

**Friday, February 7 to Saturday, February 8, 2020**

*San Jose Marriott*

*301 South Market Street, San Jose, CA, 95113  
Meeting Room: Almaden*

**Friday, February 7, 2020**

10:30 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 5:30 p.m. Executive Committee Meeting

6:30 p.m. to 8:30 p.m. Dinner

*Olla Cocina*

*17 N San Pedro St,  
San Jose, CA 95110*

**Saturday, February 8, 2020**

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 2:30 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](mailto: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](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. January 10-11, 2020 Meeting Minutes, Aschenbach, forthcoming.

## III. REPORTS

- A. President's/Executive Director's Report – 30 mins., Stankas/Mica
- B. Foundation President's Report – 10 mins., Aschenbach
- C. Liaison Oral Reports (*please keep report to 5 mins., each*)

Liaisons from the following organizations are invited to provide the Executive Committee with updates related to their organization: AAUP, CAAJE, CCA, CCCI, CCL, CFT, CIO, FACCC, the RP Group, and the Student Senate.

## IV. ACTION ITEMS

- A. **Legislative Report – 30 mins., Davison, pg. 31**  
The Executive Committee will be updated regarding bills and other legislative actions and the ASCCC Legislative Advocacy Day.
- B. **Faculty Diversification – 15 mins., Stankas, pg. 33**  
The Executive Committee will be updated on Faculty Diversification in the system and discuss future direction.
- C. **Guided Pathways Implementation – 15 mins., Stankas, pg. 35**  
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. 37**  
The Executive Committee will be updated on the Faculty Role in Governance in the system and discuss further direction.
- E. **Draft Career and Noncredit Institute Program – 20 mins., Parker/Roberson, pg. 39**  
The Executive Committee will consider for approval the draft Career and Noncredit Institute Program.
- F. **Revised Local Senate Survey – 30 mins., Bruzzese/Cruz, pg. 41**  
The Executive Committee will consider for approval the revised Local Senate Survey.
- G. **ASCCC Proposed Vision, Mission, Values – 10 mins., Cruz/Aschenbach, pg. 51**  
The Executive Committee will consider for approval revisions to proposed vision, mission, and values statements.
- H. **ASCCC Event Survey Update Request – 20 mins., Bean/Foster, pg. 55**  
The Executive Committee will consider for approval the additional survey questions to be added to the Event Surveys.
- I. **New Survey to Specific Faculty Populations – 20 mins., Bean/Foster, pg. 57**  
The Executive Committee will consider for approval a new survey to be sent to specific faculty populations.
- J. **Faculty Empowerment and Leadership Academy (FELA) Mentor/Mentee Applications – 20 mins., Bean/Foster, pg. 61**  
The Executive Committee will consider for approval the applications for the

FELA mentors and mentees.

- K. First Read Academic Freedom Paper – 20 mins., Donahue, pg. 69**  
The Executive Committee will provide feedback of the draft of the Academic Freedom Paper.
- L. ASCCC Sponsorship Criteria – 20 mins., Aschenbach, pg. 71**  
The Executive Committee will consider for approval revisions to the ASCCC Sponsorship Criteria.
- M. Lead Faculty Reviewer for CVC-OEI Local Peer Online Course Review – 20 mins., Dyer/Roberson, pg. 73**  
The Executive Committee will review the recommendation of the ASCCC Online Education Committee regarding the lead faculty reviewer for CVC-OEI local peer online course review (POCR).
- N. 2020 Spring Plenary Session Preliminary Outline – 30 mins., Stankas/Mica, pg. 75**  
The Executive Committee will continue discussing the 2020 Spring Session program.
- O. Executive Committee Meeting Dates 2020-2021 – 30 mins., Stankas/Mica, pg. 77**  
The Executive Committee will consider for approval the 2020 – 21 Executive Committee meeting dates.

## V. DISCUSSION

- A. Chancellor’s Office Liaison Report – 45 mins., Stankas, pg. 81** *(Date certain, Friday, February 7, 2020)*  
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. 83**  
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. 85**  
The Executive Committee will receive an update on the recent Online Community College District Board of Trustees Meeting.
- D. ASCCC Events: Online Education – 20 mins., Dyer/Roberson, pg. 87**  
The Executive Committee will discuss ASCCC events and determine if an online teaching event is warranted on an ongoing basis.
- E. ASCCC Branding Direction – 20 mins., Mica, pg. 89**  
The Executive Committee will review and discuss the results of the ASCCC Brand Perception Survey and provide advice on next steps.
- F. Meeting Debrief – 15 mins., Stankas, pg. 91**  
The Executive Committee will debrief the meeting to assess what is working well and where improvements may be implemented.

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

- A. Standing Committee Minutes**
  - i. Equity and Diversity Action Committee, Cruz, pg. 93**

- ii. Faculty Leadership Development Committee, Bean, pg. 99
- iii. Part-Time Committee, Henderson, pg. 103
- iv. Relations with Local Senates, Bruzzese, pg. 107
- v. Standards and Practices Committee, Dyer, pg. 111

**B. Liaison Reports**

- i. CA Perkins Joint Special Populations Advisory Committee (JSPAC) Conference, Parker, pg. 115
- ii. Distance Education and Education Technology Advisory Committee (DEETAC), Dyer, pg. 133
- iii. Student Equity and Achievement (SEA) Workgroup, Parker, pg. 151

**C. Senate and Grant Reports**

**D. Local Senate Visits**

**VII. ADJOURNMENT**

## **Executive Committee Community Norms**

Approved February 2-3, 2018

### **Authenticity**

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

### **Practice Self-Awareness, Presence, and Patience**

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

### **Collegiality, Criticism, and Feedback**

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

### **Honor the Space and the Dedication of The Committee**

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





## Executive Committee Agenda Item

|                             |  |                                     |            |
|-----------------------------|--|-------------------------------------|------------|
| SUBJECT: Calendar           |  | Month: February                     | Year: 2020 |
| •Upcoming 2019-2020 Events  |  | Item No: I. E.                      |            |
| •Reminders/Due Dates        |  | Attachment: Yes (4)                 |            |
| DESIRED OUTCOME:            | Inform the Executive Committee of upcoming events and deadlines. | Urgent: No                          |            |
| CATEGORY:                   | Order of Business  | Time Requested: 5 mins.             |            |
| REQUESTED BY:               | April Lonero   | <b>TYPE OF BOARD CONSIDERATION:</b> |            |
| STAFF REVIEW <sup>1</sup> : | April Lonero   | Consent/Routine                     |            |
|                             |  | First Reading                       |            |
|                             |  | Action                              |            |
|                             |  | Information                         | X          |

Please note: Staff will complete the grey areas.

### BACKGROUND:

#### Upcoming Events and Meetings

- **Accreditation Institute** – La Jolla – February 21-22, 2020
- **Legislative Training and Advocacy Day** – Sacramento – March 3-4, 2020
- **Executive Committee Meeting** – Anaheim/Irvine – March 6-7, 2020
- **Executive Committee Meeting** – Oakland – April 15, 2020
- **Spring Plenary Session** – Oakland – April 16-18, 2020
- **Career and Noncredit Institute** – San Mateo – April 30 – May 2, 2020

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

#### Reminders/Due Dates

##### February 18, 2020

- Agenda items for the March 6-7, 2020 meeting
- Committee reports, if applicable

##### March 26, 2020

- Agenda items for the April 15, 2020 meeting
- Committee reports, if applicable

#### Career and Noncredit Education Institute

- 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**.

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

- Final program to printer by **April 10, 2020**.
- Materials posted to ASCCC website by **April 10, 2020**.

### Spring Plenary

- Second draft of papers due **February 18, 2020** for reading at March Executive Committee Meeting.
- Pre-Session resolutions due **February 21, 2020** to Resolutions chair.
- Area Meeting information due **February 21, 2020** to Tonya.
- Final resolutions due **March 6, 2020** to Krystinne for circulation to Area Meetings.
- Any outside presenters are due to John and Krystinne by **March 6, 2020** for approval.
- Breakout session descriptions due to Krystinne by **March 13, 2020**.
- AV and Event Supply needs to Tonya by **March 20, 2020**.
- Final Program to Krystinne by **March 20, 2020**.
- Deadline for Area Meeting resolutions to Resolutions chair: **March 28, 2020**.
- Final program to printer **March 30, 2020**.
- Materials posted to ASCCC website **April 1, 2020**.

### Faculty Leadership Institute

- Program draft due **February 18, 2020** for first reading at the March Executive Committee Meeting.
- Final program draft due **April 20, 2020** for final reading at the May Executive Committee Meeting.
- Final Program to Krystinne by **May 25, 2020**.
- AV and event supplies to Tonya by **May 25, 2020**.
- All hotels requested by **May 25, 2020**.

### Curriculum Institute

- Draft program outline due **February 18, 2020** for first reading at March Executive Committee Meeting.
- Program draft due **March 26, 2020** for first reading at the April Executive Committee Meeting.
- Presenters list due to Krystinne and John by **April 30, 2020**.
- Final program draft due **May 19, 2020** for final reading at June Executive Committee Meeting.
- Final Program to Krystinne by **June 10, 2020**.
- AV and Event Supply needs to Tonya by **June 10, 2020**.
- Final program to printer **June 24, 2020**.
- Materials posted to ASCCC website **June 24, 2020**.

### Rostrum Timeline

| To Krystinne | To David | To John  | To Katie | To the Field |
|--------------|----------|----------|----------|--------------|
| 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.<sup>1</sup>

| Meeting Type                          | Proposed Date           | Campus Location                   | Hotel Location                                   | Agenda Deadline   |
|---------------------------------------|-------------------------|-----------------------------------|--|-------------------|
| Executive Meeting                     | July 9, 2019            |                                   | Embassy Suites, Sacramento, CA                   | June 20, 2019     |
| Executive Meeting                     | August 8 – 10, 2019     |                                   | Mission Inn, Riverside, CA                       | July 22, 2019     |
| Executive Meeting                     | September 6-7, 2019     | Cerro Coso College                | Hilton Garden Inn Palmdale, Palmdale, CA         | August 19, 2019   |
| Executive Meeting                     | September 27 – 28, 2019 |                                   | Marriott Riverside, Riverside, CA                | September 9, 2019 |
| Area Meetings                         | October 11 -12, 2019    |                                   | Various Locations                                |                   |
| Executive Meeting                     | November 6, 2019        |                                   | Renaissance Newport Beach Hotel                  | October 17, 2019  |
| Fall Plenary Session                  | November 7-9, 2019      |                                   | Renaissance Newport Beach Hotel                  |                   |
| Executive Meeting                     | December 6–7, 2019      |                                   | Courtyard Oakland Emeryville, Emeryville CA      | November 18, 2019 |
| Executive Meeting                     | January 10 – 11, 2020   |                                   | Marriott Riverside, Riverside, CA                | December 12, 2019 |
| Executive Meeting                     | February 7-8, 2020      |                                   | San Jose Marriott, San Jose, CA                  | January 21, 2020  |
| Legislative Training and Advocacy Day | March 3-4, 2020         |                                   | Sheraton Grand Sacramento, Sacramento, CA        |                   |
| Executive Meeting                     | March 6 -7, 2020        | North Orange Continuing Education | Irvine Marriott, Irvine, CA                      | February 18, 2020 |
| Area Meetings                         | March 27 – 28, 2020     |                                   | Various Locations                                |                   |
| Executive Meeting                     | April 15, 2020          |                                   | Oakland Marriott City Center                     | March 26, 2020    |
| Spring Plenary Session                | April 16-18, 2020       |                                   | Oakland Marriott City Center                     |                   |
| Executive Meeting                     | May 8, 2020             |                                   | Kimpton Sawyer Hotel, Sacramento, CA             | April 20, 2020    |
| Executive Committee/Orientation       | June 5-7, 2020          |                                   | The Landing Resort and Spa, South Lake Tahoe, CA | May 19, 2020      |
| <b>EVENTS</b>                         |                         |                                   |  |                   |
| <b>Event Type<sup>2</sup></b>         | <b>Date</b>             |                                   | <b>Hotel Location<sup>+</sup></b>                |                   |
| 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                      |                   |

<sup>1</sup> Times may be adjusted to accommodate flight schedules to minimize early travel times.

<sup>2</sup> 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

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

## 2019-2020 REGIONAL MEETINGS DATES

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

|                      |
|----------------------|
| <b>November 2019</b> |
|----------------------|

**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

|                      |
|----------------------|
| <b>December 2019</b> |
|----------------------|

**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.

|                     |
|---------------------|
| <b>January 2020</b> |
|---------------------|

**Part-Time Faculty**

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

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

**Spring Plenary**

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

**Accreditation Institute**

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

**Career and Noncredit Institute**

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

**Faculty Leadership Institute**

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

|                      |
|----------------------|
| <b>February 2020</b> |
|----------------------|

**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

|                   |
|-------------------|
| <b>March 2020</b> |
|-------------------|

**Spring Plenary**

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

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

**Career and Noncredit Education Institute**

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

**Curriculum**

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

|                   |
|-------------------|
| <b>April 2020</b> |
|-------------------|

**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.

|                 |
|-----------------|
| <b>May 2020</b> |
|-----------------|

**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.

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|------------------|
| <b>June 2020</b> |
|------------------|

**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  |
|----------------|-------------------------------------|---------------|---|
| <b>Area A</b>  |                                     |               |   |
| 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, Stanskas | 3/23/2018     | Area A Meeting                                     |
|                          | Aschenbach, Eikey                   | 2/6/2019      | Technical Visit – MQs and Equivalency              |
|                          |                                     |               |  |
| Modesto                  | May                                 | 3/24/2017     | Area A Meeting                                     |
|                          |                                     |               |  |
| Porterville              |                                     |               |  |
| Redwoods, College of the |                                     |               |  |
| Reedley                  | Aschenbach                          | 5/3/2019      | CTE Minimum Qualification Toolkit Regional Meeting |
|                          |                                     |               |  |
| Sacramento City          | Beach, A. Foster, Smith             | 2/19/2017     | Diversity in Hiring Regional Meeting               |
|                          | Foster, Davison                     | 10/18/2017    | Part Time Faculty Committee Meeting                |
|                          | Freitas, Slattery-Farrell, Stanskas | 4/3/2018      | CTE MQ Workgroup Faculty Meeting                   |
|                          | Cruz, Henderson, Parker, Eikey      | 11/29/2018    | FDC/ EDAC Hiring Regional Planning Meeting         |
|                          | Parker, Roberson                    | 12/11/2019    | CTE / Noncredit Committee Meeting                  |
|                          |                                     |               |  |
| San Joaquin Delta        | Smith                               | 11/18/2016    | Formerly Incarcerated Regional Meeting             |
|                          | Rutan                               | 1/29-30/2018  | Curriculum Visit                                   |
|                          | Dyer, Aschenbach, May, Stanskas     | 3/22/2019     | Area A Meeting                                     |
|                          | Stanskas                            | 9/25/2019     | Collegiality in Action                             |
|                          |                                     |               |  |
| Sequoias, College of the | Dyer, Davison, May, Roberson        | 10/12/2018    | Area A Meeting                                     |
|                          |                                     |               |  |
| Shasta                   |                                     |               |  |

| COLLEGE                  | VISITOR                                  | DATE OF VISIT | REASON   |
|--------------------------|--|---------------|--|
| Sierra                   | Freitas, May                             | 10/4/2017     | 10+1   |
|                          | May, Aschenbach, Bruno, Roberson         | 10/13/2017    | Area A Meeting   |
|                          | Bean, Bruzzese                           | 8/15/2019     | Technical Visit - Building Relationships in Governance |
|                          | Bean, Foster                             | 9/19/2019     | Faculty Leadership Development College                 |
|                          | Aschenbach, Bean, Davison, May, Stanskas | 12/3/2019     | ICAS   |
|                          |  |               |  |
| Siskiyou, College of the |  |               |  |
| 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               |
|                          |  |               |  |
| <b>Area B</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                        |
|                          |  |               |  |

| COLLEGE                       | VISITOR                     | DATE OF VISIT | REASON   |
|-------------------------------|-----------------------------|---------------|--|
| Chabot                        | Smith                       | 3/21/2017     | Area B Meeting   |
|                               | Davison                     | 9/13/2018     |  |
|                               | Bruno, Davison              |               | FACCC Meeting  |
|                               | Rutan                       | 11/6/2018     | Noncredit Visit  |
|                               | Davison, Roberson           | 1/31/2019     | Governance   |
|                               |                             |               |  |
| Chabot – Las Positas District | Davison                     | 5/23/2017     | Curriculum Streamlining Workshop                             |
|                               |                             |               |  |
| Contra Costa                  |                             |               |  |
| DeAnza                        | Cruz                        | 10/12/2018    | Area B Meeting   |
|                               |                             |               |  |
| Diablo Valley                 | May, Rutan                  | 1/22/2019     | Noncredit Curriculum   |
|                               | Davison                     | 11/12/2019    | RP Leading Versus Lagging Convening                          |
|                               |                             |               |  |
| Evergreen Valley              | Roberson, Eikey, Beach, May | 5/12/2018     | Guided Pathways Regional Meeting                             |
|                               | Parker, Cruz, Eikey         | 9/19/2018     | Faculty Development Committee Meeting                        |
|                               |                             |               |  |
| 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                   |                             |               |  |

| COLLEGE                        | VISITOR  | DATE OF VISIT | REASON                             |
|--------------------------------|--|---------------|------------------------------------|
| Marin, College of              | Davison  | 3/17/2017     | Curriculum Streamlining            |
|                                | Davison  | 9/15/2017     | OER Regional                       |
|                                | Eikey  | 1/15/2019     | Minimum Qualifications Equivalency |
| Mendocino                      | Bruno  | 9/22/2017     | Collegiality in Action             |
|                                |  |               |                                    |
| Merritt                        | Davison  | 3/17/2017     | Curriculum Streamlining            |
|                                |  |               |                                    |
| Mission                        | Davison, Freitas                               | 12/8/2016     | Local Visit                        |
|                                | May, Roberson                                  | 3/15/2019     | Curriculum Regionals               |
|                                | Cruz   | 9/26/2019     | FACCC SouthBay Advocacy Summit     |
| Monterey Peninsula             | Freitas, Bruno                                 | 11/10/2016    | Local Visit                        |
|                                | McKay  | 2/7/2018      | IEPI PRT                           |
|                                | Henderson, Cruz, Davison                       | 3/22/2019     | Area B Meeting                     |
| Napa Valley                    | Beach  | 11/14/2016    | IEPI PRT Team Member               |
|                                |  |               |                                    |
| Ohlone                         | McKay, Davison                                 | 10/19/2017    | Local Senate Visit                 |
|                                | Stanskas                                       | 9/26/2018     | Collegiality in Action             |
|                                | Davison  | 8/23/2019     | Governance/Local Senate            |
| Peralta CCD                    | Parker   | 11/4/2019     | Local Senate Visit - Noncredit     |
|                                |  |               |                                    |
| San Francisco, City College of | Davison  | 3/8/2017      | Technical Curriculum               |
|                                | Rutan  | 2/5/2019      | AB 705                             |
|                                | Parker   | 4/26/2019     | FACCC Counselor's Conference       |
| San José City                  | Davison  | 5/24/2017     | Curriculum Streamlining Workshop   |
|                                | Rutan, May                                     | 5/18/2018     | Curriculum Regional                |
|                                | Foster, Bruzzese                               | 8/30/2019     | TASSC In-person Meeting            |
| San Mateo, College of          | McKay, Rutan                                   | 10/12/2018    | AB 705 Workshop                    |
|                                | Stanskas, Davison, Aschenbach, May, Bean, Mica | 10/4/2019     | ICAS                               |
|                                |  |               |                                    |

| COLLEGE           | VISITOR                           | DATE OF VISIT | REASON  |
|-------------------|-----------------------------------|---------------|---|
| Santa Rosa Junior | Beach                             | 11/21/2016    | EDAC Strategic Plan Meeting                           |
|                   | Slattery-Farrell, Foster          | 3/10/2017     | MQ  |
|                   | May, Roberson                     | 1/24/2018     | GP Resource Team                                      |
|                   | McKay                             | 3/23/2018     | Area B Meeting  |
|                   | Aschenbach                        | 10/3/2018     | Tech Visit - Gov and Consultation                     |
|                   | Aschenbach, Roberson              |               | Counselor Conference (Petaluma Campus)                |
| Skyline           | Davison, Beach, LSF, McKay, Crump | 10/21/2016    | Curriculum Regional Meeting                           |
|                   | Stanskas                          | 1/25/2017     | BDP Articulation                                      |
|                   | McKay, Davison                    | 10/13/2017    | Area B Meeting  |
|                   | May                               | 3/5/2019      | Recoding Regional Meeting                             |
|                   | Aschenbach                        | 9/23/2019     | AB 705 ESL Recoding Regional                          |
|                   | Aschenbach                        | 12/14/2019    | Curriculum Committee Meeting                          |
| 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                            |
| <b>Area C</b>     |                                   |               |   |
| Allan Hancock     | Cruz                              | 10/25/2019    | Guided Pathways Regional Meeting                      |
| Antelope Valley   | Freitas, Slattery-Farrell         | 11/29/2016    | Equivalency Toolkit MQ Workgroups                     |
|                   |                                   |               |   |

| COLLEGE                 | VISITOR                               | DATE OF VISIT | REASON   |
|-------------------------|---------------------------------------|---------------|--|
| 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 |
|                         |                                       |               |  |
| Citrus                  | Roberson                              | 8/23/2018     | Local Senate Visit, Guided Pathways                      |
|                         | Eikey, Davison, Bruzzese, Bean        | 3/23/2019     | Area C Meeting   |
|                         |                                       |               |  |
| Cuesta                  | Fulks                                 | 11/14/2019    | Local Senate Visit, Guided Pathways                      |
|                         | Cruz                                  | 11/15/2019    | CEO Training, with ACHRO                                 |
|                         |                                       |               |  |
| East LA                 | 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   |
|                         |                                       |               |  |

| COLLEGE            | VISITOR                       | DATE OF VISIT | REASON   |
|--------------------|-------------------------------|---------------|--|
| 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   |
|                    |                               |               |  |
| 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 |
|                    |                               |               |  |



| COLLEGE            | VISITOR  | DATE OF VISIT | REASON  |
|--------------------|--|---------------|---|
| 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                                |
|                    |  |               |   |
| Santa Barbara City | Stankas  | 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                                      |
|                    |  |               |   |
| <b>Area D</b>      |  |               |   |
| Barstow            | Rutan, Stankas, S. Foster, Beach, Slattery-Farrell | 3/25/2017     | Area D Meeting                                |
|                    | Slattery-Farrell, Stankas                          | 8/29/2017     | Technical Visit                               |
|                    |  |               |   |
| Chaffey            | Slattery-Farrel, Freitas, S. Foster                | 3/10/2017     | MQ Regional                                   |
|                    |  | 10/21/2017    | CTE Regional                                  |
|                    | Beach, Eikey                                       | 12/13/2017    | Educational Policies Committee Meeting        |
|                    |  |               |   |
| Coastline          |  |               |   |
| Copper Mountain    |  |               |   |

| COLLEGE                | VISITOR   | DATE OF VISIT | REASON                                 |
|------------------------|---|---------------|--|
| Crafton Hills          | Rutan, Beach, Foster, Parker, Slattery-Farrell, Stankas | 3/24/2018     | Area D Meeting                         |
|                        |   |               |  |
| Cuyamaca               |   |               |  |
| Cypress                | Freitas, Stankas  | 1/20/2017     |  |
|                        | May   | 8/3/2019      | GP, Local Senate. Curriculum           |
|                        | Aschenbach, May   | 9/11/2019     | AB 705 ESL Recoding Regional           |
|                        |   |               |  |
| Desert, College of the | Rutan, Fulks  | 1/24/2019     | Guided Pathways/AB 705                 |
|                        |   |               |  |
| Fullerton              | Beach   | 9/20-21/16    | SLO Presentation                       |
|                        | Davison, Foster   | 10/28/2017    | EDAC Regional                          |
|                        |   |               |  |
| Golden West            |   |               |  |
| Grossmont              | May, Eikey  | 4/30/2018     | Governance                             |
|                        | May   | 5/13/2019     | Curriculum and Guided Pathways         |
|                        |   |               |  |
| Imperial Valley        | Beach   | 4/7/2017      | Governance Presentation                |
|                        | Donahue   | 11/21/2019    | Guided Pathways Regional Meeting       |
|                        |   |               |  |
| Irvine Valley          | Davison, Rutan  | 5/15/2017     | Curriculum Streamlining Workshop       |
|                        | May   | 3/16/2019     | Curriculum Regional                    |
|                        |   |               |  |
| Long Beach City        | Davison, Rutan  | 4/26/2017     | Curriculum Streamlining Workshop       |
|                        | Aschenbach, Rutan                                       | 11/18/2017    | Curriculum Regional - South            |
|                        | Beach, Pilati   | 3/23/2018     | Guided Pathways                        |
|                        | Davison, Foster   | 10/16/2018    | Accreditation Committee Meeting        |
|                        | Stankas, Davison, Aschenbach. May, Bean, Mica           | 9/12/2019     | ICAS                                   |
|                        |   |               |  |
| MiraCosta              | May Beach   | 9/28/2016     | Educational Policies Committee Meeting |
|                        | Foster, Freitas   | 8/10/2017     | Educational Policies Committee Meeting |
|                        | May, Aschenbach   | 3/13/2019     | Recoding Regional Meeting              |
|                        |   |               |  |

| COLLEGE                  | VISITOR                                      | DATE OF VISIT | REASON   |
|--------------------------|--|---------------|--|
| Moreno Valley            | McKay, Stanskas                              | 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, Stanskas              | 3/23/2019     | Area D Meeting   |
|                          |  |               |  |
| North Orange - Noncredit |  |               |  |
| Orange Coast             | Aschenbach                                   | 2/9/2018      | SLO Symposium  |
|                          | Beach, Pilati                                | 3/16/2018     | Guided Pathways  |
|                          |  |               |  |
| 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  |

| COLLEGE             | VISITOR                 | DATE OF VISIT | REASON   |
|---------------------|-------------------------|---------------|--|
| 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                                   |
| 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 1/10/2020  |                |               |                     |  |          |             |  |  |                |               |
|--|----------------|---------------|---------------------|--|----------|-------------|--|--|----------------|---------------|
| Action Item  | Month Assigned | Year Assigned | Orig. Agenda Item # | Assigned To  | Due Date | Status      | Description  | Status Notes   | Month Complete | Year Complete |
| Professional Development College   | March          | 2019          | IV. Q.              | Executive Director   |          | Assigned    | To explore the allocation of resources to continue the Professional Development College and report the findings at the next budget update.   |  |                |               |
| Revision of Data 101 Paper   | June           | 2019          | IV. H.              | Educational Policies Committee; Lead: Nathaniel Donahue    | Nov-19   | In Progress | A revised Data 101: Guiding Principles for Faculty will be brought to the November 6, 2019 Executive Committee Meeting for review.   | <b>7.9.19:</b> Can/Should this be delegated?<br><b>8.10.19:</b> Reassigned from Roberson/Davison to the Educational Policies Committee.<br><b>9.27.19:</b> 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   | Nov-19   | In Progress | The Equity and Diversity Action Committee will update the Inclusivity Statement prior to the 2019 Fall Session.  | <b>9.27.19:</b> Recommendation to adopt the State's CA CC Diversity, Equity and Action as ASCCC's Inclusivity Statement. Resolution for Plenary - replace ASCCC Inclusivity Statement<br><b>12.6.19:</b> Resolution Adopting revised ASCCC Inclusivity Statement at 2019 Fall Plenary.   | November       | 2019          |
| 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.   |  |                |               |
| Legislative Report   | December       | 2019          | IV. A.              | FACCC Liaison and Legislative and Advocacy Committee Chair |          | Assigned    | The FACCC Liaison and Legislative and Advocacy Committee Chair to communicate the Executive Committee's concerns to FACCC regarding AB 705 cleanup language and that reopening the law in this legislative cycle is premature. |  |                |               |
| Proposed Revision to the ASCCC Mission and Values Statements and the Proposed Vision Statement | December       | 2019          | IV. G.              | Mayra Cruz   |          | Assigned    | A revised draft of the Vision, Mission, and Values statements will be brought to the Executive Committee for review.   |  |                |               |

| Action Tracking as of 1/10/2020   |                |               |                     |  |          |          |   |   |                |               |
|---|----------------|---------------|---------------------|--|----------|----------|---|---|----------------|---------------|
| Action Item   | Month Assigned | Year Assigned | Orig. Agenda Item # | Assigned To                              | Due Date | Status   | Description   | Status Notes  | Month Complete | Year Complete |
| Referred Resolutions From Fall Plenary  | December       | 2019          | IV. H.              | The President and Guided Pathways Chair  |          | Assigned | The President and Guided Pathways Chair request time at the CATESOL Spring Workshop to provide information regarding CB 25 coding and the inclusion of ESL courses.   |   |                |               |
| Womyn's Survey Results and Next Steps   | December       | 2019          | IV. J.              | Faculty Leadership Development Committee |          | Assigned | The FDLC will work on additional survey questions regarding the needs of faculty of color in providing leadership development opportunities and collaborate with Puente, Umoja, and A <sup>2</sup> MEND for distribution of the survey to diverse faculty leaders. The FDLC will work to develop a proposed redesign of the Faculty Leadership Academy. |   |                |               |
| Faculty Leadership and Development Committee (FLDC): Professional Development College | December       | 2019          | IV. K.              | Faculty Leadership Development Committee |          | Assigned | The Academic Senate Foundation and FDLC develop a proposal of a redesigned leadership academy. The PDC modules will be evaluated for effectiveness and necessary updates.   | <b>1.10.2020:</b> A draft proposal was brought for discussion at the January Executive Committee Meeting. The FLDC will work to further develop the proposal for approval by the Executive Committee Meeting. |                |               |
| Caucus Structure Revision   | December       | 2019          | V. E.               | Faculty Leadership Development Committee |          | Assigned | The Faculty Leadership Development Committee will revise ASCCC Caucus Procedures and Guidelines and the Caucus Application for review by the Executive Committee at a future meeting.   | <b>1.10.2020:</b> The ASCCC Caucus Procedures and Guidelines and the Caucus Form were reviewed and approved at the January Executive Committee Meeting.   | January        | 2020          |
| ASCCC Brand Survey  | January        | 2020          | V. D.               | ASCCC Office                             |          | Assigned | The Visual Designer will develop mock concepts based on the feedback from the discussion to be discussed at a future Executive Committee Meeting.   |   |                |               |



## Executive Committee Agenda Item

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

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

### BACKGROUND:

The legislature has until 21 February 2020 to submit new bills as well as to continue to work on two-year bills that were introduced in 2019. Those related to the California community colleges which have academic and professional implications are attached here.

Additional information for the ASCCC Legislative Day, scheduled for 4 March 2020, will also be provided.

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







## Executive Committee Agenda Item

|                                  |  |                                     |            |
|----------------------------------|--|-------------------------------------|------------|
| SUBJECT: Faculty Diversification |  | Month: February                     | Year: 2020 |
|                                  |  | 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   | <b>TYPE OF BOARD CONSIDERATION:</b> |            |
| REQUESTED BY:                    | John Stankas   | 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 will be updated on Faculty Diversification and discuss future direction.

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





## Executive Committee Agenda Item

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

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





## Executive Committee Agenda Item

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

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





## Executive Committee Agenda Item

|   |  |                                     |            |
|---|--|-------------------------------------|------------|
| SUBJECT: Draft Career and Noncredit Institute Program |  | Month: February                     | Year: 2020 |
|   |  | Item No: IV. E.                     |            |
|   |  | Attachment: Yes, forthcoming        |            |
| DESIRED OUTCOME:                                      | The Executive Committee will consider for approval the draft Career and Noncredit Institute Program. | Urgent: No                          |            |
|   |  | Time Requested: 20 mins.            |            |
| CATEGORY:   | Action Items   | <b>TYPE OF BOARD CONSIDERATION:</b> |            |
| REQUESTED BY:   | LaTonya Parker/ Carrie Roberson  | Consent/Routine                     |            |
|   |  | First Reading                       | X          |
| STAFF REVIEW <sup>1</sup> :                           | April Lonero   | Action                              | X          |
|   |  | Discussion                          |            |

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

### BACKGROUND:

The ASCCC Executive Committee will consider the program DRAFT for the Career and Noncredit Education Institute (CNEI), and yes, digest another acronym for future discussion and agenda items.

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







## Executive Committee Agenda Item

|                                      |   |                                     |            |
|--------------------------------------|---|-------------------------------------|------------|
| SUBJECT: Revised Local Senate Survey |   | Month: February                     | Year: 2020 |
|                                      |   | Item No: IV. F.                     |            |
|                                      |   | Attachment: Yes (1)                 |            |
| DESIRED OUTCOME:                     | The Executive Committee will consider for approval the revised Local Senate Survey. | Urgent: Yes                         |            |
|                                      |   | Time Requested: 30 mins.            |            |
| CATEGORY:                            | Action Items  | <b>TYPE OF BOARD CONSIDERATION:</b> |            |
| REQUESTED BY:                        | Anna Bruzzese/Mayra Cruz  | Consent/Routine                     |            |
|                                      |   | First Reading                       |            |
| STAFF REVIEW <sup>1</sup> :          | April Lonero  | Action                              | X          |
|                                      |   | Discussion                          |            |

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

### BACKGROUND:

At its meeting on January 17, Relations with Local Senates Committee reviewed the Local Senate Survey and the changes suggested by President Stankas, Vice President Davison and Treasurer May, and proposed some additional edits.

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

1. Please provide your demographic information.

Name:

College:

Title:

Email Address:

Phone Number:

2. Based on your board policy, ~~indicate whether~~ does your board of trustees or designee rely primarily or mutually agree on ~~each of~~ the following 10+1 areas? (Rely Primarily, Mutually Agree, ~~Not specified, Don't Know~~)

Curriculum ~~including establishing prerequisites and placing courses within disciplines~~

Degree and ~~Ce~~ertificate ~~r~~Requirements

Grading ~~p~~Policies

Educational ~~p~~Program ~~d~~Development

~~Standards or policies regarding s~~Student ~~p~~Preparation and ~~s~~Success

~~District and college G~~overnance ~~s~~Structures, as related to faculty roles

~~Faculty roles and involvement in a~~Accreditation ~~p~~Processes, including self-study and annual report

~~Policies for faculty p~~rofessional ~~d~~Development

~~Program Review P~~rocesses for Program Review

~~Processes for b~~Budget and ~~p~~Planning ~~p~~Processes

~~Other academic and professional matters agreed upon between the governing board and the academic agreement~~ -(please specify)

3. Is your ~~academic~~ senate a representative body ~~of the faculty~~ or an ~~academic~~ senate of the whole?

Representative body

Senate of the whole

Other (please specify)

4. If your senate is representative, how are faculty selected to serve on the senate (select all that apply)?

Appointment

~~Selection~~

Nomination

~~Elections~~

Other (please specify)

5. How many faculty ~~members~~ serve on your ~~academic~~ senate?

6. ~~Are~~~~Do you have~~ part-time faculty ~~members able to~~ ~~serve~~ing as senators?

Yes

No

7. If part-time faculty serve, do ~~Does the part-time faculty~~ represent **specific** divisions/areas/departments along with fulltime faculty or do they ~~have specifically~~ hold a designated ~~particular~~ part-time faculty **positionseats**?

Part-time faculty **representative**

**Division/Area/Department representatives**

Both

Neither

Please explain:

8. How many part-time faculty **positions and/or representatives seats** does your senate have?

~~9. How are they selected (select all that apply)?~~

~~Appointment~~

~~Selection~~

~~Nomination~~

~~Other (please specify)~~

~~910. Are~~ there criteria to serve as a senator for part-time faculty?

Yes

No

If yes, please provide criteria below or a link where information can be found

~~11. Does a part-time faculty senator vote equal the value of a full-time faculty senate vote?~~

~~Yes~~

~~No~~

~~12. If no, please provide the value of a part-time faculty vote?~~

~~103. Do part-time faculty receive a stipend to serve on the local senate?~~

Yes

No

Other

~~14. How is it determined?~~

~~Hours worked~~

~~Number of committees~~

~~Other (please specify):~~

As colleges implement structural changes to improve faculty diversification, the following questions apply to changes to local hiring processes.

~~15. Has your senate discussed creating a position(s) on the senate for part-time faculty?~~

~~Yes~~

~~No~~

~~16. What are some of the reasons why the senate has not created part-time faculty position(s)?~~

117. Our local academic senate takes effective steps to recruit a diverse faculty representation with consideration of ~~with diverse~~ racial and gender identities and from a wide variety of disciplines and programs to be involved with academic senate activities.

Strongly Agree

Agree

Disagree

Strongly Disagree

128. Please describe the effective recruitment strategies you use to bring diverse faculty into your senate membership.

139. Are your recruitment strategies effective?

Yes

No

If not, please explain why your recruitment strategies are not effective.

14. Has your local senate evaluated faculty hiring processes with the specific intent of evaluating the process for bias during this academic year?

~~15. If yes~~

If yes, what ways has the process changed?

No

~~16. If not, please explain why not? (this could have drop-down choices)~~

~~157. If no, what resources can the ASCCC provide to assist in this processevaluating faculty hiring processes for bias? (this could also have drop-down choices—~~

~~Local senate visit~~

~~Online tools about implicit bias~~

~~Online tools about model processes~~

~~Tools about leading difficult discussions about identity...etc.)~~

Other \_\_\_\_\_

168. Has your local senate evaluated the equivalency processes of the district in the last year?

~~19. If Yes,~~

~~what ways~~ If yes, explain how the process has changed?~~has the process changed, and if so, how?~~

~~20. No~~

If not, please explain, why not? ~~(this could have drop-down choices)~~

As ~~the~~ colleges implements structural changes aligned with guided pathways, the following questions apply to that implementation process.

~~1721.~~ Do you have a separate committee with a majority of faculty appointed by the academic senate leading the guided pathways effort of your college?

~~Y~~(yes  
~~/None)~~

~~1822.~~ Please explain the structure of your Guided Pathways leadership team.

19. Please explain how ~~the~~ leadership of the Guided Pathways workgroup/committee was appointed ~~of this effort~~ at your college.

203. As new placement models have been adopted for students completing English, quantitative reasoning, and ESL curriculum ~~have begun~~ describe any work the your local and/or district, ~~is there an effort by the~~ academic senate has undertaken to evaluate the results of that effort and improve the model for future terms? ~~(Please elaborate)~~

214. ~~Are discipline faculty supported by the~~How is the local and/or district ~~academic senate supporting faculty and administration~~ in the evaluation of instructional quality and curricular pathways ~~design~~ during the implementation of new placement models?? ~~(Please elaborate)~~

22. How are ~~Are discipline~~ faculty supported by the administration in the evaluation of instructional quality and curricular pathways during the implementation of new placement models?? ~~(Please elaborate)~~

235. What resources can the ASCCC provide your college and academic senate as you continue to evaluate and improve the guided pathways framework of your institution?

~~(Drop down menu to include~~ local senate visit to review specific topics

- ~~—~~placement models
- ~~✓~~clarifying the path
- staying on the path
- ensuring learning
- ~~✓~~development of pathways
- ~~✓~~governance
- ~~✓~~additional technological resources such as ~~Canvas resources~~ and other online tools, etc.)

~~18. Please describe the effective recruitment strategies you use.~~

~~19. Please explain why your recruitment strategies are not effective.~~

Reassigned time and stipends are the typical ways that faculty leaders are supported to do senate work. We want to know about the distribution of these resources to senates as well as to individuals.

2460. Is the local senate ~~allocated~~ allocated a block of reassigned time from which it distributes amounts of reassigned time to various faculty leaders for the regular academic year?

Yes

No

2571. Please ~~indicate~~ match the amount of time that best matches the reassigned time (received by the Senate) by position for the regular academic year. (20%, 40%, 60%, 80%, 100%, None, Other)

Executive Officer: President

Executive Officer: Vice President

Executive Officer: Secretary

Executive Officer: Treasurer

Other senate officers: (please provide position):

Senate (please provide position)

Curriculum (please provide position)

Resources (please provide position)

Guided Pathways (please provide position)

SLO Coordinator (please provide position)

Program Review (please provide position)

Accreditation (please provide position)

Faculty Co-Leader (please provide position)

Strand Leader (please provide position)

Editor (please provide position)

Professional Development (please provide position)

Other faculty leaders (please provide position)

2682. Who determines the amount of reassigned time for each position (check all that apply)? (Senate President, Senate, College President or designee, Negotiated and included in contract, Mutually agreed between Senate and College President, Board, N/A)

President

Executive Officers (Vice-President, Secretary, Treasurer)

Senate

Curriculum

-Resources

Guided Pathways

SLO Coordinator

Program Review

Accreditation

Faculty Co-Leader

Strand Leader

Editor

Professional Development

Other [faculty leaders](#) (please specify)}

~~2793~~. Do faculty leaders receive a stipend for other related activities or work during the academic year?

Yes

No

Other (please specify)

~~2830~~~~24~~. Please give the position title (senate officer, part time senator, etc.) and the amount of stipend received.

295. Who determines the amount of the stipend(s)? (Check all that apply)

Senate President

Senate

College President

Vice President of Instruction

Negotiated and included in the contract

Board

N/A

Other (please explain):

~~301~~~~26~~. How are the ASCCC dues paid (annual contribution from each college to the ASCCC)?

Local senate through dues collected from faculty

Local senate through a budget allocation from the college

Local senate through a budget allocation from the district

College or chancellor pays dues directly

Other

~~312~~~~27~~. ~~How does your senate pay conference fees~~ How is? ~~Is your academic senate sufficiently resourced to send~~ ~~at least one representative~~ ~~to both plenary sessions, the Curriculum Institute, and at least one other ASCCC conference during the academic year?~~

~~Local senate pays through budget allocation~~

~~Local senate pays through conference attendance directly~~

~~Other~~

~~Other (please specify)~~

~~28. Does the senate have a college-supported budget beyond reassigned time~~

~~Yes~~

~~No~~

~~Comment:~~

~~How is this budget used? Please complete the amounts where appropriate:~~

~~29. Clerical support (number of hours per week~~

~~30. Travel funds (dollar amount or number of events attended)~~

~~31. Supplies (typical budget amount per year)~~

~~32~~<sup>32</sup>. Does your senate have other ~~resources~~<sup>means</sup> to support the ~~academic~~ senate and related work ~~such as a line-item budget allocation~~?

Yes

No

If yes, please describe.

~~33. Can faculty with reassigned time for senate or related work also teach an overload assignment?~~

~~Yes~~

~~No~~

~~If yes, how much?~~

~~34. While on sabbatical, are faculty prohibited from participating in senate or related work~~

~~Yes~~

~~No~~

~~35. Is the prohibition established by the:~~

~~Senate~~

~~Contract~~

~~College~~

~~Board~~

~~Other (please explain):~~

~~33~~<sup>34</sup>~~6~~. Do any faculty leaders performing senate or related work receive reassigned time, an hourly wage, or a stipend for work during the summer (~~or outside of contract work~~)?

Yes

No

~~34~~<sup>35</sup>~~7~~. Please check whether the position receives summer load, an hourly wage, or a stipend (Summer Load, Hourly Wage, Stipend)

Senate President

Senate Vice President

Curriculum Chair

SLO Coordinator

Program Review Chair

Professional Development

Other (please specify)

~~35~~<sup>36</sup>~~8~~. Are you in a multi-college district?

Yes

No



3679. Do you have a district senate?

Yes

No

If not, please explain. ~~why not?~~

37840. Does each college in the district have the same allotment of reassigned time, hourly wage, and/or stipends available for senate or related work?

Yes

No

If not, please explain.

38. Does your local senate use teleconferencing technology or other technological application to increase participation in participatory governance?





## Executive Committee Agenda Item

|   |  |                                     |            |
|---|--|-------------------------------------|------------|
| SUBJECT: ASCCC Proposed Vision, Mission, Values |  | Month: February                     | Year: 2020 |
|   |  | Item No: IV. G.                     |            |
|   |  | Attachment: Yes (1)                 |            |
| DESIRED OUTCOME:                                | The Executive Committee will consider for approval revisions to proposed vision, mission, and values statements. | Urgent: No                          |            |
|   |  | Time Requested: 10 mins.            |            |
| CATEGORY:                                       | Action Items   | <b>TYPE OF BOARD CONSIDERATION:</b> |            |
| REQUESTED BY:                                   | Mayra Cruz/Cheryl Aschenbach   | Consent/Routine                     |            |
|   |  | First Reading                       |            |
| STAFF REVIEW <sup>1</sup> :                     | April Lonero   | Action                              | X          |
|   |  | Discussion                          |            |

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

At the December 6-7, 2019 Executive Committee meeting, members discussed a proposed vision statement and proposed revisions to the ASCCC mission and values statements that were crafted at Plenary session breakouts in Spring and Fall 2020. The attached version of proposed vision, mission, and values statements includes input from the Executive Committee.

The Executive Committee is asked to approve the updated proposals for consideration by the field at Spring Plenary.

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

## Proposed Vision, Mission, and Values – February 2020

### Key:

**Bold** = additions reviewed in December 2019 based on results of 2019 Plenary breakout.

~~Strikethrough~~ = deletions reviewed in December 2019 as a result of 2019 Plenary breakout.

Underline = additions proposed as a result of December 2019 Executive Committee feedback.

~~*Italicized-strikethrough*~~ = deletions proposed as a result of Dec. 2019 Exec feedback

### VISION

#### **Proposed Vision**

Faculty 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:**

As the official voice of California community college faculty in academic and professional matters, 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~~
- Empower faculty to engage in local and statewide dialog and take action for continued improvement of teaching, learning, and faculty participation in governance
- ~~Proactive leadership and advocacy~~ Lead and advocate proactively for the development of policies, processes, and practices
- ~~Inclusion of~~ Include diverse faculty, perspectives, and experiences that represent our student populations
- ~~Support for the growth and well-being of faculty~~
- Develop faculty as local and statewide leaders through personal and professional development
- Engage faculty and system partners through collegial consultation

#### **Proposed Mission Statement (Unmarked):**

As the official voice of California community college faculty in academic and professional matters, the Academic Senate for California community colleges is committed to equity, student learning and student success:

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

## 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 and promote student success. The Academic Senate facilitates and supports the development of faculty leaders. The Academic 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 Academic Senate collaborates with other statewide organizations, and with administrators, trustees, students, ~~and classified professionals~~, and others, to develop and maintain effective relationships. The Academic 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 Academic Senate is the official voice of the California community college faculty in statewide consultation and decision making regarding academic and professional matters 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 Academic Senate values thoughtful discourse and deliberation and centers its work on student success. ~~that aligns with its vision, mission, and goals.~~





## Executive Committee Agenda Item

|  |  |                                     |            |
|--|--|-------------------------------------|------------|
| SUBJECT: ASCCC Event Survey Update Request |  | Month: February                     | Year: 2020 |
|  |  | Item No: IV. H.                     |            |
|  |  | Attachment: Yes (1)                 |            |
| DESIRED OUTCOME:                           | The Executive Committee will consider for approval the additional survey questions to be added to the Event Surveys. | 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:

**FLDC Recommendation:** To update the standard ASCCC Event Survey to include the attached additional questions to every evaluation tool/survey.

**Rationale:** The Faculty Leadership Development Committee aims to support the increase of professional and leadership development opportunities for diverse faculty, as called for in the [ASCCC Strategic Plan 2018-2023 Goal 2 Objective 2](#).

In order to design and lead professional development opportunities for diverse faculty, it is essential to begin gathering data to identify and meet the needs of the diverse faculty in our community college system. The addition of the attached questions could provide baseline data for FLDC to begin measuring for continuous improvement in serving specific populations of faculty.

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

## ASCCC Event Survey Update Request

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### Requested additions to ASCCC event survey:

ASCCC does not discriminate on the basis of gender identity or expression. In order to track the effectiveness of our professional development efforts and ensure we consider the needs of all our faculty, please consider the following optional questions:\*

- What is your gender identity?
  - Male
  - Female
  - Non-binary/third gender
  - Prefer to self-describe \_\_\_\_\_
  - Prefer not to say
  
- Do you identify as transgender?
  - Yes
  - No
  - Prefer not to say
  
- Please specify your ethnicity.
  - White
  - Latin X (Hispanic or Latino)
  - Black or African American
  - Native American or American Indian
  - Asian/Pacific Islander
  - Multiracial/Mix race
  - Other (please specify) \_\_\_\_\_
  
- How did you decide to attend this event? (*prefer open-ended because no current research exists for these choices, but here are some choices that could be options*)

Select all that apply:

  - Recommendation from another faculty
  - Recommendation from a state senate leader
  - Recommendation from a local senate leader
  - Recommendation from your local administrator
  - Saw information on the ASCCC website
  - Read about it in an ASCCC email communication
  - Local funding was available
  - Received an ASCCC Foundation scholarship
  - Other (please specify) \_\_\_\_\_
  
- [Update the question about break-out sessions]
  - Change top 5 (five) to top 2 (two)
  - Change verbiage to "most impactful" (instead of "most useful")
  
- Add a new question: "Why were those break-out sessions most impactful?" (open-ended response box)

\*Adapted from Human Rights Campaign (<https://www.hrc.org/resources/collecting-transgender-inclusive-gender-data-in-workplace-and-other-surveys>)





## Executive Committee Agenda Item

|   |   |                                     |            |
|---|---|-------------------------------------|------------|
| SUBJECT: New Survey to Specific Faculty Populations |   | Month: February                     | Year: 2020 |
|   |   | Item No: IV. I.                     |            |
|   |   | Attachment: Yes (1)                 |            |
| DESIRED OUTCOME:                                    | The Executive Committee will consider for approval a new survey to be sent to specific faculty populations. | 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:

**FLDC Recommendation:** To send a new survey to specific faculty population groups (e.g., Puente, Umoja, A2MEND, APIHE, Latina Leadership Network, LGBTQ+ CC listserv, and others) to garner more specific and detailed feedback to inform and guide FLDC in providing future leadership and professional development activities.

**Rationale:** The Faculty Leadership Development Committee (FLDC) created the attached survey in response to the discussion (at the December Executive meeting) regarding the 2019 Womyn’s Survey and to meet the [ASCCC Strategic Plan 2018-2023](#) objective to improve methods of communicating with faculty, local senates, and system partners, which meets the following:

- Objective 2.1.F. Identify barriers to participation and implement retention strategies.
- Objective 2.2.C. Identify disengaged faculty voices and develop recruitment and retention strategies.

FLDC aims to intentionally support the increase of development opportunities for diverse faculty. In order to design and lead professional development opportunities for diverse faculty populations, it is essential to gather data to identify and meet the needs of the diverse faculty in our community college system.

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

# Request for New Survey to Specific Faculty Populations

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## Faculty Leadership Opportunities Survey

### Email Introduction:

The ASCCC Faculty Leadership Development Committee is conducting a survey to gather feedback regarding leadership and professional development experiences of women and faculty of color in the California community college system. We hope the survey data will help inform and guide us in designing leadership opportunities and professional development activities focused on specific populations of faculty, as called for in the [ASCCC Strategic Plan 2018-2023 Goal 2 Objective 2.1](#). Please take a few minutes to voice your opinion and convey needs through this survey. *Feel free to share this survey link widely.* We value your opinion. More information about the Faculty Leadership Development Committee can be found [here](#).

### Survey Opening:

Hello, colleagues,

One of the ASCCC Faculty Leadership Development Committee's responsibilities is to design leadership and professional development opportunities for specific faculty populations (i.e., women and faculty of color). A top priority and focus this year is leadership development, and the goal of this survey is to identify the needs and interests of the field around this topic. Your candid feedback is sincerely appreciated.

[Questions Kept from 2019 Survey (Executive Committee: [click here](#) for the link to the 2019 survey)]

1. Identify your college. (note: college data will only be shared by area for anonymity)

ASCCC does not discriminate on the basis of gender identity or expression. In order to track the effectiveness of our professional development efforts and ensure we consider the needs of all our faculty, please consider the following optional questions:

2. What is your gender identity?  
Male  
Female  
Non-binary/third gender  
Prefer to self-describe \_\_\_\_\_  
Prefer not to say
3. Do you identify as transgender?  
Yes  
No  
Prefer not to say
4. Please specify your ethnicity.  
White  
Latin X (Hispanic or Latino)  
Black or African American  
Native American or American Indian  
Asian/Pacific Islander  
Multiracial/mix race  
Other (please specify) \_\_\_\_\_

### [Possible Additional Survey Questions]

5. How do you define “leader”? (open-ended)
6. What formal leadership role(s) do you have or have held? (choices: local senate officer, state executive role, union leader, administrator, committee chairperson, department chairperson, other)
7. What informal leadership role(s) do you have or have held? (choices: committee member, discipline lead, community organizer, student club advisor, lead teacher, SLO lead, faculty lead, program lead, mentor, mediator, advocate, grant writer, other)
8. What formal leadership role(s) do you aspire to hold? (choices: local senate officer, state executive role, union leader, administrator, committee chairperson, department chairperson, other)
9. How does your racial/ethnic identity inform your understanding of leadership? (open-ended)
10. How does your gender identity inform your understanding of leadership? (open-ended)
11. How does representation of race/ethnicity matter in leadership positions? Why? (open-ended)
12. Do you feel supported as a formal or informal leader on your campus?
  - a. (for yes branch) In what ways does your institution support you as a formal or informal leader on your campus? What does it look like to be supported? (open-ended)
  - b. (for no branch) If not feeling supported, what is the reason(s)? (choices: discriminatory climate-racism, sexism, ageism, gender discrimination, ability discrimination, religious discrimination; lack of resources; lack of mentorship; lack of encouragement; lack of opportunity; lack of training; lack of adequate compensation; non-work related issues; lack of institutional commitment to diversity; other)
13. Do you feel your contributions and ideas (i.e., voice) are respected on your campus?
  - a. (Yes branch) Why? What has helped you feel your voice is heard and respected?
  - b. (No branch) Why not? What would you need to feel your voice is heard and respected?
14. Do you feel your contributions and ideas (i.e., voice) are respected in your discipline?
  - a. (Yes branch) Why? What has helped you feel your voice is heard and respected?
  - b. (No branch) Why not? What would you need to feel your voice is heard and respected?
15. Do you feel your contributions and ideas (i.e., voice) are respected in the community college system?
  - a. (Yes branch) Why? What has helped you feel your voice is heard and respected?
  - b. (No branch) Why not? What would you need to feel your voice is heard and respected?
16. If ASCCC were to provide opportunities to address racial/ethnic and gender gaps in faculty leadership roles, what activity topics/themes would you like to see?
  - a. Mentoring
  - b. Networking
  - c. Gender, race, ethnicity, and intersectionality
  - d. Anti-racism work for your institution
  - e. Faculty diversification (e.g., effective and equitable hiring practices)
  - f. ASCCC’s role in the tenure process
  - g. Other \_\_\_\_\_
17. Where would you most likely engage in these activities?
  - a. Statewide gatherings (e.g., ASCCC Plenary)
  - b. Institutes/Academies (topic specific events)
  - c. Local gatherings (regional meetings)
  - d. Webinars (synchronous online engagement)
  - e. Online modules (asynchronous trainings)
  - f. Caucus gatherings (affinity group meetings)
  - g. Puente/Umoja trainings
  - h. Other \_\_\_\_\_





## Executive Committee Agenda Item

|  |   |                                     |            |
|--|---|-------------------------------------|------------|
| SUBJECT: Faculty Empowerment and Leadership Academy (FELA)<br>Mentor/Mentee Applications |   | Month: February                     | Year: 2020 |
|  |   | Item No: IV. J.                     |            |
|  |   | Attachment: Yes (1)                 |            |
| DESIRED OUTCOME:   | The Executive Committee will consider for approval the applications for the FELA mentors and mentees. | 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 (FLDC) created the attached applications for the Faculty Empowerment and Leadership Academy (FELA) in response from the discussion and recommendation from the Executive Committee at its January meeting to move forward with next steps in developing the FELA program.

**FLDC Recommendation:** To approve the attached applications for the Faculty Empowerment and Leadership Academy participants, in order to begin recruitment and advertising at upcoming ASCCC events, such as spring Plenary.

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



## **Faculty Empowerment and Leadership Academy**

### **MENTOR APPLICATION**

The Faculty Empowerment and Leadership Academy (FELA) is a one-to-one mentoring program designed to meet the needs of our diverse faculty in the California community college system. The program will provide opportunities for participants to engage in empowerment for personal and professional development, including networking opportunities and support through an entire year (starting in summer and ending in spring). FELA will focus on the development of faculty from historically underrepresented groups in higher education. The academy will provide opportunities to connect with leaders, empower faculty to seek leadership roles, and provide regular contact with mentors. All activities in this leadership development program are designed to ensure participants are ready to meet the challenges of engaging in transformative leadership and equity-minded approaches to working with diverse student populations.

#### **Program Mission:**

- TO CONNECT: Providing one-on-one mentoring to diverse faculty for personal and professional development with mentors who are campus leaders and/or administrators.
- TO EMPOWER: Creating safe and brave spaces for courageous conversations to investigate equity, diversity, and inclusion; to share personal and collective experiences on race, privilege, and oppression; and to embolden new faculty leaders to advocate for transformative change on their campuses.
- TO GUIDE: Providing networking opportunities and sharing guidance for navigating the systems of higher education. The focus of the mentoring will be to address the specific goals of the mentee.

#### **FELA Application Process:**

- Mentor application open to all community college faculty and administrators.
- Mentor application due April 30, 2020.
- Mentor and mentees will be matched and paired based on the application information gathered from your preferences as noted from the questionnaire below (as best possible).

#### **Program Requirements:**

- FELA Mentor Orientation/Training Day (June 2020)
- Academy (FELA) Day 1 at ASCCC Faculty Leadership Institute (June 2020)
- 2 other FELA Days prior to other ASCCC events, such as fall and spring Plenary (note that registration, travel, and lodging for Plenary and other events is not included in program)
- Monthly check-ins with mentee (during fall and spring, either remotely or in-person)
- Co-write a *Rostrum* article or co-present at an ASCCC event with mentee

**Your name:** \_\_\_\_\_  
College: \_\_\_\_\_  
Campus position: \_\_\_\_\_  
Discipline in which you teach/taught: \_\_\_\_\_  
Email: \_\_\_\_\_  
Cell phone #: \_\_\_\_\_  
Campus address: \_\_\_\_\_

1. Given the FELA program mission, what makes you an ideal mentor for this program?
2. List any leadership roles you have held (on campus, in your community, at state level, other organizations, or any informal roles):
3. What particular skills, areas, or special interests do you have that may contribute to your role as a mentor?
4. Do you have prior mentor experience? If yes, please list the program and dates of commitment.
5. Please provide a reference or recommendation contact name and phone number or email.
6. Are you willing to commit one full year and a minimum of four in-person meetings, including a mentor training and additional monthly check-ins with your mentee?
7. Would there be any factors that might influence your participation in the FELA program (e.g., long duration of unavailability)? Please explain.

ASCCC does not discriminate on the basis of gender identity or expression. In order to ensure that we are meeting the needs of our diverse faculty and also effectively and thoughtfully matching mentors with mentees, we ask that you please consider answering the following optional questions:

8. What is your gender identity?  
Male  
Female  
Non-binary/third gender

Prefer to self-describe \_\_\_\_\_

Prefer not to say

9. Do you identify as transgender?

Yes

No

Prefer not to say

10. Please specify your ethnicity.

White

Latin X (Hispanic or Latino)

Black or African American

Native American or American Indian

Asian/Pacific Islander

Multiracial/Mix race

Other (please specify) \_\_\_\_\_

11. Would you prefer to be matched with a mentee for any particular reasons (e.g., geographical proximity to your campus or any other personal preference)?

12. How did you hear about the FELA Program?

**Photo Release** [add ASCCC photo release statement here]

The FELA Mentor Program adheres to the mission of the Academic Senate for California Community Colleges. Please review the ASCCC mission, values, constitution, and bylaws at <https://www.asccc.org/about>.

By completing this application form, you agree to the goals and purpose of the FELA mentoring program. ASCCC encourages an open exchange of information and ideas between members participating in the program. However, ASCCC cannot and does not review such communications and does not guarantee or endorse the accuracy of any information exchanged between mentor and mentee. You agree that you will participate in the mentor program in a manner consistent with the ASCCC Mission and its constitution and bylaws. You further agree to completely release ASCCC, and its directors, from all claims, judgments, demands, liabilities, and actions that you may have arising out of, or in any way relating to, your participating in the mentorship program. I agree with the above terms, conditions, and goals of the mentor program.

Signature \_\_\_\_\_

Date \_\_\_\_\_



## **Faculty Empowerment and Leadership Academy**

### **MENTEE APPLICATION**

The Faculty Empowerment and Leadership Academy (FELA) is a one-to-one mentoring program designed to meet the needs of our diverse faculty in the California community college system. The program will provide opportunities for participants to engage in empowerment for personal and professional development, including networking opportunities and support through an entire year (starting in summer and ending in spring). FELA will focus on the development of faculty from historically underrepresented groups in higher education. The academy will provide opportunities to connect with leaders, empower faculty to seek leadership roles, and provide regular contact with mentors. All activities in this leadership development program are designed to ensure participants are ready to meet the challenges of engaging in transformative leadership and equity-minded approaches to working with diverse student populations.

#### **Program Mission:**

- TO CONNECT: Providing one-on-one mentoring to diverse faculty for personal and professional development with mentors who are campus leaders and/or administrators.
- TO EMPOWER: Creating safe and brave spaces for courageous conversations to investigate equity, diversity, and inclusion; to share personal and collective experiences on race, privilege, and oppression; and to embolden new faculty leaders to advocate for transformative change on their campuses.
- TO GUIDE: Providing networking opportunities and sharing guidance for navigating the systems of higher education. The focus of the mentoring will be to address the specific goals of the mentee.

#### **FELA Application Process:**

- Mentee application open to all community college faculty.
- Mentee application due April 30, 2020.
- Mentee and mentors will be matched and paired based on the application information gathered from your preferences as noted from the questionnaire below (as best possible).

#### **Program Requirements:**

- Academy (FELA) Day 1 at ASCCC Faculty Leadership Institute (June 2020)
- 2 other FELA Days prior to other ASCCC events, such as fall and spring Plenary (note that registration, travel, and lodging for Plenary and other events is not included in program)
- Monthly check-ins with mentor (during fall and spring, either remotely or in-person)
- Co-write a *Rostrum* article or co-present at an ASCCC event with your mentor

**Your name:** \_\_\_\_\_  
College: \_\_\_\_\_  
Campus position: \_\_\_\_\_  
Discipline in which you teach/taught: \_\_\_\_\_  
Email: \_\_\_\_\_  
Cell phone #: \_\_\_\_\_  
Campus address: \_\_\_\_\_

1. Given the FELA program mission, what makes you an ideal participant for this program?
2. List any leadership roles you have held (on campus, in your community, at state level, other organizations, or any informal roles):
3. What particular skills, areas, or special interests do you have that you may want considered when pairing you with a mentor?
4. Are you willing to commit one full year and a minimum of three in-person meetings and additional monthly check-ins with your mentor?
5. Would there be any factors that might influence your participation in the FELA program (e.g., long duration of unavailability)? Please explain.

ASCCC does not discriminate on the basis of gender identity or expression. In order to ensure that we are meeting the needs of our diverse faculty and also effectively and thoughtfully matching mentors with mentees, we ask that you please consider answering the following optional questions:

6. What is your gender identity?  
Male  
Female  
Non-binary/third gender  
Prefer to self-describe \_\_\_\_\_  
Prefer not to say
7. Do you identify as transgender?  
Yes  
No  
Prefer not to say

8. Please specify your ethnicity.
- White
  - Latin X (Hispanic or Latino)
  - Black or African American
  - Native American or American Indian
  - Asian/Pacific Islander
  - Multiracial/Mix race
  - Other (please specify) \_\_\_\_\_
9. Would you prefer to be matched with a mentee for any particular reasons (e.g., geographical proximity to your campus or any other personal preference)?
10. How did you hear about the FELA Program?

**Photo Release** [add ASCCC photo release statement here]

The FELA Mentor Program adheres to the mission of the Academic Senate for California Community Colleges. Please review the ASCCC mission, values, constitution, and bylaws at <https://www.asccc.org/about>.

By completing this application form, you agree to the goals and purpose of the FELA mentoring program. ASCCC encourages an open exchange of information and ideas between members participating in the program. However, ASCCC cannot and does not review such communications and does not guarantee or endorse the accuracy of any information exchanged between mentor and mentee. You agree that you will participate in the mentor program in a manner consistent with the ASCCC Mission and its constitution and bylaws. You further agree to completely release ASCCC, and its directors, from all claims, judgments, demands, liabilities, and actions that you may have arising out of, or in any way relating to, your participating in the mentorship program. I agree with the above terms, conditions, and goals of the mentor program.

Signature \_\_\_\_\_

Date \_\_\_\_\_





## Executive Committee Agenda Item

|  |   |                                     |            |
|--|---|-------------------------------------|------------|
| SUBJECT: First Read Academic Freedom Paper |   | Month: February                     | Year: 2020 |
|  |   | Item No: IV. K.                     |            |
|  |   | Attachment: Yes, forthcoming        |            |
| DESIRED OUTCOME:                           | The Executive Committee will provide feedback of the draft of the Academic Freedom Paper. | Urgent: No                          |            |
|  |   | Time Requested: 20 mins.            |            |
| CATEGORY:                                  | Action Items  | <b>TYPE OF BOARD CONSIDERATION:</b> |            |
| REQUESTED BY:                              | Nate Donahue  | Consent/Routine                     |            |
|  |   | First Reading                       | X          |
| STAFF REVIEW <sup>1</sup> :                | April Lonero  | Action                              | X          |
|  |   | Discussion                          |            |

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

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

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





## Executive Committee Agenda Item

|                                     |   |                                     |            |
|-------------------------------------|---|-------------------------------------|------------|
| SUBJECT: ASCCC Sponsorship Criteria |   | Month: February                     | Year: 2020 |
|                                     |   | Item No: IV. L.                     |            |
|                                     |   | Attachment: Yes (1)                 |            |
| DESIRED OUTCOME:                    | The Executive Committee will consider for approval revisions to the ASCCC Sponsorship Criteria. | Urgent: No                          |            |
|                                     |   | Time Requested: 20 mins.            |            |
| CATEGORY:                           | Action Items  | <b>TYPE OF BOARD CONSIDERATION:</b> |            |
| REQUESTED BY:                       | Cheryl Aschenbach   | Consent/Routine                     |            |
|                                     |   | First Reading                       |            |
| STAFF REVIEW <sup>1</sup> :         | April Lonero  | Action                              | X          |
|                                     |   | Discussion                          |            |

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

In approximately Spring 2016, the Executive Committee considered and approved criteria for sponsorship of ASCCC events. This allowed sponsorship of ASCCC events for the first time.

ASCCC has now allowed sponsors for nearly 4 years, using sponsors to help pay for receptions and, most recently through the ASFCCC, faculty scholarships to events. In the interest of increasing faculty scholarships and potentially generating additional funds to support faculty development, ASFCCC asks the Executive Committee to consider expanding the criteria for potential sponsors.

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<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.

### Sponsorship Guidelines

Fundamental questions to ask when cultivating a relationship with a sponsor prospect:

1. Is the relationship in line with/consistent with the mission and values of the ASCCC?
2. Why does the partner want to work with us? What is the alignment? What is their intention to sponsor?
3. Does the ASCCC event offer the sponsor one or more of its target audiences? If yes, which ones?
4. Is the proposed partner one with which we would be proud to be publicly associated with (in the form of brand marketing/onsite presence)?
5. If the sponsor has criteria for events it will sponsor, does the ASCCC event meet that criteria? If yes, how?
6. How will the products, services and positions better inform our attendees and what is the benefit of having the sponsor present at the event?
7. Will the relationship maintain ASCCC's reputation for objectivity, independence, integrity, credibility, social responsibility and accountability?
8. Does the proposed partner hope to use ASCCC's name or its relationship to advance its public image, public policy agenda, or its marketing?
9. Is the proposed partner related to, or does it have a history of representing or advancing the interests of, an entity with which we would not partner directly?
10. Will the ASCCC sponsorship program help the sponsor and the organization meet a strategic business objective and is the relationship sustainable through future partnerships?





## Executive Committee Agenda Item

|  |  |                                     |            |
|--|--|-------------------------------------|------------|
| SUBJECT: Lead Faculty Reviewer for CVC-OEI Local Peer Online Course Review |  | Month: February                     | Year: 2020 |
|  |  | Item No: IV. M.                     |            |
|  |  | Attachment: Yes (1)                 |            |
| DESIRED OUTCOME:   | The Executive Committee will review the recommendation of the ASCCC Online Education Committee regarding the lead faculty reviewer for CVC-OEI local peer online course review (POCR). | Urgent: No                          |            |
|  |  | Time Requested: 20 mins.            |            |
| CATEGORY:  | Action Items   | <b>TYPE OF BOARD CONSIDERATION:</b> |            |
| REQUESTED BY:  | Geoffrey Dyer/Carrie Roberson  | Consent/Routine                     |            |
|  |  | First Reading                       |            |
| STAFF REVIEW <sup>1</sup> :  | April Lonero   | Action                              | X          |
|  |  | Discussion                          |            |

Please note: Staff will complete the grey areas.

### BACKGROUND:

*The California Virtual Campus – Online Education Initiative (CVC-OEI) is working to increase the number of courses on CVC.edu that have undergone local peer online course review (POCR) and which are aligned with the CVC-OEI course design rubric. Resolution 9.03 F18 encourages “local academic senates to explore the development of local peer online course review” and recommends “that local academic senates work with their colleges to develop a plan to identify resources so that faculty who wish to participate in local peer online course review may do so.” As a component of the peer online course review process, lead reviewers have historically been from a different college as the faculty member submitting the course to CVC-OEI for review. Now that local POCR has been implemented, and in light of the desire to scale local POCR across the system, CVC-OEI staff have expressed that the external reviewer requirement may not be sustainable and have asked the ASCCC if colleges using local POCR can provide their own lead faculty reviewer. The ASCCC Online Education Committee supports this request.*

*At the January 14, 2020 ASCCC Online Education Committee meeting, Autumn Bell, CVC-OEI Director of Professional Development, reported that the recent submissions for course review from colleges which have implemented local POCR have been of very high quality.*

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

# How to Become a POOCR Certified Campus

## Step 1: Establish Your Local POOCR Process

We like to call it a POOCR *Club*, but that's just us! For tips on planning and building a review process on your campus, visit the [College Resources for Peer Online Course Review](#) site.

## Step 2: Complete Required Training

Anyone conducting peer reviews for a college must satisfactorily complete the @ONE POOCR course. This is a four-week, facilitated online course that will teach members of your POOCR team how to use the OEI Online Course Design Rubric as the foundation for a review of an online course;

## Step 3: Begin Reviewing & Aligning Courses

Every campus is free to set up a process that fits the campus culture and the needs of the faculty. However, there [are a few requirements that every college should follow](#) if the ultimate goal is to have courses officially recognized by CVC-OEI as "Quality Reviewed" in [Finish Faster Online](#) and in the [ExCEL](#) cross-enrollment platform.

## Step 4: Apply to be a POOCR Certified Campus

Once your program is established with successfully reviewed and aligned courses, you can apply to have it recognized by the CVC-OEI. Along with an [application](#), your college will submit **three courses that have been locally reviewed and aligned in all elements of the rubric** (A-D). A CVC-OEI Lead Reviewer and Accessibility Specialist will verify the accuracy of your reviews and the alignment of your courses. If adjustments are needed, we will work with you so that we can "norm" your *local* process with that established by the CVC-OEI.

The application asks you to:

1. **Describe your current local online course review process and include any relevant documentation or URLs.**
2. **Describe how faculty are supported in their course design and how alignment with the CVC-OEI Course Design rubric, including Section D (accessibility), is verified.**
3. **Include a copy of or link to any local Academic Senate resolutions about the adoption of POOCR and/or the CVC-OEI rubric.**
4. **Provide a list of all of your local POOCR reviewers (completion of the @ONE POOCR course is required before serving as a reviewer).**
5. **Provide CVC-OEI access to three courses that have been reviewed and aligned with the CVC-OEI Course Design rubric through your local process.**

## Step 5: Celebrate your status as a POOCR Certified Campus!

Once you have completed the application and norming process, you may send your locally reviewed and aligned courses to CVC-OEI for an external Lead Review to verify alignment (as required by ASCCC) and badging in FFO and ExCEL. POOCR Certified Campuses will also have access, as needed, to accessibility support for help with elements D8-D16 of the rubric, **all of which adds up to more of your college's courses rising to the top of the search at cvc.edu!**



## Executive Committee Agenda Item

|  |   |                                     |            |
|--|---|-------------------------------------|------------|
| SUBJECT: 2020 Spring Plenary Session Preliminary Outline |   | Month: February                     | Year: 2020 |
|  |   | Item No: IV. N.                     |            |
|  |   | Attachment: Yes, forthcoming        |            |
| DESIRED OUTCOME:   | The Executive Committee will continue discussing the 2020 Spring Session program. | Urgent: Yes                         |            |
|  |   | Time Requested: 30 mins.            |            |
| CATEGORY:  | Action Items  | <b>TYPE OF BOARD CONSIDERATION:</b> |            |
| REQUESTED BY:  | John Stankas/Krystinne Mica   | Consent/Routine                     |            |
|  |   | First Reading                       |            |
| STAFF REVIEW <sup>1</sup> :                              | April Lonero  | Action                              | X          |
|  |   | Information/Discussion              |            |

Please note: Staff will complete the grey areas.

### BACKGROUND:

The Executive Committee will continue building upon and discussing the approved schedule for the upcoming 2020 Spring Plenary Session, to be held at the Oakland Marriott City Center on April 16-18, 2020. The members will also consider potential keynote speakers.

Theme: "The Academic Senate: An Equity-Driven System"

Timeline:

#### February

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

#### March

1. Final resolutions due to Krystinne for circulation to Area Meetings March 6, 2020.
2. Presenter's list and breakout session descriptions due to Krystinne by March 13, 2020.
3. AV and Event Supply needs to Tonya Davis by March 20, 2020.
4. Final Program to Krystinne by March 20, 2020.
5. Final program to printer March 30, 2020.
6. Materials posted to ASCCC website March 29, 2019.

#### April

1. Deadline for Area Meeting resolutions to Resolutions chair: April 2, 2020

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





## Executive Committee Agenda Item

|  |   |                                     |            |
|--|---|-------------------------------------|------------|
| SUBJECT: Executive Committee Meeting Dates 2020-2021 |   | Month: February                     | Year: 2020 |
|  |   | Item No: IV. O.                     |            |
|  |   | Attachment: Yes (1)                 |            |
| DESIRED OUTCOME:                                     | The Executive Committee will consider for approval the 2020 – 21 Executive Committee meeting dates. | Urgent: Yes                         |            |
|  |   | Time Requested: 30 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          |
|  |   | Information                         |            |

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

**BACKGROUND:**

During the January 10-11, 2020 Executive Committee meeting, the board reviewed and approved a preliminary calendar of dates for the 2020-21 academic year, with the following changes:

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

MSC (Foster/Henderson) to approve the 2020-2021 Academic Senate Institute and Executive Committee Meetings dates with exception of the Executive Committee Meetings in August and September 2020 and the Part-Time Institute.

MSC (Henderson/Cruz) to consider holding the Part-Time Institute on February 18-20, 2021.

The attached calendar reflects the motions taken by the board at the January meeting as well as proposes new dates for the August and September Executive Committee meetings. In addition, there is a proposal to absorb the June 17, 2020 Executive Committee meeting date into the Faculty Leadership Institute program, as a closed session meeting on Friday evening, instead of having the “Dine Around” event with the Executive Committee.

The Executive Committee will consider for discussion and approval the attached 2020-21 meeting and institute dates.

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

**2020-2021 PROPOSED ASCCC INSTITUTES AND PLENARY SESSION DATES**

**Approved December 6, 2019 Executive Committee Meeting**

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

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

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

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

| <b>SESSION</b>                           | <b>APPROVED DATE</b>   | <b>LOCATION</b>                              |
|--|------------------------|--|
| Fall Plenary Session                     | November 5-7, 2020     | The Westin South Coast Plaza, Costa Mesa, CA |
| Spring Plenary Session                   | April 15-17, 2021      | Southern California (Area C)                 |
| <b>INSTITUTES</b>                        | <b>PROPOSED DATE</b>   | <b>LOCATION</b>                              |
| Academic Academy                         | October 8-10, 2020     | Northern California                          |
| Part-Time Institute                      | February 18-20, 2021   | Southern California                          |
| Career and Noncredit Education Institute | April 30 – May 2, 2021 | Southern California                          |
| Faculty Leadership Institute             | June 17-19, 2021       | Northern California                          |
| Curriculum Institute                     | July 7-10, 2021        | Southern California                          |
| Accreditation Institute*                 | April 20-23, 2021      | Partnership with ACCJC?                      |

\*ACCJC Dates: April 20-23, 2021 at the Hyatt Regency Orange County

### 2020-2021 PROPOSED 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.<sup>1</sup>

| Meeting Type                        | Proposed Date         | Campus Location | Hotel Location                               | Agenda Deadline |
|-------------------------------------|-----------------------|-----------------|--|-----------------|
| Executive Meeting                   | August 13-15, 2020    |                 | South  | TBD             |
| Executive Meeting                   | September 17-19, 2020 | AREA B          | North  | TBD             |
| Area Meetings                       | October 16-17, 2020   |                 | Various Locations                            | TBD             |
| Executive Meeting                   | November 4, 2020**    |                 | The Westin South Coast Plaza, Costa Mesa, CA |                 |
| Executive Meeting                   | December 4-5, 2020    |                 | North  | TBD             |
| Executive Meeting                   | January 8-9, 2021     |                 | South  | TBD             |
| Executive Meeting                   | February 5-6, 2021    |                 | North  | TBD             |
| Executive Meeting                   | March 5-6, 2021       | AREA C          | South  | TBD             |
| Area Meetings                       | March 26-27, 2021     |                 | Various Locations                            | TBD             |
| Executive Meeting                   | April 14, 2021**      |                 | Southern California (Area C)                 |                 |
| Executive Meeting                   | May 7, 2021           |                 | North  | TBD             |
| Executive Committee/<br>Orientation | June 4-6, 2021        |                 | TBD by President                             | TBD             |

\*\*Approved based on Fall 2020 and Spring 2021 dates

<sup>1</sup> Times may be adjusted to accommodate flight schedules to minimize early travel times.

<sup>2</sup> 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.

**2020-2021 COMBINED EXECUTIVE COMMITTEE MEETING AND EVENT DATES**

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





## Executive Committee Agenda Item

|   |  |                                     |            |
|---|--|-------------------------------------|------------|
| SUBJECT: Chancellor’s Office Liaison Discussion |  | Month: February                     | Year: 2020 |
|   |  | Item No: V. A.                      |            |
|   |  | Attachment: No                      |            |
| DESIRED OUTCOME:                                | A liaison from the Chancellor’s Office will provide the Executive Committee with an update of system-wide issues and projects. | Urgent: No                          |            |
|   |  | Time Requested: 45 mins.            |            |
| CATEGORY:                                       | Discussion   | <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.

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<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: February                     | Year: 2020 |
|  |  | Item No: V. B.                      |            |
|  |  | Attachment: No                      |            |
| DESIRED OUTCOME:                                 | The Executive Committee will receive an update on the recent Board of Governors and Consultation Council Meetings. | Urgent: No                          |            |
|  |  | Time Requested: 15 mins.            |            |
| CATEGORY:  | Discussion   | <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: February                     | Year: 2020 |
|  |  | Item No: V. C.                      |            |
|  |  | Attachment: No                      |            |
| DESIRED OUTCOME:   | The Executive Committee will receive an update on the recent California Online Community College District Board of Trustees Meeting. | Urgent: No                          |            |
|  |  | Time Requested: 15 mins.            |            |
| CATEGORY:  | Discussion   | <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/>

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





## Executive Committee Agenda Item

|   |   |                                     |            |
|---|---|-------------------------------------|------------|
| SUBJECT: ASCCC Events: Online Education |   | Month: February                     | Year: 2020 |
|   |   | Item No: V. D.                      |            |
|   |   | Attachment: No                      |            |
| DESIRED OUTCOME:                        | The Executive Committee will discuss ASCCC events and determine if an online teaching event is warranted on an ongoing basis. | Urgent: No                          |            |
|   |   | Time Requested: 20 mins.            |            |
| CATEGORY:                               | Discussion  | <b>TYPE OF BOARD CONSIDERATION:</b> |            |
| REQUESTED BY:                           | Geoffrey Dyer/ Carrie Roberson  | Consent/Routine                     |            |
|   |   | First Reading                       |            |
| STAFF REVIEW <sup>1</sup> :             | April Lonero  | Action                              |            |
|   |   | Discussion                          | X          |

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

### BACKGROUND:

The ASCCC regularly holds events for the field to disseminate information, develop communities for networking, stay current on hot topics, and garner effective practices. Considering that there seems to be events for each standing committee of the ASCCC, and the OE Committee has transitioned from a task force to a committee, it seems appropriate to consider an institute, seminar, summit, online conference, or other event with a focus on online education for the faculty throughout our system.

The Online Education committee is seeking Executive Committee input on the opportunity to consider a one-time or ongoing annual event related to online education, particularly in light of the realities of dynamic changes in policies, practices, and technology in online education. It is recognized that there are fiscal implications and scheduling challenges to such a request, but the Online Education committee is encouraging the ASCCC Exec to provide input by determining if this is a need for the faculty in the field.

---

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







## Executive Committee Agenda Item

|                                   |  |                                     |            |
|-----------------------------------|--|-------------------------------------|------------|
| SUBJECT: ASCCC Branding Direction |  | Month: February                     | Year: 2020 |
|                                   |  | Item No: V. E.                      |            |
|                                   |  | Attachment: Yes (1)                 |            |
| DESIRED OUTCOME:                  | The Executive Committee will review and discuss the results of the ASCCC Brand Perception Survey and provide advice on next steps. | 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                              |            |
|                                   |  | Information/Discussion              | X          |

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

### BACKGROUND:

As a follow-up to our January 2020 meeting, the Executive Committee is being asked to provide direction on the level of change to the current logo. The Visual Designer prepared four levels to consider for the changes that could be made to the existing logo:

Level 1: No change to the existing logo

Level 2: No change to the logo, but an addition to enhance

Level 3: Change to the logo, and additions to enhance

Level 4: Complete change to the logo – new direction

The Executive Committee will discuss and provide direction to the Executive Director and Visual Designer on what level of change they would like to explore for the logo redesign.

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



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**Lorem Ipsum**  
**Dolor Sit Amet**



**Lorem Ipsum**  
**Dolor Sit Amet**

1



**Lorem Ipsum**  
**Dolor Sit Amet**

2



**Lorem Ipsum**  
**Dolor Sit Amet**

3



**Lorem Ipsum**  
**Dolor Sit Amet**

4



## Executive Committee Agenda Item

|                             |  |                                     |            |
|-----------------------------|--|-------------------------------------|------------|
| SUBJECT: Meeting Debrief    |  | Month: February                     | Year: 2020 |
|                             |  | Item No: V. F.                      |            |
|                             |  | Attachment: No                      |            |
| DESIRED OUTCOME:            | The Executive Committee will debrief the meeting to assess what is working well and where improvements may be implemented. | Urgent: No                          |            |
|                             |  | Time Requested: 15 mins.            |            |
| CATEGORY:                   | Discussion   | <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.

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





# Academic Senate for California Community Colleges

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## EQUITY & DIVERSITY ACTION COMMITTEE

Wednesday, January 15, 2020

8:30 AM- 10:00 AM

Zoom Meeting

**DRAFT**

### Meeting Summary

In attendance: Jessica Ayo Alabi, Juan Buriel, Mayra Cruz (Chair), C. Kahalifa King, Karla Kirk, Darcie McClelland, Eileene Tejada

Absent: Cheryl Aschenbach (2<sup>nd</sup> Chair)

- I. Adoption of the Agenda
  - Approved
- II. Approval of the December 4, 2019 Meeting Summary
  - Approved
- III. Wishes or Dreams for 2020!
  - Individual attendee disclosures- Good health. Staying focus. Gaining traction on faculty diversity. Getting ready to hire key positions. Modeling Collaboration. Good wishes/positive energy for the people of PR. Getting by today and day by day.
- IV. Reports
  - Mayra: ASCCC Executive Committee January Meeting Report
    - Analysis of Governor's initial state budget (funding of faculty diversification not included; funding of EEO recommendation not included)
    - EEO updates (minimum qualifications #2; potential resolution)
    - Plenary sessions (EDAC-related)
    - Effective transfer practices paper (in progress)
    - Executive Committee acceptance (caucus restructuring; faculty mentorship institute – effective Summer 2020)
    - ASCCC website branding
    - Standards & Practices (preparation of academic standards statement; website branding/improvement)
    - UC/CSU transfer conversation (CSU alignment concerns)
- V. Equity Driven Systems Paper discussion and potential next steps  
(Approved by the Executive Committee 9/27/19)  
January 22, 2020 Faculty Diversification Meeting- Partners discussion
  - Mayra: paper review on topics
    - On systems change
    - As tool for colleges on student and faculty equity evolution

- Recommendations for legislation on faculty diversification centered on equity
- Jessica: Recommendations
  - Paper and meeting as opportunities for faculty/student services collaboration
  - Management and administration involvement needed
- Eileene: Recommendation
  - Guided pathways as means to bridge faculty/student services collaboration and dovetail what is already occurring on campuses
- Mayra: Note
  - EDAC recommendations forthcoming
- Mayra: 1/22 Meeting partners on Faculty Diversification
  - Diverse partners invited (i.e. HR association; Chancellor's Office; Classified Senate; unions; Student Senate; other)
  - Various tasks (i.e. model hiring and appointment processes; tools for college to engage in dialogue and systemic change; review of EEO guidelines; plan for March faculty diversification symposium)

VI. Committee Priorities (discussion and action)

A. Resolution S16 1903 Infusing Equity through College Processes

- Mayra: Review

Action: Equity assessment of the implementation of AB705 (Rubric)

- Juan: Review/Recommendation
  - Supplement indicators with actionable content (i.e. peer-to-peer support)
- Jessica: Recommendation
  - Webinar on AB 705 and equity
- Eileene: Recommendation
  - Add STEAM (science; technology; art; math) to rubric
- Kahalifa: Recommendation
  - Mention the utilization of art in sciences and math
- Jessica, Kahalifa, Eileen: Added members
- EDAC: agreement to collaborate with Guided Pathways Taskforce. Mayra to forward the recommendation.

B. Resolution S17 3.02 Support for Marginalized Students

Action: EDI/Anti-bias and Anti-Racism module or webinar

- Mayra: forthcoming EDAC planning meeting

C. Resolution S19 13.01 In Support of All Gender Restrooms (referral from RvLS)

- Mayra: Review/Potential recommendations
  - Calls for all colleges to create gender inclusive building plans and campus maps
  - *Rostrum* article (reach out to Kelly Rivera)
  - Resource handout
  - ***Agenda item for 2/12/20 meeting***
- Jessica: Recommendation
  - Inclusion of trauma in supporting material (i.e. rape trauma)

VII. Work Plan Monitoring (Basecamp)

A. Framework for tool development review and adoption (action)

- Mayra: Review
- EDAC: adoption
- Upload to Basecamp

B. Actions, assignments and To-dos (reports)

▪ Mayra: Review

- Student Equity & Achievement Plan (Darcie, Jessica, Karla, Juan)
- EDI/Anti-Racism Education Tools (Mayra, Karla, Darcie)
- Faculty Diversification Tools to Engage in Dialog (Mayra/Cheryl & Karla)
- Presentations/Collaborations and Conferences
  - Spring Plenary presentation- send session to EDAC  
Session title: Tools to lead your college's dialog about systemic change: Cultural Change and improvement  
***Item for February meeting: Determine who is presenting and prepare the session description***
  - A<sup>2</sup>Mend Spring Conference update- No confirmation yet of the acceptance of the sessions submitted
  - CCCCCO Diversification Summit March 19 & 20- communication to the field- Legislative briefing by Chancellor on 3/19 and "All play" symposium on 3/20
  - **Supporting Undocumented Students- what's next- *Discuss at 2/12/20 meeting***

C. January Priorities (review and discuss)

▪ Mayra: Review

- A2MEND 13th Annual African American Male Summit sessions preparation "Choosing Our Race: Defining Our Own Pathway for African American Success" March 5-6, 2020 (*due Feb 21* Karla, Darcie & Jessica)
- Celebrate Successful Collaborations in equity and student achievement (*due Jan 16* Darcie, Karla) proposed Spring Plenary event. Draft to be sent to Krystinne Mica and John Stankas for review and for direction.
  - Mayra: content (i.e. slide show; gallery)?
  - Karla: reach-out to colleagues statewide
  - Darcie: panel consideration
  - Mayra: panel not currently a consideration
  - Karla: create a publication to distribute
- Consider providing definition of terms (i.e. "equity", "diversity", other) Glossary of terms to be developed (Kahalifa)
- Outline EDI, Anti Bias and Anti-Racism Education module/webinar (*due Jan 31* Mayra, Karla, Darcie) *Revise the date*
- Tools
  - Faculty diversification tools to engage in
    - Systemic bias dialogue
    - Cultural change and improvement
    - Benefits of multiple world view and lived experiencesThe team: Mayra, Cheryl, Karla, Kahalifa  
Meeting to be scheduled before the February meeting.

- **Request to adopt these CSN tools: (attachments)- postponed to February**

- i. Communication guideline for brave space
- ii. Critical friend conversation protocol

Meeting adjourned at 10:10am

**Respectfully submitted by Juan Buriel**

---

Tasks in Progress:

1. Review the DEI Integration Plan Assignments
2. Follow-up with the EDAC previous chair to see if Committee Priorities comments were placed anywhere else. (Mayra)
3. Discuss next steps to support Undocumented Students.
4. Discuss the referral from the RwLS committee, Resolution S19 13.01 In Support of All Gender Restrooms
5. Tools for colleges to engage in dialogue and systemic change
6. EDI/Anti-Bias & Anti-Racism webinar or module
7. Equity assessment of the implementation of AB 705 Rubric (collaboration with GPTF) Lead: Juan with Jessica, Kahalifa, & Eileene
8. Spring Plenary session description

Completed Tasks:

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



- Assessment or evaluation of equity in the implementation of AB705 implementation (Rubric)  
Equity Driven Systems Paper topics
- Where is Equity in the 10+1?
- Applying a Theory of Action framework to Equity: Nuts and Bolts
- Transforming the college into an equity driven institution: The Local Academic Senate Action Plan
- Critical conversations: Shifting ideologies to foster an equity-driven institution to improve student outcomes
- Hiring through an equity lens: Rethinking policies and procedures
- Assessing racial equity

**Proposed Activity**

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

9. Rostrum article *Best Practices for Faculty Involvement in the Student Equity and Achievement Plan* Tejada, Kirk, Cruz
10. Discussed with the Executive Committee concern of committee members financial ability to attend Plenary.





# Academic Senate for California Community Colleges

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## Faculty Leadership Development Committee

Thursday, December 19, 2019

3:00 p.m.—4:30 p.m.

ZOOM

### Meeting Summary

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

- I. Present:** Michelle Bean-Chair, Sam Foster-2nd Chair, Elizabeth Day, Christy Karau, Luke Lara  
Absent: Elizabeth Imhof
- II. Minutes:** Minutes reviewed from previous meeting over email with no changes. Elizabeth Day to prepare minutes for today's meeting.
- III. Shout outs and Affirmations:** Shout to Madera for recognition of their new academic senate. Congrats to the team for completing the workplan and academic outline. Executive committee approved the FLDC plan is now an option on ASCCC as out professional development plan. Thanks to Christy and Rebecca for their work on the Womyn's survey and to Luke and Elizabeth I. for collaborating on Rostrum article. Thanks to Elizabeth D. and Emilie for helping Michelle create a new faculty academy leadership outline. Sam saw Emilie give a wonderful presentation about LGBTQ+ and intersectionality of underserved groups. She was kind enough to give him information to put in the transfer paper. May consider a *Rostrum* article as a workpiece.
- IV. Professional Development Plan:** This plan was called out in the ASCCC Strategic Plan 2018-2023 goals. This was the one where the statements were initially broad and can see in the output that there are not numbers just yet as this plan is the beginning of the baseline. This is in the FLDC Google subfolder "Goals." If not found there, then it is listed in the faculty committee development webpage at [asccc.org](http://asccc.org). Check the notes section for your name to email Michelle with any questions. Next year when they go to the Midterm outcome, the activities column would update and change a bit. It is a fluid document.
- V. Evaluating Professional Development Activities:** The professional development workplan has been approved by the Executive Committee. Michelle will work with Executive Director Krystinne Mica on developing equity-minded questions for the ASCCC events survey tool. Luke will help Michelle look at adding equity-minded questions to measure what is being done with professional development. Need to focus on supporting faculty of color. Christy was looking at the Womyn's survey and intersectionality and even though the numbers were small of faculty of color responding, that in itself can be relevant information. Luke and Michelle will work on equity-minded phrasing and questions in January. Send any ideas to Michelle after reviewing the survey tool.

## **VI. Professional Development College:**

- A.** The Executive Committee made suggestions/recommendations. Professional Development College (PDC) is now on hiatus and is no longer on the ASCCC website. The second item is looking at the existing modules; they made the recommendation to defer the work to the other ASCCC committees as area experts to review modules and then update as needed. The third recommendation from FLDC was to create a new faculty leadership academy, and Exec did approve it. Michelle, Emilie and Elizabeth D. worked quickly in one week to get an outline and come up with ideas to submit for the January Exec agenda.
- B. Resolution Fall 2017 12.01:** Review of the BOG Diversity, Equity, and Inclusion (DEI) Vision for Success activities where the Chancellor's Office, union partners, other partners like ACHRO, and the Academic Senate were called out in collaboration and individually to work on actions. This resolution from fall 2017 calls for the creation of professional development modules for effective practices and teaching in the PDC, so the recommendation from the chair is to work with other ASCCC committees and partners to create a good module with DEI components as a toolkit. Whenever there is a resolution that passes through one of the plenaries, ASCCC will put that resolution on a grid that goes to each committee to work on how those resolutions are applied. The chairs of S&P, EDAC, and FLDC are meeting January 22, 2020 and will discuss the different activity tiers listed in the BOG DEI vision document. The FLDC approved the following three ideas to submit to the workgroup of chairs on January 22, 2020 meeting as possible module or toolkit components: 1) social justice, 2) anti-racism, 3) culturally relevant pedagogy.

**VII. Faculty Hiring Criteria:** There are links on the committee priority sheet listing the actual resolutions. This item was started last year with FLDC under Mayra Cruz. Mayra let Michelle know that they did a survey, presented the survey data in a breakout session at Spring Plenary 2019, and that now it is closed out and should recommend to the Executive Director that the work has been completed. The ASCCC Executive Goals are calling for FLDC to create "Model Hiring and Appointment Processes." This aligns with Resolution Fall 2015 12.01 asking for a PDC module for training local faculty hiring committees to hire for the needs of our diverse students. The FLDC Committee agreed to the goal of creating an effective practices module on how to train a local hiring committee. Chair will take this recommendation to the January 22 workgroup meeting.

**VIII. Caucus Structure Revision:** Manual Velez, Michelle Bean, Julie Bruno, Emilie Mitchell, and Jessica Alabi created updated guidelines. The ASCCC Bylaws has one line that says Caucuses are intended to serve independent groups and for faculty to work as a collective voice. The Caucus leaders were wanting to collaborate and provide professional development opportunities. The suggested revisions to the caucus structure adds in a line for coordination with the ASCCC Executive Director or executive committee leaders to provide professional development activities while still allowing autonomy for the Caucuses, not to micro-manage but to be available for resources and support as available. Another update after receiving feedback from Exec and the Executive Director was to change the active status term from two years to five years, so the Caucus does not have to submit an application for active status every other year. The revised document will go again to the Executive Committee in January.

**IX. Faculty Leadership Academy:** Michelle, Emilie, and Elizabeth D. worked on the description. One of the ideas was to make the target goal of 5-10 mentor/mentees to be mindful of resources. It can be more or less depending on the program mission and funding. This is to provide a safe space for conversations, healing, support, and empowerment with one-on-one mentoring and group sessions. The idea is to have training/mentoring sessions as part of the pre-sessions to ASCCC events, starting in summer with the Faculty Leadership Institute and then as part of Plenary again as a pre-session and would minimize additional travel costs for participants.

FLDC concerns: Assumptions about current faculty is to mentor to assimilate or to mentor for change? Should mentors show experience in change management? How would goals be identified? Who needs healing and why? What is this leadership academy going to provide that is different for those who are racialized and genderized? Healing is helping a faculty who is ambushed because their beliefs are different from others.

Having a person, not on their campus, helps by having someone to talk things through. Also, some may have difficulty navigating the community college system and want to get things done but may not know the path to completion.

FLDC Committee members reviewed the theme topic possibilities for Academy Training Days. Chair encouraged committee members to add ideas to the Google document.

**X. Womyn's Survey:** Continuing with survey started with last year's Faculty Development Leadership Committee. The data review link is the same one previously on FLDC agenda. Our discussion from last meeting included the need for additional questions to go out to the faculty of color, which the Executive Committee agreed with at its December meeting. Michelle and Luke will be working on this in January 2020.

Christy and Rebecca Eikey to both look at writing a *Rostrum* article around the survey data and also what the next steps are. Christy emphasized the need to acknowledge the work for those working on this and the need to communicate what the future steps are, so that the project does not fall apart without any continuity. This needs to move forward from one committee to the next. Anyone can write a *Rostrum* article and the topic does not necessarily need to Exec approval before a *Rostrum* article submission. It can be on any topic, not just a topic that is approved.

**XI. Collaborations Update:** The committee chair and TASSC chair are working with Puente and Umoja directors on data for TASSC's Effective Transfer Practices paper. Also, Elizabeth I., and Eileen Tejada from EDAC are working with Umoja/A2MEND's Abdul Buul on an anti-racism *Rostrum* article.

**XII. Spring Plenary Break Out Session Ideas:** A list of breakout topics was reviewed by FLDC. Additional ideas were presented. Topics can be submitted outside of committee purview. Please add ideas to the Google document by January 8, 2020.

**XIII. CTE Non-Credit Institute Breakouts:** This occurred with a joint meeting with La Tonya Parker's Basic Skills-Noncredit Committee and Carrie Roberson's CTE Committee. They started organizing and creating the CTE Non-Credit Institute. Part of the FLDC Committee's charge in regards to the Strong Workforce recommendations is to provide training sessions for counseling practices in the field of CTE. Maybe next year's committee can take this one on with TASSC, but chair is asking current FLDC committee for suggestions on breakout sessions for CTE Non-Credit Institute. Consider CTE counselors to have a breakout on practices related to CTE. Michelle and Sam will work on this, but send them any names of CTE or Noncredit faculty as recommendations.

**XIV. Announcements:**

- A. Amazon Smile can help the ASCCC Foundation which is supporting the revised Faculty Academy. Encourage local faculty to join.
- B. Encourage local campus to send to Faculty and Staff Diversity Symposium March 19-20, 2020 in Sacramento.
- C. Part time institute is January 23-25 in Napa.
- D. Looking for faculty of color in San Diego area to help with Accreditation Institute February 21-22 in La Jolla. Send recommendations to Stephanie Curry.

**XV. Closing Comments and Reflections:** Next meeting is January 16, 2020 from 3:00 p.m. to 4:30 p.m.

**XVI. Adjourned** at 4:33 p.m.

**In Progress:**

- Womyn’s Survey—evaluation of data and next steps
- Anti-Racism *Rostrum* article
- Creating 2020 Faculty Leadership Academy plan
- Caucus Structure Revision updates

**Completed Tasks:**

- Part II: Merit and Fit *Rostrum* article
- Collaborations—chair meet with Puente directors on October 30, attended Umoja Education Summit October 31, CCC LGBTQIA+ Summit 2019 panelist
- *Rostrum* article: Convergence of Diversity and Equity: Guiding Principles for Hiring Processes
- A2MEND Collaboration—A2MEND board members presented at 2019 ASCCC Academic Academy
- Umoja/A2MEND—chair completed workgroup meetings for Black Student Success and Equity Report Card for CCCs
- Updated the FLDC charge/description
- Womyn’s Leadership Survey distributed in September



# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## ASCCC Part Time Committee Wednesday January 8, 2020 4:00 P.M. – 6:00 P.M.

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1. Call to Order (Roll Call)
2. Meeting Minutes (12/13/2019) – **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 & Legislation”
- C: Affirming our Voice (Approved Conference Theme)
- D: Faculty Diversification

4. Announcements:

**ASCCC Part Time Institute – January 23-25, 2020, Napa Valley Marriot**  
**ASCCC Accreditation Institute – February 21, 2020, San Diego Marriot La Jolla**

5. Part Time Faculty Leadership Institute Program – January 23-25, 2020 Napa Valley Marriott & Spa

- Final Program Approval (Review) ASCCC Executive Committee (*Attached*)  
*“Presenter Change” - Virginia May: Dolores Davison & Cheryl Achenbach*

- **Chair’s Letter Attached – (Thoughts)**

- **“Affirming Our Voice” – Scenario Sheets/Table Numbers (Attached)**

1) See Message (**Attached**) from Edie Martinelli (**16 Tables/10 Each**)

2). **Committee Table Organizer (Name 2-3)**

- Reminder Breakout Power-points – Lead Coordinator  
(Please Coordinate/Email Message will be sent – Chair/ASAP)

**Due Date: 1-13-2020 - 1-15-2020**

- **PowerPoint? – Grace Chee (Affirming our Voice “Lunar Holiday – Focus”**

6. Rostrum Article Outline:

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

**7. Pre-Session Meeting Committee/Reminder 1-23-2020: Time: 1:00 P.M. – 2:30 P.M.**

**8. Evaluation Meeting: TBA Schedule (Discuss Conference & Remaining Activities)**

9. End of Meeting – 6:00 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 Wednesday January 8, 2020 4:00 P.M. Zoom MINUTES

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1. Call to Order (Roll Call)

Chair Silvester Henderson convened the meeting at 4:02 pm and welcomed the participants.

Present: Anna Bruzzese, Silvester Henderson, Katie Oesau, Jay Parnell, Briseida Ramirez, and Andrew Wesley, as well as a guest from 3CSN: Kelan Koning

Absent: Grace Chee

2. Meeting Minutes (12/13/2019) – The committee minutes reviewed and voted unanimously to approve the minutes from 12/13/2019.

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

A: CCC Guided Pathways Award Program

B: Governance – “The Role of Faculty in Governance & Legislation”

C: Affirming our Voice (Approved Conference Theme)

D: Faculty Diversification

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

4. Announcements:

**ASCCC Part Time Institute – January 23-25, 2020, Napa Valley Marriot**  
**ASCCC Accreditation Institute – February 21, 2020, San Diego Marriot La Jolla**

Silvester reminded everyone about the upcoming institutes. The Part-Time Institute is sold out – there are about 150 attendees registered, not counting the committee members and presenters.

5. Part Time Faculty Leadership Institute Program – January 23-25, 2020 Napa Valley Marriott & Spa

- Final Program Approval (Review) ASCCC Executive Committee (*Attached*)  
**“Presenter Change” - Virginia May: Dolores Davison & Cheryl Achenbach**
  - **Chair’s Letter Attached**
- **“Affirming Our Voice” – Scenario Sheets/Table Numbers (Attached)**
  - 1) See Message (**Attached**) from Edie Martinelli (**16 Tables/10 Each**)
  - 2). **Committee Table Organizer (Name 2-3)**
    - Reminder Breakout Power-points – Lead Coordinator  
(Please Coordinate/Email Message will be sent – Chair/ASAP)  
**Due Date: 1-13-2020 - 1-15-2020**
- **PowerPoint? – Grace Chee (Affirming our Voice “Lunar Holiday – Focus”)**



Silvester went over the program, including the most recent changes. There will be 16 tables. Each one of us will assist two tables.

Silvester thanked Katie for making table signs.

Silvester reminded the leads to reach out to their co-presenters to coordinate their PowerPoints. Silvester reminded everyone that it is important that the leads send the completed PowerPoints to him by January 13<sup>th</sup>, so they can be uploaded to the ASCCC Part-Time Institute website. The leads also need to bring their laptops to the presentations.

6. Rostrum Article Outline:

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

Andrew will work on the article after the Institute and after the attendees complete the survey.

7. Pre-Session Meeting Committee/Reminder 1-23-2020: Time: 1:00 P.M. – 2:30 P.M.

The meeting place will be announced later.

8. Evaluation Meeting: TBA Schedule (Discuss Conference & Remaining Activities)

The committee will determine future meeting dates during our pre-session meeting on January 23<sup>rd</sup>.

9. End of Meeting

Meeting adjourned at 4:30 pm.

Respectfully submitted,  
Anna Bruzzese





# Academic Senate for California Community Colleges

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Relations with Local Senates Committee  
Friday, January 17, 2020  
10 am – 3 pm  
Los Angeles Southwest College  
SOCTE 125

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## MINUTES

In attendance: Anna Bruzzese, Mayra Cruz, Cheri Fortin, Robert Stewart  
Absent: Travis Ritt

- I. Selection of note taker – Mayra and Anna
- II. Update regarding the item brought by the RwLS Committee to the ASCCC Executive Committee's December 6-7 meeting in Oakland:

- a) request for ASCCC to seek legal opinion regarding current technology and the Brown Act

Anna checked with Krystinne Mica at the last ASCCC Executive Committee meeting in Riverside on January 10-11 about the status of this request and there is no legal advice to report back yet.

- III. Update about RwLS pins and preparation for the Spring 2020 Plenary

Anna handed out the RwLS pins which the ASCCC Office provided. The committee is hosting a "Breakfast with Relations with Local Senates for First-Time Attendees" at the Spring Plenary from 8:30 am to 9:15 am on Thursday, April 16<sup>th</sup>. The committee will continue planning for this event at a Plenary planning meeting on Monday, March 23<sup>rd</sup> at 11 am via Zoom.

- IV. Local Senates Handbook review and revisions  
<https://drive.google.com/file/d/1no5VVSyyYf2Fj6Dv1uNVvDrbOuyK3hpc/view?ts=5df166f8>

The committee reviewed the Local Senates Handbooks and proposed some revisions, focusing primarily on equity issues and technology. We will review these edits at our next meeting on February 6 and then submit them to the ASCCC Executive Committee for approval.

- V. Local Senate Survey review and revisions  
<https://asccc.org/resources/surveys>

The committee reviewed the survey and the changes suggested by President Stankas, Vice President Davison and Treasurer May, and proposed some additional edits. Anna will submit the revised survey for the ASCCC Executive Committee meeting on February 7-8 for their approval.

- VI. Brainstorm webinar topics

This item was postponed till the next meeting because the Handbook and survey review took most of the meeting time.

- VII. Updates regarding committee priorities identified in the work plan:

- a) Rostrum article
- b) Paper on defining collegiality in the workplace
- c) Library of resources

This item was postponed till the next meeting because the Handbook and survey review took most of the meeting time.

- VIII. Next steps to address the Fall 2019 assigned resolution 3.07 (Enable the Canvas Name Preference Option; <https://asccc.org/resolutions/enable-canvas-name-preference-option>)

This item was postponed till the next meeting because the Handbook and survey review took most of the meeting time.

- IX. Update and next steps regarding reaching out to colleges that have not been visited in the last five years:

**Colleges without a visit within the past five years:**

| <b>Area A (Cheri):</b> |   |
|------------------------|---|
| Porterville            | <a href="https://committees.kccd.edu/committee/academic-senate">https://committees.kccd.edu/committee/academic-senate</a>   |
| Shasta                 | <a href="http://www.shastacollege.edu/participatory%20committees/academic%20senate/Pages/4524.aspx">http://www.shastacollege.edu/participatory%20committees/academic%20senate/Pages/4524.aspx</a> |
| West Hills Coalinga    | <a href="https://www.westhillscollge.com/coalinga/about/governance-planning/">https://www.westhillscollge.com/coalinga/about/governance-planning/</a>   |
| West Hills Lemoore     | <a href="https://www.westhillscollge.com/lemoore/about/academic-senate/">https://www.westhillscollge.com/lemoore/about/academic-senate/</a>   |
| ALL colleges above     |   |

|  |   |
|--|---|
| Send communication to each college and no response yet,<br><br>Cheri reported reaching out to them again, still no response. |   |
| <b>Area B (Mayra and Thais):</b>   |   |
| Contra Costa<br><br>Tech visits have been scheduled. Will reach out to RwLS if additional support is needed.                 | <a href="https://www.contracosta.edu/faculty-resources/academic-senate/">https://www.contracosta.edu/faculty-resources/academic-senate/</a> |
| <b>Area C (Robert and Anna):</b>   |   |
| Allan Hancock<br><br>One visit this year   | <a href="https://www.hancockcollege.edu/academic_senate/index.php">https://www.hancockcollege.edu/academic_senate/index.php</a>             |
| Cuesta<br><br>Two visits conducted this year   | <a href="https://www.cuesta.edu/about/depts/academicsenate/index.html">https://www.cuesta.edu/about/depts/academicsenate/index.html</a>     |
| <b>Area D (Travis):</b>  |   |
| Coastline<br><br>Not interested in a visit   | <a href="http://www.coastline.edu/about/governance/academic-senate">http://www.coastline.edu/about/governance/academic-senate</a>           |
| Copper Mountain<br><br>Have not heard; send communication to the current president   | <a href="https://www.cmccd.edu/faculty-and-staff/academic-senate/">https://www.cmccd.edu/faculty-and-staff/academic-senate/</a>             |
| Golden West<br><br>Not interested in a visit   | <a href="http://www.goldenwestcollege.edu/senate/">http://www.goldenwestcollege.edu/senate/</a>   |
| Victor Valley<br><br>One visit this year   | <a href="http://www.vvc.edu/offices/faculty-services/faculty-senate/">http://www.vvc.edu/offices/faculty-services/faculty-senate/</a>       |

In addition, the ASCCC Executive Committee agendas have the list of colleges that have been visited. The local senates report starts on p. 17 of the most recent agenda: [https://asccc.org/sites/default/files/Download%20Agenda\\_35.pdf](https://asccc.org/sites/default/files/Download%20Agenda_35.pdf)

- X. Discuss ideas to improve the process for welcoming first-time attendees at the ASCCC Plenaries

This item was postponed till the next meeting because the Handbook and survey review took most of the meeting time.

## XI. Schedule meetings for Spring 2020

The committee agreed on the meeting times below and Mayra sent out Outlook invitations to the following meetings:

- Thursday, February 6 from 2 to 4 pm (Zoom)
- Monday, March 23 from 11 am to Noon (Zoom) – this meeting’s focus is to plan for the Plenary breakfast for first-time attendees

## XII. Announcements

- a. [Area Meetings](#) – March 27–28, 2020; Various Locations
- b. [Spring Plenary](#) - April 16-18, 2020; Oakland

Resources:

Travel form at: <http://www.asccc.org/content/flight-and-travel-request>

Reimbursement form at:

<https://asccc.org/sites/default/files/SenateReimbursementForm2019.pdf>

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### Tasks in Progress

- Local Senates Handbook: Upload Senate handbook to Goggle doc for review prior to the January 17<sup>th</sup> meeting
- Brainstorm webinar topics
- Rostrum article on Brown Act implications of using current technology
- Discuss Resolution 3.07 (F19) Enable the Canvas name preference option

### Tasks Completed

- Revised charge and responsibilities
- Addressed resolution 5.02 F18 Identify and Report Costs of AB705 (Irwin, 2017), not feasible at this time
- Reached out to all the colleges that were not visited over the last 5 years
- Presentations at Plenary including the orientation of new members



# Academic Senate for California Community Colleges

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## Standards & Practices Committee

December 16, 2019

6:30p.m.—8:00p.m.

Zoom Info:

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/968139661>

Or iPhone one-tap (US Toll): +16699006833,968139661# or +16468769923,968139661#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

+1 646 876 9923 (US Toll)

Meeting ID: 968 139 661

International numbers available: <https://cccconfer.zoom.us/j/968139661>

## SUMMARY

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- I. Welcome: Members checked in. Geoffrey Dyer, Michelle Bean, Roy Shahbazian, Christopher Howerton, and Angela Echeverri were present. Angela Echeverri offered to take notes for the meeting.
  
- II. Updated Election Procedures:
  - A. Forthcoming *Rostrum* Article by Dave Mezzera: Dyer reported that ASCCC Executive Director Krystinne Myka asked Parliamentarian Mezzera to submit a *Rostrum* article on instant run-off voting. Mezzera wrote it with some assistance from Dyer; expect an article in the upcoming *Rostrum*.
  - B. Resolution for Spring Plenary: Dyer reported that the ASCCC Exec committee meeting went as expected; he suggested a footnote stating that bylaws supersede the rules. The ASCCC bylaws state the president can make an interim appointment when there is a vacancy on the Executive Committee; however because of the successful Fall 2019 resolution that eliminated trickling, the rules clearly say no candidate shall accept more than two nominations. S&P should write a resolution for Spring Plenary, in order to change the rules. The rules are very specific about a second nomination. We should talk about what that change should look like. If a vacancy arose, a qualified candidate that already accepted two nominations would not have the opportunity to be considered for a third one-year position under the current rules. The S&P resolution that did not succeed accounted for this possibility, but the one that passed did not. The resolution needs to be written by mid-February so that the Executive Committee can review it. The resolution would go out in the first packet before the area meetings. Dyer volunteered to take the lead on writing the resolution, Angela Echeverri offered to assist.

III. Status of Disciplines List Revisions Submissions:

- A. Executive Committee Review in January, 2020: Dyer reported that the process is moving along. He took the testimony from the first hearing, along with the summary and full applications, and submitted them for the January Exec meeting. The Executive Committee will review to ensure that the process has been followed and that there is sufficient evidence to move forward to a second hearing and action by the ASCCC at the Spring Plenary.
- B. *Rostrum* article—Thompson and Dyer will write an article for the January 6 deadline. It is important that delegates inform their local faculty about the adopted resolutions. The discipline review process will start again in February; the Disciplines List web page content needs to be updated. Registered Behavioral Technician (RBT) adds a new discipline; the Film Studies proposal makes the MQs more restrictive. The resolutions recommending the discipline list changes cannot be amended. If forwarded by the Exec, the ASCCC will vote on the proposals at its Spring Plenary session. S&P should review the resolutions at its February 18 in-person meeting.

IV. Awards

- A. Exemplary Program Winners and Recognition: Dyer asked Krystinne Mica if it would be appropriate for members of the committee to write an article about the winners, which will be honored at the January BOG meeting. She encouraged committee members to do so. Roy volunteered to write on the College of the Redwoods Pelican Bay program. Christopher proposed an outline. Eric and Angela agreed to help with the article. The article is due on January 6.

There has been a suggestion to infuse equity mindedness into the awards process. Roy stated that the rubric was not explicit on equity, and other S&P members agreed. The committee suggested revising the rubric to better include consideration of diversity, equity, and inclusion. Roy also suggested making a change to the application so that it aligns with the revised rubric and to add an equity component to the application.

- B. Hayward Award: Dyer reported that the deadline was December 13; he does not know how many applications were submitted. All S&P members as well as four faculty from each of the four ASCCC areas will read them. Evaluators will not read applications from their own area. They will send out the applications for review in January; we should have about a month to do the reading.
- C. Regina Stanback-Stroud Diversity Award—The Applications are due in February.

- V. Diversity, Equity, and Inclusion Integration Plan: There were a couple of attachments to today's S&P agenda. One is from the September BOG meeting: the integration plan for systemic integration of equity, diversity, and inclusion. It suggests an overarching living road map. The November Excel spreadsheets aligns BOG strategies with ASCCC goals and recommends how committees could create tangibles to make progress in this area. Michelle Bean stated that there was a lot of overlap between EDAC, S&P, and the Exec/FLDC. Dyer reported that Michelle and he would attend a January 22 in-person



meeting with the chairs of Faculty Diversification Partners. Dyer is not exactly sure what a tool kit would look like. Bean asked S&P members to share any ideas they might have for the toolkit. Dyer asked whether there were ways we could encourage committee members to screen for diversity, equity, and inclusion.

VI. The Second Minimum Qualification: Dyer explained that both Ed Code and Title 5 require the second MQ. The language in both is slightly different. Eric Thompson reported that Santa Rosa is hiring 39 FT faculty in the upcoming spring for fall 2020; they plan to on doing a lot of training. Santa Rosa recently revised its diversity prompt, making it more extensive and nuanced. Thompson is interested in a breakout on screening for the second MQ. Dyer stated he or Michelle would inquire about the second MQ at the January FLDC meeting.

VII. CTE MQ Toolkit

A. [Webinar Outline](#): Chris made an outline, Carrie Robertson (CTE Committee) asked for access to it before the last CTE meeting. With the adoption of the CTE Toolkit last spring Dyer was tasked along with Robertson to explore regionals and/or webinars. Dyer has given the CTE Leadership Committee a webinar outline and is waiting to hear back.

B. CTE Noncredit Institute: Dyer stated that the event will take place from April 30-May 2 at the San Mateo Marriot. The planning for that institute is underway. Bean and Dyer saw a first draft program outline, which has CTE toolkit training on the morning of the 30<sup>th</sup> from 9-12 and a session on faculty diversification. The program may not be solidified until February. CTE Leadership and Noncredit Committees are developing the program.

Dyer stated that for CTE fields that require any college degree and experience, you would need the toolkit if there are applicants without any college degree. Some districts are looking at equivalency very broadly. Roy Shahbazian suggested a breakout for plenary. Dyer suggested calling the breakout “Local Equivalency and CTE MQ Toolkit. The breakout could address the role of multiple college entities involved with approving equivalency and could discuss how to institutionalize these processes.

VIII. Face-to-face Meeting: Will be on Tuesday, February 18, 2020 from 10 am to 3 pm at Los Angeles Mission College

A. [Travel Request](#): Dyer explained that the form was attached to a recent email. Members probably don't need to the travel request form use unless they plan to fly and have a financial hardship.

B. [Reimbursement Request Form](#): The form contains the reimbursement policies, which include that members will only be reimbursed for the lowest cost of travel. The committee plans to be in and out of the meeting on the same day.

C. Planning—Echeverri will secure room and make lunch arrangements for the in-person meeting, which will be from 10 a.m.—3 p.m. Want to talk about the:

- Exemplary Program Award rubric to better reflect equity, inclusion, and integration
- Tool kit Implementation (especially the GE tool)
- Equity, diversity, and inclusion integration plan

IX. Schedule of Upcoming Meetings

1. January 27 at 6:30—8:00 p.m. Zoom

2. February 18 at Mission College in Sylmar.
  3. March 23 at 6:30—8:00 p.m. Zoom
  4. April 20 at 6:30—8:00 p.m. Zoom
- X. **Committee Priorities from Adopted Resolutions**
- A. 17.09 Fall 17—ensuring MQs for apprenticeship in Disciplines List has been addressed, but other Resolveds have not been.
  - B. 10.01 Spring 18—calling for taskforce to review that all disciplines are updated and current.
  - C. 19.03 Spring 18—oppose efforts to permit single course equivalency.

The meeting was adjourned at 8:03 pm.



## Executive Committee Agenda Item

|   |  |                                     |            |
|---|--|-------------------------------------|------------|
| SUBJECT: CA PERKINS JOINT Special Populations Advisory Committee (JSPAC) December 10-12, 2019 |  | Month: February                     | Year: 2020 |
|   |  | Item No: VI. B. i.                  |            |
|   |  | Attachment: Yes (1)                 |            |
| DESIRED OUTCOME:  | The Executive Committee is being provided information regarding the JSPAC Conference | Urgent: No                          |            |
|   |  | Time Requested: NA                  |            |
| CATEGORY:   | Reports  | <b>TYPE OF BOARD CONSIDERATION:</b> |            |
| REQUESTED BY:   | LaTonya Parker   | Consent/Routine                     |            |
|   |  | First Reading                       |            |
| STAFF REVIEW <sup>1</sup> :   | April Lonero   | Action                              |            |
|   |  | Information                         | X          |

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

### BACKGROUND:

*The Executive Committee is being provided information regarding the fall 2019 JSPAC Conference.*

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

# Equity *ACTION*

## Dig Deeper

Looking beyond random acts of equity



CA PERKINS JOINT  
**Special**  
**Populations**  
ADVISORY COMMITTEE

Annual CTE Equity and Access  
Conference

December 10-12, 2019

SCHEDULE

# California Perkins Annual Equity and Access Conference 2019

Promoting Equity, Access, and Student Success through CE/CTE



# KEYNOTE SPEAKERS

Please take a few moments after each session to provide JSPAC feedback at <https://shorturl.at/nxJ68>

## GENERAL SESSIONS

Wednesday, December 11

**Dig Deeper State Leadership Forum - Berke' Brown**

A forum of leadership representation from three organizations: California Department of Education, State Board of Education, and California Community College Chancellor's Office.

These leaders will share their organizations' visions of equity.

**Kiheem Jackson**

Deputy Superintendent of the Equity and Access Branch  
California Department of Education

**Dr. Ting Sung**

State Board of Education Council  
California Department of Education

**Laura Metune**

Vice Chancellor for Government Relations  
California Community College Chancellor's Office

Thursday, December 11

**Reflection Wrap-up - Berke' Brown**

Wednesday

(12:15PM - 1:15PM)

Thursday

(8:00AM - 8:30AM)

The mission of the CA Perkins JSPAC is to promote equity, access and success in CTE for students from special populations by providing educators research based professional development, instructional strategies and resources.

## SCHEDULE AT-A-GLANCE

### PRECONFERENCE

TUESDAY, DECEMBER 10, 2019

| Time           | Workshop Name                           | Room                                       |
|----------------|---|--|
| 12:00PM-3:00PM | Registration                            | 1 <sup>st</sup> Floor                      |
| 1:15PM-4:15PM  | State Perkins Plan for CTE              | Eldorado-1 <sup>st</sup> Floor             |
| 1:15PM-2:30PM  | Equity and Public Policy                | Granada Hermosa-1 <sup>st</sup> Floor      |
| 1:15PM-4:15PM  | California Teacher Preparation Programs | Balboa/<br>Calaveras-1 <sup>st</sup> Floor |
| 5:00PM-6:30PM  | Reception and Networking                | Sierra-16 <sup>th</sup> Floor              |

### CONFERENCE

WEDNESDAY, DECEMBER 11, 2019

| Time            | Workshop Name   | Room                             |
|-----------------|---|----------------------------------|
| 10:00AM-5:00PM  | Registration  | 1 <sup>st</sup> Floor            |
| 11:00am-11:30AM | Welcome Address                                       | California-1 <sup>st</sup> Floor |
| 11:30AM-12:15PM | Lunch   | California-1 <sup>st</sup> Floor |
| 12:15PM-1:15PM  | Leadership Forum Dig Deeper                           | California-1 <sup>st</sup> Floor |
| 1:15PM-1:25PM   | Meet JSPAC Committee Members -<br>Conference Kick-off | California-1 <sup>st</sup> Floor |
| 1:25PM-1:30PM   | Transition  |                                  |
| 1:30PM-2:45PM   | Breakout Session 1                                    | Various                          |
| 2:45PM-3:00PM   | Revitalize Break                                      | 1 <sup>st</sup> Floor            |
| 3:00PM-4:15PM   | Breakout Session 2                                    | Various                          |
| 4:30PM-5:45PM   | Breakout Session 3                                    | Various                          |

### CONFERENCE

THURSDAY, DECEMBER 12, 2019

| Time            | Workshop Name          | Room                             |
|-----------------|------------------------|----------------------------------|
| 7:00AM-9:00AM   | Registration           | 1 <sup>st</sup> Floor            |
| 7:30AM-8:00AM   | Breakfast              | California-1 <sup>st</sup> Floor |
| 8:00AM-8:30AM   | Reflection Wrap- Up    | California-1 <sup>st</sup> Floor |
| 8:30AM-8:45AM   | Transition             | Various                          |
| 8:45AM-10:00AM  | Breakout Session 4     | Various                          |
| 10:00AM-10:15AM | Transition             |                                  |
| 10:15AM-11:30AM | Breakout Session 5     | Various                          |
| 11:30AM         | Snack On-the-Go        | 1 <sup>st</sup> Floor            |
| 11:45AM-1:30PM  | JSPAC Advisory Meeting | Placer-2 <sup>nd</sup> Floor     |

PRECONFERENCE

1:15PM-  
4:15PM

State CTE Perkins Plan - (Eldorado -1<sup>st</sup> Floor)  
Jeff Mrizek, Jean Claude Mbomeda, Pradeep Kotamraju,  
Maureen White

Equity and Public Policy - (Granada Hermosa-1<sup>st</sup> Floor)  
Carolyn Zachry, Michael Tinsley

California TPP Across Education Systems: - (Balboa/Calaveras  
- 1<sup>st</sup> Floor)  
Strategizing the Diversification of California's Teacher  
Workforce  
Renee Marshall, Kathleen White, Carla York, Christina  
Mulcahy, Kim Sakamoto, Agustin Cervantes, Marvin Lopez,  
Donna Glassman-Sommer





1:30PM-  
2:45PM

### BREAKOUT SESSION 1

In the wake of AB 705: Enhancing Learning Support for Underserved and Disproportionately Impacted Students - (Balboa/Calaveras - 1<sup>st</sup> Floor) Lisa Fischler, Jay Singh, and Gregory Stocker

The presenters of this session will share different services for supporting underserved students. The presentation covers basic skills courses and services for these students. Key strategies are the core of this session. Techniques supporting equity across the disciplines are discussed.

Creating Courses that Count- skills for college, work, and life - (Granada/Hermosa - 1st Floor)  
Sandra Hamilton Slane

So many times you hear people complain that practical, life skills classes are not offered in school. Well – now they are! Learn about courses that help students at Shasta College adjust to the community college setting, develop life and career skills, and provide practical preparation for entering the workforce.

Reduce Discipline Disproportionality?- (Sierra - 16<sup>th</sup> Floor)  
Priscilla Kucer

Now more than ever, there is a need to employ action strategies within education that promote diversity and equity. Discipline disproportionality is a major concern for many educators. In this session, individuals will be exposed to an intervention that involves equitable behavioral strategies to implement among diverse learners.

CTE and Special Education under One Roof serving all Students - (River View/City View - 16<sup>th</sup> Floor)  
John Pellman

This session is about a pilot program that combines students who have moderate to severe disabilities and students on the autism spectrum with able bodied students in the shop classroom taught by a CTE Engineering Teacher and supported by a Special Education teacher.

2:45PM-  
3:00PM

### REVITALIZE BREAK - 1<sup>ST</sup> FLOOR

3:00PM-  
4:15PM

## BREAKOUT SESSION 2

### Mental Health Support for Non-Traditional Students: Bridging the Equity Gap - (Balboa/Calaveras - 1<sup>st</sup> Floor)

Michele Madrid Novak and Toni Martinez

This session is about the efforts of San Diego Continuing Education reducing the stigma of mental health and creating a campus environment of mental health awareness for non-traditional students. In 2018 San Diego Continuing Education with San Diego City College were awarded the California Community College Mental Health Services Grant.

### Constructing Equity: One District's Journey - (Granada/Hermosa - 1<sup>st</sup> Floor)

Mary Waters

The presenters will share the district's equity journey with data, foundational work and the plan for the future. They will guide participants activities to examine their current reality and options for next steps in developing their equity plans.

### Building College and Career Opportunities for Alternative Education - (Sierra - 16<sup>th</sup> Floor)

David Putney

How to build CTE pathways in Alternative Education through collaborative partnerships with probation, workforce development boards, non-profit organizations, and community colleges to ensure equitable access to a college and career future.

### Trauma and Learning: Supporting Students Living with Trauma - (River View/ City View - 16<sup>th</sup> Floor)

Windy Martinez & Maricela Becerra

Students living with trauma are not new to our campuses, but the impact on learning is poorly understood. The importance of learning more about this population is threefold: 1) the increasing number of college students living with trauma, 2) the effects of trauma on learning, and 3) the strategies helpful in addressing student needs.

### Building Leadership Capacity for Equity Minded K12 Computer Science Education - (Monterey - 2<sup>nd</sup> Floor)

Jared Amalong

This interactive workshop will provide an overview of the hands-on tools and resources administrators need to implement equity-minded K-12 Computer Science Education in schools, districts, and county offices of education to increase opportunities for all students, including low-income students and students of color.

4:30PM-  
5:45PM

### BREAKOUT SESSION 3

Understanding the Imposter Phenomenon in First Generation Women in STEM Disciplines - (Balboa/Calaveras - 1<sup>st</sup> Floor)  
Shannon Trefts

This session will provide information about first-generation women in STEM facing a myriad of barriers, leading to experiences with the Imposter Phenomenon (IP). The IP, in short, refers to high achieving individuals' inability to internalize successes, causing them to believe they are intellectual pretenders (Clance & Imes, 1972).

Teaching to Intuition: Addressing the Achievement Gap in Math - (Granada/Hermosa - 1<sup>st</sup> Floor)  
Edric Cane

Think of it as looking at math in the US from abroad. Beyond token steps, that could help us change how we teach math in ways that make a significant impact on dismal statistics. This would have a dramatic impact on equity for Special Populations.

How to be Present in an Absent World: A Workshop for the Dream Makers - (Sierra - 16<sup>th</sup> Floor)  
Lisa Wilson

The workshop session will equip and empower the dream makers (educators, administrators, advocates) with tangible tools to create change and reflective practice to nurture individual growth that will align with the mission and vision of equity and access for ALL students..

New Breakthroughs in Learning: Supporting Students Living with Trauma - (River View/City View - 16<sup>th</sup> Floor)  
David Militzer

This workshop is a deep dive into new breakthroughs in science and ways of knowing and understanding that hold keys for equity, access, and increasing our ability to learn.

Engage in Special Populations Students in Career Planning with CalCRN Resources - (Monterey - 2<sup>nd</sup> Floor)  
John Merris-Coot

This session will showcase FREE career exploration and planning resources from that can be used for Special Populations.

8:45AM-  
10:00AM

#### BREAKOUT SESSION 4

##### Organizing a School Site Toolkit to Increase Student Achievement - (Granada/Hermosa - 1<sup>st</sup> Floor)

Joey Adame and Jennifer Eubanks

School Administrators are faced with numerous challenges to increase achievement for all students. This session navigates a toolkit that has proven to be successful in developing a sequence of implementations to lower the achievement gap for all student subgroups.

##### Constructing Equity: One District's Journey - (Fresno - 1<sup>st</sup> Floor)

Mary Waters

The presenters will share the district's equity journey with data, foundational work and the plan for the future. They will guide participants in activities to examine their current reality and options for next steps in developing their equity plans.

##### Equity Systems Where No One is Left Behind - (Eldorado - 1<sup>st</sup> Floor)

James Wood

The workshop will focus on developing systems that promote programs from cradle to retirement with a focus on equity. All Means All

##### Avoiding the Road to Nowhere: Mapping Equitable Intersegmental Pathways - (Sierra - 16<sup>th</sup> Floor)

Kathy Booth

Discover how to map pathways between K12, adult ed, community colleges, and jobs. Learn strategies that help students identify routes to specific careers, expand their horizons for possible majors, and stay on-target to attain their goals.

##### Equity, Cultural Competence, and Implicit Bias - (Monterey - 2<sup>nd</sup> Floor)

Sudie Whalen

This workshop will focus on increasing equity while encouraging cultural competence and identifying implicit bias. Participants will explore the role of adult education teachers and administrators in promoting and cultivating educational equity in their schools and surrounding communities.

10:15AM-  
11:30AM

### BREAKOUT SESSION 5

Building College and Career Opportunities for Alternative Education - (Granada/Hermosa - 1<sup>st</sup> Floor)

David Putney

How to build CTE pathways in Alternative Education through collaborative partnerships with probation, workforce development boards, non-profit organizations, and community colleges to ensure equitable access to a college and career future.

Best Practices for Diversifying the Teacher Pipeline - (Fresno - 1<sup>st</sup> Floor)

Renee Marshall, Yadira Arellano, Bobby Becka, Dr. Mariane Doyle, Maria Lopez, Donna Glassman-Sommer

In this interactive session cross systems examples will be shared of how to support Grow Your Own Model of Teacher Preparation from the California Community College Teacher Preparation Programs. (Tulare County Office of Education, and the William S. Hart High School District)

Equity in Action Field Stories - (River View/City View - 16th Floor)

Dr. Vera Jacobson

This will be a motivational experience drawing from the speaker's own formal research, 23 years of classroom experience working with marginalized youth, and personal antidotes in raising an autistic daughter.

Unintended Consequences: Brown v. Board of Education and the Re-Segregation of K-12 Schools - (Sierra - 16<sup>th</sup> Floor)

Dr. Gina M. Newton

This presentation begins with the voices of African American students who attended public schools in the 1950's and 60's - before, during, and after desegregation. We will discuss the decline in African American teachers' and administrators' representation in public schools and highlight the effects of their influence thereof.

Providing an Entry Gate Towards Industry Recognized Certifications for Special Population Students - (Eldorado - 1<sup>st</sup> Floor)

Steve Linthicum

The session will focus on the success associated with providing students with their first CompTIA foundational certification (ITF+) and how that first success has led students to complete higher level certifications, and providing opportunities for employment in this rapidly evolving field.

## JSPAC'S PICK OF INSPIRED QUOTES

*We need to give each other the space to grow, to be ourselves, to exercise diversity. We need to give each other space so that we may both give and receive such beautiful things as ideas, openness, dignity, joy, healing and inclusion.”*  
*Max de Pree*

*“Justice will not be served until those who are unaffected are as outraged as those who are.”*  
*Benjamin Franklin*

*“Not everything that is faced can be unchanged. But nothing can be changed until it is faced.”*  
*James Baldwin*

*“Our ability to reach unity in diversity will be the beauty and the test of our civilization.”*  
*Mahatma Ghandi*

*“We need to make every single thing accessible to every single person with a disability.”*  
*Stevie Wonder*

*“Equity, just another fair inclusion. An equitable society is one in which all can participate and prosper. The goals of equity must be to create conditions that allow all to reach their full potential. In short, equity creates a path from hope to change.”*

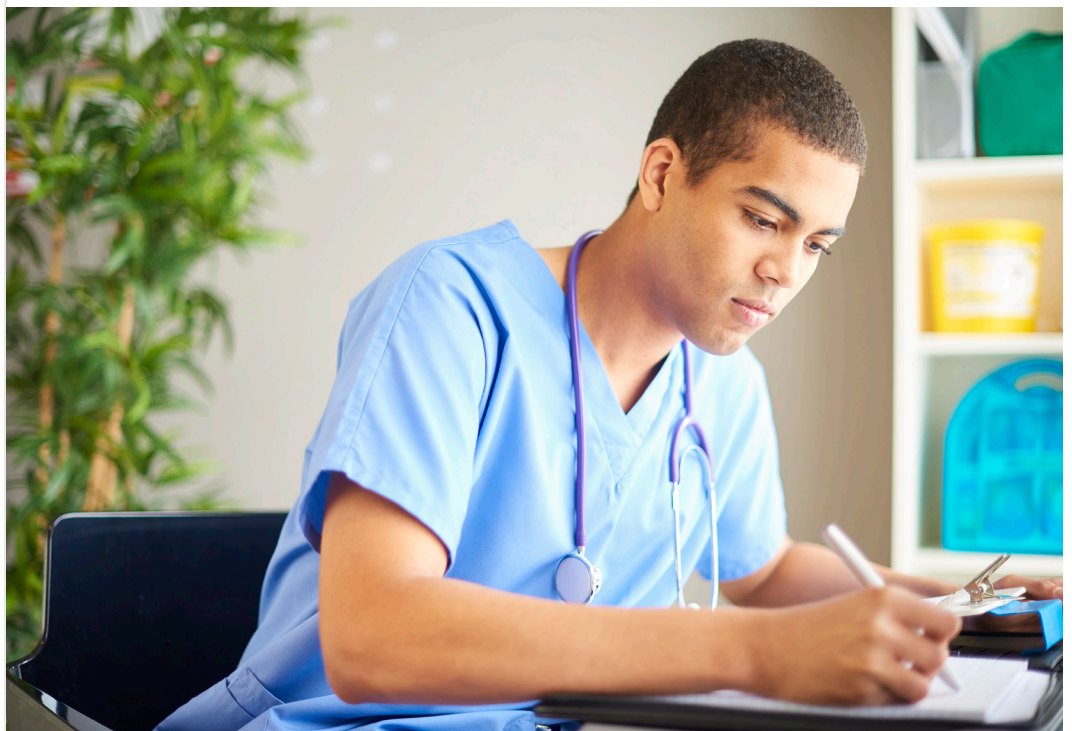
*Unknown*

*“An individual has not started living until he can rise above the narrow confines of his individualistic concerns to the broader concerns of all humanity.”*

*Martin Luther King, Jr.*

*“I’m inviting you to step forward to be seen & to ask yourself...If not me, who? If not now, when?”*

*Emma Watson*



# COMMITTEE MEMBERS

Please take a few moments after each session to provide JSPAC feedback at <https://shorturl.at/nxJ68>

## OUR EQUITY LEADERS

### K-12 Representatives

Leslie Aaronson  
Dr. Zenda Mitchell Abbott  
Kristen Boroski  
Chris Boynton  
Susi Huschle  
Don Isbell  
Pam Knapp  
Elodia Ortega-Lampkin  
Daphne Sakamoto Steidl

### Community College Representatives

Rosie Antonecchia  
Roberta Kunkel  
Carmen Lamha  
Windy Martinez  
Christina Mulcahy  
Ashley Phillips  
Sheryl Plumley  
Adam Runyan  
Frederico Saucedo  
Carla Yorke

### Public/Private Sector

Sheila Bollenbach  
Marie Ganister  
Kim Beaton  
Alexander Berry  
LaVonne Slaton  
Susan Wheeler

### Staff

Tonette Salter, Equity Analyst  
Dr. Maureen White, CCCCCO, Ed Consultant  
Gary Page, CDE, Ed Consultant

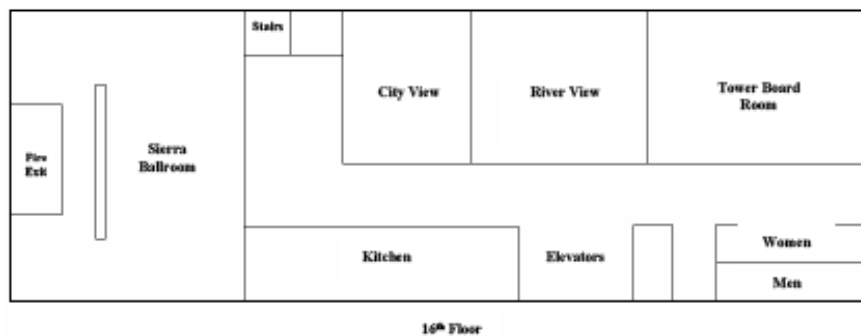
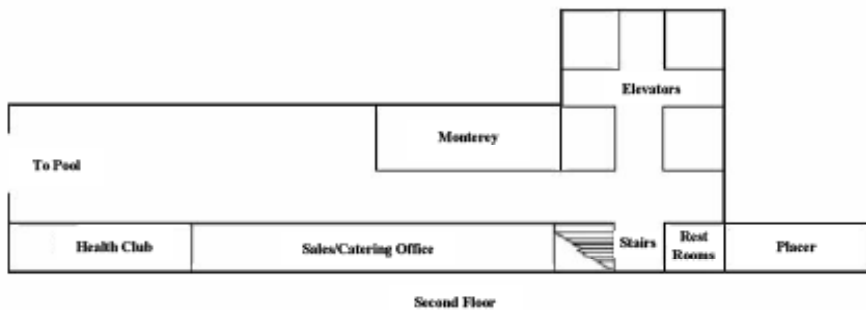
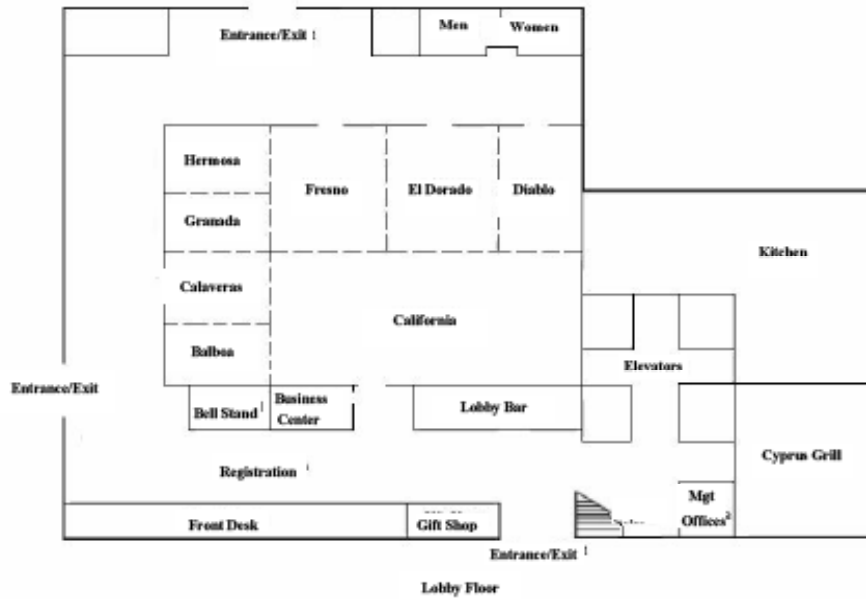
Special Populations Collaborative - West Hills  
Community College District  
Dr. Alyssa Bahr Casillas, Project Director

We cultivate equity

Our committee members are active equity-based capacity building leaders setting high expectations, engagement, expansion and professional growth for educators.



# HOTEL MAP



# California Perkins Annual Equity and Access Conference 2019

Promoting Equity, Access, and Student Success through CTE



# California Perkins Annual Equity and Access Conference 2019

Promoting Equity, Access,  
and Student Success through CTE







## 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 Steele       | 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 was (November 7-9). Kathy, Dolores and Geoffrey will be doing a breakout on the Draft DE guidelines.
- € **CAPED (Thad)** – CAPED’s Annual Conference is in Huntington Beach beginning October 10 and he will be providing an update about the DE Guidelines.
- € **CCL (Susan)** – All databases will move to the 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 on PRIMO and ALMA the Ex Libris systems on October. During the October workshops, half of the daylong workshops will be focused on OER. A speaker from the statewide Senate will talk about what is OERI. A librarian from Pasadena will also talk about how librarianship at the community colleges can support OER.
- € **CCCSSA (Jenni)** - absent
- € **CCCDECO (Lisa/Joanna)** – DECO is getting ready for DET/CHE in December and planning next June’s DECO meeting at OTC.
- € **CCCTechConnect (Heather)** – They are currently planning for their OTC meeting. They have been working on a 1-year pilot with PlayPosit, which is 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 their conference in Monterey on March. It is a merged conference with the statewide Banner group and Colleague user group. 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. Cross enrollment is the number one priority. Integrating all the other student support services that colleges have committed to is another priority. CTE pathways grants are 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 are 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: Jodie

Second: Joe

Approved by unanimous consent. No abstentions.

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

Three areas of consideration were discussed: Bagley-Keene, Chancellor's Office co-Chair and overall membership of DEETAC.

- a. We are a Bagley-Keene group because the Board of Governor's Standing Order 409 established the group.
  - i. Bagley-Keene is for state organizations while Brown Act is for districts. Some requirements include:

1. Agendas must be posted 10 days prior to the meeting.
  2. Online meetings require a public space to meet.
- ii. DEETAC has operated as a flexible workgroup without formality. DEETAC members expressed concern that having more limits and bureaucracy will inhibit the group. However, if DEETAC had more support and resources then managing the added responsibilities would be facilitated.
  - iii. Concern was expressed about the public location of zoom meetings and members discussed whether or not the required public space could be virtual. 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.
  - iv. DEETAC could make a stronger effort to make our agendas more publically available. Perhaps by utilizing a platform on BoardDocs to support our agendas. Public comments could be made on zoom.
  - v. Becoming Bagley-Keene could be seen as raising the profile of the group. The group as a whole will need to put more thought and planning in how they operate in the future. DEETAC members will bring it back the new requirement to their constituent groups for their input.
  - vi. The shift of DEETAC to Bagley-Keene is in line with the Chancellor's Office advisory groups restructuring that was included in the [September BOG Agenda, Item 4.5: Participatory Governance and Statewide Engagement](#) (beginning on page 131).
  - vii. There is no consensus on the item, so DEETAC will revisit it at the next meeting.

ACTION ITEM: Erin will check on whether or not there is flexibility in the operation of Bagley-Keene.

b. Co-chair change

In line with the advisory committee restructuring, a Chancellor's Office designee will serve as co-chair along with a representative from a constituency group. This committee did not have a co-chair like the other committees. Having one will standardize the group. Because we are an advisory group to the Chancellor's Office, it is required that a Chancellor's Office member directs the meetings. Having a co-chair from the Chancellor's Office may streamline operations.

- i. Opposition was expressed by multiple members of DEETAC:



1. This group, 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 bodies are advisory to the CCCCCO, we should direct the meeting.
  3. The purpose of the group touches on program, student success, and instruction, which sounds more 10 + 1.
  4. CCCCCO could serve as an administrative co-chair.
  5. Is there a conflict if DEETAC makes recommendations to the Chancellor's Office and there is a voting co-chair who is from the Chancellor's Office.
  6. We should have input from the CCCCCO but not direction.
- ii. No consensus on the charter as a whole. Vote was postponed.

c. DEETAC Membership

Discussion about whether or not to include Calbright as a new voting member to DEETAC was explored.

- i. Calbright has unique requirements that might be beneficial to include in DEETAC discussions.
- ii. They could be added as a "competency-based" constituency group member. However an associated college representative should be included to keep the playing field balanced.
- iii. [ED Code 75000 \(et. seq.\)](#) details the requirements for the Calbright
- iv. As an online college, some of their requirements and operation appears counter to what the other colleges offering distance education.
- v. At the very least, Calbright should attend DEETAC

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. This action item was subsequently postponed until after protocol and charter discussions.

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?

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?

- i. DEETAC previously drafted a letter to the Chancellor supporting SARA.
  - ii. The previous consumer advocacy concern that predatory institutions will not be paying into the fund for student tuition reimbursement remains.
  - iii. There is general interest in rejoining but more information is needed
  - iv. 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)
  - v. 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

| Time                 | Date             | Mode  |
|----------------------|------------------|---|
| 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 | 44<br><a href="https://cccconfer.zoom.us/j/6916520">https://cccconfer.zoom.us/j/6916520</a><br>44 |
| 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/6916520">https://cccconfer.zoom.us/j/6916520</a><br>44       |
| 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/6916520">https://cccconfer.zoom.us/j/6916520</a><br>44       |
| 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/6916520">https://cccconfer.zoom.us/j/6916520</a><br>44       |
| 8:30 a.m. to 10 a.m. | August 5, 2020   | <a href="https://cccconfer.zoom.us/j/6916520">https://cccconfer.zoom.us/j/6916520</a><br>44       |

## DEETAC MEETING NOTES

Wednesday, November 6, 2019

8:30 AM – 10:00 AM

[Link to Recording](#)

Public Meeting Location: 1102 Q Street, 3rd Floor, Hub Collaboration C

### A. Charter Changes & Approval ([Link to the Draft Charter](#)) –

This item was moved to the top of the agenda.

DEETAC members expressed concerns about a CCCCCO staff person as co-chair. Dean Michael Quiaoit noted that the change is to align DEETAC with other advisory committees that have a CCCCCO chair or co-chair. As a counterpoint, DEETAC proposed to include a statement in the charter that collaboration with the CCCCCO on the preparation of agendas will be maintained.

DEETAC members also expressed concerns that Bagley-Keene requirements for the group will needlessly impose restrictions on how the group functions and inhibit their ability to do the work. They proposed that Standing Order 409 be changed to remove DEETAC and therefore no longer be subject to Bagley-Keene. In the meantime, some of the Charter changes will also include Bagley-Keene requirements.

DEETAC discussed the composition of the group and whether or not to include Calbright as a voting seat. Rather than adding a single college, the option to have another Strong Workforce in general was mentioned.

DEETAC members agreed to propose any changes in the shared draft Charter in Google Docs and prepare for a vote at the next meeting.

Call for a vote (at the end of the meeting): Do not change the charter to reflect a CCCCCO co-chair. There was unanimous consent.

### B. Standing reports from constituent groups:

- a. ASCCC (Kathy, Geoffrey) – ASCCC wrote a letter to the Legislature on their duplication of programs and their use of Strut instead of Canvas. It is posted to the ASCCC website. Kathy and Geoffrey are presenting the DE Guidelines at Plenary
- b. CAPED (Thad) – Update will be sent via email.
- c. CCCCCO –
  - i. Educational Services (Erin) – nothing to report
  - ii. DSPTS (Linda) – nothing to report

- d. CCC Tech Connect (Heather) – nothing to report
  - e. CCL (Susan) – Cut over to Ex Libris on 12/18
  - f. CCLC BOT (Laura) – not present at the time of reports
  - g. CEOs (Tammeil) – CEO taskforce on the student centered funding formula is working on ensuring the new base is secure and predictable, including COLA, performance funding on outcomes growth, and regional needs and performance. The CEO taskforce will focus next on housing and affordable housing options.
  - h. CIOs (vacant)
  - i. CISOA (Joe) – nothing to report
  - j. CSSO (Jenni) – not present at the time of reports
  - k. CVC-OEI (Jodie) – Met last month and presented the draft of the DE Guidelines. There was some question as to how the new definitions would be implemented uniformly. In cross-enrollment, whether or not online courses with in-person activities would be included in CVC-OEI is not yet decided.
  - l. DECO (Lisa/Joanna) – System meeting at DET/CHE will include DE Guidelines update and Calbright update, conducting system-wide survey on what the DE structure is on campus.
  - m. RP Group (James) – not present at the time of reports
  - n. Student Senate – (vacant)
- C. DE Guidelines Update ([Link to the Document](#))

Educational Services reviewed and added the CVC-OEI rubric as a resource for quality online courses. There was a proposed change to include some language on how correspondence courses are treated now that they are no longer considered distance education in title 5.

The document will still need review by Legal and a final draft will need to go to 5C and TTAC again

The title 5 section 55204(b) indicates that “any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Order of the Board of Governors.” This appears that the DE Guidelines may have the force of law and not just recommendations.

**D. Reclassifying correspondence courses**

At the last meeting, DEETAC discussed the how the word “correspondence” was stricken from title 5 and how the associated MIS reporting code XF01 would also need to be updated. In the meantime, correspondence courses currently offered

Distance Education &  
Education Technology  
Advisory Committee  
(DEETAC)

as distance education are actually NOT in compliance with title 5. To ensure colleges offering these correspondence courses (a valid and well-established method of instruction) are still eligible to claim FTES, there is a need to create a means to track them in MIS that is outside of distance education. Proposed options include:

- i.** Temporarily using XF01 Code XX: Other Method of Instruction
- ii.** In the group of codes for “Distance Education, Passive Medium” (codes 61 through 64), remove “Distance Education” to leave the heading “Passive Medium”
- iii.** Create an entirely new code specifically for “Correspondence”

Vince Rodriguez from Coastline shared how correspondence courses implemented and tracked at the college level.

DEETAC’s charge is to make a recommendation to the CCCCCO on how to track correspondence and how the guidance for the field should be shared.

The members were in support of providing guidance that is independent of the DE Guidelines. They did not recommend that a new data element be created.

The options for adding correspondence will be presented at the next meeting.

**E.** Summary of the Goals was presented

Summary of Goals was presented and members edited the list:

1. Endorse a SARA information event and revisit a letter of support
2. Update the DE MIS data elements and explore inclusion of a new element for ZTC
3. Develop guidance for DE audit tests for the field
4. Establish DEETAC as an “advise and consult” body for systemwide educational technology procurement
5. Develop guidelines for competency-based education and include noncredit funding
6. Adopt the DE Guidelines, set a process for continuous revision
7. Revise the charter

The goals could be amended by the CCCCCO if issues arise where DEETAC’s recommendation would be needed. DEETAC members preferred knowing ahead of time what those issues could be.

**F.** Adjourned at 10:01AM



Distance Education &  
Education Technology  
Advisory Committee  
(DEETAC)

| <b>Time</b>          | <b>Date</b>      | <b>Mode</b>   |
|----------------------|------------------|---|
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## DEETAC MEETING NOTES

Wednesday, December 4, 2019

8:30 AM – 10:00 AM

[Link to Recording](#)

Public Meeting Location: 1102 Q Street, 3rd Floor, Hub Collaboration C

- A.** Welcome new appointee from ASCCC: Deborah Nolan
- B.** Standing reports from constituent groups:
  - a.** ASCCC (Geoffrey, Kathy) –  
Kathy and Dolores Davison co-presented on the DE Guidelines at Plenary. The question arose about the range of time associated with the OFI definition (for example, does two days still mean OFI?)  
Cheryl Aschenbach will be proposing an agenda item for the ASCCC Executive Committee to seek guidance on pursuing a joint memo with the Chancellor's Office regarding emergency campus closures and the effect on curriculum and online education.
  - b.** CAPED (Thad) – not present at the time of report
  - c.** CCCCCO
    - i.** Ed Services (Erin) – nothing to report
    - ii.** DSPS (Linda) – nothing to report
  - d.** CCC Tech Connect (Heather) – Getting ready to announce Playposit. More information will come following the webinar on Friday.
  - e.** CCL (Susan) – not present at the time of the report
  - f.** CCLC BOT (Laura) – nothing to report
  - g.** CEOs (Tammeil) – At the statewide CEO meeting at the CCLC conference, they received updates on the funding formula, and continued work on the athletic association changes and affordability, housing and food insecurity. They also heard presentations from CIOs, CSSOs, CBOs, and HR professionals to see how they can align and work closely with them. Laney college is hosting a statewide Real College California Basic Needs Summit on Friday. Expect 260 people scheduled to attend. Sara Goldrick-Rab will be doing a fireside chat. Reuben Canedo will be presenting in the morning. There will be panels and workshops on the programs statewide.
  - h.** CIOs (vacant)



- i. CISOA (Joe) – Statewide conference including Banner and Colleague user groups will be in March.
  - j. CSSO (Jenni) – not present at the time of reports
  - k. CVC-OEI (Jodie) – CVC-OEI has not met since this group last met. They continue working on their same focus areas mentioned at past meetings. They did a cross enrollment demonstration at DET/CHE and are making progress.
  - l. DECO (Lisa/Joanna) – Had a system meeting at DET/CHE. The Chancellor’s Office presented followed by Derek Gordon from Calbright. Derek is open to the idea of connecting with our group. DECO is conducting a survey of the colleges.
  - m. RP Group (vacant)
  - n. Student Senate (vacant)
- C. Charter Changes & Approval ([Link to the Draft Charter](#))

DEETAC reviewed the shared google doc for the charter. A clarification was made that the designee from the Chancellor’s Office is the Dean over distance education or that person’s designee. This this case, Erin Larson .

In response to where “student-facing technology” fits within the purview of DEETAC, the Chancellor’s Office clarified that technology projects are heard primarily in TTAC and DII. To reflect this educational technology focus for students in DEETAC’s charter could be established by adding a member or including additional text. Russell Grant is already the resource person from DII. For a more intentional, collaborative integrated planning around student facing technology, ASCCC had a [resolution from Spring 2019 on procurement of technology](#). Members to research on what other agencies or organizations should be included in DEETAC where connections should be made for ex officio resources.

To bolster the topical subject matter expertise of DEETAC as a whole, continued thoughtful consideration and discussion is needed about who is identified as ex officio and how they are included as resources.

In terms of the participation of Calbright, Joanna suggested that members reach out to Calbright through their constituency groups. There was a concern that by choosing Strut, Calbright is operating count to broad statewide efforts to align technologies, including student information systems. There is general consensus that Calbright as an individual college should not have a voting seat on the committee. Instead, focus on competency based education and its intersection with technology. How we best support the education happening statewide – who is doing more, what guidance can be provided, Agendize how go about, who we need to include , how we would implement it.

Motion:

Postpone the vote on the charter today. Unanimously approved (9)



- D. Postpone the vote on the notes for October, November, December until two weeks after this meeting. Erin will send the notes to DEETAC members as a blind copy.

- E. DE Guidelines Update ([Link to the Document](#))

The document was reviewed in Educational Services and Support. In addition to the change for including the CVC-OEI course rubric, the Chancellor's Office will also add some text to address the Vision for Success, Guided Pathways, and the overall direction for the system. There was some question as to what specific text would be included. There was a recommendation that the new language be in the introduction and focused in student success. These guidelines are also equipping faculty, administration, and staff with how best to serve students. The new text could also be in the cover memo from the Chancellor. Erin has been tasked with the writing this new text.

The revised Guidelines will still go to TTAC and 5C. The final document will be shared with the Board of Governors through their weekly update and not at their actual meeting. Erin will get on both the 5C and TTAC agendas with the final draft.

DEETAC members expressed that the sooner the DE Guidelines can be final the better.

- F. Reclassifying Correspondence Courses - Update on Solution

The Chancellor's Office is making changes to the MIS data element XF01 to reclassify correspondence courses. Inmate Education program is proposing changes to title 5 funding and attendance accounting section to ensure that colleges offering correspondence courses are still able to collect FTES. A draft proposed BOG item is circulating. Further down the line, Inmate Education is also exploring title 5 changes for a new method of instruction specifically addressing correspondence courses. As this change specifically ties to curriculum and correspondence courses are no longer considered distance education, 5C not DEETAC will primarily engage in this effort.

- G. Competency Based Education (CBE): Should DEETAC add CBE Guidelines to DE Guidelines in 2020-2021?

There was general support for separate CBE guidelines independent of the DE Guidelines. CBE a broad topic with several touchstones. If more colleges intend to adopt CBE-type programs then need there will need to be guidance to the field on what it is, what it could be, how colleges are paid for it, and how they could be audited for it. 5C is pulling together resources about CBE and the Chancellor's Office is researching statute and guidelines. CBE includes noncredit, credit for prior learning and work based learning. The DE Guidelines reference 58007 on noncredit attendance accounting. Kathy O'Connor has tracked noncredit at her college.



There is general consensus to:

- Include CBE as an area of focus for DEETAC but not to the existing DE Guidelines
- Work collaboratively with 5C, ASCCC, other groups working on CBE to establish some guidelines
- Include a definition of CBE to be added to the next iteration of DE Guidelines.

H. Adjourn at 10:00 AM

### Meeting Dates

| Time                 | Date             | Mode  |
|----------------------|------------------|---|
| 10 a.m. to 3 p.m.    | January 8, 2020  | In-person   |
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## Executive Committee Agenda Item

|  |  |                                     |            |
|--|--|-------------------------------------|------------|
| SUBJECT: Student Equity and Achievement (SEA) December 13, 2019<br>Workgroup Meeting Notes |  | Month: February                     | Year: 2020 |
|  |  | Item No: VI. B. iii.                |            |
|  |  | Attachment: Yes (2)                 |            |
| DESIRED OUTCOME:   | The Executive Committee is being provided information regarding the CCCC SEA Workgroup | Urgent: No                          |            |
|  |  | Time Requested: NA                  |            |
| CATEGORY:  | Reports  | <b>TYPE OF BOARD CONSIDERATION:</b> |            |
| REQUESTED BY:  | LaTonya Parker   | Consent/Routine                     |            |
|  |  | First Reading                       |            |
| STAFF REVIEW <sup>1</sup> :  | April Lonero   | Action                              |            |
|  |  | Information                         | X          |

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

### BACKGROUND:

*The Executive Committee is being provided information regarding the CCCC SEA Workgroup.*

---

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

# Student Equity and Achievement Program Workgroup Meeting

Friday, December 13, 2019

Michael R. Quiaoit, Dean – Educational Services and Support

Barbara Lezon, Specialist – Educational Services and Support

Thomas Ponik, Analyst – Educational Services and Support



# Today's Agenda

Welcome and Introductions

10:00 to 10:15

SEA Updates

10:15 to 11:45

Serving Our LGBTQ+ Student Communities

11:45 to 12:30

Lunch

12:30 to 1:00

AB 943: Impacts and Guidance

1:00 to 1:45

SEA Annual Report: What Worked/What Didn't

1:45 to 2:30

Meeting Summary

2:30 to 3:00

# SEA Updates



# Policy Alignment and Updates

- Draft Title 5 Regulation changes
- Draft SEA Ed Code changes
- Next steps
- Timeline

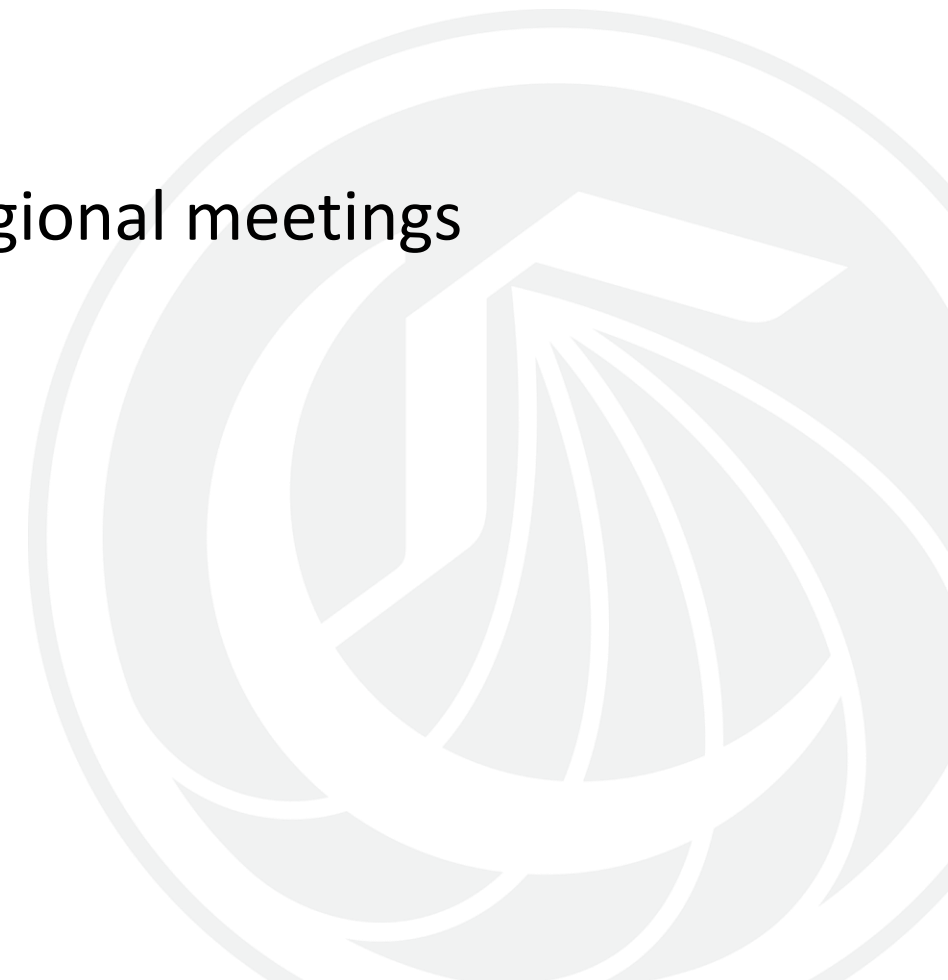


# Funding Formula

- Current SEA Program budget for 2020-21 = \$475 million
  - \$20 million increase requested
- New formula targeted for 2021-22 academic year
  - Required in SEA Ed Code – prioritize funding for high-need and disadvantaged students
  - Additional elements being considered
- Next steps
- Timeline

# Student Education Plans

- Draft education plan guidance shared at regional meetings
- Discussion and feedback from groups
- Next steps
- Timeline



# Equity Plan Analysis

- Center for Urban Education
  - Preliminary analysis by March
  - Full analysis during summer
- Used to inform SEA report to legislature (April 2020)
- Will allow CO and colleges to see landscape of equity efforts
- Equity Plan connection to Annual Report

# ***Serving Our LGBTQ+ Student Communities***

**Dr. Emilie Mitchell,  
Coordinator for ARC Pride Center**

# Lunch





# **Navigating AB 943**



# AB 943: Amendment to Ed Code 78220

- (e) (1) Funding included in the Budget Act for the Student Equity and Achievement Program may be used for provision of emergency student financial assistance to help an eligible student overcome unforeseen financial challenges that would directly impact the student's ability to persist in the student's course of study. These challenges include, but are not necessarily limited to, the immediate need for shelter or food. Each community college district and campus is encouraged to consider the unique characteristics of its student body in developing specific guidelines for further defining what constitutes an unforeseen financial challenge for its students.
- (2) In order for emergency student financial assistance to be an allowable use of Student Equity and Achievement Program funds, emergency student financial assistance shall be included in the institution's plan for interventions to students.

# AB 943: Amendment to Ed Code 78220

- (3) For purposes of this subdivision, the following terms are defined as follows:
- (A) “Eligible student” means a student who has experienced an unforeseen financial challenge, who is making satisfactory academic progress, as defined by the college the student attends, and who is at risk of not persisting in the student’s course of study due to the unforeseen financial challenge.
- (B) “Emergency student financial assistance” means financial support to assist a student to overcome unforeseen financial challenges, including, but not limited to, direct aid in the form of emergency grants, housing and food assistance, textbook grants, and transportation assistance, so that the student can continue the student’s course of study.

# Emergency Aid Guidance Document





# **FUN with...** **the SEA Annual Report!**

# SEA Annual Report

- As of December 12:
  - 9 colleges have submitted
  - 10 colleges have certified
- Common questions:
  - How do we update our contacts?
  - Why don't I see all of our DI (Disproportionately Impacted) groups?
  - Do we include the district portion of the allocation when we report our expenditures?
  - What all should be included in the Counseling category when we determine spending percentages?

# What's Your Experience?

- What is/was your college's experience?
  - What worked well?
  - What was challenging/confusing?
- Did you feel that the training helped prepare you, or not?
- What should we consider for enhancements/next year?
  - Changes to NOVA
  - Communication/training
  - Support materials

# Meeting Summary



# Workgroup Priorities for January - June

- Funding formula
  - Determine data elements
  - Run simulations
  - Obtain feedback & tweak
  - Finalize for vetting
- Additional feedback on student ed plans
- Review Student Equity Plan analysis (by CUE)

# Workgroup Priorities for January - June

- Training/PD needs
  - Annual SEA training series?
  - Quarterly/bi-monthly webinars?
- Other?



# Workgroup Goals – by June

- Finalize guidance for:
  - Student education plans
  - Program administration (SEA handbook?)
- Recommend SEA Annual Report enhancements/changes
- Finalize training/PD needs for 20-21
- Funding formula released for vetting (subgroup goal)
- Other??

# CO SEA Program Priorities for 2020-21

- Funding Formula
- Ed Code/Regs Updates
- SEA Audit Requirements
- Roll-out Training and Professional Development

# SEA 2020 Calendar

- Jan 1, 2020 – 18-19 SEA Annual Reports Due
- Spring/Summer 2020 –SEA Funding Formula Vetting Process
- July 2020 – 20-21 SEA Allocations Made
- Sept 15, 2020 – 18-19 SEA Term-End Expenditures Report Due
- Sept 29-30, 2020 – Equity/Guided Pathways Conference
- Oct 1, 2020 – 19-20 SEA Annual Report open in NOVA (due Jan 1)

# **Next SEA Workgroup Meeting: Friday, March 6, 2020**



***Thanks for attending.  
Happy holidays!***

# The LGBTQ+ Experience



**PRIDE CENTER**  
AMERICAN RIVER COLLEGE

# Goals for the Presentation

- Defining terms and constructs
- Understand the current research on challenges LGBTQIA+ students on campus
- How does the LGBTQIA + student population fit into the equity rubric
- Why the California Community College System should be the leader.

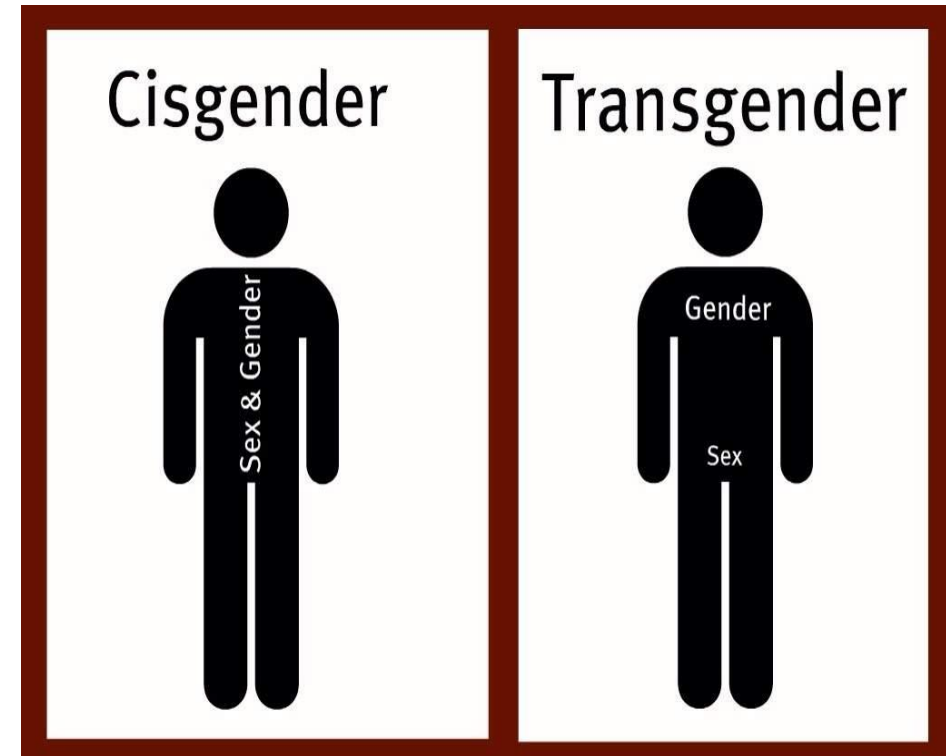


# Defining terms Clearing up confusion



# Gender Identity

- **CISGENDER** (adj.): relating to a person whose gender identity is the same the gender they were assigned at birth .
- **TRANSGENDER** (adj.) relating to a person whose gender identity is different than the gender they were assigned at birth



# Gender Identity

- Non -binary, gender non-conforming, fluid, gender queer.
  - 27% of young Californians (12-17) identify as gender non-conforming.
    - Williams Institute Gender Non-Conforming Study
  - ARC Campus Climates Study (14%)
    - Trans Spectrum\*\*
    - Translates into roughly 4,000 ARC students



# Sexual Orientation

- Heterosexual/Straight
- Gay/Lesbian
- Bisexual
- Asexual
- Pansexual
- Queer
- ARC Campus Climate Study (34%)
  - Queer Spectrum\*\*
  - Translates into roughly 10,000 students



# LGBTQIA+ Student Experiences

# • **LGBTQIA+ Status and College Experiences**

• Concealment to avoid intimidation

- 43% of queer spectrum and 63% of trans spectrum\*

- **ARC Campus Climate Study**

- 38% of queer spectrum and 31% of trans spectrum from fellow students
- 31% of queer spectrum and 30% of trans spectrum from professors
- Should note the reason for concealment was not asked

- **Harassment**

- 21% of LGBT people within the past year on their college campus\*

- **ARC Campus Climate Study- Mistreated**

- 5% of queer spectrum and 9% of trans spectrum from fellow students

- 3% of queer spectrum and 7% of trans spectrum from professors

\*Rankin, S, Weber, G, Blumenfeld, W, & Frazer, S. (2010). *2010 State of higher education: For lesbian, gay, bisexual & transgender people*. Charlotte, NC: Campus Pride.

# LGBTQIA+ Status and College Experiences

- **Fear for their safety**
  - 43% of trans spectrum and 13% of queer spectrum respondents\*
- **Left school**
  - 16% of trans students \*\*

\*Rankin, S., Weber, G., Blumenfeld, W., & Frazer, S. (2010). *2010 State of higher education: For lesbian, gay, bisexual & transgender people*. Charlotte, NC: Campus Pride.

\*\*James, S., Herman, J., Rankin, S., Keisling, M., Motter, L., & Anaf, M. (2016) *The report of the 2015 US Transgender Survey*. Washington, DC: National Center for Transgender Equality.

# LGBTQIA+ Status and College Experiences

- Scant research on the experience of LGBTQIA+ students on CC campuses.
  - Garvey, Taylor, and Rankin (2015) found that students feelings of safety, comfort, and feeling welcomed were the strongest predictors of overall campus climate and that LGBTQ students rated CC campus climate as rather low.
- ARC Study
  - Campus Climate: Queer spectrum < Heterosexual
  - Campus Climate: Trans spectrum < Cis gender
    - Significant at the .05 and .01 level respectively



# Trans & Queer people of color

- **Concealment**

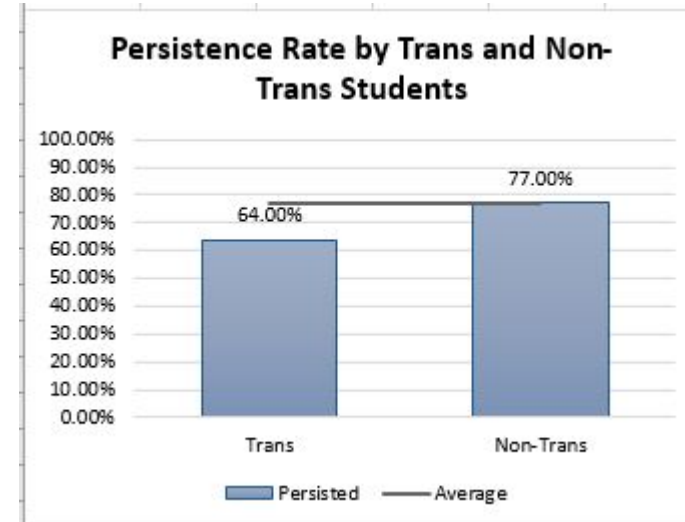
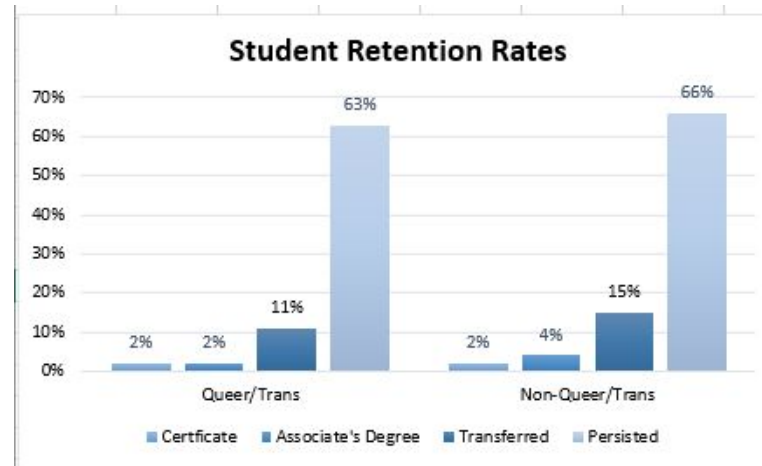
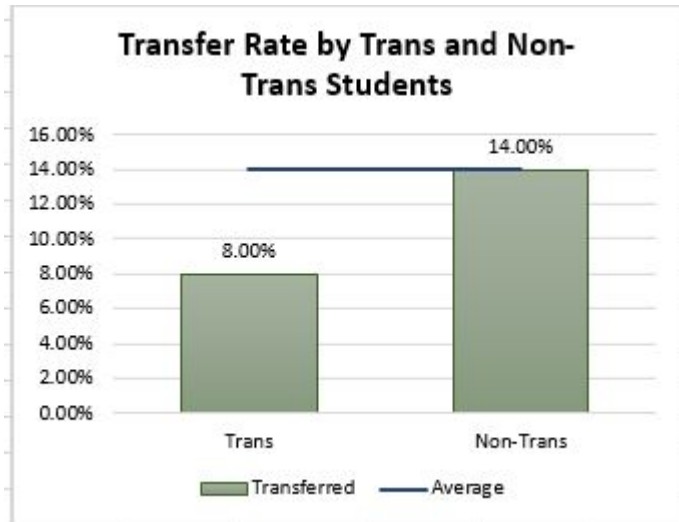
- LGBTQIA+ People of Color > White LGBTQIA+ people\*
  - ARC study did not find this both groups were reporting hiding at roughly same rate
    - Should be noted that almost half of our queer spectrum and trans spectrum respondents were POC

- **Harassment**

- Trans spectrum and gender nonconforming People of Color > White Cis men and women \*

\*Rankin, S, Weber, G, Blumenfeld, W, & Frazer, S. (2010). *2010 State of higher education: For lesbian, gay, bisexual & transgender people*. Charlotte, NC: Campus Pride.

# Disproportionate Impact (CCC office)



Gobuyan, A. C. (2018). LGBTQ+ Students at California Community Colleges.

# AB 1018 (2017)

## Groups included in SEP (in addition to LGBT)

- **Current or former foster youth**
  - LGBTQ+ folks overrepresented in foster youth
  - 1.5 to 2 times the number of LGBTQ youth in foster care as LGBTQ youth living outside foster care - with the majority of these youth being individuals of color \*
- **Homeless students**
  - 40% of homeless youth are LGBT \*\*
- **Low Income**
  - On ARC campus 19% of those visiting our food pantry identify as LGBTQ+
  - Sexual Minority women experience more poverty than straight counterparts (see graph)
  - More than 1 in 4 LGB adults aged 18-44 (27%) participated in SNAP, compared to 20% of non-LGB adults in the same age range\*\*\*

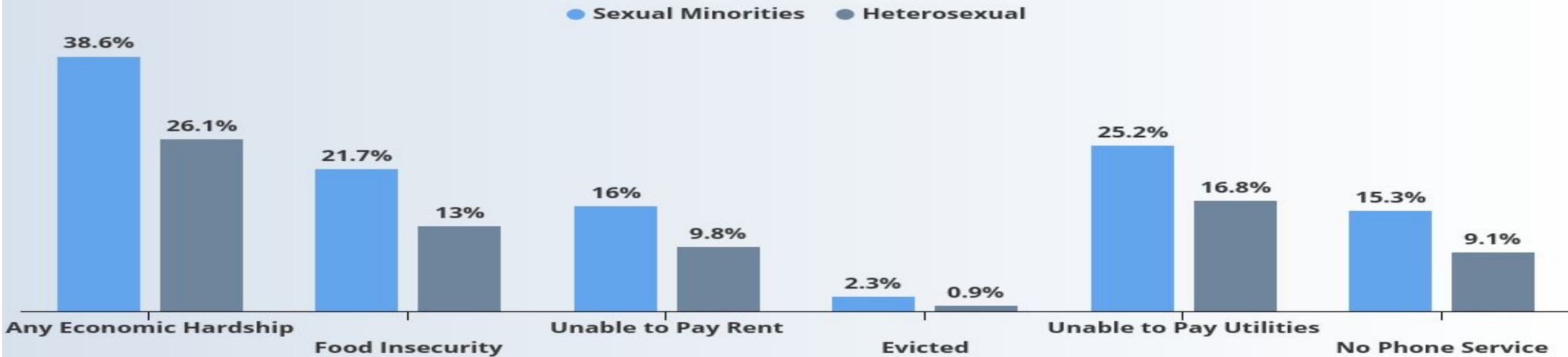
\*[https://williamsinstitute.law.ucla.edu/wp-content/uploads/LAFYS\\_report\\_final-aug-2014.pdf](https://williamsinstitute.law.ucla.edu/wp-content/uploads/LAFYS_report_final-aug-2014.pdf)

\*\*<http://williamsinstitute.law.ucla.edu/wp-content/uploads/Durso-Gates-LGBT-Homeless-Youth-Survey-July-2012.pdf>

\*\*\*<https://williamsinstitute.law.ucla.edu/research/lgbt-food-insecurity-2016/>

# Economic Inequalities and Sexual Minority Women

Sexual minority\* females in a large, nationally representative U.S. sample were more likely to be poor or near poor and to report economic hardship in the prior 12 months.



\*Sexual minorities reported bisexual, mostly homosexual, or 100% homosexual identities or a mostly heterosexual identity with one or more lifetime same-sex sexual partners.

Analyses of National Longitudinal Study of Adolescent to Adult Health Data Conducted by K. Conron, S. Goldberg, & C. Halpern

## The Economic Realities of Sexual Minority Status

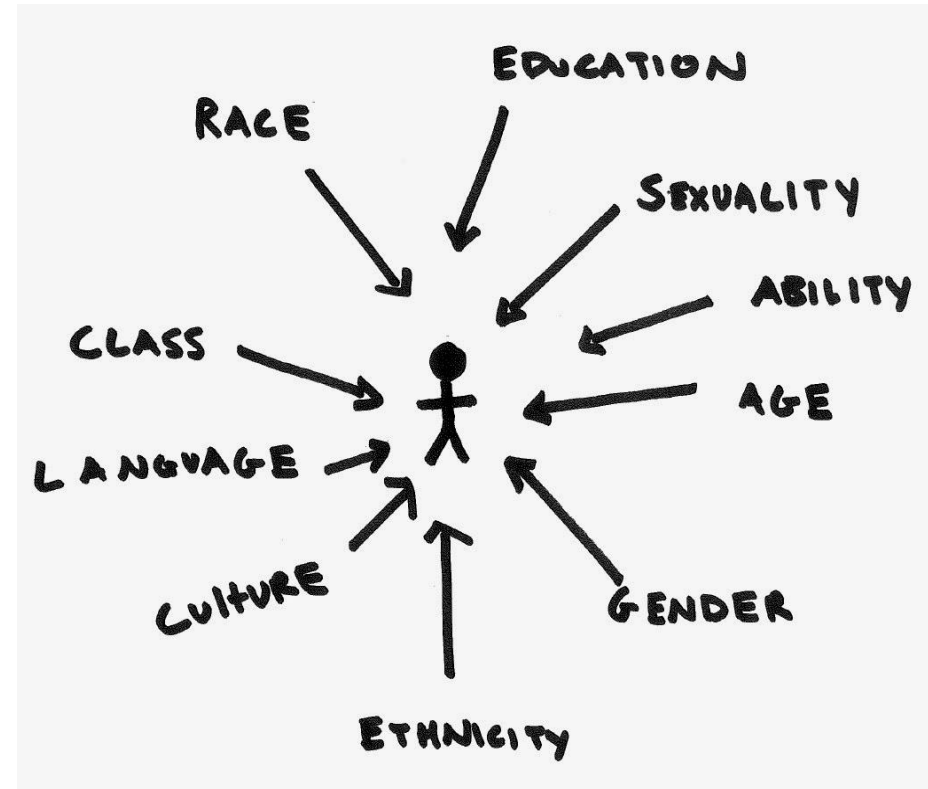
In addition, sexual minority women were less likely to graduate from college and were twice as likely to be unemployed, compared to heterosexual women.

# Intersectionality



There is no such thing as a single-issue struggle because we do not live single-issue lives.

**Audre Lorde**



When you serve  
LGBTQ+ students  
you serve all  
marginalized groups

# Staffed Centers to Meet the Needs of LGBTQ+ Students

- There are 8 in the NATION!!! (let that sink in for a moment)
- 6 in California (3 in Central Valley and Sac)

## CCC Centers

### California Community College Centers

- American River College - Pride Center
- Irvine Valley College - Pride Scholars Program
- MiraCosta College - [LGBTQIA Equity staff position](#)
- Mt. San Antonio College - [Pride Center](#)
- San Juan Delta College - [Delta Pride Center](#)
- Sierra College - [Pride Center](#)

#### Century College

LGBTQ Center  
3300 Century Avenue North  
Room W.1216, West Campus  
55110 White Bear Lake , MN  
United States  
(651) 779-3452  
Minnesota US  
<https://www.century.edu/campus-life/lgbtq-center>

▶ Additional Info



#### Community College of Denver

LGBTQ Student Resource Center  
900 Auraria Parkway  
Tivoli 213  
80204 Denver , CO  
United States  
(303) 556-6333  
Colorado US  
<http://www.glbts.org>

▶ Additional Info



# Why the CCC is uniquely positioned to be a leader

- The CCC system is the largest system of higher education in the United States serving 2.1 million students on 114 campuses.
- One in every four community college students in the nation attend a California community college.
- One in every four Californians age 18-24 are enrolled in a California Community College.
  - This is almost [1 million people](#)
- The CCC system serves historically disproportionately impacted Students of Color
  - More so than either the CSUS system or UC system
- For every dollar California invests to get students in and through college, the state's economy receives a \$4.50 net return on investment.

<https://www.cccco.edu/About-Us/Key-Facts>



# Plan of Action



- **Develop a staffed center or dedicated professional staff to serve LGBTQ+ students at each CCC campus**
- **Ensure that LGBTQ+ students are explicitly integrated into all Equity plans**
  - Understanding that LGBTQ+ students are overrepresented in every other marginalized group as well.
- **Ensure that the LGBTQ+ student experience is surveyed and recommendations are acted upon**
  - Campus Climate
  - Data project on services
- **Statewide oversight to evaluate, monitor, and improve the outcomes for LGBTQ+ students .**

# Contact Information

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Check is out:

<https://www.arc.losrios.edu/pride-center>

<https://www.facebook.com/ARCPrideCenter/>

<https://www.instagram.com/arcpridecenter/>