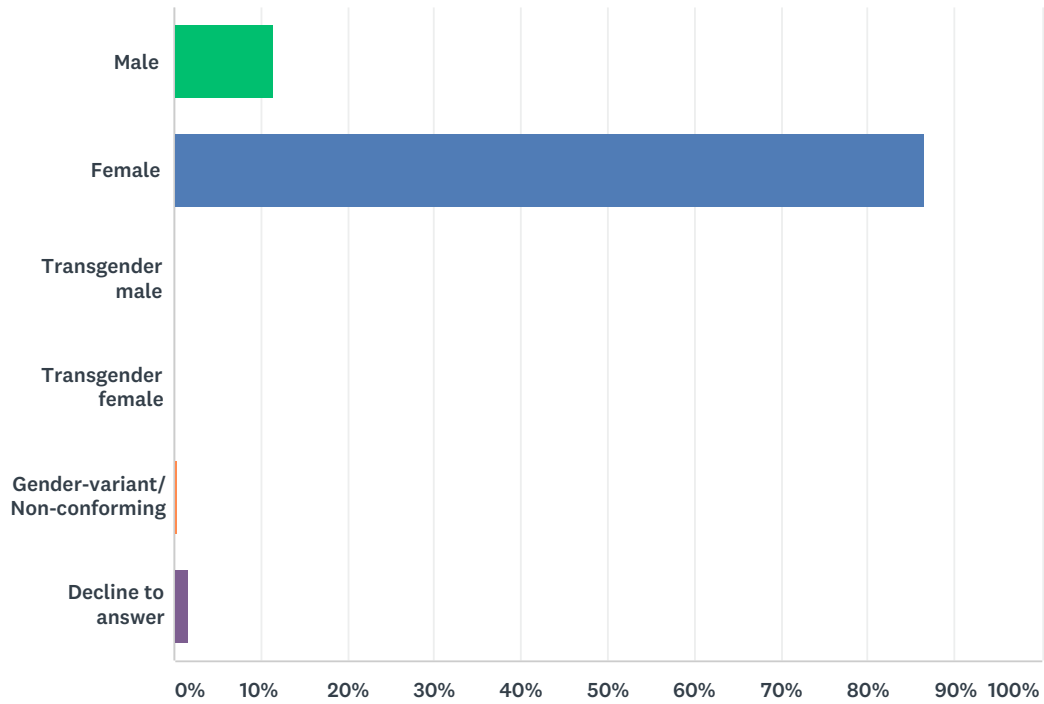


| ANSWER CHOICES | RESPONSES |     |
|----------------|-----------|-----|
| Yes            | 68.25%    | 172 |
| No             | 31.75%    | 80  |
| TOTAL          |           | 252 |



### Q3 3. What is your gender?

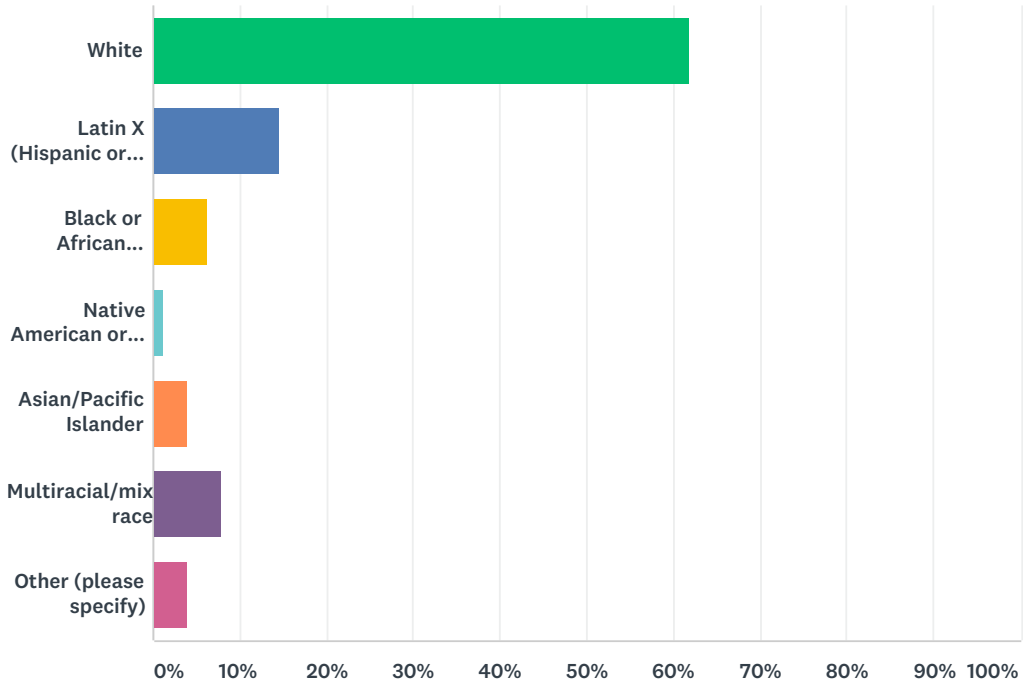
Answered: 252 Skipped: 0



| ANSWER CHOICES                 | RESPONSES |            |
|--------------------------------|-----------|------------|
| Male                           | 11.51%    | 29         |
| Female                         | 86.51%    | 218        |
| Transgender male               | 0.00%     | 0          |
| Transgender female             | 0.00%     | 0          |
| Gender-variant/ Non-conforming | 0.40%     | 1          |
| Decline to answer              | 1.59%     | 4          |
| <b>TOTAL</b>                   |           | <b>252</b> |

### Q4 4. Please specify your ethnicity:

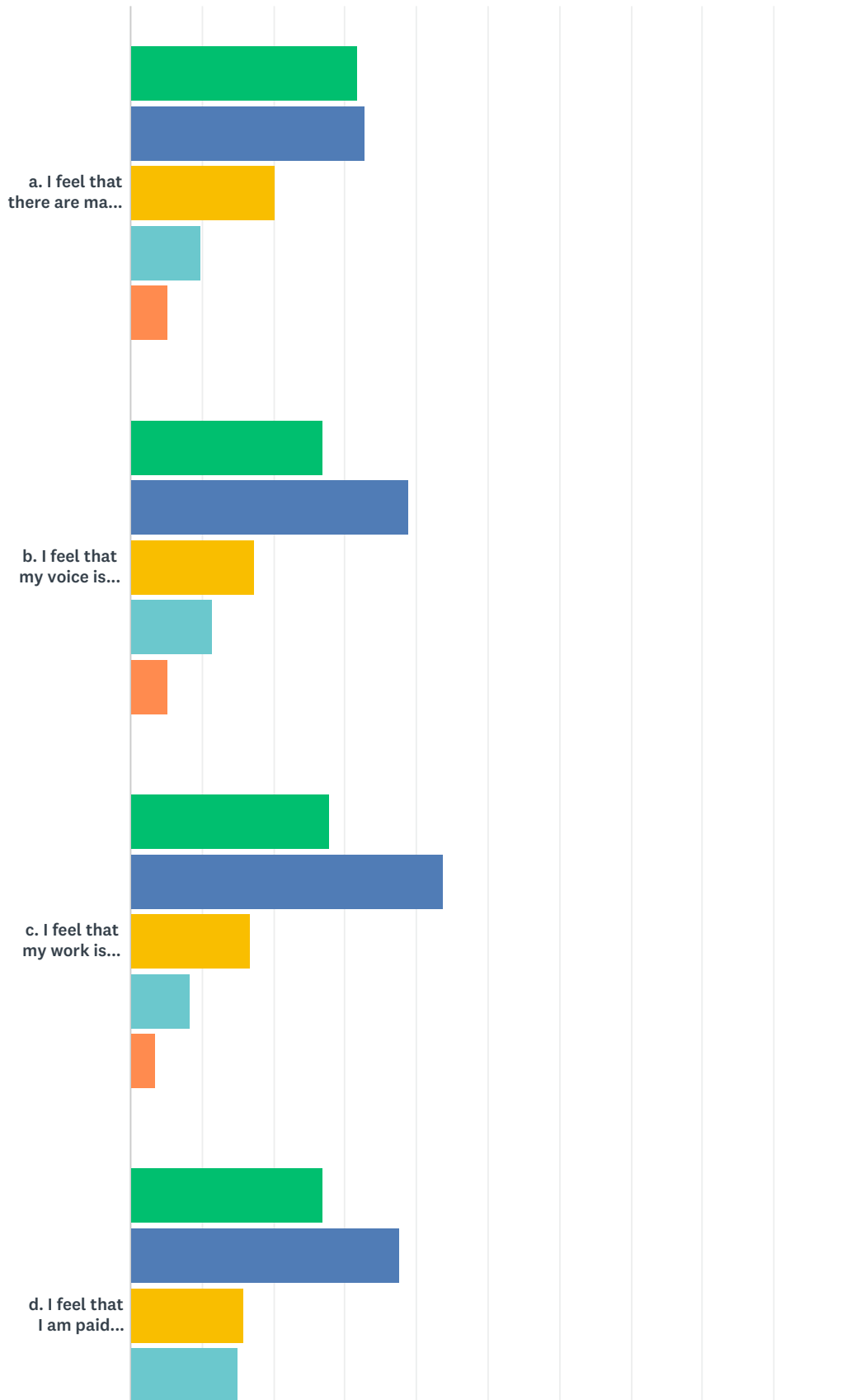
Answered: 252 Skipped: 0



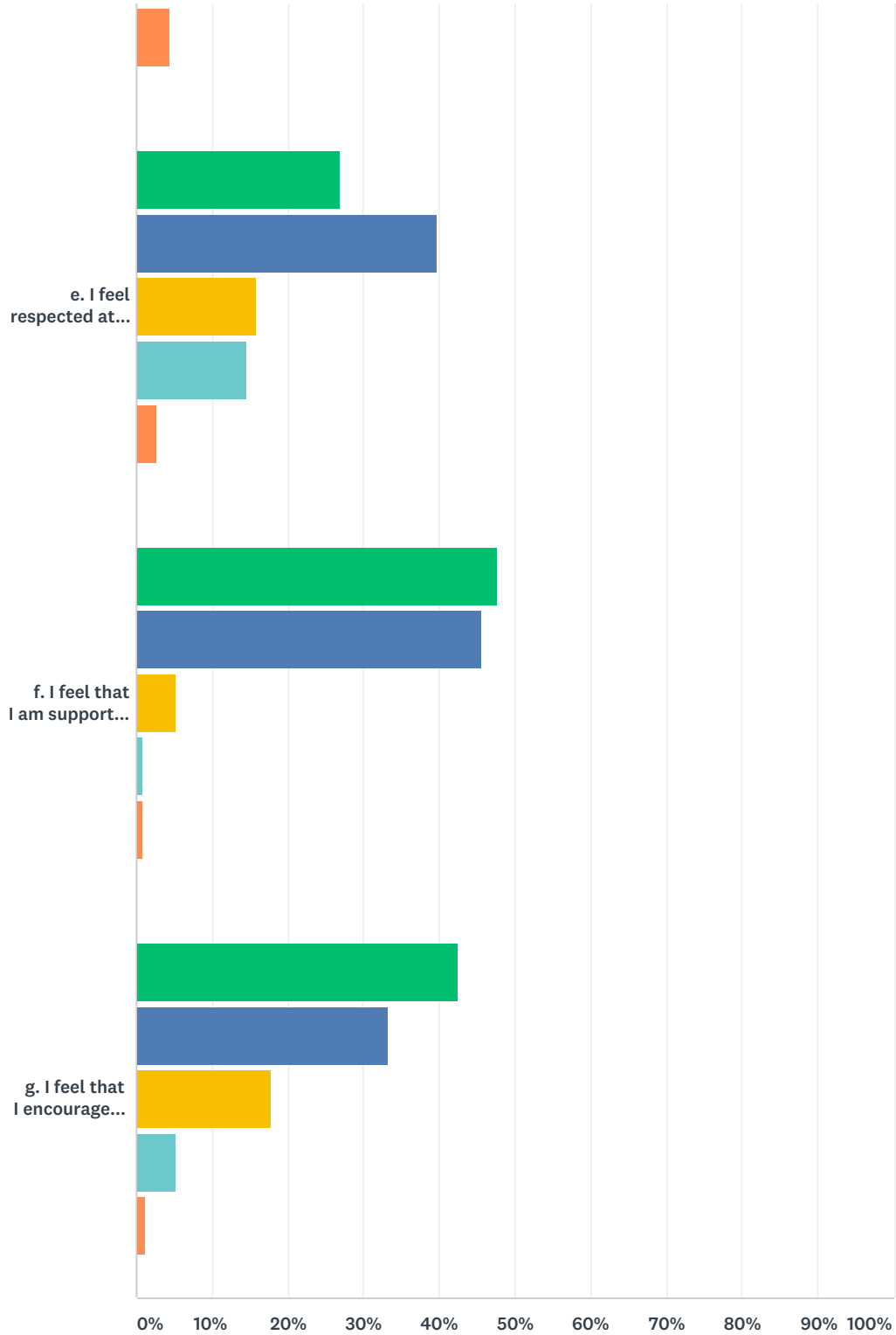
| ANSWER CHOICES                     | RESPONSES |            |
|------------------------------------|-----------|------------|
| White                              | 61.90%    | 156        |
| Latin X (Hispanic or Latino)       | 14.68%    | 37         |
| Black or African American          | 6.35%     | 16         |
| Native American or American Indian | 1.19%     | 3          |
| Asian/Pacific Islander             | 3.97%     | 10         |
| Multiracial/mix race               | 7.94%     | 20         |
| Other (please specify)             | 3.97%     | 10         |
| <b>TOTAL</b>                       |           | <b>252</b> |

### Q5 5. Please answer the following questions:

Answered: 252 Skipped: 0



ASCCC Faculty Leadership Development Committee Survey Regarding Womyn's Leadership



■ Strongly agree   
 ■ Agree   
 ■ Neutral   
 ■ Disagree   
 ■ Strongly disagree

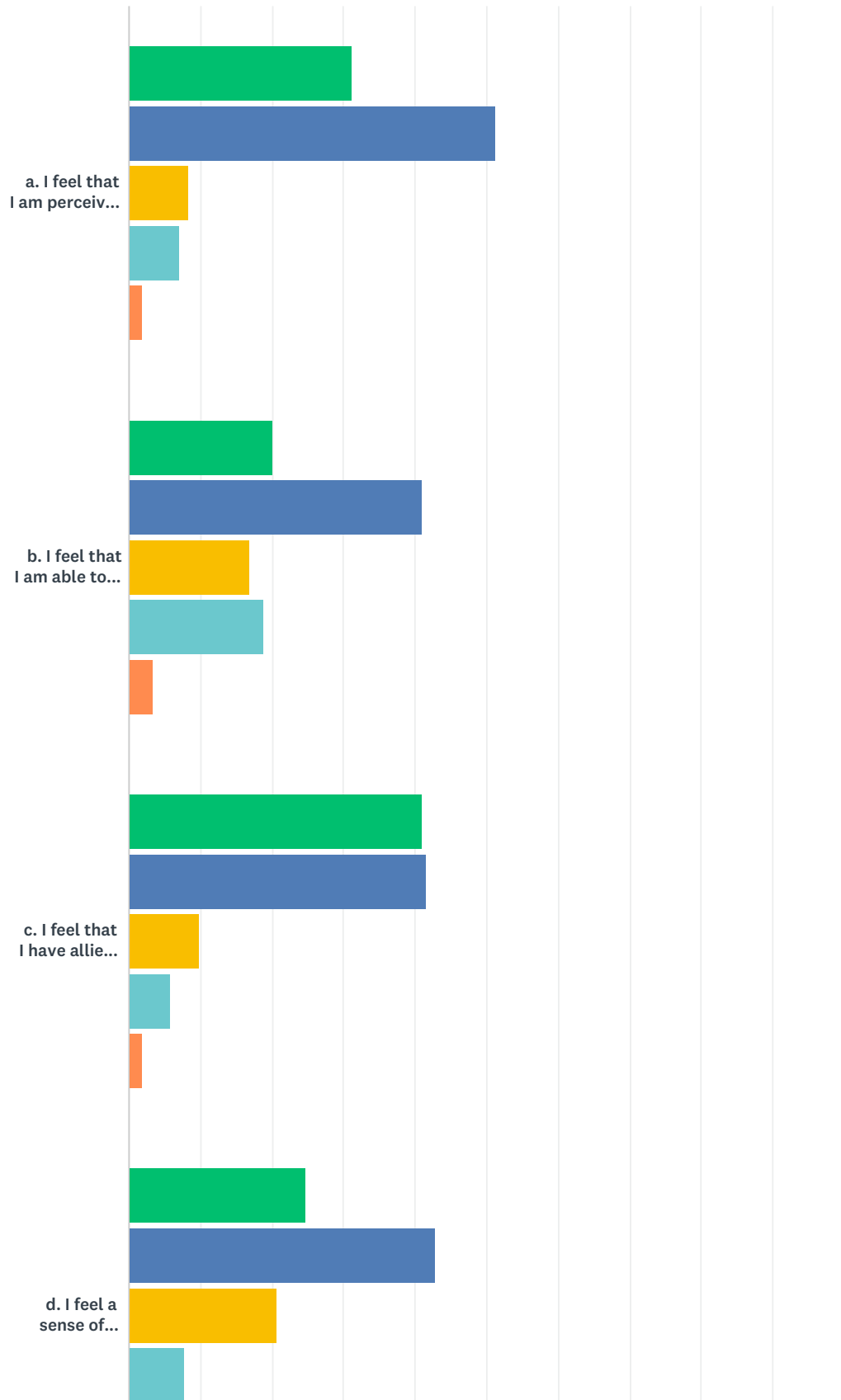
|                                                                                                             | STRONGLY AGREE | AGREE        | NEUTRAL      | DISAGREE    | STRONGLY DISAGREE | TOTAL | WEIGHTED AVERAGE |
|-------------------------------------------------------------------------------------------------------------|----------------|--------------|--------------|-------------|-------------------|-------|------------------|
| a. I feel that there are many opportunities for faculty leadership for womyn at my college and/or district. | 31.75%<br>80   | 32.94%<br>83 | 20.24%<br>51 | 9.92%<br>25 | 5.16%<br>13       | 252   | 3.76             |

## ASCCC Faculty Leadership Development Committee Survey Regarding Womyn's Leadership

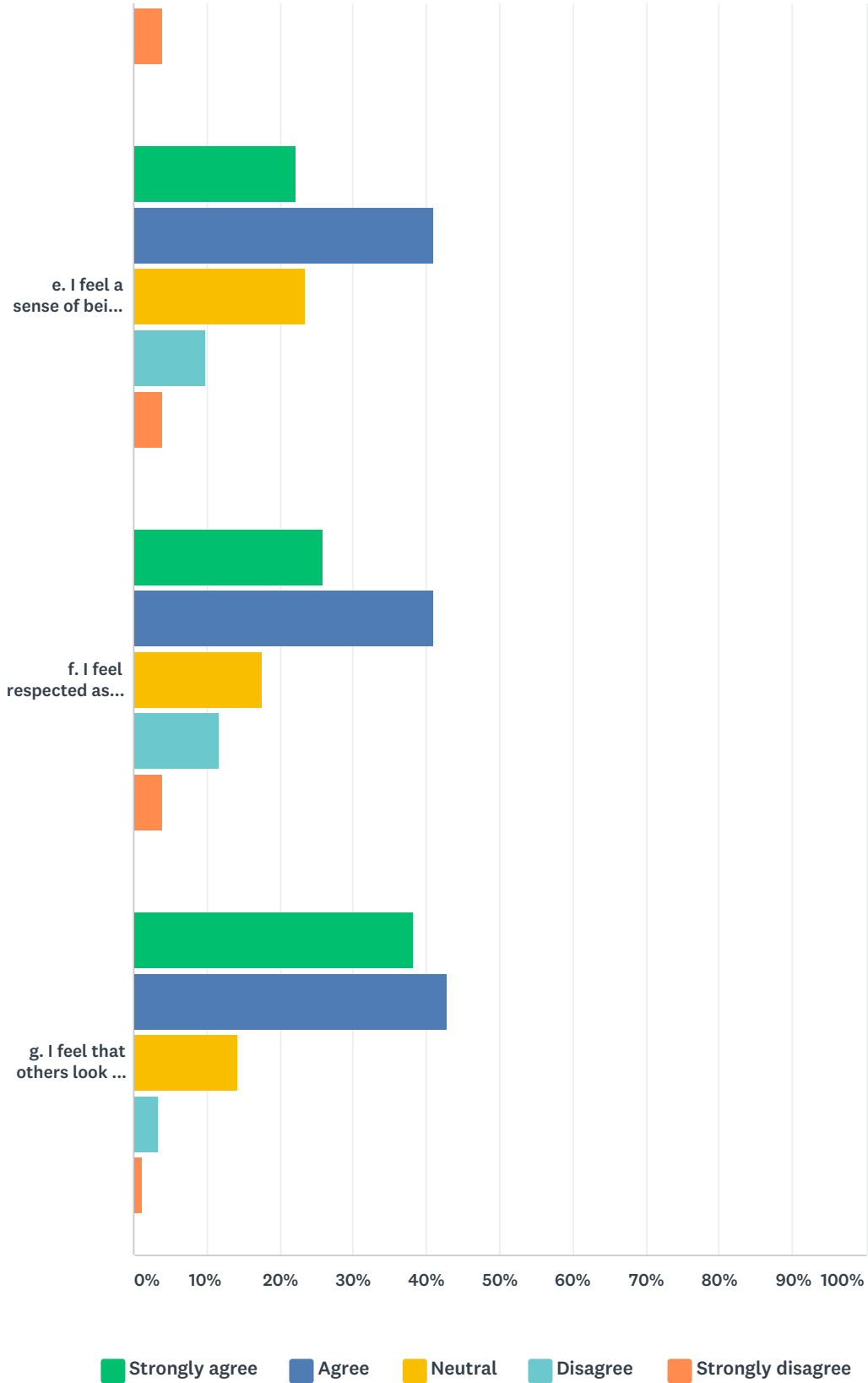
|                                                                                                   |               |               |              |              |             |     |      |
|---------------------------------------------------------------------------------------------------|---------------|---------------|--------------|--------------|-------------|-----|------|
| b. I feel that my voice is heard in committees and/or in departments.                             | 26.98%<br>68  | 38.89%<br>98  | 17.46%<br>44 | 11.51%<br>29 | 5.16%<br>13 | 252 | 3.71 |
| c. I feel that my work is valued by my peers.                                                     | 27.78%<br>70  | 43.65%<br>110 | 16.67%<br>42 | 8.33%<br>21  | 3.57%<br>9  | 252 | 3.84 |
| d. I feel that I am paid comparably to others in similar positions.                               | 26.98%<br>68  | 37.70%<br>95  | 15.87%<br>40 | 15.08%<br>38 | 4.37%<br>11 | 252 | 3.68 |
| e. I feel respected at my college and/or district.                                                | 26.98%<br>68  | 39.68%<br>100 | 15.87%<br>40 | 14.68%<br>37 | 2.78%<br>7  | 252 | 3.73 |
| f. I feel that I am supportive of others when they share their thoughts during committee meeting. | 47.62%<br>120 | 45.63%<br>115 | 5.16%<br>13  | 0.79%<br>2   | 0.79%<br>2  | 252 | 4.38 |
| g. I feel that I encourage others to get involved in work related to college governance.          | 42.46%<br>107 | 33.33%<br>84  | 17.86%<br>45 | 5.16%<br>13  | 1.19%<br>3  | 252 | 4.11 |

### Q6 6. Please answer the following questions:

Answered: 154 Skipped: 98



ASCCC Faculty Leadership Development Committee Survey Regarding Womyn's Leadership



|                                                    | STRONGLY AGREE | AGREE        | NEUTRAL     | DISAGREE    | STRONGLY DISAGREE | TOTAL | WEIGHTED AVERAGE |
|----------------------------------------------------|----------------|--------------|-------------|-------------|-------------------|-------|------------------|
| a. I feel that I am perceived as competent leader. | 31.17%<br>48   | 51.30%<br>79 | 8.44%<br>13 | 7.14%<br>11 | 1.95%<br>3        | 154   | 4.03             |

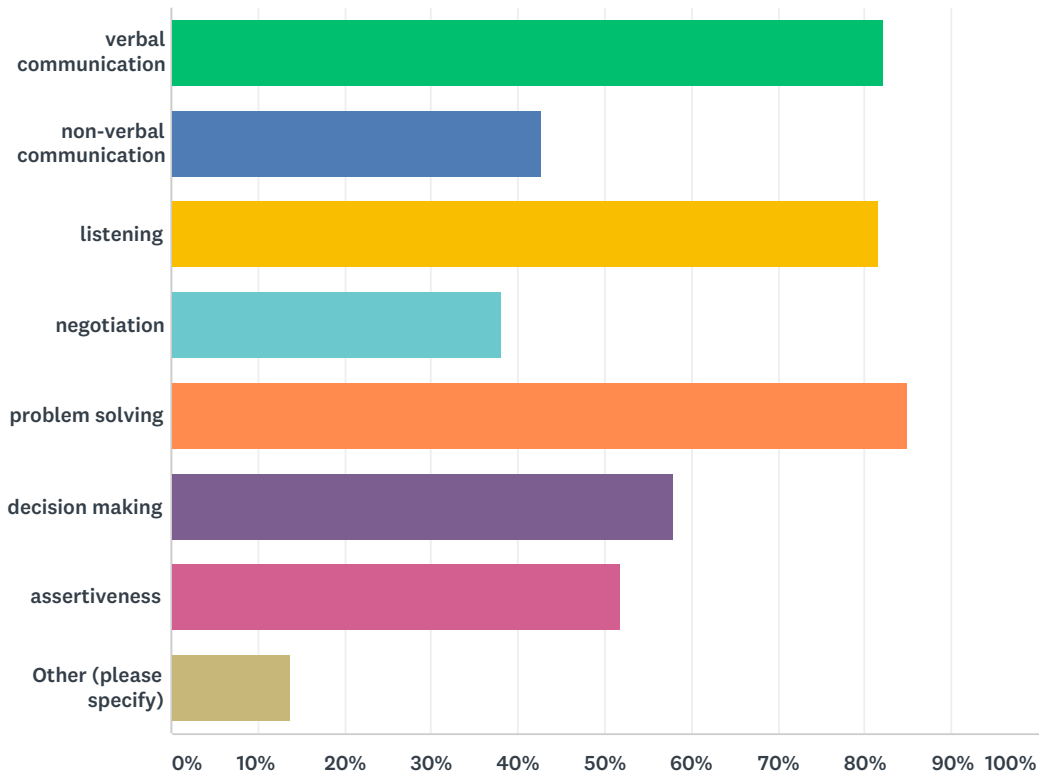
## ASCCC Faculty Leadership Development Committee Survey Regarding Womyn's Leadership

|                                                                                                                              |              |              |              |              |            |     |      |
|------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|--------------|--------------|------------|-----|------|
| b. I feel that I am able to balance the goals I have set as leader with my other professional and personal responsibilities. | 20.13%<br>31 | 40.91%<br>63 | 16.88%<br>26 | 18.83%<br>29 | 3.25%<br>5 | 154 | 3.56 |
| c. I feel that I have allies at my college who I can work with to complete the goals I have set as a leader.                 | 40.91%<br>63 | 41.56%<br>64 | 9.74%<br>15  | 5.84%<br>9   | 1.95%<br>3 | 154 | 4.14 |
| d. I feel a sense of belonging as a leader.                                                                                  | 24.68%<br>38 | 42.86%<br>66 | 20.78%<br>32 | 7.79%<br>12  | 3.90%<br>6 | 154 | 3.77 |
| e. I feel a sense of being supported as a leader.                                                                            | 22.08%<br>34 | 40.91%<br>63 | 23.38%<br>36 | 9.74%<br>15  | 3.90%<br>6 | 154 | 3.68 |
| f. I feel respected as a leader at my college and/or district.                                                               | 25.97%<br>40 | 40.91%<br>63 | 17.53%<br>27 | 11.69%<br>18 | 3.90%<br>6 | 154 | 3.73 |
| g. I feel that others look to me for guidance and leadership.                                                                | 38.31%<br>59 | 42.86%<br>66 | 14.29%<br>22 | 3.25%<br>5   | 1.30%<br>2 | 154 | 4.14 |



**Q7 7. As a leader at a California Community College, what knowledge and skills have helped you the most? Please select all that apply: Interpersonal Skills:**

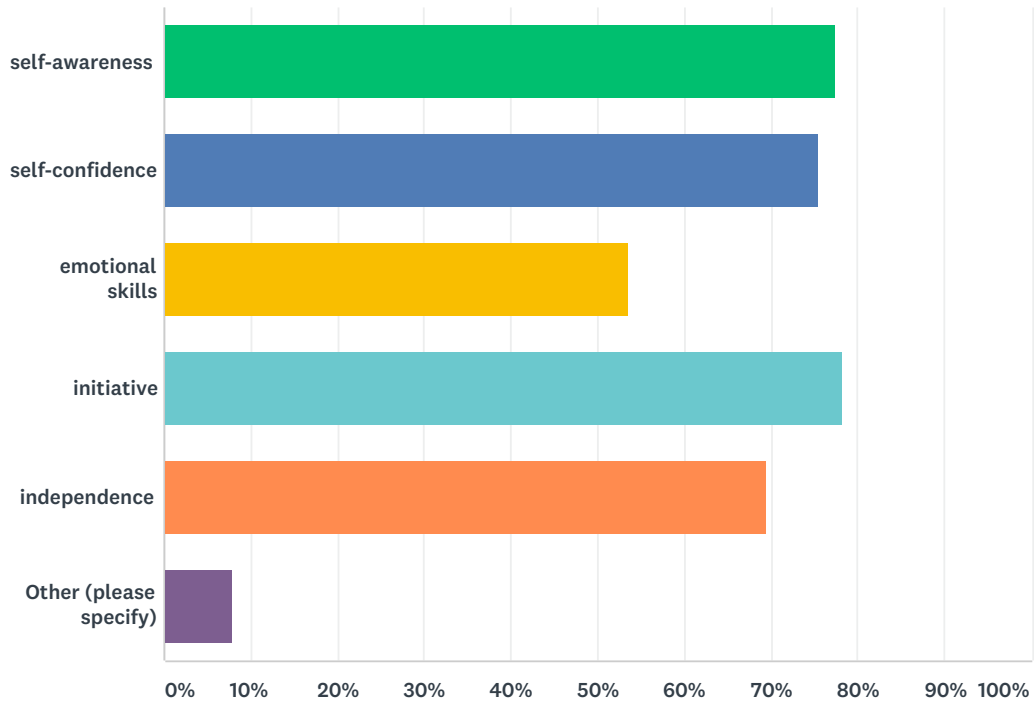
Answered: 152 Skipped: 100



| ANSWER CHOICES           | RESPONSES |     |
|--------------------------|-----------|-----|
| verbal communication     | 82.24%    | 125 |
| non-verbal communication | 42.76%    | 65  |
| listening                | 81.58%    | 124 |
| negotiation              | 38.16%    | 58  |
| problem solving          | 84.87%    | 129 |
| decision making          | 57.89%    | 88  |
| assertiveness            | 51.97%    | 79  |
| Other (please specify)   | 13.82%    | 21  |
| Total Respondents: 152   |           |     |

## Q8 Intrapersonal Skills:

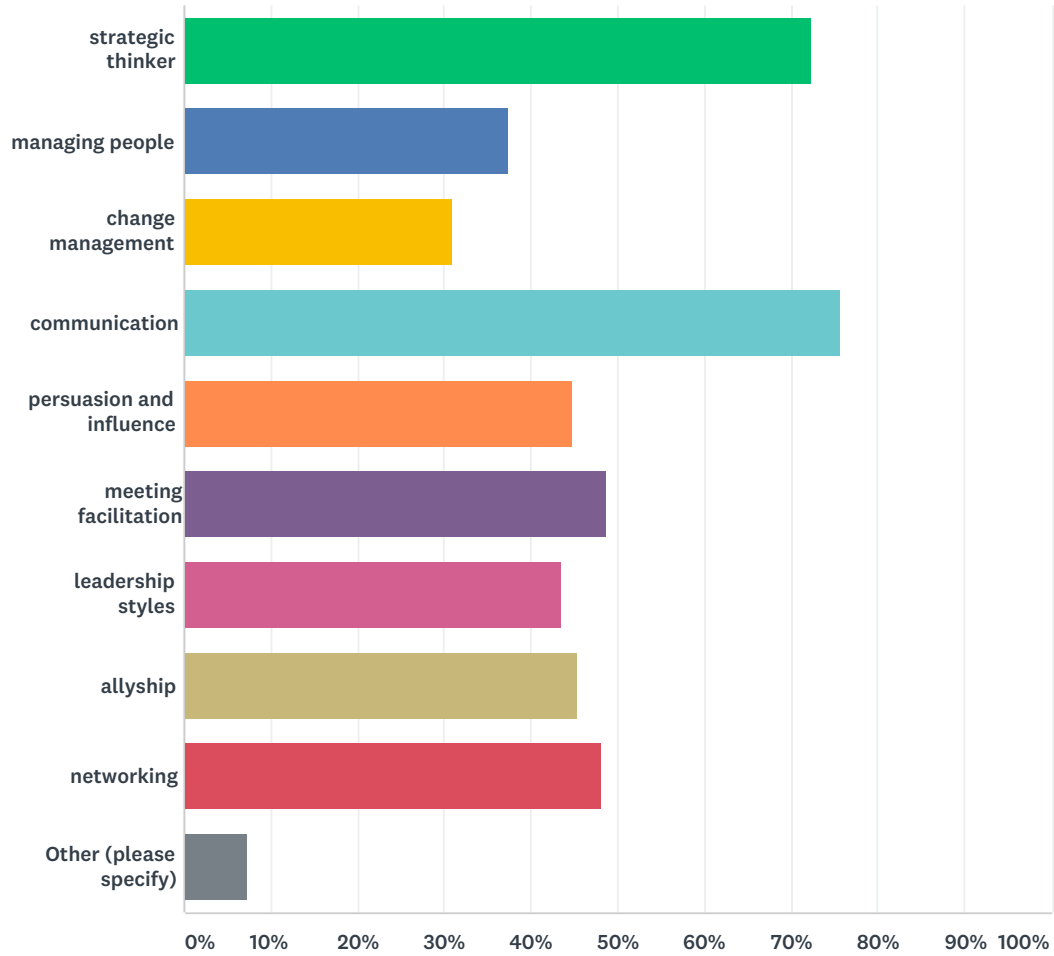
Answered: 151 Skipped: 101



| ANSWER CHOICES         | RESPONSES |     |
|------------------------|-----------|-----|
| self-awareness         | 77.48%    | 117 |
| self-confidence        | 75.50%    | 114 |
| emotional skills       | 53.64%    | 81  |
| initiative             | 78.15%    | 118 |
| independence           | 69.54%    | 105 |
| Other (please specify) | 7.95%     | 12  |
| Total Respondents: 151 |           |     |

## Q9 Leadership Skills:

Answered: 152 Skipped: 100



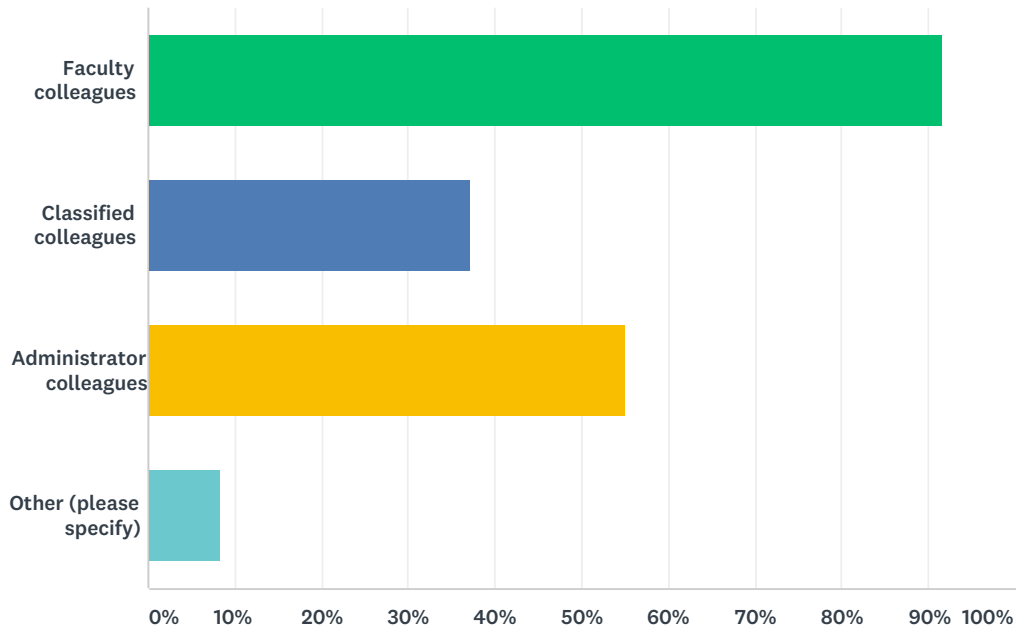
| ANSWER CHOICES           | RESPONSES  |
|--------------------------|------------|
| strategic thinker        | 72.37% 110 |
| managing people          | 37.50% 57  |
| change management        | 30.92% 47  |
| communication            | 75.66% 115 |
| persuasion and influence | 44.74% 68  |
| meeting facilitation     | 48.68% 74  |
| leadership styles        | 43.42% 66  |
| allyship                 | 45.39% 69  |
| networking               | 48.03% 73  |
| Other (please specify)   | 7.24% 11   |
| Total Respondents: 152   |            |

## Q10 Other Skills:

Answered: 17 Skipped: 235

**Q11 8. Are there colleagues (faculty, classified or administrators) that have been instrumental in supporting and assisting you developing your leadership skills? Check all that apply.**

Answered: 142 Skipped: 110



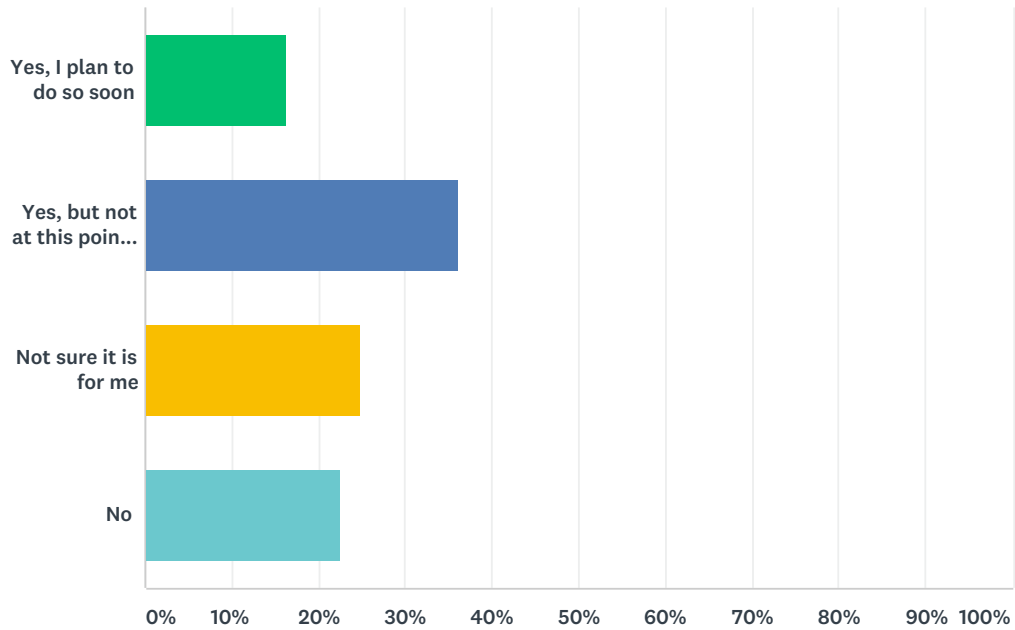
| ANSWER CHOICES           | RESPONSES |     |
|--------------------------|-----------|-----|
| Faculty colleagues       | 91.55%    | 130 |
| Classified colleagues    | 37.32%    | 53  |
| Administrator colleagues | 54.93%    | 78  |
| Other (please specify)   | 8.45%     | 12  |
| Total Respondents: 142   |           |     |

**Q12 9. If you've participated in past professional development opportunities that have been especially helpful to you as a leader, please briefly describe them and identify their most valuable aspects:**

Answered: 50 Skipped: 202

## Q13 6. Are you interested in becoming a faculty leader?

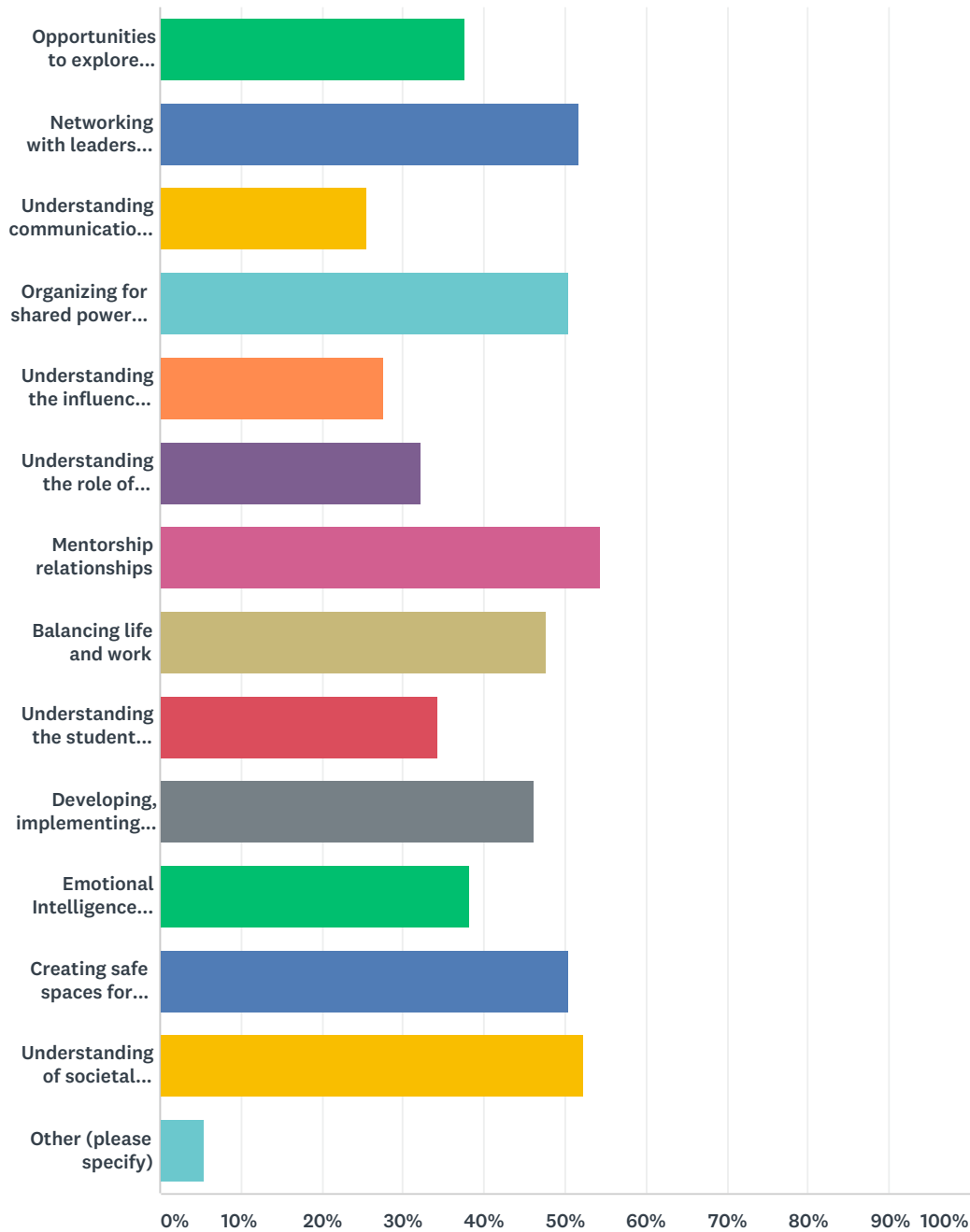
Answered: 80 Skipped: 172



| ANSWER CHOICES                          | RESPONSES |           |
|-----------------------------------------|-----------|-----------|
| Yes, I plan to do so soon               | 16.25%    | 13        |
| Yes, but not at this point in my career | 36.25%    | 29        |
| Not sure it is for me                   | 25.00%    | 20        |
| No                                      | 22.50%    | 18        |
| <b>TOTAL</b>                            |           | <b>80</b> |

**Q14 10. What resources and emerging leadership opportunities would you like to see made available to support the cultivation of your leadership skills? Please select all that apply.**

Answered: 149 Skipped: 103



| ANSWER CHOICES                                                    | RESPONSES |    |
|-------------------------------------------------------------------|-----------|----|
| Opportunities to explore personal strengths, values and interests | 37.58%    | 56 |
| Networking with leaders and aspiring leaders                      | 51.68%    | 77 |
| Understanding communication styles                                | 25.50%    | 38 |

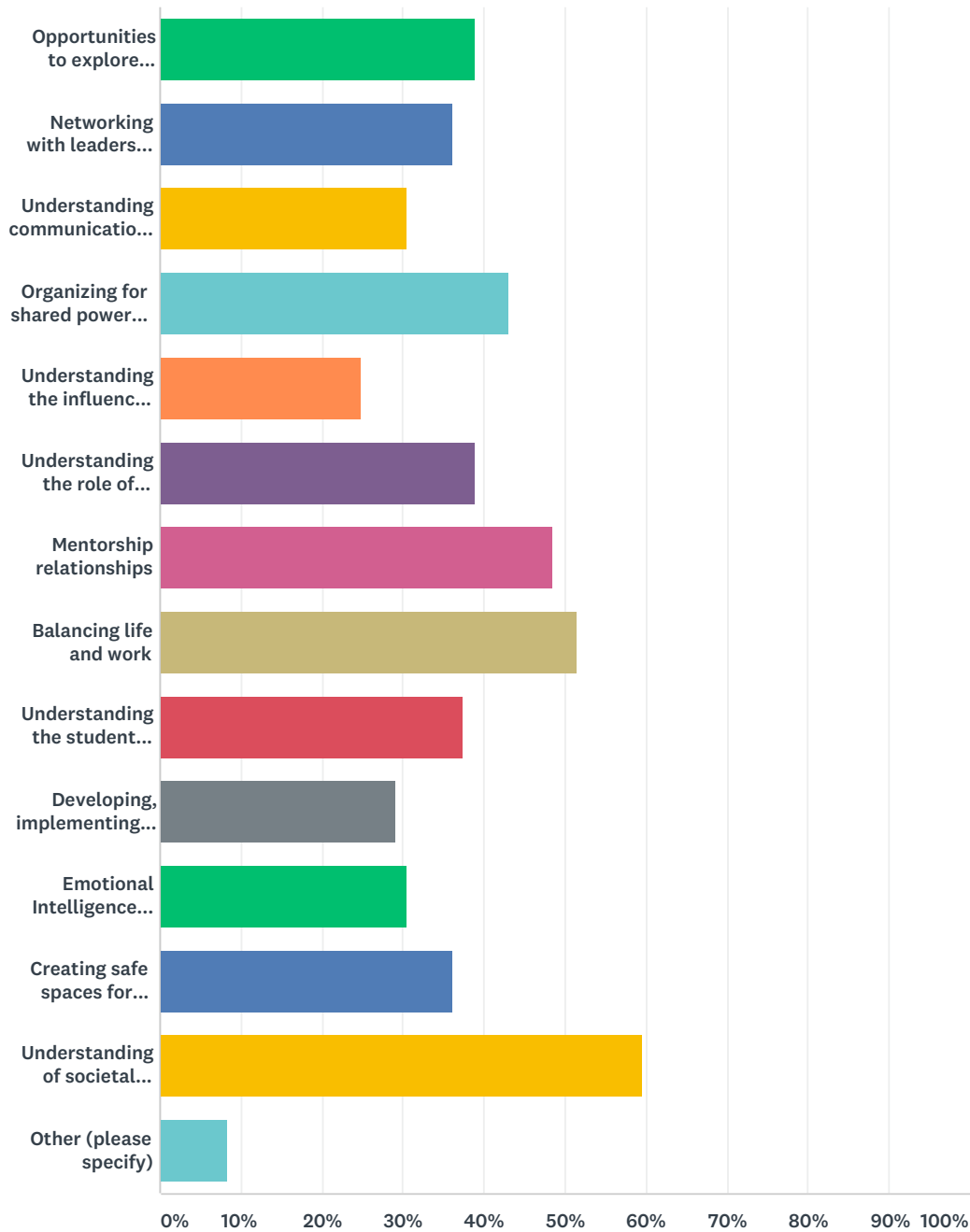


## ASCCC Faculty Leadership Development Committee Survey Regarding Womyn's Leadership

|                                                                                                      |        |    |
|------------------------------------------------------------------------------------------------------|--------|----|
| Organizing for shared power, organizing for change                                                   | 50.34% | 75 |
| Understanding the influence of education and family experiences                                      | 27.52% | 41 |
| Understanding the role of faculty in participatory governance                                        | 32.21% | 48 |
| Mentorship relationships                                                                             | 54.36% | 81 |
| Balancing life and work                                                                              | 47.65% | 71 |
| Understanding the student communities served                                                         | 34.23% | 51 |
| Developing, implementing and sustaining initiatives                                                  | 46.31% | 69 |
| Emotional Intelligence Leadership                                                                    | 38.26% | 57 |
| Creating safe spaces for courageous conversations                                                    | 50.34% | 75 |
| Understanding of societal influences on race, ethnicity, gender and effect on leadership development | 52.35% | 78 |
| Other (please specify)                                                                               | 5.37%  | 8  |
| Total Respondents: 149                                                                               |        |    |

**Q15 7. What resources and emerging leadership opportunities would you like to see made available to support the cultivation of your leadership skills? Please select all that apply.**

Answered: 72 Skipped: 180



| ANSWER CHOICES                                                    | RESPONSES |    |
|-------------------------------------------------------------------|-----------|----|
| Opportunities to explore personal strengths, values and interests | 38.89%    | 28 |
| Networking with leaders and aspiring leaders                      | 36.11%    | 26 |
| Understanding communication styles                                | 30.56%    | 22 |

## ASCCC Faculty Leadership Development Committee Survey Regarding Womyn's Leadership

|                                                                                                      |        |    |
|------------------------------------------------------------------------------------------------------|--------|----|
| Organizing for shared power, organizing for change                                                   | 43.06% | 31 |
| Understanding the influence of education and family experiences                                      | 25.00% | 18 |
| Understanding the role of faculty in participatory governance                                        | 38.89% | 28 |
| Mentorship relationships                                                                             | 48.61% | 35 |
| Balancing life and work                                                                              | 51.39% | 37 |
| Understanding the student communities served                                                         | 37.50% | 27 |
| Developing, implementing and sustaining initiatives                                                  | 29.17% | 21 |
| Emotional Intelligence Leadership                                                                    | 30.56% | 22 |
| Creating safe spaces for courageous conversations                                                    | 36.11% | 26 |
| Understanding of societal influences on race, ethnicity, gender and effect on leadership development | 59.72% | 43 |
| Other (please specify)                                                                               | 8.33%  | 6  |
| Total Respondents: 72                                                                                |        |    |





## Executive Committee Agenda Item

|                                                                                                   |                                                                                                                                     |                                     |            |
|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|------------|
| SUBJECT: Faculty Leadership and Development Committee (FLDC):<br>Professional Development College |                                                                                                                                     | Month: December                     | Year: 2019 |
|                                                                                                   |                                                                                                                                     | Item No: IV. K.                     |            |
|                                                                                                   |                                                                                                                                     | Attachment: No                      |            |
| DESIRED OUTCOME:                                                                                  | The Executive Committee will discuss and consider for approval the next steps regarding the Professional Development College (PDC). | Urgent: No                          |            |
|                                                                                                   |                                                                                                                                     | Time Requested: 20 mins.            |            |
| CATEGORY:                                                                                         | Action Items                                                                                                                        | <b>TYPE OF BOARD CONSIDERATION:</b> |            |
| REQUESTED BY:                                                                                     | Michelle Bean/Sam Foster                                                                                                            | Consent/Routine                     |            |
|                                                                                                   |                                                                                                                                     | First Reading                       |            |
| STAFF REVIEW <sup>1</sup> :                                                                       | April Lonero                                                                                                                        | Action                              | X          |
|                                                                                                   |                                                                                                                                     | Discussion                          |            |

Please note: Staff will complete the grey areas.

### BACKGROUND:

The Faculty Leadership Development Committee, at its November meeting, reviewed the following data regarding the **ASCCC Professional Development College**:

| Course Title—Canvas Modules                       | Number Enrolled |
|---------------------------------------------------|-----------------|
| Curriculum 101: Introduction and Types of Courses | 186             |
| Programs and Awards                               | 53              |
| The Course Outline of Record (COR)                | 80              |
| Program and Degree Proposals                      | 46              |
| Focus on Career Technical Education (CTE)         | 57              |
| ASCCC Participatory Governance                    | 106             |
| New Faculty Orientation                           | 36              |
| Teaching Incarcerated Students                    | 159             |
| Leadership Academy (no module)                    | unknown         |

- Data as of October 17, 2019 collected by Michelle Pilati
- Indicates total number of participants since PDC's creation
- Modules found at <https://asccc.org/pdc-online-courses>

### FLDC Recommendations:

- To reassign the work of updating most frequently used modules to expert ASCCC committees/workgroups:
  - Curriculum 101
  - ASCCC Participatory Governance
  - Teaching Incarcerated Students
- To retire the following PDC modules due to low use:
  - Programs and Awards
  - The Course Outline of Record
  - Programs and Degree Proposals
  - Focus on CTE
  - New Faculty Orientation
- To collaborate with EDAC on Diversity, Equity, Inclusion Toolkit (modules: social justice, anti-racism, culturally-relevant pedagogy, implicit bias training for faculty hiring committees)
- To work with Foundation and ASCCC caucus leaders on a redesign plan of the Leadership Academy

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





## Executive Committee Agenda Item

|                             |                                                                                                                                                                                                                                                     |                                     |            |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|------------|
| SUBJECT: Accessibility      |                                                                                                                                                                                                                                                     | Month: December                     | Year: 2019 |
|                             |                                                                                                                                                                                                                                                     | Item No: IV. L.                     |            |
|                             |                                                                                                                                                                                                                                                     | Attachment: No                      |            |
| DESIRED OUTCOME:            | The Executive Committee will direct the DEETAC representative and Curriculum Committee Chair to engage with system partners regarding curriculum and distance education considerations before, during, and after emergency-related campus closures. | Urgent: No                          |            |
|                             |                                                                                                                                                                                                                                                     | Time Requested: 10 mins.            |            |
| CATEGORY:                   | Action Items                                                                                                                                                                                                                                        | <b>TYPE OF BOARD CONSIDERATION:</b> |            |
| REQUESTED BY:               | Cheryl Aschenbach/Geoffrey Dyer                                                                                                                                                                                                                     | Consent/Routine                     |            |
|                             |                                                                                                                                                                                                                                                     | First Reading                       |            |
| STAFF REVIEW <sup>1</sup> : | April Lonero                                                                                                                                                                                                                                        | Action                              | X          |
|                             |                                                                                                                                                                                                                                                     | Discussion                          |            |

*Please note: Staff will complete the grey areas.*

Based on questions raised at Curriculum Regionals on November 1 and 2, at its meeting on November 15 5C began discussing the need for curriculum-related guidance for handling missed courses during emergencies and related closures (including closures due to smoke, poor air quality, power shutoffs, etc). 5C agreed that with the intention of providing guidance for the CO to share with the field, it would begin compiling guidance info by asking CIOs to share some of their considerations and solutions when the minimum number of class hours was compromised to emergency-related shutdowns.

Separately scheduled, on November 19 DEETAC member Geoffrey Dyer and Curriculum Committee Chair Cheryl Aschenbach had a Zoom meeting with Joanna Miller and Lisa Beach, both members of DEETAC, Pat James, and CO specialist Erin Larson regarding DE considerations. On that call, it was agreed that guidance is needed and should include information specific to faculty.

While a memo from Educational Services and Support Division can include information from both the 5C and DEETAC efforts, it was agreed that it would be made more relevant to faculty if it is co-signed by ASCCC.

This item is a respectful request that ASCCC Executive Committee direct and/or support development and release of a memo with the CO regarding curriculum and distance education considerations before, during, and after emergency-related campus closures.

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







## Executive Committee Agenda Item

|                                 |                                                                                                                                                                              |                                     |            |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|------------|
| SUBJECT: Future Events Planning |                                                                                                                                                                              | Month: December                     | Year: 2019 |
|                                 |                                                                                                                                                                              | Item No: IV. M.                     |            |
|                                 |                                                                                                                                                                              | Attachment: Yes (4)                 |            |
| DESIRED OUTCOME:                | The Executive Committee will discuss and consider for approval changing the process in which dates are reviewed and approved for large ASCCC institutes and plenary session. | Urgent: Yes                         |            |
|                                 |                                                                                                                                                                              | Time Requested: 60 mins.            |            |
| CATEGORY:                       | Action Items                                                                                                                                                                 | <b>TYPE OF BOARD CONSIDERATION:</b> |            |
| REQUESTED BY:                   | Krystinne Mica                                                                                                                                                               | Consent/Routine                     |            |
|                                 |                                                                                                                                                                              | First Reading                       |            |
| STAFF REVIEW <sup>1</sup> :     | April Lonero                                                                                                                                                                 | Action                              | X          |
|                                 |                                                                                                                                                                              | Discussion                          |            |

Please note: Staff will complete the grey areas.

### BACKGROUND:

The Executive Committee each March discusses and approves the following year’s dates for institutes and plenary sessions. In recent years, it has become increasingly difficult to secure locations for larger events, as hotels are being booked two to three years in advance. Recent discussions by the Executive Committee have also indicated that discussion is necessary to decide how to move forward with scheduling the events, taking into account the number of large events that occur each year, target audience, location, and timing.

The Executive Committee is being presented with several documents for background information including:

- Events Attendance Research – this excel spreadsheet shows attendance by college per event. A 1 for each row indicates that at least 1 person from the college attended the institute.
- Events Planning Document – outlines the current process in which the office secures locations.
- Events Resume – shows the location of large-events for the last seven years
- Spring Plenary Survey Results – most current survey results from the fall 2019 plenary session, which includes a question on preferred date pattern for plenary session.

The Executive Committee will discuss and decide whether to change the current practice of securing locations and dates for the ASCCC’s large events.

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



2018-2019

| College                        | Academic Academy | Fall Plenary | SLO | Part-Time (February) | Spring Plenary | Career and Noncredit | Faculty Leadership | Curriculum Institute July 2019 | Totals |
|--------------------------------|------------------|--------------|-----|----------------------|----------------|----------------------|--------------------|--------------------------------|--------|
| College of Alameda             | 1                | 1            | 1   | 1                    | 1              | 1                    | 1                  | 1                              | 7      |
| College of the Canyons         | 1                | 1            | 1   | 1                    | 1              | 1                    | 1                  | 1                              | 7      |
| El Camino College              | 1                | 1            | 1   | 1                    | 1              | 1                    | 1                  | 1                              | 7      |
| Fresno City College            | 1                | 1            | 1   | 1                    | 1              | 1                    | 1                  | 1                              | 7      |
| Los Angeles Mission College    | 1                | 1            | 1   | 1                    | 1              | 1                    | 1                  | 1                              | 7      |
| Los Angeles Southwest College  | 1                | 1            | 1   | 1                    | 1              | 1                    | 1                  | 1                              | 7      |
| Mt. San Antonio College        | 1                | 1            | 1   | 1                    | 1              | 1                    | 1                  | 1                              | 7      |
| Sacramento City College        | 1                | 1            | 1   | 1                    | 1              | 1                    | 1                  | 1                              | 7      |
| Chaffey College                | 1                | 1            | 1   | 1                    | 1              | 1                    |                    |                                | 6      |
| City College of San Francisco  | 1                | 1            | 1   |                      | 1              | 1                    | 1                  | 1                              | 6      |
| College of the Desert          | 1                | 1            |     | 1                    | 1              | 1                    | 1                  | 1                              | 6      |
| Foothill College               | 1                | 1            |     | 1                    | 1              | 1                    | 1                  | 1                              | 6      |
| Fullerton College              |                  | 1            | 1   | 1                    | 1              | 1                    | 1                  | 1                              | 6      |
| Glendale College               | 1                | 1            |     | 1                    | 1              | 1                    | 1                  | 1                              | 6      |
| Irvine Valley College          | 1                | 1            | 1   | 1                    | 1              | 1                    |                    |                                | 6      |
| Long Beach City College        |                  | 1            | 1   | 1                    | 1              | 1                    | 1                  | 1                              | 6      |
| Los Angeles City College       | 1                | 1            | 1   | 1                    | 1              |                      | 1                  | 1                              | 6      |
| Los Angeles Pierce College     | 1                | 1            | 1   | 1                    | 1              |                      | 1                  |                                | 6      |
| MiraCosta College              |                  | 1            | 1   | 1                    | 1              | 1                    | 1                  | 1                              | 6      |
| Mission College                | 1                | 1            |     | 1                    | 1              | 1                    | 1                  | 1                              | 6      |
| Mt. San Jacinto College        | 1                | 1            | 1   |                      | 1              | 1                    | 1                  | 1                              | 6      |
| Reedley College                | 1                | 1            | 1   |                      | 1              | 1                    | 1                  | 1                              | 6      |
| Rio Hondo College              | 1                | 1            | 1   | 1                    | 1              | 1                    | 1                  | 1                              | 6      |
| San Bernardino Valley College  | 1                | 1            |     | 1                    | 1              | 1                    | 1                  | 1                              | 6      |
| San Diego City College         | 1                | 1            | 1   | 1                    | 1              | 1                    | 1                  | 1                              | 6      |
| San Diego Miramar College      | 1                | 1            | 1   |                      | 1              | 1                    | 1                  | 1                              | 6      |
| Santa Ana College              |                  | 1            | 1   | 1                    | 1              | 1                    | 1                  | 1                              | 6      |
| Southwestern College           | 1                | 1            |     | 1                    | 1              | 1                    | 1                  | 1                              | 6      |
| Allan Hancock College          | 1                | 1            | 1   |                      | 1              | 1                    |                    |                                | 5      |
| Bakersfield College            | 1                | 1            | 1   |                      | 1              | 1                    |                    |                                | 5      |
| Butte College                  | 1                | 1            | 1   |                      | 1              |                      | 1                  |                                | 5      |
| Cerritos College               |                  | 1            | 1   | 1                    | 1              | 1                    |                    |                                | 5      |
| Cosumnes River College         | 1                | 1            | 1   |                      | 1              |                      | 1                  |                                | 5      |
| Cuesta College                 | 1                | 1            | 1   |                      | 1              |                      | 1                  | 1                              | 5      |
| De Anza College                | 1                | 1            |     |                      | 1              | 1                    | 1                  | 1                              | 5      |
| Diablo Valley College          | 1                | 1            |     | 1                    | 1              | 1                    |                    |                                | 5      |
| East Los Angeles College       | 1                | 1            | 1   | 1                    | 1              |                      |                    |                                | 5      |
| Golden West College            | 1                | 1            | 1   |                      | 1              | 1                    |                    | 1                              | 5      |
| Los Angeles Trade-Tech College | 1                | 1            | 1   |                      | 1              | 1                    |                    | 1                              | 5      |
| Los Medanos College            | 1                | 1            |     | 1                    | 1              | 1                    |                    |                                | 5      |
| Merced College                 | 1                | 1            |     |                      | 1              | 1                    | 1                  | 1                              | 5      |

2018-2019

| College                      | Academic Academy | Fall Plenary | SLO | Part-Time (February) | Spring Plenary | Career and Noncredit | Faculty Leadership | Curriculum Institute July 2019 | Totals |
|------------------------------|------------------|--------------|-----|----------------------|----------------|----------------------|--------------------|--------------------------------|--------|
| Monterey Peninsula College   | 1                | 1            | 1   |                      | 1              |                      | 1                  | 1                              | 5      |
| Moorpark College             |                  | 1            | 1   |                      | 1              | 1                    | 1                  | 1                              | 5      |
| Moreno Valley College        |                  | 1            | 1   |                      | 1              | 1                    | 1                  | 1                              | 5      |
| Norco College                | 1                | 1            | 1   |                      |                | 1                    | 1                  | 1                              | 5      |
| Orange Coast College         |                  | 1            | 1   | 1                    | 1              | 1                    |                    | 1                              | 5      |
| Palomar College              | 1                | 1            | 1   |                      | 1              | 1                    |                    | 1                              | 5      |
| Saddleback College           |                  | 1            | 1   | 1                    | 1              | 1                    |                    | 1                              | 5      |
| San Diego Mesa College       | 1                | 1            | 1   | 1                    | 1              |                      |                    | 1                              | 5      |
| San Jose City College        |                  | 1            | 1   | 1                    | 1              | 1                    |                    | 1                              | 5      |
| Santa Monica College         |                  | 1            |     | 1                    | 1              | 1                    | 1                  | 1                              | 5      |
| Santiago Canyon College      |                  | 1            | 1   | 1                    | 1              | 1                    |                    | 1                              | 5      |
| West Los Angeles College     |                  | 1            | 1   | 1                    | 1              | 1                    |                    | 1                              | 5      |
| Yuba College                 | 1                | 1            |     | 1                    | 1              |                      | 1                  | 1                              | 5      |
| Cañada College               |                  | 1            | 1   |                      | 1              |                      | 1                  | 1                              | 4      |
| Cerro Coso Community College | 1                | 1            | 1   |                      | 1              |                      |                    | 1                              | 4      |
| Contra Costa College         | 1                | 1            |     |                      | 1              |                      | 1                  | 1                              | 4      |
| Gavilan College              | 1                | 1            |     | 1                    | 1              |                      |                    | 1                              | 4      |
| Grossmont College            |                  | 1            | 1   |                      | 1              | 1                    |                    | 1                              | 4      |
| Laney College                | 1                | 1            |     |                      | 1              | 1                    |                    | 1                              | 4      |
| Las Positas College          | 1                |              | 1   |                      |                | 1                    | 1                  | 1                              | 4      |
| Lassen College               |                  | 1            |     |                      | 1              | 1                    | 1                  | 1                              | 4      |
| Los Angeles Valley College   |                  | 1            | 1   |                      | 1              |                      | 1                  | 1                              | 4      |
| Mendocino College            | 1                | 1            |     |                      | 1              |                      | 1                  | 1                              | 4      |
| Merritt College              |                  | 1            | 1   |                      | 1              | 1                    |                    | 1                              | 4      |
| Modesto Junior College       |                  | 1            | 1   |                      | 1              |                      | 1                  | 1                              | 4      |
| Ohlone College               |                  | 1            |     |                      | 1              | 1                    | 1                  | 1                              | 4      |
| Pasadena City College        |                  |              | 1   | 1                    | 1              | 1                    |                    | 1                              | 4      |
| Riverside City College       |                  | 1            |     | 1                    | 1              | 1                    |                    | 1                              | 4      |
| San Diego Continuing Ed      |                  | 1            | 1   |                      | 1              | 1                    |                    | 1                              | 4      |
| San Joaquin Delta College    | 1                | 1            |     |                      | 1              |                      | 1                  | 1                              | 4      |
| Santa Barbara City College   | 1                | 1            |     |                      | 1              | 1                    |                    | 1                              | 4      |
| Shasta College               | 1                | 1            | 1   |                      | 1              |                      |                    | 1                              | 4      |
| Solano Community College     | 1                | 1            |     |                      | 1              |                      | 1                  | 1                              | 4      |
| Taft College                 | 1                | 1            |     |                      | 1              |                      | 1                  | 1                              | 4      |
| Ventura College              | 1                | 1            | 1   |                      |                | 1                    |                    | 1                              | 4      |
| Victor Valley College        |                  | 1            | 1   |                      | 1              | 1                    |                    | 1                              | 4      |
| Woodland Community College   |                  | 1            |     |                      | 1              | 1                    | 1                  | 1                              | 4      |
| American River College       |                  | 1            | 1   |                      | 1              |                      |                    | 1                              | 3      |
| Antelope Valley College      | 1                | 1            |     |                      | 1              |                      |                    | 1                              | 3      |
| Barstow College              |                  | 1            |     |                      | 1              | 1                    |                    | 1                              | 3      |
| Berkeley City College        | 1                | 1            |     |                      | 1              |                      |                    | 1                              | 3      |

2018-2019

| College                           | Academic Academy | Fall Plenary | SLO | Part-Time (February) | Spring Plenary | Career and Noncredit | Faculty Leadership | Curriculum Institute July 2019 | Totals |
|-----------------------------------|------------------|--------------|-----|----------------------|----------------|----------------------|--------------------|--------------------------------|--------|
| Cabrillo College                  |                  | 1            |     |                      | 1              | 1                    |                    | 1                              | 3      |
| Citrus College                    | 1                | 1            |     |                      | 1              |                      |                    | 1                              | 3      |
| Clovis College                    | 1                | 1            |     |                      | 1              |                      |                    | 1                              | 3      |
| Coastline Community College       |                  | 1            |     |                      | 1              | 1                    |                    | 1                              | 3      |
| College of Marin                  |                  | 1            |     |                      | 1              | 1                    |                    | 1                              | 3      |
| College of San Mateo              | 1                | 1            |     |                      | 1              |                      |                    | 1                              | 3      |
| College of the Sequoias           |                  | 1            | 1   |                      | 1              |                      |                    | 1                              | 3      |
| Columbia College                  |                  | 1            |     |                      | 1              |                      | 1                  | 1                              | 3      |
| Compton College                   |                  | 1            | 1   |                      |                | 1                    |                    | 1                              | 3      |
| Copper Mountain College           |                  | 1            | 1   |                      | 1              |                      |                    | 1                              | 3      |
| Cypress College                   |                  | 1            | 1   |                      |                |                      | 1                  | 1                              | 3      |
| Evergreen Valley College          |                  | 1            |     | 1                    | 1              |                      |                    | 1                              | 3      |
| Folsom Lake College               |                  | 1            |     | 1                    | 1              |                      |                    | 1                              | 3      |
| Hartnell College                  | 1                | 1            |     |                      | 1              |                      |                    | 1                              | 3      |
| Imperial Valley College           | 1                | 1            |     |                      | 1              |                      |                    | 1                              | 3      |
| Napa Valley College               |                  | 1            |     |                      |                | 1                    | 1                  | 1                              | 3      |
| North Orange Continuing Education |                  | 1            | 1   |                      | 1              |                      |                    | 1                              | 3      |
| Santa Rosa Junior College         |                  | 1            |     |                      | 1              | 1                    |                    | 1                              | 3      |
| Sierra College                    | 1                | 1            |     |                      | 1              |                      |                    | 1                              | 3      |
| Skyline College                   |                  | 1            |     | 1                    | 1              |                      |                    | 1                              | 3      |
| West Valley College               |                  | 1            | 1   |                      | 1              |                      |                    | 1                              | 3      |
| Chabot College                    |                  |              |     |                      | 1              | 1                    |                    | 1                              | 2      |
| College of the Redwoods           | 1                |              |     |                      |                |                      | 1                  | 1                              | 2      |
| College of the Siskiyous          |                  |              |     |                      | 1              | 1                    |                    | 1                              | 2      |
| Crafton Hills College             |                  | 1            |     |                      | 1              |                      |                    | 1                              | 2      |
| Cuyamaca College                  |                  | 1            |     |                      | 1              |                      |                    | 1                              | 2      |
| Lake Tahoe Community College      |                  | 1            |     |                      | 1              |                      |                    | 1                              | 2      |
| Oxnard College                    |                  | 1            |     |                      | 1              |                      |                    | 1                              | 2      |
| Porterville College               |                  |              | 1   |                      |                | 1                    |                    | 1                              | 2      |
| Los Angeles Harbor College        |                  | 1            |     |                      |                |                      |                    |                                | 1      |
| Palo Verde College                |                  |              |     |                      | 1              |                      |                    | 1                              | 1      |
| West Hills College Coalinga       | 1                |              |     |                      |                |                      |                    | 1                              | 1      |
| West Hills College Lemoore        | 1                |              |     |                      |                |                      |                    | 1                              | 1      |
| Feather River College             |                  |              |     |                      |                |                      |                    |                                | 0      |

2017-2018

| College                       | Career Noncredit | Accreditation | Fall Plenary | Spring Plenary | Faculty Leadership | Part-Time Institute August 2018 | Curriculum July 2018 | Totals |
|-------------------------------|------------------|---------------|--------------|----------------|--------------------|---------------------------------|----------------------|--------|
| City College of San Francisco | 1                | 1             | 1            | 1              | 1                  | 1                               | 1                    | 7      |
| El Camino College             | 1                | 1             | 1            | 1              | 1                  | 1                               | 1                    | 7      |
| Glendale College              | 1                | 1             | 1            | 1              | 1                  | 1                               | 1                    | 7      |
| Irvine Valley College         | 1                | 1             | 1            | 1              | 1                  | 1                               | 1                    | 7      |
| Mt. San Antonio College       | 1                | 1             | 1            | 1              | 1                  | 1                               | 1                    | 7      |
| San Jose City College         | 1                | 1             | 1            | 1              | 1                  | 1                               | 1                    | 7      |
| Sierra College                | 1                | 1             | 1            | 1              | 1                  | 1                               | 1                    | 7      |
| Southwestern College          | 1                | 1             | 1            | 1              | 1                  | 1                               | 1                    | 7      |
| West Valley College           | 1                | 1             | 1            | 1              | 1                  | 1                               | 1                    | 7      |
| Woodland Community College    | 1                | 1             | 1            | 1              | 1                  | 1                               | 1                    | 7      |
| American River College        | 1                | 1             | 1            | 1              | 1                  | 1                               | 1                    | 6      |
| Cañada College                | 1                | 1             | 1            | 1              | 1                  | 1                               | 1                    | 6      |
| College of San Mateo          | 1                | 1             | 1            | 1              | 1                  | 1                               | 1                    | 6      |
| College of the Canyons        | 1                | 1             | 1            | 1              | 1                  | 1                               | 1                    | 6      |
| College of the Sequoias       | 1                | 1             | 1            | 1              | 1                  | 1                               | 1                    | 6      |
| Contra Costa College          | 1                | 1             | 1            | 1              | 1                  | 1                               | 1                    | 6      |
| Cuesta College                | 1                | 1             | 1            | 1              | 1                  | 1                               | 1                    | 6      |
| Cuyamaca College              | 1                | 1             | 1            | 1              | 1                  | 1                               | 1                    | 6      |
| Diablo Valley College         | 1                | 1             | 1            | 1              | 1                  | 1                               | 1                    | 6      |
| Folsom Lake College           | 1                | 1             | 1            | 1              | 1                  | 1                               | 1                    | 6      |
| Foothill College              | 1                | 1             | 1            | 1              | 1                  | 1                               | 1                    | 6      |
| Laney College                 | 1                | 1             | 1            | 1              | 1                  | 1                               | 1                    | 6      |
| Los Angeles City College      | 1                | 1             | 1            | 1              | 1                  | 1                               | 1                    | 6      |
| Los Angeles Mission College   | 1                | 1             | 1            | 1              | 1                  | 1                               | 1                    | 6      |
| Los Angeles Pierce College    | 1                | 1             | 1            | 1              | 1                  | 1                               | 1                    | 6      |
| Los Angeles Southwest College | 1                | 1             | 1            | 1              | 1                  | 1                               | 1                    | 6      |
| Los Medanos College           | 1                | 1             | 1            | 1              | 1                  | 1                               | 1                    | 6      |
| MiraCosta College             | 1                | 1             | 1            | 1              | 1                  | 1                               | 1                    | 6      |
| Mission College               | 1                | 1             | 1            | 1              | 1                  | 1                               | 1                    | 6      |
| Moorpark College              | 1                | 1             | 1            | 1              | 1                  | 1                               | 1                    | 6      |
| Orange Coast College          | 1                | 1             | 1            | 1              | 1                  | 1                               | 1                    | 6      |
| Rio Hondo College             | 1                | 1             | 1            | 1              | 1                  | 1                               | 1                    | 6      |
| Sacramento City College       | 1                | 1             | 1            | 1              | 1                  | 1                               | 1                    | 6      |
| San Bernardino Valley College | 1                | 1             | 1            | 1              | 1                  | 1                               | 1                    | 6      |
| San Diego Continuing Ed       | 1                | 1             | 1            | 1              | 1                  | 1                               | 1                    | 6      |
| Santa Monica College          | 1                | 1             | 1            | 1              | 1                  | 1                               | 1                    | 6      |
| West Los Angeles College      | 1                | 1             | 1            | 1              | 1                  | 1                               | 1                    | 6      |
| Antelope Valley College       | 1                | 1             | 1            | 1              | 1                  | 1                               | 1                    | 5      |
| Bakersfield College           | 1                | 1             | 1            | 1              | 1                  | 1                               | 1                    | 5      |
| Barstow College               | 1                | 1             | 1            | 1              | 1                  | 1                               | 1                    | 5      |
| Butte College                 | 1                | 1             | 1            | 1              | 1                  | 1                               | 1                    | 5      |
| Chaffey College               | 1                | 1             | 1            | 1              | 1                  | 1                               | 1                    | 5      |
| Citrus College                | 1                | 1             | 1            | 1              | 1                  | 1                               | 1                    | 5      |
| Cosumnes River College        | 1                | 1             | 1            | 1              | 1                  | 1                               | 1                    | 5      |
| Fresno City College           | 1                | 1             | 1            | 1              | 1                  | 1                               | 1                    | 5      |

2017-2018

| College                      | Career Noncredit | Accreditation | Fall Plenary | Spring Plenary | Faculty Leadership | Part-Time Institute August 2018 | Curriculum July 2018 | Totals |
|------------------------------|------------------|---------------|--------------|----------------|--------------------|---------------------------------|----------------------|--------|
| Fullerton College            |                  |               | 1            | 1              | 1                  |                                 | 1                    | 5      |
| Grossmont College            |                  | 1             | 1            | 1              |                    |                                 | 1                    | 5      |
| Hartnell College             | 1                |               | 1            | 1              |                    |                                 | 1                    | 5      |
| Long Beach City College      | 1                |               | 1            |                | 1                  |                                 | 1                    | 5      |
| Mendocino College            |                  |               | 1            | 1              | 1                  |                                 | 1                    | 5      |
| Merced College               |                  | 1             | 1            | 1              | 1                  |                                 |                      | 5      |
| Merritt College              | 1                |               | 1            | 1              |                    |                                 | 1                    | 5      |
| Modesto Junior College       | 1                |               | 1            | 1              |                    |                                 | 1                    | 5      |
| Monterey Peninsula College   |                  |               | 1            | 1              | 1                  |                                 | 1                    | 5      |
| Mt. San Jacinto College      | 1                |               | 1            | 1              | 1                  |                                 |                      | 5      |
| Ohlone College               | 1                |               |              | 1              | 1                  |                                 | 1                    | 5      |
| Palomar College              | 1                |               | 1            | 1              |                    |                                 | 1                    | 5      |
| Pasadena City College        | 1                | 1             | 1            |                |                    |                                 | 1                    | 5      |
| Reedley College              | 1                |               | 1            | 1              | 1                  |                                 |                      | 5      |
| San Diego City College       |                  |               | 1            | 1              | 1                  |                                 | 1                    | 5      |
| San Diego Miramar College    |                  |               | 1            | 1              | 1                  |                                 | 1                    | 5      |
| Santa Ana College            | 1                |               | 1            | 1              |                    |                                 | 1                    | 5      |
| Santa Barbara City College   |                  | 1             | 1            | 1              | 1                  |                                 |                      | 5      |
| Santiago Canyon College      | 1                |               | 1            | 1              |                    |                                 | 1                    | 5      |
| Skyline College              |                  | 1             | 1            | 1              |                    |                                 | 1                    | 5      |
| Solano Community College     |                  |               | 1            | 1              | 1                  |                                 | 1                    | 5      |
| Yuba College                 | 1                | 1             | 1            | 1              |                    |                                 |                      | 5      |
| Allan Hancock College        |                  |               | 1            | 1              |                    |                                 | 1                    | 4      |
| Berkeley City College        | 1                |               | 1            | 1              |                    |                                 |                      | 4      |
| Cabrillo College             | 1                |               | 1            | 1              |                    |                                 |                      | 4      |
| Cerro Coso Community College | 1                |               | 1            | 1              |                    |                                 |                      | 4      |
| Clovis College               |                  |               | 1            | 1              |                    |                                 | 1                    | 4      |
| Coastline Community College  | 1                |               | 1            | 1              |                    |                                 |                      | 4      |
| College of Alameda           | 1                |               | 1            | 1              |                    |                                 |                      | 4      |
| College of the Desert        | 1                |               | 1            | 1              |                    |                                 |                      | 4      |
| Columbia College             |                  |               | 1            | 1              | 1                  |                                 |                      | 4      |
| Copper Mountain College      |                  | 1             | 1            |                |                    |                                 | 1                    | 4      |
| Crafton Hills College        | 1                |               | 1            | 1              |                    |                                 |                      | 4      |
| De Anza College              | 1                |               | 1            | 1              |                    |                                 | 1                    | 4      |
| East Los Angeles College     |                  |               | 1            | 1              | 1                  |                                 | 1                    | 4      |
| Evergreen Valley College     |                  |               | 1            | 1              |                    |                                 | 1                    | 4      |
| Gavilan College              |                  |               | 1            |                | 1                  |                                 | 1                    | 4      |
| Golden West College          | 1                |               | 1            |                | 1                  |                                 |                      | 4      |
| Imperial Valley College      | 1                |               | 1            | 1              |                    |                                 |                      | 4      |
| Lake Tahoe Community College |                  |               | 1            | 1              |                    |                                 | 1                    | 4      |
| Lassen College               |                  | 1             | 1            | 1              |                    |                                 |                      | 4      |
| Moreno Valley College        |                  | 1             |              | 1              |                    |                                 | 1                    | 4      |
| Napa Valley College          | 1                |               | 1            | 1              |                    |                                 |                      | 4      |
| Norco College                |                  | 1             | 1            | 1              |                    |                                 |                      | 4      |
| Oxnard College               | 1                | 1             | 1            |                |                    |                                 |                      | 4      |

2017-2018

| College                        | Career Noncredit | Accreditation | Fall Plenary | Spring Plenary | Faculty Leadership | Part-Time Institute August 2018 | Curriculum July 2018 | Totals |
|--------------------------------|------------------|---------------|--------------|----------------|--------------------|---------------------------------|----------------------|--------|
| Riverside City College         | 1                |               | 1            | 1              |                    |                                 | 1                    | 4      |
| Saddleback College             | 1                |               | 1            | 1              |                    |                                 | 1                    | 4      |
| San Diego Mesa College         |                  |               | 1            | 1              |                    | 1                               | 1                    | 4      |
| Taft College                   |                  |               | 1            | 1              | 1                  |                                 | 1                    | 4      |
| Ventura College                | 1                |               | 1            | 1              |                    |                                 | 1                    | 4      |
| Victor Valley College          |                  |               | 1            | 1              | 1                  |                                 | 1                    | 4      |
| West Hills College Coalinga    | 1                | 1             |              |                |                    | 1                               | 1                    | 4      |
| Cerritos College               |                  |               | 1            | 1              |                    |                                 | 1                    | 3      |
| Chabot College                 |                  |               | 1            | 1              |                    |                                 | 1                    | 3      |
| College of Marin               |                  |               |              | 1              | 1                  |                                 | 1                    | 3      |
| College of the Redwoods        |                  |               |              |                | 1                  | 1                               | 1                    | 3      |
| Compton College                |                  | 1             | 1            |                |                    |                                 | 1                    | 3      |
| Las Positas College            | 1                | 1             |              |                |                    |                                 | 1                    | 3      |
| Los Angeles Harbor College     |                  |               | 1            |                |                    | 1                               | 1                    | 3      |
| Los Angeles Trade-Tech College |                  |               |              |                | 1                  | 1                               | 1                    | 3      |
| Los Angeles Valley College     |                  |               | 1            | 1              |                    |                                 | 1                    | 3      |
| San Joaquin Delta College      |                  | 1             | 1            | 1              |                    |                                 |                      | 3      |
| Santa Rosa Junior College      |                  |               | 1            | 1              |                    |                                 | 1                    | 3      |
| Shasta College                 |                  |               | 1            | 1              |                    |                                 | 1                    | 3      |
| West Hills College Lemoore     |                  | 1             |              |                |                    | 1                               | 1                    | 3      |
| College of the Siskiyous       | 1                |               |              |                |                    |                                 | 1                    | 2      |
| Cypress College                |                  |               |              |                |                    | 1                               | 1                    | 2      |
| Palo Verde College             |                  |               |              |                |                    |                                 | 1                    | 1      |
| Porterville College            |                  |               |              |                |                    |                                 | 1                    | 1      |
| Feather River College          |                  |               |              |                |                    |                                 |                      | 0      |

\*\* Includes Part-Time and Curriculum from 18-19



2016-2017

| College                                | CTE Curriculum Academy | Accreditation | Academic Academy | Fall Plenary | IDI | Spring Plenary | CTE Leadership | Faculty Leadership | Part-Time Institute | Curriculum July 2017 | Totals |
|----------------------------------------|------------------------|---------------|------------------|--------------|-----|----------------|----------------|--------------------|---------------------|----------------------|--------|
| Sacramento City College                | 1                      | 1             | 1                | 1            | 1   | 1              | 1              | 1                  | 1                   | 1                    | 10     |
| College of the Canyons                 | 1                      | 1             | 1                | 1            |     | 1              | 1              | 1                  | 1                   | 1                    | 9      |
| College of the Desert                  | 1                      | 1             |                  | 1            | 1   | 1              | 1              | 1                  | 1                   | 1                    | 9      |
| El Camino College                      | 1                      |               | 1                | 1            | 1   | 1              | 1              | 1                  | 1                   | 1                    | 9      |
| Foothill College                       | 1                      | 1             | 1                | 1            | 1   | 1              | 1              | 1                  | 1                   | 1                    | 9      |
| Fresno City College                    | 1                      | 1             | 1                | 1            | 1   | 1              | 1              |                    | 1                   | 1                    | 9      |
| Mendocino College                      | 1                      | 1             |                  | 1            | 1   | 1              | 1              | 1                  | 1                   | 1                    | 9      |
| Mt. San Jacinto College                | 1                      |               | 1                | 1            | 1   | 1              | 1              | 1                  | 1                   | 1                    | 9      |
| Orange Coast College                   | 1                      | 1             | 1                | 1            | 1   | 1              | 1              | 1                  | 1                   | 1                    | 9      |
| Santa Monica College                   | 1                      | 1             | 1                | 1            |     | 1              | 1              | 1                  | 1                   | 1                    | 9      |
| Southwestern College                   | 1                      | 1             | 1                | 1            |     | 1              | 1              | 1                  | 1                   | 1                    | 9      |
| Yuba College                           | 1                      | 1             |                  | 1            | 1   | 1              | 1              | 1                  | 1                   | 1                    | 9      |
| Barstow College                        | 1                      | 1             | 1                | 1            |     | 1              |                | 1                  | 1                   | 1                    | 8      |
| Cosumnes River College                 | 1                      | 1             |                  | 1            | 1   | 1              | 1              | 1                  | 1                   | 1                    | 8      |
| Cuyamaca College                       | 1                      |               | 1                | 1            | 1   | 1              | 1              |                    | 1                   | 1                    | 8      |
| Glendale College                       |                        | 1             | 1                | 1            | 1   | 1              | 1              |                    | 1                   | 1                    | 8      |
| Irvine Valley College                  | 1                      |               | 1                | 1            |     | 1              | 1              | 1                  | 1                   | 1                    | 8      |
| Lassen College                         |                        | 1             |                  | 1            | 1   | 1              | 1              | 1                  | 1                   | 1                    | 8      |
| Mission College                        | 1                      | 1             |                  | 1            | 1   | 1              | 1              | 1                  | 1                   | 1                    | 8      |
| Mt. San Antonio College                | 1                      |               |                  | 1            | 1   | 1              | 1              | 1                  | 1                   | 1                    | 8      |
| Palomar College                        |                        | 1             | 1                | 1            | 1   | 1              |                | 1                  | 1                   | 1                    | 8      |
| Saddleback College                     | 1                      | 1             | 1                | 1            |     | 1              | 1              |                    | 1                   | 1                    | 8      |
| San Jose City College                  | 1                      |               | 1                | 1            | 1   | 1              | 1              | 1                  | 1                   | 1                    | 8      |
| Santa Rosa Junior College              | 1                      |               | 1                | 1            |     | 1              | 1              | 1                  | 1                   | 1                    | 8      |
| Sierra College                         |                        | 1             | 1                | 1            | 1   | 1              | 1              | 1                  | 1                   | 1                    | 8      |
| Skyline College                        | 1                      | 1             |                  | 1            | 1   | 1              |                | 1                  | 1                   | 1                    | 8      |
| Ventura College                        | 1                      | 1             | 1                | 1            |     | 1              |                | 1                  | 1                   | 1                    | 8      |
| West Los Angeles College               | 1                      | 1             | 1                |              |     | 1              | 1              | 1                  | 1                   | 1                    | 8      |
| Woodland Community College             | 1                      | 1             |                  | 1            |     | 1              | 1              | 1                  | 1                   | 1                    | 8      |
| American River College                 | 1                      | 1             | 1                | 1            | 1   | 1              | 1              | 1                  |                     |                      | 7      |
| Berkeley City College                  | 1                      | 1             | 1                | 1            |     | 1              | 1              |                    |                     |                      | 7      |
| Chaffey College                        | 1                      |               |                  | 1            |     | 1              | 1              | 1                  | 1                   | 1                    | 7      |
| City College of San Francisco          |                        |               |                  | 1            | 1   | 1              | 1              | 1                  | 1                   | 1                    | 7      |
| College of Alameda                     | 1                      |               |                  | 1            |     | 1              | 1              | 1                  | 1                   | 1                    | 7      |
| College of Marin                       | 1                      |               | 1                | 1            | 1   | 1              | 1              | 1                  | 1                   | 1                    | 7      |
| Cuesta College                         | 1                      |               | 1                | 1            | 1   | 1              | 1              |                    |                     |                      | 7      |
| East Los Angeles College               | 1                      |               | 1                | 1            |     | 1              | 1              | 1                  | 1                   | 1                    | 7      |
| Folsom Lake College                    | 1                      | 1             |                  | 1            |     | 1              | 1              |                    | 1                   | 1                    | 7      |
| Grossmont College                      | 1                      | 1             | 1                | 1            |     | 1              | 1              |                    | 1                   | 1                    | 7      |
| Hartnell College                       | 1                      |               | 1                | 1            | 1   | 1              | 1              | 1                  | 1                   | 1                    | 7      |
| Long Beach City College - Liberal Arts | 1                      |               |                  | 1            |     | 1              | 1              | 1                  | 1                   | 1                    | 7      |
| Los Angeles Trade-Tech College         | 1                      |               |                  | 1            |     | 1              | 1              | 1                  | 1                   | 1                    | 7      |
| Moorpark College                       | 1                      |               | 1                | 1            |     | 1              |                | 1                  | 1                   | 1                    | 7      |
| San Bernardino Valley College          | 1                      | 1             |                  | 1            |     | 1              | 1              |                    | 1                   | 1                    | 7      |
| San Diego Mesa College                 | 1                      |               |                  | 1            | 1   | 1              | 1              | 1                  | 1                   | 1                    | 7      |
| Solano Community College               | 1                      | 1             |                  | 1            |     | 1              | 1              | 1                  | 1                   | 1                    | 7      |
| Allan Hancock College                  | 1                      |               | 1                | 1            | 1   | 1              |                |                    |                     |                      | 6      |
| Antelope Valley College                | 1                      |               | 1                | 1            |     | 1              |                | 1                  |                     | 1                    | 6      |
| Bakersfield College                    |                        | 1             | 1                | 1            |     | 1              | 1              |                    |                     | 1                    | 6      |
| Butte College                          | 1                      |               |                  | 1            |     | 1              | 1              | 1                  |                     | 1                    | 6      |

2016-2017

| College                       | CTE Curriculum Academy | Accreditation | Academic Academy | Fall Plenary | IDI | Spring Plenary | CTE Leadership | Faculty Leadership | Part-Time Institute | Curriculum July 2017 | Totals |
|-------------------------------|------------------------|---------------|------------------|--------------|-----|----------------|----------------|--------------------|---------------------|----------------------|--------|
| Cañada College                | 1                      |               |                  | 1            |     | 1              | 1              | 1                  |                     | 1                    | 6      |
| Citrus College                | 1                      |               |                  | 1            |     | 1              | 1              |                    | 1                   | 1                    | 6      |
| College of San Mateo          | 1                      | 1             |                  |              |     | 1              | 1              |                    | 1                   | 1                    | 6      |
| Cypress College               | 1                      |               |                  | 1            |     | 1              | 1              |                    | 1                   | 1                    | 6      |
| Evergreen Valley College      | 1                      | 1             |                  | 1            |     | 1              |                |                    | 1                   | 1                    | 6      |
| Fullerton College             |                        |               | 1                | 1            |     | 1              | 1              | 1                  |                     | 1                    | 6      |
| Golden West College           | 1                      |               |                  | 1            |     | 1              | 1              |                    | 1                   | 1                    | 6      |
| Imperial Valley College       |                        |               | 1                | 1            |     | 1              | 1              |                    | 1                   | 1                    | 6      |
| Los Angeles City College      | 1                      |               |                  | 1            |     | 1              |                | 1                  | 1                   | 1                    | 6      |
| Los Angeles Southwest College | 1                      |               | 1                | 1            |     | 1              |                |                    | 1                   | 1                    | 6      |
| Merced College                | 1                      | 1             |                  | 1            |     |                | 1              | 1                  |                     | 1                    | 6      |
| MiraCosta College             | 1                      |               |                  | 1            |     | 1              |                | 1                  | 1                   | 1                    | 6      |
| Modesto Junior College        | 1                      | 1             |                  | 1            |     | 1              | 1              |                    |                     | 1                    | 6      |
| Monterey Peninsula College    |                        | 1             |                  | 1            |     | 1              |                | 1                  | 1                   | 1                    | 6      |
| Norco College                 | 1                      |               | 1                |              | 1   | 1              | 1              |                    |                     | 1                    | 6      |
| Pasadena City College         | 1                      |               | 1                | 1            |     |                | 1              |                    | 1                   | 1                    | 6      |
| Reedley College               | 1                      |               | 1                | 1            | 1   | 1              |                |                    |                     | 1                    | 6      |
| Riverside City College        | 1                      |               | 1                | 1            |     | 1              |                |                    | 1                   | 1                    | 6      |
| San Diego Miramar College     | 1                      |               |                  | 1            |     | 1              | 1              | 1                  |                     | 1                    | 6      |
| San Joaquin Delta College     | 1                      | 1             |                  | 1            |     | 1              | 1              |                    |                     | 1                    | 6      |
| Santa Ana College             |                        |               |                  | 1            |     | 1              | 1              | 1                  | 1                   | 1                    | 6      |
| Victor Valley College         | 1                      |               | 1                |              |     | 1              | 1              |                    | 1                   | 1                    | 6      |
| West Valley College           |                        |               |                  | 1            | 1   | 1              |                |                    | 1                   | 1                    | 6      |
| Cerritos College              | 1                      |               |                  | 1            |     | 1              |                |                    | 1                   | 1                    | 5      |
| Clovis College                |                        | 1             |                  | 1            | 1   | 1              |                |                    |                     | 1                    | 5      |
| College of the Sequoias       | 1                      | 1             |                  | 1            |     | 1              |                |                    |                     | 1                    | 5      |
| Contra Costa College          | 1                      |               |                  | 1            |     | 1              | 1              |                    |                     | 1                    | 5      |
| Copper Mountain College       |                        |               |                  | 1            | 1   |                | 1              |                    | 1                   | 1                    | 5      |
| De Anza College               |                        |               |                  | 1            | 1   | 1              | 1              |                    |                     | 1                    | 5      |
| Gavilan College               |                        | 1             |                  | 1            |     |                |                | 1                  | 1                   | 1                    | 5      |
| Laney College                 | 1                      |               |                  | 1            |     | 1              | 1              |                    |                     | 1                    | 5      |
| Los Angeles Harbor College    | 1                      |               | 1                | 1            |     |                |                |                    | 1                   | 1                    | 5      |
| Los Angeles Mission College   |                        |               |                  | 1            |     | 1              |                | 1                  | 1                   | 1                    | 5      |
| Los Medanos College           |                        |               |                  | 1            |     | 1              |                | 1                  | 1                   | 1                    | 5      |
| Moreno Valley College         |                        |               |                  | 1            |     | 1              | 1              | 1                  | 1                   | 1                    | 5      |
| Rio Hondo College             | 1                      |               |                  | 1            |     | 1              |                |                    | 1                   | 1                    | 5      |
| San Diego City College        |                        |               |                  | 1            |     | 1              | 1              |                    | 1                   | 1                    | 5      |
| Santa Barbara City College    | 1                      |               |                  | 1            |     | 1              |                |                    | 1                   | 1                    | 5      |
| Santiago Canyon College       |                        |               | 1                | 1            |     | 1              |                |                    | 1                   | 1                    | 5      |
| Cabrillo College              | 1                      |               |                  | 1            |     | 1              |                |                    |                     | 1                    | 4      |
| Chabot College                |                        |               |                  | 1            |     | 1              |                | 1                  |                     | 1                    | 4      |
| Coastline Community College   | 1                      |               |                  | 1            |     | 1              |                |                    |                     | 1                    | 4      |
| Diablo Valley College         |                        |               | 1                | 1            |     | 1              |                |                    |                     | 1                    | 4      |
| Las Positas College           |                        |               |                  |              | 1   | 1              | 1              |                    |                     | 1                    | 4      |
| Los Angeles Pierce College    |                        |               |                  | 1            |     | 1              |                |                    | 1                   | 1                    | 4      |
| Napa Valley College           | 1                      |               |                  | 1            |     | 1              |                |                    |                     | 1                    | 4      |
| Ohlone College                | 1                      |               |                  |              | 1   |                |                | 1                  |                     | 1                    | 4      |
| Oxnard College                | 1                      |               |                  | 1            |     |                | 1              |                    |                     | 1                    | 4      |
| Shasta College                | 1                      |               |                  | 1            |     | 1              |                |                    |                     | 1                    | 4      |
| Cerro Coso Community College  |                        |               |                  | 1            |     | 1              |                |                    |                     | 1                    | 3      |

2016-2017

| College                      | CTE Curriculum Academy | Accreditation | Academic Academy | Fall Plenary | IDI | Spring Plenary | CTE Leadership | Faculty Leadership | Part-Time Institute | Curriculum July 2017 | Totals |
|------------------------------|------------------------|---------------|------------------|--------------|-----|----------------|----------------|--------------------|---------------------|----------------------|--------|
| College of the Redwoods      |                        |               |                  |              | 1   | 1              |                |                    |                     | 1                    | 3      |
| Columbia College             | 1                      |               |                  | 1            |     |                |                |                    |                     | 1                    | 3      |
| Crafton Hills College        |                        |               |                  | 1            |     | 1              |                |                    |                     | 1                    | 3      |
| El Camino Compton Center     | n/a                    | n/a           | n/a              | n/a          | n/a | 1              | 1              |                    |                     | 1                    | 3      |
| Lake Tahoe Community College |                        |               |                  | 1            |     |                |                |                    | 1                   | 1                    | 3      |
| Los Angeles Valley College   |                        |               |                  | 1            |     | 1              |                |                    | 1                   |                      | 3      |
| Merritt College              |                        |               |                  | 1            |     | 1              |                |                    |                     | 1                    | 3      |
| Porterville College          |                        |               | 1                | 1            |     |                |                |                    |                     | 1                    | 3      |
| Taft College                 |                        |               |                  | 1            |     | 1              |                |                    |                     | 1                    | 3      |
| College of the Siskiyous     |                        | 1             |                  |              |     |                |                |                    |                     | 1                    | 2      |
| Feather River College        | 1                      |               | 1                |              |     |                |                |                    |                     |                      | 2      |
| Palo Verde College           |                        |               |                  | 1            |     |                |                |                    |                     | 1                    | 2      |
| West Hills College Coalinga  |                        |               |                  |              |     |                | 1              |                    |                     | 1                    | 2      |
| West Hills College Lemoore   | 1                      |               |                  |              | 1   |                |                |                    |                     |                      | 2      |

\*\* Includes Part Time and Curriculum Institute from 17-18

2015-2016

| College                                | CTE Curriculum Academy | Accreditation | Academic Academy | Fall Plenary | IDI | Spring Plenary | CTE Leadership | Faculty Leadership | Curriculum | Totals |
|----------------------------------------|------------------------|---------------|------------------|--------------|-----|----------------|----------------|--------------------|------------|--------|
| City College of San Francisco          | 1                      | 1             | 1                | 1            | 1   | 1              | 1              | 1                  | 1          | 9      |
| El Camino College                      | 1                      | 1             | 1                | 1            | 1   | 1              | 1              | 1                  | 1          | 9      |
| Foothill College                       | 1                      | 1             | 1                | 1            | 1   | 1              | 1              | 1                  | 1          | 9      |
| Glendale College                       | 1                      | 1             | 1                | 1            | 1   | 1              | 1              | 1                  | 1          | 9      |
| Mt. San Antonio College                | 1                      | 1             | 1                | 1            | 1   | 1              | 1              | 1                  | 1          | 9      |
| Reedley College                        | 1                      | 1             | 1                | 1            | 1   | 1              | 1              | 1                  | 1          | 9      |
| Saddleback College                     | 1                      | 1             | 1                | 1            | 1   | 1              | 1              | 1                  | 1          | 9      |
| Santa Ana College                      | 1                      | 1             | 1                | 1            | 1   | 1              | 1              | 1                  | 1          | 9      |
| Antelope Valley College                | 1                      |               | 1                | 1            | 1   | 1              | 1              | 1                  | 1          | 8      |
| Cerritos College                       | 1                      | 1             | 1                | 1            | 1   | 1              | 1              | 1                  | 1          | 8      |
| College of Alameda                     | 1                      |               | 1                | 1            | 1   | 1              | 1              | 1                  | 1          | 8      |
| College of the Canyons                 |                        | 1             | 1                | 1            | 1   | 1              | 1              | 1                  | 1          | 8      |
| College of the Desert                  |                        | 1             | 1                | 1            | 1   | 1              | 1              | 1                  | 1          | 8      |
| Columbia College                       | 1                      | 1             | 1                | 1            | 1   | 1              | 1              | 1                  | 1          | 8      |
| Cypress College                        | 1                      |               | 1                | 1            | 1   | 1              | 1              | 1                  | 1          | 8      |
| Hartnell College                       | 1                      |               | 1                | 1            | 1   | 1              | 1              | 1                  | 1          | 8      |
| Irvine Valley College                  | 1                      | 1             | 1                | 1            | 1   | 1              | 1              | 1                  | 1          | 8      |
| MiraCosta College                      |                        | 1             | 1                | 1            | 1   | 1              | 1              | 1                  | 1          | 8      |
| Mt. San Jacinto College                | 1                      |               | 1                | 1            | 1   | 1              | 1              | 1                  | 1          | 8      |
| Orange Coast College                   | 1                      |               | 1                | 1            | 1   | 1              | 1              | 1                  | 1          | 8      |
| San Diego Mesa College                 | 1                      | 1             | 1                | 1            | 1   | 1              | 1              | 1                  | 1          | 8      |
| San Diego Miramar College              | 1                      | 1             |                  | 1            | 1   | 1              | 1              | 1                  | 1          | 8      |
| Santiago Canyon College                | 1                      | 1             | 1                | 1            | 1   | 1              |                | 1                  | 1          | 8      |
| Skyline College                        | 1                      | 1             |                  | 1            | 1   | 1              | 1              | 1                  | 1          | 8      |
| West Los Angeles College               | 1                      | 1             | 1                | 1            | 1   | 1              | 1              | 1                  | 1          | 8      |
| American River College                 | 1                      |               |                  | 1            | 1   | 1              | 1              | 1                  | 1          | 7      |
| Bakersfield College                    |                        |               | 1                | 1            | 1   | 1              | 1              | 1                  | 1          | 7      |
| Butte College                          | 1                      | 1             | 1                | 1            | 1   | 1              | 1              | 1                  | 1          | 7      |
| Cabrillo College                       | 1                      |               | 1                | 1            | 1   | 1              | 1              | 1                  | 1          | 7      |
| Chaffey College                        | 1                      |               | 1                | 1            | 1   | 1              | 1              | 1                  | 1          | 7      |
| Citrus College                         |                        | 1             | 1                | 1            | 1   | 1              | 1              |                    | 1          | 7      |
| De Anza College                        |                        |               | 1                | 1            | 1   | 1              | 1              | 1                  | 1          | 7      |
| East Los Angeles College               | 1                      |               | 1                | 1            | 1   | 1              | 1              | 1                  |            | 7      |
| Fullerton College                      |                        | 1             | 1                | 1            | 1   | 1              |                | 1                  | 1          | 7      |
| Golden West College                    | 1                      |               | 1                | 1            | 1   | 1              | 1              |                    | 1          | 7      |
| Laney College                          | 1                      |               | 1                | 1            |     | 1              | 1              | 1                  | 1          | 7      |
| Lassen College                         | 1                      | 1             |                  | 1            | 1   | 1              |                | 1                  | 1          | 7      |
| Long Beach City College - Liberal Arts | 1                      |               | 1                | 1            | 1   | 1              | 1              |                    | 1          | 7      |
| Los Angeles Pierce College             |                        |               | 1                | 1            | 1   | 1              | 1              | 1                  | 1          | 7      |
| Los Angeles Trade-Tech College         | 1                      |               |                  | 1            | 1   | 1              | 1              | 1                  | 1          | 7      |
| Mendocino College                      | 1                      |               |                  | 1            | 1   | 1              | 1              | 1                  | 1          | 7      |

2015-2016

| College                       | CTE Curriculum Academy | Accreditation | Academic Academy | Fall Plenary | IDI | Spring Plenary | CTE Leadership | Faculty Leadership | Curriculum | Totals |
|-------------------------------|------------------------|---------------|------------------|--------------|-----|----------------|----------------|--------------------|------------|--------|
| Merced College                | 1                      |               | 1                | 1            | 1   | 1              |                | 1                  | 1          | 7      |
| Monterey Peninsula College    |                        | 1             | 1                | 1            |     | 1              | 1              | 1                  | 1          | 7      |
| Moreno Valley College         | 1                      |               |                  | 1            | 1   | 1              | 1              | 1                  | 1          | 7      |
| Napa Valley College           |                        | 1             | 1                | 1            | 1   | 1              | 1              |                    | 1          | 7      |
| Oxnard College                | 1                      |               | 1                | 1            |     | 1              | 1              | 1                  | 1          | 7      |
| Pasadena City College         |                        |               | 1                | 1            | 1   | 1              | 1              | 1                  | 1          | 7      |
| Rio Hondo College             | 1                      |               | 1                | 1            | 1   | 1              | 1              |                    | 1          | 7      |
| Sacramento City College       |                        | 1             | 1                | 1            |     | 1              | 1              | 1                  | 1          | 7      |
| San Bernardino Valley College | 1                      | 1             |                  | 1            | 1   | 1              | 1              |                    | 1          | 7      |
| San Diego City College        | 1                      | 1             |                  | 1            |     | 1              | 1              | 1                  | 1          | 7      |
| San Jose City College         | 1                      | 1             |                  | 1            |     | 1              | 1              | 1                  | 1          | 7      |
| Santa Barbara City College    | 1                      |               | 1                | 1            | 1   | 1              | 1              |                    | 1          | 7      |
| Santa Monica College          |                        | 1             | 1                | 1            | 1   | 1              |                | 1                  | 1          | 7      |
| Sierra College                |                        |               | 1                | 1            | 1   | 1              | 1              | 1                  | 1          | 7      |
| Solano Community College      | 1                      | 1             | 1                | 1            |     | 1              | 1              |                    | 1          | 7      |
| Southwestern College          | 1                      | 1             |                  | 1            | 1   | 1              | 1              |                    | 1          | 7      |
| Victor Valley College         | 1                      |               | 1                | 1            | 1   | 1              | 1              |                    | 1          | 7      |
| Woodland Community College    | 1                      |               | 1                | 1            | 1   | 1              |                | 1                  | 1          | 7      |
| Barstow College               |                        | 1             |                  | 1            | 1   | 1              |                | 1                  | 1          | 6      |
| Berkeley City College         |                        |               | 1                | 1            | 1   | 1              |                | 1                  | 1          | 6      |
| Clovis College                |                        | 1             | 1                | 1            | 1   | 1              |                |                    | 1          | 6      |
| College of Marin              |                        | 1             |                  | 1            | 1   | 1              |                | 1                  | 1          | 6      |
| Cuesta College                |                        | 1             |                  | 1            | 1   | 1              |                | 1                  | 1          | 6      |
| Fresno City College           |                        |               | 1                | 1            | 1   | 1              | 1              |                    | 1          | 6      |
| Gavilan College               |                        |               | 1                | 1            |     | 1              | 1              | 1                  | 1          | 6      |
| Grossmont College             |                        | 1             | 1                | 1            | 1   | 1              | 1              |                    | 1          | 6      |
| Imperial Valley College       | 1                      |               |                  | 1            | 1   | 1              | 1              |                    | 1          | 6      |
| Los Angeles City College      | 1                      |               |                  | 1            | 1   | 1              |                | 1                  | 1          | 6      |
| Los Angeles Valley College    | 1                      |               |                  | 1            | 1   | 1              | 1              |                    | 1          | 6      |
| Modesto Junior College        |                        | 1             | 1                | 1            | 1   | 1              |                |                    | 1          | 6      |
| Palomar College               |                        | 1             | 1                | 1            | 1   | 1              |                |                    | 1          | 6      |
| San Joaquin Delta College     | 1                      | 1             | 1                | 1            |     | 1              |                | 1                  |            | 6      |
| Santa Rosa Junior College     |                        |               | 1                | 1            |     | 1              | 1              | 1                  | 1          | 6      |
| Shasta College                | 1                      | 1             |                  | 1            |     | 1              | 1              |                    | 1          | 6      |
| West Valley College           | 1                      | 1             |                  | 1            | 1   | 1              |                |                    | 1          | 6      |
| Allan Hancock College         | 1                      |               |                  | 1            |     | 1              | 1              |                    | 1          | 5      |
| Cañada College                | 1                      |               | 1                | 1            | 1   | 1              |                |                    |            | 5      |
| Coastline Community College   |                        |               |                  | 1            | 1   | 1              |                | 1                  | 1          | 5      |
| College of the Sequoias       | 1                      |               | 1                | 1            |     | 1              |                |                    | 1          | 5      |
| Copper Mountain College       |                        |               |                  | 1            | 1   | 1              | 1              |                    | 1          | 5      |
| Cosumnes River College        |                        | 1             | 1                | 1            |     | 1              |                |                    | 1          | 5      |

2015-2016

| College                       | CTE Curriculum Academy | Accreditation | Academic Academy | Fall Plenary | IDI | Spring Plenary | CTE Leadership | Faculty Leadership | Curriculum | Totals |
|-------------------------------|------------------------|---------------|------------------|--------------|-----|----------------|----------------|--------------------|------------|--------|
| Crafton Hills College         |                        |               |                  | 1            | 1   | 1              | 1              |                    | 1          | 5      |
| Cuyamaca College              | 1                      |               | 1                | 1            |     | 1              |                |                    | 1          | 5      |
| Diablo Valley College         |                        |               | 1                | 1            | 1   | 1              |                |                    | 1          | 5      |
| Evergreen Valley College      |                        |               | 1                | 1            |     | 1              |                | 1                  | 1          | 5      |
| Folsom Lake College           |                        |               |                  | 1            | 1   | 1              | 1              |                    | 1          | 5      |
| Los Angeles Southwest College |                        |               |                  | 1            |     | 1              | 1              | 1                  | 1          | 5      |
| Moorpark College              |                        |               | 1                | 1            |     | 1              | 1              |                    | 1          | 5      |
| Norco College                 |                        | 1             | 1                | 1            | 1   |                |                |                    | 1          | 5      |
| Riverside City College        |                        | 1             |                  | 1            | 1   | 1              |                |                    | 1          | 5      |
| Taft College                  |                        | 1             |                  | 1            | 1   | 1              |                |                    | 1          | 5      |
| West Hills College Coalinga   |                        |               | 1                | 1            | 1   | 1              |                | 1                  |            | 5      |
| Yuba College                  | 1                      |               |                  | 1            |     | 1              | 1              |                    | 1          | 5      |
| Cerro Coso Community College  |                        | 1             |                  | 1            |     | 1              |                |                    | 1          | 4      |
| Chabot College                |                        |               | 1                | 1            |     | 1              |                |                    | 1          | 4      |
| College of San Mateo          |                        |               | 1                | 1            |     |                | 1              |                    | 1          | 4      |
| College of the Redwoods       |                        |               |                  | 1            |     | 1              |                | 1                  | 1          | 4      |
| College of the Siskiyous      |                        |               | 1                | 1            |     | 1              |                |                    | 1          | 4      |
| Contra Costa College          |                        |               | 1                | 1            | 1   | 1              |                |                    |            | 4      |
| El Camino Compton Center      |                        |               | 1                | 1            |     | 1              |                |                    | 1          | 4      |
| Los Angeles Harbor College    | 1                      |               |                  | 1            |     | 1              |                |                    | 1          | 4      |
| Los Angeles Mission College   |                        |               |                  | 1            | 1   | 1              |                |                    | 1          | 4      |
| Los Medanos College           |                        |               |                  | 1            |     | 1              | 1              |                    | 1          | 4      |
| Merritt College               |                        |               |                  | 1            | 1   | 1              |                |                    | 1          | 4      |
| Mission College               |                        |               |                  | 1            |     | 1              |                | 1                  | 1          | 4      |
| Porterville College           | 1                      |               |                  | 1            |     | 1              |                |                    | 1          | 4      |
| Lake Tahoe Community College  |                        |               | 1                |              |     | 1              |                |                    | 1          | 3      |
| Las Positas College           |                        |               |                  |              |     | 1              | 1              |                    | 1          | 3      |
| Ohlone College                |                        |               |                  |              | 1   |                | 1              |                    | 1          | 3      |
| Ventura College               |                        |               |                  | 1            |     | 1              |                |                    | 1          | 3      |
| West Hills College Lemoore    |                        |               |                  |              | 1   | 1              |                | 1                  |            | 3      |
| Feather River College         | 1                      |               |                  |              |     |                |                |                    |            | 1      |
| Palo Verde College            |                        |               |                  |              |     |                |                |                    | 1          | 1      |

## ASCCC Event Planning Procedures

The success of each event is determined by the planning and organization. The Committee Chairs and Executive Committee are responsible for program development while the events team is responsible for ensuring that the execution of the event creates a successful and memorable experience for the attendees. It is critical that the planning for each event begins early and are extremely thorough. The following will provide specific information about the planning process. The information below is considered a general timeline to ensure successful execution of each program:

### **One Year Out (after meeting dates have been approved by the Executive Committee):**

- Develop request for proposals (RFP)'s for hotel and send to hotels and/or visitor bureaus;
- The Director of Administration and Event Planner identifies locations using approved dates and recommends appropriate locations to the Executive Director;
- Once a location is approved, the events team will prepare budgets based on hotel information (i.e., food, hotel rooms, AV, parking) and submit to the Executive Director for final approval and review; and
- The Director of Administration will sign hotel contracts.

Each August, the Executive Director, in collaboration with the events team, will hold an Events Committee meeting with the Chairs of each program. The Executive Director will provide the Chairs with a link to the [Events Live binder](#) that will include hotel contracts, budgets, committee chair contacts, and deadlines expected for each event. The timelines will include the following:

- Date the draft outline is due to meet the Executive Committee agenda deadline;
- Date the breakout descriptions are due to meet the Executive Committee deadline;
- Date the presenters are due to the President and Executive Director;
- Date the final program is due to meet the Executive Committee agenda deadline;
- Date when staff need the required materials and other supplies; and
- Date when the presentation materials need to be sent to the [eventmaterials@asccc.org](mailto:eventmaterials@asccc.org).

There are other requirements based on each event. Again, the information provided is considered a general timeline to ensure successful execution of each program.

## ASCCC Event Resume 2019-2020

### 2019-2020 EVENTS

**Queen Mary Hotel**  
\$36,656.81 September 13-14, 2019  
**Hyatt Regency San Francisco Airport**  
\$318,688.00 July 11-13, 2019

**126 Queens Hwy Long Beach, CA 90802**  
2019 Academic Academy  
**1333 Old Bayshore Hwy, Burlingame, CA 94010**  
2019 Curriculum Institute

**Phone: (877) 600-4313**  
150 Attendees  
**Phone: (951)222-4700**  
639 Attendees

### 2018-2019 EVENTS

**Sheraton Grand Sacramento Hotel**  
\$45,853.36 June 13 - 15, 2019  
**DoubleTree San Diego Mission Valley**  
\$62,687.88 April 25-27, 2019  
**Westin San Francisco Airport**  
\$98,199.63 April 10-13, 2019  
**Newport Beach Marriott Hotel & Spa**  
\$89,605.85 February 21-23, 2019  
**Marriott, Irvine**  
\$99,155.77 November 2-4, 2018  
**Embassy Suites**  
\$30,324.70 September 14-15, 2018  
**Westin San Francisco Airport**  
\$65,469.67 August 2-4, 2018  
**Riverside Convention Center**  
\$93,841.22 July 12-14, 2018

**1230 J St, 13th And J Street Sacramento, CA, 95814**  
2019 Faculty Leadership Institute  
**686 Anton Blvd, Costa Mesa, CA 92626**  
2019 Career Non-Credit Institute  
**1 Old Bayshore Highway, Millbrae, CA 94030**  
2019 Spring Plenary Session  
**900 Newport Center Dr, Newport Beach, CA 92660**  
2019 Part-Time Institute  
**18000 Von Karman Ave, Irvine, CA 92612**  
2018 Fall Plenary Session  
**250 Gateway Boulevard South San Francisco, CA. 94080**  
2018 Academic Academy  
**1 Old Bayshore Highway, Millbrae, CA 94030**  
2018 Part-Time Institute  
**3637 5th St, Riverside, CA 92501**  
2018 Curriculum Institute

**Phone: 650-347-1234**  
95 Attendees  
**Phone: (619) 297-5466**  
260 Attendees  
**Phone: (650) 692-3500**  
320 Attendees  
**Phone: (949) 640-4000**  
190 Attendees  
**Phone: (949) 553-0100**  
290 Attendees  
**Phone: (650) 589-3400**  
170 Attendees  
**Phone: (650) 692-3500**  
200 Attendees  
**Phone: (951)222-4700**  
640 Attendees

### 2017-2018 EVENTS

**Sheraton San Diego Marina**  
\$44,189.42 June 13 - 16, 2018  
**The Westin South Coast Plaza**  
\$102,597.63 May 3-5, 2018  
**San Mateo Marriott**  
\$132,000.00 April 11-14, 2018  
**Wyndam Anaheim – Garden Grove**  
\$33,534.51 February 22-24, 2018  
**Marriott, Irvine**  
\$85,806.70 November 2-4, 2017  
**DoubleTree by Hilton Anaheim**  
\$92,895.34 August 3-5, 2017  
**Riverside Convention Center**  
\$115,162.40 July 7-9, 2017

**1380 Harbor Island Drive, San Diego, CA 92101**  
2018 Faculty Leadership Institute  
**686 Anton Blvd, Costa Mesa, CA 92626**  
2018 Career Non-Credit Institute  
**1770 S. Amphlett Blvd. San Mateo, CA 94402**  
2018 Spring Plenary Session  
**12021 Harbor Blvd, Garden Grove, CA 92840**  
2018 Accreditation Institute  
**18000 Von Karman Ave, Irvine, CA 92612**  
2017 Fall Plenary Session  
**100 The City Drive, Orange CA 92868**  
2017 Part-Time Institute  
**3637 5th St, Riverside, CA 92501**  
2017 Curriculum Institute

**Phone: 619-291-2900**  
94 Attendees  
**Phone: (714) 540-2500**  
400 Attendees  
**Phone: (650) 653-6011**  
298 Attendees  
**Phone: (707) 253-8600**  
165 Attendees  
**Phone: (949) 553-0100**  
285 Attendees  
**Phone: (714) 634-4500**  
286 Attendees  
**Phone: (951)222-4700**  
579 Attendees

### 2016-2017 EVENTS

**Sheraton Grand Sacramento**  
\$29,155.75 June 15-17, 2017  
**San Jose Marriott**  
\$42,000.00 May 5-6, 2017  
**San Mateo Marriott**  
\$90,000.00 April 20-22, 2017  
**San Jose Marriott**  
\$30,000.00 March 17-18, 2017  
**Napa Valley Marriott**  
\$33,534.51 February 17-18, 2017  
**The Westin South Coast Plaza**  
\$98,000.00 November 3-5, 2016  
**DoubleTree by Hilton Anaheim**  
\$129,918.18 July 7-9, 2016

**1230 J Street, Sacramento, CA 95814**  
2017 Faculty Leadership Institute  
**301 South Market Street, San Jose, CA 95113**  
2017 CTE Leadership Institute  
**1770 S. Amphlett Blvd. San Mateo, CA 94402**  
2017 Spring Plenary Session  
**301 South Market Street, San Jose, CA 95113**  
2017 Instructional Design and Innovation  
**3425 Solano Ave, Napa, CA 94558**  
2017 Accreditation Institute  
**686 Anton Blvd, Costa Mesa, CA 92626**  
2016 Fall Plenary Session  
**100 The City Drive, Orange CA 92868**  
2016 Curriculum Institute

**Phone: (916) 447-1700**  
77 Attendees  
**Phone: (650) 653-6025**  
208 Attendees  
**Phone: (650) 653-6011**  
298 Attendees  
**Phone: (650) 653-6025**  
90 Attendees  
**Phone: (707) 253-8600**  
107 Attendees  
**Phone: (714) 540-2500**  
298 Attendees  
**Phone: (714) 634-4500**  
490 Attendees

### 2015-2016 EVENTS



## ASCCC Event Resume 2019-2020

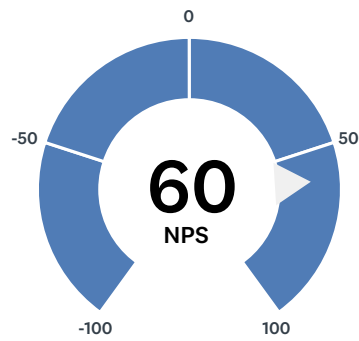
|                                                                            |                                                                                         |                                                |
|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------|
| <b>DoubleTree by Hilton Anaheim</b><br>\$116,710.03 July 8-11, 2015        | <b>100 The City Drive, Orange CA 92868</b><br>2015 Curriculum Institute                 | <b>Phone: (714) 634-4500</b><br>475 Attendees  |
| <b>San Mateo Marriott</b><br>\$12,838.00 October 17, 2015                  | <b>1770 S. Amphlett Blvd. San Mateo, CA 94402</b><br>Fall C- ID DIG                     | <b>Phone: (650) 653-6011</b><br>60 Attendees   |
| <b>Marriott, Irvine</b><br>\$ 71,317.19 November 5-7, 2015                 | <b>18000 Von Karman Ave, Irvine, CA 92612</b><br>2015 Fall Plenary                      | <b>Phone: (949) 553-0100</b><br>316 Attendees  |
| <b>Napa Valley Marriott</b><br>\$ 89,652.11 January 14-15, 2016            | <b>3425 Solano Avenue, Napa, CA 94558</b><br>2016 CTE Academy                           | <b>Phone: (707) 253-8600</b><br>200 Attendees  |
| <b>Riverside Convention Center</b><br>\$ 65,907.69 January 20-22, 2016     | <b>3637 5th St, Riverside, CA 92501</b><br>2016 Instructional Design and Innovation     | <b>Phone: (951)222-4700</b><br>342 Attendees   |
| <b>Marriott Mission Valley</b><br>\$23,090.10 February 19-20, 2016         | <b>8757 Rio San Diego Drive, San Diego, CA 92108</b><br>2016 Accreditation Institute    | <b>Phone: (619) 692-3800</b><br>128 Attendees  |
| <b>Sheraton Grand, Sacramento</b><br>\$18,270.71 March 18-19, 2016         | <b>1230 J Street, Sacramento, CA 95814</b><br>2016 Academic Academy                     | <b>Phone: (916) 447-1700</b><br>119 Attendees  |
| <b>Sacramento Convention Center</b><br>\$204,931.77 April 21-23, 2016      | <b>1400 J Street, Sacramento, CA 95814</b><br>2016 Spring Joint Session                 | <b>Phone: (916) 808-5291</b><br>1200 Attendees |
| <b>DoubleTree by Hilton Anaheim</b><br>\$62,509.00 May 6-7, 2016           | <b>100 The City Drive, Orange CA 92868</b><br>2016 CTE Leadership Institute             | <b>Phone: (714) 634-4500</b><br>140 Attendees  |
| <b>The Mission Inn</b><br>\$32,380.94 June 9-11, 2016                      | <b>3649 Mission Inn, Riverside, CA 92501</b><br>2016 Faculty Leadership Institute       | <b>Phone: (951) 784-0300</b><br>118 Attendees  |
| <b><u>2014-2015 EVENTS</u></b>                                             |                                                                                         |                                                |
| <b>Dolce Hayes Mansion, San Jose</b><br>\$154,652.19 July 10-12, 2014      | <b>200 Edenvale Ave San Jose, CA 95136</b><br>2014 Curriculum Institute                 | <b>Phone: (408)362-2309</b><br>340 Attendees   |
| <b>Marriott, Irvine</b><br>\$ 61,945.98 November 12-16, 2014               | <b>18000 Von Karman Ave, Irvine, CA 92612</b><br>2014 Fall Plenary                      | <b>Phone: (949) 553-0100</b><br>296 Attendees  |
| <b>Anaheim Marriott Suites</b><br>\$ 99,155.84 January 15-16, 2015         | <b>12015 Harbor Boulevard, Garden Grove, CA 92840</b><br>2015 CTE Academy               | <b>Phone: (714) 750-1000</b><br>200 Attendees  |
| <b>Paradise Point Resort &amp; Spa</b><br>\$46,901.00 February 20-21, 2015 | <b>1404 Vacation Rd, San Diego, CA 92109</b><br>2015 OEI Institute                      | <b>Phone: (858) 274-4630</b><br>100 Attendees  |
| <b>San Mateo Marriott</b><br>\$36,156.59 February 20-21, 2015              | <b>1770 S. Amphlett Blvd. San Mateo, CA 94402</b><br>2015 Accreditation Institute       | <b>Phone: (650) 653-6011</b><br>160 Attendees  |
| <b>Westin South Coast Plaza</b><br>\$71,282.12 March 14-15, 2015           | <b>686 Anton Blvd. Costa Mesa, CA 92626</b><br>2015 Academic Academy                    | <b>Phone: (714) 540-2500</b><br>358 Attendees  |
| <b>Westin San Francisco Airport</b><br>\$105,787.45 April 9-11, 2015       | <b>1 Old Bayshore Highway, Millbrae, CA 94030</b><br>2015 Spring Plenary                | <b>Phone: (650) 692-3500</b><br>301 Attendees  |
| <b>Sheraton La Jolla</b><br>\$21,865.59 May 7-9, 2015                      | <b>3299 Holiday Court La Jolla, CA 92037</b><br>2015 CTE Leadership Institute           | <b>Phone: (858) 453-5500</b><br>188 Attendees  |
| <b>San Jose Marriott</b><br>\$42,798.85 June 11-13, 2015                   | <b>301 South Market Street, San Jose, CA 95113</b><br>2015 Faculty Leadership Institute | <b>Phone: (650) 653-6025</b><br>118 Attendees  |
| <b><u>2013-2014 EVENTS</u></b>                                             |                                                                                         |                                                |
| <b>Marriott, Irvine</b><br>\$60,683.14 November 6-9, 2013                  | <b>18000 Von Karman Ave, Irvine, CA 92612</b><br>2013 Fall Plenary                      | <b>Phone: (949) 553-0100</b><br>291 Attendees  |
| <b>Sheraton Park Hotel, Anaheim</b><br>\$41,365.97 July 11-13, 2013        | <b>1855 S. Harbor Blvd., Anaheim, CA 92802</b><br>2013 Curriculum Institute             | <b>Phone: (714)750-1811</b><br>329 Attendees   |
| <b>San Diego Marriott La Jolla</b><br>\$21,865.59 February 7-8, 2014       | <b>4240 La Jolla Village Drive La Jolla California</b><br>2014 Accreditation Institute  | <b>Phone: (858) 587-1414</b><br>131 Attendees  |
| <b>Silverado Resort and Spa</b><br>\$31,451.33 February 21-22, 2014        | <b>1600 Atlas Peak Road Napa, California 94558</b><br>2014 Academic Academy             | <b>Phone: (707) 257-5438</b><br>110 Attendees  |
| <b>Westin San Francisco Airport</b><br>\$90,043.34 April 10-12, 2014       | <b>1 Old Bayshore Highway, Millbrae, CA 94030</b><br>2014 Spring Plenary                | <b>Phone: (650)692-3500</b><br>295 Attendees   |
| <b>Paradise Point Resort &amp; Spa</b><br>\$58,058.66 June 12-14, 2014     | <b>1404 Vacation Rd, San Diego, CA 92109</b><br>2014 Faculty Leadership Institute       | <b>Phone: (858) 274-4630</b><br>95 Attendees   |
| <b><u>2012-2013 EVENTS</u></b>                                             |                                                                                         |                                                |

## ASCCC Event Resume 2019-2020

|                                                                               |                                                                                    |                                               |
|-------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------------------------------------|
| <b>Sheraton Grand, Sacramento</b><br>\$18,270.71    June 13-15, 2013          | <b>1230 J Street, Sacramento, CA 95814,</b><br>2013 Faculty Leadership             | <b>Phone: 916-447-1700</b><br>83 Attendees    |
| <b>Westin San Francisco Airport</b><br>\$67,144.16    April 18-20, 2013       | <b>1 Old Bayshore Highway, Millbrae, CA 94030</b><br>2013 Spring Plenary           | <b>Phone: 650-692-3500</b><br>264 Attendees   |
| <b>Marriott, Oakland, (CCCAOE)</b><br>\$27,571.02    March 20-22, 2013        | <b>605 W. Herndon Ave., 800-86 Clovis, CA 93612</b><br>2013 Vocational Institute   | <b>Phone: 831-724-8374</b><br>51 Attendees    |
| <b>Paradise Point Resort &amp; Spa</b><br>\$29,073.04    February 22-23, 2013 | <b>1404 Vacation Rd, San Diego, CA 92109</b><br>2013 Academic Academy              | <b>Phone: (858) 274-4630</b><br>148 Attendees |
| <b>Doubletree by Hilton San Jose</b><br>\$21,865.59    February 8-9, 2013     | <b>2050 Gateway Pl, San Jose, CA 95110</b><br>2013 Accreditation Institute         | <b>Phone: (408) 453-4000</b><br>131 Attendees |
| <b>Marriott, Irvine</b><br>\$61,563.63    November 8-10, 2012                 | <b>18000 Von Karman Ave, Irvine, CA 92612</b><br>2012 Fall Plenary                 | <b>Phone: (949) 553-0100</b><br>305 Attendees |
| <b>Hyatt San Francisco Airport</b><br>\$87,328.04    July 12 – 14, 2012       | <b>1333 Bayshore Highway, San Francisco, CA 94010</b><br>2012 Curriculum Institute | <b>Phone: 650-347-1234</b><br>261 Attendees   |

# Q1 How likely is it that you would recommend attending the Fall Plenary Session to your colleagues?

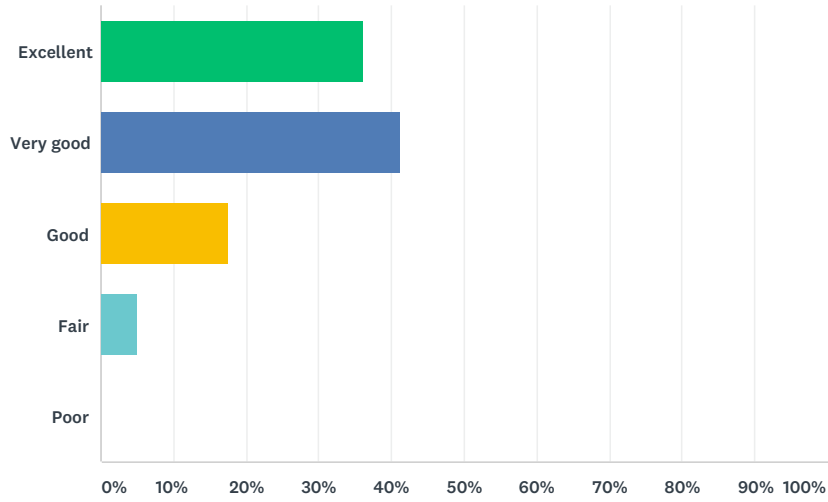
Answered: 77 Skipped: 3



| DETRACTORS (0-6) | PASSIVES (7-8) | PROMOTERS (9-10) | NET PROMOTER® SCORE |
|------------------|----------------|------------------|---------------------|
| 9%<br>7          | 22%<br>17      | 69%<br>53        | 60                  |

## Q2 Overall, how would you rate the Fall Plenary Session?

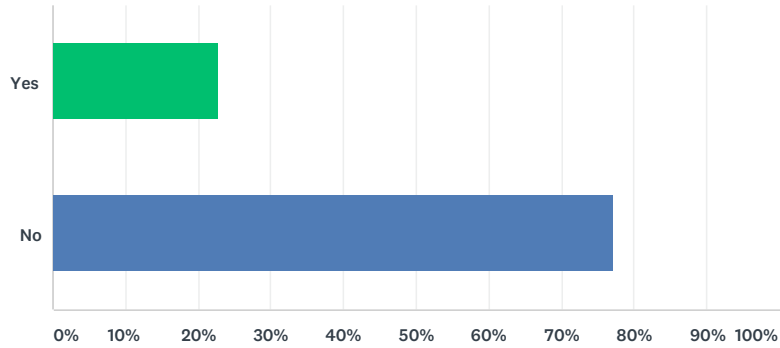
Answered: 80 Skipped: 0



| ANSWER CHOICES | RESPONSES |           |
|----------------|-----------|-----------|
| Excellent      | 36.25%    | 29        |
| Very good      | 41.25%    | 33        |
| Good           | 17.50%    | 14        |
| Fair           | 5.00%     | 4         |
| Poor           | 0.00%     | 0         |
| <b>TOTAL</b>   |           | <b>80</b> |

### Q3 Was this your first Plenary Session?

Answered: 79 Skipped: 1

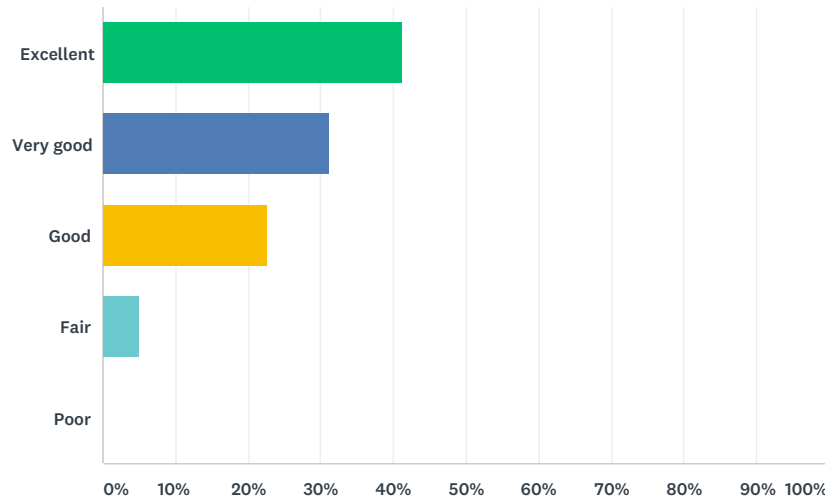


| ANSWER CHOICES | RESPONSES |           |
|----------------|-----------|-----------|
| Yes            | 22.78%    | 18        |
| No             | 77.22%    | 61        |
| <b>TOTAL</b>   |           | <b>79</b> |

| #  | IF YES, PLEASE LEAVE A COMMENT REGARDING YOUR EXPERIENCE.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | DATE                |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| 1  | Very well run. I appreciated the professional, collegial environment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 11/14/2019 12:56 PM |
| 2  | The experience was mostly positive. The event, at least the first 2 days, are very busy with little time for personal break (if one were to attend all sessions) and that makes it for a very long day. It would have also been nice to have hot water the entire day, the coffee stand was limited to a short time after lunch only.                                                                                                                                                                                                                                                                    | 11/13/2019 7:35 PM  |
| 3  | It was much more interesting and informative than I'd thought it would be. Interacting with colleagues from local senators across the state was educational and collegial.                                                                                                                                                                                                                                                                                                                                                                                                                               | 11/12/2019 4:17 PM  |
| 4  | This plenary, as has been the case with past plenary meetings, had breakout sessions that have about 10 minutes of actual dissemination of information and an hour or more of somewhat guided discussion and sharing. There were slides we didnt get to in nearly all of my breakouts, and the presenters seemed ok with that. If these are really guided discussions, I'd suggest presenters set the slides up that way. I'd caution that this format shift would probably make returning attendees happy, but may not serve new attendees hoping for introductions to issues facing senates very well. | 11/12/2019 3:51 PM  |
| 5  | I was so pleased to have the little introduction and an excellent description of the Plenary purpose and outline. Really appreciated the attention from staff about being a newcomer to the Plenary and process.                                                                                                                                                                                                                                                                                                                                                                                         | 11/12/2019 1:45 PM  |
| 6  | Exceeded my expectations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 11/12/2019 11:41 AM |
| 7  | It was interesting--I was pleased with how clear and easy Jon made the voting process.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 11/12/2019 11:06 AM |
| 8  | Very positive and informative                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 11/12/2019 10:56 AM |
| 9  | It was great! Wonderful, funny, passionate people to mingle with. Learned a lot...Can't wait for the next one 😊.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 11/12/2019 9:56 AM  |
| 10 | Great location. Food was good. Everyone was helpful. Learned a lot.Was able to offer debate. I'm looking forward to the Spring session.                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 11/12/2019 9:35 AM  |
| 11 | It was really fascinating to see the resolution process in action.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 11/11/2019 11:35 PM |
| 12 | I always learn something new and meet interesting colleagues from different colleges.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 11/10/2019 11:05 AM |
| 13 | The connections made here can last a lifetime. So many dedicated Faculty, counselors, Administrators and support staff contribute to the betterment of student learning.                                                                                                                                                                                                                                                                                                                                                                                                                                 | 11/8/2019 2:13 PM   |

### Q4 Please rate the location of the event: The Renaissance Newport Beach Hotel?

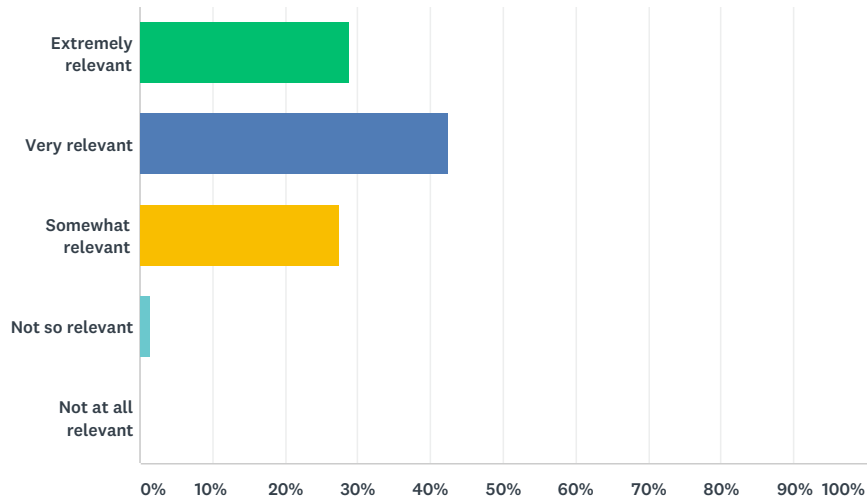
Answered: 80 Skipped: 0



| ANSWER CHOICES | RESPONSES |           |
|----------------|-----------|-----------|
| Excellent      | 41.25%    | 33        |
| Very good      | 31.25%    | 25        |
| Good           | 22.50%    | 18        |
| Fair           | 5.00%     | 4         |
| Poor           | 0.00%     | 0         |
| <b>TOTAL</b>   |           | <b>80</b> |

## Q5 Overall, how relevant were the topics presented during the General Sessions?

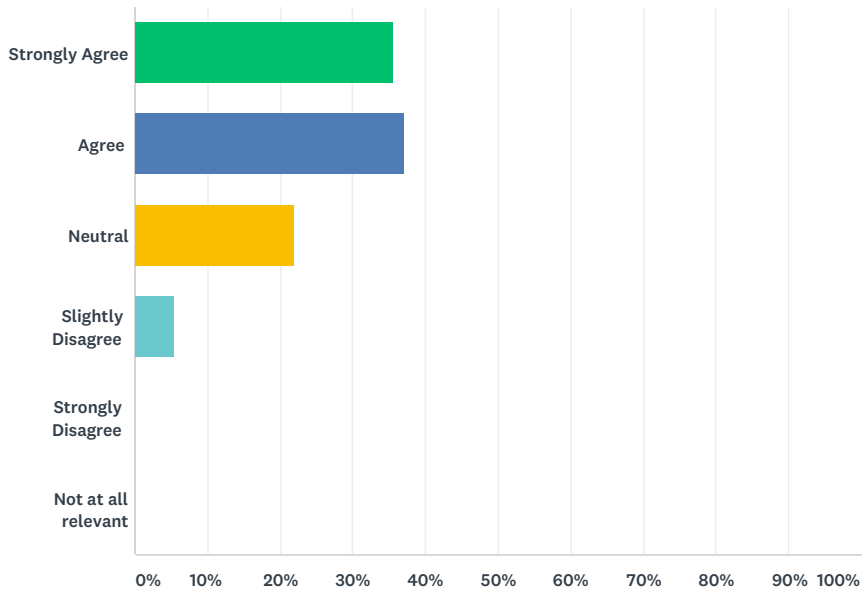
Answered: 73 Skipped: 7



| ANSWER CHOICES      | RESPONSES |           |
|---------------------|-----------|-----------|
| Extremely relevant  | 28.77%    | 21        |
| Very relevant       | 42.47%    | 31        |
| Somewhat relevant   | 27.40%    | 20        |
| Not so relevant     | 1.37%     | 1         |
| Not at all relevant | 0.00%     | 0         |
| <b>TOTAL</b>        |           | <b>73</b> |

### Q6 General Session: Welcome/Foundation President's Update/State of the Senate - This general session was impactful to my work.

Answered: 73 Skipped: 7

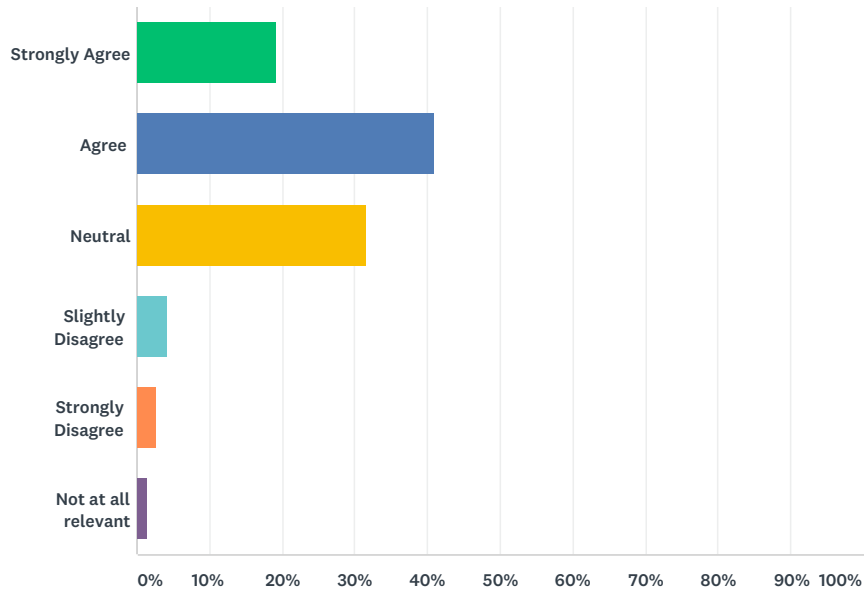


| ANSWER CHOICES      | RESPONSES |           |
|---------------------|-----------|-----------|
| Strongly Agree      | 35.62%    | 26        |
| Agree               | 36.99%    | 27        |
| Neutral             | 21.92%    | 16        |
| Slightly Disagree   | 5.48%     | 4         |
| Strongly Disagree   | 0.00%     | 0         |
| Not at all relevant | 0.00%     | 0         |
| <b>TOTAL</b>        |           | <b>73</b> |



## Q7 General Session: Re-imagining Program Review in a Guided Pathways Framework - This general session was impactful to my work.

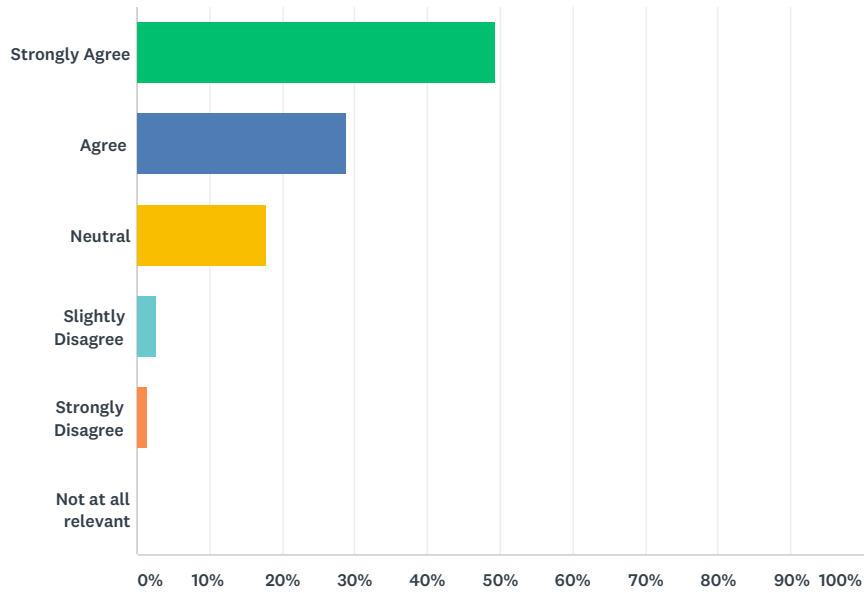
Answered: 73 Skipped: 7



| ANSWER CHOICES      | RESPONSES |           |
|---------------------|-----------|-----------|
| Strongly Agree      | 19.18%    | 14        |
| Agree               | 41.10%    | 30        |
| Neutral             | 31.51%    | 23        |
| Slightly Disagree   | 4.11%     | 3         |
| Strongly Disagree   | 2.74%     | 2         |
| Not at all relevant | 1.37%     | 1         |
| <b>TOTAL</b>        |           | <b>73</b> |

## Q8 General Session: Presentation by Dr. Daniel Walker - This general session was impactful to my work.

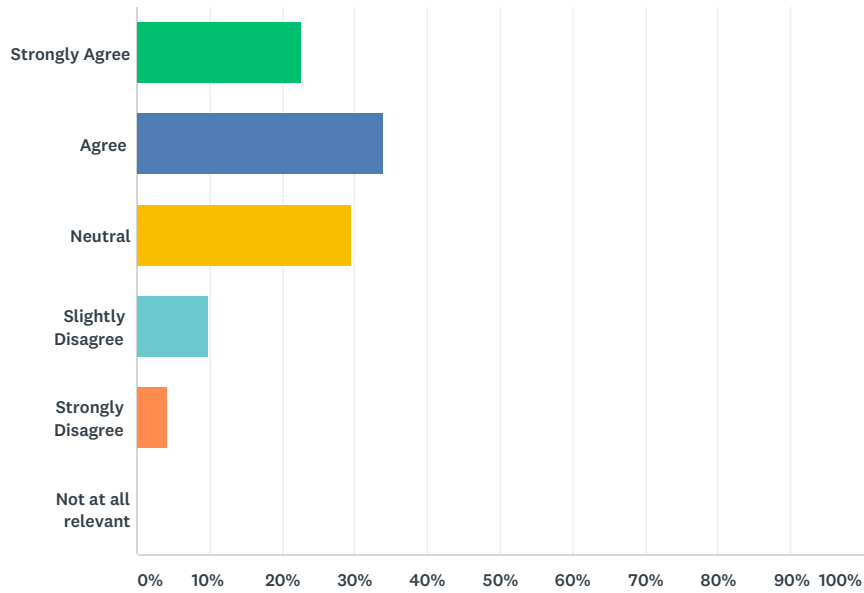
Answered: 73 Skipped: 7



| ANSWER CHOICES      | RESPONSES |           |
|---------------------|-----------|-----------|
| Strongly Agree      | 49.32%    | 36        |
| Agree               | 28.77%    | 21        |
| Neutral             | 17.81%    | 13        |
| Slightly Disagree   | 2.74%     | 2         |
| Strongly Disagree   | 1.37%     | 1         |
| Not at all relevant | 0.00%     | 0         |
| <b>TOTAL</b>        |           | <b>73</b> |

## Q9 General Session: Faculty Diversification: From Awareness to Action- This general session was impactful to my work.

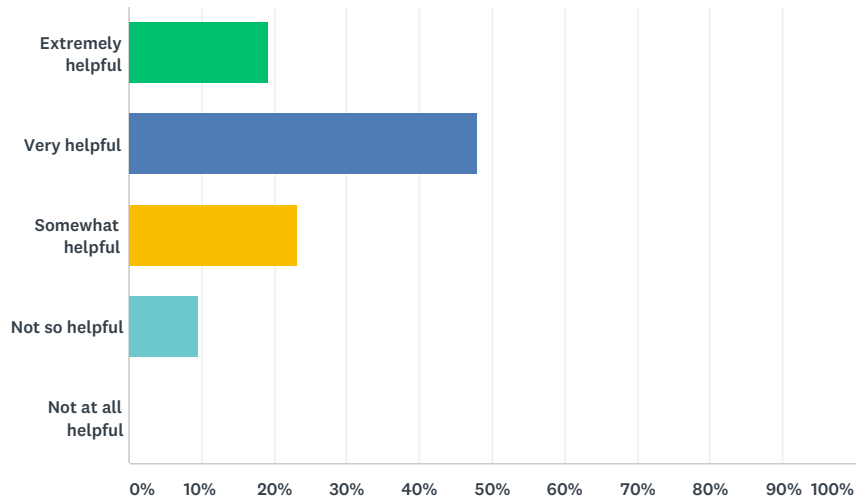
Answered: 71 Skipped: 9



| ANSWER CHOICES      | RESPONSES |           |
|---------------------|-----------|-----------|
| Strongly Agree      | 22.54%    | 16        |
| Agree               | 33.80%    | 24        |
| Neutral             | 29.58%    | 21        |
| Slightly Disagree   | 9.86%     | 7         |
| Strongly Disagree   | 4.23%     | 3         |
| Not at all relevant | 0.00%     | 0         |
| <b>TOTAL</b>        |           | <b>71</b> |

### Q10 Overall, how helpful were the topics presented during the breakout sessions?

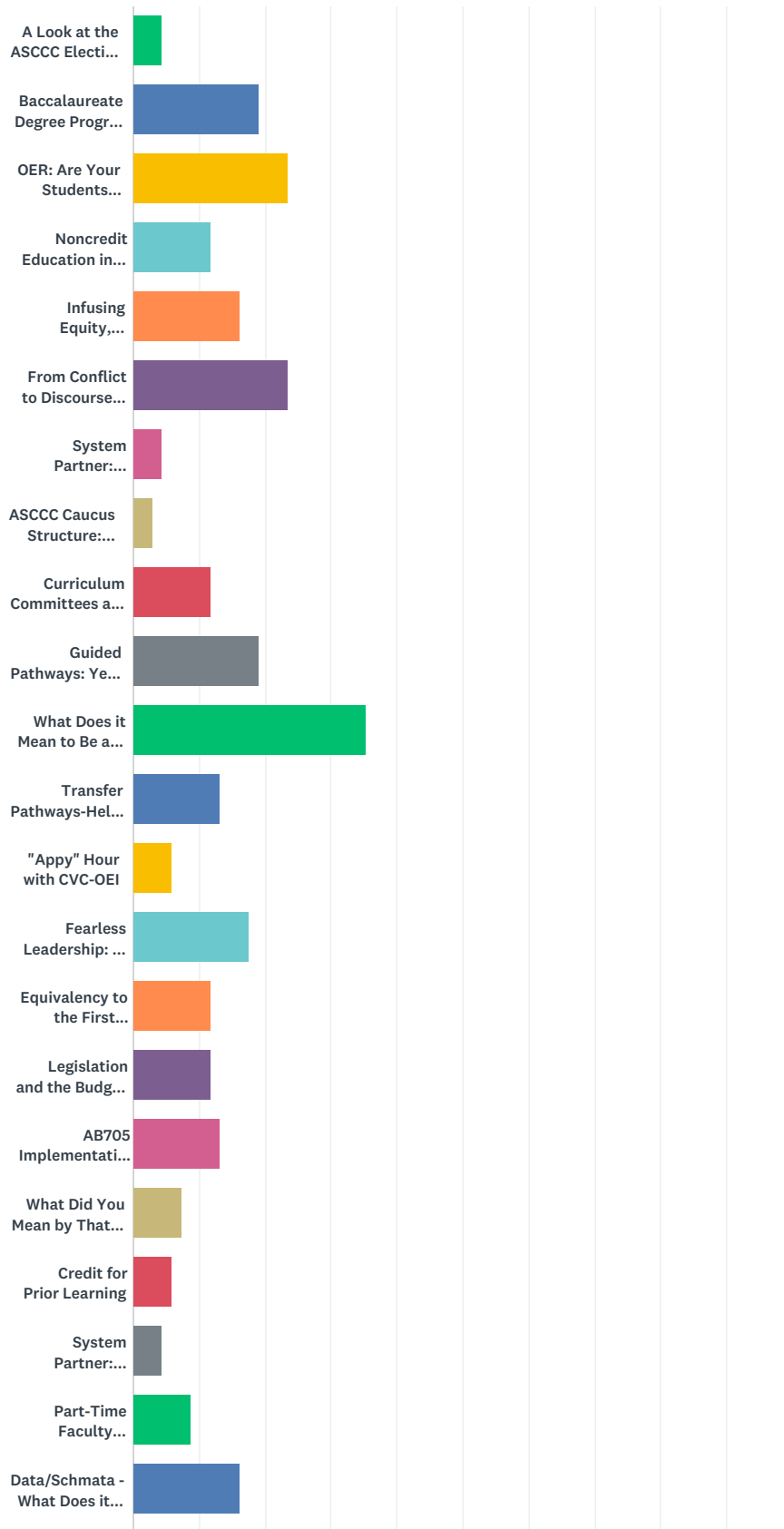
Answered: 73 Skipped: 7



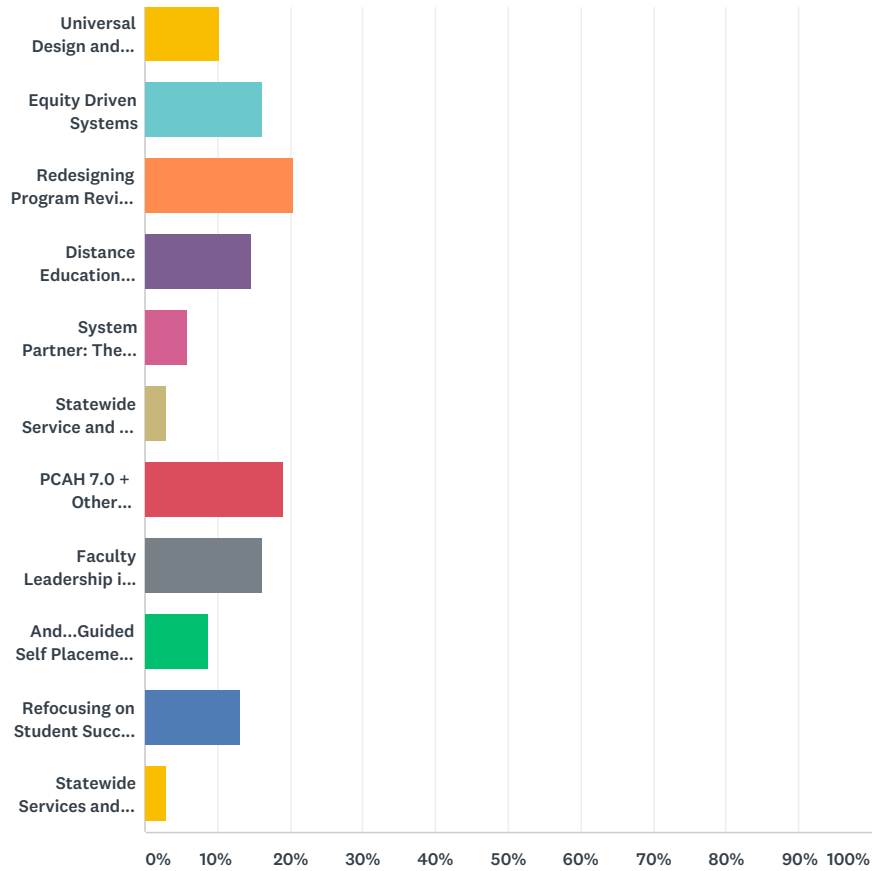
| ANSWER CHOICES     | RESPONSES |           |
|--------------------|-----------|-----------|
| Extremely helpful  | 19.18%    | 14        |
| Very helpful       | 47.95%    | 35        |
| Somewhat helpful   | 23.29%    | 17        |
| Not so helpful     | 9.59%     | 7         |
| Not at all helpful | 0.00%     | 0         |
| <b>TOTAL</b>       |           | <b>73</b> |

Q11 Please select the top 5 breakout topics that were most useful to you.  
To view the program and descriptions, click here.

Answered: 68 Skipped: 12



## Fall 2019 Plenary Session Feedback



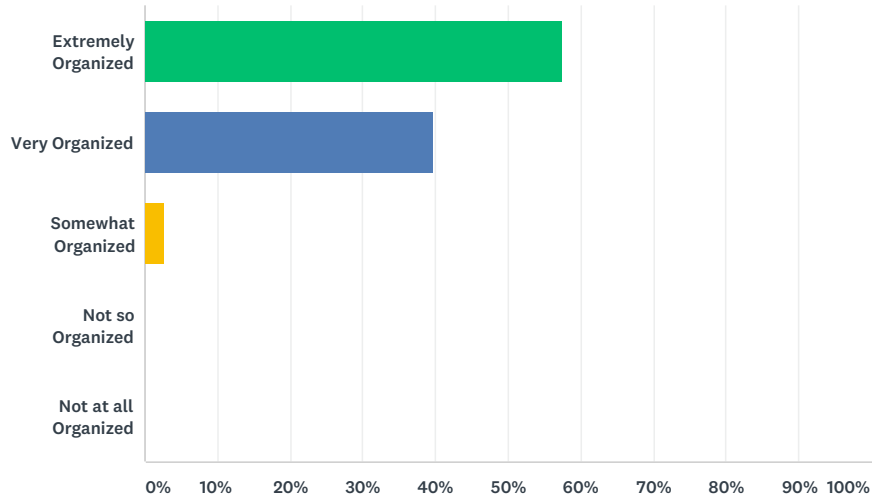
| ANSWER CHOICES                                                                                                               | RESPONSES |
|------------------------------------------------------------------------------------------------------------------------------|-----------|
| A Look at the ASCCC Elections Processes: Choices for Voices                                                                  | 4.41% 3   |
| Baccalaureate Degree Program: Opening the Next Chapter                                                                       | 19.12% 13 |
| OER: Are Your Students Getting The Message:                                                                                  | 23.53% 16 |
| Noncredit Education in a Post-AB705 World                                                                                    | 11.76% 8  |
| Infusing Equity, Diversity, and Inclusion into ASCCC's Vision, Mission and Values                                            | 16.18% 11 |
| From Conflict to Discourse, How to Lead Your Senate Productively                                                             | 23.53% 16 |
| System Partner: CVC/OEI Peer Online Course Review                                                                            | 4.41% 3   |
| ASCCC Caucus Structure: Designing a Place for Your Voice                                                                     | 2.94% 2   |
| Curriculum Committees and Governance                                                                                         | 11.76% 8  |
| Guided Pathways: Years 3-5 and Beyond!                                                                                       | 19.12% 13 |
| What Does it Mean to Be an Anti-Racist Institution?                                                                          | 35.29% 24 |
| Transfer Pathways-Helping our Students Take the Next Step                                                                    | 13.24% 9  |
| "Appy" Hour with CVC-OEI                                                                                                     | 5.88% 4   |
| Fearless Leadership: The Role of Senate President                                                                            | 17.65% 12 |
| Equivalency to the First Minimum Qualification                                                                               | 11.76% 8  |
| Legislation and the Budget Cycle: What's New, What Passed, and What to Expect                                                | 11.76% 8  |
| AB705 Implementation - How's it Going?                                                                                       | 13.24% 9  |
| What Did You Mean by That? - Learning to Understand Each Other                                                               | 7.35% 5   |
| Credit for Prior Learning                                                                                                    | 5.88% 4   |
| System Partner: Equity, Academic Freedom an OER - The Why, What, and How of the Open Educational Resources Initiative (OERI) | 4.41% 3   |

## Fall 2019 Plenary Session Feedback

|                                                                                                            |        |    |
|------------------------------------------------------------------------------------------------------------|--------|----|
| Part-Time Faculty Engagement Strategies in Governance Processes                                            | 8.82%  | 6  |
| Data/Schmata - What Does it all Mean?                                                                      | 16.18% | 11 |
| Universal Design and Accessibility Standards - How Mandated Standards Can Improve Student Success          | 10.29% | 7  |
| Equity Driven Systems                                                                                      | 16.18% | 11 |
| Redesigning Program Review from a Student Centered Perspective                                             | 20.59% | 14 |
| Distance Education Guidelines                                                                              | 14.71% | 10 |
| System Partner: The Library Services Platform Project - Equitable Access for All                           | 5.88%  | 4  |
| Statewide Service and the Senate President's Approval                                                      | 2.94%  | 2  |
| PCAH 7.0 + Other Curriculum Hot Topics                                                                     | 19.12% | 13 |
| Faculty Leadership in Diversity, Equity & Inclusion - Follow up Discussion                                 | 16.18% | 11 |
| And...Guided Self Placement or Guided On-boarding for All!                                                 | 8.82%  | 6  |
| Refocusing on Student Success through Faculty Hiring: Second Minimum Qualification as and Equity Framework | 13.24% | 9  |
| Statewide Services and Programs for Student Success                                                        | 2.94%  | 2  |
| Total Respondents: 68                                                                                      |        |    |

## Q12 How organized was the event?

Answered: 73 Skipped: 7

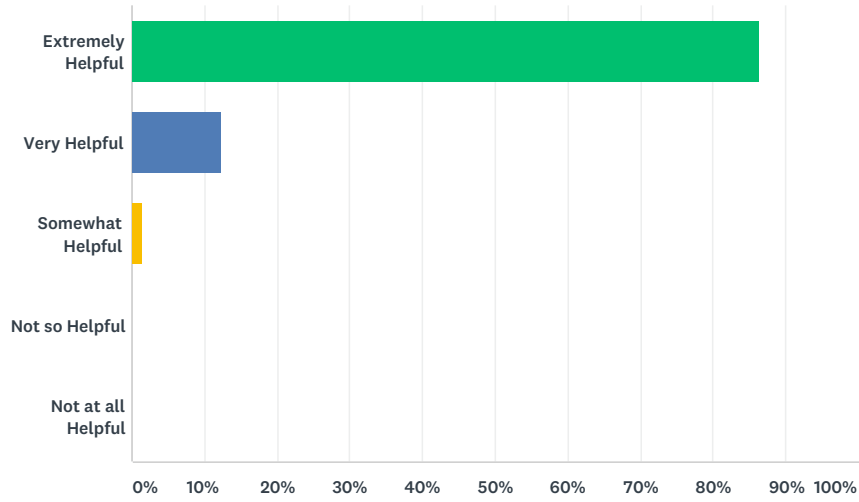


| ANSWER CHOICES       | RESPONSES |           |
|----------------------|-----------|-----------|
| Extremely Organized  | 57.53%    | 42        |
| Very Organized       | 39.73%    | 29        |
| Somewhat Organized   | 2.74%     | 2         |
| Not so Organized     | 0.00%     | 0         |
| Not at all Organized | 0.00%     | 0         |
| <b>TOTAL</b>         |           | <b>73</b> |



### Q13 How helpful was the ASCCC staff?

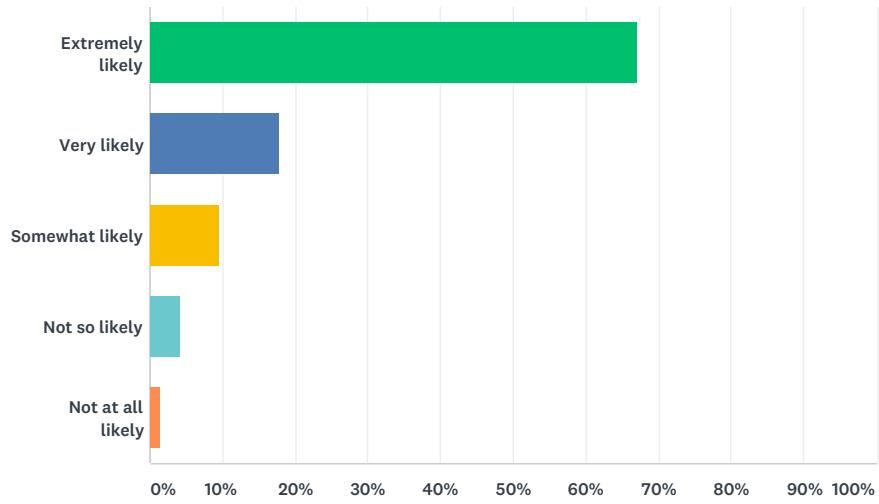
Answered: 73 Skipped: 7



| ANSWER CHOICES     | RESPONSES |           |
|--------------------|-----------|-----------|
| Extremely Helpful  | 86.30%    | 63        |
| Very Helpful       | 12.33%    | 9         |
| Somewhat Helpful   | 1.37%     | 1         |
| Not so Helpful     | 0.00%     | 0         |
| Not at all Helpful | 0.00%     | 0         |
| <b>TOTAL</b>       |           | <b>73</b> |

## Q14 How likely are you to attend the Fall Plenary Session again in the future?

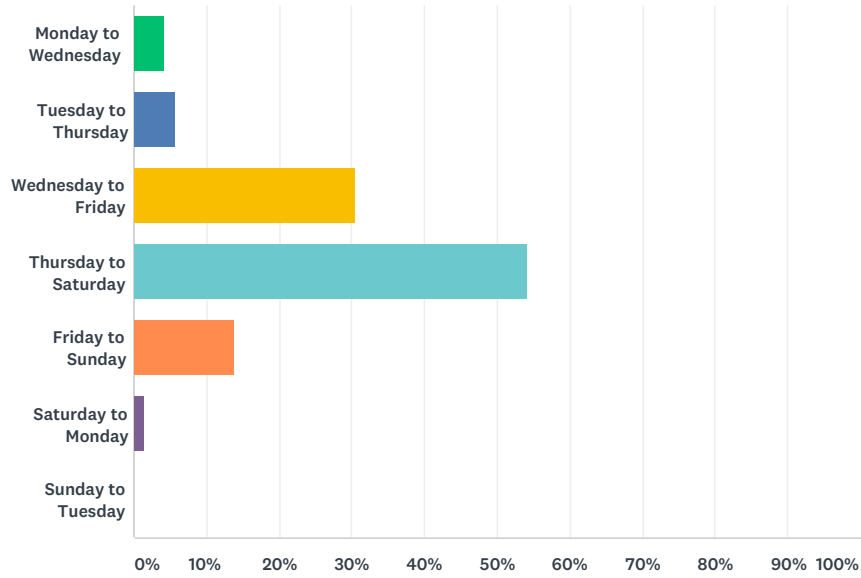
Answered: 73 Skipped: 7



| ANSWER CHOICES    | RESPONSES |           |
|-------------------|-----------|-----------|
| Extremely likely  | 67.12%    | 49        |
| Very likely       | 17.81%    | 13        |
| Somewhat likely   | 9.59%     | 7         |
| Not so likely     | 4.11%     | 3         |
| Not at all likely | 1.37%     | 1         |
| <b>TOTAL</b>      |           | <b>73</b> |

### Q15 What is your preferred day pattern for Plenary Session?

Answered: 72 Skipped: 8



| ANSWER CHOICES        | RESPONSES |    |
|-----------------------|-----------|----|
| Monday to Wednesday   | 4.17%     | 3  |
| Tuesday to Thursday   | 5.56%     | 4  |
| Wednesday to Friday   | 30.56%    | 22 |
| Thursday to Saturday  | 54.17%    | 39 |
| Friday to Sunday      | 13.89%    | 10 |
| Saturday to Monday    | 1.39%     | 1  |
| Sunday to Tuesday     | 0.00%     | 0  |
| Total Respondents: 72 |           |    |

## Q16 Do you have any other comments, questions, concerns, or suggestions for improvement?

Answered: 36 Skipped: 44

| #  | RESPONSES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | DATE                |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| 1  | Given the discussion that occurred during voting on the resolutions regarding trickling, I strongly suggest that experts from outside the Senate be brought in to help facilitate racial equity conversations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 11/16/2019 7:51 PM  |
| 2  | Keep up the good work!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 11/14/2019 6:56 PM  |
| 3  | Outstanding work, well done putting this together and keeping us all on track. Thank you to the whole team behind this event. Only one suggestion for future venues... please check the restrooms for size and number of stalls. One women's room with 4 stalls in a conference venue was a bit of a challenge... and there were no places to put purses or other accessories inside the stall. This lead to interesting conversations. lol                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 11/14/2019 2:47 PM  |
| 4  | The car pick up took 30-60 minutes on Saturday...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 11/13/2019 7:40 PM  |
| 5  | The room in which the resolution voting and debate was undersized and needed an improved sound system. But overall, plenary was a great success all in all.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 11/13/2019 2:26 PM  |
| 6  | In the breakouts, have solutions to the questions/topics to be discussed instead of just a lot of conversation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 11/13/2019 12:00 PM |
| 7  | The hotel left a lot to be desired. The parking (non-existent, valet-only) and the construction (no ice machines, and noise during talks) were negatives.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 11/12/2019 4:20 PM  |
| 8  | Have presenters put forward ideas and let them present without the committee members micromanaging. It was stifling to see faculty with expertise in areas not able to speak because various senate people kept talking non-stop.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 11/12/2019 2:42 PM  |
| 9  | It was quite disappointing to me that many of the critical issues facing the state, such as the SCFF, struggles with guided pathways implementation, moves by the Chancellor's office to force colleges into guided pathways by linking funding to other programs, the reliance and heavy leaning towards advocacy from lobbyist groups such as the Campaign for College Opportunity by the legislature, governor and Board of Governors and ignoring recommendations from other bodies that work at colleges such as ASCCC, and the League, and other critical issues seemed almost absent from the discussion. These are incredibly important issues that deserve discussion. Additionally, it is disappointing to me that the only diversity and inclusion we seem to think is relevant is ethnicity/race. Why don't we talk about age, veterans, LGBTQ+, and other communities that also make up a significant portion of the tapestry of our college campus? Our conversations are incredibly narrow when looking at equity and inclusion of our students and our faculty.                                                                                                                                                        | 11/12/2019 1:55 PM  |
| 10 | The food and the hotel staff were excellent and all but the layout of the Resolution Reading and voting was great. Not enough room was available for all attendees to sit.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 11/12/2019 1:48 PM  |
| 11 | Please don't have people present who are not ready to do so. At one session (data) an exec team member clearly had no idea what they were reading from the slides, and I do mean "reading" from the slides. It was horrible. Even butchered the pronunciation of "extrapolation". It was embarrassing because they had no idea they mispronounced the word. It was not a tongue tied moment, it was an "I have no idea what this word is, so I'll phonetically say it". This person just isn't on the same level of the other exec team member presenting. Don't force presenting, let the most knowledgeable person present. Also when people are presenting during breakouts it would be really helpful if they presented all their material before opening it up for questions. Time and time again the questions caused the discussion to get off-topic and sometimes all the material did not get presented before time was up. Having area meetings, keynote, and panel all back to back was too much. Need to break those up some more. Room used for voting on Sat was horrible. Felt like sardines in a can! Please try to use a room with more space next time. Thank you for all the hard work all of you do for all of us! | 11/12/2019 1:25 PM  |
| 12 | Daniel Watkins was exceptional! John Stan Scott's did a very good job with his State of the Senate speech. The food at this venue was some of the best ever. And the ASCCC staff is amazing as usual                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 11/12/2019 12:26 PM |
| 13 | I really liked the venue, but the valet parking was a pain, although the hotel staff was excellent.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 11/12/2019 11:34 AM |
| 14 | Saturday/Sunday makes it difficult for me to attend.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 11/12/2019 11:08 AM |
| 15 | Perhaps organize the breakouts into identifiable strands, such as: first time senate presidents, Guided Pathways, Equity, etc. I know this is sort of what you did, but it could be more explicit.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 11/12/2019 11:07 AM |
| 16 | Excellent meals! Please order more desserts!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 11/12/2019 10:59 AM |
| 17 | The cost of the event far exceeds the allowed travel funds on my campus. I may investigate the scholarship option in the future. Without the scholarship, I will be unable to attend in the future.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 11/12/2019 10:17 AM |

## Fall 2019 Plenary Session Feedback

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                     |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| 18 | Need a larger room for Saturday. Always seems to only have enough seats for delegates, but not for all the others who attend.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 11/12/2019 10:11 AM |
| 19 | This is by far the best plenary I have attended. However, too many breakouts are either straight replays of prior breakouts or variations. Additionally, I understand the structure of the ASCCC BUT we need far less exec members presenting and actual experts in their fields like every academic conference on the planet. Surely with 114 member institutions you can find people. Perhaps the ASCCC should think about redesigning how it creates the breakouts and do like most other orgs do and make a call out for presenters and topics. If we keep hearing the same things from pretty much the same people then where is the equity and diversity supposed to come from that you claim to want?                                                                                                                                                                                                                                                                                             | 11/12/2019 10:11 AM |
| 20 | It would be nice if breakout sessions are setup in a way to allow folks to have enough space, and ideally be able to take notes/type on their laptops. The rooms don't provide enough space for chairs to be spread out. Your elbows are always touching your neighbor!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 11/12/2019 10:05 AM |
| 21 | Would prefer a hotel with self-parking. Breakout rooms were often much too crowded and, therefore, also sometimes hot. Need more space!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 11/12/2019 9:45 AM  |
| 22 | Please reconsider holding plenary at hotels with valet-only parking. Self-parking allows for a quicker departure and an increase in likelihood that attendees will stay for lunch and voting.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 11/12/2019 9:40 AM  |
| 23 | Please have bigger rooms available for Area meetings.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 11/12/2019 9:39 AM  |
| 24 | It'd be nice to open up the breakout sessions to a larger variety of presenters.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 11/12/2019 9:32 AM  |
| 25 | In the interest of being accessible to all delegates, is there a way other than standing up to indicate a vote? I noticed there were no delegates in wheelchairs, but one day there might be.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 11/12/2019 8:01 AM  |
| 26 | It seems like it would be possible to condense the plenary to just two days, making it less expensive and more accessible to more faculty. Switching it to Thursday and Friday only would make this possible, with online submissions of final resolutions on Wednesday night. Then, on Thursday, we could read the resolution in our area meetings and have general sessions, with only one or two breakout sessions. These were not as useful as the bigger general sessions to me this year.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 11/11/2019 3:45 PM  |
| 27 | Do not have it at a venue with valet parking only. Most colleges do not pay for valet, it is considered upper class.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 11/11/2019 11:02 AM |
| 28 | I'm sure you've heard this, but the breakout rooms were too small. I saw some people not even try to enter rooms and the area breakout for Area D needed a much larger room. We were dragging about 20 chairs in. Otherwise, everything was great. Thank you for all of your hard work in organizing this. It was a great plenary overall. Room size is a minor complaint.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 11/10/2019 7:38 PM  |
| 29 | Hotel valet parking fee was excessive, no in and out priviledges.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 11/10/2019 12:38 PM |
| 30 | I attended the session on PT Faculty Engagement Strategies in Governance Processes. As one (or two) participants commented during the presentation, with the limited time, the discussion should have been focused on the topic ("Engagement Strategies in Governance Processes"). It was mostly about, "I, me, and myself and what I did" that was NOT relevant to the discussion at all. Even the PowerPoint used seemed to be recycled from the past Faculty Leadership (Presidents) Conference that I attended last summer (first general session). Please remind the presenters to be more prepared and relevant next time. Thank you.                                                                                                                                                                                                                                                                                                                                                              | 11/10/2019 11:19 AM |
| 31 | The food seemed to run out at breakfast each day, and for lunch on Saturday.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 11/9/2019 4:44 PM   |
| 32 | There were some nice changes this Plenary that were appreciated, such as the later start time and non-chicken options for lunch. Thank you!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 11/9/2019 9:30 AM   |
| 33 | Breakout rooms were too small! Let the attendees vote on the last breakouts on Friday. We could select from among the earlier presentations which would be offered. That way we would have an opportunity to attend a presentation that was concurrent with another one.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 11/9/2019 7:21 AM   |
| 34 | Hotel was very good; its traffic situation is a nightmare for those not flying in but having to drive but I appreciate we take turns. Some of the sessions were great on asking the questions and getting discussion, but I think could have been stronger on concrete suggestions. Eg Guided Pathways, we are in our third year and I was looking for specific successful things that other schools had implemented. I loved the main panel on diversity but we were just about to get to specifics and it was done. However the breakout afterwards fully answered this with lots of ideas tried by others. That might work best: the inspiring general talk then the more concrete breakout led by people from various colleges co-presenting on what each was doing. As ever I am so impressed by the ASCCC exec, amazing and we owe them so much. And maybe this seems minor but they are always so open and welcoming and friendly. I and others from my district all comment on it. THANK YOU!!!! | 11/8/2019 9:18 PM   |
| 35 | Breakout time should be provided for collaboration between like positions. Like best practices sharing, Presidents, VP, Secretary, CTE, Etc.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 11/8/2019 2:19 PM   |
| 36 | Keep the connections between local & state asccc, so stare empowers & guides the local senates in the trenches!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 11/8/2019 12:56 PM  |





## Executive Committee Agenda Item

|                                                 |                                                                                                                                |                                     |            |
|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|------------|
| SUBJECT: Chancellor’s Office Liaison Discussion |                                                                                                                                | Month: December                     | Year: 2019 |
|                                                 |                                                                                                                                | 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                                                                                                                     | <b>TYPE OF BOARD CONSIDERATION:</b> |            |
| REQUESTED BY:                                   | John Stankas                                                                                                                   | Consent/Routine                     |            |
|                                                 |                                                                                                                                | First Reading                       |            |
| STAFF REVIEW <sup>1</sup> :                     | 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.

---

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







## Executive Committee Agenda Item

|                                                  |                                                                                                                    |                                     |            |
|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-------------------------------------|------------|
| SUBJECT: Board of Governors/Consultation Council |                                                                                                                    | Month: December                     | Year: 2019 |
|                                                  |                                                                                                                    | 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                                                                                                         | <b>TYPE OF BOARD CONSIDERATION:</b> |            |
| REQUESTED BY:                                    | John Stankas/Dolores Davison                                                                                       | Consent/Routine                     |            |
|                                                  |                                                                                                                    | First Reading                       |            |
| STAFF REVIEW <sup>1</sup> :                      | 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>

<sup>1</sup> 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: December                     | Year: 2019 |
|                                                                      |                                                                                                                                      | 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                                                                                                                           | <b>TYPE OF BOARD CONSIDERATION:</b> |            |
| REQUESTED BY:                                                        | John Stankas/Dolores Davison                                                                                                         | Consent/Routine                     |            |
|                                                                      |                                                                                                                                      | First Reading                       |            |
| STAFF REVIEW <sup>1</sup> :                                          | 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/>

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





## Executive Committee Agenda Item

|                                                   |                                                                                        |                                     |            |
|---------------------------------------------------|----------------------------------------------------------------------------------------|-------------------------------------|------------|
| SUBJECT: Amended Academic Senate Rules and Bylaws |                                                                                        | Month: December                     | Year: 2019 |
|                                                   |                                                                                        | Item No: V. D.                      |            |
|                                                   |                                                                                        | Attachment: Yes (2)                 |            |
| DESIRED OUTCOME:                                  | The Executive Committee will discuss the implications of the revised bylaws and rules. | Urgent: No                          |            |
|                                                   |                                                                                        | Time Requested: 20 mins.            |            |
| CATEGORY:                                         | Discussion                                                                             | <b>TYPE OF BOARD CONSIDERATION:</b> |            |
| REQUESTED BY:                                     | Geoffrey Dyer                                                                          | Consent/Routine                     |            |
|                                                   |                                                                                        | First Reading                       |            |
| STAFF REVIEW <sup>1</sup> :                       | April Lonero                                                                           | Action                              |            |
|                                                   |                                                                                        | Discussion                          | X          |

*Please note: Staff will complete the grey areas.*

**BACKGROUND:** On November 9, delegates voted to revise the ASCCC Bylaws through Resolution 1.01 F19 and the ASCCC Rules through Resolutions 1.02 F19, 1.04 F19, 1.05 F19, 1.06 F19, and 1.07 F19. The amended bylaws and rules are attached. Below is a summary of the changes:

**BYLAWS:**

1.01 F19: Article IV, Section 2 of Bylaws now states that term start/end dates align with practice: the second/first day of the last meeting of the academic year or June 10, whichever occurs first.

**RULES:**

1.02 F19: Section I.G of Rules amended to incorporate instant runoff voting.

1.04 F19: Sections I.E.1-I.E.2 of Rules amended so that nominations can only be made from the floor on Saturdays of session in the event that no candidates stand for a position.

1.05 F19: Amended section I.G.5 of the Rules reverses the order of representative elections. I.B.4. amended to reflect this change.

1.06 F19: New sections I.C.4-5 of Rules add term limit of three consecutive one-year terms to officers and two consecutive one-year terms to representatives. Service created by special or mid-cycle elections does not count towards these limits.

1.07 F19: Sections I.E.3 and I.B.4 of Rules amended to remove any reference to the trickle. Candidates may only accept nominations for two positions and will assume the first position to which they are elected.

---

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

Senate Rules  
Amended November 9, 2019

- I. Election Rules and Procedures
  - A. Election of Officers
    - 1) Officers. The President, Vice President, Secretary, and Treasurer will be elected to the Board of Directors by balloting from all delegates.
  - B. Elections of Representatives
    - 1) Area Representatives. Each Area Representative shall represent one of the geographical areas designated as Area A, B, C, or D in the current Academic Senate directory. The Academic Senate shall publish a list of community colleges and districts comprising each area. Each Area Representative will be elected to the Board of Directors by balloting only from delegates from their respective Area colleges.
    - 2) Two North Region representatives. The North Region consists of all those community colleges and districts comprising Areas A and B. North Region Representatives will be elected to the Board of Directors by balloting only from delegates from the North Region.
    - 3) Two South Region representatives. The South Region consists of community colleges in Areas C and D. South Region Representatives will be elected to the Board of Directors by balloting only from delegates from the South Region.
    - 4) Two At-Large representatives. At-Large Representatives represent community colleges in areas A, B, C, and D. At-Large Representatives will be elected to the Board of Directors by balloting from all delegates.
  - C. Terms of Office
    - 1) Terms for Officers shall be one year.
    - 2) Terms for representatives shall be two years.
    - 3) Terms for representatives shall be staggered as follows. Even-numbered year elections will select the Area B and C representatives, one representative each from the North and South regions, and one of the At-Large representatives. Odd-numbered year elections will select the Areas A and D representatives, one representative each from the North and South regions, and one of the At-large representatives.
    - 4) The officers shall serve no more than three consecutive elected one-year terms in the same office.
    - 5) All members except the officers are limited to two consecutive two-year terms in any position. In the event that a representative or officer is elected to a position mid-cycle due to a resignation or election by prior incumbent to a different office or position within a normal cycle, the representative or officer may pursue

re-election and be entitled to serve a full term of a normal cycle in the same position despite the previous mid-cycle service. For the purposes of this section and article, At-Large positions are considered the same position despite their staggered terms for election, and all North/South positions are considered the same position despite their staggered terms.

D. Schedule

- 1) The annual election shall take place on the last day of the Spring Plenary Session.
- 2) If there is a vacancy on the Board of Directors, a special election to fill that vacancy may be held on the last day of the Fall or Spring Plenary Session. Any special election will be held following all regularly scheduled elections.
- 3) The time at which balloting will begin shall be announced in the printed agenda. The first ballot shall not be held earlier than the announced time.

E. Nominations

- 1) Nominations may be made in two ways:
  - a. In writing and delivered to the Academic Senate Office;
  - b. From the floor at a general session designated for such floor action, regularly on Thursday of a plenary session but on Saturdays only if no candidates have declared intent to seek any given position. The general session for floor nominations should be published in the agenda, and all nominations other than those noted above will be closed at the end of that general session.
- 2) Nominations may be accepted only with the consent of the nominee.
- 3) Nominees may be nominated for at most two positions for which they are eligible. In the case that the nominee consents to two nominations during the same Plenary session, the first election in which the candidate prevails will be the position the candidate subsequently assumes.
- 4) The Academic Senate Office shall provide, at the time of the elections, an announcement board that indicates the Elected Officers and other members of the Board of Directors. This announcement board will be updated as new Board of Directors members are elected, and as vacancies occur.

F. Delegates Registration

- 1) Delegates must sign in by Saturday morning no later than 8:15 a.m.

G. Elections Procedures

- 1) The process by which the election will be conducted shall be distributed in writing prior to the day of the election.

2) Each ballot shall proceed as follows: Tellers shall distribute ballots to those delegates eligible to vote for the specific office being contested.

- a. The ballot for each position will include the names of all candidates for the position.
- b. The delegate shall indicate a preference for the candidate that the delegate most desires by marking that candidate's name with the number 1. The delegate shall also indicate a different candidate as a second choice with the number 2, and so on for all candidates as the delegate desires, in the order that the delegate prefers.
- c. The delegate shall mark the ballot, sign it, seal it, and return it to the tellers.
- d. The tellers shall retire to a separate room and shall compare the signatures on each ballot against the signatures on the list of delegates eligible to vote, setting aside any ballots not submitted by a delegate eligible to vote. Any ballots which do not adhere to the rules or the published process shall be disqualified. All ballots shall then be counted.
- e. If any candidate receives a majority (greater than 50%) of number 1 votes, that candidate will be declared the winner. If none of the candidates for a position receives a majority of number 1 votes from the delegates present and voting, the candidate with the fewest number 1 votes will be removed from consideration. The number 2 vote on the ballots of those delegates who gave preference to the candidate no longer under consideration will then be applied. This iterative process will be applied from the ballots until one of the candidates reaches a majority.
- f. If the final two candidates are tied as the result of preferential balloting, the candidate from the shared majority to whom the delegates bestowed the most number 1 votes will be declared the winner. Iteratively, in the event that both of the candidates with the shared majority receive the same amount of number 1 votes, the candidate with the highest amount of number 2 votes will be the winner, and so on.
- g. The specific process by which the election will be conducted, including the grounds and process for appeal of specific ballot results, shall be distributed in writing prior to the day of the election.

3) To be elected, a candidate must receive a vote from a majority of those delegates present and voting. A majority is greater than 50%.

4) In the event no candidate for a position receives a majority through the process in I.G.2.f, a run-off will be conducted but will be



limited to the top two candidates with the largest number of votes, including all ties.

5) The order of the election shall be as follows: President, Vice-president, Secretary, Treasurer, At-Large Representative, North Representative, South Representative, and Area Representatives.

6) Any candidate may observe or select someone to observe the counting of votes for the ballot or ballots on which the candidate's name appears.

7) A candidate for election may not chair the Elections Committee or participate in the distribution, collection, or tallying of votes.

8) If a candidate runs unopposed, the candidate may be elected by acclamation. The motion to be elected by acclamation must be moved and seconded by delegates from the floor and must be approved by the body.

9) Ballots shall be kept in the Senate archives until the next election.

## II. Vacancies on the Board of Directors

A. If the Presidency is vacant, the Vice President will become the President.

B. Vacancies for all other positions on the Board of Directors may be filled by interim appointment. Appointees shall be selected from nominations submitted by eligible Member Senates specified in Sections I.A and I.B of the Senate Rules. Nominees must meet the requirements for serving on the Board of Directors as defined in Article IV, Section 2 of the Bylaws.

C. Any vacancy filled in accordance with these rules shall be filled by election at the next plenary session.

D. Failure to attend either two successive meetings or six days total of Board of Directors meetings per year may be deemed a resignation, pending review by the Board of Directors and subject to the Academic Senate's Policy on the Removal of a Member of the Board of Directors.

## III. Recall of a Member of the Board of Directors

E. A proposal to recall an elected member of the Board of Directors must be in the form of a resolution from a Member Senate that satisfies the eligibility requirements in sections I.A and I.B of the Senate Rules.

F. The resolution must include a signature of support from 1/3 of the delegates eligible to vote for the Board member being recalled.

G. Upon receipt of the recall resolution, the President shall distribute ballots on the recall to each eligible delegate within 15 days of receiving the resolution requesting removal.

- H. Ballots must be returned within 30 days from the day the ballots were distributed. The recall shall be approved if 2/3 of eligible delegates vote in favor of it.
  - I. If the recall is approved, then the Board vacancy may be filled in accordance with the section II of the Senate Rules.
- IV. Relationship between the Academic Senate and the Academic Senate Foundation
- J. The Foundation shall exist at the will of the Academic Senate Board of Directors.
  - K. The Academic Senate shall serve as the sponsoring association for the Foundation, and any action undertaken by Academic Senate Foundation may be reviewed and discussed by the Academic Senate Board of Directors.
  - L. The Foundation shall report at each regularly schedule meeting of the Academic Senate Board of Directors.
  - M. The Foundation shall submit an annual fiscal report to the Academic Senate Board of Directors.
  - N. The Foundation may seek and utilize administrative support from the Academic Senate.
  - O. No section of these rules shall be construed to authorize or acknowledge any control by the Academic Senate over actions taken by the Foundation or to impose any responsibilities or duties upon the Academic Senate of the actions taken by the Foundation or its members during their terms in office.
  - P. In the event that the Academic Senate terminates the Foundation, all the remaining assets and property of the Foundation, after payment of all liabilities and necessary expenses, shall be distributed to such organizations consistent with the purposes stated in its bylaws, and subject to statutory or other legal requirements of the State of California. Such final distribution shall be made by a majority vote of the Foundation Board.
- V. Committees
- Q. There shall be standing committees for topics related to accreditation, curriculum, educational policy, professional development, standards and practices, and other topics as identified by the Board of Directors.
  - R. There shall be three operational committees: Budget and Finance, Elections, and Resolutions Committees.
  - S. The Board of Directors may create other committees, task forces, and ad hoc groups as needed to address the adopted positions of the Academic Senate.

ARTICLE I

Definitions

Section 1. Definitions

The following terms are to be understood in the restrictive and technical sense herein defined.

- A. Faculty Member: Any employee of a community college district who is employed in an academic position that is not designated as supervisory or management.
- B. Academic Senate: As defined in Title 5 “An Academic Senate for California Community Colleges has been established through ratification by local academic senates or faculty councils so that the community college faculty of California may have a formal and effective procedure for participating in the formation of state policies on academic and professional matters” (Title 5, Section 53206, California Code of Regulations).
- C. Member Senate: A local academic senate or equivalent faculty organization certified by the Board of Directors (also known as the Executive Committee) of the Academic Senate for California Community Colleges.
- D. Equivalent Faculty Organization: Any organization of faculty members which, where a local academic senate does not exist, has among its primary purposes those enumerated for an academic senate under Title 5 of the Administrative Code, and has been certified as a Member Senate by the Board of Directors of the Academic Senate for California Community Colleges.
- E. Delegate: An individual who, (1) by reason of election as an officer or member of the Board of Directors or, (2) by selection by a Member Senate, enjoys full voting rights at both regular and special general sessions of the Academic Senate for California Community Colleges. Any individual claiming Delegate status must also be in compliance with the provisions of Article II, Section 2.
- F. Board of Directors: The officers and representatives elected by Delegates as defined by California law (See Corporations Code Section 7210).
- G. Officers: President, Vice President, Treasurer, Secretary, and the Executive Director.
- H. Senator Emeritus: A title conferred by the Academic Senate for the purpose of recognizing the meritorious service of a faculty member upon or after retirement.
- I. Plenary Session: The biannual event at which the Academic Senate conducts its business for a minimum of three days.
- J. General Session: A single scheduled meeting held during the plenary session. The number of General Sessions during a plenary session will be based on need.

ARTICLE II

Membership

Section 1. Membership

The academic senate of each of the California Community Colleges and the district academic senate of multi-college districts, or their equivalents, are Member Senates.

Any academic senate recognized by its local governing board as representing its faculty in academic and professional matters (as defined in Title 5 §53200) may apply for status as a Member Senate. The Board of Directors will certify such academic senates as Member Senates upon verification of the following:

1. A majority of full-time faculty members of a college or recognized center have voted in favor of forming an academic senate (Title 5 §53202 (a)).
2. The applying senate has a constitution and/or bylaws approved by the faculty it represents.
3. The governing board of the college or recognized center recognizes that organization as representing its constituency in academic and professional matters.
4. A district academic senate will be recognized as a Member Senate if the local governing board has recognized it as representing faculty in academic and professional matters on district issues.

## Section 2. Delegates

Each Member Senate is entitled to designate any of its faculty members, in whatever manner it wishes, to be its one Delegate, who shall have full voting rights at each plenary session. The Delegate may transfer the responsibility for voting on resolutions, but not on elections after the elections have begun, to a faculty member from the same district. Board of Directors members may not delegate any of their responsibilities or rights as a member of the Board except as is specifically permitted by law or these Bylaws. No Delegate shall be entitled to more than one vote, and a vote cannot be cast by proxy. In the event of a challenge, the Board of Directors shall be the sole judge of the credentials of a Delegate.

## Section 3. Plenary Sessions

The Academic Senate for California Community Colleges shall meet in plenary session biannually during each academic year.

|             |
|-------------|
| ARTICLE III |
|-------------|

|          |
|----------|
| Officers |
|----------|

## Section 1. List of Officers

The officers of the Academic Senate shall include the President, Vice President, Secretary, Treasurer, and the Executive Director. The President, Vice President, Secretary, and Treasurer shall be elected at a general session of the Academic Senate for California Community Colleges for one-year terms. The term of all elected officers shall be June 1 to May 31. The Board of Directors will appoint the Executive Director.

## Section 2. Vacancy in Office

A vacancy in office shall be filled in accordance with the Senate Rules.

## Section 3. President's Term

The President shall serve no more than two consecutive elected one-year terms.

## Section 4: Officers' Powers and Duties

### A. The President shall

1. Oversee the preparation of the agenda for all plenary sessions and all meetings of The Board of

Directors.

2. Preside over all plenary sessions and meetings of the Board of Directors.
3. Represent and act as the spokesperson for the Academic Senate and its Board of Directors.
4. **Oversee the authorization of expenditures for the Academic Senate.**
5. Appoint a parliamentarian who shall serve at the pleasure of the President.
6. **Assign duties and tasks to the members of the Board of Directors.**
7. Perform any other function normally thought to be within the realm of a presiding officer that is otherwise not denied by the Bylaws, Senate Rules, or Senate Policies.

B. The Vice President shall

1. Act as President in the absence of that officer.
2. Succeed to the Presidency in the event of the vacancy of that office.
3. Perform such functions as the President assigns to assist in carrying out the purposes and policies of the Academic Senate.

C. The Secretary shall

1. Oversee the keeping of the records of actions by the Board of Directors, including overseeing the taking of minutes at board meetings and plenary sessions.
2. Ensure the accuracy and presentation of minutes of all plenary sessions and Board of Directors meetings and their dissemination.
3. Perform such functions as the President assigns to assist in carrying out the purposes and policies of the Academic Senate.

D. The Treasurer shall

1. Serve as an authorized signatory on all accounts.
2. Shall, in conjunction with the Executive Director, oversee the budget preparation and shall ensure that appropriate financial reports are made available to the Board of Directors on a timely basis or as may be required by the Board of Directors.
3. Oversee and keep the delegates and the Board of Directors informed about the financial condition of the organization and of audit or financial review results.
4. Chair a committee for the purpose of drawing up the annual budget and hiring the auditor.
5. Perform such functions as the President assigns in carrying out the purposes and policies of the Academic Senate.

E. The Executive Director

1. The Board of Directors shall appoint an Executive Director to conduct day to day management of the Senate.
2. The Board of Directors shall appoint an Executive Director pursuant to a majority vote at a regularly scheduled or special meeting.
3. The Board of Directors may terminate an Executive Director pursuant to a majority vote at a regularly scheduled or special meeting. Prior to any such decision, the Board of Directors must review the contract with the Executive Director and receive advice from a qualified attorney as to any legal consequences of this decision.
4. The official duties of the Executive Director shall be listed in a job description that is adopted by a majority vote of the Board of Directors at a regularly scheduled or special meeting.

## ARTICLE IV

### Board of Directors

#### Section 1. Membership

The Board of Directors shall consist of the officers and ten representatives based upon the geographic distribution of Member Senates. All elected Board of Directors members must retain their faculty status to continue in office.

#### Section 2. Selection and Term

All candidates for election to the Board of Directors 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 a Board of Directors 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. All members of the Board of Directors, except the officers, shall be elected by the plenary session on the basis of geographic representation as prescribed in the Senate Rules and shall serve for two-year staggered terms. Terms of office shall commence at the start of the second day of the last Executive Committee meeting of the academic year or June 10, whichever occurs first. Terms of office shall conclude at the end of the first day of the last Executive Committee meeting of the academic year or June 9, whichever occurs first.

#### Section 3. Voting

All elected members of the Board of Directors shall have full voting privileges on the Board of Directors. Proxies shall not be permitted. The Executive Director serves on the Board of Directors as a non-voting *ex officio* member.

#### Section 4. Vacancy in Office

A vacancy in office shall be filled in accordance with the Senate Rules.

#### Section 5. Meeting

The Board of Directors shall meet no fewer than five times each academic year. All meetings of the Board of Directors will be held in compliance with the Academic Senate's Open Meetings Policy.

#### Section 6. Powers and Duties

The Board of Directors shall adopt procedures, implement policies adopted at the plenary sessions, transact business, and perform other functions that are consistent with the intent, purposes, and provisions of the Bylaws and Senate Rules.

#### Section 7. Recall

Recall of a member of the Board of Directors shall follow procedures outlined in the Senate Rules.

#### Section 8. Removal

An elected member of the Board of Director may be removed from office for cause following the process outline in the Academic Senate’s Policy for the Removal of a Member of the Board of Directors.

|                                                  |
|--------------------------------------------------|
| <p>ARTICLE V<br/>Committees and Appointments</p> |
|--------------------------------------------------|

Section 1. Standing Committees

Standing committees shall be specified in the Senate Rules. Subject to the approval of the Board of Directors, the President shall make appointments to all standing committees.

Section 2. Faculty Appointments to Other Groups

The President, in consultation with the Vice President and Executive Director, makes appointments to all other groups requiring faculty participation. When a new President is elected but has not taken office, the newly elected President will make appointments for faculty that will serve past May 31. These appointments are subject to approval by the appointee’s Member Senate President.

Section 3. Standing Committee Chair

The President shall select a member of the Board of Directors to serve as the Chair of each standing committee.

Section 4. Terms and Removal

The terms of all persons appointed to committees or special assignments shall be for one year or any shorter period specified by the President. Any appointee can be removed by a simple majority vote of the Board of Directors.

|                              |
|------------------------------|
| <p>ARTICLE VI<br/>Caucus</p> |
|------------------------------|

Academic Senate caucuses are intended to serve as groups of independently organized faculty to meet, network, and deliberate collegially in order to form a collective voice on issues of common concern that caucus members feel are of vital importance to faculty and the success of students as they relate to academic and professional matters.

The Board of Directors shall establish written policies, procedures, and guidelines for caucuses in policies.

|                               |
|-------------------------------|
| <p>ARTICLE VII<br/>Action</p> |
|-------------------------------|

Section 1. Quorum

A quorum for the Board of Directors and all other committees is the majority of the voting members. A quorum for a plenary or special session of the Academic Senate for California Community Colleges is a majority of the Delegates registered. Quorum is required for any action to be taken.

#### Section 2. Resolution Process

The Academic Senate shall establish and maintain means by which to adopt resolutions.

#### Section 3. Referendum

- A. Any action taken by the Board of Directors or any resolution adopted during a plenary session may be rescinded by a referendum of the Member Senates, (see Article I, Section 1.C). The Academic Senate must receive proposals to rescind within 30 days after the action at the Board meeting or the plenary session at which the resolution in question was adopted. A proposal to rescind must be in the form of a Member Senate resolution signed by the Member Senate president. Such a referendum shall be held if at least one-fifth (1/5) of the Member Senates request it within 30 days after the distribution of the approved minutes or adopted resolutions packet of the session at which the resolution was adopted.
- B. Upon receipt of such requests from at least 1/5 of the Member Senates, the President shall distribute ballots on the referendum to each Member Senate within 15 days of receiving the needed number of requests.
- C. Ballots must be returned within 30 days from the day the ballots were distributed. The referendum shall pass if 2/3 of all the Member Senates vote in favor of it.
- D. If the referendum is approved, then the Board action or resolution of the plenary session is rescinded and becomes null and void.

#### Section 4. Communications

In order to provide adequate communication with the faculty of the California Community Colleges, the Academic Senate shall make available to all faculty agendas and minutes of its meetings, committee reports and other pertinent information on pending matters, except to the extent that said materials are privileged or confidential and not subject to disclosure pursuant to law.

|              |
|--------------|
| ARTICLE VIII |
|--------------|

|                          |
|--------------------------|
| Amendments of the Bylaws |
|--------------------------|

#### Section 1. Proposal

Proposed amendments to these Bylaws shall become part of the plenary session agenda upon receipt by the President of a resolution in the form of:

- A. A petition of one-fifth (1/5) of the Member Senates, or
- B. A petition of the majority of the Board of Directors, or
- C. A petition presented at any of the first four general sessions and signed by a majority of registered Delegates present at the general session at which it was proposed.

A petition under A or B above must be received in time to be noticed in writing to the Member Senates for discussion at pre-plenary session area meetings.

#### Section 2. Ratification



The resolution for amending the Bylaws shall require a 2/3 vote of the registered Delegates present and voting.

ARTICLE IX

Senate Rules

Section 1. Senate Rules

The Academic Senate for California Community Colleges shall adopt Rules to implement the intent and purposes of these Bylaws. In cases not provided for in the Senate Rules, the procedures contained in Robert's Rules of Order, Newly Revised, shall govern the meetings of the plenary sessions and Senate committees.

Section 2. Adoption

Senate Rules may be adopted, amended or rescinded by action of the Academic Senate acting in plenary session.

ARTICLE X

Emergency Action

Section 1. Emergency Action

The Board of Directors or elected Officers (Article III) may, as permitted by Corporations Code Sections 7140 and 7151, take actions or conduct business as necessary to protect the interests of the Academic Senate and its membership in the event of an emergency. A written record of all actions taken shall be maintained, and all such actions shall be subject to review by the Academic Senate at its plenary session.





## Executive Committee Agenda Item

|                                    |                                                                                                                        |                                     |            |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------|-------------------------------------|------------|
| SUBJECT: Caucus Structure Revision |                                                                                                                        | Month: December                     | Year: 2019 |
|                                    |                                                                                                                        | Item No: V. E.                      |            |
|                                    |                                                                                                                        | Attachment: Yes (3)                 |            |
| DESIRED OUTCOME:                   | The Executive Committee will discuss and consider the next steps regarding the revision of the ASCCC caucus structure. | Urgent: No                          |            |
|                                    |                                                                                                                        | Time Requested: 20 mins.            |            |
| CATEGORY:                          | Discussion                                                                                                             | <b>TYPE OF BOARD CONSIDERATION:</b> |            |
| REQUESTED BY:                      | Michelle Bean                                                                                                          | Consent/Routine                     |            |
|                                    |                                                                                                                        | First Reading                       |            |
| STAFF REVIEW <sup>1</sup> :        | April Lonero                                                                                                           | Action                              |            |
|                                    |                                                                                                                        | Discussion                          | X          |

*Please note: Staff will complete the grey areas.*

### BACKGROUND:

At the fall 2019 Plenary, current caucus leaders, Julie Bruno, Manuel Velez, and Jessica Ayo Alabi, along with Area C Representative Michelle Bean, conducted a focus group exercise during a break-out session to garner feedback from faculty regarding the current ASCCC caucus structure and the desired needs of caucus members.

The attached notes from the caucus breakout focus group are provided for consideration, along with draft of suggested revisions to the **ASCCC Caucus Procedures and Guidelines** and the **Caucus Application**. The revisions resulted from the information gathered at the break-out session as well as from the input and suggestions given by the caucus leaders listed above.

Recommendation: For the Faculty Leadership Development Committee and chair to continue working with ASCCC caucus leaders in redesigning the caucus structure Procedures and Guidelines and Application after receiving feedback from the Executive Committee.

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

## Notes from Caucus Structure Break-out Session—Plenary Fall 2019

Submitted by Michelle Bean, Julie Bruno, Manuel Velez, Jessica Ayo Alabi

\*=indicates multiple affirmations of the point

### 1. What should be the role of the caucuses?

\*\*A place for deep discussions to occur (an indaba)

\*\*\*To advocate for and serve as a collective voice for faculty from under-represented communities

\*\*\*Bring alternative perspectives to body so it continues to grow and be forward thinking  
Move to a more equitable institution

\*Collaborate with current ASCCC committees to provide professional development opportunities

Serve as a resource to Equity and Diversity Action Committee

### 2. What are the strengths of the current caucus structure?

\*\*We have the ability to have a caucus and connect with others

Allows flexibility for groups to develop caucuses based on their collective concerns

\*That they exist—and the process can be modified to be more effective for broader conversation and discussion. Just need to expand use and access to caucuses.

\*\*Provide perspectives that are missing

\*Exists for diversity and equity and to support the success of students who are like the faculty in the caucuses

### 3. What would you like to see changed about the current structure?

\*\*\*Have caucuses meet on Thursday night of Plenary

\*\*\*Meetings at different times so a person can belong to more than one (intersectionality)

Communicate to part-timers

Have an all senate survey to see if there is interest not currently served

\*\*More flexibility in allowing caucuses to determine their own internal structure

\*\*Do not require a president, VP, secretary—let us decide

\*\*\*Meetings need to happen more often and with more faculty leaders than just at Plenary

\*\*Create listservs

\*Revise bylaws to address structure change

\*\*Change application structure and process

### 4. How can ASCCC Executive Committee support the caucuses?

Ask EDAC to partner with caucuses for workshops

\*Include an elected caucus representative on ASCCC Executive Committee (elected by caucus members)

\*Approve all of the suggested structural changes

\*\*\*Promote caucuses when talking about equity issues

\*\*Consult caucuses on specific equity issues based on the groups they represent through EDAC  
Encourage caucuses to meet throughout the year and in between Plenary to propose and inform the Plenary schedule

\*Create an organized process to encourage and promote caucuses

\*\*Announce caucuses at general sessions and at Leadership Institute

\*\*Include more detailed info on caucuses in conference programs

**5. How could the caucuses support you in your leadership role?**

\*Helpful to have a caucus liaison at local senate to disseminate info and discussions happening throughout the state

More collaboration

\*\*Create a caucus of emeriti

\*\*Mentorship (experienced members mentor new members); senators who could serve as mentors to new leadership or ongoing leaders (council of elders)

\*Provide professional perspective and development in areas represented by caucuses

## ASCCC Caucus Procedures and Guidelines

### DEFINITION AND PURPOSE:

Academic Senate caucuses are intended to serve as groups of independently organized faculty to meet, network, and deliberate collegially in order to form a collective voice on issues of common concern that caucus members feel are of vital importance to faculty and the success of students as they relate to academic and professional matters.

Caucuses may also engage in activities to provide professional development and mentoring opportunities.

~~Caucuses serve as forums within the Academic Senate for various groups of faculty to meet and deliberate collegially in order to form a collective voice.~~

Caucuses can seek solutions to concerns and issues raised by their members through the resolution process and can disseminate Academic Senate resources such as papers, Rostrums, and event information.

Caucuses should remain informed about ASCCC positions and current activities so that any caucus activity supplements the work/goals of ASCCC. ~~to the extent that they do not undermine or interfere with the current or past work of the ASCCC.~~

- If caucus deliberations lead to information or recommendations that will inform and potentially improve upon ASCCC activities the Caucus Chair shall communicate such to the ~~current ASCCC President, Vice President, and Executive Director.~~ liaison/designee who will inform the ASCCC leadership.
- If a caucus forms a position or recommendation that seeks to alter or reverse ASCCC positions or current activities, then due process must be followed through the normal resolution ~~and consultation process.~~

### RECOGNITION OF A CAUCUS:

In order to be formally recognized by the Academic Senate, caucuses must meet the following criteria:

- Caucus membership must be voluntary and open to all community college faculty. ~~Additionally, caucuses must provide open, public access to meetings.~~
- Caucuses must meet at Plenary session ~~regularly~~ and provide minutes of their meetings to the Academic Senate through their liaison/designee.
- Caucus members cannot be charged a fee or dues to participate in the caucus nor can a caucus fundraise.
- Caucuses are not directed or controlled by the Academic Senate and shall not act on behalf of the ASCCC unless engaged in collaboration with the ASCCC in professional development and mentoring.
- (new bullet) Caucuses ~~and~~ shall not present themselves as acting for, or representing the ASCCC or its interests in any manner or media.
- Caucuses must operate in a lawful manner.
- Caucuses will not promote hate, violence or any other offensive action against any other person(s).

- Caucuses should be formed around broad issues of ongoing concern rather than single or short-term issues. In particular, there should be a clear connection to academic and professional matters as established in Title 5 and Education Code. Caucuses should be formed to focus on issues across the entire California community college system not just the specific needs or desires of a particular college or district.
- Caucuses should **supplement the work of ASCCC** and ~~not be duplicative of the work of its standing ASCCC committees, existing caucuses, or other representative faculty groups.~~
- Caucuses are not intended to be discipline-specific or professional organizations ~~nor to meet the professional development needs of its membership.~~

#### APPLICATION FOR CAUCUS RECOGNITION:

At any time during the year, the interested members of the proposed caucus may submit a Recognition of Caucus Application to the ASCCC Office.

Caucuses are established by a simple majority vote of the ASCCC Executive Committee to approve the written application. The application shall state the purpose of the proposed caucus, names of members (minimum of ten faculty from at least four different colleges and at least two districts), the contact information for leadership of the proposed caucus, and a statement explaining how the objectives of the caucus will further those of the ASCCC.

ASCCC reserves the right not to recognize a caucus if it feels the caucus does not meet the criteria for recognition of a caucus listed above. If a caucus is not recognized, the individual who submitted the recognition of caucus application will be notified of any questions for clarification, or the reasons or concerns with the proposed caucus. If a caucus application is denied, a revised application may be re-submitted to the ASCCC Office.

**Every two years in May, caucuses should notify the ASCCC Office of their intent to remain active.** Previously approved caucuses ~~that become inactive have failed to express their intent to remain active by May,~~ can be re-established as a caucus by submitting a new written application.

#### MEMBERSHIP:

- Caucus membership must be voluntary and open to all California Community College faculty.
- Caucus membership must consist of a minimum of ten faculty from at least four different colleges and at least two districts.
- Caucus members may affiliate with one or more caucuses.
- Caucus membership should not consist of only a small representation of a particular discipline.
- Executive Committee members may participate ~~informally~~ in caucuses but may not be in **leadership positions** ~~members.~~
- **(new bullet) Executive Committee members will be appointed as liaisons/designees to caucuses.**

PROCEDURES AND GUIDELINES: **(bullets added for formatting)**

- Caucus should determine its leadership structure.

~~Caucus chairs must be elected annually at the first fall meeting.~~

- All caucus meeting minutes must be submitted to the ASCCC Office within one month following a meeting and will be posted to the caucuses' webpages.
- Caucuses should provide open public access to its meetings. It is recommended that caucuses conduct their meetings in compliance with the Ralph M. Brown Act (Government Code §54950- 54961).
- ~~In order to stay active, caucuses must inform the ASCCC Office every two years in each May of its intent to remain active and provide a current list of its membership. If a caucus fails to alert the ASCCC Office of its desire to stay active, the caucus shall be deemed inactive for a period of two years. During that time, the ASCCC will continue to provide a space for potential meetings of the caucus at plenary sessions. A new application will need to be submitted to renew the caucus remove the caucus from inactive status. A caucus that has remained inactive for a period of two years without the submission of a new application will be terminated. (moved to Termination section)~~
- Unless specifically required to do so by the procedures and guidelines described here or published on the Academic Senate website, caucuses are free to structure their internal organization and operations as they see fit.

#### TERMINATION:

- A caucus that has remained inactive for a period of two years ~~without the submission of a new application~~ will be considered terminated.
- (moved here from above) In order to stay active, caucuses must inform the ASCCC Office every two years in May of its intent to remain active and provide a current list of its membership. If a caucus fails to alert the ASCCC Office of its desire to stay active, the caucus shall be deemed inactive for a period of two years. During that time, the ASCCC will continue to provide a space for potential meetings of the caucus at plenary sessions. A new application will need to be submitted to renew the caucus.
- The Executive Committee reserves the right to withdraw its recognition of an active caucus in consultation with the caucus leadership if the Executive Committee determines that the caucus has violated any of the procedures or guidelines established for caucuses ~~or if the caucus wishes to dissolve itself.~~
- Any member of the Executive Committee may bring forward an agenda item to withdraw recognition of an active caucus if the caucus is believed to have violated the established Academic Senate procedures and guidelines for caucuses. A two-thirds majority of Executive Committee members is required to withdraw recognition from a caucus.
- Recognition of an active caucus will not be withdrawn simply due to a disagreement between the caucus and the Academic Senate.
- Any caucus actions that subject the ASCCC to potential harm, liability, or fraud will result in immediate termination of the caucus.

Any inquiries about forming a caucus should be directed to the Senate Office at info@asccc.org.  
Approved May 20, 2016



## Academic Senate for California Community Colleges

### Recognition of Caucus Form

*A caucus is an independent body of like-minded individuals who wish to make their voices heard to the ASCCC on a formal basis. A caucus is not sponsored, chartered, or directed by the ASCCC and shall never be charged a fee or dues to be recognized by the ASCCC. The ASCCC specifically denies any control over, or connection with, any caucus. With the limited exceptions of ASCCC requirements as outlined in ASCCC Caucus Procedures and Guidelines, a caucus is free to create processes and/or procedures without any approval of the ASCCC.*

#### **Please be advised of the following Approval Process (approximately two (2) months):**

- 1) Submit this form to the ASCCC Office.
- 2) After the submission of this form you will be contacted by the Executive Director of the ASCCC notifying you about any problems with your application and when your application will be forwarded.
- 3) Your application will then be forwarded to the ASCCC Executive Committee for approval (requiring a simple majority vote) at their next regularly scheduled meeting.

---

RECOGNITION OF CAUCUS FOR TWO (2) ACADEMIC YEARS: \_\_\_\_\_ - \_\_\_\_\_

Caucus Name: \_\_\_\_\_

Caucus Contact President: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

#### **Purpose of Caucus:**

#### **Anticipated activities for this year:**

*A caucus is an independent body of like-minded individuals who wish to make their voices heard to the ASCCC on a formal basis. A caucus is not sponsored, chartered, or directed by the ASCCC and shall never be charged a fee or dues to be recognized by the ASCCC. The ASCCC specifically denies any control over, or connection with, any caucus. With the limited exceptions of ASCCC requirements for caucus guidelines, as shown below, a caucus is free to create processes and/or procedures without any approval of the ASCCC.*

#### **Caucus Guidelines:**

*In accordance with the ASCCC Bylaws to be formally recognized a caucus must:*

1. ~~Have structure beyond simple membership. It must have a similar structure to that of ASCCC Standing Committees, in that it must have a Chair, Vice-Chair and a Secretary (Variations of Chair/Vice-Chair such as President/Vice-President is acceptable.)~~
2. ~~Provide open public access to its meetings. Recommended use of the Ralph M. Brown Act (Government Code §54950-54961).~~
3. ~~Not promote hate, violence or any other offensive action against any other person(s).~~
4. ~~Not commit any illegal activities.~~

**Caucus Officers-Contacts Section:**

By accepting a position in the caucus we know that we are responsible for ensuring that our caucus knows and adheres to policies and procedures, established by the Academic Senate for California Community Colleges.

Please print: NAME, POSITION, COLLEGE AND EMAIL.

| # | Name | Position | College | E-Mail |
|---|------|----------|---------|--------|
| 1 |      |          |         |        |
| 2 |      |          |         |        |
| 3 |      |          |         |        |
| 4 |      |          |         |        |
| 5 |      |          |         |        |

\*By providing this information you allow your email address to be given to Faculty, Staff, Students, and other persons/groups (including press and media personnel) seeking Caucus information.

**Caucus Members Section:**

| #  | Name | College | E-Mail |
|----|------|---------|--------|
| 6  |      |         |        |
| 7  |      |         |        |
| 8  |      |         |        |
| 9  |      |         |        |
| 10 |      |         |        |
| 11 |      |         |        |
| 12 |      |         |        |
| 13 |      |         |        |
| 14 |      |         |        |
| 15 |      |         |        |
| 16 |      |         |        |
| 17 |      |         |        |
| 18 |      |         |        |
| 19 |      |         |        |
| 20 |      |         |        |
| 21 |      |         |        |
| 22 |      |         |        |
| 23 |      |         |        |
| 24 |      |         |        |
| 25 |      |         |        |
| 26 |      |         |        |
| 27 |      |         |        |
| 28 |      |         |        |
| 29 |      |         |        |
| 30 |      |         |        |

\*By providing this information you allow your email address to be given to Faculty, Staff, Students, and other persons/groups (including press and media personnel) seeking Caucus information.

**Caucus Contact President Section:**

*On behalf of the caucus members, I apply for recognition for our caucus by the Academic Senate for California Community Colleges (ASCCC) and by signing below I certify that I have provided the caucus members with ~~have read~~ the ASCCC Constitution and Bylaws, specifically the sections regarding caucuses, and the ASCCC Caucus Procedures and Guidelines.*

Caucus Contact President (signature): \_\_\_\_\_ Date: \_\_\_\_\_

**Academic Senate Council Section:**

*I certify that Academic Senate for California Community Colleges (ASCCC) has recognized this caucus and has granted them recognition on said date for the academic year indicated above.*

\_\_\_\_\_  
**Executive Committee Approval Meeting Date**

\_\_\_\_\_  
**ASCCC Executive Director**

\_\_\_\_\_  
**Date**

DRAFT





## Executive Committee Agenda Item

|                                                  |                                                                                                              |                                     |            |
|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------|------------|
| SUBJECT: Possible Consolidation of ASCCC Surveys |                                                                                                              | Month: December                     | Year: 2019 |
|                                                  |                                                                                                              | Item No: V. F.                      |            |
|                                                  |                                                                                                              | Attachment: No                      |            |
| DESIRED OUTCOME:                                 | The Executive Committee will discuss the possibility of consolidation of surveys to the field when possible. | Urgent: No                          |            |
|                                                  |                                                                                                              | Time Requested: 10 mins.            |            |
| CATEGORY:                                        | Discussion Item                                                                                              | <b>TYPE OF BOARD CONSIDERATION:</b> |            |
| REQUESTED BY:                                    | Sam Foster                                                                                                   | Consent/Routine                     |            |
|                                                  |                                                                                                              | First Reading                       |            |
| STAFF REVIEW <sup>1</sup> :                      | April Lonero                                                                                                 | Action                              |            |
|                                                  |                                                                                                              | Discussion                          | X          |

*Please note: Staff will complete the grey areas.*

Frequently ASCCC committees and task forces seek to survey the field as an important tool that can inform papers, policies, presentations and other recommendations. There is a concern, however, or reduced responses in the field due to survey fatigue.

It is requested that the Executive Committee consider limiting the number of surveys to the field by having committees and task forces consolidate surveys to field where possible.

---

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





## Executive Committee Agenda Item

|                               |                                                                     |                                     |            |
|-------------------------------|---------------------------------------------------------------------|-------------------------------------|------------|
| SUBJECT: Fall Plenary Debrief |                                                                     | Month: December                     | Year: 2019 |
|                               |                                                                     | Item No: V. G.                      |            |
|                               |                                                                     | Attachment: No                      |            |
| DESIRED OUTCOME:              | The Executive Committee will debrief the 2019 Fall Plenary Session. | Urgent: No                          |            |
|                               |                                                                     | Time Requested: 20 mins.            |            |
| CATEGORY:                     | Discussion                                                          | <b>TYPE OF BOARD CONSIDERATION:</b> |            |
| REQUESTED BY:                 | Krystinne Mica                                                      | Consent/Routine                     |            |
|                               |                                                                     | First Reading                       |            |
| STAFF REVIEW <sup>1</sup> :   | April Lonero                                                        | Action                              |            |
|                               |                                                                     | Discussion                          | X          |

*Please note: Staff will complete the grey areas.*

### BACKGROUND:

The Executive Committee will discuss and debrief the latest fall plenary session and discuss opportunities for change for the upcoming spring plenary session.

The 2019 Fall Plenary Session survey results are included as an attachment to item IV. M. Future Events Planning

---

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







## Executive Committee Agenda Item

|                             |                                                                                                                            |                                     |            |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------|------------|
| SUBJECT: Meeting Debrief    |                                                                                                                            | Month: December                     | Year: 2019 |
|                             |                                                                                                                            | Item No: V. H.                      |            |
|                             |                                                                                                                            | 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                                                                                                                 | <b>TYPE OF BOARD CONSIDERATION:</b> |            |
| REQUESTED BY:               | John Stankas                                                                                                               | Consent/Routine                     |            |
|                             |                                                                                                                            | First Reading                       |            |
| STAFF REVIEW <sup>1</sup> : | 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.

---

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





# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## ASCCC Accreditation Committee

October 15, 2019

10:00am-3:00pm

ASCCC Offices One Capitol Mall, Suite 230, Sacramento, CA 95814;

### Minutes

**Committee Attendees:** Stephanie Curry, Nate Donahue, Ted Blake (Zoom), Roy Shahbazian (Zoom), Liz Romero (Zoom), Sheri Berger

**Guest:** Stephanie Droker, ACCJC Executive Vice President (Zoom)

**Absent:** Ekaterina Fuchs

---

I. Call to Order and Adoption of the Agenda

The Meeting was called to order at 10:00am

II. Selection of Minutes Taker and approval of last meetings Minutes

Stephanie Curry will be the minutes taker

III. Action Items

a. Assigned Tasks

i. Discussion with Stephanie Droker, ACCJC Executive Vice President regarding Institute

Stephanie Droker provided an update on what is new at ACCJC including staffing changes. She supports the theme approved for the institute and will review proposed breakouts to see where ACCJC personnel or commissioners might be able to assist in presentations. ACCJC is piloting the Summative/Formative process with colleges in 2021 and is anticipating a standards review in 2022.

ii. Identify Institute General Session Topics

The Committee identified goals for session and designed three general sessions to address the identified goals. These goals align with the ASCCC goals for 2019-2020

iii. Identify Institute Breakouts

The Committee reviewed the ACCJC standards and created a draft breakout schedule with 20 breakouts and 3 alternate breakouts

iv. Identify Potential Speakers

Committee members were identified for each breakout to provide facilitation. Attendees brainstormed additional potential speakers but the committee decided to hold off assigning presenters until the first review by the ASCCC Exec.

v. Create Draft Institute Program

The Committee created a draft institute with proposed breakouts and general session topics. The draft will be summited to Senate Exec for a first review on November 6<sup>th</sup>.

IV. Accreditation Institute Logistics (February 21-22, 2019)

a. Need for an additional in person meeting in January?

The committee discussed the idea of an in-person meeting in January before the Institute.

The consensus was that the committee could do its work by Zoom rather than adding an additional in-person meeting. The committee plans to meet for a dinner/meeting the night before the Institute

V. Potential Rostrum Articles/Resolutions

Committee members discussed a potential Rostrum Article for Spring addressing the theme of the Institute

VI. Important Dates

The committee reviewed important future Senate event dates

- a. Fall Plenary Session (November 7-9, 2019)
- b. 2020 Part Time Faculty Institute (January 24-25, 2020)
- c. 2020 Accreditation Institute (February 21-22, 2020)

VII. Next Meeting Date

The Chair will send out a Doodle to schedule the next Zoom meeting after Exec has reviewed the draft

VIII. Adjournment

The meeting adjourned at 2:00pm



**ASCCC CTE LEADERSHIP COMMITTEE**

October 16th, 2019

11:00AM – 12:00PM

**ZOOM**

**MINUTES**

---

- I. Call to Order
  - a. Select notetaker- Carrie will take notes
  - b. Present/ In attendance  
**Carrie Roberson, Chair, ASCCC North Representative**  
**DJ Singh, Monterey Peninsula**
- II. Adoption of the Agenda- N/A, lack of attendance
- III. Approval of Minutes
  - a. 9.18.2019 by consensus
- IV. ASCCC Information
  - a. ASCCC [CTE Leadership Committee](#)
- V. Action Items
  - a. Resolutions
    - i. 2019 Fall Plenary Session: ASCCC Pre-Session [Resolutions](#)
  - b. Tasks
    - i. Engage CTE Liaisons:
      - 1. October Memo went out
      - 2. November Memo- TBD
  - c. Meetings dates/times
    - i. November [DOODLE](#)
    - ii. Face-to-face: Tentative December 11<sup>th</sup>, 2019 from 9:00am – 3:00pm
- VI. CTE Leadership Priorities
  - a. Career and Noncredit Education Institute
    - i. April 30<sup>th</sup> – May 2<sup>nd</sup> 2020
    - ii. Attendance confirmation- TBD
    - iii. Theme or strand ideas: TBD- Carrie will send out a call for ideas via email
  - b. ASCCC Travel Policy
  - c. Committee Priorities
    - i. [CTE Minimum Qualifications Toolkit](#) training/ information dissemination
- VII. Announcements
  - a. [ASCCC EVENTS](#)
- VIII. Adjournment 12:11am

## **Status of Previous Action Items**

**A. In Progress**

**B. Completed**



# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## EQUITY & DIVERSITY ACTION COMMITTEE

Tuesday, November 12, 2019

8:00 AM- 9:30 AM

Zoom Meeting

Join from PC, Mac, Linux, iOS or

### **DRAFT Meeting Notes**

---

- I. In attendance: Absent: Charles King  
Mayra Cruz Darcie McClelland  
Cheryl Aschenbach Jessica Ayo Alabi  
Eileene Tejada Juan Buriel  
Karla Kirk
- II. Call Meeting to Order and Adoption of the Agenda  
The meeting was called to order at 8:24AM. Agenda approved with one addition under V. - D. Plenary Report
- III. Approval of the October 9, 2019 Meeting Summary  
Approved by consensus.
- IV. Check-in by members.
- V. Reports
- A. ASCCC Executive Committee Meeting Report  
It was reported that the Executive Committee met on 11/6.
1. Partners attended ACHRO, RP Group, CCL, CCCI, FACCC and other.  
The work our partners are doing are in sync with the ASCCC.
  2. A paper on Academic Freedom is being written this year
  3. Upcoming Institutes: Part-Time Faculty and Accreditation
  4. Vision for Success Integration Plan ASCCC Assignments
- B. Foundation CCC & CCCO Partnership- Undocumented Students Week of Action Report  
Mayra was involved in the planning and implementation of the Undocumented Students Week of Action. Webinars for training and to support Undocumented students can be accessed through this link <https://www.ccleague.org/advocacy/federal-advocacy/supporting-undocumented-students> The Foundation will be publishing an Undocumented Student Week of Action report soon.
- C. ASCCC Foundation
1. Join the Amazon Smile program to help fund the ASCCC Foundation scholarship program. Share with other faculty and college employees.

#### D. Plenary Report

##### 1. Committee resolutions 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.

Others:

Resolution 1/11 Academic Senate Caucus Restructuring was approved by consent. Resolution 3.04 on adopting the Paper on Equity Driven Systems was also approved by acclimation.

##### 2. We are looking forward to more and deeper contributions from the Caucuses.

A. Black Caucus: Jessica and Karla reported. How can Caucuses have more of an impact?

B. Latinx: Eileene reported- Members wish to write resolutions to address needs of students and faculty. Need to make more time to meet with other Caucuses.

C. Womyn: Julie Bruno facilitated the session.

The caucuses can provide more direction to Executive Committee in the areas of faculty diversification.

#### VI. Work Plan Monitoring (Basecamp)

##### a. Review actions, discuss assignments and To-dos

1. Student Equity & Achievement Plan (Darcie, Jessica, Karla, Juan)
2. EDI/Anti-Bias Education Tools (Mayra, Karla, Darcie)
3. Faculty Diversification Tools to Engage in Dialog (Mayra/Cheryl & Karla)
4. Presentations/Collaborations and Conferences

##### a. Umoja/A2Mend Spring Conference,

i. March 5-6, 2020 Hyatt Regency Los Angeles International Airport

ii. Call for proposals due: Dec 20th

iii. Breakouts topics (2-3)

Mayra reached out to committee members to present at this conference. Members reviewed last year's workshop topic. It was also noted that the presenters last year were men. The presentations will be focused on students. We are being asked to propose 2-3 breakout sessions (titles and descriptions), to be approved by the ASCCC Executive Committee at the December meeting.

Three proposed titles:

Jessica- The Intersectionality of race, class, gender and masculinity  
Darcie- Utilization of Student Support Services: Destigmatizing Tutorials

Karla- Opportunities for careers in Education

*Topics titles and descriptions due Monday, Nov. 18th to Mayra, and will be submitted to the Executive Committee.*

##### b. CCCCCO Diversification Summit

i. March 19<sup>th</sup> and 20<sup>th</sup> location TBA)

ii. Breakout topics (2-3)



- b. November/Dec Priorities were reviewed. Members to
- (1) Rostrum article due Dec 13 (Karla and Eileene) Topic: Best practices for faculty involvement in the Student Equity & Achievement Plan development and implementation
  - (2) Tools
    - i. Equity assessment of the implementation of AB705 Rubric (Juan)
    - ii. Outline EDI, Anti-Racism Education module/webinar (Mayra, Karla, Darcie)
    - iii. Faculty diversification tools to engage in dialogue (Mayra, Cheryl, Karla, Eileene)  
Karla, Cheryl, Darcie and Mayra wet to begin to discuss the development of tools. Eileene volunteered to join the Faculty diversification tools team.
    - iv. 2<sup>nd</sup> Min Qualification- collaboration with S&P/Ed Pol update  
Mayra will follow up how we will proceed. There is an interest in collaborating.

Other items:

Karla- Update- Fresno CC will be adopting the ASCCC Inclusion Statement

Mayra- The Diversity, Equity and Inclusion Integration Plan (approved by the BOG) was reviewed and pull out relevant items that we can include into our work. Mayra will be sharing the document at our next meeting

- c. Meetings
- a. Next meeting: Wednesday, December 4, 2019, 8am (Zoom meeting)
  - b. Jan-March meetings: Think about dates and times that will work better.
  - c. Join meeting with the Faculty Leadership Development Committee as well as the S&P and Ed Pol- This maybe an in-person meeting.
- d. Announcements
- a. [Events](#)
  - b. Other
- e. Closing comments and appreciations – Appreciated members who helped with the resolutions.
- f. Adjourn

**Respectfully Submitted,**  
**Dr. Eileene Tejada**  
**11/ 12/2019**

---

Tasks in Progress:

- 1. Review DEI Integration Plan ASCCC 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. Review the website <https://www.ccleague.org/advocacy/federal-advocacy/supporting-undocumented-students>
4. Discuss with the Executive Committee concern of committee members financial ability to attend Plenary.
5. Discuss the referral from the RwLS committee, Resolution S19 13.01 In Support of All Gender Restrooms

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 acclamation.

**Undocumented Student Action Week**  
**WEEKLY PARTNER PLANNING MEETING**

---

**Friday, November 1, 2019 | 3:00 PM – 4:00 PM**

**TODAY'S OBJECTIVE:** Debrief regarding feedback from the field, insight from partners, ideas for next year.

**AGENDA**

1. Welcome and thank you (5 min)
2. Summary of data and feedback (15 min)
  - a. Foundation to review survey and stats
  - b. League to review Dream2Action and Twitter stats
    - i. More emails than Tweets
    - ii. Zero calls because that feature wasn't activated
  - c. Twitter Question of the Day: didn't get much engagement but didn't see many colleges/partners engage with it
    - i. Partners retweeted and reshared but none commented
    - ii. Maybe keep Twitter chat to one day next year and still give questions to partners in advance with expectation that partners will answer question as well
  - d. Postcards
    - i. Probably less emails this year than postcards in past years
    - ii. Create handout or poster next year with QR code
    - iii. Create postcard template for next year and suggest they collect and send to legislator and track #
    - iv. Would need template early to be able to print themselves
  - e. Webinars
    - i. Give them the times in May so they could plan around that
  - f. Publicize next year's dates now, publicize webinar times in May, get materials by end of August/Labor Day
  - g. Space emails out over time, chunk info more so each email is not so dense and overwhelming
3. Roundtable discussion (25 min)
  - a. What worked?
    - i. Social media content graphics and press release template used a lot
    - ii. Getting info to PIOs again right before the week to refresh
    - iii. Single email account took burden and confusion off all partners
    - iv. Emails looked good, and nice to have daily email in the mornings

- v. In daily emails, highlight colleges' social media accounts that are doing cool stuff!
  - b. What didn't?
    - i. Explain the image campaign better, that it's about everyone sharing their immigration story
    - ii. Perhaps segment the emails a little so not as much in one
    - iii. More prominent link in email pointing people back to website
  - c. Does next year being an election year change how we present Action Week?
    - i. March/April start discussing this (after primaries)
    - ii. Voter registration drive
    - iii. How big of a piece is this i.e. "vote for someone that supports immigration"
    - iv. Maybe bring CHIRLA to the table around this?
    - v. Live virtual townhall? Current state of undocumented community – what we've done, what we need to do, etc.
    - vi. Timing of state advocacy still in question
  - d. Should we include Instagram next year?
    - i. Perhaps expand social media
    - ii. Maybe collect Dream Center social media account along with contact info for lead contact
  - e. Starting planning earlier?
  - f. Helpful to have one designated email? Did other partners field questions that should have been directed to the central email?
  - g. Syncing with other two systems
    - i. Difficult to coordinate 3 systems
    - ii. If staggered, more momentum and activities for longer period of time
    - iii. Perhaps reference one another's weeks
- 4. Next Steps (5 min)
  - a. Foundation will share final report by mid-November
  - b. Start discussing advocacy and possible activities in March/April, make decisions and send info to field in May, then spread emails over time



## **Faculty Leadership Development Committee**

Thursday, October 17, 2019

3:00 p.m.—4:30 p.m.

Zoom Meeting

### **Meeting Summary**

The Faculty Leadership Development Committee creates resources to assist local academic senates to develop and implement policies that ensure faculty primacy in faculty professional development. The committee assess the Academic Senate’s professional development offerings and makes recommendations to the Executive Committee on policies and practices for faculty professional development at a statewide level and on the development of new faculty professional development resources to ensure effectiveness and broader access and participation. Through the Professional Development College, the committee supports local faculty development and provides guidance to enhance faculty participation in the areas of faculty development policies, community college faculty professionalism, innovations in teaching and learning, and other topics related to academic and professional matters. The committee advocates for the importance of faculty development activities related to student success, quality faculty teaching and learning, academic and professional matters, and for appropriate levels of funding for such activities.

- I. Roll Call, Call to Order at **3:02 p.m.**, and Agenda Adoption
 

|                                    |                     |                   |
|------------------------------------|---------------------|-------------------|
| Michelle Bean—Ch. (P)              | Elizabeth Day (P)   | Christy Karau (P) |
| Sam Foster—2 <sup>nd</sup> Ch. (P) | Elizabeth Imhof (P) | Luke Lara (P)     |
  
- II. Minutes Volunteer and September Meeting Summary Approval—***September meeting summary approved.***
  
- III. Shout Outs and Affirmations
  - ***Thanks to Christy for hosting us at Sierra College.***
  - ***Thanks to Elizabeth Day for taking minutes in September.***
  - ***Thanks to Luke for taking notes today.***
  - ***Shout out to Elizabeth Day and Madera College for doing the hard work and going through the accreditation process.***
  - ***Revisited Social Norms and did a quick icebreaker on how moving from surviving to thriving.***
  
- IV. **Committee Charge/Description Final Revision**
  - A. Stakeholders Available: ACHRO, CIOs, CSSOs—***Committee informed of availability of representatives from these groups to help with future work.***
  - B. Executive Meeting Agenda Item Request  
***Committee approved a new description to recommend to the Executive Committee at its November meeting:***  
 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.

- V. **Professional Development Workplan Approval** – *Still working on development of a workplan as called for in ASCCC Strategic Plan. Committee engaged in robust discussion focusing on developing a needs statement and will continue working on this professional development plan at our next meeting.*
- Synthesis of documents below:
- A. **Year End Report Recommendations**
  - B. **2018-19 Professional Development Workplan**
  - C. **Strategic Plan**
  - D. **Committee Priorities Sheet**
  - E. **Executive Goals/Tentative Workplan**
  - F. **Vision for Success Diversity, Equity, Inclusion Integrated Plan** (*newly added—see Shared Google drive for document—will go to Executive Committee for approval*)
- VI. **Faculty Leadership Academy**
- A. Develop a Plan—Need Workgroup Volunteers—*Postponed till November meeting.*
  - B. Support from Foundation and Caucus Leaders  
*We embrace in concept, but we want to postpone as we determine long-term plan. We need to identify barriers first and then develop the leadership academy accordingly.*
- VII. **Professional Development College**
- A. Updating Existing Modules—*Defer to other ASCCC Committees.*
  - B. Creation of New Modules—*List created at September meeting:*
    - 1. Social Justice (supports **Vision for Success** BOG Commitments)
    - 2. Anti-Racism
    - 3. Culturally Relevant Pedagogy
    - 4. Implicit Bias Training for Faculty Hiring Committees
    - 5. **Teaching, Learning, and Assessment** (*added*)
    - 6. Other Resources Available in **Vision Resource Center**
  - C. Diversity, Equity, Inclusion Survey to Senate Presidents—*Discussed need to garner feedback from senate leaders on gaps in professional development, but concerns arose about meeting the needs statement to reach diverse faculty and engage underrepresented faculty. Discussion will be extended to next meeting.*
- VIII. **Caucus Structure**
- A. Guidelines at <https://asccc.org/communities/caucuses>. Caucus Description and Application Update – *Michelle will work with Julie Bruno, gather focus group data, and make recommendations for changes to the caucus description and application.*
  - B. Caucus Break-out at Plenary: Focus Group—*Break-out planning completed.*
  - C. Invitation to Caucus Leaders Sent—*Email invite sent to all chairs of caucuses; confirmation from Latinx, LGBTQAI+, and Black caucus chairs.*
- IX. **Womyn’s Survey**—*Tabled to next meeting. Request everyone review this and be ready to discuss at next meeting.*
- A. **Data Review:** What are the highlights and themes emerging?
  - B. **Next Steps:** Report to Executive Committee? *Rostrum?* Professional Development?

- X. Evaluating Professional Development Activities—**Tabled to next meeting.**  
 A. [Survey Tool](#) and Aligning to Strategic Plan and/or to Leadership Development Plan  
 B. Deadline—January Suggested by Executive Director; discussion at next Executive meeting. Chair proposes submitting Workplan as tool and measure next year.
- XI. Faculty Hiring Criteria/FLDC Charge: Modeling Hiring and Appointment Processes ([ASCCC Exec Goals](#))  
**–Tabled to next meeting. Request everyone review this and be ready to discuss at next meeting.**  
 1. Use [Faculty Hiring Paper](#) Recommendations (pg.5-8)  
 2. [Hiring Criteria Survey](#) in 2018
- XII. *Rostrum* article Part II: Merit and Fit (due January 6—**Luke and Michelle will work on article**)
- XIII. Collaborations  
 A. Puente: Meeting on October 30 with directors, FLDC and EDAC chairs  
 1. [Puente Professional Development Offerings](#)—**Reviewed menu of offerings.**  
 2. Suggestions on Collaboration—**Michelle and Mayra will be meeting with directors to get ideas of how to collaborate in the future; Michelle will report back.**  
 B. Umoja/A2Mend: Educational Summit on October 30-31 and conference November 1-2—**Michelle and LaTonya were invited; Michelle confirmed attendance and will report back.**
- XIV. Announcements—**Brief review of following:**  
 A. Check for upcoming events at <https://asccc.org/calendar/list/events>
  - Area Meetings Highlights
  - Guided Pathways, OER, Curriculum Events and Regionals
  - Plenary (November 7-9 in Newport Beach)—[Early Registration](#) due by October 25—**Michelle, Sam, and Luke to attend Plenary; other committee members unavailable.**
 B. [Application for Statewide Service](#)
- XV. Closing Comments and Reflections—**Brief review of following:**  
 A. Next Meeting: November 21 at 3:00—4:30 p.m.  
 B. In-Progress and Completed Tasks Review  
 C. Any other final comments or suggestions?—**None**
- XVI. Adjournment at **4:36 p.m.**

**In Progress:**

- Updating the committee charge description
- Creating 2019-20 Leadership Development Plan
- Womyn’s Survey—evaluation of data and next steps
- Caucus Structure—fall Plenary break-out session focus group to garner input
- Puente Collaboration—chair meeting with directors on October 30
- Umoja Collaboration—chair attending Education Summit October 30-31
- CCC LGBT+ Summit 2020—collaboration with Ed Policies committee and ASCCC LGBTQ+ caucus leaders

**Completed Tasks:**

- *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 Liaison—chair completed workgroup meetings for Black Student Report Card for CCCs
- Womyn’s Leadership Survey distributed in September







**ASCCC ONLINE EDUCATION COMMITTEE**

**October 22<sup>nd</sup>, 2019**

**12:00PM – 1:00PM**

**ZOOM**

**SUMMARY**

---

Present: *Ingrid Greenberg, Phylise Smith, Geoffrey Dyer, May Sanicolas, Carrie Roberson*

- I. Call to Order
  - a. Review/ Adopt Agenda  
*The committee adopted the agenda.*
- II. Approval of the Minutes
  - a. *Consensus via e-mail. The committee reviewed the approved summary of the previous meeting.*
- III. Resources
  - a. [ASCCC Online Education Committee](#)
- IV. Discussion Items
  - a. Future action on [Resolution 11.01 S17](#): Using Savings from Adopting Canvas
    - i. *Ingrid Greenberg and Pylise smith reported. Ingrid emailed Jim Julius, Faculty Online Education Director at MiraCosta College. Ingrid shared Jim’s response, that he believes use of savings from Canvas varies widely from college to college. Julius believes that it will be difficult to gather this information.*

*Phylise believes it’s important to discern who is concerned with the use of the savings of Canvas. The committee discussed various professional development strategies and ways that the committee could support California community colleges’ efforts to provide ongoing high quality professional development in online education. Ingrid suggested that further examination of how different districts provide professional development for online education might be worthwhile. She cited an example of a training that requires building modules as part of the professional development.*

*Ingrid and Carrie suggested a Rostrum Article. Ingrid suggested adding professional development best practices, including Zoom and Canvas. Phylise suggested that the November 1 CCMS Workgroup might want to provide trainings.*

*Carrie said she will begin to write a Rostrum outline. Geoffrey suggested that the need to support professional development touched on other agenda items and committee priorities.*

Carrie thanked Phylise and Ingrid for their work.

b. CVC OEI Local Peer Online Course Review

*Geoffrey provided an overview of the CVC-OEI course finder, quality badging, and peer online course review (POCR) process. CVC-OEI Staff have asked whether the lead faculty reviewer for local POCR must be a faculty member from a different campus than the submitter. The committee discussed possible impacts and sustainability but took no action. The committee agree to continue the conversation at its November meeting.*

c. ASCCC response to CCCCCO in response to CalBright duplication

Geoffrey summarized the [ASCCC's October 7 letter to the Legislature](#).

d. Committee Priorities for Fall 2019

*Carrie said that she would organize items in d. and e. into a spreadsheet that the committee can work from.*

- i. DE guidelines: definitions, accessibility, other
- ii. Integration of online support services: counseling, tutoring, other
- iii. Fully Online Pathways
- iv. Changes to the CVC-OEI (EXCEL, automated cross-enrollment, and local peer online course review- POCR)

e. ACTION plan for priorities

- i. What is the need from the field?
- ii. What is the outcome from the committee?

V. Announcements

a. Meetings dates/times

i. Fall meetings via ZOOM:

1. [ZOOM](#) Nov. 22, 12:00pm-1:00pm

*Phylise suggested that the meetings last for 90 minutes instead of 60 since we always seem to need more time.*

ii. Face-to-face meeting:

1. Sacramento- ASCCC Office
2. January 14<sup>th</sup> 10:00am – 3:00pm
3. [Expense Reimbursement Form & Policy](#)
4. Travel Guide to ASCCC Office (see attachment)

*Carrie referenced the ASCCC Travel Guide (attached to calendar invite) for meetings at the ASCCC office to support travel arrangements, reimbursed by ASCCC in adherence to the expense Reimbursement Form & Policy.*



**Academic Senate  
for California Community Colleges**

LEADERSHIP. EMPOWERMENT. VOICE.

**ASCCC Part Time Committee  
Thursday October 24, 2019  
3:30 PM – 5:00 P.M.**

---

1. Call to Order (Roll Call)
2. Meeting Minutes (10/32019) – **Vote/Review Required**
3. Review Agreed Part Time Institute Program Goals & Theme:

A: CCC Guided Pathways Award Program  
B: Governance – “The Role of Faculty in Governance”  
C: Affirming our Voice (Approved Conference Theme)  
D: Faculty Diversification

4. Announcements:

**Fall Plenary – November 7-9, 2019 – Newport Beach, California**

5. Part Time Faculty Leadership Institute Program – January 24-25, 2020 Napa Valley Marriott & Spa

- **Review Program Draft No. III (Presenters Included)**
- **General Sessions Scope of Presenting/” Affirming Our Voice” – Discussion/Ideas  
How Should this Session Be Shaped/Structure/Formed?**

6. Rostrum Article Outline:

A: “Affirming our Voice”/Article Outline (Wesley)

**7. Upcoming Meeting: November 15, 2019 6:00 P.M. – 7:30 P.M.**

8. End of Meeting – 5:00 P.M.

**"If you want to go fast, go alone. If you want to go far, go together."  
– African Proverb**



# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## ASCCC Part Time Committee Thursday October 24, 2019 3:30 PM – 5:00 P.M. Zoom MINUTES

---

### 1. Call to Order (Roll Call)

Chair Silvester Henderson convened the meeting at 3:32 pm and welcomed the participants.

Present: Anna Bruzzese, Grace Chee, Silvester Henderson, Briseida Ramirez, and Andrew Wesley, as well as guests from 3CSN: Kelan Koning, Rebecca Moon-Stone

Absent: Katie Oesau, Jay Parnell

### 2. Meeting Minutes (10/3/2019) –The committee minutes reviewed and voted unanimously to approve the minutes from 10/3/2019.

### 3. Review Agreed Part Time Institute Program Goals & Theme:

- A: CCC Guided Pathways Award Program
- B: Governance – “The Role of Faculty in Governance”
- C: Affirming our Voice (Approved Conference Theme)
- D: Faculty Diversification

The committee reviewed the Institute’s program goals and theme.

### 4. Announcements:

**Fall Plenary – November 7-9, 2019 – Newport Beach, California**

Silvester encouraged everyone to attend the Plenary, if possible.

### 5. Part Time Faculty Leadership Institute Program – January 24-25, 2020 Napa Valley Marriott & Spa

- **Review Program Draft No. III (Presenters Included)**
- **General Sessions Scope of Presenting/”Affirming Our Voice” – Discussion/Ideas**

Silvester went over the revisions. This version of the program has been submitted to ASCCC President John Stankas and the ASCCC Executive Director Krystinne Mica, and Silvester is waiting for their final approval before contacting the presenters. The Committee is planning an interactive general session on “Affirming Our Voice – The Dilemma.” The committee discussed different options for approaching this. One idea is to do different scenarios. The session could also involve coming up with questions, role playing scenarios or a skit. One scenario could be based around social justice/inequity

and another around the issue of full-time vs. part-time struggles. It would also be good to include success stories around these dilemmas. It would be good to also have space for the audience to share their stories. The committee voted to identify 10 themes/scenarios for each table. This would lead to a group discussion at each table, and then the groups can share out. Each member will send Silvester a theme or a scenario by November 7<sup>th</sup> and we will vote on them at our next meeting.

6. Rostrum Article Outline:

A: "Affirming our Voice"/Article Outline (Wesley)

Andrew suggested doing a short survey regarding participants' opinion regarding the institute, so there is a bit more substance for the article. The committee reviewed and approved the questions proposed by Andrew. Silvester will contact the ASCCC Executive Committee and the office staff to request that these questions be incorporated in the survey that goes out to the institute attendees.

**7. Upcoming Meeting: November 15, 2019 6:00 P.M. – 7:30 P.M.**

8. End of Meeting

Meeting adjourned at 4:38 pm.

Respectfully submitted,  
Anna Bruzzese





# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## Standards & Practices Committee

September 16, 2019

6:30 p.m.--8:00 p.m.

Zoom: <https://cccconfer.zoom.us/j/945911717>

## Meeting Summary

---

### I. Welcome and Roll Call:

- |                                   |                     |                         |
|-----------------------------------|---------------------|-------------------------|
| 1. Geoffrey Dyer—Chair            | 3. Eric Thompson    | 6. Tanya McGinnis       |
| 2. Michelle Bean—<br>Second Chair | 4. Roy Shahbazian   | 7. Christopher Howerton |
|                                   | 5. Angela Echeverri |                         |

### II. Review Committee Charge—amended and updated on the ASCCC website as below:

*The Standards & Practices Committee is charged with reviewing, acting on, and monitoring various activities as needed and assigned by the President or the Executive Committee of the Academic Senate. The Standards & Practices Committee's activities include, but are not limited to, conducting the Disciplines List revision process; analyzing and reviewing suggested changes in Executive Committee policies, Academic Senate Bylaws, and Rules; administering designated statewide faculty awards presented by the Board of Governors and the Academic Senate; and reviewing and recommending revisions to all processes under its purview as needed. The Standards and Practices Committee also provides professional guidance and technical assistance regarding faculty minimum qualifications and equivalence to the minimum qualifications.*

- a. Does an SSCCC Representative or representative of other charge need to be added to charge?
  1. Committee decided to invite a student guest from the Student Senate for S&P meetings.
  2. Suggested that chairs provide the student a brief orientation on the committee.
- b. Potential to invite representatives of CIO and ACHRO when S&P discusses certain topics.
  1. When S&P is discussing faculty diversification and hiring, committee agreed to invite experts from CIO and/or ACHRO as needed.

### III. Disciplines List Revisions

- a. Process
  1. [Disciplines List Revisions Handbook](#)
    - i. Definition of Professional Organization discussed.
    - ii. Suggestions: Have Perhaps provide attributes and examples of types of professional organizations, including contributions to the discipline.
    - iii. Eric volunteered to craft language for page seven of Disciplines List Revisions Handbook and examples for page eleven.
  2. Summary Document for Area Meetings on October 11 and 12
    - i. Chair reviewed the Disciplines List process.
    - ii. Chair will prepare summary document and an email to the submitting school with suggestions for strength.
  3. Disciplines List Hearing: Nov. 7, 5:30pm, Renaissance Newport Beach Hotel
- b. Current Submissions
  1. Film Studies

- i. S&P needs to prepare a summary document for the Area meetings.
  - c. Recent Inquiries
    - 1. Learning Assistance or Learning Skills Coordinators or Instructors, and Tutoring Coordinators—discussed changes requested to Title 5 language for tutoring centers, but it is out of the S&P scope.
    - 2. Registered Behavioral Technology—Moorpark College may submit a proposal.
- IV. **Awards**—S&P will be involved with the internal processes.
  - a. Exemplary Program Award—Applications Due November 4, 2019
  - b. Hayward Award—Applications Due December 13, 2019
  - c. Stanback-Stroud Diversity Award—Applications Due February 14, 2020
- V. **2019 ASCCC Goals**
  - a. Review Elections Processes
    - 1. Pre-session Resolutions—thank you to committee members for the great work on writing and editing.
    - 2. Rostrum Articles due September 27
  - b. Evaluate Second Minimum Qualification for Faculty
    - 1. Coordinate with Educational Policies Committee, ACHRO, and CIOs
- VI. **CTE MQ Toolkit**
  - a. Co-coordinate professional development opportunities with CTE Leadership Committee
    - 1. Target audience
    - 2. Needs assessment—what, other than the toolkit itself, could we provide
    - 3. Possible Dates and projected costs
- VII. **Committee Priorities**—some of the resolutions are completed; we will select priorities at a future meeting.
- VIII. **Plenary**
- IX. Meetings Schedule:
  - a. **Fall Zoom Meetings:** October 21, November 25, and December 16 at 6:30pm.
  - b. **Best Day and Time for Spring Meetings**
  - c. **Face-to-face Meetings**—Angela volunteered to host; we will select a date through Doodle poll in January.

Respectfully submitted by Michelle Velasquez Bean





# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## Standards & Practices Committee

October 21, 2019

6:30p.m.—8:00p.m.

Zoom: <https://cccconfer.zoom.us/j/975457375>

### Meeting Summary

---

- I. Welcome and Roll Call
  1. Geoffrey Dyer—Chair
  2. Michelle Bean—Second Chair
  3. Eric Thompson
  4. Roy Shahbazian
  5. Angela Echeverri
  6. Tanya McGinnis
  7. Christopher Howerton
  
- II. Review September Meeting Summary—approved with minor update of acronyms.
  
- III. Status of Resolutions from Standards & Practices
  - A. Thank you for your hard work and flexibility in moving the resolutions, as contacts.
  - B. Only one resolution did not advance from the Executive Committee (the resolution on bylaws change for limiting years of service). It was brought through Area B with robust discussion; vote in the area failed and resolution did not advance.
  - C. Any resolutions can be proposed on Thursday of Plenary.
  - D. Legal council met with chair and president to review term limits for directors (i.e., Exec Committee) and clarified the following: any agreed upon terms or language at the time of the director’s election to the position apply to them not any new language voted upon after their election.
  - E. Parliamentarian said that 1.07 and 1.08 are clarified by Robert’s Rules; amendment could be considered to include Robert’s Rules language. Both compete with each other and both require change to the bylaws (need 2/3 votes); could consider dividing the Resolveds.
  
- IV. Evaluate the Second Minimum Qualification
  - A. Coordinate with ACHRO, CIOs, CSSOs, and CEOs; Coordinate with Educational Policies Committee—chair has contacts for future meetings.
  - B. *Rostrum* Article—topic on existing practices for second minimum qualification to embed into local practices; should be in next *Rostrum*.
  
- V. Scheduling of Upcoming Meetings
  - A. Face-to-face: [Doodle Results](#)
  - B. Spring semester meeting dates:
    1. January 27 at 6:30—8:00 p.m. Zoom

2. February 18 at Mission College in Sylmar. Chair will send travel documents later.
  3. March 23 at 6:30—8:00 p.m. Zoom
  4. April 20 at 6:30—8:00 p.m. Zoom
- C. Fall Zoom Meetings: November 25 and December 16 at 6:30pm.
- VI. Disciplines List
- A. Current Submissions—Film Studies, Registered Behavior Technology—thank you for your quick feedback.
    1. Hearing at Plenary; Michelle will oversee. We need a blank testimony sheet; attendees to session should sign. Start by reading the change and introducing the contact. Michelle requested a recorder for testimony: Eric and Angela will help.
    2. Proposals go to Executive Committee in January
  - B. Definition of Professional Organization—Eric created a new section (change to page 7) to provide a list of attributes of professional organizations and examples from variety of areas. Will agendaize this item for next meeting.
- VII. [Awards](#)
- A. [Awards Handbook](#)—Please review. Michelle suggested that we consider updated awards requirements to include equity lens and intentionality on diversification.
  - B. Exemplary Program Award—Applications Due November 4, 2019
    1. S&P and representatives from CIOs, CSSOs, CEOs, and Student Senate act as readers. Chair reached out to get readers from these areas in addition to us (S&P); we will have about three weeks to read and score with rubric.
    2. Selection due to office first week of December
    3. Next year’s theme submitted by us in spring.
  - C. Hayward Award—Applications Due December 13, 2019. Areas need at least four readers per area.
  - D. Stanback-Stroud Diversity Award—Applications Due February 14, 2020
- VIII. [CTE MQ Toolkit](#)
- A. See Proposed [Resolution](#) 19.01 F19
  - B. Chair spoke with CTE Leadership chair; we need to be thinking about how we might support this effort.
  - C. Angela suggested possible regional meetings focused on CTE. February 28 LACCD holding a CTE training date that could be built upon. Roy suggested a possible webinar.
- IX. [Committee Priorities from Adopted Resolutions](#)
- A. Apprenticeship resolutions and few others have already been met.
  - B. 17.09 Fall 17—ensuring MQs for apprenticeship in Disciplines List has been addressed, but other Resolveds have not been.
  - C. 10.01 Spring 18—calling for taskforce to review that all disciplines are updated and current.
  - D. 19.03 Spring 18—oppose efforts to permit single course equivalency.
- X. Meeting adjourned at 8:02 p.m.

Respectfully submitted by Michelle Velasquez Bean



## Meeting Notes

Wednesday, October 2, 2019

10:00 AM – 3:00 PM

Link to Recording: <https://cccconfer.zoom.us/recording/share/bpG-G9cH17TT3ektUErXJoiJO9tJeU2AreF-MQbw7lawIumekTziMw>

### A. Welcome and introductions:

#### a. Attendance:

| ✓ | Abbrev         | Designee           | College                    |
|---|----------------|--------------------|----------------------------|
|   | CCCCIO         | Vacant             |                            |
| ✓ | CEOCCC         | Tammeil Gilkerson  | Laney College              |
|   | CCCCSSAA       | Jenni Abbott       | Modesto Junior College     |
| ✓ | ASCCC          | Kathy O'Connor     | Santa Barbara City College |
| ✓ | ASCCC          | Heidi Gentry-Kolen | Diablo Valley College      |
| ✓ | ASCCC          | Geoffrey Dyer      | Taft College               |
|   | CCCDECO        | Lisa Beach         | Santa Rosa Junior College  |
| ✓ | CCCDECO        | Joanna Miller      | Contra Costa CCD           |
| ✓ | CCL            | Susan Hines        | San Jose City College      |
| ✓ | CVC-OEI        | Jodie Steeley      | Fresno City College        |
| ✓ | CAPED          | Thad Selmants      | Sierra College             |
|   | RP Group       | James Todd         | Modesto Junior College     |
| ✓ | CISOA          | Joe Moreau         | College of the Canyons     |
|   | Student Senate | VACANT             |                            |
| ✓ | CCLC           | Laura Casas        | Board of Trustees          |
| ✓ | CCCTechConnect | Heather Schmidt    | Palomar                    |
| ✓ | CCCCO          | Erin Larson        | --                         |
| ✓ | CCCCO          | Linda Vann         | --                         |
|   | Guests         |                    |                            |

### B. 10:15 - Standing reports from constituent groups

- ASCCC (Kathy, Heidi, Geoffrey)** – ASCCC Fall Plenary (November 7-9). Kathy, Dolores and Geoffrey will be doing a breakout on the Draft DE guidelines
- CAPED (Thad)** – Annual Conference at Huntington Beach beginning October 10 and will be providing an update about the DE Guidelines

- **CCL (Susan)** – All databases will move to Ex Libris system as they are in the final stages of moving to a new system. CCL will be meeting in two weeks and doing workshops for librarians PRIMO and ALMA the Ex Libris systems on October. During the October workshops, half of the daylong workshops will be focused on OER. Speaker from the statewide Senate to talk about what OERI is about. A librarian from Pasadena will also talk about how librarianship at the community colleges can support OER.
- **CCCSSA (Jenni)** - absent
- **CCCDECO (Lisa/Joanna)** – Getting ready for DET/CHE. Planning next June’s DECO meeting at OTC.
- **CCCTechConnect (Heather)** – Planning OTC Meeting. Working on a 1-year pilot with PlayPosit, an overlay that allows you to put assessments directly onto your videos (like CAM Relay and Panopto – the more expensive versions). The hope is to offer it throughout the system.
- **CEOs (Tammeil)** – No report
- **CIOs (VACANT)** –
- **CISOA (Joe)** – Opened up calls for proposals for planned conference in Monterey on March. It is a merged conference with the State Wide Banner Group and Colleague User Group as well. PeopleSoft have their own Conference called Higher Education User Group
- **CCCT (Laura)** – From Foothill DeAnza CCD. Just joined and hopes to be helpful for the group.
- **CVC-OEI (Jodie)** – OEI Advisory Committee has a new co-chair, Geoffrey Dyer. They had one virtual meeting. They are focusing more on advising; specifically leadership groups on helping them realize the whole ecosystem they are focused on. Cross enrollment is the number one priority. Integrating all the other student support services that colleges have committed to is another priority. CET pathways grant is in full swing.
- **RP Group (James)** – **Absent**
- **Student Senate (VACANT)** – **Absent**
- **Chancellor’s Office**
  - Erin – Calbright College is open. Four approved noncredit courses.
  - Linda Van – Back to the drawing board for the allocations (funding formula) revamp. DSPS allocations. Expected to be in place 2020-2021. In June 2018, the Accessibility Standards Workgroup started sharing guidance on digital material by issuing letter from Chancellor Oakley. Following that, they

generated FAQs on procurement, faculty and administration roles, and emphasized a college-wide effort. The links and information were updated in the Draft DE Guidelines.

- Kevin Menardo – Here to take meeting notes.

**C. 10:30 AM - Approve meeting notes from September.**

Correction: Laura Casa's did attend the meeting virtually.

Move to approve meeting notes with correction: Jodie

Second: Joe

Approved by unanimous consent. No abstentions.

**D. 10:35 AM Charter Changes & Approval - [Link to the Draft Charter](#)**

- a. We are a Bagley-Keene group because the Board of Governor's Standing Order 409 establishes us.

- i. Bagley-Keene is for state. Brown Act is for district.
  - 1. Agendas must be posted 10 days prior.
  - 2. Online meetings require a public space to meet.
- ii. Concerns were expressed that as a Bagley-Keene group, our ability to get work done will be inhibited. DEETAC has operated as a flexible workgroup without formality. However, if we had more support and resources then managing the added responsibilities would be facilitated. For example, to ensure our agendas more publically available, could we have a platform on BoardDocs?
- iii. Can a Zoom meet the requirement as a public (virtual) space? For any face-to-face meeting, members of the public are responsible for getting themselves to the meeting. The same should hold for a zoom meeting. Can we have a process for public comments made on zoom?
- iv. Becoming Bagley-Keene will raise the profile of the group and fundamentally change how we have operated. The group as a whole will need to put more thought and planning in how they operate in the future. DEETAC members will seek input from their constituent group
- v. **ACTION ITEM:** Erin will check on whether or not there is flexibility in the operation of Bagley-Keene.
- vi. There is no consensus so we will put it on the agenda for next meeting.
- vii. Details about the advisory groups is included in the [September BOG Agenda, Item 4.5: Participatory Governance and Statewide Engagement](#) (beginning on page 131).

- b. Co-chair change

- i. The proposed change is to have a Chancellor's Office co-chair instead of a vice-chair. This change will bring DEETAC in line with other committees in the Chancellor's Office. The Chancellor's Office co-chair

will direct the meetings. Having a co-chair from the Chancellor's Office may streamline things.

- ii. Opposition was expressed by multiple members of DEETAC:
  - 1. DEETAC, like TTAC, has constituency representatives as chair and co-chair and CCCCCO staff participates. It is led by the field, representative of the field.
  - 2. As DEETAC are advisory to the CCCCCO, this change may be a conflict of interest to have a voting co-chair who is from the CCCCCO.
  - 3. The purpose of the group touches on program, student success, and instruction which sounds more 10 + 1.
  - 4. DEETAC should direct the meeting. We should have input from the CCCCCO but not direction.
  - 5. This change could be an erosion of our independence. The CCCCCO could be serving as an administrative co-chair
- iii. No consensus on the charter as a whole. Vote was postponed.

c. DEETAC Membership

- i. There was a proposal to include Calbright as a member of DEETAC
  - 1. Their unique legislative requirements and operation that might be beneficial to have on the committee. See [ED Code 75000 \(et. seq.\)](#) As an online college, some of their requirements and operation appear counter to what the other colleges offering distance education.
  - 2. DEETAC could establish a "competency-based" constituency group member, much like a "noncredit" member could be established. However, an associated college representative should be included to keep the playing field balanced.
  - 3. At the very least, Calbright should attend DEETAC
  - 4. ACTION ITEM: Joanna, Tammeil, Geoffrey, and Jodie will draft a letter to the Chancellor's Office, directing Calbright to attend DEETAC with the purpose of addressing the inconsistency in application of the distance education requirements.

E. DE Guidelines ([Link to the October 2 Draft DE Guidelines](#))

- a. DEETAC members reviewed the changes that Laurie Vasquez made to the Accessibility sections
  - i. Included a new Board Policy 3725 – AP through CCLC, this is a new template available through the Chancellor/President/Board assistant or HR person

- ii. Added consistent with the directions from the Office of State Auditor. CCC Accessibility Center under campus planning you will see those documents.
  - iii. Added recommendation for colleges to see the Maturity Model as a guideline for implementation
- b. Inclusion of open education resources (OER) was discussed. OER is not limited to distance education. A generic reference, rather than specifically “open education resources” is favored.
- c. Regarding the online course that requires flexible in-person components, there was discussion about whether or not the student information system could be tailored to include dates and times of all in-person components in order to alert students for potential scheduling conflicts. Generally, SISs do not currently operate in that manner but guidance in the notes section could refer the students to the syllabus or some other resource indicating the requirements.
- d. Fully online labs: ASCCC had questions about fully online lab courses but title 5, section 58009 clarifies attendance accounting procedures for fully online labs which is treated as if it were face-to-face regardless if it were asynchronous. Do we need to provide additional guidance on asynchronous online labs? The current DE guidelines clearly reference both synchronous and asynchronous.
- e. Based on title 5, section 55204(b), the DE guidelines are a formal document and must be followed. However, the execution of these guidelines may be flexible.
- f. Finalized document
  - i. Motion to approve the DE Guidelines as revised: Tammieil
  - ii. Second: Joe, Kathy, Laura
  - iii. Approved by unanimous consent, Abstentions: none
- g. Next steps
  - i. TTAC and 5C want to see the approved version
  - ii. CCCCO Educational Services and Communications will weigh in
  - iii. Consultation Council
  - iv. BOG – as an informational item

**F. Goals for the Year and Issues for Consideration (Draft Goals)**

- a. Does DEETAC support CA joining SARA?
  - i. In light of the Financial Aid restrictions on CA students taking online courses out of state and the recent development of a complaint process

- for students at the Department of Consumer Affairs, is it time to support California joining SARA?
- ii. DEETAC previously sent a letter to the Chancellor supporting SARA.
  - iii. The previous consumer advocacy concern that predatory institutions will not be paying into the fund for student tuition reimbursement remains.
  - iv. There is general interest in rejoining but more information is needed
  - v. Though there was some discussion about sending a letter to the ASCCC for vetting, the decision was to hold off on the letter until after the proposed [WCET-SAN](#) event is held (see next section)
  - vi. This item will return to the DEETAC agenda in December
- b. Does DEETAC Support a State Authorization Event?
- i. There is consensus in support of an informational event.
  - ii. [WCET-SAN](#) is interested in coming to California for two, one-day events sometime in January through March in the north and south
  - iii. Suggest opening the event to legislative staffers, lobbyists, administrators would help with understanding of State Authorization
  - iv. Side note: Clarity among the colleges about what activities fall under State Authorization may be needed. Some activities, namely athletics, have strict rules about engaging in activities out of state through [CCCAA](#).
  - v. DEETAC would be promoting this event, suggest DECO to co-host this event, Erin will coordinate on behalf of the CCCCCO
- c. MIS Updates (Informational item)
- i. Data element XF01 – Session instructional method is where we get our DE information from
  - ii. Erin Larson and Rosa Estrada from Educational Services are doing title 5 code reference updates and removing “correspondence” from code 61. Correspondence courses in inmate education will no longer have a code them for funding purposes. This will need to be addressed.
  - iii. Request: could we get a standard data element for zero-textbook cost courses? Ed code requires colleges to indicate which courses are zero textbook cost. The code could be at the course level. Additional research will be needed.
- d. Will DEETAC provide additional guidance on the distance education audit tests in the Contracted District Audit Manual
- i. Perhaps as an addendum to the DE guidelines
  - ii. Alternatively, provided districts/colleges with how to help them test themselves before they get officially audited
  - iii. Add this to the goals for DEETAC
- e. Role of DEETAC in Technology Procurement



- i. Given that there are RFPs out for technology tools for the systems, what is our role as an Educational Technology Advisory Committee?
  - ii. System wide, there is funding wasted, piloting products, redundancies, security concerns, students purchase products for one-time use, and no established criteria for adoption of products and services.
  - iii. Our charge is limited to educational technology related to instruction
  - iv. TTAC's mandate is broad administrative system wide pieces and not specific to ed tech.
  - v. This might be a giant workload for this group. We could use our role to reinforce accessibility, LTI integration, etc. and not move beyond our scope. We would not be a body that vets, but consult, advise and inform systems.
- f. Competency-based education in DE
  - i. Competency-based education is not based on the traditional credit-hour
    - 1. How do we articulate between competency-based and seat time
  - ii. Recent ASCCC made recommendations: Faculty is reluctant to adopt noncredit DE because of the attendance accounting and apportionment rate. A revised mechanism including equalizing the rates would be helpful.
  - iii. With the growing interest in competency-based education, DEETAC should be engaged in the conversation.
- g. Summary of Goals
  - i. Endorse a SARA information event and revisit a letter of support
  - ii. Update the DE MIS data elements and explore inclusion of a new element for ZTC
  - iii. Develop guidance for DE audit tests for the field
  - iv. Establish DEETAC as an "advise and consult" body for system wide educational technology procurement
  - v. Engage in Competency-based Education conversations to include noncredit funding
  - vi. These goals are not all inclusive and DEETAC reserves the right to amend
  - vii. Final approval:
    - 1. Motion: Joe
    - 2. Second: Jodie
    - 3. Vote: Approved by unanimous consent, No abstentions

G. 3:01 PM Adjourn

**November 6, 2019 8:30 AM – 10 AM Online only meeting via Confer**  
 Zoom <https://cccconfer.zoom.us/j/691652044>

### Meeting Dates

| <b>Time</b>          | <b>Date</b>      | <b>Mode</b>                                                                               |
|----------------------|------------------|-------------------------------------------------------------------------------------------|
| 8:30 a.m. to 10 a.m. | November 6, 2019 | <a href="https://cccconfer.zoom.us/j/691652044">https://cccconfer.zoom.us/j/691652044</a> |
| 8:30 a.m. to 10 a.m. | December 4, 2019 | <a href="https://cccconfer.zoom.us/j/691652044">https://cccconfer.zoom.us/j/691652044</a> |
| 10 a.m. to 3 p.m.    | January 8, 2020  | In-person                                                                                 |
| 8:30 a.m. to 10 a.m. | February 5, 2020 | <a href="https://cccconfer.zoom.us/j/691652044">https://cccconfer.zoom.us/j/691652044</a> |
| 10 a.m. to 3 p.m.    | March 4, 2020    | In-person                                                                                 |
| 8:30 a.m. to 10 a.m. | April 1, 2020    | <a href="https://cccconfer.zoom.us/j/691652044">https://cccconfer.zoom.us/j/691652044</a> |
| 10 a.m. to 3 p.m.    | May 6, 2020      | In-person                                                                                 |
| 8:30 a.m. to 10 a.m. | June 3, 2020     | <a href="https://cccconfer.zoom.us/j/691652044">https://cccconfer.zoom.us/j/691652044</a> |
| 8:30 a.m. to 10 a.m. | August 5, 2020   | <a href="https://cccconfer.zoom.us/j/691652044">https://cccconfer.zoom.us/j/691652044</a> |

# GEAC Meeting Summary Notes

September 17, 2019

Submitted by Michelle Bean

## 2019-2020 GEAC Focus:

- Survey on Assessment Best Practices at CSUs
  - Mixed results on GE protocols—some with maps/matrixes; some with “closing the loop”/outcomes
  - Concern—recommendation to continue relying on CSU Guiding Notes

## Campus Assessment Processes:

- Continuing last year’s work:
  - How do we encourage campuses to have more visible processes for assessment?
  - Who is the audience? (e.g., students or faculty or GE/Assessment Directors/Committees)
  - What do they want to see? (e.g., best practices and tools to assess GE and to connect to program review and accreditation and five competencies review)
- Other committees:
  - CSU GE Reform Committee—working on larger goals; GEAC suggesting looking at program level goals
  - CSU GE Taskforce—survey sent to ask what is being looked for in GE; report came out and responses should be submitted by October 2019.
  - Ask students what works for them beyond a checklist for GEs—more intentional to their pathway; Eastbay has a good toolkit.
  - Committee agreed to ask GE directors/faculty do you have program outcomes for GE?
  - CCC—ask if colleges use GE program outcomes (straw poll). Any best practices? Discussed with Stankas—not feasible; would have to go to each campus individually; websites are available.
    - Ask campuses to share their GE program-level goals/outcomes
    - Ask campuses to share successes in helping students to understand the coherence/value/relevance of their campus GE program.
    - Might we also ask a sample of CCCs with strong transfer to a given CSU campus to also respond to a query

## CSU/UC Guiding Notes for GE:

- Last year revised ESL and B4 section
- Addressed textbook requirements
- CCC suggestions (per AO Tiffany Tran):
  - Identify denied submissions and find the common issues are that can be strengthened
  - Revisit appeal process; explore moving CSU review deadlines to assist CCCs—summer could be an option and appeals in November; GEAC will place on next meeting agenda.

## CLEP Spanish with Writing Exam:

- October 2, 2019—new CLEP Spanish Exam with a writing portion launching as an option (in addition to regular CLEP Spanish)
- Returning to GEAC agenda in November for review and consideration in exam list (for January).

**CSU Concerns for CCCs:**

- CPL—impede CSU GE requirements in affecting students GI bill or financial aid.
- Online College (Calbright)—concerned with courses being competency based.
- Would like to know what data we will be collecting in regards to AB705—asked to get RP Group Document.
  - AB 705 update on the next agenda? (legislation addressing some of the same issues addressed in to our EO 1110 only with an approach likely more appropriate for CCC students). Information put in GEAC DropBox.

# GEAC Meeting Summary Notes

November 12, 2019

Submitted by Michelle Bean

## Reports

**CSU Chancellor's Office:** Asking campuses in future for feedback regarding CSU TMCs. Once TMCs are removed or updated (concentration/majors) on TMC database site, CSUs are encouraged to work with local feeder CCs on changes.

**CSU Academic Senate:** AB1460--Weber (Ethnic Studies requirement) still being discussed; bill still proceeding despite CSUAS reservations.

**CSSA:** October 25 notes regarding requiring additional year of Quantitative Reasoning—they do not support because it will impact low-income students. AB331 requires Ethnic Studies for high school students—bill being rewritten since didn't go anywhere.

**Transfer:** CSUs should work with local feeder CSUs to get feedback on how students are progressing through the GE prep (after completing B4 courses). Mark sent link to review your own CCC data: <http://asd.calstate.edu/dashboard/graduation-success.html>

**AB705:** Bean gave brief overview on initial data from RP Group; sent RP report link on written report. CSU Concerns: What type of co-requisites? Who is using support courses and is there fair access for all populations? What resources are given for implementation to support variety of tutoring or support needed? Are students being given excessive units? Are the 1.9 below students required to take support courses? Bean uploaded AB705 Guiding Memo into GEAC Dropbox for reference and answered all the above. **GEAC requested self-placement tool to be shared and a fuller presentation on AB705 data to be presented in January.**

**CLEP Spanish** with Writing vs. Spanish without Writing: CSUs want to see data on what is being measured. Concern: Regarding the timed-writing (and the email prompt) as an assessment of writing competency. GEAC voted to allow.

**Campus-based GE Assessment:** To see the cohesiveness of the GE packages.

**Campus Flexibility in GE requirements:** At what point does the individual campus requirements/uniqueness end and the systems requirements come in? CSUs like to use individualized upper division requirements within areas. Example: all students on one campus to take a specific course; EO 1100 revision doesn't allow additional requirements but maybe it will allow overlay or double counting courses in areas. Some CSUs (San Jose) accepts GE package certification by CC as completing all requirements, but others like East Bay have special campus requirements (FYE class or diversity course) that they want to be allowed to ask native CSU students to take, but current discussion is not to allow—CSU faculty concern about input not asked.

**GE Taskforce Reports:** Looking at organization and intentionality of GEs, as reported out by all CSUs.

**GE and International Students:** Looked at consistencies of GE credit for international students; seemed to be much like credit for prior learning guidelines, but dependent on local campus.

**GE Appeals Process:** CCCs have to wait a full year for appeals process. Tran shared CCCs informal survey: 61% CCs said yes for the adjusted (summer included) appeals process (65 CCCs took survey). CSU suggests minor changes (e.g., missing lab manual) could occur in summer. Discussion to continue next meeting. **Bean and Tran will request agenda item again.**

**Credit for Prior Learning:** CCC Title 5 language includes CPL. Will CSUs honor CPL certifications? CSU has EOs on military credit—they prohibit systemic awarding of credit. Could be a problematic rule. **Follow up with GEAC Chair regarding list of CPL for GEs (as in systemic approvals).**



**Model Curriculum Workgroup (MCW) Minutes  
October 10, 2019  
10:00 am – 3:00 pm**

**California Community College Chancellor's Office  
1102 Q Street, Room 638A & 639B  
Sacramento, CA 95811**

*In Attendance:*

Cheryl Aschenbach, North Representative, ASCCC  
Njeri Griffin, C-ID Grant Monitor, CCCCCO  
Krystinne Mica, Executive Director, ASCCC  
LaTonya Parker, Area D Representative, ASCCC  
Michelle Pilati, C-ID Special Projects Director, ASCCC  
Carrie Roberson, MCW Chair, North Representative, ASCCC  
Lynn Shaw, C-ID CTE Curriculum Director  
Blaine Smith, Communications Officer, CCCAOE  
Eric Wada, C-ID Curriculum Director

*Via Phone Conference:*

Robert Cabral, Dean of Career & Technical Education, CCCAOE  
Andrew Maz, Music Faculty, Cerritos College

*Staff:*

Miguel Rother, Director of Grants and Initiatives, ASCCC  
Megan Trader, C-ID Program Coordinator, ASCCC

**I. Introductions and Announcements**

Chair Roberson welcomed committee members and introductions were made.

**II. Approval of the Agenda**

**By consensus, the agenda was approved as presented.**

**III. Approval of September 19, 2019, Meeting Minutes**

Shaw suggested including a summary of action items on meeting minutes moving forward.

**September 19, 2019, Meeting Minutes were approved by consensus.**

#### **IV. Future Process for CTE C-ID**

##### **A. CTE C-ID Employer/Faculty Engagement**

Shaw provided an overview of the research she is conducting as C-ID CTE Director. In order to better understand the dynamics of Course Identification Numbering System (C-ID) Career Technical Education (CTE), Shaw recently met with several stakeholders. Highlights of the conversations included discussions with past C-ID CTE Director, Robert Cabral, as well as Kathy Booth who will attend the November 19, 2019, MCW meeting to discuss dual enrollment in relation to C-ID and closing the equity gap. The goal of this research is to identify ways to make C-ID CTE useful while maintaining the work already completed in CTE disciplines.

Shaw stated that further research is necessary before presenting recommendations to MCW, and plans to meet with CTE leadership members, CTE faculty that have engaged in C-ID CTE, C-ID Articulation Officer Subgroup members, and industry experts to explore topics such as industry credentials, engaging employers, coordinating a more regional approach, integrating with dual enrollment, building C-ID CTE to industry standards, finding ways to engage CTE liaisons in the process, and more.

The group discussed several things to consider while developing a new CTE process, such as ensuring employer and faculty engagement, developing a student-focused approach, differentiating between CTE C-ID and C-ID for transfer disciplines, and the ability to scale the new process.

Chair Roberson suggested focusing on defining the mission and responsibilities for the MCW charter in order to help guide the group this academic year. The group reviewed the charter and several suggestions for revisions were made. The document will be edited and brought before the group at a future meeting for discussion.

Follow up:

- Trader will arrange a meeting between Shaw C-ID AO Subgroup members.
- Rother will send the draft MCW charter to Roberson for additional edits.

#### **V. CTE Liaison Engagement**

The group discussed the current CTE Liaison responsibilities and whether more tentative responsibilities should be assigned. Suggestions for CTE Liaison engagement included: asking CTE Liaisons what they think they should be doing as a strategy to gain insight on what responsibilities should be part of the CTE Liaison role, piloting new methods of engaging liaisons in the far north region, breakouts and open forums for CTE Liaisons at ASCCC events, and engaging CTE Liaisons on a regional level with regional consortia.



Pilati suggested that when sending out the next newsletter, to follow up with just the liaisons by sending out a newsletter in the form of a message that is intended for broader sharing, so the liaisons can forward the newsletter to interested parties. Rother added that the AO Newsletter would inform CTE Liaisons which disciplines need faculty volunteers, so they can better help faculty to participate. Chair Roberson suggested notifying CTE Liaisons about the C-ID AO Newsletter with instructions on how to sign up for it in the next CTE Liaison memo sent by the CTE Leadership Committee.

Mica suggested paying CTE Liaisons stipends for accomplishing specific tasks assigned to them, similar to the \$500 stipend received by ASCCC Open Educational Resources Initiative (OERI) Liaisons. Suggested responsibilities included: signing up for the Listserv, forwarding information and messages to appropriate faculty, attending regional meetings, and attending a day of basic training informing liaisons of the expectations for their role.

Follow up: Roberson will include a short blurb regarding the C-ID AO Newsletter and how to subscribe to it in the upcoming CTE Liaison Newsletter.

#### **VI. Fall Plenary Resolutions**

Chair Roberson informed the group that Rebecca Eikey is going to be the mover on resolutions for the Fall Plenary.

#### **VII. Digital Media**

The group reviewed the Digital Media Model Curricula (MC) submitted by the Digital Media Faculty Discipline Review Group (FDRG) for approval. A question was raised regarding the submission of 7 MC and whether the 7 MC could be consolidated into one. It was stated that C-ID Curriculum Director, Paskey, spoke with the FDRG lead regarding the MC and might be able to answer the questions for the group.

Follow up Item: Rother will follow up with Paskey and the Digital Media FDRG lead to answer the group's questions regarding the draft MC.

### **VIII. Future Agenda Items**

Included in Section XI.

### **X. Adjournment**

### **XI. Summary of Action Items**

1. Trader will arrange a meeting between Shaw C-ID AO Subgroup members.
2. Rother will send the draft of the MCW Charter to Roberson for additional edits.
3. Roberson will include a short blurb regarding the C-ID AO Newsletter and how to subscribe to it in the upcoming CTE Liaison Newsletter.
4. Rother will follow up with Paskey and the Digital Media FDRG lead to answer the group's questions regarding the draft MC.

**Respectfully submitted by Megan Trader, Programs Coordinator**