Academic Senate
for California Community Colleges
LEADERSHIP. EMPOWERMENT. VOICE.

EXECUTIVE COMMITTEE MEETING

Friday, January 10 to Saturday, January 11, 2020

Marriott Riverside at the Convention Center
3400 Market Street, Riverside, CA, 92501
Meeting Room: Embassy Room

Friday, January 10, 2020
8:00 a.m. to 9:00 a.m. Breakfast
9:00 a.m. to 10:00 a.m. Executive Committee Meeting
10:00 a.m. to 12:00 p.m. Closed Session
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
Mario's Place
3646 Mission Inn Avenue,
Riverside, CA, 92501

Saturday, January 11, 2020
8:00 a.m. to 9:00 a.m. Breakfast
9:00 a.m. to 12:30 p.m. Executive Committee Meeting
12:30 p.m. to 1:00 p.m. Boxed Lunch

All ASCCC meetings are accessible to those with special accommodation needs. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by emailing the Senate at agendaitem@asccc.org or contacting April Lonero at (916) 445-4753 x103 no less than five working days prior to the meeting. Providing your request at least five business days before the meeting will help ensure availability of the requested accommodation.

Public Comments: A written request to address the Executive Committee shall be made on the form provided at the meeting. Public testimony will be invited at the beginning of the Executive Committee discussion on each agenda item. Persons wishing to make a presentation to the Executive Committee on a subject not on the agenda shall address the Executive Committee during the time listed for public comment. Public comments are limited to 3 minutes per individual and 30 minutes per agenda item. Materials for this meeting are found on the Senate website at: http://www.asccc.org/executive_committee/meetings.

I. ORDER OF BUSINESS

A. Roll Call
B. Approval of the Agenda
C. Public Comment
This portion of the meeting is reserved for persons desiring to address the Executive Committee on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes.
D. Executive Committee Norms, pg. 5
E. Calendar, pg. 7

F. **Local Senate Visits, pg. 17**
G. **Action Tracking, pg. 29**
H. **Dinner Arrangements**
I. **One Minute Check-In**

II. CONSENT CALENDAR

A. **December 6-7, 2019 Meeting Minutes, Aschenbach, forthcoming.**
B. **Academic Academy 2020 Focus, Davison, pg. 33**
C. **Curriculum Institute: Theme and Structure, Aschenbach, pg. 35**

III. REPORTS

A. **President's/Executive Director's Report – 30 mins., Stanskas/Mica**
B. **Foundation President's Report – 10 mins., Aschenbach**
C. **Liaison Oral Reports** *(please keep report to 5 mins., each)*
Liaisons from the following organizations are invited to provide the Executive Committee with updates related to their organization: AAUP, CAAJE, CCA, CCCI, CCL, CFT, CIO, FACCC, the RP Group, and the Student Senate.

IV. ACTION ITEMS

A. **Legislative Report – 10 mins., Davison, pg. 39**
The Executive Committee will be updated regarding legislation and the ASCCC Legislative Day.
B. **Faculty Role in Governance – 15 mins., Stanskas, pg. 41**
The Executive Committee will be updated on the Faculty Role in Governance in the system and discuss further direction.
C. **Guided Pathways Implementation – 15 mins., Stanskas, pg. 43**
The Executive Committee will be updated on the implementation of the CCC Guided Pathways Award Program and discuss future direction.
D. **Faculty Diversification – 15 mins., Stanskas, pg. 45**
The Executive Committee will be updated on Faculty Diversification in the system and discuss future direction.
E. **Disciplines List Revisions Proposals – 30 mins., Dyer/Bean, pg. 47**
The Executive Committee will review the disciplines list revisions proposals and determine if they should go forward for a second hearing and consideration for action by the body.
F. **2020 Spring Plenary Session Preliminary Outline – 60 mins., Stanskas/Mica, pg. 77**
The Executive Committee will begin discussion on the 2020 Spring Session program, discuss keynote presentations, and consider the outline for approval.
G. **ASCCC Budget Performance – 15 mins., May/Mica, pg. 79**
The Executive Committee will be updated on the budget performance for the second quarter.
H. **Executive Committee Meeting Dates 2020-2021 – 30 mins., Mica, pg. 81**
The Executive Committee will consider for approval the 2020 – 21 Executive Committee meeting dates.
I. **Outline for Paper on Effective Transfer Practices – 25 mins., Foster, pg. 83**
The Executive Committee will consider as a first draft the paper Effective and Equitable Transfer Practices in the Community Colleges.

J. Proposal for New Faculty Empowerment and Leadership Academy – 20 mins., Bean/Foster, pg. 121
The Executive Committee will consider for approval the redesign of the Faculty Leadership Academy.

K. Caucus Structure Revision (version 2) – 20 mins., Bean, pg. 125
The Executive Committee will consider for approval the revision of the ASCCC caucus structure.

L. Review of the Academic Freedom Survey – 15 mins., Donahue, pg. 135
The Executive Committee will review and consider for approval the content and structure of the survey developed by the Educational Policies committee.

M. Closed Session – 120 mins., Stanskas, pg. 137
The Executive Committee will review and consider for approval the recommendations from the Executive Director Evaluation Committee.

V. DISCUSSION

A. Chancellor's Office Liaison Report – 45 mins., Stanskas, pg. 139 *(Date certain, Friday, January 10, 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., Stanskas/Davison, pg. 141
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., Stanskas/Davison, pg. 143
The Executive Committee will receive an update on the recent Online Community College District Board of Trustees Meeting.

D. ASCCC Brand Survey – 20 mins., Mica, pg. 145
The Executive Committee will review and discuss the results of the ASCCC Brand Perception Survey and provide advice on next steps.

E. C-ID Update – 15 mins., Mica, pg. 147
The Executive Committee will receive an update on the Course Identification Numbering (C-ID) System.

F. OERI Update – 30 mins., Mica/Pilati, pg. 149
The Executive Committee will receive an update on the Open Educational Resources Initiative (OERI).

G. Meeting Debrief – 15 mins., Stanskas, pg. 151
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.** CTE Leadership Committee, Roberson, pg. 153
- **ii.** CTE Leadership and Noncredit Committee, Roberson/Parker, pg. 157
- **iii.** Curriculum Committee, Aschenbach, pg. 159
- **iv.** Equity and Diversity Action Committee, Cruz, pg. 165
- **v.** Faculty Leadership Development Committee, Bean, pg. 169

vi. Part-Time Committee, Henderson, pg. 173
vii. Relations with Local Senates, Bruzzese, pg. 177
viii. Standards and Practices Committee, Dyer, pg. 185

B. Liaison Reports

i. California Community Colleges Chancellor's Office Equal Employment Opportunity (EEO) And Diversity Advisory Committee, Cruz, pg. 187
ii. California Community Colleges Curriculum Committee (5C), Aschenbach, pg. 193
iii. 5C Dialog Schedule: Competency Based Education, Aschenbach, pg. 217
iv. CCCMyPath Users Group, Dyer, pg. 221
v. California Virtual Campus - Online Initiative (CVC-OEI) Advisory Committee, Dyer, pg. 243

C. Senate and Grant Reports

i. Academic Senate Foundation for California Community Colleges, Aschenbach, pg. 245
ii. ASCCC Employee Handbook, Mica, pg. 251

D. Local Senate Visits

VII. ADJOURNMENT

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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.

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Executive Committee Agenda Item

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

Please note: Staff will complete the grey areas.

BACKGROUND:

Upcoming Events and Meetings

- **Part-Time Institute** – Napa – January 24-25, 2020, Pre-session January 23
- **Executive Committee Meeting** – San Jose – February 7-8, 2020
- **Accreditation Institute** – La Jolla – February 21-22, 2020
- **Executive Committee Meeting** – Anaheim/Irvine – March 6-7, 2020

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

Reminders/Due Dates

January 21, 2019

- Agenda items for the February 7-8, 2020 meeting
- Committee reports, if applicable

February 18, 2019

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

Part-Time Institute Timeline

- Final program to printer by **January 10, 2020.**
- Materials posted to ASCCC website **January 13, 2020.**

Accreditation Institute

- All AV and event needs to Tonya by **January 20, 2020.**
- All hotel room nights need to be requested by **January 20, 2020.**
- Final program to Krystinne by **January 27, 2020.**

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

Career and Noncredit Education Institute

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

Spring Plenary

- Pre-Session resolutions due **February 21, 2020** to Resolutions chair.
- Second draft of papers due **February 18, 2020** for reading at March Executive Committee Meeting.
- Area Meeting information due **February 21, 2020** to Tonya.
- Final resolutions due **March 6, 2020** to Krystinne for circulation to Area Meetings.
- AV and Event Supply needs to Tonya by **March 20, 2020.**
- 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**.
- 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 outline due **January 21, 2020** for first reading at the February Executive Committee Meeting.
- 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.**

Rostrum Timeline

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

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2019-2020 EXECUTIVE COMMITTEE MEETING DATES

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

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

[1] Times may be adjusted to accommodate flight schedules to minimize early travel times.

[2] Executive Committee members are not expected to attend these events, other than the Faculty Leadership Institute. +North or South location may changes based on hotel availability.

Academic Senate

2019 - 2020

Executive Committee Meeting Agenda Deadlines

Reminder Timeline:

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

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

2019-2020 REGIONAL MEETINGS DATES

***September 5, 2019** – ESL CB21 Recoding Project Regional Meeting: *Clovis Herndon Center*

***September 11, 2019** – ESL CB21 Recoding Project Regional Meeting: *Cypress College*

***September 23, 2019** – ESL CB21 Recoding Project Regional Meeting: *Skyline College*

***October 24, 2019** – Fall Guided Pathways Regional Meeting North: *Lake Tahoe Community College* - Canceled

***October 25, 2019** – Fall Guided Pathways Regional Meeting South: *Allan Hancock College*

***November 1, 2019** – Fall Curriculum Regional Meeting North: *Folsom Lake College*

***November 1, 2019** – Fall Guided Pathways Regional Meeting North: *Folsom Lake College*

***November 1, 2019** – Fall Guided Pathways Regional Meeting South: *Victor Valley College*

***November 2, 2019** – Fall Curriculum Regional Meeting South: *Los Angeles Pierce College*

***November 22, 2019** – Fall Guided Pathways Regional Meeting North: *Shasta College*

***November 22, 2019** – Fall Guided Pathways Regional Meeting South: *Imperial Valley College*

*Approved

EVENT TIMELINE 2019-2020

Academic Academy: September 12-14, 2019
Fall Plenary: November 7 – 9, 2019 | Part-Time Faculty Institute: January 24-25, 2020
Accreditation Institute: February 21-22, 2020 | Spring Plenary: April 15-18, 2020
***Career and Noncredit Institute: April 30-May 2, 2020* | Faculty Leadership Institute: June 18-20, 2020**
Curriculum Institute: July 8-11, 2020

June, July 2019

Academic Academy

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

August 2019

Academic Academy

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

September 2019

Academic Academy

1. Materials posted to website: September 2, 2019

Fall Plenary

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

Part-Time Faculty Institute

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

October 2019

Fall Plenary

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

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

Part-Time Faculty Institute

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

Accreditation Institute

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

November 2019

Part-Time Faculty Institute

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

Accreditation Institute

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

December 2019

Part-Time Faculty Institute

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

Spring Plenary

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

Accreditation Institute

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

Career and Noncredit Education Institute

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

January 2020

Part-Time Faculty

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

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

Spring Plenary

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

Accreditation Institute

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

Career and Noncredit Institute

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

Faculty Leadership Institute

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

February 2020

Spring Plenary

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

Career and Noncredit Institute

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

Faculty Leadership Institute

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

Curriculum

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

March 2020

Spring Plenary

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

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

Career and Noncredit Education Institute

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

Curriculum

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

April 2020

Career and Noncredit Institute

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

Faculty Leadership

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

Curriculum

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

May 2020

Faculty Leadership

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

Curriculum

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

June 2020

Faculty Leadership

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

Curriculum

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

Local Senate Campus Visits
2016-2019

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

COLLEGE	VISITOR	DATE OF VISIT	REASON
Area A			
American River	Executive Committee	9/30/2016	Executive Committee Meeting
	May	9/21/2018	AB 705 Presentation with Network for Equity in Math Education
Bakersfield	Bruno	11/28/2017	Collegiality in Action
	Cruz, Henderson	2/21/2019	Faculty Diversification Regionals
Butte	Goold, Davison, Aschenbach, Freitas	10/13/2016	Curriculum Regional
	Davison	5/12/2017	Butte Chico Center/ Curriculum Streamlining Workshop
	Executive Committee	3/2/2018	Executive Committee Meeting
Cerro Coso	Henderson	5/8/2019	Cal City Prison Graduation
	Executive Committee	9/6/2019	Executive Committee Meeting
Clovis	Davison	8/29/2016	IEPI PRT
	Davison	5/3/2017	Member/Curriculum Streamlining Workshop
	Aschenbach, May, Curry	9/5/2019	ESL Recoding Regional
Columbia			
Cosumnes River	Beach, Parker	3/8/2018	TASCC Regional
	Rutan, May	10/6/2018	AB 705 Regional
	Aschenbach	1/16/2019	Governance
Feather River	Beach	3/11-14/2018	ACCJC Team Visit
Folsom Lake	May, Goold, Aschenbach	10/14/2016	
	Goold	11/22/2016	Discipline Conversation
	Aschenbach, Rutan	11/17/2017	Curriculum Regional – North
	May, Mica	11/1/2019	Guided Pathways Regional Meeting
	Aschenbach	11/1/2019	Curriculum Regional Meeting

COLLEGE	VISITOR	DATE OF VISIT	REASON
Fresno	Cruz	1/10/2019	Guided Pathways Convocation
Lake Tahoe			
Lassen	Bruno	4/25/2018	Collegiality in Action
Los Rios CCD	May, Mica, Rother	3/7/2019	Recoding Regional Meeting
Merced	Aschenbach	4/27/2017	PDC Visit for Julie Clark
	May, Aschenbach, Roberson, 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
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			
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

COLLEGE	VISITOR	DATE OF VISIT	REASON
Siskiyous, College of the			
Taft	Aschenbach, Eikey	1/17/2019	Minimum Qualifications
West Hills Coalinga			
West Hills Lemoore			
Woodland College	Freitas, Rutan, Foster, Adams	10/28/2016	MQ North Regional
	Beach, Parker	2/10/2018	TASCC Committee Meeting
	Davison, Foster	4/6/2018	EDAC Regionals
	May	5/30/2018	MQRTF Meeting
	Curry, Dyer, Roberson, May, Aschenbach	10/11/2019	Area A Meeting
Yuba	Cruz, Henderson	2/25/2019	Faculty Diversification Regional
	Donahue	8/14/2019	Guided Pathways Workshop
	Bean, Roberson	10/24/2019	Shared Governance - Technical Assistance
Area B			
Alameda, College of	Bruno	11/21/2016	Collegiality in Action
	Aschenbach	10/20/2017	ISF (CTE Regional)
Berkeley City			
Cabrillo	Davison	4/28/2017	Curriculum Streamlining Workshop
	Bruno	2/5/2018	Collegiality in Action
	May, Aschenbach	10/5/2018	Curriculum Certificates
	Aschenbach, Parker	10/30/2019	Local Senate Visit - Noncredit
Cañada	Rutan	2/9/2018	Curriculum Technical Assistance
Chabot	Smith	3/21/2017	Area B Meeting
	Davison	9/13/2018	
	Bruno, Davison		FACCC Meeting
	Rutan	11/6/2018	Noncredit Visit
	Davison, Roberson	1/31/2019	Governance

COLLEGE	VISITOR	DATE OF VISIT	REASON
Chabot – Las Positas District	Davison	5/23/2017	Curriculum Streamlining Workshop
Contra Costa			
DeAnza	Cruz	10/12/2018	Area B Meeting
Diablo Valley	May, Rutan	1/22/2019	Noncredit Curriculum
	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			
Marin, College of	Davison	3/17/2017	Curriculum Streamlining
	Davison	9/15/2017	OER Regional
	Eikey	1/15/2019	Minimum Qualifications Equivalency
Mendocino	Bruno	9/22/2017	Collegiality in Action
Merritt	Davison	3/17/2017	Curriculum Streamlining

COLLEGE	VISITOR	DATE OF VISIT	REASON
Mission	Davison, Freitas	12/8/2016	Local Visit
	May, Roberson	3/15/2019	Curriculum Regionals
	Cruz	9/26/2019	FACCC SouthBay Advocacy Summit
Monterey Peninsula	Freitas, Bruno	11/10/2016	Local Visit
	McKay	2/7/2018	IEPI PRT
	Henderson, Cruz, Davison	3/22/2019	Area B Meeting
Napa Valley	Beach	11/14/2016	IEPI PRT Team Member
Ohlone	McKay, Davison	10/19/2017	Local Senate Visit
	Stanskas	9/26/2018	Collegiality in Action
	Davison	8/23/2019	Governance/Local Senate
Peralta CCD	Parker	11/4/2019	Local Senate Visit - Noncredit
San Francisco, City College of	Davison	3/8/2017	Technical Curriculum
	Rutan	2/5/2019	AB 705
	Parker	4/26/2019	FACCC Counselor's Conference
San José City	Davison	5/24/2017	Curriculum Streamlining Workshop
	Rutan, May	5/18/2018	Curriculum Regional
	Foster, Bruzzese	8/30/2019	TASSC In-person Meeting
San Mateo, College of	McKay, Rutan	10/12/2018	AB 705 Workshop
	Stanskas, Davison, Aschenbach, May, Bean, Mica	10/4/2019	ICAS
Santa Rosa Junior	Beach	11/21/2016	EDAC Strategic Plan Meeting
	Slattery-Farrell, Foster	3/10/2017	MQ
	May, Roberson	1/24/2018	GP Resource Team
	McKay	3/23/2018	Area B Meeting
	Aschenbach	10/3/2018	Tech Visit - Gov and Consultation
	Aschenbach, Roberson		Counselor Conference (Petaluma Campus)

COLLEGE	VISITOR	DATE OF VISIT	REASON
Skyline	Davison, Beach, LSF, McKay, Crump	10/21/2016	Curriculum Regional Meeting
	Stanskas	1/25/2017	BDP Articulation
	McKay, Davison	10/13/2017	Area B Meeting
	May	3/5/2019	Recoding Regional Meeting
	Aschenbach	9/23/2019	AB 705 ESL Recoding Regional
Solano	Stanskas, McKay, Smith, Davison	10/14/2016	Area B Meeting
	Rutan	2/16/2017	BDP Accreditation
	Foster, Davison	10/27/2017	EDAC Regional
	Aschenbach, Davison, May, McKay	10/24/2018	WEDPAC/EDAC Tour
	Cruz, Davison	10/11/2019	Area B Meeting (Off-site due to PG&E power shut down)
West Valley	Davison	11/8/2016	Local Senate Visit
	Aschenbach	12/7/2016	Noncredit Asst. (Zoom w/WVC Noncredit Task Force)
	Bruno	2/6/2018	Collegiality in Action
	Davison	8/24/2018	Local Senate Accreditation
Area C			
Allan Hancock	Cruz	10/25/2019	Guided Pathways Regional Meeting
Antelope Valley	Freitas, Slaterry-Farrell	11/29/2016	Equivalency Toolkit MQ Workgroups
Canyons, College of the	Freitas, Stanskas	10/21/2016	MQ & Equivalencies Presentations
	Davison	10/5-6/2017	Civic Engagement Summit
	May, Roberson, Eikey	12/18/2017	Resolutions Committee Meeting
	Aschenbach	10/18/2018	Tech Visit, Advisory Committees
	May	3/18/2019	Recoding Regional Meeting
	May	9/20/2019	Guided Pathways and Governance
Cerritos	Rutan, May	5/19/2018	Curriculum Regional
	Davison	1/18/2019	FACCC Policy Forum
	Cruz	5/9/2019	Faculty-Employee Diversification Action Planning Session

COLLEGE	VISITOR	DATE OF VISIT	REASON
Citrus	Roberson	8/23/2018	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
LA District	Davison	3/10/2017	Curriculum Workshop
	May	10/18/2019	Local Senate Visit - AB 705
LA City	Rutan	9/22/2017	LACCD District Academic Senate Summit
	McKay, Freitas	1/5/2018	Online Education Committee Meeting
	Beach	3/9/2018	TASCC Regional
LA Harbor	Rutan	5/5/2017	TOP Code Alignment
LA Mission	Eikey, Aschenbach	3/16/2018	Governance

COLLEGE	VISITOR	DATE OF VISIT	REASON
LA Pierce	Roberson	8/23/2018	Guided Pathways Visit
	Aschenbach	11/2/2019	Curriculum Regional Meeting
LA Southwest	Roberson, Parker	2/13/2019	RWLS Committee Meeting
	Aschenbach, Roberson, Stanskas	2/28/2019	GP and Local Senate Visit
	Executive Committee	3/1/2019	Executive Committee Meeting
	Stanskas	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, Stanskas, Eikey	10/14/2017	Area C Meeting
	Eikey	5/8/2019	CTE Minimum Qualification Toolkit Regional Meeting
Mt. San Antonio	Davison, LSF, Aschenbach, Beach, Rutan	10/22/2016	Curriculum Regional
	Davison	2/23/2017	Dual Enrollment Toolkit
	Davison, Rutan, Beach	2/25/2017	Curriculum Committee Meeting
	Aschenbach	6/4/2017	Curriculum Assistance
	Aschenbach	7/19/2018	Curriculum Assistance
	May	11/17/2018	Curriculum Regional
	May	8/1/2019	Senate Governance and Guided Pathways
Oxnard			
Pasadena City	Foster, Freitas	11/15/2016	Area C Meeting
	Roberson, Beach, Eikey, May	5/11/2018	Guided Pathways Regional Meeting
Rio Hondo	Beach	9/27/2018	Guided Pathways
	Cruz	8/21/2019	Technicial Visit - EDI Focus
	Bean, Davison, Donahue, Bruzzese	10/12/2019	Area C Meeting

COLLEGE	VISITOR	DATE OF VISIT	REASON
Santa Barbara City	Stanskas	1/18/2019	Collegiality in Action
Santa Monica	McKay	9/14/2018	Equity and Diversity Action Committee Meeting
Ventura	Freitas	4/2/2016	Area C Meeting
	Freitas, Beach	1/18/2018	Noncredit Presentations
West LA	Roberson	5/8/2017	Mini PRT
Area D			
Barstow	Rutan, Stanskas, S. Foster, Beach, Slattery-Farrell	3/25/2017	Area D Meeting
	Slattery-Farrell, Stanskas	8/29/2017	Technical Visit
Chaffey	Slattery-Farrel, Freitas, S. Foster	3/10/2017	MQ Regional
		10/21/2017	CTE Regional
	Beach, Eikey	12/13/2017	Educational Policies Committee Meeting
Coastline			
Copper Mountain			
Crafton Hills	Rutan, Beach, Foster, Parker, Slattery-Farrell, Stanskas	3/24/2018	Area D Meeting
Cuyamaca			
Cypress	Freitas, Stanskas	1/20/2017	
	May	8/3/2019	GP, Local Senate. Curriculum
	Aschenbach, May	9/11/2019	AB 705 ESL Recoding Regional
Desert, College of the	Rutan, Fulks	1/24/2019	Guided Pathways/AB 705
Fullerton	Beach	9/20-21/16	SLO Presentation
	Davison, Foster	10/28/2017	EDAC Regional

COLLEGE	VISITOR	DATE OF VISIT	REASON
Golden West			
Grossmont	May, Eikey	4/30/2018	Governance
	May	5/13/2019	Curriculum and Guided Pathways
Imperial Valley	Beach	4/7/2017	Governance Presentation
	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
	Stanskas, Davison, Aschenbach. May, Bean, Mica	9/12/2019	ICAS
MiraCosta	May Beach	9/28/2016	Educational Policies Committee Meeting
	Foster, Freitas	8/10/2017	Educational Policies Committee Meeting
	May, Aschenbach	3/13/2019	Recoding Regional Meeting
Moreno Valley	McKay, 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

COLLEGE	VISITOR	DATE OF VISIT	REASON
Palo Verde	Rutan	8/31/2017	TOP Code Alignment
Palomar	Aschenbach, McKay	12/3/2016	Noncredit South Regional Meeting
	Rutan, Parker, Foster, Davison	10/13/2018	Area D Meeting
	Stanskas	4/15/2019	Collegiality in Action
Riverside City	Freitas, Stanskas, Slattery-Farrell	10/29/2016	MQ South Regional Meeting
	Davison, Rutan	5/30/2017	Curriculum Streamlining Workshop
	Davison, Stanskas	11/4/2019	Assembly Higher Education Hearing on Faculty Diversification
Saddleback	Davison	3/15/2017	Curriculum Tech Visit
	Rutan	1/30/2019	Noncredit
San Bernardino Valley	Executive Committee	9/9/2016	Executive Committee Meeting
	Rutan	5/11/2018	AB 705 Implementation
	Rutan, Parker	9/20/2018	AB 705 Regional
	Foster, Davison	2/19/2019	Accreditation Committee Meeting
	Dyer, Bruzzese	10/30/2019	Local Senate Visit - Brown Act/Roberts Rules
San Diego City	Beach	1/19/2018	FACCC Board
San Diego Cont. Ed.	Rutan, Slattery-Farrell	10/15/2016	Area D Meeting
	Smith	11/19/2016	TOP Code Alignment
	Stanskas, A. Foster	5/2/2017	Tech Visit
	Foster, Davison		PT Faculty Meeting
San Diego Mesa	Davison, Rutan	5/22/2017	Curriculum Streamlining Workshop
	May	9/22/2018	MQRTF Meeting
San Diego Miramar	May	10/28/2016	IEPI Convening for Planning
	Bruno	5/1/2018	Collegiality in Action

COLLEGE	VISITOR	DATE OF VISIT	REASON
Santa Ana	Beach	8/23/2017	Presentation on Role of Local ASCCC Senates Governance
	Foster, May, Bruzzese	1/25/2019	SLO Symposium
Santiago Canyon	Davison, Beach, Rutan	12/8/2017	Basic Skills Committee Meeting
	Rutan, Parker	1/10/2019	Noncredit Committee Meeting
Southwestern	Rutan	12/12/2016	TOP Code Alignment
	Beach, A. Foster, Smith	2/10/2017	Diversity in Faculty Hiring Regional Meeting
	Davison, Foster, Beach	4/7/2018	EDAC Regional
	Parker	9/17/2018	TASCC Meeting
	Davison, Stanskas	9/17-18/2018	Board of Governors and Trustee for California Online CCD
Victor Valley	Fulks	11/1/2019	Guided Pathways Regional Meeting

Action Tracking as of 12/6/19										
Action Item	**Month Assigned**	**Year Assigned**	**Orig. Agenda Item #**	**Assigned To**	**Due Date**	**Status**	**Description**	**Status Notes**	**Month Complete**	**Year Complete**
Leadership Academy	June	2018	IV. D.	Faculty Leadership Development Committee; Lead: Michelle Bean and ASFCCC	Spring 2019	Assigned	The Committee is to bring recommendation regarding the Leadership Academy.	**7.9.19:** Reassigned to Faculty Leadership Development Committee and ASFCCC. **9.6.19:** Will a new due date be assigned? **12.6.19:** Brought to the December Executive Committee Meeting for discussion. New action assigned.	December	2019
Professional Development College	March	2019	IV. Q.	Executive Director		Assigned	To explore the allocation of resources to continue the Professional Development College and report the findings at the next budget update.			
Faculty Development Committee	April	2019	IV. K	Faculty Leadership Development Committee; Lead: Michelle Bean	May-19	Assigned	The Faculty Development Committee will bring a modified survey to the May Executive Committee Meeting	**8.10.19:** Survey has been developed and will be distributed to the field September 2019. **12.6.19:** Survey Results discussed at the December Executive Committee Meeting. New action assigned.	December	2019
Revision of Data 101 Paper	June	2019	IV. H.	Educational Policies Committee; Lead: Nathaniel Donahue	Nov-19	In Progress	A revised Data 101: Guiding Principles for Faculty will be brought to the November 6, 2019 Executive Committee Meeting for review.	**7.9.19:** Can/Should this be delegated? **8.10.19:** Reassigned from Roberson/Davison to the Educational Policies Committee. **9.27.19:** Reviewed by Educational Policies Committee, recommended a new paper and Rostrum article on Data 101 and 10 years. Item will return in December based on the direction of Plenary Resolutions.		
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.	**9.27.19:** Recommendation to adopt the State's CA CC Diversity, Equity and Action as ASCCC's Inclusivity Statement. Resolution for Plenary - replace ASCCC Inclusivity Statement **12.6.19:** Resolution Adopting revised ASCCC Inclusivity Statement at 2019 Fall Plenary.		
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.			

Action Tracking as of 12/6/19										
Action Item	**Month Assigned**	**Year Assigned**	**Orig. Agenda Item #**	**Assigned To**	**Due Date**	**Status**	**Description**	**Status Notes**	**Month Complete**	**Year Complete**
Academic Freedom Survey	November	2019	IV. G	Sam Foster		In Progress	An agenda item regarding the use and frequency of surveys by the Academic Senate will be submitted.	**12.6.19:** Discussion Item on December 2019 Agenda	December	2019
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.			
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^{2}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.			

Action Tracking as of 12/6/19										
Action Item	**Month Assigned**	**Year Assigned**	**Orig. Agenda Item #**	**Assigned To**	**Due Date**	**Status**	**Description**	**Status Notes**	**Month Complete**	**Year Complete**
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.			

Academic Senate
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Executive Committee Agenda Item

SUBJECT: Academic Academy 2020 Focus		Month: January	Year: 2020
		Item No: II. B.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval a potential focus for the 2020 Academic Academy.	Urgent: No	
		Time Requested: NA	
CATEGORY:	Consent Calendar	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Dolores Davison	Consent/Routine	X
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Each year, the ASCCC Academic Academy focuses on a particular subset of the academic experience. In recent years, these foci have included the student experience, guided pathways, and counseling. Given the increasing interest in both reducing student costs and providing high quality education in the online modality, the proposed focus for the 2020 Academic Academy would be around the Open Educational Resources Initiative (OERI), the California Virtual Campus – Online Education Initiative (CVC—OEI), and potentially other initiatives around the state centered in these areas.

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

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Executive Committee Agenda Item

SUBJECT: Curriculum Institute: Theme and Structure		Month: January	Year: 2020
		Item No: II. C.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the Curriculum Institute theme and provide feedback on the Curriculum Institute Structure.	Urgent: No	
		Time Requested: NA	
CATEGORY:	Consent Calendar	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Cheryl Aschenbach	Consent/Routine	X
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	
		Discussion	

Please note: Staff will complete the grey areas.

The Curriculum Committee met on December 14 to discuss potential institute themes and the overall structure. Executive Committee feedback and approval is requested.

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

Curriculum Institute 2020 Program – Skeleton Draft
Theme: Responsive Curriculum & Collective Impact
3-4 pre-sessions
64 breakout sessions (8 slots in 8 times w/ room for 9 slots + sponsors)
3 mini general sessions + 1 keynote

Pre-Sessions: Wednesday, July 8, 2-5pm

1. New/Newer Curriculum Chairs and Committee Members
2. New/Newer Curriculum Specialists
3. New/Newer Curriculum Administrators
4. New/Newer AOs(?)

Thursday, July 9

8-9 am **Registration**

9:00-10:15 **Opening/General Session #1**
Welcome & CI Overview (responsive to 2019 feedback)
Collective Impact: collaboration & partnership btwn roles
CO Updates

10:30-11:45 Breakout Session #1
6-8 facilitated sessions by role (CIO, Curric chair, AO, etc)

12-1:00 Lunch, Networking, and Personal Time

1:15 – 2:30 Breakout Session #2
8 breakouts + sponsor room + 1 as needed
Drop-in Q&A table

3:00-5:15 Breakout Session #3
8 breakouts + sponsor room + 1 as needed
Drop-in Q&A table

6:00-7:15 Reception

Friday, July 10

9:00-10:15 General Session #3:
Streamlining Training w/ CO
Tips, Tricks, and Resources for Training Curriculum Committees

10:30-11:45 Breakout Session #4
8 breakouts + sponsor room + 1 as needed
Drop-in Q&A table

12-2:15 Lunch/General Session #3: Keynote Speaker

2:30-3:45 Breakout Session #5

DRAFT

8 breakouts + sponsor room + 1 as needed
(include keynote follow-up)
Drop-in Q&A table

4:15-5:30 Breakout Session #6
8 breakouts + sponsor room + 1 as needed
Drop-in Q&A table

Saturday, July 11

9-10:15 Breakout Session #7
6-8 breakouts + sponsor room + 1 as needed
Drop-in Q&A table

10:30-11:45 Breakout Session #8
6-8 breakouts + sponsor room + 1 as needed
Drop-in Q&A table

12:00-12:30 General Session #4: Closing Comments (no lunch)

DRAFT

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Executive Committee Agenda Item

SUBJECT: Legislative Report		Month: January	Year: 2020
		Item No: IV. A.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will be updated regarding legislation and the ASCCC Legislative Day.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The legislature reconvened on Monday, 6 January 2020, for the second year of the two-year cycle of bills. Those related to the California community colleges which have academic and professional implications are attached here.

Information for the ASCCC Legislative Day, scheduled for 4 March 2020, will be provided.

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

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Executive Committee Agenda Item

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

Please note: Staff will complete the grey areas.

BACKGROUND:

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

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

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Executive Committee Agenda Item

SUBJECT: Guided Pathways Implementation		Month: January	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	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

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

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

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

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Executive Committee Agenda Item

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

Please note: Staff will complete the grey areas.

BACKGROUND:

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

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

Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Executive Committee Agenda Item

SUBJECT: Disciplines List Revisions Proposals		Month: January	Year: 2020
		Item No: IV. E.	
		Attachment: Yes (4)	
DESIRED OUTCOME:	The Executive Committee will review the disciplines list revisions proposals and determine if they should go forward for a second hearing and consideration for action by the body.	Urgent: Yes	
		Time Requested: 30 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Geoffrey Dyer/Michelle Bean	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

In 2019, the Standards & Practices Committee received disciplines list revision proposals in the disciplines of film studies and registered behavior technology. The film studies proposal seeks to revise the current minimum qualifications, and the registered behavior technology submission seeks to establish a new discipline. Submitters of both proposals included the required documentation and support in their proposals. The summary document was publically posted prior to the fall area meetings and discussed at area meetings. Michelle Bean, Standards & Practices Committee Second, facilitated the first hearing for these proposals during fall plenary.

The *Disciplines List Revisions Handbook* states that "The duty of the Executive Committee is not to approve revisions to the Disciplines List but instead to confirm that the process has been followed and that sufficient evidence exists for the proposal to be debated by the body. Once they have confirmed that the process has been followed and sufficient evidence exists, the Executive Committee will approve sending a resolution forward to the body for deliberation." The Standards & Practices Committee requests that the Executive Committee confirm that the disciplines list revision proposal process has been adhered to thus far and that the Executive Committee evaluate whether sufficient evidence exists for the proposals to advance to second hearing for consideration of action by the delegates at spring plenary.

Attached, please find the following:

Disciplines List Revision Proposals Summary, October 3, 2019
Oral Testimony Collected on November 7
Appendix A—Written Testimony Provided at Fall Plenary
Film Studies Disciplines List Revision Proposal
Registered Behavior Technology Disciplines List Revision Proposal

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

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES
DISCIPLINES LIST REVISION PROPOSALS
October 3, 2019

Information for Proposed Disciplines List Changes
Italics indicate a proposed addition -- ~~Strikeout~~ indicates a proposed deletion
Notation of "Senate" or department name after listing of position indicates that the college senate or department took a position; otherwise position is that of an individual.

SECTION I: REVISIONS TO DISCIPLINES (MASTER'S)

PROPOSAL #1:
Proposed Revision Discipline: Film Studies
Organization: Santa Barbara City College Academic Senate

Current Minimum Qualifications:
Master's degree in film, drama/theater arts or mass communication
OR
Bachelor's degree in any of the above
AND
Master's degree in media studies, English or communication
OR
the equivalent.

Proposed Change:
Master's degree in ~~film, drama/theater arts or mass~~ *communication* *film and media studies, cinema and media studies, cinema studies, film studies, or film, television, and media studies*
OR
Bachelor's degree in any of the above
AND
Master's degree in *visual studies*, media studies, ~~English~~ or communication
OR
the equivalent.

Rationale:
The Minimum Qualifications for Film Studies are out-of-date and need to be updated to reflect the current changes in the field of Film and Media Studies in the last 20-30 years. In the 1960s and 1970s, Film Studies courses were developed throughout colleges and universities in departments that had an affinity with film: English, Theater, Drama, Communication, for example. Since then, the field has grown tremendously, and departments were created to house Film Studies and later Film and Media Studies courses. Initially many departments such as the University of California at Los Angeles, the University of California at Santa Barbara, the University of California at Los Berkeley, and the University of Southern California offered graduate degrees in Critical Studies within a Film and Television department or Rhetoric with an emphasis in film; but in the last 10-15 years, most departments nationwide, and specifically in California, have changed their names to reflect the type of scholarship the field was focusing on and that graduate students were conducting. The appropriate names are: Film and Media Studies, Cinema and Media Studies, Film Studies, Cinema Studies, and Film, Television, and Media studies.

Updating the Minimum Qualifications for Film Studies instructors to degrees that match current department names at California public universities will have a positive impact on departments and on candidates. This will improve the pool of candidates for future adjunct and full-time positions, as well as specify to candidates what degrees are needed to teach in Film and Media Studies.

An argument against this proposal could be that less candidates will apply for Film Studies positions thus limiting candidate pools for colleges and departments. This argument does not consider the vast changes in the field of Film and Media Studies in the United States but even more specifically in California. There are multiple graduate degree departments in Film and Media Studies available in California that have expanded and grown graduating many potential candidates for Film Studies departments at community colleges. The change in minimum qualifications will not limit the quantity of candidates who apply for a position but will rather focus the pool of candidates to those who are specifically qualified to teach in Film Studies, eliminating those who have no training in Film Studies. Departments and academic fields have become more specialized in the last 10-20 years with specific departments for Theater, Film and TV Production, Communication Studies, and Media Production, all with specific requirements and degrees, none of which include Film Studies courses. Film Studies is a separate field and needs to have updated minimum requirements that match. The current Minimum Qualifications do not reflect the necessary training needed to teach in a Film Studies department since the current degrees do not offer courses or training in Film Studies.

Consultation with Professional Organizations

The Santa Barbara International Film Festival, a professional organization, supports this proposed revision to the Minimum Qualifications for Film and Media Studies. Michael Albright, Director of Programming, and Roger Durling, Executive Director have indicated their support of the proposal.

Dr. Jan-Christopher Horak, Director of The UCLA Film and Television Archive supports the proposal.

Demonstrated Balance of Need across the State and Discipline Seconder from another District

Two community college districts support this proposal, indicating their frustration with the current Minimum Qualifications, and they are both fully supporting this change. The two districts are:

- Moorpark College, Ventura County Community College District: Rolland Petrello, Chair of Communication Studies and Media Arts
- Long Beach City College: Alison Hoffman-Han, Assistant Professor, Film Studies, Visual & Media Arts Department

Additionally, faculty in Film Studies and Film and Media Studies departments at Chapman University, University of California Irvine, and University of California Santa Barbara support the proposal.

Testimonies:

Testimonies can be in the form of written email, letters sent to the ASCCC Office, or oral testimonies made by individuals at the Fall 2019 Plenary Session.

Name	College/Organization	Testimony	Position
Artie Schmidt	Academy Award-winning editor of Forrest Gump, Back to The Future, and Who Framed Roger Rabbit. Recipient of American Cinema Editors (ACE) Lifetime Achievement Award	"I am happy to support the changes you are proposing for updating the Minimum Qualifications for Film and Media Studies instructors at community colleges."	Support
Michael Albright	Santa Barbara International Film Festival	"This sounds great and yes, I am willing to support the proposal. If you need anything else, I'm happy to help."	Support
Dr. Jan-Christopher Horak	Director, UCLA Film & Television Archive; Professor, Critical & Media Studies	"Your proposal seems logical, and I would be willing to support it."	Support
Emily Carman, Ph.D.	Associate Professor, Film Studies, Chapman University, Dodge College of Film and Media Arts	"I absolutely support this proposal and thank you for reaching out to me!"	Support
Kristen Hatch	Director, Visual Studies Program; Associate Professor, Department of Film & Media Studies; University of California Irvine	"I strongly support your proposal. Faculty in our graduate program were horrified when we discovered that our PhDs are not qualified for CCC jobs because the name of their degree (Visual Studies) doesn't line up with the Minimum Qualifications to teach for California community colleges. This change will help those of our students who come with a BA in Film & Media Studies, and we're talking about developing our PhD into a dual title program (Visual Studies and Film & Media Studies) in order to ensure that those who come with BAs in other disciplines will also qualify. Thank you for doing this work. I hope you will keep me posted about your progress"	Support
Dr. Jennifer Holt	Associate Professor and Director of Graduate Studies, Department of Film and Media Studies, University of California Santa Barbara	"I am absolutely willing to support the proposal!"	Support
Roland C. Petrello	Chair, Communication Studies and Media Arts Director of Forensics Moorpark College	"We have a Board Policy called "List B" which allows us to add minimum quals to the list for our hires, if we justify it and it gets approved. That's	Support

		what we are doing right now in advance of our FT hiring this Spring. I love that you are working on this at the State level. It just makes sense"	
Alison Hoffman-Han, Ph.D.	Assistant Professor, Film Studies, Visual & Media Arts Department, Long Beach City College	"Thank you, thank you, thank you for pushing forward in the hopes of getting those ridiculous minimum qualifications changed. I agree with the changes you're proposing wholeheartedly!"	Support
Dr. Bhaksar Sarkar	Chair and Associate Professor Department of Film and Media Studies, University of California Santa Barbara	"I am happy to support this proposal for updating the minimum qualifications."	Support

PROPOSAL #2:
Proposed New Discipline: Registered Behavior Technician
Organization: Moorpark College Academic Senate

Proposed Minimum Qualifications:

Master's in behavior analysis, education, or psychology
OR
the equivalent
AND
certification as a Board-Certified Behavior Analyst (BCBA) as set by the Behavior Analyst Certification Board (BACB).

Rationale:

Recent legislative actions requiring the certification of all professionals involved in Applied Behavioral Analysis have created a demand for individuals in the Registered Behavior Technician (RBT) occupation. The RBT is a paraprofessional who practices under the supervision of a Board Certified Behavior Analyst (BCBA) or Board Certified Assistant Behavior Analyst (BCaBA). The RBT is primarily responsible for the direct implementation of behavior-analytic services working with children and adults with impairments such as autism spectrum disorders, developmental disabilities, or traumatic brain injury. The average salary of an RBT in California is $20 per hour. The short-term nature of this training combined with its potential for gainful employment in a meaningful career make this discipline a good fit for the California Community Colleges.

To become an RBT, eligible candidates must:

- Be at least 18 years old
- Hold a high school diploma or the equivalent
- Complete at least 40 hours of training
- Pass a criminal background check
- Pass the RBT Competency Assessment
- Pass the RBT exam

The required training component to become an RBT is approximately equivalent to a 3-unit course. Currently, the RBT training available is provided by private companies and individual professionals or service organizations. These options can result in a higher fee for training or potentially less effective training than what could be offered through an accredited community college. RBT training must be sufficiently rigorous and effective to prepare the individual to both demonstrate required clinical competencies and pass the certification exam. Sh1dents may elect to complete the RBT program alone to gain this certification, or they may combine this training with degree coursework in related fields, such as Education, Child Development, or Psychology. Gaining this certification early in a student's college career also creates a potential income source for students while they earn their degrees.

A new Registered Behavior Technician discipline is required, as the Behavior Analyst Certification Board requirements for individuals training RBTs do not match any existing disciplines as described in the Minimum Qualifications for Faculty and Administrators in California Community Colleges.

Consultation with Professional Organization:

The California Association for Behavior Analysis has signaled their support for the proposal (see attached letter).

Demonstrated Balance of Need across the State and Discipline Seconder from another District

The proposal is seconded by Thesa Roepke (Early Childhood Studies, Alan Hancock College). Additional support has been indicated by Donna Greene (Early Childhood Education, College of the Desert) and Adrienne Seegers (Childhood Development, Columbia College)

Testimonies:

Testimonies can be in the form of written email, letters sent to the ASCCC Office, or oral testimonies made by individuals at the Fall 2019 Plenary Session.

Name	College/Organization	Testimony	Position

September 25, 2019

To: Delegates to the Plenary of the Academic Senate for the California Community Colleges
From: California Association for Behavior Analysis (CalABA)

RE: Establishment of RBT Discipline in California Community Colleges

Dear Delegates,

The California Association for Behavior Analysis represents the interests of the field of Behavior Analysis. Our membership consists of academicians, practitioners, students and behavioral therapists. Specifically, we represent over 3,000 Board Certified Behavior Analysts® and Registered Behavior Technicians®. The mission of the California Association for Behavior Analysis (CalABA) is to advance, promote and protect the science and practice of Behavior Analysis. The purpose of this letter is to encourage the California Community Colleges to align with our mission by establishing an RBT Discipline in California Community Colleges.

There are currently over 65,00 Registered Behavior Technicians® worldwide. Over 12,000 of these RBTs® practice in the state of California. The Behavior Analyst Certification Board, which oversees both the BCBA® and RBT® credentials estimate that there will be more than 125,00 RBTs® by 2028. At least 25% of these 125,000 RBTs® will be practicing in California.

As of 2019, all 50 states have passed some form of an Autism Health Insurance Mandate. In every state across the country, including California, RBTs® are central to the provision of Behavior Analytic services to persons with autism spectrum disorder. There are not enough BCBAs® to adequately staff programs that support individuals with autism. Is it also cost-inefficient to use BCBAs® in the capacity of direct care staff. The RBT® credential was established in 2014 to create a minimum standard of training and ongoing supervision for the persons who provide the most direct care to an incredibly vulnerable, and ever increasing, population.

While the RBT® credential is not specific to autism, the overwhelming majority of RBTs® currently work with persons with autism and other developmental disabilities. It is CalABA's

hope that RBTs® will continue to expand the types of clients they work with as Behavior Analysis becomes more widely recognized as an effective methodology for behavior change across any population.

Ensuring consumer access to RBTs® who have received quality instruction, training and supervision is essential in order to optimize outcomes for the recipients of Behavior Analytic services.

RBTs®, under the direct supervision of a BCBA®, are responsible for implementing individualized treatment goals for their clients. This means that RBTs® function as the primary person responsible for ensuring their clients acquire skills that are essential to their health and well-being. More specifically, RBTs® use the technical application of Behavior Analytic principles to teach their clients to access their community, participate in family activities, create social connection, engage in appropriate behaviors, develop skills needed to gain employment and, most importantly, to increase their quality of life.

The field of Behavior Analysis as well as the consumers of our service depend on RBTs® across the state of California as the PRIMARY method for accessing medically necessary Behavior Analytic services. Establishing an RBT® Discipline within the California Community College system will help to increase the numbers of RBTs® throughout the state. This will directly impact the ability of BCBAs® to provide quality, effective services to MORE vulnerable Californians. We wholeheartedly applaud the California Community College system for considering this request. We welcome any additional questions the delegates may have as you consider this critically important issue.

Sincerely,

The California Association for Behavior Analysis
400 29th Street
Suite 518
Oakland, CA 94609
(805) 275-2143
info@calaba.org
www.calaba.org

BACB Fact Sheet

About the BACB

- Established in 1998 as a nonprofit corporation
- The first national organization to certify practitioners of applied behavior analysis (ABA)
- Governed by a Board of Directors primarily comprised of behavior analysts elected by the profession along with representation from the public
- More than 36,000 behavior analysts and over 55,000 behavior technicians certified in over 89 countries
- BACB standards are the basis of almost all behavior analyst licensure laws in the United States

BACB Certification Programs

- **High School Level**
  Registered Behavior Technician™ (RBT®)
- **Bachelor's Level**
  Board Certified Assistant Behavior Analyst® (BCaBA®)
- **Master's Level**
  Board Certified Behavior Analyst® (BCBA®)

Certification Requirements

- The BACB's behavior analyst certifications (BCaBA/BCBA) require an academic degree, behavior-analytic coursework, supervised experience, passage of a psychometrically sound examination, compliance with ethics requirements, continuing education, and ongoing supervision (BCaBA).
- The BACB's behavior technician certification (RBT) requires a high school diploma, formal training in ABA, a skill-based competency assessment, a background check, passage of a psychometrically sound examination, compliance with ethics requirements, and annual competency assessments.

Applied Behavior Analysis

Applied Behavior Analysis is a science based on the use of learning principles to improve lives. The practice of ABA focuses on assessing the environmental influences on behavior, assessment-based intervention, and data-based decision making. ABA has been used to address the behavioral needs of consumers in multiple areas, including general and special education, organizational management and safety, gerontology, and many more. ABA is best known as being the leading evidence-based treatment approach for autism and other developmental disabilities.

The BCBA, BCaBA, and RBT certification programs are accredited by the National Commission for Certifying Agencies in Washington, DC. NCCA is the accreditation body of the Institute for Credentialing Excellence.

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REVISIONS TO DISCIPLINES LIST FORM
Spring 2019
Film and Media Studies
Santa Barbara City College
Nico Maestu, Professor and Department Chair

DATE SUBMITTED: March 18, 2019 (Updated September 7, 2019)

DISCIPLINES LIST TITLE: Film Studies

This proposal is for a
☐ New discipline
X Revision to existing discipline

Reason for the proposal
☐ Create a new discipline
X Update language in existing discipline to reflect new terminology
X Make minimum qualifications in existing discipline more restrictive
☐ Make minimum qualifications in existing discipline less restrictive

PROPOSAL LANGUAGE: (If this is an existing minimum qualification, please include the original language and change using strikeouts and *italics*).

Original Minimum Qualifications for Film Studies:

Master's degree in ~~film~~, ~~drama/theater arts~~ or ~~mass communication~~
OR
Bachelor's degree in any of the above
AND
Master's degree in media studies, ~~English~~ or communication
OR the equivalent.

Revised Minimum Qualifications for Film Studies:

Master's degree in *Film and Media Studies, Cinema and Media Studies, Cinema Studies, Film Studies, or Film, Television, and Media Studies*
OR
Bachelor's degree in any of the above
AND
Master's degree in *Visual Studies, Media Studies, or Communication*
OR the equivalent.

PROPOSAL EVIDENCE:

Any Disciplines List proposal must have the following evidence, which is essential because it provides the rationale about why the change is needed as well as inform the field that the research has been completed to ensure that the change is necessary. A lack of documentation about the need of Discipline List Revision may cause the proposal to be delayed or rejected by the Executive Committee. Please use the following check list to ensure all you have conducted all necessary research.

Required investigation of the following and statement of findings:

- ❑ Contacted an associated professional organization to determine support of proposal
- ❑ Included evidence of degrees within the proposed revision of the discipline or new discipline.
- ❑ Provided a list of the titles of the degrees and programs to document the need for a new or revised discipline using the below criteria:
    - Minimum of three degrees
    - Regionally accredited institutions (all public institutions in California)
    - Disciplines in the Master's List requires evidence of the availability of masters degrees
    - Disciplines in the Non-masters List requires evidence of the availability of degree, certification, and/or professional experience, if necessary
- ❑ Provided statewide need documented by evidence to show a change is necessary and not merely a response to a unique need of one college, district or region. Demonstrated a balance of need across the state and included a discipline seconder from another district.
- ❑ Explained the impact of proposal across the state using a list the pro and con arguments and including refutation of the con arguments
- ❑ Provided other evidence such as significant changes to the field that requires a change to the Disciplines List.
- ❑ Provided a ½ page written rationale to be included in public documents.

Introduction to proposal

This is a proposal to change the Minimum Qualifications for Film Studies instructors to degrees that match current department names at California universities. This will improve the pool of candidates for future adjunct and full-time positions, as well as specify to candidates what degrees are needed to teach in Film Studies. Currently, the degrees for the Minimum Qualifications are inaccurate for the field of Film Studies. Candidates with degrees in Film, Drama/Theater Arts, Mass Communication or English do not have training in Film Studies, as the graduate programs in these fields in California universities do not offer Film Studies courses as part of their required course work. As is, the Minimum Qualifications for Film Studies allow candidates with no Film Studies training to meet the qualifications.

Contacted an associated professional organization to determine support of proposal

The Santa Barbara International Film Festival, a professional organization, supports this proposed revision to the Minimum Qualifications for Film and Media Studies. Michael Albright, Director of Programming of the festival, is the contact for the festival, and he fully supports this proposal.

Professionals and Professional Organizations:

Roger Durling
Executive Director
Santa Barbara International Film Festival
roger@sbiff.org

Michael Albright
Director of Programming
Santa Barbara International Film Festival

michael@sbiff.org
"This sounds great and yes, I am willing to support the proposal. If you need anything else, I'm happy to help."

Dr. Jan-Christopher Horak
Director, UCLA Film & Television Archive
Professor, Critical & Media Studies
1 310 694 7300 (cell)
jchorak@cinema.ucla.edu
"Your proposal seems logical, and I would be willing to support it."

Artie Schmidt
Academy Award editor for such films as Forrest Gump (1994), Who Framed Roger Rabbit? (1988), Back the Future (1985), Cast Away (2000), Pirates of the Caribbean: The Curse of the Black Pearl (2003), and many others
artieas@aol.com
"I am happy to support the changes you are proposing for updating the Minimum Qualifications for Film and Media Studies instructors at community colleges."

Universities:

Emily Carman, Ph.D.
Associate Professor, Film Studies
Chapman University
Dodge College of Film and Media Arts
(714) 628-7232
carman@chapman.edu
"I absolutely support this proposal and thank you for reaching out to me! "

Kristen Hatch
Director, Visual Studies Program
Associate Professor
Department of Film & Media Studies
Director, Visual Studies Program
University of California, Irvine
khatch@uci.edu
"I strongly support your proposal.
Faculty in our graduate program were horrified when we discovered that our PhDs are not qualified for CCC jobs because the name of their degree (Visual Studies) doesn't line up with the Minimum Qualifications to teach for California community colleges. This change will help those of our students who come with a BA in Film & Media Studies, and we're talking about developing our PhD into a dual-title program (Visual Studies and Film & Media Studies) in order to ensure that those who come with BAs in other disciplines will also qualify.
Thank you for doing this work. I hope you will keep me posted about your progress"

Dr. Jennifer Holt
Associate Professor and Director of Graduate Studies
Department of Film and Media Studies

University of California, Santa Barbara
holt813@ucsb.edu
"I am absolutely willing to support the proposal!"

Community Colleges:

Rolland C Petrello
Chair, Communication Studies and Media Arts
Director of Forensics
Moorpark College
805.378.1546
RPetrello@vcccd.edu
"We have a Board Policy called "List B" which allows us to add minimum quals to the list for our hires, if we justify it and it gets approved. That's what we are doing right now in advance of our FT hiring this Spring.
I love that you are working on this at the State level. It just makes sense"

Alison Hoffman-Han, Ph.D.
Assistant Professor, Film Studies
Visual & Media Arts Department
Long Beach City College
ahoffman@lbcc.edu
"Thank you, thank you, thank you for pushing forward in the hopes of getting those ridiculous minimum qualifications changed. I agree with the changes you're proposing wholeheartedly!"

Included evidence of degrees within the proposed revision of the discipline or new discipline

Master's degree in *Film and Media Studies, Cinema and Media Studies, Cinema Studies, Film Studies, or Film, Television, and Media Studies*
OR
Bachelor's degree in any of the above
AND
Master's degree in *Visual Studies, Media Studies, or Communication*
OR the equivalent.

Here are the degrees offered in California with links to each department:

- University of California, Berkeley: M.A., Ph.D. Film and Media
- University of California, Irvine: M.A., Ph.D. Film and Media Studies
- University of California, Los Angeles: M.A., Ph.D. Cinema and Media Studies
- University of California, Santa Barbara: M.A., Ph.D. Film and Media Studies
- California State University, Los Angeles: M.A. TV, Film, and Media Studies

- California State University, San Francisco: M.A. Cinema Studies
- California State University, Sonoma: M.A. Film Studies
- University of Southern California: M.A., Ph.D. Cinema and Media Studies
- Chapman University: M.A. Film Studies

Provided a list of the titles of the degrees and programs to document the need for a new or revised discipline using the below criteria:

- **Minimum of three degrees**
- **Regionally accredited institutions (all public institutions in California)**
- **Disciplines in the Master's List requires evidence of the availability of master's degrees**
- **Disciplines in the Non-master's List requires evidence of the availability of degree, certification, and/or professional experience, if necessary**

Here is a list of seven public institutions offering at least a Master's degree in Film and Media Studies or similar degree name, as well as two private institutions also in California:

- *University of California, Berkeley*: M.A., Ph.D. Film and Media
- *University of California, Irvine*: M.A., Ph.D. Film and Media Studies
- *University of California, Los Angeles*: M.A., Ph.D. Cinema and Media Studies
- *University of California, Santa Barbara*: M.A., Ph.D. Film and Media Studies
- *California State University, Los Angeles*: M.A. TV, Film, and Media Studies
- *California State University, San Francisco*: M.A. Cinema Studies
- *California State University, Sonoma*: M.A. Film Studies
- *University of Southern California*: M.A., Ph.D. Cinema and Media Studies
- *Chapman University*: M.A. Film Studies

Provided statewide need documented by evidence to show a change is necessary and not merely a response to a unique need of one college, district or region. Demonstrated a balance of need across the state and included a discipline seconder from another district.

The current Minimum Qualifications for Film Studies are out-of-date and have not be updated for 20 years since the Film Studies Minimum Qualifications (MQs) were added to the Academic Senate for California Community Colleges in 1999. Since then, the Film Studies MQs have not been updated, yet in the last 20 years, multiple departments, as outlined above, have been formed and grown to focus specifically in Film and Media Studies. The current Minimum Qualifications include fields such as Drama/Theater and Mass Communication, both of which are separate departments and fields to Film

Studies. Film Studies and Film and Media Studies were associated and part of Theater, Drama, English, and Communication departments in the past, beginning in the 1970s, but since then, the field has grown and become more specific with multiple departments throughout the state and the country graduating many potential candidates.

With the current Minimum Qualifications for Film Studies, many candidates who meet theses MQs are not qualified to teach in a Film Studies department since their respective graduate departments did not offer either training or courses in Film Studies.

Two community college districts are supporting this proposal. They both indicated their frustration with the current Minimum Qualifications, and they are both fully supporting this change. The two districts are:

- Moorpark College, Ventura County Community College District:
  Rolland C Petrello
  Chair, Communication Studies and Media Arts
  Director of Forensics
  Moorpark College
  805.378.1546
  RPetrello@vcccd.edu
  "We have a Board Policy called "List B" which allows us to add minimum quals to the list for our hires, if we justify it and it gets approved. That's what we are doing right now in advance of our FT hiring this Spring.
  I love that you are working on this at the State level. It just makes sense"

- Long Beach City College:
  Alison Hoffman-Han, Ph.D.
  Assistant Professor, Film Studies
  Visual & Media Arts Department
  Long Beach City College
  ahoffman@lbcc.edu
  "Thank you, thank you, thank you for pushing forward in the hopes of getting those ridiculous minimum qualifications changed. I agree with the changes you're proposing wholeheartedly!"

Explained the impact of proposal across the state using a list the pro and con arguments and including refutation of the con arguments

Pro argument: Updating the Minimum Qualifications for Film Studies instructors to degrees that match current department names at California universities will have a positive impact on departments and on candidates. This will improve the pool of candidates for future adjunct and full-time positions, as well as specify to candidates what degrees are needed to teach in Film Studies. Candidates who meet the MQs will now have the necessary training and course work to teach in a Film Studies department.

With the outdated disciplines listed, qualified candidates may be discouraged from applying because they see that their degrees do not fit the listed degrees. The outdated list also prompts applications from candidates with very limited Film Studies backgrounds who would not be selected to teach in this discipline because of their lack of training or course work in Film Studies. In both cases, updating the disciplines will support a better matched pool of candidates.

This will not result in decreasing the number of faculty considered qualified to teach in this discipline. On the contrary, candidates with degrees in Film, Drama/Theater arts, Mass Communication, English, and Communication do not have the qualifications to teach Film Studies and so the candidate pool will be more specific to the discipline, not more restrictive. The current minimum qualifications include degrees that were specific to Film Studies 20-30 years ago, primarily because Film Studies courses were housed in these departments before most institutions had a Film Studies department, but in 2019, these degrees no longer apply to Film Studies.

In addition, a candidate with a degree in Film has a background in Film Production, not Film Studies. That candidate would be appropriate to apply to a Film Production department, but not to Film Studies, which focuses on film analysis and film history. As an example, would a Studio Art candidate whose focus is drawing be qualified to teach Art History classes in Pre-Columbian Art, as opposed to an Art History candidate whose educational background includes classes in such fields? Film Production and Film Studies degrees are different, so a Film Production degree is not an appropriate qualification to teach in a Film Studies department. Additionally, Film as a discipline is insufficiently specific. Most departments have much more specific names, such as Film Production, Film Studies, etc. – Film as a degree name is no longer used.

As explained the Master's degree in Film is unclear, as the degree of 'Film' was used 20-30 years in universities in California to encompass all aspects of film, but film has been split into Film Production (M.F.A.) and Film Studies (M.A.) since then. Film Production focuses on the practical aspect of making a film, whereas Film Studies focuses on the research and theoretical aspect of film. As mentioned, this is similar to the difference between the practical Studio Art degree and the academic Art History degree. Both deal with a similar subject but in very different ways. A Film Production graduate is not qualified to teach in the Film Studies discipline. For this reason, the minimum qualification of Film needs to be updated to be accurate.

Similarly, is a candidate with a degree in Drama/Theater, Mass Communication, or English qualified to teach Film Studies courses? And, has this candidate taken any courses in Film Studies during their undergraduate and/or graduate education? A candidate with a degree in Drama/Theater is trained in theater direction, acting, voice, set design, playwriting, etc. but not in American Film History, Documentary Film, Gender and Sexuality in Film, Art Cinema, Film Criticism, and others. A Drama/Theater degree is out-of-date for the minimum qualifications for Film Studies. As mentioned, some Film Studies courses were housed in Theater/Drama, Mass Communication, and/or English departments in the past, and so some candidates, twenty to thirty years ago, may have had some qualifications to teach in Film Studies, but in 2019, this is no longer the case.

A candidate with an English degree from UCLA, for example, would not have any background in Film Studies since the English Department does not offer any film classes. English classes focus on literature, literary theory, novel analysis, but not film.

To reiterate, candidates with Film, Theater/Drama, Communication, or English graduate degrees are not trained to teach in Film Studies departments since graduate programs in these fields in public universities in California do not offer Film Studies courses in their departments. These are offered in Film and Media Studies, Cinema and Media Studies, Film, Television, and Media Studies, and Film Studies departments.

Sample of **Theater/Drama graduate departments** in California that **do not** offer any Film Studies courses:

- University of California, Los Angeles, Graduate Theater Department courses: no courses in Film Studies offered
- University of California, Berkeley, Graduate Theater Department courses: no courses in Film Studies offered
- University of California, San Diego, Graduate Theater Department courses: no courses in Film Studies offered
- University of California, Santa Cruz, Graduate Theater Department courses: no courses in Film Studies offered
- University of California, Santa Barbara, Graduate Theater Department courses: no courses in Film Studies offered
- University of California, Davis, Graduate Theater Department courses: no courses in Film Studies offered
- California State University, San Francisco, Graduate Theater Department courses: no courses in Film Studies offered
- California State University, Los Angeles, Graduate Theater Department courses: no courses in Film Studies offered, only Theater and Film Production courses offered.

Sample of **Communication departments** in California that **do not** offer any Film Studies courses:

- University of California, Santa Barbara, Graduate Communication Department courses: no courses in Film Studies offered
- University of California, Davis, Graduate Communication Department courses: no courses in Film Studies offered
- California State University, Northridge, Graduate Communication Department courses: no courses in Film Studies offered
- California State University, Long Beach, Graduate Communication Department courses: no courses in Film Studies offered
- California State University, Fresno, Graduate Communication Department courses: no courses in Film Studies offered

- California State University, Chico, Graduate Communication Department courses: no courses in Film Studies offered
- California State University, San Jose, Graduate Communication Department courses: no courses in Film Studies offered
- California State University, East Bay, Graduate Communication Department courses: no courses in Film Studies offered

Sample of **English graduate departments** in California that **do not** offer any Film Studies courses:

- University of California, Los Angeles, Graduate English Department courses: no courses in Film Studies offered
- University of California, Irvine, Graduate English Department courses: no courses in Film Studies offered
- California State University, San Luis Obispo, Graduate English Department courses: no courses in Film Studies offered
- California State University, Sonoma, Graduate English Department courses: no courses in Film Studies offered
- California State University, Humboldt, Graduate English Department courses: no courses in Film Studies offered
- California State University, Los Angeles, Graduate English Department courses: no courses in Film Studies offered
- California State University, Pomona, Graduate English Department courses: no courses in Film Studies offered
- California State University, Stanislaus, Graduate English Department courses: no courses in Film Studies offered

It is very clear that a candidate with a graduate degree in Film, Drama/Theater Arts, Mass Communication, or English from any public university in California would have little to no training in Film Studies simply because these departments do not offer Film Studies courses. Film Studies courses are housed in department such as: Film Studies, Film and Media Studies, Film, Television, and Media Studies, Cinema Studies, and Cinema and Media Studies.

On the other hand, degrees in *Film and Media Studies, Cinema and Media Studies, Cinema Studies, Film Studies,* or *Film, Television, and Media Studies* offer the appropriate course work and training for candidates to teach in Film Studies. Here is a list of courses at California universities:

- *University of California, Berkeley*: M.A., Ph.D. Film and Media
- *University of California, Irvine*: M.A., Ph.D. Film and Media Studies
- *University of California, Los Angeles*: M.A., Ph.D. Cinema and Media Studies
- *University of California, Santa Barbara*: M.A., Ph.D. Film and Media Studies
- *California State University, Los Angeles*: M.A. TV, Film, and Media Studies

- *California State University, San Francisco*: M.A. Cinema Studies
- *California State University, Sonoma*: M.A. Film Studies
- *University of Southern California*: M.A., Ph.D. Cinema and Media Studies
- *Chapman University*: M.A. Film Studies

Con argument: An argument against this proposal could be that less candidates will apply for Film Studies positions thus limiting candidate pools for colleges and departments.

Refutation of the con arguments: The con argument does not consider the vast changes in the field of Film Studies in the United States but even more specifically in California. There are multiple graduate degree departments in Film and Media Studies available in California that have expanded and grown graduating many potential candidates for Film Studies departments at community colleges. The change in minimum qualifications will not limit the quantity of candidates who apply for a position but will rather focus the pool of candidates to those who are specifically qualified to teach in Film Studies, eliminating those who have no training in Film Studies. Departments and academic fields have become more specialized in the last 20-30 years with specific departments for Theater, Film and TV Production, Communication Studies, and Media Production, all with specific requirements and degrees. Film Studies is a separate field and needs to have updated minimum requirements that match.

Provided other evidence such as significant changes to the field that requires a change to the Disciplines List.

The field of Film and Media Studies has changed considerably in the last 20-30 years with many departments at colleges and universities throughout California and the United States changing their names to Film and Media Studies, Cinema and Media Studies, Film Studies, and Cinema Studies, among other such names. In the 1960s and 1970s, Film Studies courses were developed throughout colleges and universities in departments that had an affinity with film: English, Theater, Drama, Communication, for example. Since then, the field has grown tremendously, and departments were created to house Film Studies and later Film and Media Studies courses. Initially many departments such as the University of California at Los Angeles, the University of California at Santa Barbara, the University of California at Los Berkeley, and the University of Southern California offered graduate degrees in Critical Studies within a Film and Television department or Rhetoric with an emphasis in film; but in the last 10-15 years, most departments nationwide, and specifically in California, have changed their names to reflect the type of scholarship the field is focusing on and that graduate students were conducting. The appropriate names are: Film and Media Studies, Cinema and Media Studies, Film Studies, Cinema Studies, and Critical Studies for Film, Television, and Media.

Provided a ½ page written rationale to be included in public documents

The Minimum Qualifications for Film Studies are out-of-date and need to be updated to reflect the current changes in the field of Film and Media Studies in the last 20-30 years. In the 1960s and 1970s,

Film Studies courses were developed throughout colleges and universities in departments that had an affinity with film: English, Theater, Drama, Communication, for example. Since then, the field has grown tremendously, and departments were created to house Film Studies and later Film and Media Studies courses. Initially many departments such as the University of California at Los Angeles, the University of California at Santa Barbara, the University of California at Los Berkeley, and the University of Southern California offered graduate degrees in Critical Studies within a Film and Television department or Rhetoric with an emphasis in film; but in the last 10-15 years, most departments nationwide, and specifically in California, have changed their names to reflect the type of scholarship the field was focusing on and that graduate students were conducting. The appropriate names are: Film and Media Studies, Cinema and Media Studies, Film Studies, Cinema Studies, and Critical Studies for Film, Television, and Media.

Updating the Minimum Qualifications for Film Studies instructors to degrees that match current department names at California public universities will have a positive impact on departments and on candidates. This will improve the pool of candidates for future adjunct and full-time positions, as well as specify to candidates what degrees are needed to teach in Film and Media Studies.

An argument against this proposal could be that less candidates will apply for Film Studies positions thus limiting candidate pools for colleges and departments. This argument does not consider the vast changes in the field of Film and Media Studies in the United States but even more specifically in California. There are multiple graduate degree departments in Film and Media Studies available in California that have expanded and grown graduating many potential candidates for Film Studies departments at community colleges. The change in minimum qualifications will not limit the quantity of candidates who apply for a position but will rather focus the pool of candidates to those who are specifically qualified to teach in Film Studies, eliminating those who have no training in Film Studies. Departments and academic fields have become more specialized in the last 10-20 years with specific departments for Theater, Film and TV Production, Communication Studies, and Media Production, all with specific requirements and degrees, none of which include Film Studies courses. Film Studies is a separate field and needs to have updated minimum requirements that match.

SUBMISSION

Once a proposal is received by the Senate Office, it is reviewed by staff to ensure that all the information is complete and includes the revision, contact information, appropriate signatures and rationale. The Senate Office will also check to ensure that the proposal has not previously been considered and rejected by the delegates at a plenary session or, if it has, it is supported by a new rationale. The proposal is then sent to the S&P Chair to review the Senate Office information and to ensure that the proposal meets the initial requirements of the Disciplines List review process as well as to verify that the proposal is not being submitted to deal with a district-specific problem that does not apply broadly. If there are any concerns with the proposal, the S&P Chair, working with the S&P Committee, will immediately follow up with the initiator.

The contact person (or a designee) will be required to attend hearings where the proposal is presented. These hearings are typically held at the ASCCC plenary sessions. It should be noted that the contact person is responsible for investigating and documenting the need for changes to the Discipline List.

Please reference the Disciplines List Handbook for information about the process including the role of the initiator, the Standards and Practices Committee, the Executive Committee, and the delegates. This handbook can be found on our website at http://asccc.org/disciplines-list.

Contact person (author of proposal) Nico Maestu
Phone number (please provide at least two numbers): (805) 730-4328, (805) 965-0581
Email: maestu@sbcc.edu
Seconder (must be from another District): Alison Hoffman-Han (Long Beach City College)
Phone number (please provide at least two numbers) (562) 938-4092, (562) 938-4111
Email: ahoffman@lbcc.edu

Signature of College Academic Senate President[1] _____
College _____
Email _____ Date approved by College Academic Senate _____
OR
Organization _____
President _____
Date Approved by Organization _____ Phone for President _____

RETURN FORM TO: The Academic Senate for California Community Colleges
One Capitol Mall, Suite 340, Sacramento, CA 95814
Email: disciplineslist@asccc.org

[1] By signing this document, the Senate President is certifying that the required investigation and statement of findings have been sufficiently addressed.

REVISIONS TO DISCIPLINES LIST FORM
PLEASE TYPE
(Note: Only typed forms will be accepted.)

DATE SUBMITTED: **September 27, 2019**

RECEIVED SEP 3 0 2019

DISCIPLINES LIST TITLE: **Registered Behavior Technician**

This proposal is for a
- ☒ New discipline
- ☐ Revision to existing discipline

Reason for the proposal
- ☒ Create a new discipline
- ☐ Update language in existing discipline to reflect new terminology
- ☐ Make minimum qualifications in existing discipline more restrictive
- ☐ Make minimum qualifications in existing discipline less restrictive

PROPOSAL LANGUAGE: (If this is an existing minimum qualification, please include the original language and change using strikeouts and *italics*).

Master's in behavior analysis, education, or psychology OR the equivalent AND certification as a Board Certified Behavior Analyst (BCBA) as set by the Behavior Analyst Certification Board (BACB).

PROPOSAL EVIDENCE:
Any Disciplines List proposal must have the following evidence, which is essential because it provides the rationale about why the change is needed as well as inform the field that the research has been completed to ensure that the change is necessary. A lack of documentation about the need of Discipline List Revision may cause the proposal to be delayed or rejected by the Executive Committee. Please use the following check list to ensure all you have conducted all necessary research.

Required investigation of the following and statement of findings:
- ❑ Contacted an associated professional organization to determine support of proposal
- ❑ Included evidence of degrees within the proposed revision of the discipline or new discipline.
- ❑ Provided a list of the titles of the degrees and programs to document the need for a new or revised discipline using the below criteria:
  - Minimum of three degrees
  - Regionally accredited institutions (all public institutions in California)
  - Disciplines in the Master's List requires evidence of the availability of masters degrees
  - Disciplines in the Non-masters List requires evidence of the availability of degree, certification, and/or professional experience, if necessary

The following accredited institutions in California offer master's degrees in Behavioral Analysis and include the BACB approved course sequence for BCBA Certification:

- California State University Northridge: Master of Science in Applied Behavioral Analysis
- California State University Sacramento: Master of Science in ABA
- California State University Los Angeles: Master of Science in Psychology with an option in Applied Behavior Analysis

The following accredited institutions in California offer master's degrees in Education with varying specializations:

- California State University Northridge: Master of Arts in Education
- California State University Fullerton: Master of Science in Education
- California State University Long Beach: Master of Arts in Education and Master of Science in Special Education
- University of California Berkeley: Master of Arts in Education

The following accredited institutions in California offer master's degrees in Psychology with varying specializations:

- California State University Fresno: Master of Arts in Psychology
- California State University Fullerton: Master of Arts in General Psychology and Master of Science in Clinical Psychology
- California State University Los Angeles: Master of Arts in General Psychology and Master of Science in Applied Behavior Analysis
- California State University Northridge: Master of Arts in Psychology (Clinical Research or Clinical Fieldwork)

The following institutions in California offer BACB approved course sequences for BCBA Certification:

- California State University San Diego, College of Education: Advanced Certificate in Behavior Analysis
- California State University San Marcos, Extended Learning: Applied Behavior Analysis Certificate of Advanced Study
- California State University Los Angeles: Applied Behavior Analysis Certificate

❑ Provided statewide need documented by evidence to show a change is necessary and not merely a response to a unique need of one college, district or region. Demonstrated a balance of need across the state and included a discipline seconder from another district.

Careers in behavioral analysis are growing across the state (Burning Glass Technologies, 2016). The following summary, excerpted from a report compiled by Applied Behavior Analysis EDU (appliedbehavioranalysisedu.org, 2019), an independent clearinghouse of resources on the Applied Behavior Analysis profession, explains the widespread impact on this field created by recent California legislation:

California Senate Bill 946 (effective July 1, 2012) requires healthcare service plan contracts and health insurance policies to provide coverage for behavioral health treatment for individuals with autism and other developmental disorders.

This insurance mandate requires health insurers to maintain an adequate network of providers, including qualified autism service providers. The bill encompasses the provision of several evidence-based therapies, including applied behavioral analysis (ABA).

As a result of the adoption of SB 946, the demand for ABA services in California has increased dramatically, greatly precipitating the need to adopt standards and procedures for protecting consumers.

Furthermore, California Assembly Bill 1715 was passed in 2016, which was designed to protect children with autism and other individuals receiving behavior analysis services by ensuring that only qualified professionals can provide them with care.

Qualified professionals are identified by their level of education and professional certification. Paraprofessionals serving in the role of behavioral technician may have been hired without certification prior to the passage of SB 946 and AB 1715; however, this is no longer the case. Applied behavior analysis (ABA) certification ensures that providers of behavior analysis services are qualified to provide ABA services to clients with a variety of skill deficits, needs, and problem behaviors.

State licensing departments are responsible for establishing the requirements for issuing behavior analyst licenses on a state-by-state basis. There is no national licensing scheme for the profession.

As with many other state licensed professions – from advanced practice nursing to certified public accounting – many state licensing departments delegate the actual responsibility for determining qualifications to a regulatory board made up of experienced professionals from the same field. A typical state board will include both behavior analysts and other medical professionals to provide a well-rounded evaluation of prospective candidates for licensure.

- ❑ Explained the impact of proposal across the state using a list the pro and con arguments and including refutation of the con arguments

Pro Arguments

1. RBT training and certification is required for individuals when the services are covered by insurance, creating a high market demand for certified RBTs.
2. Valid RBT training must be overseen by a Board Certified Behavior Analyst (BCBA).
3. Existing minimum qualifications for Psychology, Education, Child Development, and the CTE disciplines do not address the BACB certification requirements necessary for valid RBT training.

Con Arguments

1. RBT training coursework could be taught by a Board Certified Assistant Behavior Analyst (BCaBA), which requires a lower level of certification (i.e., any bachelor's degree and BCaBA certification).

a. **Refutation:** A BCaBA is not licensed to operate independently; therefore, an individual with BCBA certification would still be required to oversee the course.

2. RBT training can be provided independently by qualified individuals (BCBAs).
   a. **Refutation:** The growing demand for RBTs has created a need for training to be available across a broader market. Additionally, training provided through an accredited institution can offer quality assurances that individual providers may not be able to provide. Finally, if RBT trainees do not pass the certification exam due to inadequate preparation, their employment prospects are poor, as their services will not be covered by insurance.

3. An available alternative discipline could be used to determine qualifications of faculty.
   a. **Refutation:** To hire a RBT faculty member under a different discipline would indicate that the individual qualifies to teach all courses in that discipline, which may not be the case. Similarly, someone hired under existing disciplines, such as Psychology or Education, would not necessarily possess the required BCBA certification.

- ❑ Provided other evidence such as significant changes to the field that requires a change to the Disciplines List.
- ❑ Provided a ½ page written rationale to be included in public documents.

Recent legislative actions requiring the certification of all professionals involved in Applied Behavioral Analysis have created a demand for individuals in the Registered Behavior Technician (RBT) occupation. The RBT is a paraprofessional who practices under the supervision of a Board Certified Behavior Analyst (BCBA) or Board Certified Assistant Behavior Analyst (BCaBA). The RBT is primarily responsible for the direct implementation of behavior-analytic services working with children and adults with impairments such as autism spectrum disorders, developmental disabilities, or traumatic brain injury. The average salary of an RBT in California is $20 per hour. The short-term nature of this training combined with its potential for gainful employment in a meaningful career make this discipline a good fit for the California Community Colleges.

To become an RBT, eligible candidates must:

- Be at least 18 years old
- Hold a high school diploma or the equivalent
- Complete at least 40 hours of training
- Pass a criminal background check
- Pass the RBT Competency Assessment
- Pass the RBT exam

The required training component to become an RBT is approximately equivalent to a 3-unit course. Currently, the RBT training available is provided by private companies and individual

professionals or service organizations. These options can result in a higher fee for training or potentially less effective training than what could be offered through an accredited community college. RBT training must be sufficiently rigorous and effective to prepare the individual to both demonstrate required clinical competencies and pass the certification exam. Students may elect to complete the RBT program alone to gain this certification, or they may combine this training with degree coursework in related fields, such as Education, Child Development, or Psychology. Gaining this certification early in a student's college career also creates a potential income source for students while they earn their degrees.

A new Registered Behavior Technician discipline is required, as the Behavior Analyst Certification Board requirements for individuals training RBTs do not match any existing disciplines as described in the Minimum Qualifications for Faculty and Administrators in California Community Colleges.

SUBMISSION

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Contact person (author of proposal) Cynthia Sheaks-McGowan, Ed.D.
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Signature of College Academic Senate President[1]

Neal C Brown

College

MOORPARK COLLEGE

Email nbrown@vcccd.edu Date approved by College Academic Senate

17 Sept 2019

OR

Organization

President

Date Approved by Organization _____ Phone for President

RETURN FORM TO: The Academic Senate for California Community Colleges
One Capitol Mall, Suite 340, Sacramento, CA 95814
Email: disciplineslist@asccc.org

[1] By signing this document, the Senate President is certifying that the required investigation and statement of findings have been sufficiently addressed.

ACADEMIC SENATE for CALIFORNIA COMMUNITY COLLEGES
Celebrating 50 years

ASCCC Disciplines Hearing

Date/Time: Thursday, November 7, 2019 at 5:30 p.m.—6:30 p.m.

Location: Renaissance Marriott Newport Beach Room Sequoia 4 and Zoom Call-in

Testimony Collected for **Film Studies Revision** Proposal:

Name	Discipline	College	Representing	Position	Testimony
Gregory Beyrer	for Theatre Arts	Cosumnes River College	department	no support	written—see Appendix A
Evangeline Matthews	ESL	Irvine Valley College	individual	no support	oral—narrows the field; mater's degree offerings missing from central valley CSUs
David DeGroot	Articulation	Allan Hancock College	individual	support	oral
Nenagh Brown	History	Moorpark College	senate/discipline faculty	support w/provision	oral—needs update of "communication" to mass comm
Rebecca Synder	English	Reedley College	senate/English faculty	no support	oral—small rural colleges have concerns about staffing

Testimony Collected for **Registered Behavior Technician New Discipline** Proposal:

Name	Discipline	College	Representing	Position	Testimony
Angela Echevern	Life Sciences	LACCD	individual	support	oral—there is a need; training currently inconsistent
Nenagh Brown	for CNA	Moorpark College	senate	support	oral—support from faculty
Jenna Patronete	Communication Studies	Moorpark College	individual	support	oral
Erik Reese	Astronomy/Physics	Moorpark College	individual	support	oral

Appendix A: Written Testimony Submitted by Gregory Beyrer for Theatre Arts Faculty of Cosumnes River College

I am speaking to oppose the revision to delete Drama/Theater arts degree as meeting the minimum qualifications for teaching in Film Studies.

Many colleges across the state of California are offering masters degrees in theater/film studies. This means that if you are pursuing a degree you would be qualified to work or teach in both theater arts and film.

Additionally, candidates who possess a background in theater arts are completing sufficient and appropriate coursework to be qualified to teach film studies courses. There is tremendous overlap in the two disciplines. UCLA, USC, San Jose State University and other programs across the state operate as a "Department of Theater and Film studies" and any individual who is pursuing a degree in film studies or theater arts would be appropriately trained and well qualified and positioned to work or teach in either discipline. Furthermore, there is tremendous crossover in the professional community. People who work in the theatre often and regularly work in film industry as well.

Also, in our district at 3 out of the 4 colleges, Theater and Film is housed under the same program. This means that anybody that is hired to teach theater is also and qualified to teach film studies courses. This alignment is a common and consistent alignment at over 60% of the colleges across the state of California.

I do not oppose eliminating Communications or English from the minimum qualifications list but I do oppose eliminating Drama/Theater arts from the list of minimum qualifications. I think this would do a disservice to the Theatre/Film programs across the state (especially smaller programs and rural colleges, where faculty often teach in both theater arts and in film) and would significantly limit the ability to recruit qualified applicants into positions where a faculty member must teach both theater courses and film studies courses in a particular program in order for a program to be sufficiently productive.

When I reached out to my colleagues across the state they were not aware that theater/drama would be deleted from the minimum qualifications list as well. I do not feel that the testimonies are reflective of a wide enough pool of programs and faculty whom this decision would greatly impact.

Perhaps an appropriate compromise would be to add the language that the delegate is requesting without deleting the sub disciplines. Simply adding the degree nomenclature may have the result of attracting more specialized candidates in programs where it is necessary to hire a film studies specialist.

Sincerely,

Professor Gregory Beyrer
President, Cosumnes River College Academic Senate
Canvas Educator of the Year, 2019

Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Executive Committee Agenda Item

SUBJECT: 2020 Spring Plenary Session Preliminary Outline		Month: January	Year: 2020
		Item No: IV. F.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will begin discussion on the 2020 Spring Session program, discuss keynote presentations, and approve the outline.	Urgent: Yes	
		Time Requested: 60 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Stanskas/Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will discuss the preliminary 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.

Timeline:

<u>February</u>

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 21, 2020.

<u>March</u>

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. Deadline for Area Meeting resolutions to Resolutions chair: March 28, 2020
6. Materials posted to ASCCC website March 29, 2019.
7. Final program to printer March 30, 2020.

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

Academic Senate
for California Community Colleges
LEADERSHIP. EMPOWERMENT. VOICE.

Executive Committee Agenda Item

SUBJECT: ASCCC Budget Performance		Month: January	Year: 2020
		Item No: IV. G.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will be updated on the budget performance for the second quarter.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Virginia May/Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Every January the Executive Committee is updated on the second quarter budget performance and other financial activities. The Executive Committee will be provided for review the current Statement of Activities (income and expenditures) and the Statement of Financial Position (assets, liabilities, and net assets) as an assessment of the fiscal health of the organization and take actions as needed.

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

Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Executive Committee Agenda Item

SUBJECT: Executive Committee Meeting Dates 2020-2021		Month: January	Year: 2020
		Item No: IV. H.	
		Attachment: Yes, forthcoming	
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	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

This fiscal year 19-20, the Executive Committee held meetings at two colleges, one in the north and one in the south, and held various meetings across the state at different hotels. The Executive Committee will review for approval the 20-21 Executive Committee meeting dates, and consider holding the meetings at the two campuses in Area B and Area C.

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

Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Executive Committee Agenda Item

SUBJECT: Outline for Paper on Effective Transfer Practices		Month: January	Year: 2020
		Item No: IV. I.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider as a first draft the paper Effective and Equitable Transfer Practices in the Community Colleges.	Urgent: No	
		Time Requested: 25 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Sam Foster	Consent/Routine	
		First Reading	X
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Resolution (4.01 S18) requesting a paper was on effective transfer practices was approved. The resolution states:

> **Whereas, California Education Code, Title 5 regulations, local policies and procedures, and restrictions placed on colleges by the California State University (CSU), the University of California (UC), independent institutions, and out-of-state institutions result in a wide variety of transfer practices and standards around the state leading to confusion among colleges as well as the exclusion and inequitable treatment of transfer-bound students across the system; and**
>
> **Whereas, The Academic Senate for California Community Colleges has numerous resolutions in support of transfer opportunities for students such as Resolution 4.01 F17 "Support Students Transferring to UC, CSU, and Private and Out-of-State Institutions";**
>
> **Resolved, That the Academic Senate for California Community Colleges develop a paper identifying effective practices around transfer to assist colleges to create and apply uniform and equitable transfer policies and bring the paper to the Fall 2019 Plenary Session for adoption.**

An outline for the paper was approved during the September 28, 2019 Executive Committee Meeting. The Executive Committee will discuss and consider for approval as a first draft the paper *Effective and Equitable Transfer Practices in the Community Colleges.*

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

Effective and Equitable Transfer Practices in the California Community Colleges

PLANNED ADOPTION SPRING 2020

Effective and Equitable Transfer Practices in the California Community Colleges

Introduction

The mission of the California Community Colleges includes three major components. Of those three, transfer is the goal most identified by community college students. Therefore, in order to address the needs and goals of so many of our students, community colleges throughout the State must provide resources that can guide students through the process. There are several important reasons to consider as to why transfer should command considerable attention at the community college.

Title 5 Section 51027 requires that "the governing board of each community college district shall recognize transfer as one of its primary missions, and shall place priority emphasis on the preparation and transfer of underrepresented students, including African-American, Chicano/Latino, American Indian, disabled, low-income and other students historically and currently underrepresented in the transfer process." Embedded in this section are equity considerations. Not only are community colleges to place emphasis on underrepresented students, but since these students combined make up the largest percentage of community college student throughout the state, effectively serving the transfer needs our student population will partially fulfill the mandate of Title 5. Additional strategies and interventions will be required for some of our most at risk populations, however.

This paper will discuss some of the community college infrastructure that supports transfer as well as examine some effective and equitable practices around transfer.

This paper is partially in response to Resolution 4.01 (Spring 2018) with stated:

> *Whereas, California Education Code, Title 5 regulations, local policies and procedures, and restrictions placed on colleges by the California State University (CSU), the University of California (UC), independent institutions, and out-of-state institutions result in a wide variety of transfer practices and standards around the state leading to confusion among colleges as well as the exclusion and inequitable treatment of transfer-bound students across the system; and*
>
> *Whereas, The Academic Senate for California Community Colleges has numerous resolutions in support of transfer opportunities for students such as Resolution 4.01 F17 "Support Students Transferring to UC, CSU, and Private and Out-of-State Institutions";*
>
> *Resolved, That the Academic Senate for California Community Colleges develop a paper identifying effective practices around transfer to assist colleges to create and apply uniform and equitable transfer policies and bring the paper to the Fall 2019 Plenary Session for adoption.*

Beyond the resolution, there are other considerations that support the writing of this paper.

Legislation

There are several pieces of legislation that have had significant impact on how colleges prepare student for transfer

Transfer Degrees

Amid concern about the number of units students accumulate before transfer and about colleges requiring students to repeat courses previously taken at community college upon transfer to a four-year university, several pieces of legislation were passed as signed into law, the most consequential of these was Senate Bill (SB) 1440. Signed into law on September 29 2010, SB 1440, the Student Transfer Achievement Reform Act, overhauled how a student transfers from a California Community College (CCC) to a California State University (CSU). The resulting Associates Degrees for Transfer (ADTs) first issued in 2011 offered significant benefits to students including minimizing the risk that some of the units students earned would not transfer or count toward a bachelors degree, and insuring that it was unnecessary to repeat the courses a student successfully completed at a CCC. As a result of what is tantamount to an enhanced Associates Degree, students are guaranteed admission into the CSU system to complete their baccalaureate degree in a similar major in exactly 60 units. Students know that when they transfer, they will have junior standing, and that they can progress in the attainment of the Bachelors. The ADTs have paved the way for a transfer pipeline from the CCCs to the CSUs.

Although ADTs incentivized "students to earn an associate degree while preparing for transfer to a four-year college or university" (Padilla, SB-1440), it is meant to provide "students encouragement and support to complete their overall educational pursuits" (Padilla, SB-1440). The ADTs are meant to provide for a seamless transfer and completion of the baccalaureate degree. Students completing an ADT are guaranteed admission to a CSU campus with junior standing in a similar major to their ADT and will not be required to take more than 60 units after transfer

Initial Placement in Math and English

Responding to growing concern that many students, and especially students of color were significantly under placed in math and English, thereby lengthening their time to graduation or transfer and in some cases becoming an insurmountable barrier to students reaching their goals, Assembly Bill 705 was signed into law 2017. The bill requires every college to maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year. To place students into English and math courses College must use the following:

- High school coursework
- High school grades
- High school grade point average

Colleges were required to be in compliance as of Fall 2019.

This bill will have a direct impact on students of color as the placement policies and assessments instruments that have been utilized by colleges for several years have under placed students of color far below from college level math and English, greatly impacting the amount of time students stay at the community college and the number of barriers that may arise within that time frame for the students complete their educational goal.

Transfer Centers across the state are vital in the outcomes of this bill. Students will be making early decisions on college level math courses that may directly impact their transfer options and major. The importance of building strong relationships with local high schools to provide transfer and major exploration is an ideal step in the right direction. Transfer Centers will be offering intensive service all year long for not only transfer ready students, but, incoming transfer students.

Other Important Considerations

Regardless of how one feels about the above legislation and others affecting transfer, the mere fact that they exists is evidence of the wide-reaching concern about the time it takes for students to transfer as well as the muted transfer rates especially for students of color and other historically disadvantaged students. Transfer is sufficiently important to the Board of Governors that the *Vision for Success* adopted in 2017 specifically calls out transfer and sets an ambitious goal to increase the number of transfers to the California State Universities (CSUs) and the University of California (UC) by 35 percent. Beyond this systemwide goal, it is incumbent upon every college to help its students meet their own transfer goals whether to a UC, CSU, or other institution.

Currently, nearly half of students earning a bachelor's degree from a University of California campus in science, technology, engineering and mathematics transferred from a California community college. Also Twenty-nine percent of University of California graduates and 51% of California State University graduates started at a community college[1].

[1] https://www.cccco.edu/About-Us/Key-Facts

The Value and Benefits of Transferring from a Community College

A Prescribed Path and Transfer Guarantee

Even before the broad-based adoption of a guided pathways framework, colleges provided specific guidance to students who sought transfer to either a CSU or a UC. Students who completed appropriate coursework and met the qualifying GPA could be guaranteed admission to many four-year schools. While guaranteed admission is not available at every university, this remains an attractive option for many students.

Students from a wide range of backgrounds are welcome and may thrive.

For students who were not traditionally considered college ready, starting at a community college have an opportunity to hone their skills and improve their confidence on their way to a bachelors degree. Even for students not academically prepared for university and the freedoms that comes with traditional college life community colleges, though still rigorous, are less intimidating and often provide more support services. With generally smaller class sizes, community college students are able to interact with instructors more easily. This type of structure can be especially beneficial for traditionally underserved students and especially first-generation college students. For example, the number of first-generation college students that graduate from UC that originated at a community college are greater than for native UC students despite the fact that many of these community college students may not have been UC eligible upon graduation from high school. Many first-generation students who are academically prepared for the university may benefit from the more hands on approach at the community college as many in this population may find the university system difficult to manage given all the unspoken expectations or what college students must already know.

The Community College Role in Student Persistence, Completion, and Transfer

The community college has a responsibility to help the student reach their goals. This is certainly true with regards to transfer. Since students enter the college with a wide range of skills and needs, we must find a way engage students who list transfer as a goal along their educational path. This requires serving the diverse needs of students through an equitable use of the limited resources available including leveraging existing resources where possible. While the students themselves must also play an important role in their ultimate success, many of the structures of the college shoulder much of the responsibility to engage and support the student. From the local academic senate to the instructors and services designed to support instruction and student

success, the college must take inventory of the roles they play in helping students meet their transfer goals.

The Role of the Local Academic Senate

Local academic senates play a vital role in both the development and the implementation of initiatives related to student persistence, completion and transfer. As Title 5 §53200 (b) specifies, academic senates' primary function is to make recommendations with respect to academic and professional matters. Section 53200 (c) further clarifies that these academic and professional matters include, but are not limited to several areas that are directly linked to students' ability to achieve their educational goals. These areas include curriculum, degree and certificate requirements, educational program development, standards or policies regarding student preparation and success, policies for faculty professional development, and processes for institutional planning and budget development.

Local policies further elucidate which ones of the 10+1 matters are "rely primarily on" or "mutually agreed" on a given campus. Local academic senates and senate leaders need to be well versed in the legal requirements, local policies, as well as relevant trends and statewide initiatives, so they can effectively engage in an institutional dialog and be strong advocates for student success.

Whether or not their recommendations on the relevant 10+1 matters are "rely primarily upon" or "mutually agreed", local academic senates should not be treated as a "rubber stamp" for the college plans, as well as district and statewide initiatives related to improving student persistence, completion and transfer. The Senate, as well as appropriate Senate committees, task forces and representatives should be actively involved in analyzing relevant trends, generating recommendations, creating plans and programs, and monitoring their implementation. The Senate also plays an important part in advocating for adequate resources such as funding for programs and activities, and appropriate amount of reassigned time for the Articulation Officer and other relevant positions.

The Senate's involvement in promoting student persistence, completion and transfer begins with fostering equitable faculty hiring practices. With guidance from Academic Senate including its paper *A Re-examination of Faculty Hiring Processes and Procedures*[2] and the California Community Colleges Chancellor's Office (CCCCO) with its *Equal*

[2] https://asccc.org/sites/default/files/Hiring_Paper.pdf

Employment Opportunity and Diversity Best Practices Handbook (2016)[3], a document created by the CCCCO'S EEO and diversity Advisory Committee to assist colleges in understanding and implementing the conditions around diversification of the workforce required to receive EEO funding, the local academic senate must be involved in making sure that equitable hiring practices encourage the hiring of more diverse faculty. The educational benefits of a diverse faculty are clear and not only for students of color, but for all students on campus. Once new faculty are hired, the Senate plays a key role in orienting and mentoring them, and providing them, as well as all faculty, with ongoing, equity infused professional development. Local academic senates can also collaborate with student senates and other organizations on campus to support programs such as Puente or Umoja that have had demonstrated positive impact on the success of underserved students.

Equipping Students for Transfer Success

When students choose transfer as their educational goal, the college has a responsibility to provide guidance and support to help them reach that goal. This is especially important for traditionally underserved students including first generation college students who may be unfamiliar with their options, the transfer process and the timelines involved. Community College students have a variety of options when it comes to transferring to 4-year institutions. If the student wants to remain in California, there 23 campuses in the California State University system, 9 campuses in the University of California system and over 100 private/independent colleges and universities. As a part of orientation, students should be introduced to the transfer center and the services and support offered. Students seeking to transfer should then utilize Transfer Center services as early as possible and be proactive in learning all the nuts and bolts of the transfer process to make an informed choice on their educational goal. The Transfer Centers in the community colleges offer a wide variety of services which include but are not limited to transfer exploration, college tours, access to 4-year university representatives, transfer fairs, transfer conferences, meetings with transfer counselors, and computers to access information. Once a student has made their informed choice on major and 4-year institutions they must meet with a transfer counselor to create an educational plan and discuss strategies to have a successful transfer process.

Community Colleges Removing Barriers for Students

[3] http://californiacommunitycolleges .cccco .edu/portals/0/reports/2016-eeo-and-diversity-handbook- AdA .pdf

For many potential community college students, the prospect of attending college may seem daunting. Especially for those with anxiety or other issues, being closer to home provides a more comforting path to undertake this challenge. Furthermore, since some students do not have a university near them and must move away or travel great distances to attend a CSU or UC, this added pressure may affect students profoundly or it may shut them down completely. Attending a local community college affords the student the comforts of home and the emotional stability that comes with it.

Open Admission Creates Additional Opportunity

Whether the system or the student is the issue, many students do not acquire the appropriate GPA, or SAT scores to qualify to enter the school of their choice. Community colleges, with their open admission policy, offer a second chance for a student to build an academic resume' that will qualify them to attend a university that they were earlier unqualified for because of their academic standing. If not for the California Community Colleges, most high school who do not qualify for a CSU/UC would be cut off from this valuable resource. This is particularly true for non-traditional students. Some students may need to work right after high school ends and many are compelled to work while they are in high school. This additional burden takes time away from studying and may disqualify some from participating in Advanced Placement classes, which may affect their ability to enter a desired university. Various initiative and partnerships with four-year institutions are helping students to transition between the two-year and four-year schools. Though still not seamless, such partnerships encourage and facilitates the transfer from CCCs to CSU/UCs and other four-year institutions.

The Role of Counseling and Advising

Academic advising at four-year institutions is often done by faculty advisors. While this is a valuable tool, they do not provide the holistic approach used by most CCC counselors. Counselors incorporate career exploration strategies, academic assessment tools, and personal counseling to assist students in making informed decisions about their educational pursuits.

According to a 2012 report by the California Community Colleges Student Success Task Force titled A*dvancing Student Success in California Community Colleges*, student to counselor ratios in the community colleges range from 800 to 1 to more than 1,800 to 1[i]. This rate far exceeds the ASCCC recommendation of a counselor/student ratio of 1:370, contained in the 2003 document titled *Consultation Council Task Force on Counseling* (ASCCC, 2003, p. 22)[ii].

This ongoing counseling shortage is among the catalysts for restructuring initiatives such as Guided Pathways that aim to break down silos between student services and instruction. Undoubtedly, students would benefit from stronger connections between these two crucial areas of the college. The scarcity of counselors also underscores the essential role of classroom faculty, who interact with students daily, in helping students persist, complete and transfer.

Discipline faculty still play an important role, as discussed later in this paper, but the role of highly trained counselors is a critical component helping students to realize their transfer potential and guiding them through the process, including helping students understand the wide variety of transfer pathways and agreements available as will be discussed later.

Disability Support Services

Disability Support Services provide a wide range of services for students with disabilities. One of their primary functions is to serve as an advocate for students with disabilities in an educational setting. The transfer process is challenging, especially if the disability may impact the completion of a transfer requirement. For example, a student with a learning disability may have difficulty in completing the quantitative reasoning requirement and may require support and advocacy from Disability Support Services. In order for students with disabilities to have success in the transfer process a strong relationship must be established among community colleges' DSS and DSS at 4-year institutions especially in the cases as stated above.

Students from Marginalized Groups

Because of the relative ease of access, students from marginalized groups attend community colleges in higher numbers as well as higher percentages than are found in the UC or CSU system. This includes first generation college students as well as student of color. Colleges must take into account the specific needs of these students. Students of color benefit from targeted programs such as Umoja and Puente. Part of the success in these programs resides in the fact that they provide culturally relevant support and mentoring for students. Students frequently find that faculty and others in the program make special efforts to understand their needs, provide a sense of community and often look like them. Of our 114 community colleges, currently Umoja programs exist at 71 colleges and Puente and 66 of them. Given the success of these programs, colleges without them would do well to consider adding those programs or consider other ways to provide such support and mentoring especially for students of color.

Finances are often a barrier to education for many students. While current financial aid allocations do not fully cover the cost to attend the community college full time, many potential students, especially first-generation college students, are unaware of the financial assistance they qualify for. Community college students can take advantage of many programs that offer a reduction of fees or free tuition such as a Board of Governors fee waiver, and additional funds such as a Pell Grant. Colleges need to reach out to the students and their families while they are still in high school to help them realize that post-secondary education is a real possibility, especially at the community college One strategy employed by some colleges to reach out to students is to provide counseling classes at the local high schools. Such classes can help students navigate the college and financial aid application processes. Engaging the family is also extremely important, especially in Latinx communities. One strategy used to address this is for the college to have a "family night" where they reach out to families of high school students while specifically targeting underserved communities.

The amount of money one can save by attending a CCC for two years and then transferring is fairly substantial. But even with financial aid, making ends meet can be challenging for some students. Again, community colleges can help accommodate students with greater financial needs as class schedules tend to be more flexible with a greater number of evening and online classes, taking into consideration that students often have to work to make ends meet.

California community colleges have an increasing number of students who have food and housing insecurity. Students ability to succeed can be significantly impaired if these needs are not met. Colleges must have consistent stable forms of support for these vulnerable students to help them meet their educational goals which would ultimately mitigate the concerns these students have.

In supporting marginalized students, colleges must be mindful of the instersectionality of students in that they may be a part of multiple marginalized communities. To that end, it is imperative that colleges support the LGBTQ+ communities on their campuses. For example, seventy percent of LGBTQ+ students in the California community college system identify as people of color.[4] In addition, LGBTQ+ people are overrepresented among foster youth with the majority of those being people of color[5], forty percent of homeless youth are LGBT[6], and this population is more likely to be low income with nearly 27% of LGB adults 18-44 on SNAP compared to 20% of non LGB adults in the same age range.[7] One campus reported that 19% of students visiting their food pantry identified as LGBTQ+. This illustrates that supporting LGBTQ+ students also supports other marginalized groups.

[4] Gobuyan, A. C. (2018). LGBTQ+ Students at California Community Colleges
[5] https://williamsinstitute.law.ucla.edu/wp-content/uploads/LAFYS_report_final-aug-2014.pdf
[6] http://williamsinstitute.law.ucla.edu/wp-content/uploads/Durso-Gates-LGBT-Homeless-Youth-Survey-July-2012.pdf
[7] https://williamsinstitute.law.ucla.edu/research/lgbt-food-insecurity-2016/

How Instructors Can Help Promote Transfer

The scarcity of counselors mentioned above underscores the essential role of classroom faculty, who interact with students daily, in helping students persist, complete and transfer.

In response to changing student needs, faculty should continuously reflect on the curriculum and its delivery and implement changes that optimize student success. Effective institutional processes related to student learning outcomes and program review, as well as periodic curriculum updates and constructive faculty evaluations are some of the avenues for systematically promoting both individual and collective reflection. In addition to staying current in their disciplines and being aware of changes to the larger educational environment, instructors should take advantage of culturally responsive training and other similar equity infused professional development programs to stay current on the most effective teaching and mentoring practices. The importance of creating an encouraging environment based on high academic expectations and authentic care for students' well-being cannot be understated in terms of its impact on students' ability to succeed.

One of the best ways an instructor can promote transfer is to directly encourage students in their classes. It is not uncommon for students to doubt their ability to transfer to a college or university, and the positive support of an instructor can help them reframe their self-concept.

There is a strong correlation between self-esteem and self-efficacy. Genuinely expressing one's belief in a student's ability to succeed may significantly impact their future. Our students often come from homes where support is minimal or non-existent. Others face an environment that is neutral (non-encouraging) and sadly, some students are belittled or face hostility about their decision to attend college. Instructors are on the front line and can create real change in a student's psyche.

Transferring to a four-year school may seem difficult or impossible to community college students. Professors can encourage transfer students by sharing their personal stories. Hearing about the struggles their instructors faced in college and seeing a positive outcome can instill confidence and decrease anxiety for students.

Sharing personal histories not only provides emotional support, but they also help students understand the intricacies of the college process. First generation students and others unfamiliar with transfer can glean insights that may help them navigate the transition from a two-year college to a four-year school more efficiently.

A large number of community college faculty are products of community colleges themselves. These instructors understand the process and can pass this information along to their students. Many faculty members have personal contacts or specific knowledge about a CSU/UC that may benefit the student. Having has a personal contact to reach out to when far away from home, or when one is an unfamiliar place can be quite helpful.

Whether officially designated as an advisor or not, faculty can assume that role as it relates to transfer and career exploration. Using office hours to meet with students about the transfer process can benefit students greatly. Sharing specific information about the discipline, discussing expectations, industry standards and other aspects of the field can help students transition.

Another effective way to promote transfer is to announce transfer activities in class. Students may not see bulletin boards or social media posts, but faculty have consistent contact with them and have the ability to share information about transfer. Along with the announcements, faculty can also encourage students to meet with representatives from the four-year schools and hopefully develop a relationship with them.

Counselors and advisors share transfer tools with their students – ASSIST, C-ID, etc. Unfortunately, student/counselor contact occurs infrequently. Faculty/student contact is more consistent and provides time for information to be shared. Whether an instructor links transfer sites to their webpage or mentions it in class, it is helpful to have the information widely available.

Students may not have a lot of work experience. They may not have any. When it comes to letters of recommendation, the students' main choice is often a faculty member. When asked to write these letters, instructors are often facing deadlines or a mound of papers to grade. The letters however, may be the key to a student transferring or receiving a scholarship. We can help our students transfer by taking the time to write these letters, fill out the recommendation forms, or answer questions about students.

Strengthening the Transfer Paths

Recruitment and Onboarding within the Guided Pathways Framework

The guided pathways framework requires managing and sustaining a large-scale transformational change that begins in the recruitment and onboarding stage. This framework supports the goals of college completion, transfer, and the attainment of jobs with value in the labor market. A full and planned implementation of a guided pathways framework provides the ability to achieve equity for these outcomes.

In order to strengthen the transfer paths within the guided pathways framework, the recruitment stage, requires faculty and staff engagement to clarify the paths for future students. Mapping out of all programs to transfer and possible career pathways needs to include detailed information on target and career outcomes, course sequences, critical courses, embedded credentials, and progress milestones with math and other course work aligned to each program of study, and finally a commitment to K-12 partnerships which are focused on career/college program exploration.

The onboarding stage requires faculty and staff engagement to help students get on the path to their identified goal. Support to make sure students get the best start include the use of multiple measures to assess students' needs, first-year experiences to help students explore the field of a chosen major, full program plans based on required career/transfer exploration, contextualized, and finally integrated academic support to help students pass programs gateway courses. Key elements of a guided pathways framework are contained in a structured onboarding process including improved placement test, and a co-requisite instruction that provides students with clear, actionable, and usable information they need to get off to the right start in college.

In the onboarding stage guidance to help new students to choose a program of study and to develop a plan for completing is paramount. Research shows that many students arrive to the college campus without clear goals and may not have a clear idea of the opportunities that are available to them through advising and career services. Studies suggest that those who need these resources the most are also the least likely to take advantage of them or seek them out.

During the onboarding stage in order to support their goals of transferring, student's need a clear idea early on in their community college studies of which four-year institution they intend to transfer to and which program the plan to transfer into. Addressing this need will help eliminate the set back of taking additional courses to satisfy bachelor's program requirements. Often the information on transfer requirement is complicated, hard to find, and unreliable.

Leveraging Counseling

Counseling is a key component in preparing students for transfer. With the large number of students that counselors must advise effective counseling requires the use of tools that can allow the for more individual interaction with each student. Some examples of such tools commonly used throughout the state are detailed below:

Educational Planning Tools

An integral part of the counseling process is the creation of a comprehensive educational plan. An educational plan will consist of courses and strategies that will assist students navigate their time at the college and complete their goal. The courses consist of general education, major and elective courses that meet transfer requirements of the university they are seeking to transfer.

The following are online educational planning system that are the commercial products commonly used in community colleges at the time of this paper:

- Star Fish Solutions
- Degree works
- PeopleSoft

Some of these online educational planning systems provide degree audits, detailed course description, draft educational plans for students navigate, course forecast demands, and prerequisite/corequisite requirements. Other than these three tools, several colleges that have home grown online educational planning tools.

Transfer Center

Title 5 directs each California Community College governing board to recognize transfer as important component of its college mission and to prioritize the preparation and transfer of underrepresented students. Title 5 further establishes the requirement of a transfer plan that shall include, but not be limited to: services to be provided to students; facilities; staffing; advisory committee; and evaluation and reporting. To help colleges accomplish this goal, the Transfer Center has become an integral student support program for students seeking to transfer to a 4-year institution. Transfer Centers provides a variety of services and assists the college in creating a transfer culture. The following are some of the intensive services that are provided:

- Counseling Services
- Transfer related workshops
- Transfer fairs
- Transfer conferences
- Access to university representatives
- University tours

- University application assistance

Transfer Centers lead all components of the transfer process and are responsible for establishing relationships with other student support programs, academic affairs, community partners, and 4-year universities to educate the college community on the transfer process.

Title 5 Section 51027 states that Transfer Centers "shall place priority emphasis on the preparation and transfer of underrepresented students, including African-American, Chicano/Latino, American Indian, disabled, low-income and other students historically and currently underrepresented in the transfer process". The Transfer Center is an equity program and should place focus on providing services and resources for disproportionately affected groups on their campuses.

Transfer Center Director, Support Staff, and Counselors

Title V section 51027 states that each district governing board shall ensure that staff is assigned to coordinate the activities of the transfer center; to coordinate underrepresented student transfer efforts; to serve as liaison to articulation, to student services, and to instructional programs on campus; and to work with four-year college and university personnel. Clerical support for the transfer center shall also be provided. The Transfer Centers usually consist of a Transfer Center Director, counselor, and a support staff. Transfer Center Directors are either full-time faculty or middle management positions. Most faculty positions are counselor positions and they are split with coordinating and counseling responsibilities.

The primary responsibility of the Transfer Center Director is to lead all transfer efforts and create a transfer culture, coordinate all services, establish partnerships with 4-year institutions, train faculty and staff in all transfer practices and policies. The Transfer Center support staff consists of paraprofessionals that provide support services for students. Their roles are critical as they are at the front-line and assess students' needs to refer them to Transfer Center services. They also lead a lot of the services and projects that are coordinated by the center. The number of support staff vary by colleges. Most Transfer Centers house a faculty counselor that is a specialist in all transfer related matters. They will provide educational, career and personal counseling to all students that utilize the Transfer Center.

The manual "California Community College Transfer Center Recommended Guidelines" that was created in 2017 by a group of Transfer Center Directors and the California Community College Chancellor Office offers insight in the responsibilities of each of the above roles and the role of the Transfer Center in at the college. This manual is a crucial resource in the establishment or the evaluation of each college's Transfer Centers. For example, the California Community College Transfer Center Recommended Guidelines" recommends that a Transfer Center has a specific location on a California Community College campus that is readily accessible and identifiable to students, faculty and staff as the focal point of transfer activities.

Role of Transfer Director and Personnel

Transfer Center Directors: The primary responsibility of the Transfer Center Director leads all transfer efforts and creates a transfer culture, coordinate all services, establish partnerships with 4-year institutions, train faculty and staff in all transfer practices and policies. *The California Community College Transfer Center Recommendation Guidelines* suggests essential duties for the transfer center director (see appendix).

Classified Personnel: The primary responsibility is to work at the front line to make the first initial contact with students, answer questions, assess students' needs and make referrals to all transfer center services. *The California Community College Transfer Center Recommendation Guidelines* has recommendations for the essential duties (see appendix)

Transfer Partnerships

CCC- 4- Year Pilot Program

The signing of SB 850 (Block, 2014) established a baccalaureate degree pilot program for the California community colleges. Currently, 15 colleges offer unique bachelor's degree programs in technical education fields. These programs offer a new intrasegmental transfer pathway, as students can transfer from any community college with an associate degree or certificate program the fulfills the lower division major requirements in one of those fields into a bachelor's degree program at the community colleges that offer that program.

The following programs are approved:

- Airframe Manufacturing Technology, Antelope Valley College
- Industrial Automation, Bakersfield College
- Emergency Services and Allied Health Systems, Crafton Hills College
- Mortuary Science, Cypress College
- Equine Industry, Feather River College
- Dental Hygiene, Foothill College and West Los Angeles College
- Bio-manufacturing, Mira Costa College
- Respiratory Care, Modesto Junior College and Skyline College
- Automotive Technology, Rio Hondo College
- Health Information Management, San Diego Mesa College
- Occupational Studies, Santa Ana College
- Interaction Design, Santa Monica College
- Health Information Management, Shasta College

There is currently discussion among a variety of stakeholders and legislators about expanding the number of bachelors degrees offered at community colleges as way to meet workforce demand and to provide increased earning opportunities for workers. For example, nurses, fire fighters, and law enforcement officers who obtain a Bachelors degree after their Associates degree may receive better pay and open up advancement opportunities.

HBCU

The California Community Colleges Board of Governors has established a Memorandum of Understanding (MOU) with Historically Black Colleges and Universities (HBCUs) to guarantee admission to students that complete an Associate Degree for Transfer (ADT). The objective of this agreement is to facilitate a smooth transition for students from all of the California Community Colleges to partnered HBCUs. To date, more than 35 HBCUs have signed on[8]. These agreements simplify the transfer process and reduce students' need to take unnecessary courses, thereby shortening the time to degree completion with a cost savings

ADT- CSU

With the adoption of SB 1440 (Padilla) in 2010, a type of degree was created in the California community colleges. The Associate Degree for Transfer (ADT) is a transfer pathway articulated between California Community Colleges (CCC) and the California State University (CSU). A college student, graduating with an Associate in Arts for Transfer (AA-T) or an Associates in Science for Transfer (AS-T) in one of the 36 ADT majors, is guaranteed admission into the CSU system in a similar major, at junior standing, to finish their baccalaureate degree in no more than 60 units. In addition to guaranteed admission, students that are admitted to a CSU campus using an ADT cannot be required to repeat any required coursework completed at a community college after transfer.

ADT- AICCU

The ADT Commitment is the Association of Independent California Colleges and Universities (AICCU) sector's adaptation of the ADT pathway. While similar to the CSU ADT, there are also some differences due to the independent nature of the state's nonprofit institutions. For

[8] https://ccctransfer.org/hbcu/campuses/

example, unlike CSU, AICCU institutions are not part of a system and each campus has its own admission and graduation requirements. Therefore, if an ADT transfer student meets all the requirements of admission to a participating institution, admission is guaranteed to only to that *college* as opposed to a system.

The ADT Commitment:

- Guarantees admission for the ADT students meeting admission requirements;
- Guarantees a minimum of 60 semester/90 quarter units will transfer;
- Guarantees the student starts with junior standing.

National University

Some private universities are offering community college students transfer-friendly bachelor's Programs for a low price per year. For example, National University participates in the California Community Colleges-Associate Degree for Transfer (CCC-ADT) program, which guarantees Associate in Arts for Transfer and Associate in Science for Transfer degrees are fully transferable and are aligned to similar bachelor's degrees (see appendix) which can be completed in 90 quarter units or less. This is for CCC Transfer Students who have recently earned their Associate Degree for Transfer (ADT), Associate of Arts (AA), or Associate of Science (AS) degree within 12 months of applying to NU are eligible for transfer scholarship pricing. Additional coursework beyond the 90 quarter units may be required for AA and AS transferred degrees. **In order to be eligible for a National University scholarship all students must complete a FAFSA and** assumes eight courses per year (Maximum 20 courses). This program specifically benefits community college students who are in the military or working because many of the courses are online and therefore accessible from anywhere. This often makes the cost of completing a bachelor's degree completion possibly lower than a finishing a degree at a CSU or UC.

Western Governors University

The purpose of this agreement is to permit California Community College (CCC) students who have completed their lower-division transfer requirements or a CCC associate's degree to transfer to Western Governors University (WGU) by ensuring acceptance of prior coursework. WGU is a fully on-line program which is geared for non-traditional learning and completion of degree.

UC Transfer Pathways

This UC Transfer Pathways (UCTP) Program was developed to communicate the major preparation requirements to perspective transfer students. Each of the campuses in the UC system had to agree on the courses outlined in each transfer pathway, simplifying the process

for students and allowing them to be prepared for transfer to multiple UC campuses. The pathways have been established in the 21 most sought out majors and are designed to provide clear, consistent course-taking advice for students and to satisfy UC campus admission requirements across the entire system for a specific major. It is important to note that although the UCTP addresses academic preparation, it does not provide any admission guarantees.

Aligning ADTs with UC Transfer Pathways

Since many students may not know initially if they want to transfer to a California State University (CSU) or a University of California (UC) campus, it would be helpful for students if the differences between those pathways were minimized. To facilitate this process, a transfer memo between the UC President and Chancellor Oakley was agreed to and called on the UC Academic Senate to work with ASCCC to identify alignment between the UCTPs and existing Transfer Model Curriculum (TMCs), the basis of ADTs, In some cases the current TMC requirements are the same or exceed the UCTP. In these majors, it may simply be a matter of having the UC campuses accept the ADTs appropriate preparation. Once these majors are identified, students can be prepared for transfer to either system by completing an ADT. Furthermore, if a guarantee can be established for students completing a UCTP, that guarantee could be extended to students earning an ADT although the GPA requirement would likely be higher for UC admission.

University of California Transfer Admission Guarantees

Transfer admission guarantees (TAGs) are currently available in some majors at six UC campuses (Irvine, Riverside, Merced, Santa Cruz, Davis, and Santa Barbara. The TAG outlines specific course and GPA requirements that the student must complete in order to receive guaranteed admission. A student is only permitted to apply for one TAG, must meet the application deadline (currently September 30), and must also apply for UC transfer admission by that deadline (currently November 30).

Since the TAGs vary by major and by UC campus, the TAG requirements typically **do not** align with the UCTP. This may create some additional challenges for students.

MOU Enhancing Student Transfer

Signed in April of 2018, this Memorandum of Understanding (MOU) outlines a series of activities in an effort to increase the number of qualified students transferring from CCC to the UC system. The goal of this agreement is to grant access and timely completion to CCC students. Recently, the UC has established a Transfer Pathway+ program that guarantees admission to students. The establishment of a guaranteed admission program was one of the activities outlined in the MOU.

UC Transfer Pathway+

The UC Transfer Pathway+ combines the pathway program and TAG to guarantee admission to the UC system for specified majors (see appendix). In this program, students are encouraged to complete the major preparation courses outlined in the UCTP and to apply for a Transfer Admission Guarantee (TAG) to one of the six campuses where they are available. A TAG is not available in all of these majors at every one of the UC campuses offering TAGs.

Pilot UC Transfer Degrees

There has been a concerted effort to increase transfer options for students by expanding transfer guarantees, especially in areas where an ADT that can fully prepare students has been difficult for colleges to create because of unit limitations and general education requirements. One such effort, the result of an agreement between the University of California Office of the President and the California Community Colleges Chancellor's Office, is the pilot UC transfer degrees.

As a Fall 2019, the pilot is active in Chemistry and Physics. While the ADT is the result of legislation, these pilot degrees have been developed through a collaboration between the two systems, allowing the degrees to align with the typical course-taking pattern that would be completed by UC students during their first two years of study. For example, the Physics ADT has significant differences with the UCTP, but physics faculty from all three segments agree that the UCTP is better preparation for junior level coursework, but the ADT is not able to include all of the major preparation courses because of the 60 unit limit.

The pilot degrees will require colleges to create an associates degree that aligns to the UCTP. The Chancellor's Office has published templates (similar to TMCs) for colleges to use. Students pursuing one of these degrees will be required to complete the UCTP requirements plus a modified general education pattern (IGETC – 4 courses). Students will also be required to meet a higher GPA requirement than most of the available TAGs with the UC campuses.

Articulation

The Role of the Articulation Officer

The role of the Articulation Officer (AO) in the implementation of transfer coursework cannot be overemphasized. It is the AOs who develop, maintain and provide oversight of their college's transferable courses (CSU transferable courses and UC transferable courses), general education (CSU GE Breadth and the IGETC), and Course Identification Number (C-ID) aligned courses. When faculty develop or revise their transferable curricula, it is the AOs who ensure that the

faculty develop or revise courses that align with the California State University (CSU) and University of California (UC) regulations and standards.

In the development of the ADTs, the AOs are vital consultants to the faculty. From Articulation Agreements by Major (AAM) to Baccalaureate Course List (BCT), to General Education Certified Courses (GECCs), it is the AOs who can best guide the faculty as to how their courses can be included in their ADTs.

The AO is crucial in the maintenance of any college's articulation agreements with the CSUs, UCs, Historically Black Colleges and Universities (HBCUs), Association of Independent California Colleges and Universities (AICCUs), private four-year universities, and out-of-state universities. It is the AOs who liaise with the potential partner institution in the establishment of transfer agreements and memorandums of understanding (MOUs). Upon initial contact, the AOs facilitate the conversations between department chairs, deans, and vice presidents in the negotiation or the finalization of a final transfer MOU.

Without the important role of the AO, it would be difficult for colleges to develop their transfer and articulation programs.

Transfer Preparation, ASSIST, the Role of the Discipline Faculty (Ensuring Course Equivalency), and the Role of the Counseling Faculty

From its establishment in 1985, the Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) provided the most up-to-date and accurate information regarding student transfer in California.[9] This proved pivotal not only for the transfer students looking to transfer to a four-year public university, but also for the faculty, Counseling and Instructional.

For the Counseling faculty, the information contained on ASSIST allowed them to judiciously map out the courses a student would need to allow for a seamless transfer to the UCs and/or CSUs. The Articulation Agreement by Major (AAM) displays the lower-division courses for a major at the public four-years (the lower-division major preparation). It also shows what courses offered at a California Community College (CCC) are comparable to the lower-division major preparation at four-years colleges and universities. By making this visible, the counseling faculty are able to show students that completion of those articulated courses at a CCC will greatly benefit the student upon transfer. It makes concrete to students that the courses they have completed will be granted credit and will count towards their unit and/or course requirements towards the completion of the baccalaureate degree.

Additionally, within guided pathways, the counseling faculty play a vital role in student success, completion, and transfer. Whereas the instructional faculty are the subject-matter discipline experts, the counseling faculty are the experts of certificate or degree requirements, general education requirements, and transfer requirements. It is the counselors who interpret the information on ASSIST and a university's selection criteria to create for a student a Comprehensive Student Education Plan (CSEP) that aligns with a student's transfer goals.

[9] https://resource.assist.org/About

For the discipline faculty, ASSIST is a valuable repository of lower-division major preparation offered by the public four-year universities in the State. It provides a resource in the development of new transferable programs (non-ADT) and courses. Discipline faculty can see what lower-division courses would be of value to develop and offer at their CCC. If a new transferable program's goal is to provide a pathway for students from one CCC to a CSU and/or UC offering a similar program, developing courses that would articulate as lower-division major preparation for that major is crucial. It is important that in the development of these courses that the CCC discipline faculty consult with the AO to ensure course equivalency is established. This will ensure the seamless transfer of credit to the four-year institutions.

Often the AAMs for some of the majors found on ASSIST lists the transfer selection criteria (Occasionally, there are links that takes visitors to the selection criteria outside of ASSIST.org.). These courses are the courses that students must complete to be eligible for admission into the major at the four-year institution. Typically these courses must be articulated. If the CCC does not offer an articulated course or their course is not articulated to a selection course, students must complete that course at another CCC where the articulation is established to be competitive for the admission. This could prove burdensome for those students at rural and/or isolated CCCs who might want to transfer to that CSU or UC. To that end, ASSIST proves invaluable to the discipline faculty as it serves as a guide for what courses should be developed and offered at that the college. If a course is already offered but it is not articulated, it could begin the discussion as to how could the non-articulated course be revised to attain that articulation. It should be noted, however, that revising a course to be equivalent to that of a selection criteria course for one CSU or UC could jeopardize any other articulations established with other institutions. This discussion should be between the AO and the discipline faculty to determine the ramifications of the course revision with existing articulation, and whether a course revision is the best option.

C-ID (Course Identification Numbering System)

The existence of a statewide common course numbering system is not uncommon outside of California. By the early 1990s, Texas had established the Texas Common Course Numbering System. Even earlier, in the 1970s, Florida established the Statewide Course Numbering System, a stable system that is still in use to this day. In California, the establishment of a common course numbering system was elusive. From the California Articulation Number (CAN) founded in 1985, to the CSU Lower-Division Transfer Project and its Transfer CSU (TCSU) numbers[10] the idea of a stable course numbering system was almost elusory until the development of C-ID.

C-ID "is a faculty-driven system that was initially developed to assign identifying designations (C-ID numbers) to significant transfer courses[11] ." C-ID descriptors undergo rigorous, intersegmental discipline review. Courses would then be submitted for review to see if it meets the minimum established by the descriptor. C-ID approval meant that courses were comparable to the descriptor. If two courses from different institutions are approved to the same C-ID descriptor, it was understood that those courses were comparable to each other. Essentially, "C-

[10] CIAC Handbook Spring 2013 edition
[11] https://c-id.net/about-us

ID [addressed] the need for a 'common course numbers' by providing a mechanism to identify comparable courses [12]."

The benefit C-ID had for the articulation of courses with the CCCs, CSUs, and some of the UCs, cannot be overstated. When a course is approved for a C-ID designator, that course "is comparable to a specific course 'descriptor' that was developed by intersegmental discipline faculty and reviewed statewide[13]". This is significant in that intersegmental and intrasegmental articulations between subscribing institutions can be established. For students taking courses at multiple community colleges, having C-ID approval for their courses will mean that the receiving CCC will accept the credits they have already earned, no matter which CCC they attend. As the CSUs continue the practice of establishing articulation with CCC courses on the basis of a C-ID approval, students will know that their C-ID approved course will earn them credit upon transfer. The conceptual framework from which C-ID was established will dispel the oft-heard protestations from students and alumni alike say that their credits did not transfer, or that they had to repeat some courses because the receiving institution did not accept them.

External Exams (AP, IB, CLEP, Credit for Prior Learning)

The importance of external exams (Advanced Placement (AP), International Baccalaureate (IB), College Level Examination Program (CLEP), Credit for Prior Learning (CPL)) may not be inherently evident, however the CSUs and UCs have granted GE credit for satisfactory scores on the AP and IB, while CLEP is accepted by the CSUs for CSU GE Breadth certification. The awarding of credit for these exams benefits the student in the completion of General Education What the student has already completed and received credit for as a result of an external exam, the student can focus on the lower-division major preparation courses necessary for transfer.

It is important that counseling faculty familiarize themselves with how GE credit is awarded to help students avoid unnecessarily completing courses for a GE area that they already met.

Initial Placement in Math and English

As mentioned earlier, initial placement in math and English has been a concern of the legislature and the governor leading to the passing of AB 705 in July of 2017. The intent of the bill is clear: It is to promote student transfer in two years by facilitating a student's entry into transfer-level Math and English. However, some in the process of implementing this State law, suggests that remedial coursework might be moot. As a result community colleges have limited the amount of below transfer level coursework they offer, or at the very extreme, halted the offering of courses such as, intermediate algebra, elementary algebra, or courses that prepare students for freshman composition classes, among others.

For articulation, this poses challenges for UC Transferability, C-ID approval, and/or CSU GE Breadth and IGETC approvals as some approvals rely on a course having stated prerequisites of the remedial classes. For example, for a CCC course to receive C-ID approval for

[12] https://c-id.net/about-us
[13] p. 15, CIAC Handbook Spring 2013 edition

microeconomics[14] a CCC course must have, at minimum, elementary algebra as a stated prerequisite. If a CCC deleted the elementary algebra from their microeconomics course, upon re-submission for C-ID approval, that CCC's Microeconomics course could be denied the C-ID.

The implications for curriculum development is such that CCCs should not remove any remedial coursework prerequisites from their transfer-level courses. Changing prerequisites require re-submission for any approved C-ID, UC transferability, CSU GE and/or IGETC attributes. If those prerequisites are removed, there is no guarantee that the approved attributes will be re-certified upon re-review.

The Academic Senate for California Community Colleges (ASCCC) advocates for CCCs to not delete any remedial courses that are prerequisites for their transfer-level courses from the Course Outline of Records (CORs), regardless whether the classes will be offered or not[15] . This will ensure the continued transfer approvals for those courses, especially during the initial stages of AB 705 implementation.

Challenges

As colleges seek to increase transfer rates, one of the challenges continues to be adequate funding. This manifests itself in many ways. One persistent challenge is the counselor to student ratio. At most campuses this is unacceptably high causing severe restrictions on the amount of time a counselor can spend with a student. On some campuses, counseling appointments are limited to 15 minutes in order to manage the load. There are several reasons for this. Historically, colleges were funded primarily on full-time equivalent students (FTES), however, counselors don't see any full-time equivalent students, they see actual students. And since so many of our students are less than full time, the actual head-count of students is much higher than the FTES. Further complicating the situation, counselors are currently on the "wrong side" of the 50% Law, so that hiring counselors makes a college away from compliance with that law.

Another challenge that many colleges face is building a transfer community. Having a dedicated and welcoming space where students can find information and meet with counselors dedicated to transfer and interact with other students who are seeking similar goals, helps to create a transfer community within the college. However, many colleges currently do not have such a dedicated space and the transfer center may be a room or a bungalow on campus with relatively few dedicated resources.

[14] C-ID ECON 201
[15] AB 705 FAQs

A challenge that especially faces many of our smaller more rural campuses is simply geography. With the nearest CSU or UC often more than 100 miles away, many students see this as a barrier to transfer. Since 45% of UC Transfers choose campus withing 50 miles of their home including 77% for UCI and a low of 16% for UC Santa Barbara[16] (this suggests a more significant barrier for those students that live farther away. Many of our most vulnerable student populations find that moving away to transfer is not a viable option for financial or other reasons. In other cases, students with the biggest financial need find that even if the nearest four-year campus is 25-50 miles way, they lack the reliable transportation necessary to attend, especially in more rural areas where public transportation is not a viable option.

Often campuses have small programs that are successful, especially for traditionally marginalized or underserved groups. Programs such as Puente and Umoja typically have much higher transfer rates for students in those programs than exist for similar students not in such programs. Many colleges, however, find that the cost of such programs make it difficult to expand them to serve larger numbers of students despite their success serving important populations specifically called out in Title 5 and referred to in the *Vision for Success*.

Recommendations

Although local colleges cannot directly affect barriers such as 50% Law to hire significantly more counselors to help facilitate transfers, colleges can leverage the counseling expertise by partnering with discipline experts to reach more students to both encourage pursuit of transfer and provide the information necessary to prepare students. This partnership is particularly useful since counselors have unique expertise regarding transfer infrastructure, but typically can see a student once a semester or less, while discipline faculty often see students several times a week for the entire semester.

It is a good practice for colleges to have counselors that specialize in transfer, including an articulation officer. Housing experts in a dedicated space can not only help build and transfer community but can provide space for collaborations with other within the campus community.

Given that transfer is one of the primary goals for community colleges, a dedicated and stable funding stream is essential to increasing the number of students who are transfer ready and providing resources to help those students actually reach their transfer goals.

[16] https://accountability.universityofcalifornia.edu/2016/chapters/chapter-1.html#1.1.3

To give students the most transfer options possible, colleges must embrace the various transfer partnerships including the Pilot UC Transfer degrees. This will require collaboration between local curriculum committees and discipline faculty to create the degrees.

Appendix

Transfer Center Directors Recommended Essential Duties as Outlined in "The California Community College Transfer Center Recommendation Guidelines"

- Serving as the primary contact person for inquiries from community college administrators, faculty, staff, students and the community concerning the college's transfer programs and services.
- Serving as a liaison between the community college and baccalaureate-level universities in regard to admission policies and transfer requirements.
- Working with campus faculty and administration to ensure that the transfer function is clearly identified as a primary mission of the college. Is the transfer mission clearly articulated in the college's mission statement and goals? Is transfer information clearly conveyed on the college website and in the college catalog, class schedule, newsletters and brochures? Does the campus provide for adequate transfer facilities and adequately trained staff to ensure a strong and viable transfer program? Are the fiscal needs of the transfer function considered in the budget planning process? Does the college offer a curriculum that supports transfer, and are the lower-division requirements of nearby institution considered in curriculum development?
- Working with college administrators to coordinate the activities of the Transfer Center with other instructional and student services programs on campus and to encourage cooperative working relationships.
- Informing the college's academic senate of critical transfer initiatives and policy changes, and encouraging the participation of instructional faculty in the development, implementation and evaluation of transfer efforts. Working with instructional faculty to incorporate the transfer function as a part of the syllabus of select courses offered at the community college.
- Establishing and chairing the Transfer Center Advisory Committee developed to assist in supporting and strengthening transfer activities on campus. This committee may include a governing board member, an academic senate representative, instructional and counseling faculty, students, administration, student services and representatives from local universities.
- Working with the campus articulation officer to monitor and encourage the development of articulation agreements and campus participation in articulation efforts.
- Directing the Transfer Center and its budget, and directing the activities of the Transfer Center staff.
- Providing ongoing information and training to counselors and Transfer Center staff regarding new transfer options and policies, changing requirements, university selection criteria, ASSIST, UC Pathways and university application

procedures to ensure that accurate and up-to- date information is being conveyed to students.

- In conjunction with the Counseling Department, providing transfer counseling that supplements the counseling that takes place within the Counseling Department. Transfer Center counseling often includes handling complex transfer cases referred to the Transfer Center by counselors, administrators or instructional faculty; the evaluation of independent and out-of-state transcripts for transfer to UC, CSU or other baccalaureate-level colleges or universities (if applicable, consult with transcript evaluators); research regarding transfer requirements to independent or out-of-state universities; or advocacy for students to educate and empower them in the admission appeal process.
- Receiving daily California Community College and university updates through the statewide Transfer Center Director's distribution list (organized through the CCC Chancellor's Office) and redirecting these updates to counselors, Transfer Center staff, and appropriate administrators and instructional faculty.
- Developing a comprehensive Transfer Center webpage that includes information on in-state and out-of-state public and private universities, and identifying and purchasing resource books and materials that assist students with their research in transitioning from a community college to a university, such as college and university catalogs, university reference guides, scholarship reference guides, college essays and other resource books and published materials.
- Directing the college's TAA or Transfer Admission Agreement (TAG) and ADT programs with universities.
- Providing transfer courses, workshops and classroom presentations that include information about university admission requirements, selection criteria, TAAs and application processes to baccalaureate-level campuses. These classes, workshops and presentations should be provided for all students, including EOPS, DSPS, foster youth, Puente, veterans and Umoja students. Note: All of these programs include large numbers of low-income and first-generation college students.
- Encouraging and participating in campus-wide efforts to identify and remove barriers to the retention and transfer of all students, including low-income, disabled and first-generation college students and other populations identified by the college's Student Equity data and to assist with the efforts of developing strategies to improve the transfer rate for these students.
- In conjunction with regional universities and the Office of Institutional Effectiveness, develop and implement methods to evaluate the effectiveness of local transfer activities.
- Encouraging staff from university admissions offices to participate in Transfer Center activities: to meet regularly with potential transfer students to discuss academic options, evaluate transcripts and assist in planning transfer coursework; to provide transfer and application workshops for students; to attend Transfer Center Advisory Committee meetings; and to attend annual

Transfer Day/College Night programs. University staff have asked that a single location be identified at each community college as their point of contact for all transfer activities.

- Directing the Transfer Center's university tour program.
- Collaborating with other California Community College campuses to obtain information and best practices to develop strong Transfer Center programs and transfer activities.
- Attending regional Transfer Center Directors meetings coordinated by the CCC Chancellor's Office and attending the annual CCC statewide Transfer Center Directors meeting. In addition, attending transfer meetings and conferences sponsored by UC, CSU and independent colleges and universities.
- Collaborating with the Admissions Office/ Enrollment Services/Evaluations Offices to ensure the Associate Degree for Transfer is verified and posted on students' transcripts in a timely manner.
- Writing and submitting the annual Transfer Center Report to the CCC Chancellor's Office.
- Reporting to the college governing board annually on transfer numbers and community college or university trends or policies that are affecting transfer students
- Serving as a member of the statewide Transfer Center Director Association (i.e., WACAC) and participating on the Transfer Advocacy Committee.

Counseling Faculty: Counselors working in the Transfer Center assist the Transfer Center Director with all aspects of the counseling and teaching activities of the center. As stated in the California Community College Transfer Center Recommendation Guideline" the following are essential duties:

- In conjunction with the Counseling Department, providing transfer counseling that supplements the counseling that takes place within the Counseling Department. Transfer Center counseling often includes handling complex transfer cases referred to the Transfer Center by counselors, administrators or instructional faculty; the evaluation of independent and out-of- state transcripts for transfer to UC, CSU or other baccalaureate-level colleges or universities (if applicable, consult with the transcript evaluators); research regarding transfer requirements to independent or out-of-state universities; or advocacy for students to educate and empower them in the admission appeal process .
- Checking TAAs for completion and accuracy prior to sending them to the universities for approval. Assisting in reviewing the ADTs for the purposes of meeting the requirements for the degree and similar majors at the receiving institution.
- Providing transfer courses, workshops and classroom presentations that include information about university admission requirements, selection criteria, TAAs and application processes to baccalaureate-level campuses. These classes, workshops and presentations should be provided for all students and include special programs that serve low-income, disabled and first-generation college

students, veterans, foster youth, and other populations identified by the college's Student Equity data.

- Encouraging and participating in campus-wide efforts to identify and remove barriers to the retention and transfer of low-income, disabled and first-generation college students and other populations identified by the college's Student Equity data. Assisting in campus-wide efforts to develop strategies to improve the transfer rate for these students.
- Organizing campus tours to baccalaureate-level colleges and universities and assisting with the coordination of Transfer Day/College Night.
- Assisting in the creation and operation of technology-enhanced transfer counseling, i .e ., online chats with university representatives for transfer students.

Recommended Essential Duties for Classified Staff as Outlined in "The California Community College Transfer Center Recommendation Guidelines"

- Working at the front line of the Transfer Center to greet students, answer student transfer questions and refer students to Transfer Center counselors or to the Counseling Department as appropriate.
- Publishing a calendar (both online and in print) of Transfer Center activities to inform students and the campus community of ongoing transfer activities taking place on campus.
- Assisting students with transfer research using both online and print resources.
- Assisting students with university applications.
- Monitoring and tracking all incoming and outgoing TAAs, which includes maintaining a database of mailed/approved/denied TAAs and notifying students and counseling faculty of TAA status.
- Developing communication tools to publicize Transfer Center activities to the campus, including posters, social media and any tools used on campus to promote activities.
- Scheduling appointments for visiting university representatives and Transfer Center counselors.
- Ordering and maintaining all transfer resource books and materials.
- Handling all clerical support for the Transfer Center Director and Transfer Center Counselors.
- Supervising student employees.
- Chaperoning with the University transfer tours.
- Assisting with maintaining and updating the Transfer Center webpage

The Associate Degrees for Transfer Approved as of Fall 2019

- Administration of Justice
- Agriculture Animal Science
- Agriculture Business
- Agriculture Plant Sciences
- Anthropology
- Art history
- Biology
- Business Administration
- Chemistry
- Child and Adolescent Development
- Communication Studies
- Computer Sciences
- Early Childhood Education
- Economics
- Elementary Children Education
- English
- Environmental Science
- Film, Television, and Electronic Media
- Geography
- Geology
- Global Studies
- History
- Hospitality Management
- Journalism
- Kinesiology
- Law, Public Policy and Society
- Mathematics
- Music
- Nutrition and Dietetics
- Philosophy
- Physics
- Political Science
- Psychology
- Public Health Science
- Social Justice Studies
- Social Work and Human Services
- Sociology
- Spanish
- Studio Arts
- Theatre Arts

The Twenty One Majors in the UC Transfer Pathways

- Anthropology
- Biochemistry
- Biology
- Business administration
- Cell biology
- Chemistry
- Communication
- Computer science
- Economics
- Electrical engineering
- English
- History
- Mathematics
- Mechanical engineering
- Molecular biology
- Philosophy
- Physics
- Political science
- Psychology
- Sociology

The Majors in the UC Pathways+

- Anthropology
- Biochemistry
- Biology
- Business administration
- Cell biology
- Chemistry
- Communication
- Computer science
- Economics
- Electrical engineering
- English
- History
- Mathematics
- Mechanical engineering
- Molecular biology
- Philosophy
- Physics
- Political science
- Psychology
- Sociology

Bachelors Degrees Offered by National University

Current B.A. degrees offered:

- ADMINISTRATION OF JUSTICE
- BIOLOGY
- BUSINESS ADMINISTRATION
- COMMUNICATION STUDIES
- EARLY CHILDHOOD EDUCATION
- ECONOMICS
- ENGLISH
- FILM, TV & ELECTRONIC MEDIA
- GLOBAL STUDIES
- HISTORY
- JOURNALISM
- PHILOSOPHY
- POLITICAL SCIENCE
- PSYCHOLOGY
- SPANISH
- SOCIAL JUSTICE STUDIES
- SOCIOLOGY

Current B.S. degrees offered:

- AGRICULTURE ANIMAL SCIENCE
- AGRICULTURE BUSINESS
- AGRICULTURE PLANT SCIENCE
- ANTHROPOLOGY
- ART HISTORY
- CHILD & ADOLESCENT DEVELOPMENT
- CHEMISTRY
- COMPUTER SCIENCE
- ELEMENTARY TEACHER EDUCATION
- GEOGRAPHY
- GEOLOGY
- KINESIOLOGY
- MATHEMATICS
- MUSIC
- NUTRITION
- PHYSICS
- PUBLIC HEALTH SCIENCE
- STUDIO ARTS
- THEATRE ARTS

[i] https://healthyplacesindex.org/wp-content/uploads/2018/02/ca_community_colleges_stduent_success_advancing_student_success.pdf

[ii] https://www.asccc.org/sites/default/files/publications/Standards-of-Practice_0.pdf

Academic Senate
for California Community Colleges
LEADERSHIP. EMPOWERMENT. VOICE.

Executive Committee Agenda Item

SUBJECT: Proposal for New Faculty Empowerment and Leadership Academy		Month: January	Year: 2020
		Item No: IV. J.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the redesign of the Faculty Leadership Academy.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Michelle Bean/Sam Foster	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Faculty Leadership Development Committee (FLDC) created the attached proposal as a redesign of the Faculty Leadership Academy.

As called for in the ASCCC Strategic Plan 2018-2023 Goal 2 Objective 2.1, the Faculty Leadership Development Committee seeks to support the following strategies through the implementation of the newly designed Faculty Empowerment and Leadership Academy:

- Increase leadership development opportunities to prepare diverse faculty to participate in and lead local and state conversations.
- Lead professional development opportunities designed to promote recruitment of diverse faculty for participation in local and statewide senate activities.
- Design leadership development opportunities focused on specific populations of faculty.

Recommendation: FLDC would like the Executive Committee to approve the proposal for the Faculty Empowerment and Leadership Academy redesign.

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

Faculty Empowerment and Leadership Academy (FELA)

Description: The Faculty Empowerment and Leadership Academy is a one-to-one mentoring program designed to meet the needs of our diverse faculty in the 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). The 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. Mentees will be matched with mentors who are current or former local or state leaders. The mentor/mentee matching process will be based on applicant questions of desired or preferred criteria (as best possible).

Enrollment:

- Open to all community college faculty and administrators with a focus on serving underrepresented faculty in California
- Target goal of 5-10 mentees and 5-10 mentors

Program Mission:

- TO CONNECT: Providing one-on-one mentoring with campus leaders and/or administrators for personal and professional development.
- TO EMPOWER: Creating safe and brave space 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 on the specific goals of the mentee.

Objectives:

- To provide opportunities for healing, support, and empowerment.
- To connect by engaging in networking opportunities with other faculty leaders and administrators.
- To create space for courageous conversations focused on understanding societal influences on race, ethnicity, gender, and their effect on leadership development.
- To provide guidance and accountability through regular check-ins (remotely or in-person if no travel cost).
- To honor mentor and mentee scheduling for balanced living by providing workshops coordinating with other ASCCC events (pre-sessions to other events).

Participant Requirements:

- Academy (FELA) Day 1
- At least 2 other FELA days
- At least 2 other ASCCC events (beyond FELA days; note that registration, travel, and lodging for other events 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

Outcomes:

- Participants will feel more supported and empowered than before entering the program.
- Participants will gain new networks and relationships to support leadership growth.
- Participants will engage in seeking or establishing a leadership role in education.
- Participants will gain an understanding of societal influence on race, ethnicity, gender, and intersectionality and their effect on their leadership.
- Participants will complete equity focused pre and post academy assessments.

Program Flow:

- Spring Recruitment--applications for mentors and mentees due in May
    - Applicant and mentor profiles used to match/pair up.
- Program mentor and mentees selected by early June
- Summer Mentor Training and Orientation in mid June
- Academy Day 1: Team-Building before or at Faculty Leadership Institute (including pre-assessment)
- Academy Day 2: Theme Focused Training before or at Fall Plenary
- Academy Day 3: Theme Focused Training before or at Spring Plenary
- Academy End-of-Year Celebration in April/May (including post assessment)

Resources:

Need	Support	Cost
Recruitment and application	ASCCC Office	
Selection of participants	ASCCC Executive Committee	
Mentor Orientation/Training	FLDC and Foundation leaders or other ASCCC Executive or Caucus leader volunteers Foundation resources	Hotel and travel ($250 per mentor)=$2,500
Academy Day 1	Academy Mentors	Hotel and travel

	Foundation resources	($250 per mentor)=$2,500 Hotel and travel ($250 per mentee)=$2,500
Academy Day 2	Academy Mentors Foundation resources	Hotel and travel ($250 per mentor)=$2,500 Hotel and travel ($250 per mentee)=$2,500
Academy Day 3	Academy Mentors Foundation resources	Hotel and travel ($250 per mentor)=$2,500 Hotel and travel ($250 per mentee)=$2,500
Academy End-of-Year Celebration	Academy Mentors Foundation resources	Travel ($150 per mentor)=$1,500 Travel ($150 per mentee)=$1,500
	Total:	$10,250--20,500

Academic Senate
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Executive Committee Agenda Item

SUBJECT: Caucus Structure Revision (version 2)		Month: January	Year: 2020
		Item No: IV. K.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the revision of the ASCCC caucus structure.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Michelle Bean	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

As called for in the ASCCC Strategic Plan 2018-2023 Objective 4.2.C. states the goal of improving the methods of communicating with faculty and local senates by evaluating the role of caucuses and facilitating the gathering input from ASCCC Caucuses.

Current caucus leaders, Julie Bruno, Manuel Velez, Jessica Ayo Alabi, and Emilie Mitchell, along with Area C Representative Michelle Bean and Executive Director Krystinne Mica updated the current ASCCC caucus structure based on the requested needs of caucus members and in response to Fall 2019 Resolution 1.09, which states:

> Resolved, That the Academic Senate for California Community Colleges (ASCCC) revise its Caucus Recognition Criteria and Procedures and Guidelines so that an ASCCC caucus may provide networking, mentoring, and professional development activities for its members; and
>
> Resolved, That the Academic Senate for California Community Colleges (ASCCC) revise its Caucus Recognition Criteria and Procedures and Guidelines to incorporate flexibility so that the ASCCC caucuses may serve a distinct and significant role in assisting ASCCC to provide statewide and local leadership professional development for faculty leaders and provide expertise to the ASCCC Executive Committee.

Revisions on attached documents:

- Green font--first draft recommendations from the Caucus leaders to the existing caucus structure

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

- Red font--second revisions after consideration of the Executive Committee feedback at the November meeting

Recommendation: With the consideration of the Executive Committee feedback, the attached revised drafts of the **ASCCC Caucus Procedures and Guidelines** and the **Caucus Application** are submitted for approval.

ASCCC Caucus Procedures and Guidelines

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

Caucuses may also engage in activities to provide professional development and mentoring opportunities in coordination with ASCCC leadership while still protecting the autonomy of the caucuses.

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

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

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

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

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

- Caucus membership must be voluntary and open to all community college faculty. Additionally, caucuses must make every effort to provide open, public access to meetings.
- Caucuses must meet at Plenary session ~~regularly~~ and may provide ~~minutes~~ related meeting documents to the Academic Senate through their ~~liaison/~~designee assigned as a resource in order to post information onto the ASCCC website.
- Caucus members cannot be charged a fee or dues to participate in the caucus nor can a caucus fundraise.

- Caucuses are not directed or controlled by the Academic Senate and shall not act on behalf of the ASCCC unless engaged in ~~collaboration~~ coordination with the ASCCC in professional development and mentoring.
- Caucuses ~~and~~ shall not present themselves as acting for, or representing the ASCCC or its interests in any manner or media.
- Caucuses must operate in a lawful manner.
- Caucuses will not promote hate, violence, or any other offensive action against any other person(s).
- Caucuses should be formed around broad issues of ongoing concern rather than single or short-term issues. In particular, there should be a clear connection to academic and professional matters as established in Title 5 and Education Code. Caucuses should be formed to focus on issues across the entire California community college system not just the specific needs or desires of a particular college or district.
- Caucuses should supplement the work of ASCCC and ~~not be duplicative of the work of~~ its standing ~~ASCCC~~ committees, existing caucuses, or other representative faculty groups.
- Caucuses are not intended to be discipline-specific or professional organizations ~~nor to meet the professional development needs of its membership.~~

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

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

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

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

MEMBERSHIP:
- Caucus membership must be voluntary and open to all California Community College faculty.

- No fees shall be charged to the caucus membership. *(point moved here from the Caucus Application)*
- Caucus membership must consist of a minimum of ten faculty from at least four different colleges and at least two districts.
- Caucus members may affiliate with one or more caucuses.
- Caucus membership should not consist of only a small representation of a particular discipline.
- Executive Committee members may participate ~~informally~~ in caucuses but may not be in caucus leadership positions ~~members~~.
- Executive Committee members may be appointed as ~~liaisons/~~designees or point persons to function as resources to the caucuses, if requested by a caucus.

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

- A Caucus should determine its leadership structure as it sees fit.
- Caucuses should recognize at least one member to serve as a contact person to the ASCCC.

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

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

TERMINATION:

- A caucus that has remained inactive for a period of ~~two~~ five years ~~without the submission of a new application~~ will be considered terminated.
- *(not new just moved here from above)* In order to stay active, caucuses must inform the ASCCC Office every ~~two~~ five years ~~in May~~ of its intent to remain active and provide a current list of its membership. If a caucus fails to alert the ASCCC Office of its desire to stay active, the caucus shall be deemed inactive ~~for a period of two years~~. ~~During that time,~~ T~~t~~he ASCCC will continue to provide a space for potential meetings of the caucus

at Plenary sessions until the Caucus is deemed inactive. A new application will need to be submitted to renew the caucus.

- The Executive Committee reserves the right to withdraw its recognition of an active caucus in consultation with the caucus leadership if the Executive Committee determines that the caucus has violated any of the procedures or guidelines established for caucuses ~~or if the caucus wishes to dissolve itself~~.
- Any member of the Executive Committee may bring forward an agenda item to withdraw recognition of an active caucus if the caucus is believed to have violated the established Academic Senate procedures and guidelines for caucuses. A two-thirds majority of Executive Committee members is required to withdraw recognition from a caucus.
- Recognition of an active caucus will not be withdrawn simply due to a disagreement between the caucus and the Academic Senate.
- Any caucus actions that subject the ASCCC to potential harm, liability, or fraud will result in immediate termination of the caucus.

Any inquiries about forming a caucus should be directed to the Senate Office at info@asccc.org.

Academic Senate for California Community Colleges

Recognition of Caucus Form

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

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

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

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

RECOGNITION OF CAUCUS FOR ~~TWO (2)~~ FIVE (5) ACADEMIC YEARS: _____ - _____

Caucus Name: _____

*Caucus Contact ~~President~~: _____

Email: _____ Phone: _____

*By providing this information you allow your email address to be given to faculty, staff, students, and other persons/groups ~~(including press and media personnel)~~ seeking Caucus information.

Purpose of Caucus:

Anticipated activities ~~for this year~~:

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

~~**Caucus Guidelines:**~~

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

1. ~~Have structure beyond simple membership. It must have a similar structure to that of ASCCC Standing Committees, in that it must have a Chair, Vice-Chair and a Secretary (Variations of Chair/Vice-Chair such as President/Vice President is acceptable.)~~

2. Provide open public access to its meetings. Recommended use of the Ralph M. Brown Act (Government Code §54950-54961).
3. Not promote hate, violence or any other offensive action against any other person(s).
4. Not commit any illegal activities.

Caucus Officers Contacts Section:

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

Please print: NAME, POSITION, COLLEGE AND EMAIL.

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

***Caucus Members Section:**

#	Name	College	E-Mail
6			
7			
8			
9			
10			
11			
12			
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*By providing this information you allow your email address to be given to faculty, staff, students, and other persons/groups (including press and media personnel) seeking Caucus information.

Caucus Contact ~~President~~ Section:

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

Caucus Contact ~~President~~ (signature): _____ Date: _____

Executive Committee Section ~~Academic Senate Council Section:~~

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

_____
Executive Committee Approval Meeting Date

_____ _____
ASCCC Executive Director ***Date***

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Executive Committee Agenda Item

SUBJECT: Review of the Academic Freedom Survey		Month: January	Year: 2020
		Item No: IV. L.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will review and consider for approval the content and structure of the survey developed by the Educational Policies committee.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Nate Donahue	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

At the November 6, 2019, Executive Committee Meeting an Academic Freedom Survey was approved. The Educational Policies Committee presents a draft survey for feedback and approval.

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

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Executive Committee Agenda Item

SUBJECT: Closed Session		Month: January	Year: 2020
		Item No: IV. M.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will review and consider for approval the recommendations from the Executive Director Evaluation Committee.	Urgent: No	
		Time Requested: 120 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will review and consider for approval the recommendations from the Executive Director Evaluation Committee.

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

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Executive Committee Agenda Item

SUBJECT: Chancellor's Office Liaison Discussion		Month: January	Year: 2020
		Item No: V. A.	
		Attachment: No	
DESIRED OUTCOME:	A liaison from the Chancellor's Office will provide the Executive Committee with an update of system-wide issues and projects.	Urgent: No	
		Time Requested: 45 mins.	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

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

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

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Executive Committee Agenda Item

SUBJECT: Board of Governors/Consultation Council		Month: January	Year: 2020
		Item No: V. B.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will receive an update on the recent Board of Governors and Consultation Council Meetings.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Stanskas/Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

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

Full agendas and meeting summaries are available online at:

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

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

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Executive Committee Agenda Item

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

Please note: Staff will complete the grey areas.

BACKGROUND:

President Stanskas and Vice President Davison will highlight the California Online Community College District Board of Trustees Meeting. Members are requested to review the agendas and summary notes (website links below) and come prepared to ask questions.

Full agendas and meeting summaries are available online at:

https://go.boarddocs.com/ca/cccco/Board.nsf/Public

https://www.calbright.org/

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

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Executive Committee Agenda Item

SUBJECT: ASCCC Brand Survey		Month: January	Year: 2020
		Item No: V. D.	
		Attachment: Yes, forthcoming	
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	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	
		Information/Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will discuss the results of the ASCCC Brand Perception Survey distributed in December 2019.

The purpose of the survey is to gather feedback from the Executive Committee and the ASCCC Office Team on the existing brand and logo of the organization to determine whether a rebrand of the organization should be conducted.

The Executive Committee is being asked to review and discuss the results of the survey to provide input and feedback to the ASCCC Office on next steps of the process. If determined by the Executive Committee, a follow up action item will come to the February meeting to approve future action.

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

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Executive Committee Agenda Item

SUBJECT: C-ID Update		Month: January	Year: 2020
		Item No: V. E.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will receive an update on the Course Identification Numbering (C-ID) System.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The Course Identification Numbering (C-ID) System is a grant operated by the Academic Senate to facilitate transfer and articulation among the higher education segments in California. C-ID was first established in 2007 to create course descriptors for the top 20 transfer majors. The C-ID system is also the mechanism that was used to implement SB 1440 (Padilla, 2010) and Associate Degrees for Transfer (AD-Ts). Most recently, the C-ID system was used to explore the alignment of ADTs and UC Transfer Pathways in certain disciplines.

The Executive Committee will receive an update on the C-ID system, including highlights from the work done in Fall 2019.

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

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Executive Committee Agenda Item

SUBJECT: OERI Update		Month: January	2020
		Item No: V. F.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will receive an update on the Open Educational Resources Initiative (OERI).	Urgent: No	
		Time Requested: 30 mins.	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Krystinne Mica/Michelle Pilati	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will receive an update on the Open Educational Resources Initiative (OERI). The OERI was funded in trailer bill language during the summer of 2018. Preparations for its launch were made during the fall 2018 term and this state-wide faculty-led effort had its kick-off with a webinar on February 1, 2019. Since then, we've established a structure to communicate with the colleges, completed a funding cycle, initiated a new funding cycle, and we will soon be launching a website.

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

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Executive Committee Agenda Item

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

Please note: Staff will complete the grey areas.

BACKGROUND:

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

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

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ASCCC CTE LEADERSHIP COMMITTEE

November 13th, 2019

10:00AM – 11:00AM

ZOOM

MINUTES

I. Call to Order
   a. Select notetaker – Carrie will take notes
   b. Attendance- members, guests
      LaTonya Parker
      Christy Coobatis
      Kevin Corse
      Lily Xu
      DJ Singh
      Violeta Wenger
      Manny Kang
      Jimmie Bowen
      LaTanga Hardy

II. Adoption of the Agenda
   Adopted by consensus

III. Approval of Minutes
   10.16.2019- adopted by consensus

IV. ASCCC Information
   a. ASCCC CTE Leadership Committee
      i. CTE C-ID Faculty Lead (Lynn Shaw)
      ii. C-ID Model Curriculum (MCW)
      Carrie discussed the role and responsibilities of these entities and will consider including them on a future agenda item.
   b. CCCCO Listening Tours- attachment
      Carrie asked members if they have been able to attend or will consider attending one of these (at their convenience) in the future. Committee members will report out, if deemed relevant, at a future meeting

V. Action Items
   a. Resolutions
      i. 2019 Fall Plenary Session RESOLUTIONS for DEBATE 11.9.2019
      ii. Resolution F19 19.01 *see end of agenda
      iii. Consider information dissemination in the future-effective practices.
      Committee discussed that the information has been provided via the CTE liaison listserv, AS President's listserv, ASCCC President's communication. The committee discussed the need for information dissemination at ASCCC event breakout session, possibly a pre-session at the C/NC Education Institute, and a webinar of the basics.
   b. Assigned Tasks

i. Engage CTE Liaisons:
    1. November Memo feedback- attachment
       Committee members will provide feedback by 11.15.2019
    2. January memo-
        a. Focus on DATA?
        b. Data 101: Guiding Principles for Faculty
        c. Data 101: Guiding Principles- 10 Years Later
        d. Additional relevant/useful links?
        e. Job market, local data- data driven
        f. Future- Perkins/SW funding and budget allocations (equip, facilities) Accountability to funding- student focus/ asserting CTE at budget planning process determined
           Lily will take the lead on developing an outline for a future memo about data and Christy will take the lead on developing an outline for a future memo on CTE funding and resource allocation.
    3. Webinar- spring 2020 (TBD)
        a. CTE Toolkit Overview
           Discussion of requests from local colleges for technical visits in relation to the toolkit. Committee members we provided information about ASCCC technical visits and asked to consider informing themselves about this toolkit (link above) and participating, as requested.

c. Meetings dates/times
    i. Face-to-face: December 11th, 2019 from 10:00am – 3:00pm
        1. Sacramento City College
           Lily will provide logistic information for the meeting and Carrie will follow up with additional details in an email. The face-to-face meeting is intended to focus on the C/NC Institute planning. Carrie recognized that the timing will not work for all members, but that contributions to the planning will be requested in the future.

VI. CTE Leadership Priorities

a. Career and Noncredit Education Institute
    i. April 30th – May 2nd 2020
    ii. Attendance confirmation
    iii. TENTATIVE Focus? Faculty Diversification, Shared Governance, Guided Pathways, Data

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

Committee agreed on the tentative foci to relate to ASCCC goals
Committee made suggestions and feedback to the "blurb" for the website and agreed on the language in italics above.

b. ASCCC Travel Policy

i. Expense Reimbursement Form and Policy
ii. Flight and Travel Request

Carrie indicated that ASCCC typically reimburses for travel, which will be reimbursed for the face to face meeting.

Carrie mentioned that planning for attendance and accommodations will need get underway for the C/NC Education Institute, so save the date!

VII. Announcements

a. ASCCC EVENTS
b. ASCCC/Other Committee (tentative) Reports

VIII. Adjournment

Meeting adjourned at 11:04

Status of Previous Action Items

A. In Progress

a. CTE Minimum Qualifications Toolkit Overview: webinar
b. CTE Liaison memos
c. C/NC Education Institute Planning

B. Completed

October CTE Liaison memo

19.01 F19 Encourage Utilization of Career Technical Education Faculty Minimum Qualifications Toolkit Resources for Hiring in Career Technical Education Disciplines

Whereas, Use of equivalency to minimum qualifications for employment is allowed by California Education Code §87359, and the "agreed upon process shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the academic senate to determine that each individual faculty member employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications";

Whereas, The subjective nature of evaluating a candidate's experience and training against the degrees and professional experience required to meet minimum qualifications makes it difficult for colleges to confidently apply the equivalency process to candidates with little to no formal academic education, especially in career technical education disciplines where industry professionals may be experts in their fields without having completed an associate's degree;

Whereas, Equivalency processes at California community colleges are locally established, vary widely, may or may not include a means for evaluating equivalency to the general education component of the associate's degree, and may or may not include discipline faculty input or input from faculty qualified in related disciplines, particularly when hiring in CTE disciplines; and

Whereas, ASCCC Resolution 10.05 SP 2017 called for the Academic Senate for California Community Colleges "to develop and disseminate resources that empower local senates to evaluate and assess" the qualifications of faculty with significant professional experience but not necessarily sufficient academic preparation, and 2017- 2019 collaborations within the California Community Colleges Chancellor's Office Career Technical Education Minimum Qualifications Task Force resulted in development and release of the Career Technical Education Faculty Minimum Qualifications Toolkit to aid colleges in determining equivalencies to the associate's degree;

Resolved, That the Academic Senate for California Community Colleges work with faculty, equivalency committees, and other stakeholders to promote dissemination of equivalency resources within the Career Technical Education Faculty Minimum Qualifications Toolkit, including general education equivalency examples and effective equivalency practices; and

Resolved, That the Academic Senate for California Community Colleges work with faculty, equivalency committees, and other stakeholders to provide technical assistance to local academic senates and equivalency committees to aid in implementation of effective equivalency practices for determining equivalencies to the associate's degree when hiring in career technical education disciplines.

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ASCCC CTE LEADERSHIP/ NONCREDIT COMMITTEE

December 11th, 2019
Sacramento City College
10:00AM – 3:00PM
ZOOM

MEETING SUMMARY

I. Called to Order @ 10:05am
   a. Members present: La Tonya Parker, Carrie Roberson, Michelle Bean, Lily Xu, Kevin Corse, Jim Bowen, Violeta Wenger, Andrew Park, Jan Young, Eric Grabiel
   b. Members via Zoom: DJ Singh, Manny Kang, LaTanga Hardy, Christy Coobatis,
   c. Guests present: Lynn Shaw

II. ASCCC Information
   a. ASCCC CTE Leadership Committee
   b. ASCCC Noncredit Committee

   Carrie Roberson reviewed the committee charges and how the Career and Noncredit Education institute fits in (priority!)

III. Action Items
   a. Career and Noncredit Education Institute Planning
      i. April 30th – May 2nd 2020
      ii. Attendance confirmation

   Document was passed around to confirm participation of members present

   b. ASCCC Travel Policy
      i. Expense Reimbursement Form and Policy
      ii. Flight and Travel Request

   Review of ASCCC forms and policies

   c. Committee work
      i. Logistics (welcome letter, timelines, other)
      ii. General sessions (Equity/Diversification, Faculty Role in Governance, Guided Pathways)
      iii. Call for proposals (document to send to targeted organizations/individuals)
      iv. Brainstorm breakout sessions

   Committee members worked in groups to work on the aforementioned and then reported out to the group for feedback.

IV. Adjournment 3:00pm

ASCCC Curriculum Committee

September 30, 2019

4:00 p.m.

1. **Members Present**: Cheryl Aschenbach, Jimmy Bowen, Nili Kirschner, Donna Necke, Elizabeth Ramirez, Lisa Saperston, Erik Shearer, Jennifer Taylor Mendoza; **Members Absent**: Silvester Henderson, Shilo Nelson
2. Meeting was called to order at 4:00 p.m. by Cheryl Aschenbach
3. Agenda approved
4. Review of ASCCC Curriculum Committee charge
    a. ASCCC Curriculum Institute is a primary focus for the year
5. Curriculum Regional Meetings: scheduled for November 1 at Folsom Lake College and November 2 at LA Pierce College; topics to be covered include:
    a. Regular review of ADT's for compliance
    b. CB coding
    c. Curriculum Inventory update
    d. AB 705 ESL implementation for Fall 2020, including proposed Title 5 changes
    e. Streamlining/local approval updates and navigation
        i. noncredit categories, CDCP, standalone, and support roles
        ii. CTE C-ID aligned
    f. PCAH 7th edition (5C approved draft on 9/20/19 which will be forwarded to Consultation Council in November and to BOG in December) and technical manual
    g. Policies for IB (International Baccalaureate) and general education
    h. Faculty role in governance, specific to curriculum committees and processes
    i. Potential areas to cover as "hot topics": Bachelor's Degree program as it relates to upper division and lower division general education; UC Transfer Degree templates; Title 5 math competence (elementary algebra prerequisite) and CSU GE B4; Area of Emphasis degrees (details, submission streamlining); status of online/hybrid and DE addenda
    j. Likely to hold spring regional meetings in March, with planning for these meetings starting in January
6. CB Rubrics
    a. CB21 ESL Rubric: adjustments have been made to rubrics via regional meetings
    b. CB25 and CB26: to track and analyze data surrounding student success; there will likely need to be adjustments made in the future as these are new CB codes
    c. Resolution to adopt updated CB21 rubrics for ESL will go to plenary for approval
7. IB and CLEP credit policies
    a. Pending legislation that will likely be a two-year bill
    b. Resolution to support development of IB and CLEP credit policies going to plenary for consideration. 5C will move forward after plenary depending on outcome of resolutions.
8. California Community Colleges Curriculum Committee (5C) Information
    a. Review of memos regarding certification, non-credit, and periodic review

    b. AB 705 ESL implementation: 5C is working on drafting Title 5 Assessment & Placement §55522.5; workgroup is drafting justification language identifying need for assessment to be used in conjunction with other measures for ESL
9. Future Tasks for Curriculum Committee
    a. Review Committee priority spreadsheet and establish priorities
    b. Curriculum Institute Planning: generally begins in December with an in-person meeting, followed up by another in-person meeting in March; Committee members are asked to brainstorm topics with varied audience in mind
10. Upcoming meetings:
    a. October 28th at 4 p.m.
    b. November 18th at 4 p.m.
    c. For in-person meeting in December, Cheryl will send a Doodle poll to Committee members to identify a date; meeting will most likely be held during the week of December 9th in the south
11. Meeting was adjourned at 4:58 p.m. by Cheryl Aschenbach

ASCCC Curriculum Committee

October 28, 2019

4:00 p.m.

1. **Members Present**: Cheryl Aschenbach, Jimmy Bowen, Silvester Henderson, Nili Kirschner, Elizabeth Ramirez, Erik Shearer; **Members Absent**: Shilo Nelson, Donna Necke, Lisa Saperston, Jennifer Taylor Mendoza
2. Meeting was called to order at 4:02 p.m. by Cheryl Aschenbach
3. Meeting minutes from 9/30/19approved
4. Agenda approved
5. December meeting for Curriculum Institute Planning: Cheryl will re-send Doodle Poll to gauge availability of members for a face-to-face meeting during the 2nd week of December
6. PCAH (7th edition) went to Consultation Council; will go to Board of Governors next prior to final approval. The Submission Guidelines/Technical Manual will be forthcoming
7. 5C reviewed updated draft regarding ESL as it pertains to AB 705 and Title 5 Assessment and Placement, section 55522.5; final approval by the Board of Governors is anticipated for March
8. Curriculum processes for competency based education: proposed 115th college (CalBright) is utilizing competency-based education; there has been discussion at 5C to define terminology; CCCCO staff is conducting research regarding processes for competency-based education in other states; this may open the door to all campuses considering competency-based education; currently 5 advisors have been appointed by ASCCC to provide input to a group that is functioning like a curriculum committee at CalBright
9. Curriculum Regional meetings are going to be held this week: November 1 at Folsom Lake College and November 2 at LA Pierce College; ASCCC Curriculum Committee members are being asked to arrive early to help set up and help out with any attendee questions; items to be covered include:
    a. Update on curriculum inventory
    b. CTE C-ID
    c. Area of emphasis degree guidelines
    d. UC Transfer Pathways templates
    e. Intent of periodic review
    f. 5C update: PCAH, coding, CalBright, external exams (AP, IB, and CLEP) for GE
    g. Faculty role and governance, particularly as it pertains to guided pathways work
10. ASCCC Curriculum Committee priority and tracking document reviewed
11. Upcoming meetings:
    a. November 18th at 4 p.m.
    b. For in-person meeting in December, Cheryl will re-send the Doodle poll to Committee members to identify a date; location will be dependent upon member availability
12. Meeting was adjourned at 4:38 p.m. by Cheryl Aschenbach

ASCCC Curriculum Committee

November 18, 2019

4:00 p.m.

1. **Members Present**: Cheryl Aschenbach, Jimmy Bowen, Lisa Saperston, Jennifer Taylor Mendoza, Elizabeth Ramirez, Erik Shearer, Donna Necke; **Members Absent**: Shilo Nelson, Silvester Henderson, Nili Kirschner
2. **Call to order**: meeting was called to order at 4:03 p.m. by Cheryl Aschenbach
3. **Approval of minutes**: minutes from 10/28/19 meeting were approved unanimously with no revisions
4. December in-person meeting is scheduled for Saturday, December 14th, 2019 at Skyline College; time TBD based on flights but meeting generally begins around 10 a.m. and ends around 3 p.m.
    a. Focus will be to review last year's Curriculum Institute break-out topics and begin planning for next year
5. Review of Fall Curriculum Regional Meetings: meetings went smoothly with productive discussions; will discuss in spring whether there will be a need for Spring Curriculum Regional Meetings
6. Rostrum articles: would any committee members like to contribute an article? Erik will begin with an outline for governance/development criteria and share with the group
    a. January 6th deadline for completion, with a December 14th draft ready to be reviewed at in-person meeting
    b. Deadline for next Rostrum will be March 6th
    c. ASCCC.org houses past articles under publications tab; can be searched by topic
7. Title 5 math competence and CSU GE B4 discussion: there is need for guidance from ASCCC and/or 5C to recommend that courses approved for CSU GE B4 meet local math competence for the Associate's degree
    a. This is a topic that is pertinent to guided pathways and meta majors
    b. The group will consider this for a Rostrum article
8. PCAH (7th edition) was pulled from next BOG agenda due to condensing of agenda; current interpretation is that it doesn't have to be approved through the BOG, but rather just needs to show up in the minutes
    a. Will appear on the website as early as the end of this week
9. CB21 ESL updated rubrics were approved at Fall Plenary
    a. Need to be housed on the Chancellor's Office in addition to ASCCC website
10. Discussions regarding language regarding competency-based education and CPL are ongoing and will continue in January 2020
11. Curriculum-related resolutions from Fall Plenary include:
    a. Reversal of position regarding baccalaureate degrees and removal of pilot designation
    b. Academic senate involvement in online teaching conference planning
    c. Model policies for awarding of credit for IB and CLEP
    d. Adoption of updated CB21 ESL rubrics

e. Need to clarify the meaning of fundamental alterations of curriculum when providing accommodations
f. Exploration of the possibility of repeatability for credit corequisite support courses related to the implementation of AB705
g. Ensuring equity and access through the implementation of AB 705
h. Need to update CO's document alternatives to in-person consultations in relation to cooperative work experience education

12. Meeting was adjourned at 4:54 p.m. by Cheryl Aschenbach

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EQUITY & DIVERSITY ACTION COMMITTEE

Wednesday, December 4, 2019
8:00 AM- 9:30 AM
Zoom Meeting

DRAFT Meeting Summary

In attendance: Cheryl Aschenbach (2nd Chair), Karla Kirk, Darcie McClelland, Juan Buriel, C. Kahalifa King, Mayra Cruz (Chair)

Absent: Eileene Tejada, Jessica Ayo Alabi

1. Adoption of agenda with two revisions
    - Under Item V. Reports, added Plenary Update
    - Under Item VI.a.2 Workplan monitoring, added Anti Bias Education
2. Check In:
    a. Darcie: Committee expansion to include equity (hiring committees)
        i. Stipends for all faculty who serve on committees
        ii. Study: Where is Diversity being lost?
        iii. Pasadena College passed a resolution
    b. Juan: AB 705 Implementation questions, addressing equity assessment
    c. Karla: Utilizing Equity lens in Program Review
3. Agenda Item 7: Meetings Spring 2020:
    a. January 15 8:30-10am
    b. February 12 8:30-10am
    c. March 11 8:30-10am
4. Reports:
    a. Nov Exec Meeting
        i. Recognition of Black Caucus (thanks out to Jessica)
        ii. Adoption on EDI Statement: Committees are updating charges
        iii. Upcoming Institutes (Agenda Item 8 with live link)
        iv. Review of Academic Freedom Paper
    b. Plenary Report:
        i. Large percentage of attendees were new (20%)
        ii. ESL Resolutions have been referred to the Executive Committee
        iii. EDAC proposed Anti-Racism Education resolution 3.02(F19) and Replacing the ASCCC Inclusivity Statement 3.03(F19) with amendment were approved.
    c. Equity Paper

i. Members were asked to spent time reviewing the paper and recommendations for Local Colleges and Local Academic Senates to discuss at the January Meeting
ii. Appreciation to Luke Lara and Carrie Robinson, Equity Paper authors as well as members of the Executive committee

5. Work Plan Monitoring and ToDos
    a. Equity Assessment of AB 705
        i. How discipline specific does the rubric need to be?
        ii. Should it just be for English and Math?
        iii. Any sample rubrics relating to legislation impacting curriculum
        iv. July 2010 ASCCC Rostrum has AB 705 info; wanting to gather more resources and direction to develop the rubric
    b. Activities related to Plans:
        i. Follow up with Juan regarding the rubric to address equity assessment of the implementation of AB705 (Mayra)
        ii. Actions/Activities are posted on Plans
        iii. Rostrum articles due to E.D. Krystinne Mica: January 6
        iv. Next round of rostrum articles due in March 9, 2020
    c. EDI/ Anti Bias Training tools
        i. Resolution S17 3.02→follow-up with Darcie (Mayra)
    d. List of topics for Spring Plenary noted in the action plan
        i. Implicit Bias
        ii. Infusing Cultural Competencies
        iii. Include developed tools
        iv. Assessment for Equity
        v. Anti-Racism Education
6. December Priorities
    a. Rostrum Article due Dec 13th- Best practices for faculty involvement in the Student Equity and Achievement Plan development and implementation (Karla, Eileene)
    b. EDI Webinars (Review of plan notes) (Mayra (lead), Cheryl, Karla & Eileene)
        i. Committee to begin reviewing webinar topics for spring
        ii. CUE/Equity- implementation on Campus (webinar) of Anti-Bias training; Roadmap to Training; best practices, sharing out, support on campus
        iii. Highlight language of “unconscious” and “unintentional” bias
        iv. Cultural Competence Training (questions about language from Kahalifa)
            1. Using “culturally responsive” and/or cultural humility
    c. Using a Framework when developing tools

        The draft framework components:

        1. Principles

            a. Examine the institutional structures (e.g., mission, strategic plans, policies, procedures, and cultural practices) that contribute to inequitable outcomes, through an intentional process.

b. Institutions gather an evaluate data and being responsive to the rich diversity of their communities and ensure an equal employment opportunity regardless of race, ethnicity, gender and, or other factors.

c. Engage faculty and other stakeholders in critical conversations, in action oriented decision-making processes, and open the possibility for infusing equity throughout the institutions and decision-making processes.

2. Competencies (Adopt CUE)
    - Evidence-based
    - Race-Conscious practices
    - Institutionally focused
    - Systematically aware
    - Equity Advancing
3. Research of high impact tools
4. How to use tools
5. Activities and Exercises
6. Assessing tool effectiveness

d. Examples of Tools to review (see Basecamp)
    i. Critical Friends Protocol (tool): dialogues for action (SRI)
    ii. Communications Guidelines for Brave Spaces (3CSN)

Utilize these samples guidelines for base of how we develop tools in addition to the Framework above

e. 2nd Minimum Qualification: Request to research
    a. Faculty Development, Standards and Practices, Educational Policy are working on the 2nd minimum qualification
    b. Committees will be meeting with President Stanskas to discuss roles and request.

Respectfully submitted by Karla Kirk

Tasks in Progress:

1. Rostrum Article due Dec 13th- Best practices for faculty involvement in the Student Equity and Achievement Plan development and implementation (Karla, Eileene)
2. EDI Webinars (Mayra (lead), Cheryl, Karla & Eileene) Spring 2020
    i. Team to begin reviewing webinar topics for spring
    ii. CUE/Equity- implementation on Campus (webinar) of Anti-Bias training; Roadmap to Training; best practices, sharing out, support on campus
    iii. Benefits of multiple world views and lived experiences
    iv. Highlight language of “unconscious” and “unintentional” bias
    v. Cultural “Competence” Training (questions about language from Kahalifa)
        1. Using “culturally responsive” and/or cultural humility
3. Review Equity Driven Systems Paper

4. Review the DEI Integration Plan Assignments to ASCCC
5. Follow-up with the EDAC previous chair to see if Committee Priorities comments were placed anywhere else. (Mayra)
6. Discuss next steps to support Undocumented Students.
7. Discuss with the Executive Committee concern of committee members financial ability to attend Plenary.
8. Discuss the referral from the RwLS committee, Resolution S19 13.01 In Support of All Gender Restrooms

Completed Tasks:

1. EDAC Work Plan (approved 10/9/19)
2. EDAC charge review
3. Recommendation to Adopt the CACC Diversity, Equity & Inclusion Statement
4. Rostrum article ***Subtle Support for Our Undocumented Students in the Classroom*** *by Juan Buriel*
5. Partner with the Foundation CCC and CCCO Undocumented Students Week of Action Follow-up with Input To-Dos on Basecamp and assignments (Note: Incorporate resolutions in Action Plan)
6. 2019 Fall Plenary Resolutions submitted and adopted by the body.
    - Resolution 3.02 on anti-racism/no hate education was approved.
    - Resolution 3.03 on replacing the ASCCC Inclusion statement with a new Diversity, Equity, and Inclusion Statement was approved by acclimation.
7. A2Mend Spring Conference workshops- titles & descriptions

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Faculty Leadership Development Committee

Thursday, November 21, 2019
3:00 p.m.—4:30 p.m.
Location: ZOOM

Meeting Summary

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

I. Roll Call, Call to Order, and Agenda Adoption – 3:00 p.m.

Michelle Bean— Chair -present	Elizabeth Day - Absent	Christy Karau - Absent
Sam Foster—2nd Chair -present	Elizabeth Imhof - Absent	**Luke Lara -present**

II. Minutes Volunteer–Luke Lara (October Meeting Summary Approval Over Email)

III. Shout Outs and Affirmations

A. Thank you, Elizabeth Imhoff, for assisting with the revision of our FLDC PD Workplan!
B. Congratulations, Elizabeth Day and Madera! Accreditation visit and academic senate officially complete and recognized.
C. Appreciation to Luke for taking the lead on the stellar *Rostrum* article and all the Plenary presentations!
D. Congrats to all for a great Plenary session!

IV. Professional Development Workplan

A. Approval and assignments for FLDC PD Workplan
   1. Establish baseline numbers and %s this year. Next year's FLDC can then add number and % goals based on the baseline data to the workplan.
   2. PD Needs survey development: Puente –onboard with sending out a survey to their faculty. Umoja – we still need to ask whether it would be okay to survey faculty. We may want to send out a survey to local AS to gather information. May want to send something out on the Chancellor's Office LGBTQ listserv and other Chancellor's Office listservs. We also have the Womyn's survey. Use the Womyn's survey as a template. Elizabeth Imhof will work with Michelle on a draft. Deadline is December 12 to get onto the Executive Committee's January meeting agenda.
   3. Leadership Academy redesign plan: Bean, Day, Bruno, Lara
   4. Womyn's Circle and survey findings article: There needs to be more investigation to understand why 16% of respondents feel disrespected on their campuses. 61% of the respondents identified as white. We also need to disaggregate the data from Survey Monkey. Kristy Karau and Julie Bruno will work on this with Michelle.
   5. Toolkit Module: We will assign people after Michelle Bean confers with Mayra Cruz (EDAC).
   6. Professional Development Workplan – Approved by consensus.

B. Evaluating Professional Development Activities
   1. Survey Tool and Aligning to Strategic Plan and/or to Leadership Development Plan – Recommend encouraging Executive Committee to add demographic questions, asking questions about cultural relevance of content, and questions related to sense of belonging.
   2. Deadline—January as suggested by Executive Director; discussion at next Executive meeting. Chair proposes submitting FLDC Workplan as tool for measurement for next year.

V. Professional Development College
   A. Data of Faculty Enrolled
   B. Agenda item sent to Exec for December meeting regarding PDC updating.
   C. Updating Existing Modules—defer to other ASCCC committees and taskforces who are experts.
      1. Reassign – Curriculum 101, ASCCC Participatory Governance, and Teaching Incarcerated Students
      2. Recommend retiring – Programs and Awards, The Course Outline of Record, Programs and Degree Proposals, Focus on CTE, and New Faculty Orientation.
      3. Need to find out how recently people have accessed the modules. Michelle Bean will follow up with Michelle Pilati.
   D. Creation of New Modules for Faculty Diversification and Equity Practices Toolkit
      1. Social Justice (supports Vision for Success BOG Commitments)
      2. Anti-Racism
      3. Culturally Relevant Pedagogy
      4. Implicit Bias Training for Faculty Hiring Committees
      5. Teaching, Learning, and Assessment
      6. Other Resources Available in Vision Resource Center
   E. Survey regarding professional development needs to Puente, Umoja, A2MEND, others?—Imhoff and Bean to work on this for first draft to go to Executive in January or February.

VI. Caucus Structure
   A. Guidelines at https://asccc.org/communities/caucuses
   B. Caucus Description, Guidelines, and Application update by caucus leaders – Michlelle shared draft of the recommended changes in language around caucus description, guidelines, and application. Michelle submitted this item to the next Executive Committee meeting agenda. FLDC recommend adding language about the role and responsibilities of the liaison.
   C. Caucus Plenary Break-out: Focus Group Results and proposed timeline

VII. Womyn's Survey
   A. Data Review: What are the highlights and themes emerging? Michelle read Christy's email with review of the data and further questions to consider.
   B. Next Steps *Rostrum* article: Will ask Christy Karau and Julie Bruno to help with possible article.

VIII. Faculty Leadership Academy
   A. Develop a plan to implement for summer 2020—Michelle and Elizabeth Day and Luke to work on ideas. All FLDC members encouraged to send any suggestions or ideas to Michelle.
   B. Support from ASCCC Foundation and caucus Leaders—Michelle will continue to work with Julie Bruno, Manuel Velez, Jessica Alabi, Emilie Mitchell for suggestions on the Academy redesign.

IX. Faculty Hiring Criteria/FLDC Charge: Modeling Hiring and Appointment Processes (ASCCC Exec Goals)
   A. Use Faculty Hiring Paper Recommendations (pg.5-8)
   B. Hiring Criteria Survey in 2018 – Presented at spring 2019 plenary. Resolution is outstanding - Partially complete. Will confer with last year's chair Mayra Cruz about closing the loop on the resolution.
   C. Consider EDAC Collaboration on Faculty Diversification Toolkit Module

X. Collaborations Updates

A. Puente: Meeting on October 30 with directors, FLDC chair, and EDAC chair
   1. Puente Professional Development Offerings
   2. Offered to send out PD Survey
   3. Other suggestions on collaboration? – Do Puente and Umoja faculty know about the caucuses? How can we connect more faculty to the caucuses?
      Michelle will bring this up to Exec and Executive Director as a suggestion to send out in ASCCC Communications.

B. Umoja/A2Mend: Educational Summit on October 30-31 and conference on November 1-2
   1. Report given at November Exec meeting
   2. Bean working on Institutional Accountability Report Card group
   3. Parker working on Hiring Committee Equity Practices group—consider a module in the Faculty Diversification Toolkit

C. Suggestion—to reach out to Umoja and Puente for Leadership Academy participants.

XI. Announcements

A. *Rostrum* articles due January 6—send to Bean by December 30 for editing
   1. Lara's *Merit and Fit* article finished: click here

B. SAVE the DATES: CCCCO and ASCCC Faculty and Staff Diversity Symposium—March 19-20, 2020 in Sacramento. In-person with S&P, FLDC, and EDAC on February 18 (LACCD) for BoG activities?

C. Santa Barbara Affective Learning Workshop—December 19-20 (see Addendum A)

D. Check for upcoming events at https://asccc.org/calendar/list/events
   - Guided Pathways Webinars and Regionals
   - Hayward Award application due December 13
   - OERI Early Childhood Education Summit—December 13-14

E. Plenary Final Resolutions Packet

F. Application for Statewide Service

XII. Closing Comments and Reflections

A. Next Meeting: December 19 at 3:00—4:30 p.m.

B. In-Progress and Completed Tasks (below)—brief review

C. Any other final comments or suggestions? None

XIII. Adjournment- 4:36 p.m.

In Progress:

- Part II: Merit and Fit *Rostrum* article
- How To Be an Anti-Racist Campus *Rostrum* article
- Caucus Structure—fall Plenary break-out session focus group redesign plan
- Womyn's Survey—evaluation of data and next steps *Rostrum* article
- Creating 2020 Leadership Academy Plan
- CCC LGBTQIA+ Summit 2019 panelist

Completed Tasks:

- *Rostrum* article: Convergence of Diversity and Equity: Guiding Principles for Hiring Processes
- Puente Collaboration—chair meet with directors on October 30
- A2Mend Collaboration—A2Mend board members presented at 2019 ASCCC Academic Academy
- Umoja/A2Mend Liaison—chair completed workgroup meetings for Black Student Report Card for CCCs and attended Education Summit October 30-31
- Created FLDC Professional Development Workplan (2019-2023 Logic Model)
- Updated the FLDC charge/description
- Womyn's Leadership Survey distributed in September

Addendum A

December 2019 Invitation:

Do you want to gain new tools to help your students develop mastery of challenging content, problem-solving skills, and effective communication and collaboration strategies? Do you want to join colleagues from across academic disciplines and programs to work together to comprehensively support students? Are you interested in learning equity-based pedagogy that supports the success of all students? If you have answered yes, the **Affective Learning Institute** is for you!

Apply for the ALI Here

Please join us for SBCC's Affective Learning Institute (ALI)
The ALI is funded through SBCC's Title III Hispanic Serving Institution Federal grant, **Removing Barriers to STEM Success** that includes many professional development and student support opportunities designed to better serve LatinX and low income students, and benefit all our students. The next ALI will be held December 18-20, 9:00-3:30 at SBCC in the SBCC Luria Library classroom. Breakfast, lunch, snacks, student-centered pedagogy, and collaboration time with colleagues provided each day. You must commit to attend the entire workshop, all three days from 9-3:30. Read the description below to learn more about the ALI and apply.

Link to description of Affective Learning Institute

Please contact me with any questions. I hope to see you at the ALI!

Elizabeth

Elizabeth Imhof, PhD
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Academic Senate
for California Community Colleges

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ASCCC Part Time Committee
Thursday November 15, 2019
6:00 PM – 7:30 P.M.

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1. Call to Order (Roll Call)
2. Meeting Minutes (10/24/2019) – **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 24-25, 2020 Napa Valley Marriott & Spa

- Program Approval (11/6/2019) ASCCC Executive Committee ***(Attached)***
  - Executive Committee's additional recommendations:

"Curriculum Vitae Review" (Add more *Review Sessions*) - Discussion

- General Sessions Scope of Presenting: "Affirming Our Voice"

Session - Structure Proposals (See Attached)

- Volunteer to Create Presentation Layout

6. Rostrum Article Outline:

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

7. Upcoming Meeting: December 13, 2019 2:00 P.M. – 3:30 P.M.

8. End of Meeting – 7:30 P.M.

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

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ASCCC Part Time Committee
Thursday November 15, 2019
6:00 PM – 7:30 P.M.

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1. Call to Order (Roll Call)
   Chair Silvester Henderson convened the meeting at 6:10 pm and welcomed the participants.

   Present: Anna Bruzzese, Grace Chee, Silvester Henderson, Katie Oesau, Jay Parnell, Briseida Ramirez, and Andrew Wesley.

2. Meeting Minutes (10/24/2019) – The committee minutes reviewed and voted unanimously to approve the minutes from 10/24/2019.

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. Silvester reminded everyone to register as presenters and to send travel requests to the ASCCC office as soon as possible. Veronica at the ASCCC office is the contact person. The ASCCC office number is 1-916-445-4753.

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 encouraged members to attend ASCCC events.

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

   - Program Approval (11/6/2019) ASCCC Executive Committee ***(Attached)***
     - Executive Committee's additional recommendations:
   "Curriculum Vitae Review" (Add more *Review Sessions*) - Discussion
   - General Sessions Scope of Presenting: "Affirming Our Voice"
   Session - Structure Proposals (See Attached)
     - Volunteer to Create Presentation Layout

Silvester went over the current program. The program was approved by the Executive Committee with some additional recommendations – to add more Curriculum Vitae reviews and a slight change to one of the breakouts, the one on legislation. There will also be some additional presenters, such as an HR specialist. The program needs to be finalized by December 10.

The Committee discussed plans for an interactive general session on "Affirming Our Voice – The Dilemma." At the last meeting the committee voted to identify various themes/scenarios for each table. This would lead to a group discussion at each table, and then the groups can share out. Committee members went over and agreed on several scenarios and questions. After the next meeting on December 13, Katie will finalize the document containing the finalized questions for the session.

Silvester suggested that we come up with a collective statement/message on affirming our voice. If members have any suggestions, they should send them to Silvester by December 1.

6. Rostrum Article Outline:

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

We will have a survey after the Institute and then Andrew will write the Rostrum article.

7. Upcoming Meetings:

December 13, 2019 2:00 P.M. – 3:30 P.M. At this meeting we will discuss the Lunar New Year celebration.

The committee will also meet at 1 pm on January 23, 2020, prior to the start of the Institute.

8. End of Meeting

Meeting adjourned at 7:42 pm.

Respectfully submitted,
Anna Bruzzese

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Relations with Local Senates Committee
Friday, November 22, 2019
8-9 am
Zoom

MINUTES

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

I. Selection of note taker- Mayra

II. Update regarding badges/ribbons/pins
Members selected ASCCC pins. Anna will follow up with the ASCCC office about getting them sent to the committee members.

III. Update regarding the ASCCC Executive Committee's approval of the RwLS Committee's work plan and of the message to the field at its November 9 meeting in Newport Beach
The work plan and the message to the field was approved by the Exec Committee at the November meeting. The message was sent to senate presidents by the office on November 18th and will be sent every semester.

IV. Update and next steps regarding ASCCC Fall 2019 Plenary and RwLS activities
Mayra and Anna shared reflections on the 2019 Plenary Pre-session for new senate leaders. The 1/2hr session was not enough time. The session needs to be more interactive. Goodie bags were great! Thank you Robert for attending the session.

V. Update and next steps regarding reaching out to colleges that have not been visited in the last five years:
Area A (Cheri): Sent a letter and no response yet.
Area B (Mayra): Thais and Mayra have reached out.
Area C (Anna): Reached out to Allan Hancock and Cuesta. There is a new senate president at Allan Hancock, and the past senate president said she will share Anna's message with them. Anna did not get a response from Cuesta.

Area D (Tavis): Reached out to all. Golden West and Coastline responded with "*thank you and no thank you*."

It was reported that colleges can send a request via email and RwLS leaders will work with Krystinne to complete a request.

Colleges without a visit within the past five years:

Area A (Cheri):	
Porterville	https://committees.kccd.edu/committee/academic-senate
Shasta	http://www.shastacollege.edu/participatory%20committees/academic%20senate/Pages/4524.aspx
West Hills Coalinga	https://www.westhillscollege.com/coalinga/about/governance-planning/
West Hills Lemoore	https://www.westhillscollege.com/lemoore/about/academic-senate/
Area B (Mayra and Thais):	
Contra Costa	https://www.contracosta.edu/faculty-resources/academic-senate/
Area C (Robert and Anna):	
Allan Hancock	https://www.hancockcollege.edu/academic_senate/index.php
Cuesta	https://www.cuesta.edu/about/depts/academicsenate/index.html
Area D (Travis):	
Coastline	http://www.coastline.edu/about/governance/academic-senate
Copper Mountain	https://www.cmccd.edu/faculty-and-staff/academic-senate/
Golden West	http://www.goldenwestcollege.edu/senate/
Victor Valley	http://www.vvc.edu/offices/faculty-services/faculty-senate/

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_34.pdf

VI. Update regarding the review and revision of the Local Senate Handbook and the proposed Rostrum article

Local Senate Handbook (Thais, Lead):

The handbook file was converted into a word document from the pdf sent. The office will format changes made. Anna will forward the handbook to all members. This item will be on the agenda for the next meeting.

Anna will check with Krystinne and John on this item:

As the RwLS is reviewing the Local Senate Handbook and working on a Rostrum article related to the current technology and the Brown Act, we were hoping to get an official legal opinion/advice from the lawyer who works with ASCCC regarding what constitutes a public meeting space in the age of Zoom, what's the proper way of noticing and conducting Zoom meetings so as not to violate the Brown Act, and also what online behaviors by Senate/committee members may constitute a violation of the Brown Act. Here's additional background and more specific questions:

The Brown Act was enacted in 1953, long before the Internet, social media, and the concept of the virtual meeting space became an integral part of our culture. At that time, definitions of what constituted an open meeting and what constituted an inappropriate interaction between voting members of the body were straightforward and easily understood. In the digital age, how we define a publicly available meeting space and how voting members of a body are to conduct themselves on social media are open questions that have yet to be addressed by the legislature. Does publishing a Zoom link satisfy the requirement of the law in terms of giving the public full access to the meeting, regardless of the location from which any given voting member might be accessing the meeting? Can a series of "likes" by the voting members of a body for a particular blog post be construed as a serial meeting?

Rostrum articles:
Technology article to be discussed in December.
Defining collegiality in the workplace paper (Robert, Lead)- Robert will follow up with the author of the resolution, Jeffrey Hernandez.

VII. Review the committee charge and responsibilities to infuse the ASCCC Diversity, Equity, and Inclusion Statement passed at the Fall 2019 Plenary:

The committee incorporated elements of the newly passed ASCCC Diversity, Equity, and Inclusion Statement into its charge and responsibilities statement. Anna will request to have this placed on the next Executive Committee's agenda for approval.

a) Proposed revisions to the committee charge and responsibilities:

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

VIII. Updates and next steps regarding other committee priorities identified in the work plan: library of resources, webinars, collegiality in the workplace paper

Items were postponed until December.
List of resources to be placed on the on the December agenda (Travis)
Topic for webinars discussion in December (Mayra)

IX. Future meetings

December 11, 2019, Wednesday, 8 am - 9 am, Zoom
January 17, 2020, 10 am - 3 pm, Friday, Los Angeles Southwest College

X. 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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Relations with Local Senates Committee
Wednesday, December 11, 2019
8-9:30 am
Zoom

MINUTES

In attendance: Anna Bruzzese (Chair), Mayra Cruz (2nd Chair), Cheri Fortin, Robert Stewart, Travis Ritt, Thais Winsome

I. Selection of note taker- Mayra

II. Update regarding pins

Krystinne Mica confirmed with Anna via email on November 27 that office is ordering the pins for the committee and can send them directly to the committee members.

III. Update regarding the items brought by the RwLS Committee to the ASCCC Executive Committee's December 6-7 meeting in Oakland:

a) approval of the revised RwLS Committee charge and responsibilities
Revision was approved by Exec with minor changes. Anna uploaded the revised charge to the committee website.

b) determination of the feasibility of addressing resolution 05.02 from Fall 2018 (Identify and Report Costs of AB 705 (Irwin, 2017); https://asccc.org/resolutions/identify-and-report-costs-ab-705-irwin-2017)
The Executive Committee determined that this item is not feasible to address.

c) request for ASCCC to seek legal opinion regarding current technology and the Brown Act
ASCCC President Stanskas, Vice-President Davison and Executive Director Mica will follow-up with legal advisors for advice and report back.

d) Fall 2019 assigned resolution 3.07 (Enable the Canvas Name Preference Option; https://asccc.org/resolutions/enable-canvas-name-preference-option)

Members are asked to review the resolution link and be prepared to discuss the resolution in January. The resolution to be added to the Work Plan.

IV. Updates, next steps and timeline regarding committee priorities identified in the work plan:

a) Topics for webinars
Potential topic: Equity driven paper content to support colleges
This item will be put on the agenda for discussion in January.

b) Local Senates Handbook review and revisions
- Members were asked to review the Handbook before the January meeting and send/input to Anna ideas for revisions before our meeting.
  Items: Brown Act electronic and teleconferencing communication, pay special attention to anything that deals with technology.
- Cheri will upload the handbook as a Goggle doc for input. If that doesn't work, Anna will follow-up with Krystinne to obtain a word or pdf document to upload.

c) Rostrum article
The committee agreed to revisit the writing of a Rostrum article after we get feedback from legal advisors.

d) Paper on defining collegiality in the workplace
Robert has reviewed the resolution. Jeff Hernandez and Robert will be working on the paper. They were asked to review Rostrum articles published on the topic and to include Collegiality in Action visits content.

e) Library of resources
Travis (Lead) and members will review the general resources page and determine which of the plenary presentations and paper would be useful to have in our RwLS page. Create a resource tab.

V. 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:

Area A (Cheri):	
Porterville	https://committees.kccd.edu/committee/academic-senate
Shasta	http://www.shastacollege.edu/participatory%20committees/academic%20senate/Pages/4524.aspx

West Hills Coalinga	https://www.westhillscollege.com/coalinga/about/governance-planning/
West Hills Lemoore	https://www.westhillscollege.com/lemoore/about/academic-senate/
ALL colleges above	Send communication to each college and no response yet
Area B (Mayra and Thais):	
Contra Costa Tech visits have been scheduled. Will reach out to RwLS if additional support is needed.	https://www.contracosta.edu/faculty-resources/academic-senate/
Area C (Robert and Anna):	
Allan Hancock One visit this year	https://www.hancockcollege.edu/academic_senate/index.php
Cuesta Two visits conducted this year	https://www.cuesta.edu/about/depts/academicsenate/index.html
Area D (Travis):	
Coastline Not interested in a visit	http://www.coastline.edu/about/governance/academic-senate
Copper Mountain Have not heard; send communication to the current president	https://www.cmccd.edu/faculty-and-staff/academic-senate/
Golden West Not interested in a visit	http://www.goldenwestcollege.edu/senate/
Victor Valley One visit this year	http://www.vvc.edu/offices/faculty-services/faculty-senate/

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

VI. Update regarding the review and revision of the Local Senate Handbook and the proposed Rostrum article
See above under Item IV.

VII. Future meetings
January 17, 2020, 10 am - 3 pm, Friday, Los Angeles Southwest College
Robert reported that a continental breakfast and lunch will be provided by the Los Angeles Southwest College Academic Senate. Thank you!

January Agenda additional items:

(1) Survey to Senate Presidents- review the survey at the January meeting https://asccc.org/resources/surveys
(2) Discuss "How should we welcome and how can the process be improved for plenary?"
Suggestions: Breakfast with attendees for a longer period

VIII. 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 17th 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

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Standards & Practices Committee

November 25, 2019
6:30p.m.—8:00p.m.
Zoom

SUMMARY

I. Welcome at 6:33 p.m.
In attendance:
1. Geoffrey Dyer—Chair
2. Michelle Bean—Second Chair
3. Eric Thompson
4. Roy Shahbazian
5. Angela Echeverri
7. Christopher Howerton

II. Updated ASCCC Bylaws and Rules sent by chair to committee.
- A. Committee comments: Definitions at the start (Article I) may not be needed in the Bylaws. Roman numerals could be changes to regular numbers.
- B. Bylaws 1.01—selection of terms changed.
- C. Rules
  1. I.B.4—reference to at-large elections updated.
  2. I.C.4—reference to three-year term limits relates to all officers other than president, which is called out specifically as two-year limit in the Bylaws. Suggestion to add footnote with the reference to Bylaws.
  3. I.E.1—updated nominations that eliminates trickle and limits nominations from the floor.
  4. Nominations concern: Committee discussed special elections if candidate gets voted into a position that allows for a vacancy in a currently held position. Committee recommends adding a footnote about "special election" language. Perhaps a clarifying resolution can be written for spring. Is there a way that Executive committee can clarify and update?
  5. II.B-G—updated language and formatting.
  6. Rotating the area meetings—not a rule change but office is looking making it happen already.

III. Status of Disciplines List Revisions Submissions
- A. December 10 will be deadline to accept testimony.
- B. Executive Committee will review that process was followed for each submission. Schools have the opportunity to continue, appeal, or pull submission.
- C. Sign-in sheet for next year may need to include support/oppose column and indicate type of testimony for the first hearing.
- D. *Rostrum* article—Thompson and Dyer will write for January 6 deadline.

IV. Awards

A. Exemplary Program—November 27 deadline to complete reading. 24 applications total.
B. Hayward—applications due at end of year. Area readers being secured currently.
C. Regina Stanback-Stroud Diversity Award—email will go out calling for nominations at end of year.

V. The Second Minimum Qualification

A. Bean and Dyer wrote a *Rostrum* article.
B. Connecting with ACHRO and CIOs to invite to in-person February meeting.
C. EDAC, FLDC, Ed. Pol, and S&P would like to collaborate to meet the objectives in the BoG Diversity activities. Bean shared possible Diversification Toolkit ideas.

VI. CTE MQ Toolkit

A. Resolution 19.01 F19
B. Request from CTE Leadership Committee:
   1. Outline for Webinars based on CTE MQ Toolkit—need volunteers; and someone to start a Google doc.
   2. Howerton will start an outline to share with committee at December meeting. Shahbazian will assist with the webinar.

VII. Face-to-face Meeting: February 18 at Mission College

A. Travel Request
B. Reimbursement Request Form
C. Planning—Echeverri will secure room for meeting from 10 a.m.—3 p.m.

VIII. Scheduling of Upcoming Meetings

1. December 16 at 6:30 p.m. Zoom
2. January 27 at 6:30—8:00 p.m. Zoom
3. February 18 at Mission College in Sylmar.
4. March 23 at 6:30—8:00 p.m. Zoom
5. April 20 at 6:30—8:00 p.m. Zoom

IX. 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.

X. Adjourned at 8:11 p.m.

Respectfully submitted by Michelle Bean

Minutes

CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE
EQUAL EMPLOYMENT OPPORTUNITY (EEO) AND DIVERSITY ADVISORY COMMITTEE
Thursday, August 29, 2019 (10:30 a.m. – 2:00 p.m.)
1102 Q Street, 6th Floor, Sacramento, CA 95811
Foundation Conference Room 2 – 3rd Floor, Suite 3100

Co-Chairs: Dr. Daisy Gonzales (Chancellor's Office)
Albert M. Moore (West Valley-Mission CCD)

I. Introduction & Meeting Purpose

Attendees:
Theresa Richmond, College of the Siskiyous
David Betts, ACCCA, Las Positas CCD
Arturo Ocampo, North Orange CCD
Sussanah Sydney, Santa Rosa Jr. College
Beth Au, CCC Registry, Yosemite CCD
Johanna Palkowitz, San Diego CCD
Nadia Leal-Carrillo, CCC Success Center
Devon Graves, CCC Success Center
Greg Smith, Shasta College
Nancy Lopez-Martinez, retiree CSEA
Silvester Henderson, Contra Costa CCD
John Stanskas, ASCCC, President
Fermin Villegas, CCCCO, General Counsel's Office
Tanya Bosch, CCCCO

Via Telephone (Zoom)
Luke Lara, Mira Costa College
Mayra Cruz, ASCCC – Foothill - De Anza CCD
Hildie Aguinaldo, BOG Member
Cheryl Massa, Executive Assistant to Albert Moore - WVMCCD
Terri Pyer, Hartnell CCD

II. Chancellor's Office Updates

a. 2020-21 Budget and Legislative Proposal Update (Daisy)
- One executive in Chancellor's Office for HR/EEO Diversity
- Staff Development – needs to include everyone (all the stakeholders)

- Additional funding for EEO Professional Development - $20 million. Questions expressed on why Classified have not been included as a part of PD?
- Priority – Diversity - Recommendation of the taskforce be implemented in2021.
- Review of handout "Update on the Vision for Success Diversity Taskforce
    - $407,699 – ongoing from General Fund for office.

b. EEO Fund Allocation Memo (Fermin) CCCCO handout review
    - Spreadsheet shows fund and how it is allocated.
    - New Funding Allocation Model for EEO Fund, consistent with Title 5.
    - Each District that is certified having met the Multiple Methods requirements before June 1, 2019 deadline will receive $45,000.
    - Money is less this year, traditionally, $50,000 each district.
    - No FON penalty, money because reports were not timely. $339,000 +/- will probably come in and may be distributed next year.

c. Reminder of Expenditure Report (Fermin)
   Reminder that the EEO Expenditure Reports are due by September 30, 2019.

Plenary Session - discussion

(Attachment 1)

- 300 people
- All colleges
- Faculty leaders in the field

Officially started in April, Task Force brought in a panel of outside experts. Eugene Whitlock did a presentation. Transformation after the 3rd meeting – moved away from siloed goals, want diversity and implementation of <u>all</u> goals. Devon and Nadar created literature review, available upon request.

No statewide, clear definition – became the second recommendation.

(Attachment 2)

- Clear focus on students
- Recommend integrating on some of the language in the "Mission of the CCCC's"
- Update Title 5 and EEO plans
- Heavy lifting for our committee this year is to review regulations/standards
- Challenging Goals - implementation and strategies
- Stretching past regulatory compliance

Recommendation – 3 focused on funding. Budget change proposed:

- $76.4 Million, of which $20 Million will be connected back to plan for ongoing implementation Professional Development.
- PD connected back to funding. Half for training for all staff

Coordination of information will be updated for BOG presentation. Any of this will be a decade-long process. Tier one 1-2 years, Tier two 3-5 years.

What implementation obstacles exist beyond the recommended activities? With the use of feedback – redraft strategies/recommendations. John hopes we do not get mixed in verbiage.

Nancy: Concerned about the lack of Classified participation. Include CSEA and 4Cs for Classified and ACCCA for Administrators in #2 and #4, 2nd tier activity.

EEO AND DIVERSITY ADVISORY GROUP ACTIVITY:

Group 1 - Institutional

- Coordinating responsibility at districts? CCCCO? BOG?
- Preferred Minimum Quals – diversity of candidates
- More accountability & training at the Board level
- Management hiring practices should be tied to experience/skill set in promoting diversity.
- Before approving Faculty Hires, Board/CEO should know demographic information. Diversity question more focused on "promoting diversity in their experience" at all levels of staff up to Board members.
- Should funding be tied to outcomes?
- Standardizing template and timelines for EEO Plans.

Group 2 – Interactional Strategy

- How are we providing training and guidance?
- Management and Board must understand their role:
  - Prioritize activities
  - Guidance/samples from Chancellor's office
  - How are we training our committees?

Group 3 – Individual

- Ideas overlap bargaining issues, agreement of unions, Academic Senate, etc.
- Might be too faculty focused.
- Recognizing Classified staff - first interaction. Classified staff need to be more explicitly called out.
- Need to be able to fund position. Too much work and too much diluting when it is just "part" of someone's job.

III. Vision for Success Diversity Taskforce Recommendations: (John Stanskas and Daisy Gonzales).

Review of work done (one year). Daisy reviewed the functional work done. She and John travelled around the state. Draft Recommendations:

1) Integrate diversity, equity and inclusion into the Vision for Success instead of creating a standalone statewide goal. (BOG will direct the Chancellor's office to collaborate with system stakeholders in the implementation of the integration plan.)

2) Adopt proposed statewide statement on diversity, equity and inclusion and direct the Chancellor's Office to integrate the language in the statement by proposing changes to Title 5, the CCC system, Equal Employment Opportunity plan templates and multiple measures certification forms.

3) Support the 2020-21 budget proposal submitted by the Taskforce. This proposal calls for $50.4 million in ongoing funding and $16 million in one-time funding (attachment 3).

IV. EEO Plans Template: (Daisy and Albert)

Commitment to update EEO. Updating with reports through an equity framework lens.

Jake Knapp, previously of the General Counsel's office for the CCCCO, and now the Vice Chancellor of HR at Los Rios CCD, would be a good co-chair to work with Albert on the template group. Jake was a regular reviewer of EEO plans and Multiple Methods reports for best practices.

Any actions taken by Board of Governors EEO and Diversity committee will be advised before anything adopted. Template currently used is what existed in 2009.

Districts writing their EEO plans – not rearranging boxes. Any changes that have occurred since the last template will be incorporated in new template.

Daisy: New template would ask colleges to reflect. (Feedback reflects a lot of policy, not a lot of aspiration.)

Mayra: Glad about equity framework lines. It is important to think about – theory of change, what are threats that need to be incorporated in template.

V. Registry Update: (Beth)

- ACHRO – October 22
- UCLA – CCC Recruitment 11/13 -14

Thanked John for help with ASCCC getting reps. for panel. Working on UC Davis and UC Santa Barbara.

Upcoming 2020 CCC Registry Job Fairs:

- LAX Westin – January 25, 2020
- SFO Hilton – February 1, 2020

Job Fair:

Lead retrieval will continue at fairs. Going back to scanning bar codes, vendor will send reminders to registrants and job seekers can download their own entrance ticket. Discontinuing use of individual smart phones. There was concern about use of cellphone data usage.

VI. EEO Advisory Membership: Communicating with regions and statewide stakeholders (Daisy)

Daisy: More requests and inquiries from public and districts about work of EEO Advisory committee. They want to attend. What are our obligations about opening to public? This committee does not have to be a public open meeting. Why are we getting more inquiries? Maybe we are not doing a good job of reporting.

There is a lot of work being done by this committee:

- How do we want to communicate back to constituent groups?
- Need conversation on how current committee members report.
- Rethink how we are structured and how we communicate back?

Daisy complimented Greg on doing excellent job/model for better communication in his email to CHROs on the work of the Diversity Task Force.

December Agenda – summarize what is body, who is in it. Every committee should identify goals for 2020-21.

North 14:
Sends notes/highlights of each meeting to members. Has a central place for documents.

CSEA
Nancy Lopez-Martinez sends an email with highlights to Chair. Chair sits on BOG and another committee member is on Consultation Council. Officers send out updates to members.

Beth: Need to have a prominent link to the Registry on the new CCCCO website. Plan to update CCC Registry on the webpage. Received call from other districts – a lot of stuff still there but buried. She does not like new website, less graphic and more content. Requested new electronic map of community colleges but no one ever got back to her. Used to be on home page – all CCC activities together.

Daisy: The new website is designed to be student centered. Recommended Beth work with Fermin and Tanya to communicate problems.

VII. Announcements

1) Add Review of Minutes & approval to every agenda.
2) Next meeting – rescheduled to December 12, 2019
3) Greg Smith presenting a general session at ACHRO
4) September 12-14 Queen Mary Hotel
   Academic Academy on Student Experience

Academic Affairs Division
California Community Colleges Curriculum Committee (5C)
June 11, 2019
10 AM – 3 PM
Chancellor's Office Room 301

5C Members Present:
Raul Arambula-CCCCO | **Cheryl Aschenbach**-ASCCC | **Mayra Cruz-**ASCCC | **Carol Farrar**-CCCCIO (via Zoom) | **Helen "Virginia" Guleff**-CCCCIO | **Silvester Henderson**-ASCCC College | **Jennifer Johnson**-ASCCC (via Zoom) | **Ginni May**-ASCCC | **Leandra Martin**-CCCCIO | **Marilyn Perry**-CCCCO | **Alice Perez**-CCCCO | **Carrie Roberson**-ASCCC (via Zoom) | **Erik Shearer**-CCCCIO | **Jan Young**-ACCE

5C Members Absent:
Cheri Fortin-ASCCC | **Kim Harrell**-CCCAOE | **Melinda Tran**-ASCCC

Guests Present:
David Garcia–CCCCO | **Nili Kirschner**–Woodland College | **Todd Hoig**–CCCCO | **Vivian Martinez**–CCCCO (student assistant) | **Ruchika Ramakrishnan**-CCCCO (student assistant)

1. Welcome and Introductions

2. Announcements and Information
   Curriculum Institute
   - Since no one has said they're overwhelmed, Ginni has assumed everyone is comfortable with their assignments. Let her know ASAP if anyone needs changes.
   - CO staff were not assigned to any specific pre-sessions. Instead, Ginni leaves it up to staff to decide which session to attend or they can drop in and out of the different sessions.

   This is Ginni's last meeting as faculty co-chair. Virginia will continue as ASCCC co-chair for next year. Virginia recognized Ginni's efforts carrying much of the chairing load while Virginia handled the aftermath of the Camp Fire since November.

3. Agenda approved with the addition of an item (GE AP/IB)

4. Minutes for May 17 were approved with the understanding there may be changes as they're reviewed further for grammar and factual accuracy.

5. Constituent Group Reports
   a. **ASCCC** – Ginni and Virginia are preparing a 5C report to share with all Curriculum Institute presenters so they can share updated information and work from a common base. ASCCC had its last business meeting and orientation. Academic Academy is being planned for September 13-14. Senate has three goals for 2019-2020: guided pathways, faculty diversity, and governance and the faculty role.
   b. **CCCCIO** – CIOs are getting ready for their retreat. Regional representatives are being

selected. Leandra is getting ready for her first Consultation Council as CIO president. Leandra enjoyed attending the ASCCC Executive meeting last week.

c. **ACCE** – AB1727 (Weber) passed Assembly 78-0. It would give the same attendance accounting to CDCP and distance education courses as for regular term courses. It's unclear right now whether the language regarding sequence or grouping was changed.
d. **CCCAOE** – No report was provided

6. Update on Action Items from prior 5C meetings:

   a. Collaborative Programs memo – Raul Arambula
   Raul shared the draft collaborative program memo. 5C provided minor feedback. Raul will release the memo by the end of the week.

   b. Catalog Rights – Alice Perez
   Alice is working with legal to produce the memo regarding online catalogs.

   c. Noncredit Streamlining Curriculum Approval Certification Form – Ginni May
   The form is intended for inclusion with the certification memo distributed in August. Minor updates are needed; Ginni, Cheryl, and Virginia will update it.

   d. C-ID Aligned CTE Program Streamlining Curriculum Approval – Cheryl Aschenbach
   The conditions and process for C-ID aligned CTE program streamlining were discussed and agreed to by 5C. This information along with the noncredit streamlining info and AOE streamlining will need to be included on the streamlining memo. Raul will bring the draft streamlining memo to 5C in August.

   e. Comingling Community Services and Credit courses –
   He couldn't be at the meeting, but Marc told Ginni he will have a legal ruling by June 24.

7. MIS Data
   a. Certificate of Achievement options in COCI/MIS
   When this was discussed before, COCI and MIS do not agree/have the same options for Certificate of Achievement. There does not seem to be a resolution at this point. This will be handled with the workgroup.
   b. Certificate of Achievement student completion reporting to MIS – Todd Hoig, David Garcia
   Todd explained that previously for Certificates of Approval, there were two categories based on number of units (18). Categories were up to 18 units and 18 units or greater. When students achieved Certificates, they were counted in four different ranges. No one has figured out why there were four different ranges; it goes back to 1992-1993 or earlier. Title 5 changes during 2017-2018 impacted the cut offs between categories of units (due to Federal Financial Aid changes). The two categories changed to 8-16 and 16-30, and COCI was changed, but SP02 in MIS does not align yet. Plus, there is historical data with old certificate cutoffs, so existing Certificates need to be aligned with
      - Should there be a link between curriculum approval and MIS reporting? There never has been before.
      - How do we deal with previously established programs and the impact on current students? The suggestion is to leave what exists and only count new or revised certificates, which would require both the new and old categories in MIS (we don't want to change history). There could be problems over a couple of years while students exercise old catalog rights.

It was suggested that we have a workgroup to work with Todd to examine some of the problems and potential problems and determine Todd Hoig, David Garcia, Marilyn Chapman, Ginni May, Erik Shearer, plus an IT rep (Marilyn will check with an IT person). The group will do a call next week.

c. AB 705 Data Revision Project Update – Ginni May
There is finally agreement on CB25 and the official Chancellor's Office memo has been released. CB25 determines which courses meet AB705 and SCFF requirements for English and mathematics. It was previously calculated based on TOP code, so extra courses were likely counted that didn't meet the intent and courses that met the intent were not counted. There was some concern from articulation officers about a proposed CB26, but that CB code is not part of the conversation now.

8. Update on COCI – David Garcia, Rachel Stamm
   - COCI 3.1 release and C-ID. Originally scheduled last month but a last-minute problem came up so it was held. Once resolved, another issue came up. The new release has a lot of new features but the new optional feature of C-ID lookup creates an error. The debate is whether to release this version and make college submitters aware of the problem, or hold it to get the issue resolved. Rachel's developers think it should be resolved within a few days plus time for testing, so it could be released next week. The recommendation of 5C is to hold the release and solve the bug issue to get the user experience corrected.
   - Regarding the plan for next year, Rachel has been meeting with Academic Affairs to determine the priority list for next year. We should see that soon. Some necessary changes include additional local approval streamlining changes, new CB codes, and CB21 changes.

9. Distance Education Guidelines – Erin Larson
Ginni shared with Erin the feedback from ASCCC Executive Committee. One element of the discussion was around the examples illustrating the definitions for types of online courses and the need for clarity that they are examples and not standards, and a second was the expectation that "addendum" be allowed to included embedded elements within a COR if a college embeds distance education elements within the COR already. Next steps: DEETAC will review the DE Guidelines either at its August meeting or via email. It will also go to Consultation Council in August and Board of Governors in September as an information item.

10. Credit for Prior Learning recommendations from CPL Workgroup, feedback – Alice Perez
Alice shared the clarification that there should be no fees charged for units earned through credit for prior learning, only for credit-by-exam. Alice also shared the summary for the CPL grant report. Norco is sharing the CPL database built by faculty for military veteran credit, and efforts are happening at Palomar as well. A pilot project in seven disciplines is occurring this fall.

11. Chancellor's Office curriculum inventory system RFP – Alice Perez
Broad stakeholder input is important for the RFP process. Non-disclosure agreements are being signed by 5C and TTAC committee chairs, ASCCC leadership, CIO leadership and two curriculum technicians, including Marilyn. Once all NDAs are signed, feedback will be solicited. One element that is critical is that colleges continue to have the choice to use their existing systems. The process used for adopting Canvas is being emulated for this process to better ensure system-wide input into any determinations made. The question was asked whether we have solicited any input from current COCI users to find out what is needed; Alice said it was something that could be considered although it hasn't been done yet and she expects us to look more broadly at what we expect COCI to do. There were concerns expressed that the field is not as dissatisfied with COCI as improvements have been continually made and that the system has

only been live for two years. Additionally, it needs to be recognized that COCI was developed to facilitate streamlining and automated issuance of control numbers, and that has been a big success in contrast to what was not possible with the prior system. Alice said that COCI has reached an end-of-life point based on anecdotal feedback received and capacity issues at the Tech Center. There was some disagreement with this, and more users are more satisfied with COCI at this point because of improvements that have been made. Raul shared that there are still a lot of issues with the CO interactions with the technology even if the campus user experience has improved. Alice also said that regulatory changes (certificate unit threshold changes, for example) have caused additional problems. Additional concerns expressed included that every implementation has come with problems with technology and broken promises made by the prior vendors, and it's not likely that adoption of a new technology would be any different. Everyone was reminded that there were significant losses of data when we transitioned from GoverNet that are only now finally being rebuilt or reestablished, so it will be critical to reassure the field and ensure that data will not be compromised. Virginia also reminded everyone that technology changes will impact people's jobs and processes on local campuses. Alice was thanked for her openness to hear the 5C feedback and concerns. Motion: there should be surveys used to solicit input from the field (one survey for curriculum specialists or comparable positions, curriculum chairs, and CIOs or designees; one internal survey that Alice, Raul, and Barney Gomez will determine who within the CO will need to participate). Results will be shared with 5C and the RFP workgroup via email. Timeline goal: survey developed by end of June and distributed in July. (Mayra/Erik MSCU)

12. Periodic Curriculum Review Process/Streamlining Certification Review Board – Virginia Guleff
    Reviews will be regularly completed by the Chancellor's Office per their internal policies and procedures. The review board composed of a CIO, a Chancellor's Office representative, an ASCCC representative, and a curriculum specialist. Resource members, including CTE or noncredit experts, will be added as needed dependent on the issues present with any specific review.

13. Area of Emphasis Degrees Streamlining approval processes – Njeri Griffin, Nili Kirschner
    There has been previous conversation about streamlining local area of emphasis degrees. Some have core requirements while some have no core but a long list of recommended courses, often within the same GE area. Njeri and Nili have a proposed solution that is based on the streamlining of info needed for submission that was agreed to for IGETC and CSU GE Breadth certificates. These degrees are already locally approved, so the streamlining only impacts what is included with submission.
    - For those local area of emphasis degrees with no core requirements but a list of courses within the same GE area, then no program requirements would need to be listed out and no CORs would need to be attached, plus only narrative areas 1, 2, and 3 would need to be completed along with an attachment for catalog pages.
    - For those local area emphasis degrees with no core requirements but a list of courses that is not identical to a GE area, then the program requirements would need to be included in the submission.

    As part of the discussion, it was suggested there is also a need to clarify what documentation is needed to support the selection of program goals. Program goal of transfer is only used for ADTs. For local degrees that are sometimes called "transfer studies" or "university studies", do there need to be articulation agreements as support for the secondary goal of transfer? This could be addressed in the PCAH 7th ed.

14. GE IB and GE AP – Raul Arambula, Ginni May
    Raul shared IB/CLEP recommended policy info that Dave DeGroot shared in an effort to get ahead of AB 1512 since it is expected to pass. It was suggested that Cheryl, Raul, and Dave

DeGroot do a presentation at Curriculum Institute to begin vetting the proposals with the field.

15. 2019-20 Meetings
    All meetings are 10-3 at the Chancellor's Office
    Friday, August 16, 2019
    Friday, September 20, 2019
    Friday, October 18, 2019
    Friday, November 15, 2019
    Thursday, December 5, 2019
    Friday, January 17, 2020
    Friday, February 21, 2020
    Friday, March 20, 2020
    Friday, April 10, 2020
    Friday, May 15, 2020
    Friday, June 12, 2020

Future Agenda Items:

1. Clinical Hours (AB 2134)
2. Alleviating substandard grade with another course
3. Title 5 Regulations around disaster management from an instructional point of view
4. Navigating with CSU on ADTs – report from CCCCO
5. Title 5 Regulations for ESL AB 705 Implementation

5C Webpage:
http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/CaliforniaCommunityCollegeCurriculumCommittee.aspx

Workgroups

Noncredit	Cheryl, **Jan**, Leandra, Chantee
Update: Agenda Item	
Catalog rights	Ginni, **Virginia**, Raul, Melinda, Marilyn + a CSSO (?)
Update: Virginia will convene this group to begin preparing a guidance memo to come out with the legal memo regarding online catalogs and parameters to meet the needs of special populations.	
COCI	Ginni, Virginia, Raul, **David**, Chantee, Marilyn
Update: Agenda Item	
Streamlining Certification Review Board	**Virginia**, Ginni, Erik, Raul, Kim, Mayra, Marilyn
Update:	
Title 5 Regulations	Virginia, **Ginni**, Raul, Chantee, Erik, Cheryl, Marilyn, Jan, Kevin, Melinda
Update: No new regulations under consideration at this time	
Noncredit Internships new	**Cheryl**, Jan, Kim, CIWEA rep, Mayra
Update:	

Educational Services and Support Division
California Community Colleges Curriculum Committee (5C)
August 16, 2019
10 AM – 3 PM
Chancellor's Office

2019-2020 5C Membership

Members Present:

ASCCC: Cheryl Aschenbach (Co-Chair), Michelle Bean (via Zoom), Jennifer Johnson, LaTonya Parker (via Zoom), Carrie Roberson **CCCCIO**: Helen "Virginia" Guleff (Co-Chair), Karen Daar **CCCCO**: Raul Arambula, Marty Alvarado **ACCE**: Madelyn Arballo (for Jan Young) **CTE**: Kim Harrell

Members Absent:

ASCCC: Leticia Hector, Silvester Henderson; **CCCCIO:** Kelly Fowler, Don Miller;

Guests present:

Mark Leforstier (CCCCO), Kathy Lynch (CCCCO), Chantee Guiney (CCCCO), Kevin Lovelace (CCCCO-via Zoom), Njeri Griffin (CCCCO)

1. **Welcome and Introductions**
   All were welcomed and introduced themselves.
2. **Approval of Agenda**
   Approved by consensus
3. **Approval of Minutes**
   Approved by consensus
4. **Constituent Group Reports** –

ASCCC:

- 3 goals for 2019/2020- faculty diversity, guided pathways, faculty roles in governance
- Academic Academy September 13th – 14th (Student Experience) in Long Beach
- Considerations for Curriculum Regionals this fall, TBD

CCCCIO:

- New Board
- Fall conference- Theme: Student Equity (focus on AB 705, SCFF, guided pathways)

ACCE:

- AB 1727 consider census-based apportionment (potential implications for funding) still working its way through process
- SB 554 allow non-credit students for special admit status (tool for non-resident students)
- Campaign to bolster membership in light of opportunities and changing dynamics

CCCAOE:

- New President/ Leadership
- 400+ registrations for conference available

5. **Review Charter and 2019-2020 Meeting Schedule**

- Meeting dates have been established for the year and provided to all members
- Reviewed charter and clarified establishment and authority as well as purpose and responsibility.
- Discussion ensued about considering review of charter annually or regularly, recertification memo, additional documents/resources/artifacts
- Discussion about the Curriculum Specialist role and responsibilities, both credit and non-credit expertise could be beneficial

6. **Updates from 2018-2019:**
   a. **Catalog Rights:**
      Approaching catalog rights in new era of online (legal approval- with potential limitations) and aware of local impacts. Catalog workgroup to prepare a Memo to reconstruct guidance from legal in an effort to help colleges offer classes that are approved without the limitations from the catalog publications/deadlines.
   b. **Credit for Prior Learning Title 5 Revisions**
      Currently out for public comment and will go to the Board of Governors (BoG) in September. Revisions were held from BoG in July because of a minor language change for clarity.
   c. **Periodic Curriculum Review Process/Streamlining Certification Review Board**
      Target to start by January. Chancellor's Office will communicate this via a memo.
   d. **Chancellor's Office curriculum inventory system RFP**:
      Released 8.15.2019 and is public - disseminate widely. Available on a procurement website as is legally mandated. A calendar of listening sessions for feedback from the field (Curriculum Specialists and other colleagues/groups) to review and vet by users. A scan of 114 systems was conducted to determine current systems. Timeline is in the RFP and ongoing efforts are running simultaneously. Goals: Curriculum Inventory System and expected functionality for capacity as a catalog management system. Final vendor to be determined October 30th with Summer 2020 for full roll out.
   e. **Certificate Options in COCI/MIS**
      Lots of conversations in spring about new MIS codes and certificate options (units). MIS is currently dark for annual updates and will be back up next month. intended to have the certificate options available.

7. **2019-2020 Streamlining Memo DRAFT:**
- David and Raul working on draft memo document
- New additions approved for streamlining/auto approval this year: Noncredit courses and program (with exceptions of CDCP Short Term Vocational programs) and C-ID aligned CTE programs. There will be transition time on submissions before COCI automatically issues control numbers. In the meantime, Chancellor's Office staff approves allowed programs daily without review.
- Potential clarification needed for why CDCP STV isn't being included in this round and what is/isn't automated
- Need to review and clarify Cooperative Work Experience plan having local Board approved and include the expectations.
- Sample template for C-ID aligned CTE programs was provided by MCW and might also include a model curriculum template with note of all submission needs (LMI, regional docs, etc.)
- A separate memo will be released about periodic review process and should include next steps to support colleges
- Will additional informational training need to be conducted? Potentially webinars or "other" (noncredit, CTE) after the memo goes out.

8. **Noncredit Streamlining (COCI Impacts)**

Discussion about timeline for implementation and informing the field

9. **UCTP Program Goals**

Transfer patterns in Physics/ Chemistry being piloted- CCCCO seeking advice on how they are submitted in COCI and what options to match it up. Members agreed that UCTP degrees should be submitted under Program Goal of Transfer because of similarities to ADTs.

What information do we pull or extract from COCI, potential implications for the database information (will there be manual work?) What will the award be (transfer/AS or AA, other?)- Should also be included in the new PCAH (7th edition)

10. **AB 705 ESL CB21 Coding/Data Revision Project**

- ASCCC Regionals planned with researchers to discuss various coding aspects and the rubrics
- ASCCC Regional Meetings for ESL CODING/ CB 21: September 5th Clovis - September 11th Cypress - September 23rd Skyline
- Discussion about the importance of local colleges/programs working with campus researchers related to curriculum
- Potentially a follow-up webinar for those who cannot attend regionals
- Will follow up with finalizing rubrics

11. **PCAH 7th Edition Update:**

Recent DRAFT sent to members with feedback from CCCCO, some CIOs, and Academic Senate - considering action in September. Members to provide feedback on the entire document and check on the processes for local colleges in implementation (accounting for streamlining and approval processes). Will additionally go through "one voice" editing for publishing. After 5C approval goes to Consultation Council then Board of Governors. Memo will be distributed to the field once all approvals have been completed and it's ready to be released.

Group convened by Cheryl will begin working on the technical manual and consider COCI implications (RFA has been released)

12. **GE IB policy**

Handouts included: CLEP and IB Policy, S19 CCC GE AP List and CSU GE AP List, California Community College General Education Advanced Placement (CCC GE AP) List
Response to legislation (AB 1512). How is AP credit applied to GE requirements (model policy). Proposed legislation would require local policy for handling IB similar to AP exams; without a local policy, colleges would need to adopt CSU policy. It is important to get ahead of legislation with a draft policy rather than having this imposed on us. Consider whether a Title 5 change is needed. Agreement that a subsection would be most useful. 5C directed the CCCCO to begin this to have it to the next meeting for a 1st read, then to Consultation Council by the end of the year and to BoG early in 2020.

13. **COCI Update – David Garcia, Rachel Stamm**

Tabled

14. **Coordination of Community Services and Credit courses**

- Virginia introduced legal counsel and discussion ensued about legal implications of offering not for credit and credit classes together. Previously referred to as "mirroring", but legal would prefer the term "coordinated". Looking at a way to have guidance to the field about implementation and

potential consistency and a viable approach.

- Considered hypothetical situations and impacts on funding.
- Questions to consider: Students in the system or "volunteers" participating as a community service? How to coordinate and cover costs as well as accounting for that? What needs to be established for course numbers/ accounting/ and determine costs for this in a way that protects general funds. Challenges with student expectations (fingerprinting?), collective bargaining, other. General guidance and as advisory would benefit the field. Consider- who are these students? What would the role of the student and faculty be? What are the local college processes for volunteers already established? Clearly delineate a student that is in the course for learning versus a student who is giving service to the college. Narrow the definition to an identified need to meet SLO's and conduct an experience.
- Legal will prepare a draft memo for 5C review.
-

15. **Area of Emphasis Degrees – memo and FAQs**

    Committee review and provide thoughts on the memo. Internal discussions are still being conducted, but feedback requested for vetting. Final memo will come back in September prior to dissemination.

16. **Update from spring- Noncredit Internships**

    Will be revisited considering federal/labor code language and its influence on whether noncredit work experience can be offered. Title 5 has language, but certain sections are silent. A workgroup was composed in June; Cheryl will prepare to pull the workgroup together.

2019-20 Meetings - All meetings are 10-3 at the Chancellor's Office (see each agenda for rooms)

Friday, September 20, 2019
Friday, October 18, 2019
Friday, November 15, 2019
Thursday, December 5, 2019
Friday, January 17, 2020
Friday, February 21, 2020
Friday, March 20, 2020
Friday, April 10, 2020
Friday, May 15, 2020
Friday, June 12, 2020

Future Agenda Items:

1. Catalog Rights – Draft Memo from Workgroup (target: October)
2. CWE (workgroup)
3. Alleviating substandard grade with another course
4. Title 5 Regulations around disaster management from an instructional point of view

5C Webpage: (current link to 5C webpage, but not really 5C webpage…yet)
https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support

Educational Services and Support Division
California Community Colleges Curriculum Committee (5C)
September 20, 2019
MEETING NOTES
10 AM – 3 PM
Chancellor's Office
3rd floor The Hub

Members present:
ASCCC: Cheryl Aschenbach (Co-Chair), Michelle Bean, Leticia Hector, Silvester Henderson, Jennifer Johnson, Carrie Roberson, LaTonya Parker **CCCCIO**: Karen Daar, Kelly Fowler, Don Miller **CCCCO**: Raul Arambula, Njeri Griffin, Marty Alvarado **ACCE**: Jan Young **CTE**: Kim Harrell
Guests: David Garcia (Zoom), Rachel Stamm (Zoom), Chantee Guiney (Zoom)
Not present: Helen "Virginia" Guleff (Co-Chair), Estela Narrie

1. Approval of Minutes
   Minutes: approved by general consensus

2. Constituent Group Reports –,
   CCCAOE: Written report provided. Highlight: Concerns regarding the proposed math-related changes to the Business Administration TMC. Suggested to refer the concern to C-ID group.
   CCAOE Fall conference registration is open.
   ACCE: Jan Young reported that AB1727 is on the Governor's desk. This is a bill providing equal funding (essentially census funding) for managed enrolled noncredit courses, including online. The word sequenced has been removed as well. Passage of this bill will remove part of the noncredit distance education formula based on positive attendance. The bill was co-sponsored by ACCE and San Diego Community College.
   a. Southern California Drive-in 11/7 at Mt. Sac
   b. Annual meeting in January in Sacramento.
   c. Registration links can be found on the ACCCE web page.

   CCCCIO:
   The group is redesigning the CIO conference to focus on Equity as the core of community college work. The ESL memo and curriculum inventory are under discussion. There are concerns regarding transition to a new system and plans around data storage/no loss.

   ASCCC
   - The Academic Academy focused on the student experience which included student participation on panels and as participants in the discussion breakouts. All constituency groups were represented. The focus of Academic Academies evolves annually and is based on current hot topics (GP, equity, etc.)
   - ICAS (Intersegmental Council of Academic Senates: CSU, CC, UC academic senates) is discussing how to align the ADT with the UCTP to ease the path to transfer.
   - AB705- the regionals were reviewing the CB 21 rubrics. The final one is on Monday 9/23. Informational webinar on Wednesday 9/25 Plan to present at plenary in November for final acceptance/approval by delegates.
   - AS, CCCCO, and RP group are working on regional convenings in Oct. and Nov. to

discuss challenges, sharing of strategies, and review of initial data. Dates can be found on AS website under Publications - President's Update (asccc.org).

- Upcoming events: Area meetings and plenary. Curriculum regionals have been scheduled 11/1 for the North at Folsom Lake College, 11/2 for the South at LA Pierce College.

3. Membership – Discussion
   Consider adding a CSSO and student member. Previous practice when adding the curriculum specialist as a classified professional was to pilot participation for a year, and then evaluate the value of the new position. We will request appointment for this year for student senate and CSSO groups as a pilot and will consider charter changes at the end of the year.

4. Curriculum Inventory RFP Process - Update – Marty Alvarado
   - In progress, deadline for proposals is passed
   - 7 proposals received
   - Assembled a Review Team (members from ASCCC, CIO, Curriculum Specialists, CCC Tech Center, other from listening sessions)
   - Trainings for Review Committee
   - IT Team and Curriculum Team will also be reviewing
   - Once review is done and if there are viable candidates (vendors), the CO will be conducting demos across the field and conducting interviews with colleges who have adopted and/or implemented the "solutions"
   - Inquiry about the evaluation of the new system, in order to determine the effectiveness through an evaluative process over time
   - Inquiry about what is next once the recommendation comes from the Review Team.
     - Will likely go out to the field for additional feedback and follow up another convening of the Review Team prior to determination

5. Chancellor's Office memos – Review and Approve - Raul Arambula
   a. 2019-2020 Annual Approval Certification Memo – consensus approval with addition of noncredit course category information sheet
   b. Periodic Curriculum Review Memo: Suggestion to clarify the time frame between response and correction and to add the background and purpose of the memo section. Committee consensus for Virginia and Cheryl to review the changes prior to the memo being sent to the field.
   c. Title 5 Noncredit Changes – consensus approval
   d. Collaborative Programs – Reviewed. Suggestions were made to add the background section. Removed the statement requiring justification. Suggested rephrasing travel time to a broader consideration statement for the impact on the student. The edited document will come back to 5C.

6. Area of Emphasis Memo & FAQs – Update - Raul Arambula
   Update: Raul is still needing to consult with Vice Chancellor of Governmental Relations Metune to clear up confusion regarding the difference between ADT Area of Emphasis degrees and local degrees with an area of emphasis. This memo will come to 5C in the future.

7. ESL AB 705 Implementation Memo – Review and Approve – Marty Alvarado/Raul Arambula
   - Navigating transition from previous Vice Chancellor
   - Guidance MEMO will carry the CCCCO weight for reinforcement

- AB 705 workgroup still wrestling with bigger challenges- but decisions have been made previously that stand
- CCCCO building the practice of sending MEMOS to legal first to ensure compliance with law
- Challenge with nothing available via the CCCCO website (in recognition that there is a need for compliance with ADA). Old memos are important resources.

8. Title 5 Revisions for ESL AB 705 Implementation & Assessment Justification – 1st Review –Raul Arambula/Cheryl Aschenbach

    - ESL AB 705 workgroup drafted the changes to mirror 55522 and add an additional section
    - Key difference: The group added the provision to assess for ESL students.
    - An article by Leigh Anne Shaw is provided as justification for assessment.
    - 5C is requesting additional documents/research which supports assessment for language learners.
    - Evaluate the word cure in section h
    - Evaluate the necessity for reference to Nursing assessments

9. Cooperative Work Experience – New Workgroup
    a. Explore Noncredit CWE
    b. Explore guidance re: alternatives to in-person consultation (Title 5)
    c. Cheryl will be coordinating this workgroup and will aim to have a meeting scheduled by next 5C meeting

10. Coordination of Community Services and Credit courses - Update
    - Potential progress made on language (credit versus not for credit courses)
    - Classification of "volunteers"
    - Legal is going to follow up with a MEMO

11. GE IB policy and Title 5 revisions – Discussion – Raul Arambula
    - Discussion for the GE IB Policy and stemmed from AB 1512, 5C is working with the CCCCO on the bill (required Title 5 revisions)
    - Discussion of the legislation and consideration for an ASCCC resolution to support consistent awarding of general education credit from high school examination scores
    - Will come back for October agenda, intent is to continue to make progress (internal solution)
    - Discussion about the how for information dissemination to the field

12. PCAH 7th Edition – Review & Approve – Cheryl Aschenbach
    - Discussion about changes and adjustments to the PCAH
    - Chair will take into consideration all feedback and requested that all final feedback to be submitted ASAP.
    - Agreement that once the changes are made that it goes to CCCCO for final editing

13. Curriculum Technical Manual – Discussion – Cheryl Aschenbach
    - Discussion ensued regarding whether a technical manual can be useful independent of the technology in use with the curriculum inventory system
    - Decision that it is needed and valuable

- Suggestion that it not be static, but a live document that can be changed and modified as needed.

14. COCI Update – David Garcia/Rachel Stamm
    - Version 3.3 was released in Sept. Included auto local approval. CB 25/26 are visible when specific categories are selected.
    - Version 3.4 (next release) will finalize CB25/26 revision to include auto populations based on inputs in other fields
    - Final revision will be focused on the preparation for transitioning to a new platform.

2019-20 Meetings - All meetings are 10-3 at the Chancellor's Office (see each agenda for room)

Friday, October 18, 2019
Friday, November 15, 2019
Thursday, December 5, 2019
Friday, January 17, 2020
Friday, February 21, 2020
Friday, March 20, 2020
Friday, April 10, 2020
Friday, May 15, 2020
Friday, June 12, 2020

Future Agenda Items:

1. Catalog Rights – Draft Memo from Workgroup (target: October)
2. CWE (workgroup update)
3. Alleviating substandard grade with another course
4. Title 5 Regulations around disaster management from an instructional point of view

5C Webpage: (current link to 5C webpage, but not really 5C webpage…yet)
https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support

Educational Services and Support Division
California Community Colleges Curriculum Committee (5C)
October 18, 2019
10 AM – 3 PM
Chancellor's Office- 3rd floor HUB

Members present:
ASCCC: Cheryl Aschenbach (Co-Chair), Michelle Bean, Silvester Henderson (via Zoom), Estela Narrie (via Zoom), LaTonya Parker (via Zoom), Carrie Roberson
CCCCIO: Karen Daar, Kelly Fowler (via Zoom), Don Miller (via Zoom)
CCCCO: Raul Arambula, Marty Alvarado,
CTE: Kim Harrell (via Zoom)
ACCE: Jan Young (via Zoom)
GUEST: Marc LeForestier, Njeri Griffin, Kevin Lovelace, Tali Torres

1. Welcome and Introductions

2. Approval of Agenda- approved by consensus

3. Approval of Minutes- approved by consensus

4. Constituent Group Reports – ASCCC, CCCCIO, ACCE, CCCAOE

   CCCAOE: Presented by Cheryl Aschenbach - Report sent by Kim Harrell
   ACCE: Presented by Cheryl Aschenbach – Report sent by Jan Young - Governor vetoed bill (census accounting for managed enrolled classes)
   CCCCIO: Conference on October 23-25 (focus on equity)
   ASCCC: Outreach and committee work ongoing, preparing for Plenary- partners will be there to support and present, CCCCO AB 705, GP, and Curriculum events (regional meetings) underway

5. Updates
   a. Curriculum Inventory RFP Process- 10.18 due date to complete review by readers, next phase is to get top 3-5 for consideration, mid-November are potential vendor demos. It has not yet been determined how those will be conducted.
   b. PCAH Approval- went to Consultation 10.17, scheduled to be at BOG on the 11.18/19 as information item. Question if there is an option to adjust prior to BoG- and should be alright.
   c. Technical Manual- will move forward with one- maybe finalized by mid-spring semester and have it complete by the end of the spring semester
   d. CB21 ESL Rubrics- waiting for Plenary so we can have them adopted by the body (survey demonstrated support)
   e. AB705 Convenings- are being conducted. Attempting to accomplish a collaboration of what is working and what is not, encouraging conversation on the local campus (changes, what support needed for changes, successes) Good questions are coming from the field

and will be developed in the FAQs. 3CSN is facilitating and focusing efforts, attempting to message to the field that this is a learning journey, looking at trends and strategies as this evolves on the local campus and considering data.

6. Workgroups – Update
    a. Cooperative Work Experience Workgroup –Aschenbach
    Discussion ensued, Cheryl will reach out the Shenuei Weber- Karen Daar is willing to collaborate and Njeri/Chantee will be collaborators
    b. Catalog Rights –Guleff: groups are trying to get together

7. Chancellor's Office memos - Arambula
    a. Collaborative Programs – in progress
    b. Area of Emphasis Memo
    No memo yet, Laura Metune requests a guidance paragraph that colleges might want to look at other "areas"
    CPL guidance memo, in particular inquiries around acceptance by CSU's
    Multiple attachments on agenda were the final memos provided in the event there is not access based on the listserv individuals are subscribed to. Integrity of curriculum should be addressed in memos moving forward, as the periodic review is not a reprimand - but is a reality.

8. Title 5 Revisions for ESL AB 705 Implementation & Assessment Justification –Arambula/ Aschenbach
    Marc LeForestier joined 5C for discussion of the latest version of proposed §55522.5. Title 5 should attempt to eliminate opinion and maintain factual information based on statute. There is some recognition of local "fears" regarding ESL placement and will look at implementation and adapt. Placement methods are consistent with is what is done before except for direct placement of high school completers directly into college composition. Marc requested additional information on (b) (1) (B). Questions: Will guidance be needed and will there be additional variables that need to be included for the placement methods? Language concerning that it is currently stringent or restrictive under item (2) and agreement that the language should be consistent with other requirements. (b) (3) does the likelihood of success apply?

9. GE IB policy and Title 5 revisions –Arambula
    Cheryl reported what is going forward to Plenary/resolution. 5C will revisit the topic once ASCCC delegates take action.

10. CB Coding - Aschenbach
    a. CB21
    b. CB25
    c. CB26
    Need for more folks (faculty) familiarity of coding, updated in spring- colleges should be reviewing coding based on rubrics. Regionals can reiterate the need for faculty to be informed and can provide the guidance to the Curriculum specialists. It was reiterated that attention should be placed on the implications for the research component, as coding connects to funding and other components.

11. COCI Update –Garcia/Stamm
    Fall software release 10.17.2019- completed implementation of CB 25/26
    Added ability of auto approval (except AD-T) for new, noncredit courses/ modified and BY

COLLEGE
Release (2nd week of Dec.) ability to activate courses and programs in bulk, to reduce burden and increase efficiency
COCI is in "business as normal"- rest of the calendar year is set, in holding pattern as address bugs (waiting on outcome of RFP)

12. Course and Program Submission Processes for Competency Based Education – Discussion
Focus: Review regulations and process for competency based education for the system, intent to open access for colleges. Glossary of terms will be produced. What regulations should be considered will need to be discussed. Review current requirements, and what needs to change in the approval process.
Big question - if it is by course, or by competency…
Draft resource to provide clarity or definition on Competency Based Education: Federal definitions, institutions that are already doing it, will be included in a Glossary of Terms
Additional notes from CBE conversation:

Competency Based Education:

Which terms need to be defined in order to move forward with the review?

*Course- means an organized patter of instruction on a specific subject (per title 5)
*Competency Based Education
*Seat Time
*Credit Hours
*Course Equivalent
ADD TERMS:
Learning Plan/Academic Action Plan
Educational Plan (defined in title 5)
Academic Progress (related to pace)
Methodology (Instructional- how instruction is delivered coupled with demonstration of mastery)
Credit recommendation (credit hours/course equivalent)
Mastery (relative to "grading"/transcribing
Review competency and where it exists in ed code/regs
Distance education versus online education

Would, could, should, CBE offered via existing course structures?

Discussion about implications of keeping it a course versus other language that would incorporate the varied aspects of instruction and methodologies.

What do we need that is new? Modified? Additions within?

-Review minimum qualifications

Information: Final memos/guidance released to the field

a. AA 19-35 Annual Approval Certification
b. AA 19-33 Periodic Curriculum Review
c. AA 19-34 Amendment to California Code of Regulations title 5 Local Approval of Noncredit Curriculum
d. AA 19-43 AB 705 Credit English as a Second Language Guidance
e. Legal Opinion 19-03: Volunteer Participation in Community College Performing Arts Classes

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Friday, June 12, 2020

Future Agenda Items:

1. IGETC double-counting
2. UCTP Catalog Language (target: November)
3. Catalog Rights – Draft Memo from Workgroup (target: October)
4. CWE (workgroup update)
5. Alleviating substandard grade with another course
6. Title 5 Regulations around disaster management from an instructional point of view

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Educational Services and Support Division
California Community Colleges Curriculum Committee (5C)
November 15, 2019
10 AM – 3 PM
Chancellor's Office
Room: The Hub

Attendance: ASCCC: Cheryl Aschenbach (Co-Chair), Michelle Bean, Leticia Hector (Zoom), Silvester Henderson, ~~Jennifer Johnson~~, Estela Narrie, LaTonya Parker (Zoom), Carrie Roberson (Zoom) **4CS**: TBD **CCCCIO**: ~~Virginia Guleff~~, Karen Daar (Co-Chair), Kelly Fowler (Zoom), ~~Don Miller~~ **CCCCO**: Raul Arambula, Marty Alvarado, Chantee Guiney (Zoom) **ACCE**: Jan Young **CTE**: ~~Kim Harrell~~ **CCCCSSO:** TBD **SSCCC:** ~~Talha Tariq~~

Guests: Rachel Stamm (CCCTC)

1. Welcome at 10:04 a.m. and Introductions

2. Approval of Agenda

3. Approval of Minutes—approved with minor revisions.

4. Constituent Group Reports – ASCCC, CCCCIO, ACCE, CCCAOE

    a. CCCAOE: Written report sent—see Addendum A.

    b. ACCE: Annual conference in Sacramento at end of January. Looking at re-starting noncredit bill that was vetoed. Drive-in Workshop topics: internships and advocacy of the bill and non-credit distance ed formula.

    c. CCCCIO: Topic at last CIO conference: infusing equity and guided pathway framework as a mindset and for upcoming work. Next conference will be focused on practice.

    d. ASCCC: Plenary—successful and had about 50 first time attendees, intentionally showing strong efforts to include new leaders. Plenary topics: reshaping our elections process; equity, inclusion, and diversity in action.

    Assisting CCCCO on the road with AB705 regionals.

    Planning for Part-time Institute in Napa in January. Curriculum Institute in summer. Accreditation Institute in San Diego in February.

    ICAS—working to layer and blend/align ADTs and UC Transfer Pathways; about seven pathways aligning well and pushing UC and CSU partners to have single pathway transfer guarantees.

5. COCI Update (Rachel Stamm):

   Now will have the ability to batch activate or deactivate courses or program based on end date. Another significant feature in next release will be the PDF ability. Release expected to be second week of January.

   Next step: Prepare list for 5Cs of additional developments and then give to Rhonda Mohr with additional request that is not already scheduled—beyond the product road map of the current approved timeline. This year's road map is for the entire fiscal year, which is a scheduled release for December.

   Question (Young): Are noncredit courses included in automated approval?—answer (Arambula): Yes, will be done manually.

6. Updates
   a. Curriculum Inventory RFP Process—just completed process to review five of seven submitted RFPs; moving to third phrase—demos for public to see. Feedback to be given to leadership for final decision.

      CCCCO being intentional about a comprehensive and fair process with transparency while taking into account feedback from the field. Intentionally extended the timeline beyond November to include all voices/representation (faculty, CIOs, security, etc.). Thank you to everyone for the commitment of time in reviewing the demos from vendors.

   b. PCAH Approval—condensed BoG meeting to one day, so agenda for next meeting prioritized thus constraints on time. Is PCAH for approval or for information to BoG?

      Regulations, as reviewed by CCCCO legal team, stated that there is no requirement to go to BoG, but see the need for formality of sending to the BoG. Chancellor may give PCAH update in his report to the Board, if not formally sent to BoG in January.

      There were a few minor changes to the PCAH since last sent by faculty workgroup—ready for publication now. Arambula will release officially by the end of next week through Communications Division.

   c. CB21 ESL Rubrics—adopted by faculty field at fall Plenary.

      Request made by Aschenbach: All CB Rubrics to be placed on the CCCCO website.

   d. AB705 Convenings—6 total and all went well (Arambula); convenings included discussion and thoughts on implementation variances across the state. 3CSN leading discussion well with inquiry questions.

7. Workgroups – Update
   a. Catalog Rights—need new lead; Daar volunteered. Henderson interested.

8. Title 5 Revisions for ESL AB 705 Implementation & Assessment Justification—Arambula/ Aschenbach

   Last month the workgroup met; changes and updates given for our review. From the ESL workgroup, Ratan and Wada provided comments: B2—students required to have a US diploma;

the placement recommendations are not in original bill language and its not as restrictive. Perhaps could be better for guidance for practices; the concern: being more restrictive and more than regular math and English placement requirements. Arambula amenable to removing that section and placing in guidance memo. B1b—could be the reference to expand in a guiding memo. Change B2 GED section: change to "or the ESL equivalent per 55522" (eliminate 2 a,b,c—put into guidance memo). B2 section: "shall be placement according to the ESL equivalent according to 55522." B3 section: strike "shall not" last sentence.

Title 5 ESL AB705 changes and update approved by 5Cs with the following recommendation: To be sent to CCCCO and Consultation Council and only to return to 5Cs if any significant changes required.

9. Correspondence Education: Title 5 §58003.1(f), Title 5 §58009(a), Data Element XF01 – Arambula—current CCC practices "correspondence education" is mostly packaged curriculum sent to students by a few colleges receiving FTEs for such. Federal guidelines no longer use this terminology, thus the need to add language to Title 5 to define and include "correspondence education" to allow for colleges to receive apportionment.

   Suggestion (Daar): Use ACCJC definition of "correspondence education."
   Suggestion (Arambula): Consider defining "quality" as well.

   Decided recommendation: To have Arambula add "correspondence education" to : Title 5 §58003.1(f) and Title 5 §58009(a) (finance sections of Title 5). Daar will draft proposed 55200.5 to define correspondence education.

   Decided to postpone the Data Element section until the next 5Cs meeting.

10. Cooperative Work Experience –Aschenbach
    Broader organization on work experience. Question: Is it possible to have a noncredit work experience? Joined by Gina and Brook with Cheryl and Jan. Barriers: Labor law—reviewed notes from "U.S. Department of Labor Wage and Hour Division: Fact Sheet #71" (Young). Equity issue—shouldn't we have opportunity to offer work experience to the non-credit students as is offered to credit students.

    Alvarado expressed need to think about graduate competencies and learner-agency to apply content to real problems and need to expand applied learning as a concept and integration in our system.

    Request: To have CCCCO legal entity review the language, so as not to prohibit internships/work experiences for noncredit students. (Aramula and Alvarado agreed)

    Concern: Title 5 change, but need for Guidance document change. Is there a potential to allow for alternative to "in-person consultation" so as to validate the need for employers and employees but also considering the availability of technology and flexibility to "in-person" consultation.

    Recommendation: To work with Cooperative Work Experience Workgroup with updating the document "Alternatives to 'In-person' Consultations [May 2009]".

11. GE IB/CLEP policy and Title 5 revisions –Arambula
    Field approved resolution to support acceptance of CPL/IB/CLEP Title 5 language changes and work on a model policy.

David DeGroot previousl shared draft policy/guidance written by articulation officers a while ago; Arambula and Aschenbach will meet with him to revise the document.

First read of draft Title 5 language update at next 5C meeting (Arambula).

12. IGETC Standards and Double-Counting in ADTs- Aschenbach
    Concern: The standards allow for Area 5 range of 7-9 units for sciences, but only 7 units is being allowed for double-counting.

    Narrie reviewed 2.0 with 5Cs members; the range was already eliminated and clarified on page 23.

13. Guidance for Emergency and Disaster Closures - Aschenbach
    Concern: From the need of many recent fires throughout the state, should we discuss guidance for disaster closures? Reviewed documents from various schools' memo regarding emergency closures.

    Changes to Title 5 language regarding emergency closures and apportionment recently went to BoG.

    Suggestion (Roberson): Need guidance on what is allowable for extraordinary circumstance/emergency.

    Suggestion (Aschenbach): Ask CIO group what they have done in such situations, as well as faculty who experienced disasters. Fowler volunteered to reach out to CCCCIO board.

    Suggestion (Arambula): Create a module in the Vision Resource Center, including model practices and mental health resources.

14. Course and Program Submission Processes for Competency Based Education – Discussion
    Started conversation last meeting, focused on: is our current course structure sufficient to support competency-based education?

    Concern (Henderson): One of the challenges in designing an advising the system to the definition of competency-based learning to consider students of color in order to adequately provide appropriate method of delivery to meet all student needs from diverse cultural backgrounds. Need a break-out at next Curriculum Institute.

    Next step: (Alvarado): CCCCO will be working on next step of gathering focused/foundational documents regarding—what does our competency-based structure look like? Documents written using content experts to provide background info for upcoming 5C meetings.

15. Other Items
    a. Career Noncredit Institute: Ideas for break-outs? Young suggested that we ask ACCE members to present as experts. December 11 meeting to plan.
       Suggestion: Young would like to invite ACCE members to planning meeting.
    b. UC Transfer Pathways—still working with UC partners
    c. Upcoming meeting items reviewed: Alleviating Basic Skills course sub-standard grades.

    Meeting adjourned at 1:39 p.m.

Information: Final memos/guidance released to the field

a. AA 19-44 Collaborative Programs Eligibility Guidelines and Submission Criteria

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Addendum A

Report to 5C
November 15, 2019

Kim Harrell
Liaison to CCCAOE

October 15, 2019 CCCAOE Board Meeting

At the October 15th CCCAOE Board Meeting, the members engaged in a strategic planning session facilitated by Jonathan Lightman in his new capacity as a consultant for his new business, What's Beyond, LLC. The goals for the planning session were to: 1) Agree on an organizational direction, 2) improve leader/ manager symbiosis to achieve organizational direction, and 3) develop an implementation framework.

CCCAOE Fall 2019 Conference

The Fall Conference was a huge success with record breaking attendance. There were 752 attendees and 24 vendors. The hotel was sold out in 10 days. There were over 30 breakouts chosen for presentation out of 70 submitted. The fall conference will be scheduled at the Omni in Rancho Mirage next year as it is the most cost effective venue available in the South.

CCCAOE Website

The CCCAOE Website is currently under construction. For pressing questions, the field can contact Executive Director, Amy Christianson at ed@cccaoe.org .

Respectfully submitted by Kim Harrell, 5C CIO CTE Administrator representative.

Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Executive Committee Agenda Item

SUBJECT: 5C Dialog Schedule: Competency Based Education		Month: January	Year: 2020
		Item No: VI. B. iii.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will review the 5C Dialog Schedule.	Urgent: No	
		Time Requested: NA	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Cheryl Aschenbach	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

The Chancellor's Office and the Foundation are contracting with a consultant to provide informational resources and to facilitate 5C discussions about competency based education. As noted in the Discussion Series overview (attached), the discussions occurring at each 5C meeting in Spring 2020 will be "focused on advancing policy or regulation recommendations and detailing CBE 'course' and program approval processes that will facilitate broad implementation of competency-based education."

The Discussion Series plan, including topics and guiding questions, is attached for Executive Committee review.

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

5C Competency-Based Education Discussion Series
December 5, 2019

Overview: This document lays out a proposed series of conversations to take place during regularly scheduled 5C committee meetings focused on advancing policy or regulation recommendations and detailing CBE "course" and program approval processes that will facilitate broad implementation of competency-based education.

Discussion Series Overview:

December 2019:

- Focus: Recap of the initial October meeting discussion, review of updated glossary of terminology, and an overview of the proposed discussion series
- Guiding Questions:
  - What information does this group need to engage effectively in developing recommendations for Competency-Based Education policy/regulations?
  - What processes would support authentic engagement and active contributions?
  - What questions do we have as we start this process?
  - What edits or additions would strengthen the discussion series?
  - What types or frequencies of communication with external stakeholders would be helpful throughout this process?
- Session Notes:
  - Include/invite facilitators and content experts to listen in to the conversation

January 2020:

- Focus: Competency-based program structures & the role of faculty
- Guiding Questions:
  - What structures have been adopted/implemented by other institutions?
  - What does teaching and learning look like in a competency-based program?
  - What CA and federal policies hinder or support competency-based programs?
- Session Notes:
  - The intent here regarding faculty is to focus on teaching and pedagogy, minimum quals, etc., not necessarily faculty load or assignments; although not sure how realistic it is to break these apart; the thinking is that we want to be clear on what is needed on the instructional side so that we can craft the load/assignment policies to support what is needed for good instruction;

February 2020:

- Focus: Flexible scheduling and academic calendars
- Guiding Questions:
  - What types of academic terms or calendars have been used to support competency-based programs?
  - What CA policies and regulations facilitate or hinder the structures needed for effective competency-based programs?
  - What federal policies or regulations facilitate or impact the implementation of competency-based programs?

- Session Notes:
    - TBD

March 2020:

- Focus: Transcripts, grades, & course equivalency
- Guiding Questions:
    - How have grades and transcripts been developed to best document skills mastery and program progress?
    - What structures are needed to facilitate authentic or direct assessments and how are these designed to ensure equitable outcomes?
    - How are CBE transcripts currently supported or accepted across industry sectors, including the education sector?
- Session Notes:
    - TBD

April 2020:

- Focus: FTE, apportionment, and faculty load
- Guiding Questions:
    - How are competency-based programs funded in other states or institutions?
    - What considerations are needed for funding competency-based programs within an FTES and performance-based funding environment?
    - What policies are needed at the state-level to support adjustments to faculty load calculations/compensation?
- Session Notes:
    - TBD

May 2020:

- Focus: Draft policy recommendations and systemwide communication strategy
- Guiding Questions:
    - What would feedback or edits would strengthen the policy recommendations?
    - Where is more work needed to support broad implementation of CBE?
    - What feedback or edits would strengthen the communication plan for the new policies across the system?
- Session Notes:
    - TBD

June 2020:

- Focus: Recap and review of final policy/regulation recommendations, implementation support infrastructure, and celebrations
- Guiding Questions:
    - What schedules of support would be helpful for the field in building awareness and knowledge of competency-based instructional programs?
    - What strategies would be effective at building the awareness and knowledge for the field?
- Session Notes:

- TBD

Additional questions to consider

- What do course and program submissions look like for competency based education?
- Can course and program approval processes for competency based education be integrated into existing local and Chancellor's Office course and program submission processes? In what ways? What else is needed?
- How can competency-based education be integrated into colleges' existing programs?
- What does rollout, guidance, and implementation timelines look like? What support would colleges need to implement?

December 4, 2019

CCC MyPath User Group Meeting

Please note: This meeting is being recorded for the purpose of transcription.

California Community Colleges | MyPath

Welcome & Introductions

Briefly introduce yourself and your implementation role at your college:

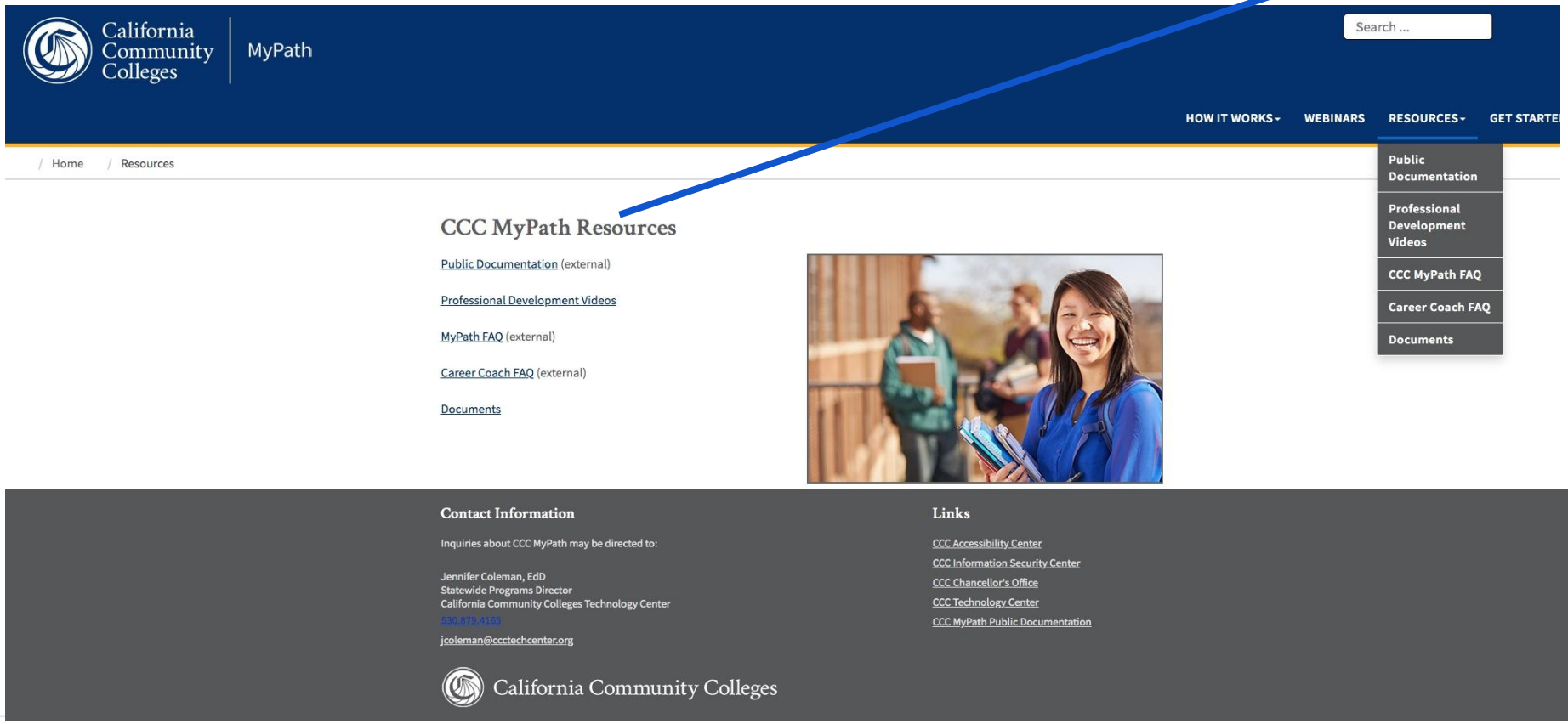
- Your Name
- Your College/Organization
- Your Experience/history with MyPath

► MyPath User Group meeting information can be found in Rick's e-mail signature as: MyPath Users Group

Link: https://cccnext.jira.com/wiki/x/hoAaMw

Stay informed: MyPath Resources

https://cccmypathproject.org/resource-kit



- Watch powerful professional development videos

California Community Colleges

Agenda

Time	Topic	Facilitator
3:00 - 3:10	Welcome / Introductions / Opening Remarks	Rick Snodgrass and Jennifer Coleman
3:10 - 3:15	Update: MyPath Implementations	Andy Newman
3:15 - 3:35	Review and Feedback: E-Z MyPath Implementation	Andy Newman
3:35 - 3:55	IPA Implementation	Rick Snodgrass and Andy Newman
3:55 - 4:25	Brainstorm: SIS Integration with MyPath ● Initial Set of Integrations Update ● User Interface vs. Rules Engine	
4:25 - 4:30	Closing	Jennifer Coleman

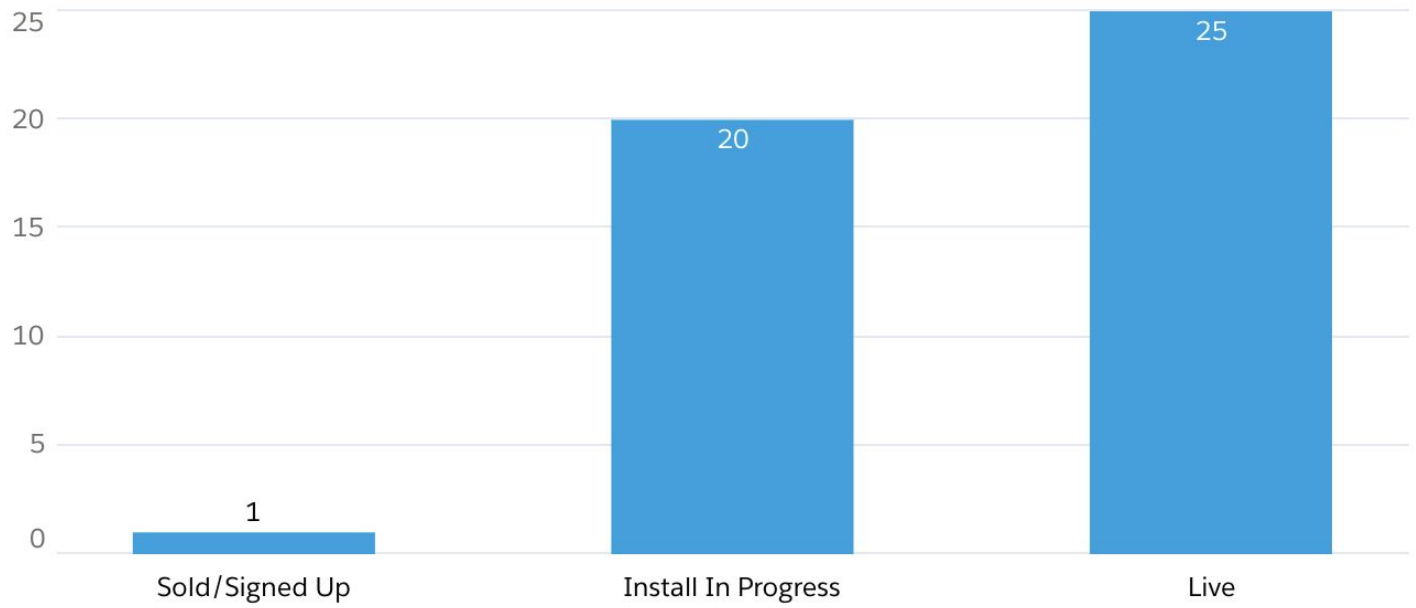
Enabling Services Team Update on MyPath

- General Interest Levels
- List of MyPath Colleges
- List of Career Coach Colleges
- Review of 2 implementation models

Current MyPath Adoption

12/3/2019

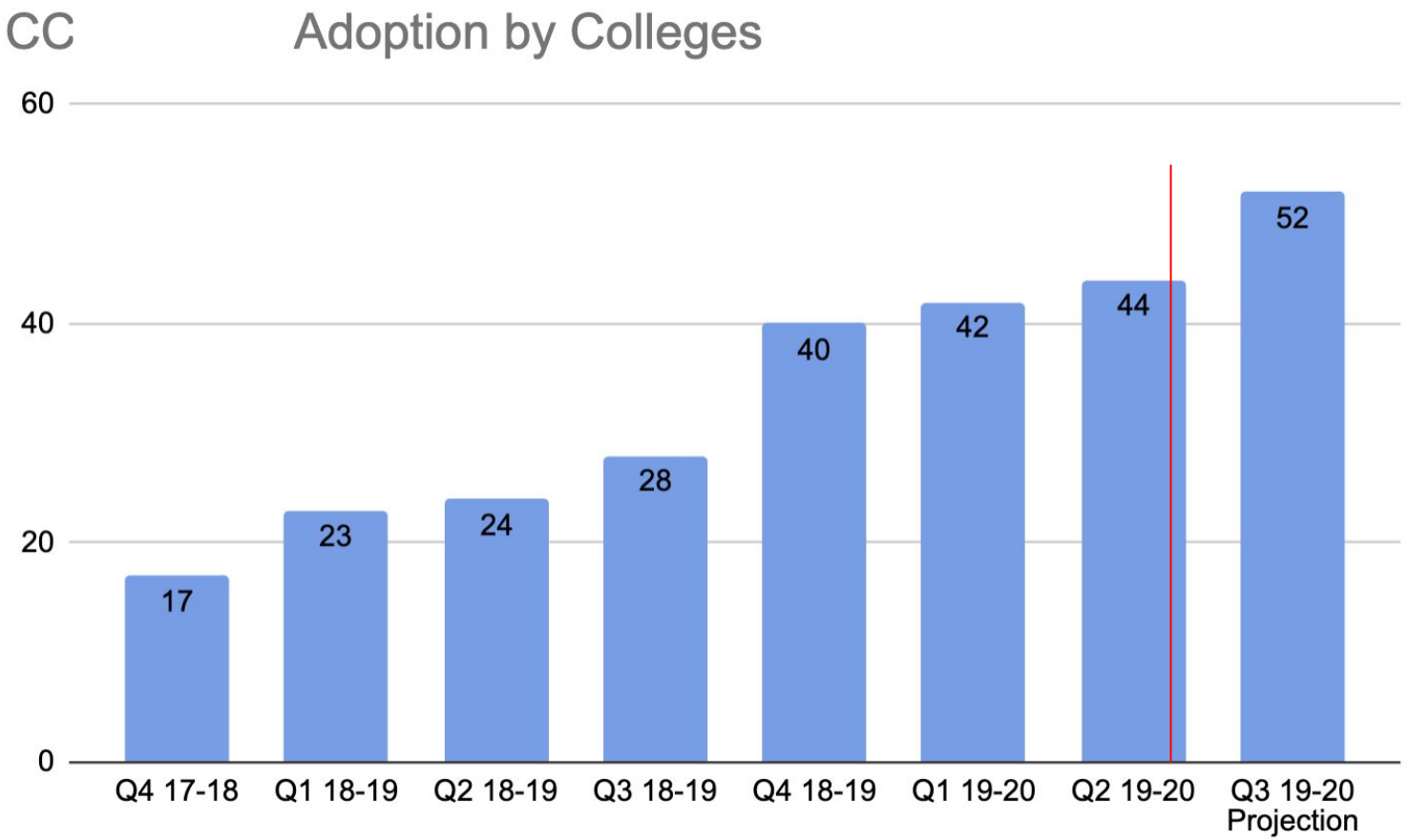
46 Colleges Have Adopted MyPath



California Community Colleges

Growth and Projection for MyPath Adoption

12/3/2019



California Community Colleges

These 46 Colleges Have Adopted MyPath

25 Live
21 Implementations In Progress

Account Name	Status	Note
American River College	Live	
Berkeley City College	Live	
Cabrillo College	Install In Progress	
Cerritos College	Install In Progress	
Citrus College	Live	Went live in October
College of Alameda	Live	
College of the Canyons	Live	
College of the Desert	Live	
Crafton Hills College	Install In Progress	
Cypress College	Live	
De Anza College	Install In Progress	
East Los Angeles College	Install In Progress	LACCD to go live in April
Evergreen Valley College	Live	Went live in October
Foothill College	Install In Progress	
Fullerton College	Live	

These 46 Colleges Have Adopted MyPath (Cont'd)

25 Live
21 Implementations In Progress

Account Name	Status	Note
Gavilan College	Live	
Glendale Community College	Install In Progress	
Golden West College	Live	
Imperial Valley College	Live	
LA City College	Install In Progress	LACCD to go live in April
LA Harbor College	Install In Progress	LACCD to go live in April
LA Mission College	Install In Progress	LACCD to go live in April
Laney College	Live	
LA Pierce College	Install In Progress	LACCD to go live in April
LA Southwest College	Install In Progress	LACCD to go live in April
Lassen Community College	Live	Went live in November
LA Trade Tech College	Install In Progress	LACCD to go live in April
LA Valley College	Install In Progress	LACCD to go live in April
Long Beach City College	Live	
Mendocino College	Live	
Merritt College	Live	

These 46 Colleges Have Adopted MyPath (Cont'd)

25 Live
21 Implementations In Progress

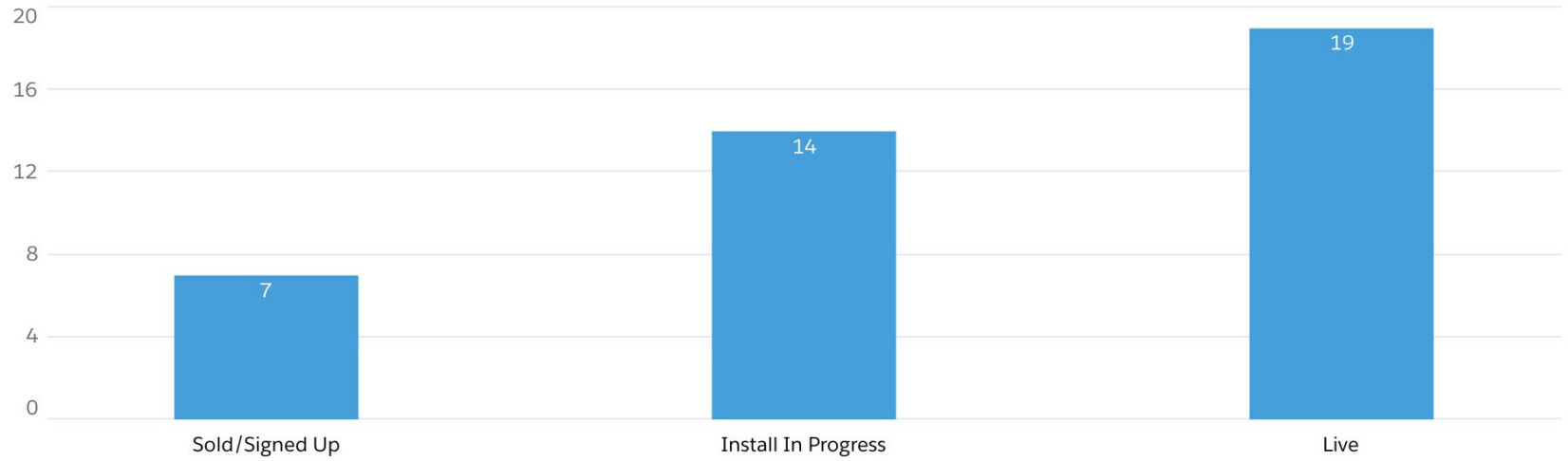
Account Name	Status	Note
Mission College	Live	
Mt. San Antonio College	On Hold	
Ohlone College	Install In Progress	
Rio Hondo College	Live	
Sacramento City College	Live	
San Joaquin Delta College	Install In Progress	
San Jose City College	Sold/Signed Up	
Santa Rosa Junior College	Live	
Sierra College	Live	
Solano Community College	Live	
Southwestern College	Install In Progress	
Taft College	Install In Progress	
West Los Angeles College	Install In Progress	LACCD to go live in April
West Valley College	Live	
Yuba College	Live	
Total Count	**46**	

California Community Colleges

Current Career Coach Adoption

12/3/2019

40 Colleges Have Adopted Career Coach



California Community Colleges

40 Colleges Have Adopted Career Coach

19 Live
21 Implementations In Progress

Account Name	Status	Notes
American River College	Live	
Berkeley City College	Live	
Cabrillo College	Install In Progress	
Cerritos College	Install In Progress	
Citrus College	Live	
College of Alameda	Live	
College of the Canyons	Live	
College of the Desert	Live	
Crafton Hills College	Install In Progress	
De Anza College	Install In Progress	
East Los Angeles College	Sold/Signed Up	
Evergreen Valley College	Install In Progress	
Foothill College	Install In Progress	
Gavilan College	Live	

40 Colleges Have Adopted Career Coach

19 Live
21 Implementations In Progress

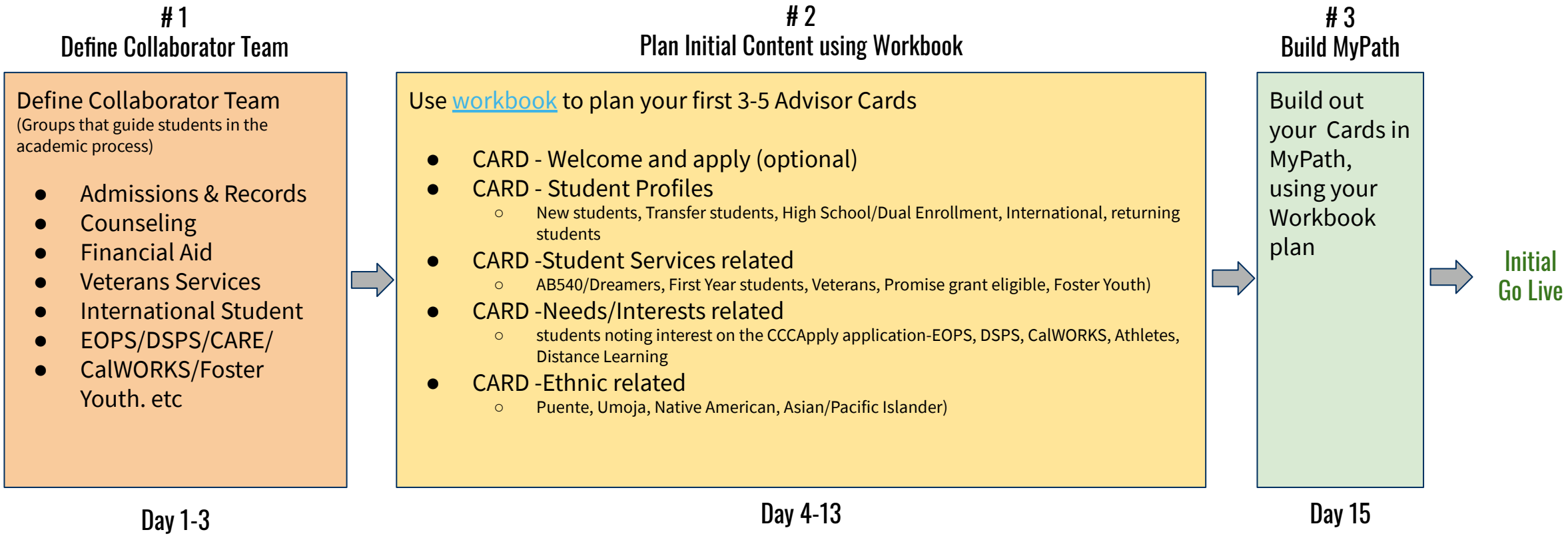
Account Name	Status	Notes
Glendale Community College	Live	Went live in November
Imperial Valley College	Live	Went live in September
LA City College	Sold/Signed Up	
LA Harbor College	Sold/Signed Up	
LA Mission College	Install In Progress	
Laney College	Live	
LA Pierce College	Sold/Signed Up	
LA Southwest College	Sold/Signed Up	
Lassen Community College	Install In Progress	
LA Trade Tech College	Install In Progress	
LA Valley College	Install In Progress	
Long Beach City College	Live	
Mendocino College	Live	
Merritt College	Live	

40 Colleges Have Adopted Career Coach

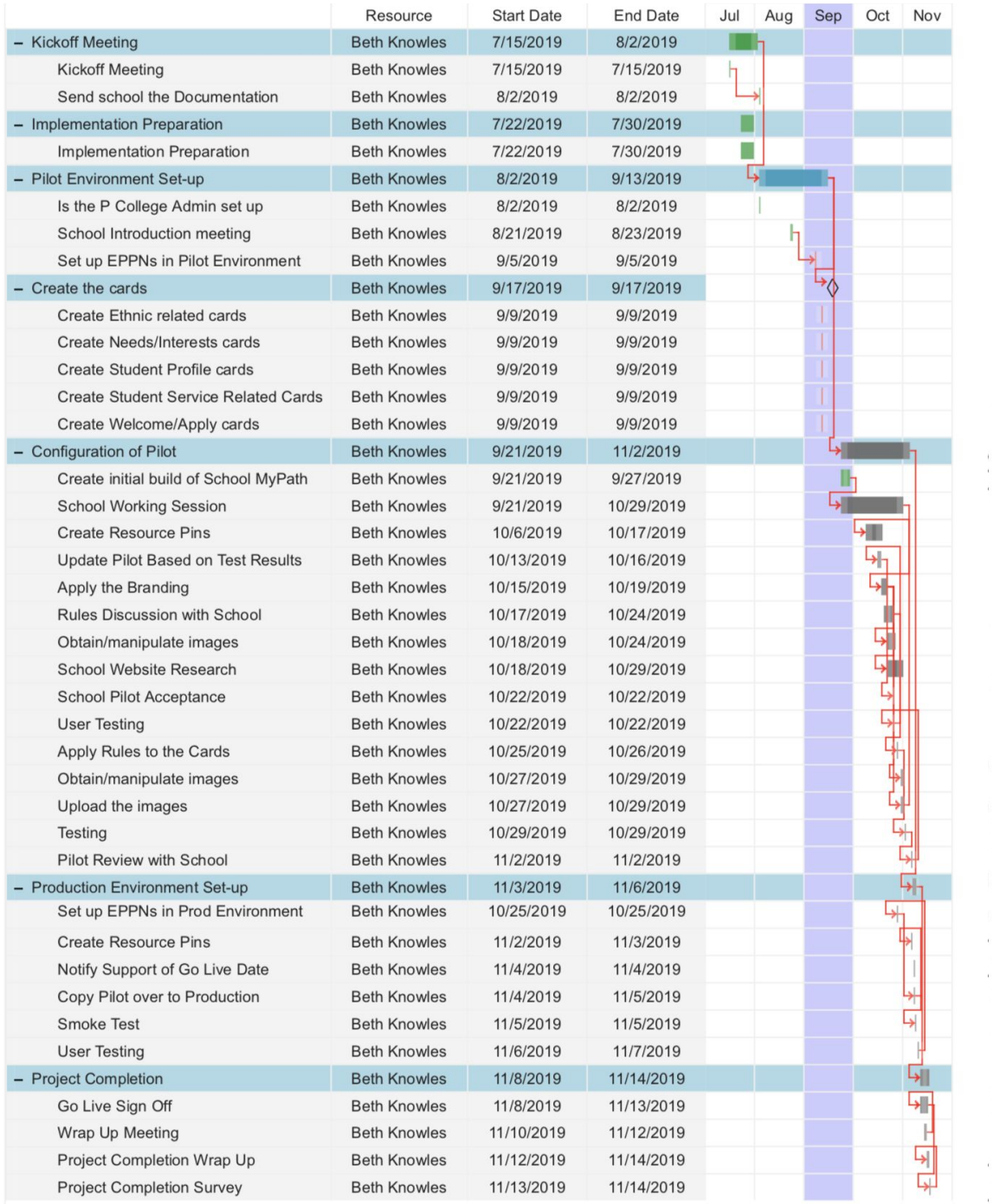
19 Live
21 Implementations In Progress

Account Name	Status	Notes
Mission College	Live	
Ohlone College	Install In Progress	
Rio Hondo College	Live	
Sacramento City College	Live	
San Joaquin Delta College	Install In Progress	
San Jose City College	Sold/Signed Up	
Santa Rosa Junior College	Install In Progress	
Sierra College	Live	
Solano Community College	Live	
Taft College	Install In Progress	
West Los Angeles College	Sold/Signed Up	
Yuba College	Live	
Total	40	

Quick Implementation

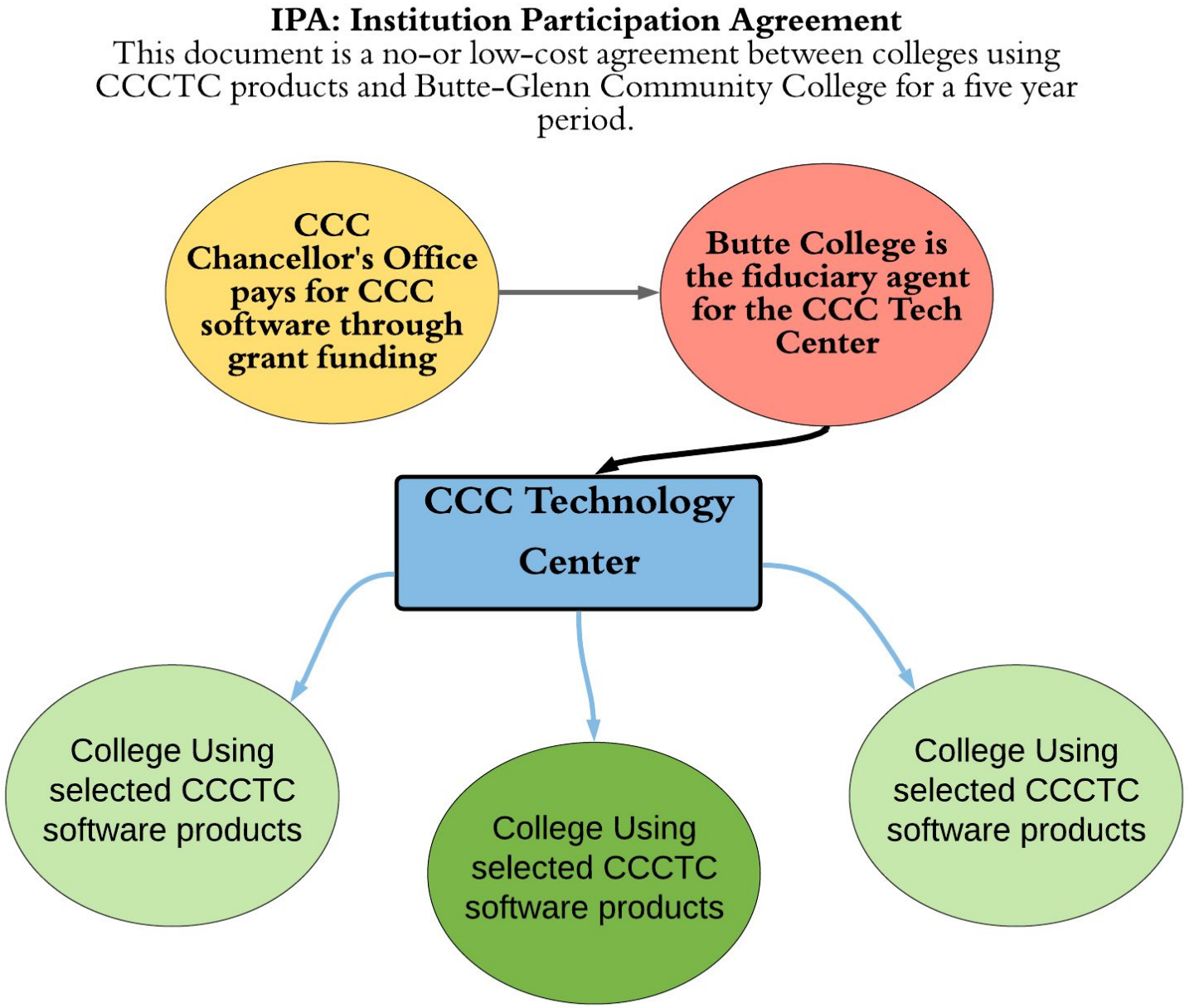


Tracking a Standard Implementation
(with Enabling Services)



	Resource	Start Date	End Date
– Kickoff Meeting	Beth Knowles	7/15/2019	8/2/2019
Kickoff Meeting	Beth Knowles	7/15/2019	7/15/2019
Send school the Documentation	Beth Knowles	8/2/2019	8/2/2019
– Implementation Preparation	Beth Knowles	7/22/2019	7/30/2019
Implementation Preparation	Beth Knowles	7/22/2019	7/30/2019
– Pilot Environment Set-up	Beth Knowles	8/2/2019	9/13/2019
Is the P College Admin set up	Beth Knowles	8/2/2019	8/2/2019
School Introduction meeting	Beth Knowles	8/21/2019	8/23/2019
Set up EPPNs in Pilot Environment	Beth Knowles	9/5/2019	9/5/2019
– Create the cards	Beth Knowles	9/17/2019	9/17/2019
Create Ethnic related cards	Beth Knowles	9/9/2019	9/9/2019
Create Needs/Interests cards	Beth Knowles	9/9/2019	9/9/2019
Create Student Profile cards	Beth Knowles	9/9/2019	9/9/2019
Create Student Service Related Cards	Beth Knowles	9/9/2019	9/9/2019
Create Welcome/Apply cards	Beth Knowles	9/9/2019	9/9/2019
– Configuration of Pilot	Beth Knowles	9/21/2019	11/2/2019
Create initial build of School MyPath	Beth Knowles	9/21/2019	9/27/2019
School Working Session	Beth Knowles	9/21/2019	10/29/2019
Create Resource Pins	Beth Knowles	10/6/2019	10/17/2019
Update Pilot Based on Test Results	Beth Knowles	10/13/2019	10/16/2019
Apply the Branding	Beth Knowles	10/15/2019	10/19/2019
Rules Discussion with School	Beth Knowles	10/17/2019	10/24/2019
Obtain/manipulate images	Beth Knowles	10/18/2019	10/24/2019
School Website Research	Beth Knowles	10/18/2019	10/29/2019
School Pilot Acceptance	Beth Knowles	10/22/2019	10/22/2019
User Testing	Beth Knowles	10/22/2019	10/22/2019
Apply Rules to the Cards	Beth Knowles	10/25/2019	10/26/2019
Obtain/manipulate images	Beth Knowles	10/27/2019	10/29/2019
Upload the images	Beth Knowles	10/27/2019	10/29/2019
Testing	Beth Knowles	10/29/2019	10/29/2019
Pilot Review with School	Beth Knowles	11/2/2019	11/2/2019
– Production Environment Set-up	Beth Knowles	11/3/2019	11/6/2019
Set up EPPNs in Prod Environment	Beth Knowles	10/25/2019	10/25/2019
Create Resource Pins	Beth Knowles	11/2/2019	11/3/2019
Notify Support of Go Live Date	Beth Knowles	11/4/2019	11/4/2019
Copy Pilot over to Production	Beth Knowles	11/4/2019	11/5/2019
Smoke Test	Beth Knowles	11/5/2019	11/5/2019
User Testing	Beth Knowles	11/6/2019	11/7/2019
– Project Completion	Beth Knowles	11/8/2019	11/14/2019
Go Live Sign Off	Beth Knowles	11/8/2019	11/13/2019
Wrap Up Meeting	Beth Knowles	11/10/2019	11/12/2019
Project Completion Wrap Up	Beth Knowles	11/12/2019	11/14/2019
Project Completion Survey	Beth Knowles	11/13/2019	11/14/2019

California Community Colleges



Moving Beyond Culture: A Socio-Technical Approach to Understanding Student Success Technology Adoption

Understanding the social and technical aspects of integrating a new student success technology is the difference between implementation and adoption and the social and technical aspects of integrating a new student success technology is the difference between implementation and adoption

MyPath Reporting

Product Usage Update:

- Total student task completions from Jan 1 - July 31: **568,095**
- Student engagement per day: Jan 1 - July 31: **1576**
- Student engagement during busy Fall application season: **2067 (24% increase)**
- Student capture highlights (conversions from Apply into CCC MyPath for customized onboarding pathway):
    - Golden West College: **84.4%**
    - Solano Community College: **75.3%**

MyPath Reporting

Update Report Center and provide access to all colleges

Report	Data Type
How many of my advisor cards are being partially/fully completed?	Global + Individual Drilldown
Which individual tasks are being completed/not completed?	Global + Individual Drilldown
How many students are accessing MyPath?	Global
How many nudges of each type are being sent?	Global
How many students engaged after receiving a nudge?	Global
How many documents are being uploaded/downloaded?	Global + Individual Drilldown

SIS Integration

- MyPath SIS Integration - planning and construction are both underway, involving multiple CCCTC teams

- Discuss college admin configuration requirements

MyPath Goals for Integrating with SIS

1. **Admitted to college**
2. **Orientation**
3. Placement / Multiple measures assessment
4. Financial Aid / FAFSA or California Dream Act application
5. Promise Grant Students
6. **Student Educational Plan**
7. Transcript Evaluation (if student had attended other colleges)
   a. Other document submission
8. **Registration / Enrollment**
9. Display Schedule
10. Pay bill
11. **Stuck Applications**

MyPath User Group Information

Accessing our MyPath User Group meeting information - 2 ways!

MyPath User Group Meetings

(This link can be found in Rick Snodgrass email signature)

or https://cccmypathproject.org/resource-kit

Next meeting - Spring semester:

➔ **Wednesday, December 4th - 3 PM - 4:30 PM**

Closing Comments from Jennifer

Let us know if you'd be willing to share your college's experience with MyPath as part of our monthly Tech Center webinar series.

Approved -- 10.18.19

Advisory Committee Minutes, August 28, 2019
Virtual Meeting, 2-4 pm

ATTENDEES
Geoffrey Dyer, Anna Bruzzese, Stephanie Curry, Julie Oliver, Tamara Cheshire, Leticia Hector, Vivian Varela, Vandana Gavaskar, Kathie Welch, Scott Conrad, Jodie Steeley, Lisa Beach, Joanna Miller, Deb Barker-Garcia, Michael Quiaot, Erin Larsen, Stephen Heath, Dave Kendall, Jory Hadsell, Meridith Randall, Bonnie Peters, Autumn Bell, Justin Schultz, Bob Nash, Mike Vogt, Andrea Hanstein, Jessica Hurtado

WELCOME AND INTRODUCTION OF ATTENDEES
Jodie Steeley welcomed new members for 2019-2020 and had participants introduce themselves.

APPROVAL OF MINUTES
Geoffrey Dyer called for approval of the June 7, 2019, minutes by unanimous consent given that several committee members were new and others present in June were no longer on the committee. Hearing no opposition, the minutes were approved.

ORIENTATION FOR NEW MEMBERS/CHARTER REVIEW
Jodie Steeley demonstrated Basecamp for members and showed them how to find various resources. Geoffrey Dyer reviewed sections of the Charter that pertained to the duties of committee members -- specifically, the charge to influence the direction of CVC-OEI and to bring back information to respective constituent groups. He distinguished the Advisory Committee from the Consortium with the assistance of Wendy Bass, who described the Consortium as an operational body making decisions about tools collaboratively. Jory Hadsell described the Consortium as an implementation body whereas the Advisory Committee focuses on policy.

UPDATE ON PROGRESS
Jory Hadsell presented an update using a PPT that is posted in Basecamp. He also referred committee members to the status update that had been posted there previously by Andrea Hanstein. The presentation reviewed the metrics for Year One of the 2018-2023 grant period and noted that accelerating the cross-enrollment project will be a focus this year. In relation to the ecosystem, Jory noted that there is lower adoption for some tools by Consortium colleges and that CVC-OEI plans to address the issue. He asked for thoughts on increasing tool implementation as well as scaling local Peer Online Course Review. Members discussed incentives and accountability for Consortium colleges. Jory concluded by showing phases of implementation for the ExCEL and reviewing recent staff changes.

Jodie requested that a revised organizational chart be posted in Basecamp, identifying who to contact for various questions. Stephen Heath asked whom to contact after Jay Field leaves, and Jory instructed him to contact him (Jory). Members asked about the equity group and Bonnie Peters reported that the group will reconvene.

DISCUSSION: CONSORTIUM COLLEGE COMMITMENTS/STRATEGIES FOR IMPROVEMENT

Members asked that Consortium MOUs (or examples) be posted in Basecamp so that they can review the expectations for the colleges. While acknowledging that POCR is just one aspect of the commitment, Geoffrey Dyer reminded the group that the Senate has had more than one resolution supporting local POCR and use of the rubric. Jodie informed the group that adoption of the entire ecosystem increased success rates at Fresno City, leading to a suggestion that Consortium colleges could be required to produce progress reports on the commitments they made in the MOU -- a sort of "renewing their vows." Members also suggested that Consortium colleges be told clearly that there is a focus on cross-enrollment implementation from the Chancellor's Office.

ADVISORY COMMITTEE FOCUS FOR THE YEAR

In addition to suggesting ways to have Consortium colleges meet their commitments, the committee will bring back any thoughts from constituent groups for the October meeting.

UPDATE ON DE PROGRAM RUBRIC

Meridith Randall reported that she and three CVC-OEI Directors (Kate Jordahl, Bonnie Peters and Autumn Bell) have been meeting about preparing a Distance Education Program Rubric that would help set standards for local DE programs. This rubric will include standards relating to resource allocation, faculty support, student support and other components that make a robust online program. Because the Online Learning Consortium has a well-established Quality Scorecard, the decision was made to learn more about that resource by attending an online workshop in September and October (along with Joanna Miller from DEETAC and the Consortium, and Geoffrey Dyer from this committee). After that, a workgroup will convene and include Stephanie Droker from ACCJC.

CONSTITUENT REPORT GUIDELINES FOR FUTURE MEETINGS

The chairs noted that time limits for constituent reports were necessary due to the short length of most meetings and number of committee members. If a member requires longer than a few minutes, an agenda request would be appropriate.

The meeting adjourned at 4:00 pm.

THE ACADEMIC SENATE FOUNDATION for California Community Colleges

Wednesday, August, 2019 12:00PM-1:00PM
https://cccconfer.zoom.us/j/696174905
+1 669 900 6833 (US Toll)
+1 646 876 9923 (US Toll)
Meeting ID: 696 174 905

Draft Minutes

Members in Attendance: Cheryl Aschenbach, President; Anna Bruzzese, Director; LaTonya Parker, Director; and Krystinne Mica, Executive Director

Staff: Selena Silva, Administrative Assistant

MINUTES

Action	Topic
	FOUNDATION MEETING
Action	I. Approval of Agenda II. Approval of Minutes The minutes for October 18, 2018, December 8, 2018, and May 30, 2019 were approved. III. Approval of ASFCCC Strategic Plan The directors discussed the content of the 2019-2020 ASFCCC Strategic Plan. The main focus of the ASFCCC Strategic Plan is supporting professional development through scholarships. The directors decided to change "Actions" to "Objectives" to better capture the actions that will be taken throughout the year. The ASFCCC Strategic Plan with the agreed upon change was approved.
Discussion/Action	IV. 2019-2020 Scholarships a. Events, Number of Scholarships The 2018-2019 directors previously decided which events to provide scholarships for, but the amount of each scholarship was not determined, nor was the number of scholarships to each event decided. The directors decided to provide scholarships for the same events as last year which included Fall and Spring Plenaries, Faculty Leadership Institute, and the A2Mend Conference. President Aschenbach asked the directors to consider providing scholarships to the Equity and Diversity Conference in the future; this will be discussed at the next Foundation meeting.

	The directors discussed how many scholarships should be offered for each event. Each event will have three scholarship recipients. Each scholarship will consist of the event registration, lodging costs, and up to $250 of general travel costs. The total estimated cost per scholarship is $1,550. The total estimated annual cost for the scholarships is $18,600. This was agreed to by all directors present. b. Fall Plenary Timeline The directors decided to use the previous year's Fall Plenary application, but they will develop new application materials for the Spring Plenary, Faculty Leadership Institute, and the A2Mend Conference. The directors changed the Fall and Spring Plenary applications to include faculty from all areas of the state. The application will include a blind screening to prevent any biases in the selection process. The directors chose to extend the timeline and announce the selected faculty 3 weeks before the event to allow more time to coordinate travel and lodging. The timeline is as follows: • September 4, 2019: Scholarship announcement • September 30, 2019: Application closes • October 11, 2019: Faculty is selected and notified • November 7, 2019: Fall Plenary
Discussion	V. Faculty Leadership Academy The Faculty Leadership Academy has been on hiatus since summer 2018. Aschenbach provided some of the past challenges. Both the Foundation president and the Faculty Leadership Development Committee chair have been charged by Executive Committee with discussing ways in which the academy could be instituted again. This will come back for future discussion and action. The directors will meet again in late September or early October. VI. Future Agenda Items a. Review Foundation Mission, Bylaws b. Review Position Descriptions

THE ACADEMIC SENATE FOUNDATION for California Community Colleges

Thursday, October 17, 2019 2:00PM-3:00PM
https://cccconfer.zoom.us/j/2138362487
+1 669 900 6833 (US Toll)
+1 646 876 9923 (US Toll)
Meeting ID: 213 862 487

Draft Minutes

Members in Attendance: Cheryl Aschenbach, President; Anna Bruzzese, Director; Silvester Henderson, Director; LaTonya Parker, Director; Cindi Napoli-Abella Reiss, Director; and Krystinne Mica, Executive Director

Staff: Tonya Davis, Director of Administration; Selena Silva, Administrative Assistant

AGENDA

Action	Topic
	FOUNDATION MEETING
Action	I. Approval of Agenda II. Approval of Minutes from August 28, 2019 Approval of the August 28, 2019 minutes was tabled until the next meeting.
Discussion	III. Review Foundation Mission, Bylaws IV. Review Position Descriptions The directors did not have any questions on the Foundation Mission, Bylaws, and Position Descriptions.
Discussion/Action	V. Selection of Foundation Officers (Secretary, Treasurer) Nonprofit governing rules state that the Academic Senate Foundation is required to have a President and Treasurer, however the position of Secretary is not a requirement. Director Parker volunteered to serve as the ASFCCC Treasurer. The directors approved her appointment. President Aschenbach will process the latest reconciliation and train Parker on the process. Mica will connect Parker with Alice Hammar, ASCCC Director of Finance. The ASFCCC will not have a Secretary for the 2019-2020 year and the ASCCC staff will take on the duty of note taking. The directors decided to agendize the topic of fundraising mechanisms and outreach tactics for a future meeting.

VI. 2019-2020 Scholarships

a. Additional Events or Additional Scholarships

Aschenbach reviewed what is currently included in the ASFCCC scholarship package, along with the number of scholarships and which events would provide scholarships, from the last ASFCCC meeting. It was noted that one of the events discussed, the Chancellor's Office Diversity and Inclusion Symposium, may not be a good candidate for providing scholarships, as the scope of the event has changed and there is a limit on the number of attendees – 200. The directors will further discuss supporting the CCCCO's Diversity and Inclusion Symposium as more details of the event are provided following Fall Plenary.

The directors also discussed providing scholarships for other organization's events. The ASFCCC previously committed to providing scholarships for A2Mend's annual conference in March so the directors discussed whether other organizations had similar conferences that they may considered providing scholarships. Mica will reach out to Michelle Bean, the liaison to Puente to see if Puente has a similar statewide conference the foundation can support.

The directors will consider providing scholarships to the ASCCC Curriculum Institute and ASCCC Academic Academy. These additional scholarship opportunities will be discussed again at a future meeting.

b. Timelines

The directors decided to follow the same scholarship application timeline as the 2019 Fall Plenary timeline. Scholarship applications will be announced 10 weeks before the event. The application will be available for a 4 week period. Staff will screen the applications, redact information, and send the remaining applications to the board to review for 2 weeks. Scholarship recipients will be notified 4 weeks before the event to allow for sufficient time to arrange accommodations.

The A2MEND Conference scholarship timeline will be extended to account for the holiday break. It is as follows:

- December 1: Application announcement
- January 6-10: Scholarship reminder
- January 24: Applications close
- January 29: Applications given to Board for review
- February 7: Notify selected faculty
- March 4: A2MEND Conference

	Mica will work with the organizers to get early registration prices for scholarship recipients. Davis will work with the organizers to reserve three rooms in the rooming block in advance for the recipients. The Spring Plenary Session and Faculty Leadership Institute timelines will be developed by the ASCCC staff and voted on during the next ASFCCC meeting. c. Application Criteria The directors will create screening criteria and unique questions for each event. The directors collectively suggested various ideas including delegate status, how many members from the college are attending, prior ASCCC event attendance, prior scholarship recipient, and involvement with their local senate. The directors also discussed how factors such as ethnicity, gender, and campus opportunity could be captured while maintaining a blind screening. Directors will bring ideas and work towards finalizing criteria at a future meeting. Directors will add a question on applied diversity to measure the equity mindedness of applicants. VII. Spring 2020 Area Competition The directors approved moving forward with the Spring 2020 Area Competition. President Aschenbach will announce the competition at the ASCCC Fall Plenary Session. The directors will decide the details of the competition at a later date. President Aschenbach will send a poll to schedule the next ASFCCC meeting in November 2019. The board will consider meeting in-person in the beginning of the spring 2020 semester. VIII. Faculty Leadership Academy The Faculty Leadership Academy was not discussed. This item will be moved to the next meeting.
Discussion	IX. Future Agenda Items a. Faculty Leadership Academy b. Spring Plenary and Faculty Leadership Institute Timeline c. Additional Scholarship Events d. Scholarship Criteria e. Fundraising Goals and Mechanisms f. Outreach Tactics g. ASFCCC Diversity Statement

Academic Senate
for California Community Colleges
LEADERSHIP. EMPOWERMENT. VOICE.

Executive Committee Agenda Item

SUBJECT: ASCCC Employee Handbook		Month: January	Year: 2020
		Item No: VI. C. ii.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee is being provided information regarding the updated ASCCC Employee Handbook	Urgent: No	
		Time Requested: NA	
CATEGORY:	Information Item	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	
		Information/Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee is being provided information regarding the updated ASCCC Employee Handbook

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