

**Friday, March 6 to Saturday, March 7, 2020**

*North Orange Continuing Education*

*1830 W Romneya Dr, Anaheim, CA 92801  
Meeting Room: 611*

**Friday, March 6, 2020**

11:45 p.m. to 12:15 p.m. Working Lunch  
12:15 p.m. to 5:00 p.m. Executive Committee Meeting  
6:30 p.m. to 8:30 p.m. Dinner

*Andrei's Conscious Cuisine & Cocktails*

*2607 Main St, Irvine, CA 92614*

*Irvine Marriott*

*18000 Von Karman Ave, Irvine, CA 92612  
Meeting Room: Suite 205*

**Saturday, March 7, 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](mailto:agendaitem@asccc.org) or contacting April Lonerio at (916) 445-4753 x103 no less than five working days prior to the meeting. Providing your request at least five business days before the meeting will help ensure availability of the requested accommodation.*

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

- I. ORDER OF BUSINESS**
  - A. Roll Call**
  - B. Approval of the Agenda**
  - C. Public Comment**

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

- D. Executive Committee Norms, pg. 5**
  - E. Calendar, pg. 7**

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

## II. CONSENT CALENDAR

- A. **February 7-8, 2020 Meeting Minutes, Aschenbach, forthcoming.**
- B. **Curriculum Regional Meetings, Aschenbach, pg. 31**
- C. **Approve Filing of Federal Form 990 Fiscal Year 2018-2019 Tax Return, May/Mica, pg. 33**
- D. **Revised Local Senates Handbook, Bruzzese/Cruz, pg. 53**

## III. REPORTS

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

## IV. ACTION ITEMS

- A. **Legislative Report – 30 mins., Davison, pg. 115**  
The Executive Committee will be updated regarding bills and other legislative actions as well as the ASCCC Legislative Advocacy Day.
- B. **Faculty Role in Governance – 15 mins., Stankas, pg. 117**  
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., Stankas, pg. 119**  
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., Stankas, pg. 121**  
The Executive Committee will be updated on Faculty Diversification in the system and discuss future direction.
- E. **Pre-session Resolutions – 60 mins., Dyer, pg. 123**  
The Executive Committee will consider for approval to send the proposed pre-session resolutions to the field.
- F. **DSPS Proposed Paper (Prompts and Initial Outline) – 15 mins., Curry, pg. 125**  
The Executive Committee will consider for approval the proposed DSPS Paper.
- G. **Curriculum Institute: Draft Program – 10 mins., Aschenbach, pg. 133**  
The Executive Committee will consider for approval the draft Curriculum Institute program, including preliminary breakouts and general session topics.
- H. **Disciplines List Revisions Proposals Professional Organization – 15 mins., Dyer, pg. 139**  
The Executive Committee will review and consider for approval the definition of a professional organization in the context of the disciplines list revisions process.
- I. **Proposal to Make the Professional Development College (PDC) part of the ASCCC Open Educational Resources Initiative (OERI) – 10 mins.,**

**Bean/Pilati, pg. 141** (*Time certain, March 6, 2020, 1:00 p.m.*)

The Executive Committee will consider approving a new approach to managing the PDC courses.

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

The Executive Committee will consider for approval the updated survey questions to be added to Event Surveys.

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

The Executive Committee will consider for approval the recommended FELA framework, the updated fee structure, the updated FELA applications, and the next steps for FELA summer implementation.

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

The Executive Committee will consider for approval the draft of the paper Effective and Equitable Transfer Practices in the Community Colleges

**M. Providing guidance for colleges with respect to the implementation of SB 1359 – 20 mins., Pilati, pg. 163** (*Time certain, March 6, 2020, 1:10 p.m.*)

The Executive Committee will consider for approval the proposed “white paper” or define another course of action.

**V. DISCUSSION**

**A. Chancellor’s Office Liaison Report – 45 mins., Stankas, pg. 171** (*Date certain, Friday, March 6, 2020*)

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

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

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

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

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

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

The Executive Committee will discuss of ASCCC executive officer roles and responsibilities and determine if how the ASCCC Executive Committee Officer forum is conducted is effective and deem if changes are needed for the Elections Operational Committee.

**E. Disproportionate Impact Tool Demonstration – Faculty Diversification – 30 mins., May, pg. 179** (*Time certain, March 7, 2020, 10:00 a.m.*)

The Executive Committee will be provided with information about a tool to detect potential disproportionality using faculty and student demographic data.

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

The Executive Committee will debrief the meeting to assess what is working well and where improvements may be implemented.

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

**A. Standing Committee Minutes**

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

**B. Liaison Reports**

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

**C. Senate and Grant Reports**

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

**D. Local Senate Visits**

**VII. ADJOURNMENT**

### **Executive Committee Community Norms**

Approved February 2-3, 2018

#### **Authenticity**

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

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

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

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

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

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

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





## Executive Committee Agenda Item

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

Please note: Staff will complete the grey areas.

### BACKGROUND:

#### Upcoming Events and Meetings

- **Executive Committee Meeting** – Oakland – April 15, 2020
- **Spring Plenary Session** – Oakland – April 16-18, 2020
- **Career and Noncredit Institute** – San Mateo – April 30 – May 2, 2020
- **Executive Committee Meeting** – Sacramento – May 8, 2020

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

#### Reminders/Due Dates

##### March 26, 2020

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

##### April 20, 2020

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

#### Career and Noncredit Education Institute

- 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

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

- Final resolutions due **March 6, 2020** to Krystinne for circulation to Area Meetings.
- Any outside presenters are due to John and Krystinne by **March 6, 2020** for approval.
- Breakout session descriptions due to Krystinne by **March 13, 2020**.
- AV and Event Supply needs to Tonya by **March 20, 2020**.
- Final Program to Krystinne by **March 20, 2020**.
- Deadline for Area Meeting resolutions to Resolutions chair: **March 28, 2020**.
- Final program to printer **March 30, 2020**.
- Materials posted to ASCCC website **April 1, 2020**.

**Faculty Leadership Institute**

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

**Curriculum Institute**

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

**Rostrum Timeline**

To Krystinne	To David	To John	To Katie	To the Field
March 9	March 16	March 23	March 30	April 15



### 2019-2020 EXECUTIVE COMMITTEE MEETING DATES

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

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

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

<sup>2</sup> Executive Committee members are not expected to attend these events, other than the Faculty Leadership Institute. +North or South location may change based on hotel availability.

## Academic Senate

2019 - 2020

### Executive Committee Meeting Agenda Deadlines

#### Reminder Timeline:

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

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

## 2019-2020 REGIONAL MEETINGS DATES

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

\*Approved

## EVENT TIMELINE 2019-2020

**Academic Academy: September 12-14, 2019**

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

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

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

**Curriculum Institute: July 8-11, 2020**

### June, July 2019

#### **Academic Academy**

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

### August 2019

#### **Academic Academy**

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

### September 2019

#### **Academic Academy**

1. Materials posted to website: September 2, 2019

#### **Fall Plenary**

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

#### **Part-Time Faculty Institute**

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

### October 2019

#### **Fall Plenary**

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

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

**Part-Time Faculty Institute**

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

**Accreditation Institute**

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

<b>November 2019</b>
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**Part-Time Faculty Institute**

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

**Accreditation Institute**

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

<b>December 2019</b>
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**Part-Time Faculty Institute**

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

**Spring Plenary**

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

**Accreditation Institute**

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

**Career and Noncredit Education Institute**

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

<b>January 2020</b>
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**Part-Time Faculty**

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

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

**Spring Plenary**

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

**Accreditation Institute**

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

**Career and Noncredit Institute**

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

**Faculty Leadership Institute**

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

<b>February 2020</b>
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**Spring Plenary**

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

**Career and Noncredit Institute**

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

**Faculty Leadership Institute**

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

**Curriculum**

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

<b>March 2020</b>
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**Spring Plenary**

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

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

**Career and Noncredit Education Institute**

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

**Curriculum**

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

<b>April 2020</b>
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**Career and Noncredit Institute**

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

**Faculty Leadership**

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

**Curriculum**

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

<b>May 2020</b>
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**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.

<b>June 2020</b>
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**Faculty Leadership**

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

**Curriculum**

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

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

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

Meeting Type	Date	Campus Location	Hotel Location	Agenda Deadline
Executive Meeting – Closed Session	June 19, 2020		Newport Beach Marriott Hotel and Spa	TBD
Executive Meeting	August 13-15, 2020		South	TBD
Executive Meeting	September 17-19, 2020	AREA B	North	TBD
Area Meetings	October 16-17, 2020		Various Locations	TBD
Executive Meeting	November 4, 2020**		The Westin South Coast Plaza, Costa Mesa, CA	
Executive Meeting	December 4-5, 2020		North	TBD
Executive Meeting	January 8-9, 2021		South	TBD
Executive Meeting	February 5-6, 2021		North	TBD
Executive Meeting	March 5-6, 2021	AREA C	South	TBD
Area Meetings	March 26-27, 2021		Various Locations	TBD
Executive Meeting	April 14, 2021**		Southern California (Area C)	
Executive Meeting	May 7, 2021		North	TBD
Executive Committee/ Orientation	June 4-6, 2021		TBD by President	TBD
<b>EVENTS</b>				
<b>Event Type<sup>2</sup></b>	<b>Date</b>		<b>Hotel Location<sup>3</sup></b>	
Academic Academy	October 8-10, 2020		Northern California	
Fall Plenary Session	November 5-7, 2020		The Westin South Coast Plaza, Costa Mesa, CA	
Part-Time Institute	February 18-20, 2021		Southern California	
Spring Plenary Session	April 15-17, 2021		Southern California (Area C)	
Career and Noncredit Education Institute	April 30- May 2, 2021		Southern California	
Faculty Leadership Institute	June 17-19, 2021		Northern California	
Curriculum Institute	July 7-10, 2021		Southern California	

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

<sup>2</sup> Executive Committee members are not expected to attend these events, other than the Faculty Leadership Institute.

<sup>3</sup> North or South location may change based on hotel availability.



## Local Senate Campus Visits 2016-2019

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

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

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

COLLEGE	VISITOR	DATE OF VISIT	REASON
San Joaquin Delta	Smith	11/18/2016	Formerly Incarcerated Regional Meeting
	Rutan	1/29-30/2018	Curriculum Visit
	Dyer, Aschenbach, May, Stankas	3/22/2019	Area A Meeting
	Stankas	9/25/2019	Collegiality in Action
Sequoias, College of the	Dyer, Davison, May, Roberson	10/12/2018	Area A Meeting
	Fulks, Selden	1/31/2020	Guided Pathways Visit
Shasta			
Sierra	Freitas, May	10/4/2017	10+1
	May, Aschenbach, Bruno, Roberson	10/13/2017	Area A Meeting
	Bean, Bruzzese	8/15/2019	Technical Visit - Building Relationships in Governance
	Bean, Foster	9/19/2019	Faculty Leadership Development College
	Aschenbach, Bean, Davison, May, Stankas	12/3/2019	ICAS
Siskiyou, College of the			
Taft	Aschenbach, Eikey	1/17/2019	Minimum Qualifications
	Stankas	1/29/2020	Collegiality in Action
West Hills Coalinga			
West Hills Lemoore			
Woodland College	Freitas, Rutan, Foster, Adams	10/28/2016	MQ North Regional
	Beach, Parker	2/10/2018	TASCC Committee Meeting
	Davison, Foster	4/6/2018	EDAC Regionals
	May	5/30/2018	MQRTF Meeting
	Curry, Dyer, Roberson, May, Aschenbach	10/11/2019	Area A Meeting
Yuba	Cruz, Henderson	2/25/2019	Faculty Diversification Regional
	Donahue	8/14/2019	Guided Pathways Workshop
	Bean, Roberson	10/24/2019	Shared Governance - Technical Assistance
<b>Area B</b>			
Alameda, College of	Bruno	11/21/2016	Collegiality in Action
	Aschenbach	10/20/2017	ISF (CTE Regional)

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

COLLEGE	VISITOR	DATE OF VISIT	REASON
Laney	May	3/6/2017	District (PCCD) Enrollment Mgmt.
	Corrina Evett		
	Stankas	8/28/2018	Peralta District Collegiality in Action
Las Positas	May	9/16/2016	SLO vs. Objectives
	May	8/16/2018	CLCCD Speaker at Convocation
Los Medanos			
Marin, College of	Davison	3/17/2017	Curriculum Streamlining
	Davison	9/15/2017	OER Regional
	Eikey	1/15/2019	Minimum Qualifications Equivalency
Mendocino	Bruno	9/22/2017	Collegiality in Action
Merritt	Davison	3/17/2017	Curriculum Streamlining
Mission	Davison, Freitas	12/8/2016	Local Visit
	May, Roberson	3/15/2019	Curriculum Regionals
	Cruz	9/26/2019	FACCC SouthBay Advocacy Summit
Monterey Peninsula	Freitas, Bruno	11/10/2016	Local Visit
	McKay	2/7/2018	IEPI PRT
	Henderson, Cruz, Davison	3/22/2019	Area B Meeting
Napa Valley	Beach	11/14/2016	IEPI PRT Team Member
Ohlone	McKay, Davison	10/19/2017	Local Senate Visit
	Stankas	9/26/2018	Collegiality in Action
	Davison	8/23/2019	Governance/Local Senate
Peralta CCD	Parker	11/4/2019	Local Senate Visit - Noncredit

COLLEGE	VISITOR	DATE OF VISIT	REASON
San Francisco, City College of	Davison	3/8/2017	Technical Curriculum
	Rutan	2/5/2019	AB 705
	Parker	4/26/2019	FACCC Counselor's Conference
San José City	Davison	5/24/2017	Curriculum Streamlining Workshop
	Rutan, May	5/18/2018	Curriculum Regional
	Foster, Bruzzese	8/30/2019	TASSC In-person Meeting
San Mateo, College of	McKay, Rutan	10/12/2018	AB 705 Workshop
	Stankas, Davison, Aschenbach, May, Bean, Mica	10/4/2019	ICAS
Santa Rosa Junior	Beach	11/21/2016	EDAC Strategic Plan Meeting
	Slattery-Farrell, Foster	3/10/2017	MQ
	May, Roberson	1/24/2018	GP Resource Team
	McKay	3/23/2018	Area B Meeting
	Aschenbach	10/3/2018	Tech Visit - Gov and Consultation
	Aschenbach, Roberson		Counselor Conference (Petaluma Campus)
Skyline	Davison, Beach, LSF, McKay, Crump	10/21/2016	Curriculum Regional Meeting
	Stankas	1/25/2017	BDP Articulation
	McKay, Davison	10/13/2017	Area B Meeting
	May	3/5/2019	Recoding Regional Meeting
	Aschenbach	9/23/2019	AB 705 ESL Recoding Regional
	Aschenbach	12/14/2019	Curriculum Committee Meeting
Solano	Stankas, McKay, Smith, Davison	10/14/2016	Area B Meeting
	Rutan	2/16/2017	BDP Accreditation
	Foster, Davison	10/27/2017	EDAC Regional
	Aschenbach, Davison, May, McKay	10/24/2018	WEDPAC/EDAC Tour
	Cruz, Davison	10/11/2019	Area B Meeting (Off-site due to PG&E power shut down)

COLLEGE	VISITOR	DATE OF VISIT	REASON
West Valley	Davison	11/8/2016	Local Senate Visit
	Aschenbach	12/7/2016	Noncredit Asst. (Zoom w/WVC Noncredit Task Force)
	Bruno	2/6/2018	Collegiality in Action
	Davison	8/24/2018	Local Senate Accreditation
<b>Area C</b>			
Allan Hancock	Cruz	10/25/2019	Guided Pathways Regional Meeting
Antelope Valley	Freitas, Slaterry-Farrell	11/29/2016	Equivalency Toolkit MQ Workgroups
Canyons, College of the	Freitas, Stankas	10/21/2016	MQ & Equivalencies Presentations
	Davison	10/5-6/2017	Civic Engagement Summit
	May, Roberson, Eikey	12/18/2017	Resolutions Committee Meeting
	Aschenbach	10/18/2018	Tech Visit, Advisory Committees
	May	3/18/2019	Recoding Regional Meeting
	May	9/20/2019	Guided Pathways and Governance
Cerritos	Rutan, May	5/19/2018	Curriculum Regional
	Davison	1/18/2019	FACCC Policy Forum
	Cruz	5/9/2019	Faculty-Employee Diversification Action Planning Session
Citrus	Roberson	8/23/2018	Local Senate Visit, Guided Pathways
	Eikey, Davison, Bruzzese, Bean	3/23/2019	Area C Meeting
Cuesta	Fulks	11/14/2019	Local Senate Visit, Guided Pathways
	Cruz	11/15/2019	CEO Training, with ACHRO
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

COLLEGE	VISITOR	DATE OF VISIT	REASON
Compton College	May, Roberson	8/25/2017	Guided Pathways
	Eikey, Stankas, Bruzzese, Aschenbach	10/13/2018	Area C Meeting
	Stankas	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, Stankas	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
LA Pierce	Roberson	8/23/2018	Guided Pathways Visit
	Aschenbach	11/2/2019	Curriculum Regional Meeting
LA Southwest	Roberson, Parker	2/13/2019	RWLS Committee Meeting
	Aschenbach, Roberson, Stankas	2/28/2019	GP and Local Senate Visit
	Executive Committee	3/1/2019	Executive Committee Meeting
	Stankas	5/9/2019	Collegiality in Action
LA Trade-Technical	Smith	10/21/2016	Formerly Incarcerated Regional Meeting
LA Valley	Rutan, Aschenbach	12/9/2017	Curriculum Committee Meeting
	Aschenbach	3/17/2018	Curriculum Committee Meeting
	May	12/14/2018	Curriculum Committee Meeting



COLLEGE	VISITOR	DATE OF VISIT	REASON
Moorpark	Freitas, Stankas, Eikey	10/14/2017	Area C Meeting
	Eikey	5/8/2019	CTE Minimum Qualification Toolkit Regional Meeting
Mt. San Antonio	Davison, LSF, Aschenbach, Beach, Rutan	10/22/2016	Curriculum Regional
	Davison	2/23/2017	Dual Enrollment Toolkit
	Davison, Rutan, Beach	2/25/2017	Curriculum Committee Meeting
	Aschenbach	6/4/2017	Curriculum Assistance
	Aschenbach	7/19/2018	Curriculum Assistance
	May	11/17/2018	Curriculum Regional
	May	8/1/2019	Senate Governance and Guided Pathways
Oxnard			
Pasadena City	Foster, Freitas	11/15/2016	Area C Meeting
	Roberson, Beach, Eikey, May	5/11/2018	Guided Pathways Regional Meeting
Rio Hondo	Beach	9/27/2018	Guided Pathways
	Cruz	8/21/2019	Technical Visit - EDI Focus
	Bean, Davison, Donahue, Bruzzese	10/12/2019	Area C Meeting
	Foster, Bruzzese	1/31/2020	TASSC In-person Meeting
Santa Barbara City	Stankas	1/18/2019	Collegiality in Action
Santa Monica	McKay	9/14/2018	Equity and Diversity Action Committee Meeting
Ventura	Freitas	4/2/2016	Area C Meeting
	Freitas, Beach	1/18/2018	Noncredit Presentations
West LA	Roberson	5/8/2017	Mini PRT
<b>Area D</b>			
Barstow	Rutan, Stankas, S. Foster, Beach, Slattery-Farrell	3/25/2017	Area D Meeting
	Slattery-Farrell, Stankas	8/29/2017	Technical Visit

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

COLLEGE	VISITOR	DATE OF VISIT	REASON
MiraCosta	May Beach	9/28/2016	Educational Policies Committee Meeting
	Foster, Freitas	8/10/2017	Educational Policies Committee Meeting
	May, Aschenbach	3/13/2019	Recoding Regional Meeting
Moreno Valley	McKay, Stankas	1/27/2017	Online Education Committee Meeting
	Executive Committee	9/29-30/2017	Executive Committee Meeting
Mt. San Jacinto	Foster	11/17/2017	SI Institute
	Rutan	1/30/2019	Chemistry
	May	1/15/2020	Chemistry/Curriculum Visit
Norco	Davison, Slattery-Farrell, Eikey, Aschenbach	1/11/2018	RWLS Committee Meeting
	Cruz, Henderson	2/28/2019	Faculty Diversification Regional
	Foster, Rutan, Parker, Stankas	3/23/2019	Area D Meeting
North Orange - Noncredit			
Orange Coast	Aschenbach	2/9/2018	SLO Symposium
	Beach, Pilati	3/16/2018	Guided Pathways
Palo Verde	Rutan	8/31/2017	TOP Code Alignment
Palomar	Aschenbach, McKay	12/3/2016	Noncredit South Regional Meeting
	Rutan, Parker, Foster, Davison	10/13/2018	Area D Meeting
	Stankas	4/15/2019	Collegiality in Action
Riverside City	Freitas, Stankas, Slattery-Farrell	10/29/2016	MQ South Regional Meeting
	Davison, Rutan	5/30/2017	Curriculum Streamlining Workshop
	Davison, Stankas	11/4/2019	Assembly Higher Education Hearing on Faculty Diversification
Saddleback	Davison	3/15/2017	Curriculum Tech Visit
	Rutan	1/30/2019	Noncredit

COLLEGE	VISITOR	DATE OF VISIT	REASON
San Bernardino Valley	Executive Committee	9/9/2016	Executive Committee Meeting
	Rutan	5/11/2018	AB 705 Implementation
	Rutan, Parker	9/20/2018	AB 705 Regional
	Foster, Davison	2/19/2019	Accreditation Committee Meeting
	Dyer, Bruzzese	10/30/2019	Local Senate Visit - Brown Act/Roberts Rules
	May, Mica, Cruz, Donahue	1/30/2020	Guided Pathways Taskforce
San Diego City	Beach	1/19/2018	FACCC Board
San Diego Cont. Ed.	Rutan, Slattery-Farrell	10/15/2016	Area D Meeting
	Smith	11/19/2016	TOP Code Alignment
	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
	Curry, Donahue	1/16/2020	Educational Policies Committee Meeting
San Diego Miramar	May	10/28/2016	IEPI Convening for Planning
	Bruno	5/1/2018	Collegiality in Action
Santa Ana	Beach	8/23/2017	Presentation on Role of Local ASCCC Senates Governance
	Foster, May, Bruzzese	1/25/2019	SLO Symposium
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 2/7/2020										
Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Status	Description	Status Notes	Month Complete	Year Complete
Professional Development College	March	2019	IV. Q.	Executive Director		Assigned	To explore the allocation of resources to continue the Professional Development College and report the findings at the next budget update.			
Revision of Data 101 Paper	June	2019	IV. H.	Educational Policies Committee; Lead: Nathaniel Donahue	Nov-19	In Progress	A revised Data 101: Guiding Principles for Faculty will be brought to the November 6, 2019 Executive Committee Meeting for review.	<b>7.9.19:</b> Can/Should this be delegated? <b>8.10.19:</b> Reassigned from Roberson/Davison to the Educational Policies Committee. <b>9.27.19:</b> Reviewed by Educational Policies Committee, recommended a new paper and Rostrum article on Data 101 and 10 years. Item will return in December based on the direction of Plenary Resolutions.		
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.	<b>1.10.20:</b> Survey was approved at the January Executive Committee meeting. <b>2.7.20:</b> Survey was distributed in January 2020	January	2020
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.	<b>2.7.20:</b> The Vision, Mission, and Values statement was reviewed and approved at the February Executive Committee Meeting.	February	2020
Referred Resolutions From Fall Plenary	December	2019	IV. H.	The President and Guided Pathways Chair		Assigned	The President and Guided Pathways Chair request time at the CATESOL Spring Workshop to provide information regarding CB 25 coding and the inclusion of ESL courses.			

Action Tracking as of 2/7/2020										
Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Status	Description	Status Notes	Month Complete	Year Complete
Womyn's Survey Results and Next Steps	December	2019	IV. J.	Faculty Leadership Development Committee		Assigned	The FDLC will work on additional survey questions regarding the needs of faculty of color in providing leadership development opportunities and collaborate with Puente, Umoja, and A <sup>2</sup> MEND for distribution of the survey to diverse faculty leaders. The FDLC will work to develop a proposed redesign of the Faculty Leadership Academy.	<b>2.7.20:</b> The survey was reviewed and approved at the February Executive Committee Meeting.	February	2020
Faculty Leadership and Development Committee (FLDC): Professional Development College	December	2019	IV. K.	Faculty Leadership Development Committee		Assigned	The Academic Senate Foundation and FDLC develop a proposal of a redesigned leadership academy. The PDC modules will be evaluated for effectiveness and necessary updates.	<b>1.10.2020:</b> A draft proposal was brought for discussion at the January Executive Committee Meeting. The FLDC will work to further develop the proposal for approval by the Executive Committee Meeting.		
ASCCC Brand Survey	January	2020	V. D.	ASCCC Office		Assigned	The Visual Designer will develop mock concepts based on the feedback from the discussion to be discussed at a future Executive Committee Meeting.	<b>2.7.20:</b> The Executive Committee discussed the proposed levels of change to the ASCCC logo and branding.		



## Executive Committee Agenda Item

SUBJECT: Curriculum Regional Meetings		Month: March	Year: 2020
		Item No:	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will consider for approval Curriculum Regional Meetings for spring 2020	Urgent: NO	
		Time Requested:	
CATEGORY:	Consent	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Cheryl Aschenbach	Consent/Routine	X
		First Reading	
STAFF REVIEW <sup>1</sup> :		Action	
		Discussion	

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

Annually each fall and spring, the ASCCC Curriculum Committee holds two Curriculum Regional Meetings, one in the north and one in the south.

The regional meetings have been used to provide updates to local curriculum chairs, local curriculum committee members, deans, and CIOs as well as facilitate the gathering of feedback or problem solving with the field if needed; the 2020 regionals are intended to continue to do this along with being a venue for these timely topics:

- Transfer alignment efforts
- Onboarding: placement of students into English, math, and ESL, including review of need to review or assign CB21, CB25, and CB26 codes to courses
- Competency-based education – updates from 5C conversations
- Policies for IB (International Baccalaureate) and GE

Proposed dates: Friday, April 24 (North) and Saturday, April 25 (South)

Alternate dates: Thursday, March 19 (North) and Thursday, April 2 (South) OR Thurs, April 23 & Fri, April 24.

NOTE: Cypress College has already volunteered to host the south regional, pending a specific date.

The following format is proposed for the regional workshops.

Draft Schedule:

9:30-10:00 Check-in/Breakfast

10:00-11:00 General Session

11:00-11:10 Break

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

11:10-12:10	General Session
12:10-12:45	Lunch
12:45-1:45	General Session (may be 2 breakouts depending on registration and need)
1:45-2:00	Break
2:00-3:00	General Session (may be 2 breakouts depending on registration and need)
3:00	Regional Meeting Ends





## Executive Committee Agenda Item

SUBJECT: Approve Filing of Federal Form 990 Fiscal Year 2018-2019 Tax Return		Month: March	Year: 2020
		Item No: II. C.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will be presented the Form 990 for Fiscal Year 18-19 for review and approval.	Urgent: Yes	
		Time Requested: NA	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Virginia May/Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Information	

Please note: Staff will complete the grey areas.

### BACKGROUND:

All tax-exempt organizations are required to submit a Form 990 to the Internal Revenue Service each year. The requirement to file a Form 990 is a condition for maintaining tax-exempt status. Furthermore, nonprofit organizations are required to make their Form 990s available to the public on request. The ASCCC submits its Form 990s to Guidestar, which posts information about nonprofits (<http://www.guidestar.org/Home.aspx>). During the nonprofit board training in September, the Board was reminded that reviewing and approving submission of the Form 990 is part of its fiduciary duty. The Form 990 for fiscal year 2018-2019 is being presented to the Executive Committee for review and approval, prior to filing with the IRS.

The following formula was approved by the Executive Committee in March 2018 to calculate the weekly hours for representatives.

- Calculations were based on the Reassignment Time Percentages for 2018-19.
- Assumption was the "purchase" of 30 units or 100% of time is equivalent to 9 months.
- Standard annual hours in one year = 2080 hours. 9 months of hours (75%) = 1560 hours.
- Annualized: 1560 hours/52 weeks = 30 hours per week average for an individual with 100% of their time reassigned.
  - Pres & VP - 30 hour per week, plus summer = 40 hour per week.

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

### Forms 990 / 990-EZ Return Summary

For calendar year 2018, or tax year beginning **07/01/18** , and ending **06/30/19**

**Academic Senate for California  
Community Colleges**

**95-2707667**

<b>Net Asset / Fund Balance at Beginning of Year</b>		<u>314,071</u>
<b>Revenue</b>		
Contributions	<u>3,190,092</u>	
Program service revenue	<u>753,124</u>	
Investment income	<u>1,925</u>	
Capital gain / loss		
Fundraising / Gaming:		
Gross revenue		
Direct expenses		
Net income		
Other income	<u>30,064</u>	
<b>Total revenue</b>		<u>3,975,205</u>
<b>Expenses</b>		
Program services	<u>2,208,924</u>	
Management and general	<u>989,524</u>	
Fundraising		
<b>Total expenses</b>		<u>3,198,448</u>
<b>Excess / (deficit)</b>		<u>776,757</u>
Changes		
<b>Net Asset / Fund Balance at End of Year</b>		<u>1,090,828</u>

**Reconciliation of Revenue**

Total revenue per financial statements	_____
Less:	
Unrealized gains	_____
Donated services	_____
Recoveries	_____
Other	_____
Plus:	
Investment expenses	_____
Other	_____
<b>Total revenue per return</b>	<u>3,975,205</u>

**Reconciliation of Expenses**

Total expenses per financial statements	_____
Less:	
Donated services	_____
Prior year adjustments	_____
Losses	_____
Other	_____
Plus:	
Investment expenses	_____
Other	_____
<b>Total expenses per return</b>	<u>3,198,448</u>

	Beginning	Ending	Differences
Assets	<u>1,432,543</u>	<u>1,630,737</u>	
Liabilities	<u>1,118,472</u>	<u>539,909</u>	
Net assets	<u>314,071</u>	<u>1,090,828</u>	<u>776,757</u>

**Miscellaneous Information**

Amended return \_\_\_\_\_

Return / extended due date 05/15/20

Failure to file penalty \_\_\_\_\_

Form **8879-EO**

**IRS e-file Signature Authorization  
for an Exempt Organization**

OMB No. 1545-1878

For calendar year 2018, or fiscal year beginning 7/01, 2018, and ending 6/30, 20 19

▶ **Do not send to the IRS. Keep for your records.**

▶ **Go to [www.irs.gov/Form8879EO](http://www.irs.gov/Form8879EO) for the latest information.**

**2018**

Department of the Treasury  
Internal Revenue Service

Name of exempt organization	<b>Academic Senate for California Community Colleges</b>	Employer identification number	<b>95-2707667</b>
Name and title of officer	<b>Krystinne Mica Executive Director</b>		

**Part I Type of Return and Return Information (Whole Dollars Only)**

Check the box for the return for which you are using this Form 8879-EO and enter the applicable amount, if any, from the return. If you check the box on line 1a, 2a, 3a, 4a, or 5a, below, and the amount on that line for the return being filed with this form was blank, then leave line 1b, 2b, 3b, 4b, or 5b, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than one line in Part I.

1a Form 990 check here ▶ <input checked="" type="checkbox"/>	<b>b Total revenue</b> , if any (Form 990, Part VIII, column (A), line 12)	<b>1b</b>	<b>3,975,205</b>
2a Form 990-EZ check here ▶ <input type="checkbox"/>	<b>b Total revenue</b> , if any (Form 990-EZ, line 9)	<b>2b</b>	
3a Form 1120-POL check here ▶ <input type="checkbox"/>	<b>b Total tax</b> (Form 1120-POL, line 22)	<b>3b</b>	
4a Form 990-PF check here ▶ <input type="checkbox"/>	<b>b Tax based on investment income</b> (Form 990-PF, Part VI, line 5)	<b>4b</b>	
5a Form 8868 check here ▶ <input type="checkbox"/>	<b>b Balance Due</b> (Form 8868, line 3c)	<b>5b</b>	

**Part II Declaration and Signature Authorization of Officer**

Under penalties of perjury, I declare that I am an officer of the above organization and that I have examined a copy of the organization's 2018 electronic return and accompanying schedules and statements and to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the organization's electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the organization's return to the IRS and to receive from the IRS (a) an acknowledgement of receipt or reason for rejection of the transmission, (b) the reason for any delay in processing the return or refund, and (c) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the organization's federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the organization's electronic return and, if applicable, the organization's consent to electronic funds withdrawal.

**Officer's PIN: check one box only**

I authorize **Next Level Accounting & Tax** to enter my PIN **95650** as my signature  
ERO firm name Enter five numbers, but do not enter all zeros

on the organization's tax year 2018 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

As an officer of the organization, I will enter my PIN as my signature on the organization's tax year 2018 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Officer's signature ▶ \_\_\_\_\_ Date ▶ **03/11/20**

**Part III Certification and Authentication**

**ERO's EFIN/PIN.** Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN.

**68315990505**  
Do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2018 electronically filed return for the organization indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163**, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature ▶ **Keith Huggett** Date ▶ **03/11/20**

**ERO Must Retain This Form — See Instructions  
Do Not Submit This Form to the IRS Unless Requested To Do So**

For Paperwork Reduction Act Notice, see back of form.

Form **8879-EO** (2018)

Form **990**

Department of the Treasury  
Internal Revenue Service

**Return of Organization Exempt From Income Tax**  
Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

▶ Do not enter social security numbers on this form as it may be made public.  
▶ Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for instructions and the latest information.

OMB No. 1545-0047

**2018**  
**Open to Public Inspection**

**A For the 2018 calendar year, or tax year beginning 07/01/18, and ending 06/30/19**

<b>B</b> Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Final return/terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	<b>C</b> Name of organization <b>Academic Senate for California Community Colleges</b>		<b>D</b> Employer identification number <b>95-2707667</b>
	Doing business as <b>One Capitol Mall 230</b>		<b>E</b> Telephone number <b>916-445-4753</b>
	Number and street (or P.O. box if mail is not delivered to street address) City or town, state or province, country, and ZIP or foreign postal code <b>Sacramento CA 95814</b>		<b>G</b> Gross receipts\$ <b>3,975,205</b>
	<b>F</b> Name and address of principal officer: <b>Krystinne Mica</b>		<b>H(a)</b> Is this a group return for subordinates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>H(b)</b> Are all subordinates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. (see instructions)
<b>I</b> Tax-exempt status: <input type="checkbox"/> 501(c)(3) <input checked="" type="checkbox"/> 501(c) ( <b>6</b> ) ◀ (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527		<b>J</b> Website: ▶ <b>www.asccc.org</b>	
<b>K</b> Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other ▶		<b>L</b> Year of formation: <b>1970</b>	<b>M</b> State of legal domicile: <b>CA</b>

**Part I Summary**

<b>Activities &amp; Governance</b>	<b>1</b> Briefly describe the organization's mission or most significant activities: The specific and primary purposes are the promotion and advancement of public community college education in California.		
	<b>2</b> Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.		
	<b>3</b> Number of voting members of the governing body (Part VI, line 1a)	<b>3</b>	<b>15</b>
	<b>4</b> Number of independent voting members of the governing body (Part VI, line 1b)	<b>4</b>	<b>14</b>
	<b>5</b> Total number of individuals employed in calendar year 2018 (Part V, line 2a)	<b>5</b>	<b>14</b>
	<b>6</b> Total number of volunteers (estimate if necessary)	<b>6</b>	<b>0</b>
	<b>7a</b> Total unrelated business revenue from Part VIII, column (C), line 12	<b>7a</b>	<b>0</b>
<b>7b</b> Net unrelated business taxable income from Form 990-T, line 38	<b>7b</b>	<b>0</b>	
<b>Revenue</b>	<b>8</b> Contributions and grants (Part VIII, line 1h)	Prior Year	Current Year
	<b>9</b> Program service revenue (Part VIII, line 2g)	3,003,087	3,190,092
	<b>10</b> Investment income (Part VIII, column (A), lines 3, 4, and 7d)	730,695	753,124
	<b>11</b> Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	220	1,925
	<b>12</b> Total revenue – add lines 8 through 11 (must equal Part VIII, column (A), line 12)	81,739	30,064
		3,815,741	3,975,205
<b>Expenses</b>	<b>13</b> Grants and similar amounts paid (Part IX, column (A), lines 1–3)		0
	<b>14</b> Benefits paid to or for members (Part IX, column (A), line 4)		0
	<b>15</b> Salaries, other compensation, employee benefits (Part IX, column (A), lines 5–10)	964,164	789,523
	<b>16a</b> Professional fundraising fees (Part IX, column (A), line 11e)		0
	<b>b</b> Total fundraising expenses (Part IX, column (D), line 25) ▶ <b>0</b>		
	<b>17</b> Other expenses (Part IX, column (A), lines 11a–11d, 11f–24e)	2,768,806	2,408,925
<b>18</b> Total expenses. Add lines 13–17 (must equal Part IX, column (A), line 25)	3,732,970	3,198,448	
<b>19</b> Revenue less expenses. Subtract line 18 from line 12	82,771	776,757	
<b>Net Assets or Fund Balances</b>	<b>20</b> Total assets (Part X, line 16)	Beginning of Current Year	End of Year
	<b>21</b> Total liabilities (Part X, line 26)	1,432,543	1,630,737
	<b>22</b> Net assets or fund balances. Subtract line 21 from line 20	1,118,472	539,909
	314,071	1,090,828	

**Part II Signature Block**

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

<b>Sign Here</b>	Signature of officer <b>Krystinne Mica</b>		Date _____	
	Type or print name and title <b>Executive Director</b>			
<b>Paid Preparer Use Only</b>	Print/Type preparer's name <b>Keith Huggett</b>	Preparer's signature <b>Keith Huggett</b>	Date <b>02/20/20</b>	Check <input type="checkbox"/> if self-employed PTIN <b>P00303076</b>
	Firm's name ▶ <b>Next Level Accounting &amp; Tax</b>		Firm's EIN ▶ <b>82-1310971</b>	
	Firm's address ▶ <b>983 Reserve Drive Roseville, CA 95678-1340</b>		Phone no. <b>916-960-9800</b>	

May the IRS discuss this return with the preparer shown above? (see instructions)  Yes  No

For Paperwork Reduction Act Notice, see the separate instructions.

DAA

Form **990** (2018)

**Part III Statement of Program Service Accomplishments**

Check if Schedule O contains a response or note to any line in this Part III

1 Briefly describe the organization's mission:

**See Schedule O**

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ?  Yes  No

If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services?  Yes  No

If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code: ) (Expenses \$ including grants of\$ ) (Revenue \$ )

The organization provided support and assistance to 114 local Academic Senates through both formal and informal mechanisms. The Senate also provided speakers and tailored workshops as well as strategic advice and direct support to local senates. The senate provided two major conferences (with approximately 300 attendees each) and six institutes as well as implementing five grants to benefit higher education in California.

4b (Code: ) (Expenses \$ including grants of\$ ) (Revenue \$ )

N/A

4c (Code: ) (Expenses \$ including grants of\$ ) (Revenue \$ )

N/A

4d Other program services (Describe in Schedule O.)

(Expenses \$ including grants of\$ ) (Revenue \$ )

4e Total program service expenses ▶

**Part IV Checklist of Required Schedules**

		Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? If "Yes," complete Schedule A		X
2	Is the organization required to complete Schedule B, Schedule of Contributors (see instructions)?		X
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? If "Yes," complete Schedule C, Part I		X
4	<b>Section 501(c)(3) organizations.</b> Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? If "Yes," complete Schedule C, Part II		
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? If "Yes," complete Schedule C, Part III	X	
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? If "Yes," complete Schedule D, Part I		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? If "Yes," complete Schedule D, Part II		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? If "Yes," complete Schedule D, Part III		X
9	Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? If "Yes," complete Schedule D, Part IV		X
10	Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? If "Yes," complete Schedule D, Part V		X
11	If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? If "Yes," complete Schedule D, Part VI	X	
b	Did the organization report an amount for investments—other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? If "Yes," complete Schedule D, Part VII		X
c	Did the organization report an amount for investments—program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? If "Yes," complete Schedule D, Part VIII		X
d	Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? If "Yes," complete Schedule D, Part IX		X
e	Did the organization report an amount for other liabilities in Part X, line 25? If "Yes," complete Schedule D, Part X	X	
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? If "Yes," complete Schedule D, Part X		X
12a	Did the organization obtain separate, independent audited financial statements for the tax year? If "Yes," complete Schedule D, Parts XI and XII		X
b	Was the organization included in consolidated, independent audited financial statements for the tax year? If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional	X	
13	Is the organization a school described in section 170(b)(1)(A)(ii)? If "Yes," complete Schedule E		X
14a	Did the organization maintain an office, employees, or agents outside of the United States?		X
b	Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? If "Yes," complete Schedule F, Parts I and IV		X
15	Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? If "Yes," complete Schedule F, Parts II and IV		X
16	Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? If "Yes," complete Schedule F, Parts III and IV		X
17	Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? If "Yes," complete Schedule G, Part I (see instructions)		X
18	Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? If "Yes," complete Schedule G, Part II		X
19	Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? If "Yes," complete Schedule G, Part III		X
20a	Did the organization operate one or more hospital facilities? If "Yes," complete Schedule H		X
b	If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?		
21	Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? If "Yes," complete Schedule I, Parts I and II		X

**Part IV Checklist of Required Schedules (continued)**

		Yes	No
22	Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III.</i>		X
23	Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J.</i>	X	
24a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a.</i>		X
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
d	Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?		
25a	<b>Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations.</b> Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I.</i>		
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I.</i>		
26	Did the organization report any amount on Part X, line 5, 6, or 22 for receivables from or payables to any current or former officers, directors, trustees, key employees, highest compensated employees, or disqualified persons? <i>If "Yes," complete Schedule L, Part II.</i>		X
27	Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? <i>If "Yes," complete Schedule L, Part III.</i>		X
28	Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):		
a	A current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV.</i>		X
b	A family member of a current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV.</i>		X
c	An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? <i>If "Yes," complete Schedule L, Part IV.</i>		X
29	Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M.</i>		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M.</i>		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I.</i>		X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II.</i>		X
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I.</i>		X
34	Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1.</i>	X	
35a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	X	
b	If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2.</i>	X	
36	<b>Section 501(c)(3) organizations.</b> Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2.</i>		
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI.</i>		X
38	Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? <b>Note.</b> All Form 990 filers are required to complete Schedule O.	X	

**Part V Statements Regarding Other IRS Filings and Tax Compliance**

Check if Schedule O contains a response or note to any line in this Part V

		Yes	No
1a	Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable		
b	Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable		
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	X	

**Part V Statements Regarding Other IRS Filings and Tax Compliance** (continued)

		Yes	No
<b>2a</b>	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return		
	2a		14
<b>b</b>	If at least one is reported on line 2a, did the organization file all required federal employment tax returns? <b>Note.</b> If the sum of lines 1a and 2a is greater than 250, you may be required to e-file (see instructions)	X	
<b>3a</b>	Did the organization have unrelated business gross income of \$1,000 or more during the year?		X
<b>b</b>	If "Yes," has it filed a Form 990-T for this year? If "No" to line 3b, provide an explanation in Schedule O		
<b>4a</b>	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?		X
<b>b</b>	If "Yes," enter the name of the foreign country: See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).		
<b>5a</b>	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?		X
<b>b</b>	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?		X
<b>c</b>	If "Yes" to line 5a or 5b, did the organization file Form 8886-T?		
<b>6a</b>	Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?		X
<b>b</b>	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?		
<b>7</b>	<b>Organizations that may receive deductible contributions under section 170(c).</b>		
<b>a</b>	Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor?		
<b>b</b>	If "Yes," did the organization notify the donor of the value of the goods or services provided?		
<b>c</b>	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?		
<b>d</b>	If "Yes," indicate the number of Forms 8282 filed during the year		
	7d		
<b>e</b>	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?		
<b>f</b>	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?		
<b>g</b>	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?		
<b>h</b>	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?		
<b>8</b>	<b>Sponsoring organizations maintaining donor advised funds.</b> Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?		
<b>9</b>	<b>Sponsoring organizations maintaining donor advised funds.</b>		
<b>a</b>	Did the sponsoring organization make any taxable distributions under section 4966?		
<b>b</b>	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?		
<b>10</b>	<b>Section 501(c)(7) organizations.</b> Enter:		
<b>a</b>	Initiation fees and capital contributions included on Part VIII, line 12	10a	
<b>b</b>	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities	10b	
<b>11</b>	<b>Section 501(c)(12) organizations.</b> Enter:		
<b>a</b>	Gross income from members or shareholders	11a	
<b>b</b>	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.)	11b	
<b>12a</b>	<b>Section 4947(a)(1) non-exempt charitable trusts.</b> Is the organization filing Form 990 in lieu of Form 1041?	12a	
<b>b</b>	If "Yes," enter the amount of tax-exempt interest received or accrued during the year	12b	
<b>13</b>	<b>Section 501(c)(29) qualified nonprofit health insurance issuers.</b>		
<b>a</b>	Is the organization licensed to issue qualified health plans in more than one state? <b>Note.</b> See the instructions for additional information the organization must report on Schedule O.	13a	
<b>b</b>	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans	13b	
<b>c</b>	Enter the amount of reserves on hand	13c	
<b>14a</b>	Did the organization receive any payments for indoor tanning services during the tax year?	14a	X
<b>b</b>	If "Yes," has it filed a Form 720 to report these payments? If "No," provide an explanation in Schedule O	14b	
<b>15</b>	Is the organization subject to the section 4960 tax on payment(s) of more than \$1,000,000 in remuneration or excess parachute payment(s) during the year? If "Yes," see instructions and file Form 4720, Schedule N.	15	X
<b>16</b>	Is the organization an educational institution subject to the section 4968 excise tax on net investment income? If "Yes," complete Form 4720, Schedule O.	16	X



**Part VI Governance, Management, and Disclosure** For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions. Check if Schedule O contains a response or note to any line in this Part VI

**Section A. Governing Body and Management**

		Yes	No
<b>1a</b>	Enter the number of voting members of the governing body at the end of the tax year If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain in Schedule O.	<b>15</b>	
<b>1b</b>	Enter the number of voting members included in line 1a, above, who are independent	<b>14</b>	
<b>2</b>	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?		<b>X</b>
<b>3</b>	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, or trustees, or key employees to a management company or other person?		<b>X</b>
<b>4</b>	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?		<b>X</b>
<b>5</b>	Did the organization become aware during the year of a significant diversion of the organization's assets?		<b>X</b>
<b>6</b>	Did the organization have members or stockholders?	<b>X</b>	
<b>7a</b>	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?	<b>X</b>	
<b>b</b>	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?		<b>X</b>
<b>8</b>	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
<b>a</b>	The governing body?	<b>X</b>	
<b>b</b>	Each committee with authority to act on behalf of the governing body?	<b>X</b>	
<b>9</b>	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses in Schedule O.		<b>X</b>

**Section B. Policies** (This Section B requests information about policies not required by the Internal Revenue Code.)

		Yes	No
<b>10a</b>	Did the organization have local chapters, branches, or affiliates?		<b>X</b>
<b>b</b>	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?		
<b>11a</b>	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	<b>X</b>	
<b>b</b>	Describe in Schedule O the process, if any, used by the organization to review this Form 990.		
<b>12a</b>	Did the organization have a written conflict of interest policy? If "No," go to line 13	<b>X</b>	
<b>b</b>	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	<b>X</b>	
<b>c</b>	Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe in Schedule O how this was done	<b>X</b>	
<b>13</b>	Did the organization have a written whistleblower policy?	<b>X</b>	
<b>14</b>	Did the organization have a written document retention and destruction policy?	<b>X</b>	
<b>15</b>	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?		
<b>a</b>	The organization's CEO, Executive Director, or top management official	<b>X</b>	
<b>b</b>	Other officers or key employees of the organization If "Yes" to line 15a or 15b, describe the process in Schedule O (see instructions).	<b>X</b>	
<b>16a</b>	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?		<b>X</b>
<b>b</b>	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?		

**Section C. Disclosure**

- 17** List the states with which a copy of this Form 990 is required to be filed ► **CA**
- 18** Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.  
 Own website  Another's website  Upon request  Other (explain in Schedule O)
- 19** Describe in Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.
- 20** State the name, address, and telephone number of the person who possesses the organization's books and records ►

**The Academic Senate for California One Capital Mall, Suite 230  
 Sacramento CA 95814 916-445-4753**

**Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors**

Check if Schedule O contains a response or note to any line in this Part VII

**Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees**

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) <b>Carrie Roberson</b>	24.00									
<b>Representative</b>	0.00	X					5,000	0	0	
(2) <b>Mayra Cruz</b>	24.00									
<b>Representative</b>	0.00	X					1,000	0	0	
(3) <b>Geoffrey Dyer</b>	24.00									
<b>Representative</b>	0.00	X					0	0	0	
(4) <b>Michelle Bean</b>	24.00									
<b>Representative</b>	0.00	X					0	0	0	
(5) <b>LaTonya Parker</b>	22.00									
<b>Representative</b>	2.00	X					0	0	0	
(6) <b>Stephanie Curry</b>	12.00									
<b>Representative</b>	0.00	X					0	0	0	
(7) <b>Anna Bruzzese</b>	23.00									
<b>Representative</b>	1.00	X					0	0	0	
(8) <b>Sam Foster</b>	12.00									
<b>Representative</b>	0.00	X					0	0	0	
(9) <b>Sylvester Henderson</b>	23.00									
<b>Representative</b>	1.00	X					0	0	0	
(10) <b>Nathaniel Donahue</b>	16.00									
<b>Representative</b>	0.00	X					0	0	0	
(11) <b>Krystinne Mica</b>	39.00									
<b>Executive Director</b>	1.00		X				100,000	0	16,527	

DAA

**Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees** (continued)

(A) Name and title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)					(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee			
(12) Peter John Stankas	40.00								
President	0.00			X			20,000	0	
(13) Dolores Davison	40.00								
Vice President	0.00			X			20,000	0	
(14) Virginia May	30.00								
Treasurer	0.00			X			5,000	0	
(15) Cheryl Aschenbach	28.00								
Secretary	2.00			X			2,500	0	
(16) Julie Adams	0.00								
Past Exec. Director	0.00					X	202,432	0	
(17) Rita Sabler	0.00								
Creative Director	0.00					X	104,208	0	
<b>1b Sub-total</b>							<b>460,140</b>		<b>44,545</b>
<b>c Total from continuation sheets to Part VII, Section A</b>									
<b>d Total (add lines 1b and 1c)</b>							<b>460,140</b>		<b>44,545</b>

**2** Total number of individuals (including but not limited to those listed above) who received more than \$100,000 of reportable compensation from the organization **2**

	Yes	No
<b>3</b> Did the organization list any former officer, director, or trustee, key employee, or highest compensated employee on line 1a? If "Yes," complete Schedule J for such individual	X	
<b>4</b> For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? If "Yes," complete Schedule J for such individual	X	
<b>5</b> Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? If "Yes," complete Schedule J for such person		X

**Section B. Independent Contractors**

**1** Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation

**2** Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 of compensation from the organization **0**

**SCHEDULE O**  
**(Form 990 or 990-EZ)**

Department of the Treasury  
Internal Revenue Service

**Supplemental Information to Form 990 or 990-EZ**

Complete to provide information for responses to specific questions on Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or 990-EZ.

▶ Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for the latest information.

OMB No. 1545-0047

**2018**

**Open to Public Inspection**

Name of the organization <b>Academic Senate for California Community Colleges</b>	Employer identification number <b>95-2707667</b>
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**Form 990 - Organization's Mission**

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

**Form 990, Part III, Line 4d - All Other Accomplishments**

The organization provided support and assistance to 114 local Academic Senates through both formal and informal mechanisms. The Senate also provided speakers and tailored workshops as well as strategic advice and direct support to local senates. The senate provided two major conferences (with approximately 300 attendees each) and six institutes as well as implementing five grants to benefit higher education in California.

**Form 990, Part VI, Line 6 - Classes of Members or Stockholders**

Organization members are California Community College Academic Senates.

**Form 990, Part VI, Line 7a - Election of Members and Their Rights**

The Executive Committee shall consist of the officers and ten representatives which comprise the Board. All members of the Executive Committee, except the officers, shall be elected by the plenary session on the basis of geographic representation as prescribed in the senate rules

Name of the organization <b>Academic Senate for California</b>	Employer identification number <b>95-2707667</b>
---	---

and shall serve two-year staggered terms. All elected officers shall be elected at a general session of the Academic Senate for California Community Colleges for a one-year term. Each year, the Academic Senate appoints faculty members to The Statewide Standings Committees, Chancellor's Office Advisory Committees, and Task Forces. We actively solicit nominations to serve from faculty through plenary sessions, institutes, mailings, and personal contact. Last year the senate appointed more than 150 faculty members to serve at the state level in shaping statewide policies.

**Form 990, Part VI, Line 11b - Organization's Process to Review Form 990**  
The Academic Senate will engage a tax preparer to complete the Federal Form 990, Return of Organization Exempt from Income, and the State Form 199, California Exempt Organization Annual Information Return each year. Both annual information returns are due November 15, unless extended. The Board of Directors will review the information returns prior to electronic filing.

**Form 990, Part VI, Line 12c - Enforcement of Conflicts Policy**  
Each September, during the orientation of new Board Members and Executive Committee Members, The new members pledge to observe The Code of Ethics and agree to fully disclose the existence of any financial interest that may result in a perceived or actual conflict of interest. The expenditures for grants are reviewed to ensure there are no conflicts of interest. The Executive Director and Treasurer monitor expenditures as well. All Executive Committee Members are expected to maintain the highest standards of conduct and ethical behavior and to adhere to the Executive

Name of the organization

Employer identification number

**Academic Senate for California**

**95-2707667**

Committee Code of Ethics. The President of The Academic Senate and the Executive Committee will be prepared to investigate the factual basis behind any charge or complaint of conduct that is not in keeping with the Executive Committee Code of Ethics.

Violations of the Executive Committee's Code of Ethics Policy will be addressed by the Academic Senate President, who will first discuss the violation with The Executive Committee Member to reach a resolution. If a resolution is not achieved and further action is deemed necessary, the President may appoint an Ad Hoc Committee to examine the matter and recommend further course of action to the Executive Committee.

Form 990, Part VI, Line 15a - Compensation Process for Top Official

The Budget and Finance Committee sets the staff salary budget. The Executive Director's Salary and Benefits are determined by the Executive Committee using comparable data and annual review procedures.

Form 990, Part VI, Line 15b - Compensation Process for Officers

The Budget and Finance Committee sets the staff salary budget. All pay rates other than the Executive Directors salary and benefits are approved by the Executive Director and Documented in the personnel file. Stipends and salaries paid to the executive and other advisory committee members are approved by the president.

Form 990, Part VI, Line 19 - Governing Documents Disclosure Explanation

The Organization makes its Governing Documents, Conflict of Interest Policy, and Financial Statements available to the public upon request.

Name of the organization

Employer identification number

**Academic Senate for California**

**95-2707667**

**Form 990, Part XII, Line 2c - Change in Financial Review Process**

**New auditors were hired to audit, based upon thier selection criteria.**

### Form 199 Return Summary

For calendar year 2018, or tax year beginning 07/01/2018 , and ending 06/30/2019

**ACADEMIC SENATE FOR CALIFORNIA**                      **95-2707667**  
**COMMUNITY COLLEGES**

Gross sales / receipts	<u>785,113</u>	
Dues from members		
Contributions / grants	<u>3,190,092</u>	
Total costs		
Expenses	<u>3,198,448</u>	
<b>Excess / (deficit)</b>		<u><u>776,757</u></u>
Filing fee	<u>10</u>	
Total payments		
Penalties and interest		
Use tax		
<b>Balance due</b>		<u>10</u>
<b>Refund</b>		<u><u>          </u></u>

Balance Sheet			
	Beginning	Ending	Differences
Assets	<u>1,432,543</u>	<u>1,630,737</u>	
Liabilities	<u>1,118,472</u>	<u>539,912</u>	
Net assets	<u><u>314,071</u></u>	<u><u>1,090,825</u></u>	<u><u>776,754</u></u>

**Miscellaneous Information**  
 Amended return  
 Return / extended due date 05/15/20



034

**MAIL TO:**  
 Registry of Charitable Trusts  
 P.O. Box 903447  
 Sacramento, CA 94203-4470  
 (916) 210-6400

**WEB SITE ADDRESS:**  
[www.ag.ca.gov/charities/](http://www.ag.ca.gov/charities/)

## ANNUAL REGISTRATION RENEWAL FEE REPORT TO ATTORNEY GENERAL OF CALIFORNIA

Sections 12586 and 12587, California Government Code  
 11 Cal. Code Regs. sections 301-307, 311, and 312

Failure to submit this report annually no later than the 15th day of the 5th month after the end of the organization's accounting period may result in the loss of tax exemption and the assessment of a minimum tax of \$800, plus interest, and/or fines or filing penalties as defined in Government Code section 12586.1. IRS extensions will be honored.

State Charity Registration Number _____ <b>ACADEMIC SENATE FOR CALIFORNIA</b> Name of Organization <b>ONE CAPITOL MALL 230</b> Address (Number and Street) <b>SACRAMENTO CA 95814</b> City or Town, State and ZIP Code	Check if: <input type="checkbox"/> Change of address  <input type="checkbox"/> Amended report  Corporate or Organization No. <u>0612238</u>  Federal Employer I.D. No. <u>95-2707667</u>
--	---

**ANNUAL REGISTRATION RENEWAL FEE SCHEDULE (11 Cal. Code Regs. sections 301-307, 311, and 312)**  
 Make Check Payable to Attorney General's Registry of Charitable Trusts

Gross Annual Revenue	Fee	Gross Annual Revenue	Fee	Gross Annual Revenue	Fee
Less than \$25,000	0	Between \$100,001 and \$250,000	\$50	Between \$1,000,001 and \$10 million	\$150
Between \$25,000 and \$100,000	\$25	Between \$250,001 and \$1 million	\$75	Between \$10,000,001 and \$50 million	\$225
				Greater than \$50 million	\$300

**PART A - ACTIVITIES**

For your most recent full accounting period (beginning 07/01/18 ending 06/30/19 ) list:  
 Gross annual revenue \$ 3,975,205 Total assets \$ 1,630,737

**PART B - STATEMENTS REGARDING ORGANIZATION DURING THE PERIOD OF THIS REPORT**

**Note:** If you answer "yes" to any of the questions below, you must attach a separate sheet page providing an explanation and details for each "yes" response. Please review RRF-1 instructions for information required.

	Yes	No
1. During this reporting period, were there any contracts, loans, leases or other financial transactions between the organization and any officer, director or trustee thereof either directly or with an entity in which any such officer, director or trustee had any financial interest?		X
2. During this reporting period, were there any theft, embezzlement, diversion or misuse of the organization's charitable property or funds?		X
3. During this reporting period, did non-program expenditures exceed 50% of gross revenues?		X
4. During this reporting period, were any organization funds used to pay any penalty, fine or judgment? If you filed a Form 4720 with the Internal Revenue Service, attach a copy.		X
5. During this reporting period, were the services of a commercial fundraiser or fundraising counsel for charitable purposes used? If "yes," provide an attachment listing the name, address, and telephone number of the service provider.		X
6. During this reporting period, did the organization receive any governmental funding? If so, provide an attachment listing the name of the agency, mailing address, contact person, and telephone number. <span style="float: right;"><b>STMT 1</b></span>	X	
7. During this reporting period, did the organization hold a raffle for charitable purposes? If "yes," provide an attachment indicating the number of raffles and the date(s) they occurred.		X
8. Does the organization conduct a vehicle donation program? If "yes," provide an attachment indicating whether the program is operated by the charity or whether the organization contracts with a commercial fundraiser for charitable purposes.		X
9. Did your organization have prepared an audited financial statement in accordance with generally accepted accounting principles for this reporting period?		X

Organization's area code and telephone number 916-445-4753

Organization's e-mail address KRYSTINNE@ASCCC.ORG

**I declare under penalty of perjury that I have examined this report, including accompanying documents, and to the best of my knowledge and belief, the content is true, correct and complete.**

KRYSTINNE MICA
EXECUTIVE DIRECTOR
\_\_\_\_\_

Signature of authorized officer      Printed Name      Title      Date

034

Date Accepted \_\_\_\_\_

**DO NOT MAIL THIS FORM TO THE FTB**

TAXABLE YEAR

**2018**

**California e-file Return Authorization for Exempt Organizations**

FORM

**8453-EO**

Exempt Organization name **ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES**

Identifying number  
**95-2707667**

**Part I Electronic Return Information** (whole dollars only)

1	Total gross receipts (Form 199, line 4)	1	<b>3,975,205</b>
2	Total gross income (Form 199, line 8)	2	<b>3,975,205</b>
3	Total expenses and disbursements (Form 199, Line 9)	3	<b>3,198,448</b>

**Part II Settle Your Account Electronically for Taxable Year 2018**

4  Electronic funds withdrawal      4a Amount \_\_\_\_\_      4b Withdrawal date (mm/dd/yyyy) \_\_\_\_\_

**Part III Banking Information** (Have you verified the exempt organization's banking information?)

5 Routing number \_\_\_\_\_  
6 Account number \_\_\_\_\_      7 Type of account:  Checking  Savings

**Part IV Declaration of Officer**

I authorize the exempt organization's account to be settled as designated in Part II. If I check Part II, Box 4, I authorize an electronic funds withdrawal for the amount listed on line 4a.

Under penalties of perjury, I declare that I am an officer of the above exempt organization and that the information I provided to my electronic return originator (ERO), transmitter, or intermediate service provider and the amounts in Part I above agree with the amounts on the corresponding lines of the exempt organization's 2018 California electronic return. To the best of my knowledge and belief, the exempt organization's return is true, correct, and complete. If the exempt organization is filing a balance due return, I understand that if the Franchise Tax Board (FTB) does not receive full and timely payment of the exempt organization's fee liability, the exempt organization will remain liable for the fee liability and all applicable interest and penalties. I authorize the exempt organization return and accompanying schedules and statements be transmitted to the FTB by the ERO, transmitter, or intermediate service provider. **If the processing of the exempt organization's return or refund is delayed, I authorize the FTB to disclose to the ERO or intermediate service provider the reason(s) for the delay.**

**Sign Here**

Signature of officer

**03/11/20**  
Date

**EXECUTIVE DIRECTOR**  
Title

**Part V Declaration of Electronic Return Originator (ERO) and Paid Preparer.** See instructions.

I declare that I have reviewed the above exempt organization's return and that the entries on form FTB 8453-EO are complete and correct to the best of my knowledge. (If I am only an intermediate service provider, I understand that I am not responsible for reviewing the exempt organization's return. I declare, however, that form FTB 8453-EO accurately reflects the data on the return.) I have obtained the organization officer's signature on form FTB 8453-EO before transmitting this return to the FTB; I have provided the organization officer with a copy of all forms and information that I will file with the FTB, and I have followed all other requirements described in FTB Pub. 1345, 2018 Handbook for Authorized e-file Providers. I will keep form FTB 8453-EO on file for **four** years from the due date of the return or **four** years from the date the exempt organization return is filed, whichever is later, and I will make a copy available to the FTB upon request. If I am also the paid preparer, under penalties of perjury, I declare that I have examined the above exempt organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

<b>ERO Must Sign</b>	ERO's signature	<b>KEITH HUGGETT</b>	Date	Check if also paid preparer <input checked="" type="checkbox"/>	Check if self-employed <input type="checkbox"/>	ERO's PTIN	<b>P00303076</b>
	Firm's name (or yours if self-employed) and address	<b>NEXT LEVEL ACCOUNTING &amp; TAX</b>			FEIN	<b>82-1310971</b>	
		<b>983 RESERVE DRIVE</b>			ZIP code	<b>95678-1340</b>	
		<b>ROSEVILLE</b>				<b>CA</b>	

Under penalties of perjury, I declare that I have examined the above organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

<b>Paid Preparer Must Sign</b>	Paid preparer's signature	Date	Check if self-employed <input type="checkbox"/>	Paid preparer's PTIN
	Firm's name (or yours if self-employed) and address	FEIN		
		ZIP code		

TAXABLE YEAR **2018** **California Exempt Organization**  
**Annual Information Return**

FORM

**199**

Calendar Year 2018 or fiscal year beginning (mm/dd/yyyy) **07/01/2018**, and ending (mm/dd/yyyy) **06/30/2019**.

Corporation/Organization name **ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES** California corporation number **0612238**

Additional information. See instructions. FEIN **95-2707667**

Street address (suite or room) **ONE CAPITOL MALL 230** PMB no.

City **SACRAMENTO** State **CA** Zip code **95814**

Foreign country name Foreign province/state/county Foreign postal code

- A First Return  Yes  No
- B Amended Return  Yes  No
- C IRC Section 4947(a)(1) trust  Yes  No
- D Final Information Return?
  - Dissolved  Surrendered (Withdrawn)  Merged/Reorganized
  - Enter date: (mm/dd/yyyy) ●
- E Check accounting method: (1)  Cash (2)  Accrual (3)  Other
- F Federal return filed? (1)  990T (2)  990PF (3)  Sch H (990) (4)  Other 990 series
- G Is this a group filing? See instructions  Yes  No
- H Is this organization in a group exemption  Yes  No  
If "Yes," what is the parent's name?
- I Did the organization have any changes to its guidelines not reported to the FTB? See instructions  Yes  No
- J If exempt under R&TC Section 23701d, has the organization engaged in political activities? See instructions. **N/A**  Yes  No
- K Is the organization exempt under R&TC Section 23701g?  Yes  No  
If "Yes," enter the gross receipts from nonmember sources \$
- L If organization is a public charity exempt under R&TC Section 23701d and meets the filing fee exception, check box. No filing fee is required.
- M Is the organization a Limited Liability Company?  Yes  No
- N Did the organization file Form 100 or Form 109 to report taxable income?  Yes  No
- O Is the organization under audit by the IRS or has the IRS audited in a prior year?  Yes  No
- P Is federal Form 1023/1024 pending?  Yes  No  
Date filed with IRS

**Part I Complete Part I unless not required to file this form. See General Information B and C.**

Receipts and Revenues	1 Gross sales or receipts from other sources. From Side 2, Part II, line 8	1	785,113	00
	2 Gross dues and assessments from members and affiliates	2		00
	3 Gross contributions, gifts, grants, and similar amounts received	3	3,190,092	00
	4 Total gross receipts for filing requirement test. Add line 1 through line 3. <b>This line must be completed. If the result is less than \$50,000, see General Information B.</b>	4	3,975,205	00
	5 Cost of goods sold	5		00
	6 Cost or other basis, and sales expenses of assets sold	6		00
	7 Total costs. Add line 5 and line 6	7		00
	8 Total gross income. Subtract line 7 from line 4	8	3,975,205	00
Expenses	9 Total expenses and disbursements. From Side 2, Part II, line 18	9	3,198,448	00
	10 Excess of receipts over expenses and disbursements. Subtract line 9 from line 8	10	776,757	00
Filing Fee	11 Total payments	11		00
	12 Use tax. See General Information K	12		00
	13 Payments balance. If line 11 is more than line 12, subtract line 12 from line 11	13		00
	14 Use tax balance. If line 12 is more than line 11, subtract line 11 from line 12	14		00
	15 Filing fee \$10 or \$25. See General Information F	15	10	00
	16 Penalties and Interest. See General Information J	16		00
	17 <b>Balance due.</b> Add line 12, line 15, and line 16. Then subtract line 11 from the result	17	10	00

**Sign Here** Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

Signature of officer **KEITH HUGGETT** Title **EXECUTIVE DIRECTOR** Date **02/20/2020** Telephone **916-445-4753**

**Paid Preparer's Use Only** Preparer's signature **KEITH HUGGETT** Date **02/20/2020** Check if self-employed  PTIN **P00303076**

Firm's name (or yours, if self-employed) and address **NEXT LEVEL ACCOUNTING & TAX**  
**983 RESERVE DRIVE**  
**ROSEVILLE, CA 95678-1340** Firm's FEIN **82-1310971** Telephone **916-960-9800**

May the FTB discuss this return with the preparer shown above? See instructions  Yes  No

**ACADEMIC SENATE FOR CALIFORNIA**  
**95-2707667**

**Part II Organizations with gross receipts of more than \$50,000 and private foundations regardless of amount of gross receipts — complete Part II or furnish substitute information.**

<b>Receipts from Other Sources</b>	1	Gross sales or receipts from all business activities. See instructions	•	1	753,124	00	
	2	Interest	•	2	1,925	00	
	3	Dividends	•	3		00	
	4	Gross rents	•	4		00	
	5	Gross royalties	•	5		00	
	6	Gross amount received from sale of assets (See Instructions)	•	6		00	
	7	Other income. Attach schedule <b>SEE STATEMENT 1</b>	•	7	30,064	00	
	8	<b>Total</b> gross sales or receipts from other sources. Add line 1 through line 7. Enter here and on Side 1, Part I, line 1		8	785,113	00	
	9	Contributions, gifts, grants, and similar amounts paid. Attach schedule	•	9		00	
	10	Disbursements to or for members	•	10		00	
	11	Compensation of officers, directors, and trustees. Attach schedule <b>SEE STATEMENT 2</b>	•	11		00	
	12	Other salaries and wages	•	12	602,258	00	
	<b>Expenses and Disbursements</b>	13	Interest	•	13	199	00
		14	Taxes	•	14		00
		15	Rents	•	15	69,615	00
		16	Depreciation and depletion (See instructions)	•	16		00
		17	Other Expenses and Disbursements. Attach schedule. <b>SEE STATEMENT 3</b>	•	17	2,526,376	00
		18	<b>Total</b> expenses and disbursements. Add line 9 through line 17. Enter here and on Side 1, Part I, line 9		18	3,198,448	00

**Schedule L Balance Sheet**

	Beginning of taxable year		End of taxable year	
	(a)	(b)	(c)	(d)
<b>Assets</b>				
1 Cash		941,213		895,573
2 Net accounts receivable		317,395		627,035
3 Net notes receivable. <b>STMT 4</b>		28,686		
4 Inventories				
5 Federal and state government obligations				
6 Investments in other bonds				
7 Investments in stock				
8 Mortgage loans				
9 Other investments. Attach schedule				
10 a Depreciable assets	7,826		7,826	
b Less accumulated depreciation	(7,826)		(7,826)	
11 Land				
12 Other assets. Attach schedule. <b>STMT 5</b>		145,249		108,129
<b>13 Total assets</b>		<b>1,432,543</b>		<b>1,630,737</b>
<b>Liabilities and net worth</b>				
14 Accounts payable		839,580		194,857
15 Contributions, gifts, or grants payable				
16 Bonds and notes payable				
17 Mortgages payable				
18 Other liabilities. Attach schedule. <b>STMT 6</b>		278,892		345,052
19 Capital stock or principal fund				
20 Paid-in or capital surplus. Attach reconciliation				
21 Retained earnings or income fund		314,071		1,090,828
<b>22 Total liabilities and net worth</b>		<b>1,432,543</b>		<b>1,630,737</b>

**Schedule M-1 Reconciliation of income per books with income per return**

Do not complete this schedule if the amount on Schedule L, line 13, column (d), is less than \$50,000

1	Net income per books	•	776,757	7	Income recorded on books this year not included in this return. Attach schedule	•	
2	Federal income tax	•		8	Deductions in this return not charged against book income this year. Attach schedule	•	
3	Excess of capital losses over capital gains	•		9	Total. Add line 7 and line 8		
4	Income not recorded on books this year. Attach schedule	•		10	Net income per return. Subtract line 9 from line 6		
5	Expenses recorded on books this year not deducted in this return. Attach schedule	•					
6	<b>Total.</b> Add line 1 through line 5		<b>776,757</b>				<b>776,757</b>



## Executive Committee Agenda Item

SUBJECT: Revised Local Senates Handbook		Month: March	Year: 2020
		Item No: II. D.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the revised Local Senates Handbook.	Urgent: Yes	
		Time Requested: NA	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Anna Bruzzese/Mayra Cruz	Consent/Routine	
		First Reading	X
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

### BACKGROUND:

At its meetings on January 17 and February 6, Relations with Local Senates Committee reviewed and revised the Local Senates Handbook. In particular, the committee was asked to address resolution 17.02 from Spring 2018, [Increase Participatory Governance on Colleges' Satellite Campuses](#).

Noted revisions:

- Inclusivity Statement included in Part V
- 50th Anniversary hyperlink to page 5
- Inclusion of reference to the paper Effective Practices in Accreditation: A Guide for Faculty on page 17
- Inclusion of information regarding remote participation on page 29
- Addition of section: Equity and Access to Participatory Governance Meetings and Training to page 37
- Updates to section: Soliciting Diverse Faculty Participation on page 39
- Addition of section: Increase Participatory Governance on Satellite Campuses on page 44

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

# Academic Senate for California Community Colleges: Local Senates Handbook

## Relations with Local Senate Committee 2019-2020

Anna Bruzzese, Los Angeles Pierce College, Chair

Mayra Cruz, De Anza College

Robert Stewart, Los Angeles Southwest College

Travis Ritt, Palomar College

Cheri Fortin, Cosumnes River College

## Relations with Local Senate Committee 2014-2015

Kale Braden, Cosumnes River College, Chair

Julie Adams, ASCCC, Executive Director

Eve Adler, Santa Monica College

Maria Biddenback, Napa Valley College

Matt Clark, Woodland College

Dan Crump, American River College

Sam Foster, Fullerton College

Buran Haidar, San Diego Miramar College

Kathy Oborn, LA Pierce College

Cleavon Smith, Berkeley City College

## Version History:

- *Increase Participatory Governance on Colleges' Satellite Campuses*, Spring 2018 (adopted by [Resolution 17.02](#))
- *Current Version*, Spring 2015
- *Current Version*, Spring 2007
- *Empowering Local Senates: Roles and Responsibilities of and Strategies for an Effective Senate* paper, Spring 2002 (adopted by [Resolution 01.01](#))
- *Senate Delegate Roles and Responsibilities* paper, Spring 1995 (adopted by [Resolution 01.01](#))

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# *Local Senates Handbook*

## *Preface*

### **PREAMBLE TO THE CONSTITUTION OF THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGE (ASCCC)**

*We, the faculty of the California Community Colleges, through local academic senates, do hereby establish a statewide organization to represent the faculty in the California Community Colleges at the state level. ([ASCCC Constitution](#), 2004)*

### **STATEMENT ON GOVERNMENT OF COLLEGES AND UNIVERSITIES, AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS**

Section V: The Academic Institution: The Faculty

*Agencies for faculty participation in the government of the college or university should be established at each level where faculty responsibility is present. An agency should exist for the presentation of the views of the whole faculty. The structure and procedures for faculty participation should be designed, approved, and established by joint action of the components of the institution. Faculty representatives should be selected by the faculty according to procedures determined by the faculty. (1990)*

## **Preface**

This *Local Senates Handbook* has been compiled by the Academic Senate for California Community Colleges' Relations With Local Senates Committee to be a resource for new and experienced academic senate presidents, providing them with information and context to support them being effective faculty leaders.

## **USING THIS HANDBOOK**

This handbook is organized into five parts:

- **Part I: The Academic Senate for California Community Colleges: A Brief History**  
This section provides a short history of academic senates in the California Community College System with links to important historical documents that provide the context for how senates operate today.
- **Part II: Roles and Responsibilities of the Academic Senate**  
This section provides an explanation of the legal framework that senates function within. This includes sections on California Education Code and Title 5 that relate to the academic and professional responsibilities of the senate; information on local board policies, regulations, and delegation of decision making authority; the Academic Senate for California Community Colleges statement on collegial consultation; effective practices to foster effective relationships between the union and the senate; and the role of the academic senate regarding accreditation.
- **Part III. Duties as a Local Senate President**  
This section breaks out some of the duties and responsibilities of academic senate presidents, including the general duties, reports and documents requiring senate sign-off, and committee appointments.
- **Part IV. Ensuring the Effectiveness of the Local Senate**  
This section provides effective practices regarding the placement of the senate within the college's governance structure, constitutions and bylaws, effective participatory governance, and strategies to institutionalize an effective senate.
- **Part V. Linking Local Senates to the Academic Senate for California Community Colleges**  
This section contains information on how the Academic Senate for California Community Colleges operates and the services that it offers to assist local senates.

This handbook has been prepared to be read cover-to-cover by new senate leaders or to be used as a specific problem solving reference handbook. The California Community College System is complex. Often in this handbook information seems to be repeated in different sections. This repetition was purposeful to both serve a user who is looking for the answer to a specific question and to allow for



# *Local Senates Handbook*

## *Preface*

different nuanced approaches to the information pertaining to the different sections. The committee has made an effort to hyperlink connected sections to allow for quick navigation. [Rita, I'm not sure what to do with this in the printed version.

*Local Senates Handbook*  
*Part I: The Academic Senate for California: A Brief History*

## **Part I: The Academic Senate for California Community Colleges: A Brief History**

The Academic Senate for California Community Colleges (ASCCC) has its roots in an Assembly Concurrent Resolution adopted in 1963. The resolution required the State Board of Education (which at that time had jurisdiction over community and junior colleges) to establish academic senates "for the purposes of representing [faculty] in the formation of policy on academic and professional matters" (Assembly Resolution 48, 1963). While some local academic senates existed before this resolution, this action gave local senates legal recognition and specific jurisdiction over academic and professional matters. There were several statewide faculty organizations that supported the formation of local senates, including the California Teachers Association (CTA); California Federation of Teachers (CFT); the California Junior College Faculty Association (CJCFA), now known as the Faculty Association of California Community Colleges (FACCC) ; and the California Junior College Association (CJCA), now the Community College League of California (CCLC), which at that time included representation of faculty (it now represents CEOs and Trustees at the state level).

In 1967, legislation was enacted to create the Board of Governors and the Chancellor's Office for the California Community Colleges. The following year, Norbert Bischof, a professor of mathematics and philosophy at Merritt College, called the first statewide meeting of local academic senate presidents to explore ways to create a state senate, which would represent local senates at the Chancellor's Office and before the Board of Governors. Working with Ted Stanford, a history professor from Chabot College, Bischof wrote the constitution for the Academic Senate for California Community Colleges, which was adopted by the body in May 1968. Subsequently, the constitution was ratified statewide, and approved by the Board of Governors in October 1969. The Academic Senate for California Community Colleges was incorporated as a nonprofit organization in November 1970.

These organizational milestones, and many others, prepared the Academic Senate for the responsibilities arising from the 1986 report of the Commission for the Review of the Master Plan for Higher Education which focused exclusively on the community colleges. This document, [\*The Challenge of Change: A Reassessment of the California Community College\*](#) (Commission for the Review of the Master Plan for Higher Education, 1986), led the way for the reform legislation, [\*The Community College Reform Act\*](#) (AB 1725, Vasconcellos, 1988) which was passed by the legislature in 1988. Commonly referred to as AB 1725, the legislation established many new responsibilities for both local senates and the Academic Senate for California Community Colleges. Subsequently, the document [\*California's Faces. . . California's Future\*](#) (Vasconcellos, 1989) supported community college reform and contextualized the Master Plan within California's shifting demography.

The [\*Community College Reform Act\*](#) (AB 1725, Vasconcellos, 1988), changed the role of the California community colleges within the educational framework of California. Community colleges were uncoupled from K-12 and given status as institutions of higher education. As a result, the legislature also created pre-and post-tenure reviews, lengthened the tenure period, and strengthened the role of the local academic senates as central to the effort of institutional development. John Vasconcellos's Reform Act is a remarkable and aspirational piece of legislation. The official chapter language of the law includes significant intent language concerning what the legislators wished to see accomplished. All college leaders should be familiar with this document.

The ASCCC's proposal for the implementation of AB 1725 as outlined in the paper [\*Policies for Strengthening Local Academic Senates\*](#) (ASCCC, 1989). The proposal was approved by the ASCCC in the 1989 Fall Plenary Session and by the Board of Governors in July of 1990. The ASCCC and the trustees' organization (the Community College League of California (CCLC), then issued the [\*Guidelines\*](#)

## *Local Senates Handbook*

### *Part I: The Academic Senate for California: A Brief History*

[for Implementation of Section 53200 - 53204 of Title 5 of the Administrative Code of California](#) (ASCCC & CCLC, 1991), a Memorandum of Understanding that offered a joint interpretation of these regulations; it was adopted at the 1991 spring session of the Academic Senate. Subsequently, [Participating Effectively in District and College Governance](#), a revised Q&A document, was jointly produced with CCLC and adopted by the ASCCC at the Fall 1998 Plenary Session. [Scenarios to Illustrate Effective Participation in District and College Governance](#) (ASCCC & CCLC, 1995), a companion document, applies the interpretations to specific scenarios. These earlier legislative actions and their subsequent codification in Title 5 Regulations, as well as the legal and interpretive documents that emerged, provide the framework for the following discussion.

Today, the Academic Senate for California Community Colleges continue to be the voice for all California community college faculty in academic and professional matters. A variety of documents regarding the growth and development of the Academic Senate for California Community Colleges can be found on the ASCCC website; for example:

- [Establishing Academic Senates in California Community Colleges](#) (Case, 1971)
- [60 Milestones in the History of Senates and the Academic Senate for California Community Colleges](#) (Conn, 1986)
- [Brief History of the Academic Senate for California Community Colleges](#) (ASCCC, 1997)
- [50th Anniversary](#)

## Part II: Roles and Responsibilities of the Senate

This section of the handbook deals with the legal underpinnings which define and support the operation of academic senates. The first part of this section, [The Legal Basis: Education Code, Title 5, Accreditation, and Local Implementation](#), explains pertinent legislation, California Education Code, Title 5 Regulations, and local board of trustees' policies and regulations. The second part of this section, [Consultation, Senate/Union Relations, and Senate Roles in Accreditation](#), presents effective practices and information regarding collegial consultation, building and maintaining effective relationships between senates and unions, and the role of the senates in accreditation.

### THE LEGAL BASIS: EDUCATION CODE, TITLE 5, ACCREDITATION, AND LOCAL IMPLEMENTATION

The rules governing the operations of California community colleges come from a number of sources. The roles and responsibilities of local senates and faculty are spelled out in several places:

- **Legislation:** Legislation originates in either the California Senate or the Assembly. If the piece of legislation originates in the Assembly, it is referred to with the prefix “AB” and the bill number (e.g., AB 1725). If a legislative bill originates in the Senate, it is referred to with the prefix “SB” and the bill number (e.g., SB 860). Bill numbers are reused in each legislative session; for example, AB 1725 in 1988 famously dealt with community college reform, whereas in the 2013-14 session AB 1725 was a bill regarding mental health hearings for the gravely disabled. The legislation language provides the intent of the legislation and specifics of which codes should be amended or created.
- **Education Code:** When a piece of legislation pertaining to education is passed by the legislature and not vetoed by the governor, it is “chaptered” into the California Education Code. The requirements found in the California Education Code are therefore a result of legislation and can be modified only by subsequent legislative action. They appear in their full text, including the intent language of the original authors, on the legislature's website [California Legislative Information](#) website.

California Education Code is divided into three sections:

- Title 1. General Education Code Provisions [1 - 32500]
- Title 2. Elementary and Secondary Education [33000 – 64100]
- Title 3: Postsecondary Education [66000 – 101060]

Most of the codes pertaining to the California Community College will be found in two sections:

- Education Code. Part 40. Title 3, Chapter 9. Community Colleges, Section 66700 – 66764
- Education Code. Division 7. Community Colleges, Section 70900 - 88651

While most of the codes pertaining to California Community Colleges may be found in sections 66700 to 66764, other codes pertaining to community colleges may be found throughout the California Education Code. The [California Legislative Information](#) website has a powerful search feature to help locate specific codes. The California Education Codes change as new legislation is chaptered, usually on January 1 of each year, and a senate president should always check the [California Legislative Information](#) website for the most up-to-date Education Codes.

- **Title 5:** The California Community College Board of Governors codifies the rules for the implementation of Education Code in Title 5. Title 5 is published as part of the [California Code of Regulations](#). These regulations have the force of law, though they can be modified by action of the Board of Governors without legislative intervention. Most of the sections regarding California Community Colleges will be found in *Division 6: Community Colleges* of Title 5. Because Title 5 can be changed more easily and frequently than Education Code, local senate presidents need to check for the most up-to-date versions on the official [California Code of Regulations](#) website.

## *Local Senates Handbook*

### **Part II: Roles and Responsibilities of the Senate**

*The Legal Basis: Education Code, Title 5, Accreditation, and Local Implementation*

- **Standing Orders:** The Board of Governors enacts "Standing Rules" that instruct the Chancellor's Office on how to carry out its functions. The Standing Rules of the Board of Governors are reviewed annually and may be found on the [State Chancellor's Website](#).

The [Legislative Index](#) (2015), created by former ASCCC President Kate Clark, contains an index of topics "cross-walked" from the intent expressed in the legislation *Community College Reform Act* (AB 1725, Vasconcellos, 1988), to sections in the California Education Code and then to the specific sections in Title 5.

### **Defining and Understanding the Role of the Academic Senate: Selected Passages from the California Education Code Specifying the Roles of the Academic Senate**

The following section highlights some of the significant segments of the California Code of Regulations with links to the sections on the [California Legislative Information](#) website. Education Code changes with new legislation, so this handbook hyperlinks to the most current versions of the codes, rather than excerpting them here. These important legal strictures are designed to ensure faculty's full participation in the educational and governance processes at community colleges.

- [Education Code: § 70902 \(b\)\(7\) Governing Boards; Delegation](#)  
Requires the local Board of Trustees to establish procedures to ensure participatory governance.
- [Education Code: § 87359 \(b\) Waiver Of Minimum Qualifications; Equivalency](#)  
Requires the local Board of Trustees to rely primarily upon the advice of the senate regarding faculty meet minimum qualifications.
- [Education Code: § 87360 \(b\) Hiring Criteria](#)  
Requires the local Board of Trustees to develop hiring criteria, policies, and procedures for new faculty members.
- [Education Code: § 87458 \(a\) Administrative Retreat Rights](#)  
Requires the local Board of Trustees to rely primarily upon the advice and judgment of the academic senate regarding procedures regarding administrators retreating into faculty positions.
- [Education Code: § 87610.1\(a\) Tenure Evaluation Procedures](#)  
Requires that collective bargaining agents, or faculty unions, consult with the academic senate prior to negotiating tenure evaluation procedures.
- [Education Code: § 87663 \(f\) Evaluation Procedures](#)  
Requires that collective bargaining agents, or faculty unions, consult with the academic senate prior to negotiating faculty evaluation procedures.
- [Education Code: § 87743.2 Faculty Service Areas](#)  
Requires that collective bargaining agents, or faculty unions, consult with the academic senate prior to negotiating Faculty Service Areas (FSA).

See [Senate/Union](#) (Part II.A.5 of this handbook) for a discussion on how union-senate consultation may differ from the "collegial consultation" in which senates and administrations engage.

### **Defining and Understanding the Role of the Academic Senate: Selected Passages from California Title 5 Specifying the Roles of the Academic Senate**

The following section excerpts some of the significant segments of Title 5, *Division 6: California Community Colleges*. The [California Code of Regulations website](#) is maintained by Thomson Reuters, which does not create persistent links to sections of Title 5. While Title 5 changes often and one should always check the website for the most current version, local academic senate leaders can find the fundamental structure of how academic senates should and may interact with boards of trustees in Title 5, Division 6, Chapter 4 Employees, Subchapter 2 Certificated Positions, Article 2 Academic Senate

## ***Local Senates Handbook***

### ***Part II: Roles and Responsibilities of the Senate***

*The Legal Basis: Education Code, Title 5, Accreditation, and Local Implementation*

#### **TITLE 5: §53200 Definitions**

Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters.

**Academic and Professional matters** means the following policy development matters:

1. Curriculum, including establishing prerequisites.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. College governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation processes.
8. Policies for faculty professional development activities.
9. Processes for program review.
10. Processes for institutional planning and budget development.
11. Other academic and professional matters as mutually agreed upon.

**Consult Collegially** means that the district governing board shall develop policies on academic and professional matters through either or both of the following:

1. Rely primarily upon the advice and judgment of the academic senate, OR
2. The governing board, or its designees, and the academic senate shall reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

#### **TITLE 5: §55202 Formation; Procedures; Membership**

The following procedure shall be used to establish an academic senate:

- (a) The full-time faculty of a community college shall vote by secret ballot to form an academic senate.
- (b) In multi-college districts, the full-time faculty of the district colleges may vote on whether or not to form a district academic senate. Such vote shall be by secret ballot.
- (c) The governing board of a district shall recognize the academic senate and authorize the faculty to:
  - (1) Fix and amend by vote of the full-time faculty the composition, structure, and procedures of the academic senate.
  - (2) Provide for the selection, in accordance with accepted democratic election procedures, the members of the academic senate.
- (d) The full-time faculty may provide for the membership and participation of part-time faculty members in the academic senate.
- (e) In the absence of any full-time faculty members in a community college, the part-time faculty of such community college may form an academic senate.

#### **TITLE 5: §53203 Powers**

- A) The governing board shall adopt policies for the appropriate delegation of authority and responsibility to its college academic senate.
- B) In adopting the policies described in section (a), the governing board or designees, shall consult collegially with the academic senate.
- C) While consulting collegially, the academic senate shall retain the right to meet with or appear before the governing board with respect to its views and recommendations. In addition, after consultation with the administration, the academic senate may present its recommendations to the governing board.
- D) The governing board shall adopt procedures for responding to recommendations of the academic senate that incorporate the following:

## ***Local Senates Handbook***

### ***Part II: Roles and Responsibilities of the Senate***

#### *The Legal Basis: Education Code, Title 5, Accreditation, and Local Implementation*

1. When the board elects to rely primarily upon the advice and judgment of the academic senate, the recommendation of the senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted.
  2. When the board elects to provide for mutual agreement with the academic senate, and an agreement has not been reached, existing policy shall remain in effect unless such policy exposes the district to legal liability or fiscal hardship. In cases where there is no existing policy, or when legal liability or fiscal hardship requires existing policy to be changed, the board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.
- E) An academic senate may assume such responsibilities and perform such functions as may be delegated to it by the governing board.
- F) The appointment of faculty members to serve on college committees shall be made, after consultation with the chief executive officer or designee, by the academic senate. Notwithstanding this Subsection, the collective bargaining representative may seek to appoint faculty members to committees, task forces, or other groups.

#### **TITLE 5: §53206 Academic Senate for California Community Colleges.**

- (a) An Academic Senate for the California Community Colleges has been established through ratification by local academic senates or faculty councils so that the community college faculty of California may have a formal and effective procedure for participating in the formation of state policies on academic and professional matters.
- (b) The Board of Governors recognizes the Academic Senate of the California Community Colleges as the representative of community college academic senates or faculty councils before the Board of Governors and Chancellor's Office.

In addition to these regulations, other sections of the Education Code identify responsibilities the academic senate has, for example, in working with the local bargaining agent, in considering staff and student input, and in meeting both obligations and privileges delegated to the senate.<sup>1</sup>

## **Incorporating the Law at the Local Level: Board Policy, Regulations, and Delegation of Authority**

### **Board Policy, Regulations, and Administrative Procedures**

The state laws and regulations noted above are put into operation at the local level by the local board of trustees. Education Code and Title 5 Regulations grant certain powers and call for specific actions on the part of local boards. Local boards of trustees codify the operations of their colleges and districts by formally adopting board policies. One purpose of board policies is to define how external regulations and policies (Federal Code, California Education Code, Title 5, Accreditation standards, etc.) will be executed at the local level. Board policies inform chancellors, college presidents, and administrations on how the local board of trustees has decided to locally implement federal and state requirements and the approved methods by which the district and colleges may operate.

Board policies are often broad, providing the umbrella definition or intent for compliance with a federal or state requirement. The procedure by which a college or district will follow the requirements is often enumerated in companion board regulations or administrative procedures. Practices and terminology regarding board policies, regulations, and procedures differ among various districts.

State laws and regulations often clearly stipulate the role that a local senate must play in formulating and revising local policies and regulations, particularly if they were generated by mutual agreement between

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<sup>1</sup> Local bargaining agents (unions) may also negotiate the ability to appoint faculty to committees.

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the board and a senate. While many districts post their local policies and regulations on their websites, senate presidents should secure full and current copies of these documents for their local senate files and ask for periodic updates to ensure that the senate's copies accurately reflect any recent board action. In addition, local senates should work with their administration to ensure that they are consulted as a part of the board policy and regulation review and creation processes, especially in regard to policies and regulations which impact the "10+1" items covered under [Title 5](#).

#### **Delegation of Authority**

For an academic senate, the most significant board policy is that which establishes the delegation of authority and responsibility in decision making in accordance with [Title 5](#). Title 5 [§53203\(a\)](#) stipulates,

The governing board of a community college district shall adopt policies for appropriate delegation of authority and responsibility to its college and/or district academic senate. Among other matters, said policies, at a minimum, shall provide that the governing board or its designees will consult collegially with the academic senate when adopting policies and procedures on academic and professional matters. This requirement to consult collegially shall not limit other rights and responsibilities of the academic senate which are specifically provided in statute or other Board of Governors regulations.

The Community College League of California (CCLC) Board Policy Service<sup>2</sup> provides subscribing districts with templates and a common board policy numbering system. This service is used by a majority of college districts, and the template for Board Policy 2510 and Regulation/Administrative Procedure 2510 contain the district's participatory governance policies. An example of the CCLC's model board policy on participatory governance may be found in the supporting document [CCLC Sample Board Policy on Participation in Local Decision Making](#) (CCLC, 2014). College districts that do not use the CCLC templates either do not have a specific policy delegating authority to the academic senate or have used an alternative number for the policy.

The intent of the [Community College Reform Act](#) (AB 1725, Vasconcellos, 1988) as enacted in Title 5 [§53200](#) through [§53203](#) and local policy is to assure "effective participation" of all college constituencies and to ensure that the local governing board engages in "collegial consultation" with the academic senate on matters that are academic and professional in nature. Although local policies that enact these Title 5 sections are often called "shared governance" policies, the term "shared governance" does not appear in statute and, in fact, may contribute to misunderstandings. Moreover, some administrators or other parties may misinterpret the regulations to call for equal voice or mandatory consensus on all matters, even on academic and professional matters over which the faculty have purview and primacy. "Effective participation" means that affected parties must be afforded an opportunity to review and comment upon recommendations, proposals, and other matters. This right of all college constituencies to participate effectively in discussions extends to the academic and professional matters delineated in Title 5, and therefore the academic senate is bound to hear and give due consideration to such input; however, the academic senate retains its primacy regarding academic and professional matters and is not bound to adopt, accommodate, or reach consensus on concerns raised by other constituent groups. To attest to the fact the senate has afforded other groups opportunity to review proposals, the senate may wish to adopt a procedure and sign-off sheet; for an example, see [Samples of Decision Review Sign-off Sheets](#) (ASCCC, 2014).

Academic senates should review local policy annually so that all senators understand which of the "10 +1" academic and professional matters are defined as "rely primarily" and which are "mutually agreed" upon. The applications of these two levels of collegial consultation differ significantly, with each

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<sup>2</sup> For more information on the CCLC Board Policy service see the document *CCLC-Policy Service* on the ASCCC website.



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offering its own advantages and restrictions. If a governing board rejects the recommendation of the senate in regard to issues which fall within the “10 + 1” items, Title 5 has different requirements for the board to meet depending on whether the recommendation regards an item on which the board has agreed to “rely primarily upon the advice and judgment of the academic senate” or the item is one on which the governing board has elected to “provide for mutual agreement with the academic senate.”

If, for example, a governing board has elected to "rely primarily" upon the recommendation of a local senate for one or more of the “10 + 1” items, the board must ordinarily accept the senate's recommendations, except when "exceptional circumstances and compelling reasons" may exist. [\*Participating Effectively in District and College Governance\*](#) (ASCCC & CCLC, 1998), a document written by a joint task force of representatives of the California Community College Trustees (CCCT), the Chief Executive Officers of the California Community Colleges (CEOCCC) and the Academic Senate for California Community Colleges, makes the following point about the concepts “exceptional circumstances” and “compelling reasons”:

The regulations do not define the terms . . . and these terms are not intended to have a legal definition outside the context of this law. . . . These terms mean that . . . in instances where a recommendation is not accepted[,] the reasons for the board's decision must be in writing and based on a clear and substantive rationale which puts the explanation for the decision in an accurate, appropriate, and relevant context. (p. 4, Question 12) [Note: for a full copy of these discussions, please visit the [\*Participating Effectively in District and College Governance\*](#) (ASCCC & CCLC, 1998).

Likewise, if the governing board has elected to reach mutual agreement with the academic senate for one or more of the “10 + 1” items, the board can act without such agreement having been reached, as [\*Participating Effectively in District and College Governance\*](#) explains:

On the other hand, where the board has adopted a policy of mutual agreement on any or all of the “10 + 1” items, the board may not act without having reached agreement with the senate, except when the existing policy "exposes the district to legal liability or causes substantial fiscal hardship." In these circumstances, a board may act without reaching mutual agreement provided that it has made a good faith effort to reach agreement and has “compelling legal, fiscal or organizational reasons” to act without waiting any longer for agreement. (p. 5, Question 14)

The following chart offers a graphic representation of the differing requirements for board action in the absence of successful collegial consultation with the academic senate:

	<b>Primarily Rely Upon</b>	<b>Mutually Agree Upon</b>
<b>Board Rejects Only for:</b>	<ol style="list-style-type: none"> <li>1. Exceptional Circumstances</li> <li>2. Compelling reasons</li> </ol>	<ol style="list-style-type: none"> <li>1. After Good Faith Effort</li> <li>2. If district exposed to compelling:                             <ol style="list-style-type: none"> <li>a. Fiscal Hardship</li> <li>b. Legal Liability</li> <li>c. Organizational reasons</li> </ol> </li> </ol>
<b>Board must:</b>	Provide a written explanation.	No written explanation required

To avoid such action by the local board, senate and administration should come to an agreement on process and definitions before a conflict over a policy develops:

- The senate and the administration should establish a clear understanding regarding which of the 10+ 1 items on which the board has elected to rely primarily upon the advice and judgment of the senate and on which they will seek to reach mutual agreement with the senate. This agreement is normally defined in local board policy or regulation.

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- The administration and the senate should define the terms of Title 5 §[53203](#) by establishing what constitutes the following:
  - An exceptional circumstance
  - A compelling reason
  - A good faith effort
  - Organizational reasons
  - The threshold for fiscal hardship and legal liability
- A process should be established through which items that qualify as 10+1, or other academic and professional matters as mutually agreed upon, can be identified and conflicts over whether an item qualifies as a 10+1 issue can be resolved.
- The formal process should be established through which the senate may request a written explanation if the board rejects an item on which it has agreed to primarily rely upon the senate's recommendation.
- While not required by Title 5 §[53203](#), an effective practice to maintain relations between the senate and administration is to build a process through which the senate may request written explanation on “mutually agree upon” items on which the board has elected to move forward without the agreement of the senate.

The ASCCC Relations with Local Senates Committee has compiled a series of resources to assist local senates in working with their boards:

- A document which contains samples of 62 California Community College districts' Board Policies, [Compiled District BPs on Participatory Governance](#) (ASCCC, 2014), and Regulations on Participatory Governance which shows how different districts have approached creating policy language defining how the senate and administration should work together.
- Decision-making handbooks from various colleges are available in the Resource Documents section at the bottom of the [ASCCC Leadership Resources](#) page.
- [When the Board of Trustees](#) (ASCCC, 2014), a guide to options for a senate after a Board of Trustees has rejected a recommendation from the senate.

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**Governance, Effective Participation, and Collegial Consultation<sup>3</sup>**

The basis of the governance system in the California Community Colleges emanates from a fundamental belief in the importance of participatory decision-making. Education Code §70902(b)(7) directs local Boards of Trustees to “Establish procedures that are consistent with minimum standards established by the board of governors to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance. . .” The most critical words in this passage are “participate effectively”: all college constituencies have a right under Education Code to have their voices heard and their positions given fair consideration before a local board takes action on an issue.

The Academic Senate’s 2009 paper *California Community Colleges: Principles and Leadership in the Context of Higher Education* offers the following characterization of the community college governance process:

The implication is that all members of a college community share a common commitment to the mission of the institution. California community colleges serve a wide range of statutory missions, from career technical education students who seek certificates and degrees, to students who seek to transfer with or without completing a degree, to noncredit, basic skills, and lifelong learners who may still be in the process of discovering (or rediscovering) their educational goals. This fundamental fact makes community colleges very different from California’s public four-year colleges whose student populations are virtually 100% degree-centered; their student population also arrives at a higher skill level, given the reliance of both systems on completion of A-G requirements (the 15 yearlong high school courses that must be completed to establish CSU and UC system eligibility) as a requirement of eligibility and their selectivity as defined in the Master Plan. While the composition of the student population of four-year colleges may be diverse, their nominal goal is homogenous. By contrast, both the composition and the intended goals of California community colleges are enormously diverse. p.23

The same paper goes on to note that a governance system that involves the participation of all college constituencies “is thus especially essential to California community colleges, since it is virtually impossible that any individual administrator or faculty member could be thoroughly familiar with the entire range of students’ educational goals or instructional and student support services necessary to help students meet those goals” and that “Because California community colleges are chronically underfunded, the need for internal collaboration as colleges seek to meet broad and sometimes competing missions becomes even more critical.”

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<sup>3</sup> Academic Senate for California Community Colleges. (2009). *California Community Colleges: Principles and leadership in the context of higher education*. ASCCC.  
[http://asccc.org/sites/default/files/publications/PrinciplesLeadership\\_0.pdf](http://asccc.org/sites/default/files/publications/PrinciplesLeadership_0.pdf)

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However, while all constituent voices at the college must be heard and respected, Education Code §70902(b)(7) designates a more specific role for faculty by directing local boards to “ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.” This essential role of faculty is further clarified in Title 5 Regulation §53200 (d), which defines the process through which local boards will consult collegially with academic senates:

**Consult Collegially** means that the district governing board shall develop policies on academic and professional matters through either or both of the following:

1. Rely primarily upon the advice and judgment of the academic senate, or
2. The governing board, or its designees, and the academic senate shall reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

*California Community Colleges: Principles and Leadership in the Context of Higher Education* again explains the reasoning behind this expanded role for faculty:

- Collaboration is necessary not only because of the faculty’s special expertise in curriculum and program development, but also because faculty are in the best position to guide colleges to the most effective use of limited resources capable of meeting the range of challenges community colleges face.
- Administrators who respect faculty are more likely in turn to be the recipients of respect from the faculty; administrators who have the respect of faculty can inspire the analysis and institutional change necessary to help institutions better serve their students.
- Administrators who don’t respect or collaborate with faculty will still lead institutions in which excellent teaching takes place in many classrooms, but such colleges are unlikely to reach the level of excellence that is the result of broad institutional collaboration.

Thus, while Education Code provides for the effective participation of all constituent groups in college governance processes, “collegial consultation” has a more direct and clearly defined meaning and applies specifically to academic senates, thus recognizing the expertise and the importance of faculty in college and district decision-making.

For more information on the importance of Collegial Consultation see the ASCCC report [\*California Community Colleges: Principles and Leadership in the Context of Higher Education\*](#) which discusses how collegial consultation leads to effective leadership.

### **Senate/Union Relations**

The academic senate and a college’s collective bargaining agent, or faculty union, work together for the benefit of faculty, but questions often arise concerning the roles of the respective organizations. Put in its simplest terms, the academic senate represents the faculty in academic and professional matters and the collective bargaining agent represents the faculty regarding working conditions.

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More specifically, the academic senate represents the faculty in the eleven specific areas defined by [Title 5](#). Furthermore, the Education Code<sup>4</sup> assigns additional responsibilities to academic senates, such as minimum qualifications and equivalency processes, faculty hiring, faculty evaluation and tenure review, administrative retreat rights, and faculty service areas. The collective bargaining agent represents the faculty in such areas as workload, assignment, working hours, academic calendar, and salary and benefits. Typically, the role and responsibilities of the collective bargaining agent are evident in the agreement between the bargaining agent and the district.

The roles and responsibilities of the academic senate and the bargaining agent frequently, and with good reason, overlap. For example, policies for faculty professional development is one of the academic and professional matters assigned to the academic senate by Title 5 Regulations. However, many collective bargaining agreements also address such areas, particularly with respect to flex service—though the focus might tend more toward the legal aspects of professional development such as service obligations. Likewise, sabbatical leaves (terms, application process, requirements, pay, etc.) are typically addressed in the collective bargaining agreement. However, as the intent of sabbaticals is to promote professional and personal growth and faculty professional development is among the academic and professional matters, some local senates elect the sabbatical committee chair, appoint committee members, and approve specific sabbatical proposals, which has the effect of making the sabbatical committee a senate committee. Protecting a senate committee's status in the contract does not make it any less a senate committee. The contract language should ensure that the local senate retains its right to appoint and report and to render decisions.

These examples demonstrate how local academic senates and the collective bargaining agents comingle their responsibilities. Those purviews are further entangled as the Education Code requires that bargaining agents consult with the academic senates prior to engaging in bargaining on evaluation, tenure review processes, and faculty service areas. Additionally, the bargaining agent should consult with the senate prior to negotiations to determine any additional areas of mutual interest and concern to be bargained. Some senates and unions may wish to establish joint committees or issues-oriented task forces to exchange information. Each organization has its primary area of responsibility and focus, and each may—and likely will—approach issues differently. In addition, each organization represents the same group of people. Faculty interests are best served when the two faculty representative groups work cooperatively with each other.

Other useful suggestions in negotiating the relationship between senates and unions are contained in the Academic Senate paper [Developing a Model for Effective Senate/Union Relations](#) (ASCCC, 1996). The ASCCC also has a number of other papers addressing the issue of the overlapping roles of local senates and bargaining agents, including the following:

- [Enrollment Management Revisited](#) (ASCCC, 2009) examines the academic and professional issues surrounding managing enrollment in classes and contains a section on the overlap of senate and bargaining agent interests with enrollment management.
- [Program Discontinuance: A Faculty Perspective Revisited](#) (ASCCC, 2012) reviews current regulation and statute, the role of local academic senates, effects on students, the need to balance

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<sup>4</sup> Specifically §§ [87610.1\(a\) Tenure Evaluation Procedures](#), [87663\(f\) Evaluation Procedures](#), and [87743.2 Faculty Service Areas](#) of the Education Code requires collective bargaining agents (unions) to consult with the academic senate prior to negotiating faculty tenure and performance evaluation procedures as well as Faculty Service Areas.

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the college curriculum, educational and budget planning issues, collective bargaining concerns, and other considerations when developing a local model for program discontinuance.

- [\*Sound Principles for Faculty Evaluation\*](#) (ASCCC, 2013) examines how academic senates, bargaining agents, and college administration must work together to establish processes that are fair and consistent and that are not perceived by faculty as threatening or punitive.

### **Role of the Senate in Accreditation**

The Academic Senate for California Community Colleges approved the following statement in Resolution 02.01 [\*ASCCC Statement on Accreditation\*](#) (Fall, 2013):

The Academic Senate for California Community Colleges (ASCCC) values the peer review process of self-reflection and improvement known as accreditation. Since local academic senates are given Title 5-designated roles within the accreditation process, the ASCCC sees its primary responsibility as helping colleges to meet the adopted standards for which they will be held accountable and to generate comprehensive and forthright assessments of progress toward the standards. Our main tool for supporting colleges is the annual Accreditation Institute through which faculty and other colleagues are encouraged to learn about and address the standards and recommendations from the Accrediting Commission for Community and Junior Colleges. Additionally, the ASCCC shares accreditation information and support through local college visits and regional presentations. As a professional matter, in support of the ideal of a fair and meaningful accreditation process, our secondary responsibility is to recommend improvements to the accreditation standards and processes by providing thoughtful feedback and input to all accreditation participants.

The relationship between the Academic Senate, both locally and statewide, and accreditation is unique. At the local level, academic senates have a legal role in the accreditation process as outlined in Title 5 Regulation's list of academic and professional matters designated to senates (the 10+1), an official responsibility in the accreditation process that no other faculty constituent group is afforded. At the state level, the ASCCC has supported faculty's accreditation work since its founding, with even more pronounced involvement in accreditation training and assistance over the past 10 years. Since the senate-accreditation relationship continues to evolve, the current roles of both local senates and the ASCCC with respect to the accreditation process may not be immediately familiar to new faculty leaders or other faculty experiencing accreditation for the first time.

For local senates, the role of faculty in accreditation processes is defined as one of the 10+1 academic and professional matters. As Title 5 makes clear, local senates make recommendations regarding "faculty roles and involvement in accreditation processes, including self-study and annual reports." Just as with other academic and professional matters in the 10+1, district governing boards must either rely primarily upon or mutually agree with the academic senate on faculty accreditation roles and involvement. As with all academic and professional matters, the determination of whether a board will rely primarily upon or mutually agree with the academic senate with respect to faculty roles on accreditation belongs to the interpretation of the local college or district and is typically defined in board policy. In a day-to-day sense, academic senates are responsible for ensuring effective and meaningful faculty participation in accreditation by participating in accreditation planning, confirming faculty to serve on accreditation committees, providing leadership in the areas of the Accreditation Standards that fall under academic purview, and interacting with the evaluation team during the team's visit. The academic senate president of a college often serves as chair or co-chair of an accreditation committee, particularly the college-wide accreditation coordinating committee or one of the two standards committees which most relate to

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academic and professional matters, Standard II (instruction) or Standard IV (governance). At the 2013 ASCCC Accreditation Institute, keynote speaker Nathan Tharp noted that the faculty member with the most accreditation information on virtually every campus he studied was the academic senate president. Because the academic senate president is required to sign all of the reports sent to the Accrediting Commission, including annual reports local academic senates must be significantly involved and familiar with accreditation and all that it entails.<sup>5</sup>

Since 1986, the ASCCC has passed over 100 resolutions regarding accreditation and [published the paper \*Effective Practices in Accreditation: A Guide for Faculty\*](#). This long history of ASCCC positions provides a varied and nuanced series of faculty perspectives on the accreditation process; nevertheless, several key positions permeate the body's work:

- Faculty and academic senates have a primary role in the accreditation process.
- In order to be meaningful and fair, visiting teams must include faculty representatives who have received appropriate training and have been appointed in a way that allows them to complete an independent evaluation.
- Faculty and senate leaders should be given an opportunity to develop and review accreditation documents for accuracy.
- Faculty and academic senate input is crucial as accreditation standards are being revised.
- Accreditation standards should be based upon evidence and research rather than trends.
- The Academic Senate opposes the reductionist imposition of a corporate/business model of evaluation on the complex reality of teaching and learning.
- The Academic Senate rejects efforts to tie faculty evaluations to student attainment of learning outcomes because so many variables outside the faculty's control impact student success.
- Although the Academic Senate understands that any accreditation process entails certain necessary expenditures, the Academic Senate is concerned about the growing resource costs and time expenditures required to conform to recent accreditation mandates and processes.
- The Academic Senate is open to exploring other methods and organizations for accreditation purposes.<sup>6</sup>

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<sup>5</sup> Section taken from: Davison, D. & Smith, P. (2013) Accreditation and the Academic Senate: An Ongoing Relationship. *ASCCC Rostrum*. <http://asccc.org/content/accreditation-and-academic-senate-ongoing-relationship-0>

<sup>6</sup> Section taken from: Smith, P. & Hochstaedter, A. (2013). Academic Senate Resolutions on Accreditation 1986 to the Present. *ASCCC Rostrum*. <http://asccc.org/content/academic-senate-resolutions>

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## **Part III. Duties as a Local Senate President**

The following section is intended to provide an overview of typical duties performed or delegated by academic senate presidents. This list offers a starting place from which to shape questions about a new senate president's responsibilities; it should not be taken as an official job description against which a senate president should be measured but rather as a checklist of responsibilities others have encountered.

This part of the handbook contains sections on the general duties of a senate president, recommendations for developing senate participation and leadership, a list of college or district reports which require the sign-off of the senate president, and effective practices in appointing faculty to committees.

### **A LOCAL SENATE PRESIDENT'S DUTIES INCLUDE THE FOLLOWING: Being familiar with the statutory and regulatory context in which the senate operates**

- Protect and honor the participation of faculty in institutional decision making regarding academic and professional matters as defined by [Title 5 Regulations](#):
  1. Curriculum, including establishing prerequisites.
  2. Degree and certificate requirements.
  3. Grading policies.
  4. Educational program development.
  5. Standards or policies regarding student preparation and success.
  6. College governance structures, as related to faculty roles.
  7. Faculty roles and involvement in accreditation processes.
  8. Policies for faculty professional development activities.
  9. Processes for program review.
  10. Processes for institutional planning and budget development.
  11. Other academic and professional matters as mutually agreed upon.
- Identify and address statutory and regulatory issues in Education Code, and Title 5 Regulations as they relate to academic and professional matters and organize a faculty response in a collegial and timely manner (for more information see Part II of this handbook: [Sections of Education Code Affecting Academic Senates](#)).
- Observe the letter and spirit of all applicable laws, especially the Open Meetings Acts (see Part IV of this handbook: [Compliance with the Open Meeting Acts](#) for more information).
  - Develop agendas for and chair meetings of the academic senate.
  - Ensure the timely publication of the senate agenda.
  - Disseminate other documents, such as minutes, reports, and supportive evidence, in a timely fashion pertinent to committee or senate discussion and action.
- Ensure the effective participation of faculty in the joint development of institutional policy, e.g., minimum qualifications and equivalencies, faculty hiring procedures, tenure review, faculty service areas, and faculty evaluation procedures.
- Adhere to the specific institutional responsibilities outlined in local constitution and by-laws.
- Implement college and district governance policies, ensuring the effective participation of other governance groups and the primacy of faculty on academic and professional matters.
- As required by [Title 5](#), after consultation with the chief executive officer or designee, appoint faculty representatives to college and district-wide committees (see [Committee Appointments](#) later in this section for more information)

### **Advocating for Faculty Interests**



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- Serve as the official spokesperson and advocate for the faculty in academic and professional matters.
- Work to resolve academic and professional concerns of individual faculty members.
- In matters not involving academic and professional issues, refer faculty to appropriate processes.
- Provide initiative in identifying and pursuing important institutional issues.
- Meet regularly with the superintendent/president and the vice-presidents and with other administrative staff as needed.
- Advocate for appropriate faculty professional development funding and ask to have such funding called out and earmarked in appropriate grants calling for the senate president's or designee's signature.
- Archive the senate's historical records.
- Sign certain institutional documents and reports sent to relevant authorities, e.g., Matriculation Plan, Accreditation Self-study, and Annual Report (for more information see [College/District Reports Requiring Senate Sign-Off, Review Or Vigilance](#) later in this section).

### **Promoting an Effective Relationship with the Board of Trustees**

- Attend and participate in meetings of the Governing Board or college administration.<sup>7</sup>
  - New faculty and trustees should receive orientation on board, faculty, and administrative responsibilities regarding participatory governance and expectations about faculty involvement in governance.
  - Faculty, administration, and board members must have opportunities to interact, both formally and informally.
  - The governing board's policies should acknowledge the expectation that faculty exercise expertise and responsibility in the areas of academic and professional matters.
  - The various college constituencies should have an opportunity to provide reasonable input into major college decisions.
  - A predisposition toward and commitment to mutual respect and trust should exist among all parties, even when they seriously disagree.
  - All members of the college community should support successful compromise as the highest end and be willing to negotiate differences.
  - Colleges and districts should establish generally accepted and codified rules for settling disagreements among constituencies.
- Attend other functions of the board, such as retreats and study-sessions, if possible.
- Communicate recommendations of senate positions relating to academic and professional matters to the Board.
- Serve as the primary source of recommendations to the Governing Board on academic and professional matters.
- Participate in the review and creation of board policies and regulations which impact academic and professional matters (see Part II of this handbook: [Board Policy](#) for more information).

### **Maintaining Contact with the Academic Senate for California Community Colleges**

- Attend fall and spring pre-plenary Area Meetings
  - Before the Area Meetings, work with the local senate to develop any resolutions that the senate would like to have introduced at the plenary. Bring any such resolutions to the Area Meeting for discussion.
- Attend and participate in the fall and spring [Academic Senate Plenary Sessions](#),

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<sup>7</sup> Lucey, C. (2002). Civic Engagement, Shared Governance, and Community Colleges. *Academe*, 88(4), 27-31.

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#### *Recommendations for Developing Senate Participation and Leadership*

- Before the Plenary Sessions, distribute the draft resolutions to the local senate for discussion.
- After the Plenary Session, distribute the adopted resolutions.
- Attend ASCCC [Institutes](#) such as the following:
  - Curriculum Institute
  - Faculty Leadership Institute
  - ~~Career and Noncredit Education~~[Vocational Leadership](#) Institute
  - Academic Academy
  - Accreditation Institute
- Attend ASCCC Regional Meetings, a series of one-day regional workshops on such topics as basic skills, student equity and success, and curriculum.
- Use the [ASCCC website's](#) search feature to look for resources, such as resolutions, *Rostrum* articles, or papers, to help inform the local senate and college discussions.
- Seek information about the deliberations of system-wide organizations that may impact California community colleges.
  - Subscribe to [ASCCC Listservs](#). The ASCCC has over 50 different listservs, from discipline specific to broader governance issues.
  - Read the [ASCCC Rostrum](#).
- Remain vigilant about legislation affecting the California community colleges.<sup>8</sup>
  - The Faculty Association of California Community Colleges (FACCC) website provides an excellent legislation tracker: go to <http://www.faccc.org/current-legislation/>
  - The California Community College Chancellor's Office Advocates Listserv provides email updates on current legislation. To receive these updates, interested parties can send an e-mail from the address to be subscribed to [listserv@listserv.cccnext.net](mailto:listserv@listserv.cccnext.net) and put "subscribe advocates" in the body of a blank, non-html e-mail with no subject or signatures.
  - The Community College League of California (CCLC) also publishes a great deal of useful information regarding legislation under the "government relations" tab of its website ([www.ccleague.org](http://www.ccleague.org)). This site includes analysis of bills, legislative updates, and even an advocacy handbook.

### **Maintaining Effective Relationships with Other Governance Groups**

- Work with the collective bargaining agent, or faculty union, in the joint development of institutional policy on topics where organizational purview overlaps, such as minimum qualifications and equivalencies, faculty hiring procedures, tenure review, faculty service areas, and faculty evaluation procedures (see Part II of this handbook: [Senate/Union](#) for more information).
- Work with students and student organizations such as the local student senate to ensure their effective participation in areas and issues that may have significant effect on students individually and the student body at large.
  - Title 5 §51023.7 defines the following as issues on which colleges and districts must provide students the opportunity to "participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students."
    - (1) Grading policies;
    - (2) Codes of student conduct;
    - (3) Academic disciplinary policies;
    - (4) Curriculum development;
    - (5) Courses or programs which should be initiated or discontinued;

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<sup>8</sup> Recommendations from Morse, D. & Crump, D. (2013). Advocacy at the Local Level: What Your Senate Can Do to Stay Informed and Active. *ASCCC Rostrum*. <http://asccc.org/content/advocacy-local-level-what-your-senate-can-do-stay-informed-and-active-0>

## ***Local Senates Handbook***

### ***Part III: Roles and Responsibilities of the Senate***

#### *Recommendations for Developing Senate Participation and Leadership*

- (6) Processes for institutional planning and budget development;
  - (7) Standards and policies regarding student preparation and success;
  - (8) Student services planning and development;
  - (9) Student fees within the authority of the district to adopt; and
  - (10) Any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students.
- Work with staff to ensure their effective participation in areas that “matter significantly” to them.
    - Title 5 §51023.5 requires that “governing boards of a community college district shall adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance.”
    - Title 5 does not delineate specific issues which “matter significantly” to staff but instead identifies such issues as those that the local governing board “reasonably determines, in consultation with staff, have or will have a significant effect on staff.” (Title 5 §51023.5 (a) (4)).

## **RECOMMENDATIONS FOR DEVELOPING SENATE PARTICIPATION AND LEADERSHIP**

- Conduct orientations of new faculty to explain the functions of the local senate.
- Foster connections with the faculty beyond the senate (for more on this see Part IV of this handbook: [\*Keeping the Faculty Informed\*](#))
  - Visit department or division meetings once each year or term, preferably at the beginning, and explain how the work of the senate can help address each discipline group’s unique perspective on specific academic and professional matters. These visits can be a great tool for recruiting faculty for senate committees.
- Create an orientation for new senators to help them understand their role and the role of the senate in participatory governance.
- Develop a periodic ongoing academic senate training program to reinforce awareness and understanding of senate roles and purview. An example of such a program might be to set aside time in some or all senate meetings to discuss specific governance or policy issues and responses to them. Focusing on one of the scenarios developed jointly by the ASCCC and the Community College League of California, available at <http://asccc.org/papers/scenarios-illustrate-effective-participation-district-and-college-governance>, can be a good foundation for such discussions.
- Encourage other faculty to participate in the events sponsored by the Academic Senate for California Community Colleges.
- Provide leadership to senate, college, and district-wide committees to ensure productive and efficient completion of tasks and regular reporting to the senate as a whole.
- Identify and mentor potential future faculty leaders, such as committee chairs, task force chairs, and senate officers. (For more on this see [\*Planning—Finding a Replacement\*](#) in this section)

*(For more specifics on faculty participation in participatory governance see Part IV of this handbook: [\*Faculty Participation\*](#))*

### **Foster Communication**

- Engage in ongoing discussions with faculty on the issues of the day.
- Facilitate the development and vetting of faculty views.
- Facilitate communication among the faculty and with administration and the governing Board.
- Ensure that minutes of the local senate meetings, its Executive Council meetings, if applicable, and other meetings of the body are published in a timely manner and in line with the Open Meeting Act.

## ***Local Senates Handbook***

### ***Part III: Roles and Responsibilities of the Senate***

#### ***Recommendations for Developing Senate Participation and Leadership***

- Engage in and keep record of local senate correspondence, including electronic communications. (For more information on what types of materials should be archived see [Part IV, Resources Available in Senate Files.](#))
  - These records will be invaluable for future leaders to understand previous decision making processes and reasoning.
  - These records may provide evidence for accreditation reporting.
  - Legal requirements, either local or state, may require certain records to be kept.<sup>9</sup>
- Encourage the maintenance of a local senate website.
- Communicate with and respond promptly to requests for information from the Academic Senate for California Community Colleges.

(For more specifics on fostering communication see Part IV of this handbook: [Keeping the Faculty Informed](#))

#### **Secure Resources to Ensure Senate Success**

- Work with the local administration to identify the types of budget resources, such as reassigned time or travel, available to the senate.
- Work with the administration to put in writing any budget agreements to fund the senate. Informal agreements have a habit of disappearing with rapidly shifting administration members.
- Justify to the college administration why inadequate resources may harm students, accreditation, campus climate, and effective participatory governance in order to convince the college to increase resources.

#### **Further Efforts to Appoint and Retain Qualified Personnel**

- Appoint faculty to administrative hiring committees.
- Participate, as permitted by law, in the evaluation of staff, including administrators with whom the senate presidents work, as well as staff serving the local senate.
- Assure effective faculty participation on various institutional groups, e.g., Student Success Committee, Department Chairs, Staff development.
- Assure diverse faculty representation on hiring and evaluation committees.
- Assist in the orderly transfer of authority to the senate president-elect.

#### **Organize and Delegate Authority: Working with a Local Senate Executive Team**

The responsibilities of the senate leadership may seem daunting, but delegating specific tasks to each member of the senate's executive team can make it manageable. A senate's executive team may be organized in numerous effective ways. While no single way of organizing the executive team is correct, the duties of each of the senate officers should be clearly defined. Senates may decide to assign recurring items such as governance committee representation, recording and dissemination of minutes, and overseeing elections to a specific officer commiserate with compensation or reassigned time. The responsibilities of the senate executive members should be delineated in the senate bylaws or procedures document. [For an example of how this has been done by several senates around the state, see the [Senate Constitution and Bylaw Codex](#). (ASCCC, 2014).]

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<sup>9</sup> Title 5 §59020 through §59026 define types of records and the length of time that they must be maintained by college districts. Local boards will also often have policies and regulations regarding which records need to be maintained.

## *Local Senates Handbook*

### *Part III: Roles and Responsibilities of the Senate*

#### *Recommendations for Developing Senate Participation and Leadership*

Senate president should also involve senate officers in decision making and encourage their participation in ASCCC functions such as Plenary Sessions, Area Meetings, and Faculty Leadership Institutes.

### **Responsibilities within a Multi-college District**

In addition to the responsibilities noted above, a local senate president in a multi-college district will have additional duties:

- Serve as the representative of his or her college.
- Serve or appoint others to serve on district committees as requested by the chancellor or district-level administrators.
- Be responsible to see that board rules, particularly those governing curriculum and hiring processes, are adhered to both at the district and college level.
- Be the major conduit for district-wide information that must reach the college faculty--and sometimes other constituencies--in a timely manner.
- Advise the district on the college senate's positions on present and emergent policy matters.

### **Succession Planning**

One of the earliest tasks of a new senate president is to identify a potential successor—his or her replacement. This successor might be a current or past member of the executive board as well as a current or past senate member as appropriate.

- Consult the senate's constitution and or bylaws for guidelines on term limits, succession patterns, and election procedures. If this process does not appear in the senate constitution and or bylaws, the senate might want to begin the discussion to codify these processes.
- Budget allowing, invite potential senate leaders to attend the ASCCC Leadership Institute along with Plenary Sessions and other events sponsored by the Academic Senate along with the president. This practice is superior to sending potential leaders alone and can help to provide mentoring.
- Show interested individuals how the responsibilities of the senate president are manageable through delegation of responsibilities.
- Cast a wide net. Senate presidents need to have a sufficient pipeline for the future and may identify future senate leaders in unexpected places.
- Assign potential senate leaders increasing responsibility as their interests allow.
- Urge individuals interested in acquiring leadership skills to enroll in the ASCCC Professional Development College.

### **Utilizing Mentors and Advisors**

- Past senate presidents are a valuable resource. A senate president should find individuals with whom he or she can relate and seek out their advice in challenging situations.
- Current senate presidents in a multi-college district can also guide a new president through rough patches. Utilize colleagues' expertise as appropriate.
- Request a visit from ASCCC leaders, including members of the Relations with Local Senates committee.

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**Part III: Roles and Responsibilities of the Senate**  
*Committee Appointments*

**COLLEGE/DISTRICT REPORTS REQUIRING SENATE SIGN-OFF,  
REVIEW OR VIGILANCE**

The table below contains a listing of reports or documents calling for the local senate president's signature or senate approval, as well as materials requiring senate vigilance as they move through administrative channels, often without required local senate review. While this table provides tentative due dates as of this publication, these reports are often fluid and districts may sometimes apply for reporting extensions. Further, new action by the legislature or the Board of Governors may eliminate or increase the reporting obligations of a college. Use this table as a starting point to inquire about the responsibilities the senate president may share with the offices of financial aid, matriculation, transfer centers, economic development, research and grants, and elsewhere across the campus.

Report	V i g i l a n c e	S i g n	Comments	Approximate Due Date*
Administrator Evaluations			This may be a locally agreed upon part of administrator evaluations.	See local policy
Accreditation Self-Study/ Interim Reports		X		Minimally each six years, or more frequently as stipulated by WASC; updates and interim reports generally occur each 3 years, mid cycle
Articulation Report		X	Chancellor's Office (CCCCO)	Late November
Basic Skills Report		X	CCCCO	?
Delay of Maintenance of Effort (75:25 ratio report, P-1)	X			
Faculty Hiring Obligation	X		CCCCO	November
Faculty/Staff Equity Plans		X		
GE Breadth Request for Approval	X			
Grants of faculty applicants				Varies; dates posted on CCCCCO website
IGETC Requests for Approval	X			
Matriculation Report		X	Description, sign-off to CCCCCO	Late August
Student Equity Plan		X		
Technology Report				
Title III Reports				
Transfer Center Report			CCCCO	September

\*Because dates are fluid and may be extended, use this list as a mere stimulus for questions and inquiry.

Grant applications often require a senate president's signature to attest that the faculty has considered the academic implications. In practice, many local senate presidents report that administrators or grant-seeking faculty solicit needed signatures only days or hours before the document is due; other applicants may submit reports or forms without documentation, necessary budget information, or other essential

## ***Local Senates Handbook***

### ***Part III: Roles and Responsibilities of the Senate***

#### *Committee Appointments*

information. To avoid these pressing circumstances, the Academic Senate recommends the following techniques:

- Inform the college faculty and administrators that materials calling for the senate president's signature or approval must be submitted in their entirety to provide enough time for a full review of the academic senate in advance of the intended mailing or submission date.
- Refuse to sign materials that are incomplete or are proffered in circumvention of the senate's established process. Such a refusal is not unprofessional if administration has not followed proper procedure.
- Insofar as possible, inform the faculty or administrators that materials requiring senate approval will be taken to the next senate meeting or officers' cabinet meeting as stipulated by senate bylaws or standing rules. "I will get back to you as soon as the senate has made its decision" is an acceptable and responsible statement.
- If a document or report requiring the senate's approval arrives late for what appear to be legitimate reasons and such late submissions are unusual for the local administration, then exploring a method to expedite the approval in this specific case can be the collegial action. In contrast, if the administration makes a habit of such late submissions, that habit is unlikely to change unless the senate insists on following proper procedures and withholds approval until the process has been followed.

### **COMMITTEE APPOINTMENTS**

All faculty appointments to any college body dealing with academic and professional matters as defined in Title 5 Regulations, with the exception of those specifically called out as being appointed by the bargaining agents, are to be made by the academic senate. Local academic senates may choose to delegate the responsibility for making certain appointments to the senate president without formal senate approval. Appointments to non-senate committees are made by the academic senate after consultation between the local senate president and the college president or chancellor ([Title 5](#)).

### **Reassigned Time for Participatory Governance Work**

Although each college is different, the academic senate should engage in a dialog with the administration regarding reassigned time for the agreed-upon and legally-mandated work of the senate and its committees. Certain practices may help to facilitate this dialog:

- 1) Remind administrators that a properly functioning senate is essential to the governance and health of the college and its accreditation.
- 2) Compile a list of agreed-upon responsibilities.
- 3) Create a list of duties and identify the workload necessary to accomplish them.
- 4) Negotiate fair compensation or reassigned time based on the identified workload.
- 5) Ensure that all agreements are recorded in writing.

### **Common committees and task forces to which faculty are appointed**

#### **College Level**

- Accreditation
- Affirmative Action Committee
- Budget Committee
- Campus Safety
- College Bookstore/Cafeteria Committees
- College District Planning
- College Foundation
- Curriculum Committee
- Distance Education Committee
- Facilities Committee
- Faculty Hiring Committees
- Faculty Hiring Prioritization Committee
- Faculty and Administrative Evaluation Committee
- Institutional Planning Committee

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*Committee Appointments*

- Master Plan Committees (Facilities, Education)
- Matriculation Committee
- Program Review Committee
- President's Cabinet/Council
- Research Committee
- Staff Development Committee
- Technology Committee

**District Level**

- Calendar Committee
- Chancellor's Council Committee
- District Budget Committee
- District Curriculum Committee
- District Faculty Priorities and Hiring Procedures Committee
- District Facilities
- District Foundation Committee
- District Marketing
- District Planning Committees
- District Student Services
- Equivalencies [Note: may be a college-level committee as well]
- Technology (and District Distance Education) Committees
- Other ad hoc committees as needed on policy changes recommended by the board or chancellor, or individual issues forwarded by a college within the district

**Strategies to Increase Participation**

For a discussion on strategies for increasing faculty participation see [Part IV of this handbook: Faculty Participation](#).



**Local Senates Handbook**  
**Part IV: Ensuring the Effectiveness of the Local Senate**

## **Part IV. Ensuring the Effectiveness of the Local Senate**

Local shared governance policies codify the standing of local senates (for more on this topic see Part II in this handbook: [Incorporating the Law at the Local Level: Board Policy, Regulations, and Delegation of Authority](#)). This section of the handbook provides some effective practices for working with a college administration, running efficient senate meetings, adapting the ASCCC Resolution process for a local senate, keeping the faculty informed, and engaging faculty participation. This section also offers a list of resources to keep archived in senate files and an explanation of how a Technical Visit can assist in institutionalizing a senate's effectiveness.

### **PLACEMENT IN THE COLLEGE'S GOVERNANCE STRUCTURE**

Education Code and Title 5 Regulations clearly indicate the purview and role of the local senate within the college's governance structure. That delegation of authority places the local academic senate in a unique position: the senate president has direct access to the board of trustees and can bring forward items to be placed on the board agenda without filtering by administrators. The voice of faculty must be given primacy on the 10+1 academic and professional matters called out in [Education Code and Title 5](#) (See Part II of this handbook: [The Legal Basis: Education Code, Title 5, Accreditation, and Local Implementation](#)). Because Education Code §70902(b)(7) guarantees all college constituent groups the right to “participate effectively” in discussions of matters that may impact them, the local administration and the local academic senate are obligated to hear and give due consideration to all relevant voices in developing recommendations. However, the senate is not bound to accommodate or reach consensus with other constituencies regarding academic and professional matters, and allowing equal voice to all constituent groups in college or district decision making regarding issues that fall under the 10+1 areas violates both the spirit and the letter of Title 5 Regulations.

Even with the clear regulatory language in regard to the role of the academic senate in governance, senate presidents may find themselves in situations where academic and professional matters are placed on an agenda for a meeting of a college council or similar all-college governance group. If the academic and professional matters are placed on an agenda for information or general discussion and comment, that in itself is not necessarily cause for concern or alarm. On the other hand, if those academic and professional matters are placed on an agenda for some type of action or a recommendation to the governing board or to the chancellor or college president, such a practice is not appropriate because it does not respect the academic senate's purview.

Under these circumstances the senate president must dissuade the body considering the item from taking action, using the opportunity to educate the body as to the privilege and primacy of the academic senate on academic and professional matters. The senate president might choose to distribute to the body the portions of [Title 5](#) that define the senate's purview and may further urge the body to declare the matter an academic and professional matter, indicating its acknowledgement of the senate's official status on the issue at hand. As the document [Participating Effectively in District and College Governance](#) states,

Many colleges have found coordinating councils useful, but some cautions are warranted . . . a coordinating council is not the appropriate body to make recommendations to the governing board or designee on academic and professional matters. These issues are appropriately within the purview of the academic senate. Furthermore, care should be taken in placing decision-making authority in the hands of coordinating councils. The strength of participatory governance lies in recommendations being made by those who have the necessary expertise and are most affected by the decision. (ASCCC & CCLC, Page 8, 1998)

While the senate should welcome and even encourage the interest and opinions of classified staff colleagues, management colleagues, and students, the recommendation must come from the official voice of the faculty, the academic senate, on academic and professional matters.

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### *Part IV: Ensuring the Effectiveness of the Local Senate*

Clearly, a communication channel that permits timely and orderly exchange of information at every level of the governance structure is critical to the work of a senate president. A local senate president's responsibility is to ask the senate to deliberate on policy and procedural questions that affect academic and professional matters, enabling the senate president to act both as the principal watchdog for the faculty and as their chief spokesperson once the senate has voiced its stance. At the same time, a senate president must avoid appearing to speak for the senate prematurely, for administrators may tend to assume that if they have consulted with the senate president, they have consulted with the senate itself. Local senate presidents must be nimble, articulate, persuasive, diplomatic, persistent, and, most of all, determined. Often when the senate president attempts to dissuade committees from taking action or recommending action to the governing board, chancellor, or president, others will cite expediency and urgency as reasons to bypass proper process and may even suggest that the senate president's vote on the committee represents senate recommendation. On these occasions, the senate president should remind those present that proper and prudent expediency can be achieved through foresight and clear communication and that the senate cannot be reasonably represented on matters that have not been brought before it for deliberation.

### **EFFECTIVE SENATE OPERATIONS**

The next section will offer some strategies to ensure that the senate itself benefits from effective participation. To be wholly effective and participatory, the senate must see the senate president's own leadership as open, encouraging of a free exchange of information, and respectful of those who express divergent and even unpopular points of view. In exchange, as faculty serve the senate on committees and task forces, they must report back to and receive their direction from the senate: they must carry forth the expressed will of the local senate.

### **Constitutions and Bylaws**

Each local academic senate needs a constitution, and each would benefit from having a set of bylaws in place as well. Though these terms are sometimes used interchangeably, technically the constitution of an organization sets out the fundamental principles that govern a group's nature, function, and limitations of governance. A constitution also explains how the body is "constituted," and it typically defines who the officers are and how they are selected for and removed from office. Thus, the constitution might identify the purposes of the local academic senate and define which officers comprise the senate's executive committee. A senate's constitution is typically voted on by the faculty at large and may require approval of the full faculty to amend.

Bylaws, on the other hand, are guidelines or operating procedures to implement the constitution and are often developed and revised by the senate itself. Bylaws spell out how the organization conducts its business and may even specify the time period during which business will be done. Thus, a typical set of bylaws will do the following:

- Articulate the senate's election process, including the composition of the election committee, voting procedure, vote counting procedure, duration of the election period, announcement of results, and assumption of office by elected faculty.
- Address development and distribution processes for meeting agendas and any other similar procedural matter.
- Delineate the job requirements of the senate's executive committee (for more on this see Part III of this handbook: [Organizing and Delegating Authority](#))

Constitutions and bylaws should be regularly reviewed to ensure that all senators are familiar with the requirements and procedures of the senate. Senate constitutions and bylaws should not be capriciously

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### *Part IV: Ensuring the Effectiveness of the Local Senate*

changed to solve singular issues. Revisions of senate constitutions and bylaws should be driven by significant organizational change, recognition that over time the operations of the senate might have evolved to ensure compliance, or response to new situations

The Academic Senate website offers several examples of both constitutions and bylaws that local senates can use to develop or revise their own documents. [For samples of senate constitutions and bylaws see the [Senate Constitution and Bylaw Codex](#) (ASCCC, 2014).]

### **Goal Setting, Status Reports, and Annual Reports**

Many local senates determine annual goals, building upon the previous years' achievements as well as residual tasks yet to be completed. If a senate has not considered developing a work-plan for the year, a good place to begin is with an examination of senate responsibilities as detailed in statute and policy.

Once the senate—or its officers, depending upon the senate's bylaws—has articulated and publicized its goals, the senate may want to examine its progress periodically and produce a year-end report that can be shared with all faculty as well as with other governance groups and the local board. This annual report, such as the one shown in the [Sample Senate Annual Report](#) document, may include any recommendations for the coming year. The annual report can also provide the foundation for subsequent senates and their officers and permits them to set priorities that are proactive rather than reactive.

### **Compliance with the Open Meeting Acts**

*The people of this State do not yield their sovereignty to the agencies which serve them. The people, in delegating authority, do not give their public servants the right to decide what is good for the people to know and what is not good for them to know. The people insist on remaining informed so that they may retain control over the instruments they have created.* ([Government Code § 54950](#))

One of the obligations local senate presidents encounter with some trepidation is following the requirements of the Open Meetings Act ([Government Code 54950-54960.5](#)), also called the *Ralph M. Brown Act*. The requirement for community college academic senates to follow the Brown Act is explicitly addressed in [California Attorney General Opinion 83-304, dated July 28, 1983](#)

The Attorney General concluded that academic senates are subject to Brown Act requirements because Title 5 requires that local community college governing boards must recognize their local academic senate and thus local senates are subordinate creations of local boards of trustees.

Due to the interpretation of the California Attorney General's Office, local academic senates must follow the requirements of the *Ralph M. Brown Act*. Local senates should consult with their college or district legal counsel for advice on interpreting how the Brown Act may apply to the specifics of how their senates and committees operate. The information provided below is taken directly from the language of the statute and is provided for information purposes only; it does not constitute legal advice.

- Senates must “report any action taken and the vote or abstention on that action of each member present for the action.” ([Government Code §54953](#))
- Senates may not hold secret votes. This includes voting for officers within the senate. ([Government Code §54953](#))
- If a senate meeting is held via teleconferencing or utilizes other technological applications for remote participation, all votes taken must be by roll call. ([Government Code §54953.b.2.](#))
- Unless the senate is conferring with legal counsel, it may not go into closed session ([Government Code §54954.5.a to k](#))
- Senates must provide the opportunity for members of the public to directly address the senate. The senate may set reasonable limits on public comment. (See the code for specifics). ([Government Code §54954.3](#))

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### *Part IV: Ensuring the Effectiveness of the Local Senate*

- Senate agendas must be physically posted 72 hours before a regular meeting in a “location that is freely accessible to members of the public and on the local agency’s Internet Web site, if the local agency has one.” ([Government Code §54954.2.a.1](#))

For more information on the Open Meeting requirements for academic senates, see the following resources:

- The full-text of [the Brown Act](#) (Ralph M. Brown Act, 2014)
- [Herding Cats: Local Senates & the Brown Act](#) (Mahon & North, 2009)
- [Brown Act and Compliance](#) (Braden & North, 2014)

### **Setting and Posting Agendas**

While the Open Meetings Acts outline the legal responsibilities for posting of an agenda, they do not fully spell out acceptable or pragmatic suggestions for setting and subsequently posting agendas for meetings of the local senate or its standing committees. Generally, the president meets with officers prior to the 72 hour deadline for posting of the agenda; at that time, the officers can identify carry-over items, new business, needed reports, and other matters of business called for by faculty or even administrators who have asked to have an item placed upon the agenda. While the determination of the agenda is conventionally the prerogative of the president alone, consultation with other officers is helpful.

Moreover, to encourage faculty deliberation of academic and professional matters and to ensure the effective participation of other governance groups as required by law, the local senate should extend an open, standing invitation to the college community to present items to be considered for placement on an agenda. Some local senates hold regular Executive Council or Cabinet meetings between senate meetings to plan their agendas for the forthcoming weeks and to take up urgent matters. Such meetings provide a convenient deadline for the submission of items to be considered at future meetings.

District senates face the same obligations--and strategic dilemma--that college senates do. Agendas are generally distributed to the local senate presidents and committee chairs (e.g., curriculum, accreditation, faculty development) on each campus; the obligations of additional posting then fall to the local senates. Electronic posting of agendas makes it possible to email them to all faculty, depending upon local choice or need.

### **The Order of Business**

The order of business of a senate meeting may well already be spelled out in local senate bylaws, or a senate may use the standard order of business recommended under the parliamentary procedures outlined in Roberts Rules of Order. A senate meeting can be organized in many ways; some common elements include the following:

- Call to Order
- Public Comment
- Record of the Previous Meeting
- Agenda of the Current Meeting
- Consent Calendar
- Reports of Standing Committees
- Reports of Special Committees
- Special Orders
- Unfinished Business
- New Business
- President's Report
- Announcements and Open Forum
- Adjournment

The Relations with Local Senates Committee has compiled a document with examples of different senate agendas [Sample Agendas](#) (ASCCC, 2014).

### **Public Comments at Meetings**

A significant feature of an academic senate agenda is the placement of public comment, a requirement of the Open Meetings Acts. The laws permit the body to determine the placement and manner of public comment; in other words, the local senate can determine for itself the length of time allotted to each

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### *Part IV: Ensuring the Effectiveness of the Local Senate*

speaker, as well as the placement on the agenda when non-senate members can address the body both on matters on the agenda and on matters of a more general nature. A "Public Comment" item at the beginning of a meeting is generally intended to elicit comments on matters on the agenda for the current meeting, while an "Open Forum" section near the end of the agenda permits visitors--and senators--to bring to the floor matters not currently on the agenda, though action may not be taken on such items. Again, the law permits the senate to establish time limits. Significantly, however, the law is explicit in its insistence that speakers do not need to sign "permission to speak" slips or in other ways provide identifying information about themselves other than on the most voluntary basis.

In weighing the options a senate has regarding public comment, a senate president might consider these strategies adopted by local senates throughout the state:

- Permit non-senators—including faculty, students, administrators, or other interested parties—to address the body on agenda items only at the beginning or the end of the meeting. This practice is more convenient for non-senators who may have difficulty remaining through the entire meeting until the agenda item of interest to them comes up. However, if this practice is employed, earlier comments will not be as fresh when the item comes up for discussion later in the agenda, commentators lose the opportunity to hear and participate in the more full debate on the issue, and speakers may be rushed or discouraged from participation when public comments are placed at the end of the agenda.
- Permit non-senators—including faculty, students, administrators, or other interested parties—to address the body on agenda items as those items appear on the agenda. Again, even under this arrangement, various options exist: non-senators may be allowed to speak before the senators, during the debate, or only at the end of the discussion prior to any vote taken.
  - a. In the first arrangement, non-senate participants who speak before the senators begin their debate enable the senators to be fully informed about the views of others and to respond to their comments or questions.
  - b. If allowed to participate in the debate itself, outside voices can raise pertinent questions and provide points of information or clarification. However, their voices may receive undue weight and extend their participation beyond any established time period generally allotted for public comment.
  - c. If non-senate participants are asked to withhold their comments until the senate has conducted its debate, important observations may not be shared or may not subsequently be subject to refutation or rebuttal by the senate.
- Permit non-senators—including faculty, students, administrators, or other interested parties—to address the body on matters of interest not on the agenda at the end of the meeting or in writing.
- Create and use consultation forms to be circulated among other governance groups to afford them due opportunity to review and comment and to provide written or oral testimony at senate meetings if necessary. Sample forms are available in the document [Samples of Decision Review Sign-off Sheets](#) (ASCCC, 2014).
- Create combinations of these strategies to reflect the college culture while ensuring broad and effective participation.

### **Posting Agendas**

Senate agendas must be physically posted 72 hours before a regular meeting in a “location that is freely accessible to members of the public and on the local agency’s Internet Web site, if the local agency has one” ([Government Code §54954.2.a.1](#)). A local senate must identify the means and location of posting to enable interested parties to attend the meeting or to communicate with their elected representatives prior to the scheduled meeting. This obligation is even more critical for colleges with affiliated centers or for district senates having multiple colleges with whom they must communicate. The following do not meet the requirements of the Brown Act:

- Bulletin boards in offices or other areas inaccessible to the general public 24 hours per day;

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- Affixed to interior windows or behind other barriers that do not permit viewing of the full document;
- Agenda being obscured by other documents or postings.

In addition to the legally required physical posting of agendas in a “freely accessible location” and on the senate’s website if the senate has one, some additional strategies for increasing the awareness of the work of the senate include the following:

- A bulletin board near the local senate office or in an administrative area or other boards accessible and available to the college community, perhaps at several locations on a larger campus.
- An email posting to the entire college faculty, staff, and student government.
- A website posting on the local senate website, in a form that can be easily down-loaded or reproduced.
- A combination of these methods.

## **EFFECTIVE STRUCTURES FOR CONDUCTING SENATE MEETINGS**

### **Standing Rules**

Local senate presidents, usually in conjunction with other officers, may generate local senate standing rules. Generally, the body need not adopt these rules, but an effective practice is to discuss the rules before implementing them. Standing rules cannot circumvent or supersede law, local policies, or bylaws; they can, however, enable the senate to prescribe implementation strategies, such as who speaks, in what order, for how long, under what conditions, how agenda items may be submitted, and by when. Standing rules can also stipulate deadlines for materials submitted for senate consideration or for the senate president’s signature.

### **About Parliamentary Procedures**

Having established and posted an agenda, a senate president may benefit from reviewing the use of parliamentary procedures. In their excellent reference work, *The Practical Guide to Parliamentary Procedure* (1983), Edward S. Strotherland and David W. Shepard point to four essential benefits offered by parliamentary procedure. They argue that parliamentary procedure is

- An orderly way to conduct the affairs of an organization;
- A way to determine the will of the majority;
- A way to protect the minority; and
- A way to protect the rights of an individual member.

Some groups, particularly smaller committees, avoid using parliamentary procedure because of the misperception that it will inhibit their business. Such is not the case; in fact, parliamentary procedure generally helps to move business, particularly if the senate president or committee chair assists the group participants in remembering these simple guidelines:

**ASSIGN A PARLIAMENTARIAN:** The senate president can assign the role of parliamentarian to a senate officer for orderly and effective discussion following local senate adopted parliamentary rules.

**LISTEN CAREFULLY:** The senate president or chair will clarify what ideas or motions are under consideration and declare what sorts of comments are germane to a particular motion.

**ASK QUESTIONS:** The Academic Senate, at its plenary meetings, provides a parliamentary mic at which observers may ask the presiding officer for procedural clarifications, such as what sort of motion is relevant to the discussion, how to properly accomplish a desired goal, or how to challenge a ruling or determination. Participants at a senate meeting should be encouraged to seek such clarification, and if an avenue for such questions is not provided by the bylaws, the senate parliamentarian might make clear to those attending how to ask questions during discussion of business.

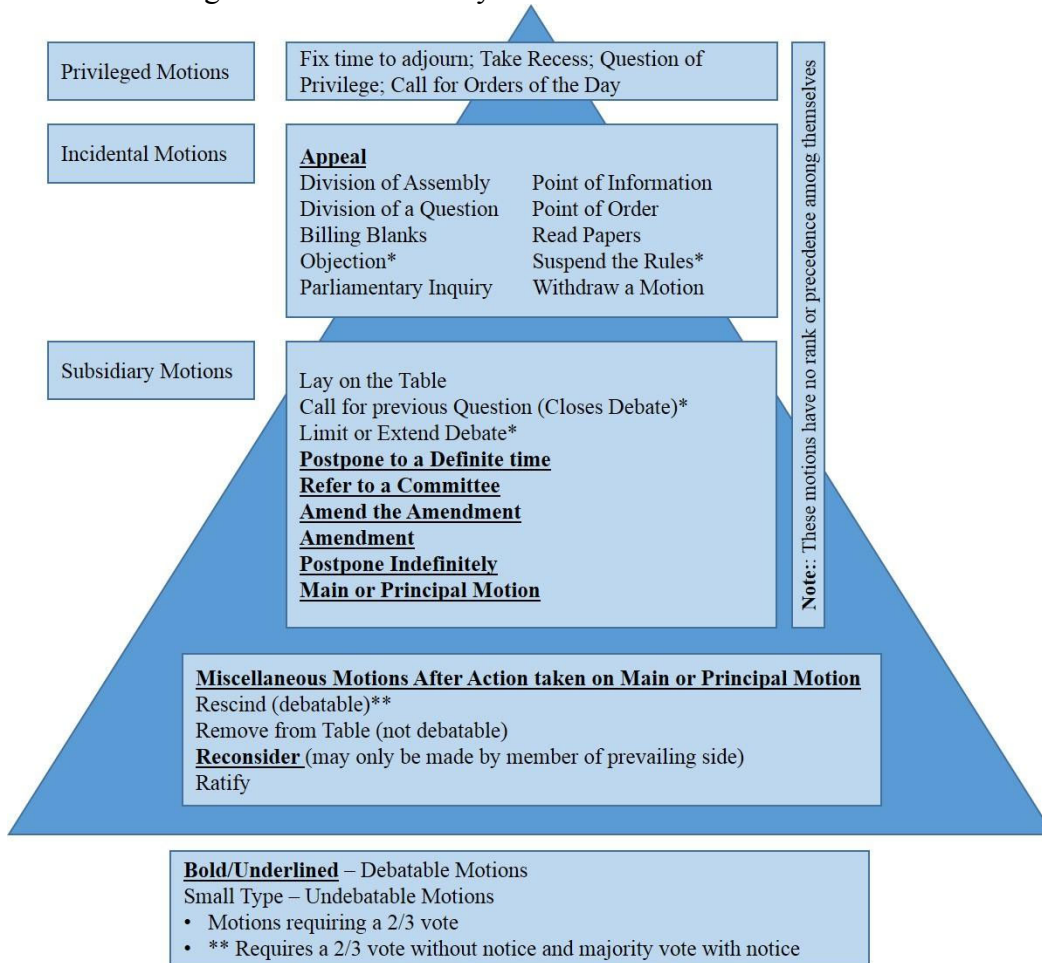
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**SPEAK TO THE POINT:** The senate president or chair will ensure that remarks apply to the specific motion on the floor or, if not, are ruled out of order.

Below is a brief illustration of how commonly used parliamentary motions may be responded to within a senate. The [Leadership Resources](#) page of the ASCCC website offers additional helpful information from the Academic Senate's official parliamentarian about conducting the meeting under parliamentary procedures.

Diagram of Parliamentary Motions in order of Precedence



### **A Strategy for Conducting Discussions of Agenda Items**

To expedite discussions during senate meetings, the senate may wish to consider Standing Rules to provide order while ensuring that effective participation occurs. The senate may determine time limits and establish who may speak and under what conditions. The Academic Senate, at its plenary sessions, requires members wishing to speak to an item to queue before a "pro" microphone on one side of the room or at a "con" microphone on the opposite side or to ask questions about parliamentary procedure at a "parliamentary" microphone located mid-room. This procedure provides for an orderly discussion of the issues within the allotted time, enables the president to terminate discussion when no one appears to speak further in support or in opposition. This practice generally reduces redundant comments.

### **Strategies for Voting on Agenda Items**

Procedures for voting during a meeting should be determined locally, particularly if the goal is to keep the meetings progressing in an orderly fashion.

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Some items on an agenda may be handled by what is known as approval by consent. If no opposition is perceived or expected to items such as approval of the minutes of the previous meeting, approval of the agenda, and acceptance of reports from various committees that do not require action by the senate, the president may list them on the agenda under the "consent calendar" and declare them passed by general consent after allowing an opportunity for opposition to be expressed. Should any senator wish to discuss, amend, or vote on such items, the party should ask to have the item removed from the consent calendar for separate consideration after the bulk of the consent items has been approved. The senate president should always honor such a request to have an item removed.

Senates may not hold secret votes, including voting for officers within the senate ([Government Code §54953.c.](#)), and therefore voting on action items must take place publicly. If a senate meeting is held via teleconferencing, all votes taken must be by roll call. ([Government Code §54953.b.2.](#)) Senates must "report any action taken and the vote or abstention on that action of each member present for the action" ([Government Code §54953](#)). The voting must be public, and therefore voting by email is not allowed. The Brown Act does not specify how legislative bodies must conduct their votes with the exception of teleconferencing; it only specifies that the results of the vote of each member must be reported. Voice votes are sufficient if the individual votes of each member can be determined and recorded.

Balloting for officers, candidates for committee seats, or other appointments, especially if the vote involves competition, is slightly more difficult within the context of the law. If the senate members are the electorate, then the vote of each member must be recorded and reported out. In colleges that have academic senates of the whole rather than representative senates, the vote of each faculty member must be recorded and reported out. If the faculty as a whole is the electorate but the senate is not a senate of the whole, then a secret ballot may be used.

In circumstances that allow secret ballots, voting may be conducted in various effective ways that protect the sanctity of the ballot box:

- A ballot for the election of a candidate is placed inside a blank envelope, which is sealed and then placed inside a second, outer envelope on which the voter—whether a senator or any faculty in a campus-wide election—has printed his or her name and affixed his or her signature.
- Course Management Systems (e.g., Moodle, Blackboard) may be set up to capture votes. Different systems have different levels of protection of the voter's identity and should be thoroughly examined before use.

Local senates should consider carefully when a balloting system is being decided upon to make certain that the system ensures one vote per voter, is secure, and is verifiable by interested parties.

Regardless of the method used for the election, results should be announced or posted, although the decision of how to publicize the outcome of elections should take into account the emotional reaction of participants in the election. An elections committee whose membership is determined well in advance of an election can help determine appropriate logistics, provide necessary security, and supervise the counting of ballots. This neutral presence ensures the integrity of the process and enables the senate president to announce the results at the same meeting or within a reasonable time if the election is being conducted on a campus-wide basis.

### **ADAPTING THE RESOLUTION PROCESS FOR LOCAL USE**

The Academic Senate for California Community Colleges conducts its business using the resolution process (see the [ASCCC Resolutions Handbook](#) (ASCCC, 2014) and recommends that local senates do likewise; many senates, however, reserve resolutions only for the most urgent of their statements and recommendations. Resolutions are designed for local senates to urge or recommend policy or action to the Board of Trustees, chancellors or college presidents, other local groups, or the Academic Senate for



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California Community Colleges. Resolutions differ significantly from motions made on the floor of a senate meeting. Consider the following points of contrast:

#### **Motions**

- Made by elected representatives or officers
- Made orally on the floor
- May be acted upon at that time
- May be enacted by a simple majority
- Do not retain the force of the arguments made on their behalf

#### **Resolutions**

- Presented by committee, senators, or officers
- Presented in writing prior to meeting as part of agenda and shared broadly with all faculty
- Often receive first reading and adopted at a subsequent meeting
- Retain the force of the argument in the "whereas" clauses of the argument
- Make clear the actions to be carried out

The suggestions below and the appendices associated with them illustrate how resolutions may become an effective implement for a local senate.

#### **Writing Resolutions:**

The following is an excerpt from the ASCCC's [\*Resolution Writing and General Advice \(2014\)\*](#):

Since the resolution process guides the work of the Academic Senate, care should be taken in developing the resolutions. The following are some guidelines for Senate resolutions, as well as recommendations for proper resolution writing.

1. **Four is the Limit:** Resolutions cannot contain more than four "whereas" or "resolved" statements (this is a requirement per the published resolutions process for session).
2. **An Introduction:** Consider using the first "whereas" as an introduction, outlining the situation in general or providing background and indicating the people or groups involved before justifying your resolutions in the other "whereas" statements.
3. **Make the Point:** Be as direct and to the point as possible. Cleverness that makes a resolution less clear will likely cause confusion and lead to the resolution being defeated, amended, or referred.
4. **Avoid Lumping:** Limit yourself to one reason in support of or in defense of your resolution per "whereas" statement. Lumping too much into one statement causes confusion and is likely to provoke calls for revision.
5. **Professionalism Preferred:** Avoid personal attacks or insults of any person or group, even subtle ones. No matter how justified the statement or how offensive the target, such attacks will almost inevitably draw opposition from some members of the voting body.
6. **Only Academic Senate Action:** Remember that resolutions can only direct the Academic Senate to take action. The Academic Senate does not have the authority to direct or require action from any other group or individual, including local senates. Resolutions can also request or recommend actions from other entities, or it can endorse or support particular positions of other entities.
7. **Reality Check:** If your resolution directs an action by the Academic Senate, be certain that the action is possible for the Academic Senate to accomplish. Specifically, remember that the Academic Senate cannot absolutely ensure or prevent the actions of any other body. Some qualifying or alternative terms, such as "work with [other body] to ensure" rather than "ensure," or "oppose" rather than "prevent," may help to produce a more realistic resolution.
8. **Word Choice:** Judiciously use words such as "any," "every," "all," "never," "none," or other qualifiers that make sweeping generalizations.

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9. **Models:** You may benefit from reading some past examples of resolutions for ideas about structuring and phrasing your resolution. (See <http://asccc.org/resources/resolutions> for examples from the ASCCC)
10. **Resolution Title:** Be sure that the title of the resolution accurately reflects the content of the resolution, and follows proper rules of punctuation and capitalization.
11. **Facts:** Resolutions should focus on facts rather than empty rhetoric. Resolutions should include references to specific information such as legislation, previous resolutions, papers, and the like, and should include footnotes, appendices, or links to those references for the delegates to research and make an informed vote.

(See the ASCCC guidelines on writing resolutions: [Resolution Writing and General Advice](#) and [Sample Resolution Form for Use by Local Senate with a Sample Resolution, Annotated](#) explaining what a resolution should typically contain).

#### **Discussing a Resolution:**

1. For many local senates, resolutions are submitted for first readings and then for action at a following meeting, but this process may be altered by calling for a "suspension of the rules" to accommodate urgent circumstances.
2. Resolutions should receive wide distribution prior to being acted upon; additional copies of a resolution should be available at the senate meeting at which it will be discussed.
3. Resolutions should be represented as a separate agenda item under the appropriate agenda category.

#### **Revising Resolutions:**

1. Resolutions may be amended for further clarification, additions, or deletions.
2. Preferably, amendments should be submitted in writing, although verbal submissions are possible depending upon the desire of the local senate and its bylaws or standing rules.
3. Resolution amendments or substitutions are considered prior to the original resolution.

#### **Discussing and Adopting Resolutions**

1. Discussion on resolutions or any amendments may have a pre-set time limit.
2. Any attendee at the meeting at which the resolution is discussed should be permitted to speak regarding the resolution. See the section "Public Comments at Meetings" above.
3. The president may recognize pro and con arguments alternately. When no speaker remains on one side of the motion, debate on that question may be closed, depending on local procedure.
4. Only official senate representatives may vote. The nature of the voting itself—voice, ballot, roll-call votes—as well as determination of what constitutes a successful or a failed vote should be spelled out by the local senate bylaws. (For more on voting requirements, see "Strategies on Voting" above.)

#### **Disposition of the Resolution**

1. Resolutions should be forwarded to the appropriate parties by the local senate president or designee with an expectation of a written reply that can be shared with the voting body.
2. The official record of the senate meeting should indicate the status of the resolution, and, if required by bylaws or constitution, the nature of voting itself.
3. Compilations of resolutions adopted by the local senate can be submitted as part of a year-end report and widely disseminated among governance groups as the senate's statement of accomplishment as well as evidence of the senate's philosophy. (See [Sample Senate Annual Report](#).)

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4. All resolutions, including their justifying "whereas" clauses, should be archived, perhaps in a single binder or file, as well as included as attachments to minutes and within related topic files.

### **KEEPING THE FACULTY INFORMED**

An informed faculty is more likely to become involved in the work of the academic senate. The electronic convenience of email and the limitless possibilities of the internet enhance face-to-face communication and can increase faculty participation within the college community. Many of the suggestions below encourage use of these electronic opportunities, often in tandem with more traditional means of communication.

#### **Develop a Governance Handbook**

The handbook should include governance committee memberships, policies, and committee responsibilities. The policies and procedures in such a handbook will be somewhat dynamic and subject to formal alteration after appropriate consultation. However, a historical record and explanation of how and why processes occur will persist beyond changes in personnel and the inevitable erosion of institutional memory. The creation of such a handbook is even more crucial if the institution currently enjoys a healthy climate of participatory governance: the whims of one individual can change that atmosphere overnight. Having such a published governance handbook will provide clear evidence of past practice and consensus. The handbook might readily be posted on the senate's website. For examples of decision making handbooks, see the Resource Documents section at the bottom of the [ASCCC Leadership Resources](#) page.

#### **Use the Resolution Process**

A local senate resolution process can recommend or direct a particular action and provides the rationale for that action. Include the wording of the proposed resolutions in the agenda distributed before the meeting. Distribute draft and approved resolutions in the minutes to serve as an effective educational tool. Part IV of this handbook, [Adapting the Resolution Process](#), provides additional information about the resolution process.

#### **Local Senate Website**

A senate website is a valuable resource for college faculty. A senate website on the college server, with appropriate links to other college and state governance groups, is an efficient mechanism to publicize meetings and showcase the accomplishments of the senate. The Academic Senate website provides a template that senates may use to build their local website. To aid the college community in building and using websites, senates may wish to approach their college public information officer for electronic photographs of the college or college events that can be electronically archived and made accessible for use by the senate and its faculty. While the senate website can be maintained by staff assigned to the senate, local senates without such support can create a senate officer position for this important communication function, can seek a stipend for a faculty member to do so, or can offer flex credit or other incentives to ensure that the necessary postings are timely and complete.

Senators and other faculty should be encouraged to use the state Academic Senate website as a means for keeping informed about state issues. The objective is to make senate business and faculty involvement in college and system-wide governance a very public and notable enterprise.

#### **Equity and Access to Participatory Governance Meetings and Training**

In Title 5, "effective participation" means that all stakeholders must be afforded an opportunity to review and comment upon recommendations, proposals, and other matters and to participate effectively in discussions of academic and professional matters. Many California community colleges and districts have

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satellite campuses but hold governance meetings, trainings, and activities primarily or entirely on their “main” campuses.

The significance of location and expanded access is an issue of equity for faculty, staff, student, and administrative participation in local senates’ governance. The Academic Senate for California Community Colleges encourages local senates to rotate the location of senate meetings to include satellite or alternative campuses. In addition, local senates are encouraged to use technological applications to extend governance access and participation across college campuses when feasible.

#### **Publicize Senate Meetings**

Inform the faculty about each upcoming senate meeting. Notice should be published a reasonable amount of time ahead of the meeting or within the time frame required by the Open Meetings Act. An effective practice is to then send a reminder 24 hours prior to the meeting time. Voice mail messages or email messages are an excellent way to remind faculty, saving paper and avoiding the notice getting lost in the paper crush. A posted notice of the meeting located by faculty mailboxes will also serve as a last-minute reminder. These notices, also posted on the senate website, are important whether the college is small, where the questionable assumption is that all faculty already know the dates and agenda matters, or large, where communication is more difficult and faculty are more likely to feel disinterest or disengagement from governance work.

#### **Publicize the Names of Senate Representatives**

If all faculty know the names of their senate representatives, they will have increased opportunity for communication and involvement. Publish a roster of senators, senate officers and senate-appointed faculty members of college and district committees and include college phone numbers or email so that all faculty members may contact them for more information or to contribute to ongoing discussions. This roster can easily be included as part of the senate website, perhaps with convenient email links.

#### **Publish Senate Agendas and Minutes**

Publishing the agenda of each senate meeting and making them available to faculty in advance of the meeting can generate interest in the issues and increase attendance. The agenda should provide readers sufficient information on the items to be discussed. If large agendas are sent to representative senators, send a one-page agenda with short, informative paragraphs on the issues to be discussed to each faculty member. Equally effective is an email message sent to all faculty and college staff. If these messages contain links to the agenda posted on the website, all may have immediate access to the information and may respond or download it as needed. Once approved by the senate, minutes should be widely distributed.

#### **Develop a Senate Events Calendar**

At the beginning of each year or semester, publish a calendar of all meetings and activities with times, dates, and locations and place it on the senate website for ease in accessibility. Regular meeting times lend a predictability that makes it easier for faculty to attend and participate.

#### **Use College Email**

Email can be an effective tool for communicating issues and soliciting input on senate concerns. With the deluge of email that everyone receives, the messages of the senate may get lost. The following strategies may help to maximize the effectiveness of email for the senate:

- Ensure that all faculty, full- and part-time, have access to email and are included in messages coming from the senate.

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- Create a campus-wide mail list containing only faculty so that messages from the senate can be addressed directly to faculty.
- Be judicious in sending out email messages so that the senate is not perceived as contributing to information overload, which may result in messages being ignored.

#### **Maintain Senate Bulletin Boards--Electronic and Physical**

The senate website might also offer an electronic bulletin board where faculty may post comments pertinent to senate deliberations or announcements of interest to the general college community. In addition to a senate website, a conveniently located bulletin board in each division or area is another good way to publicize senate events and issues. The bulletin board is an effective place to post copies of state correspondence and reports, senate agendas and minutes, and grant and conference opportunities. The senate will want to publish committee reports to keep faculty informed of the governance efforts that are taking place in senate, campus, and district committees.

#### **Create a Senate Logo and Letterhead**

Use a senate letterhead and perhaps a specific paper color for correspondence. These techniques readily identify senate information and communication among numerous documents in college mailboxes.

#### **Publish a Newsletter**

A regular senate newsletter can include summaries of meetings of the senate, the governing board, and the college council, photographs of senators and senate activities, department and individual faculty news, a forum for editorials, announcements of grants, workshops or other opportunities, statewide updates and opportunities (e.g., ASCCC Awards and opportunities to serve on a statewide committee), and information on senate issues and concerns. This newsletter can also be electronic in its format to save printing and publication costs.

#### **Write a Column for the College Newspaper**

A regular senate column in the college newspaper will communicate the responsibilities, views, and activities of the senate to the entire college and illustrate for students the vital roles their faculty assume on their behalf. Smaller community newspapers may also consider running a weekly or monthly column featuring the activities of college faculty.

## **FACULTY PARTICIPATION**

### **Soliciting Diverse Faculty Participation**

Soliciting **diverse faculty** participation will be an easier task with an informed faculty that realizes the need for and value of participation. However, some recruiting efforts are still needed to achieve the desired level of **faculty broad-based** participation. Leaders' mettle is evidenced by their ability to include and accommodate those with alternative views and approaches, by their ability to showcase the talents of others, and by their ability to elicit constructive contributions from many. **Equity, access and inclusion** are core fundamentals of an effective participatory governance process. When making committee assignments or soliciting faculty participation, consider historical patterns of exclusion based on ethnicity, race, gender, sexual orientation, ability... to ensure that all faculty have an opportunity to engage in participatory governance on campus.

Below are some techniques recommended by other senate leaders for soliciting wider **and more diverse** faculty participation. For each point, senate presidents and senates should consider how they might apply these suggestions to address the needs of full- and part-time colleagues across the **“main” campus and satellite campuses** and how they might use appropriate technology effectively for these ends.

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#### **Recruit Part-time Faculty**

The senate president may wish to explicitly recruit for service part-time faculty whose teaching experience, professional training, and sense of commitment to students may be highlighted in the academic and professional work part- and full-time faculty share. Many local senates have devised strategies to increase the participation of their part-time faculty, and the sample constitutions and bylaws available on the Leadership page of the Academic Senate website indicate how those senates formally give voice to their part-time colleagues. The Academic Senate has also adopted many resolutions urging local senates to consider ways to involve part-time faculty in our academic and professional work.

#### **Meet Personally With the Faculty**

The personal touch is the most effective means of communicating, particularly when making a request. Some senate leaders set the goal of visiting several faculty members each week. People need to be asked to participate and should be acknowledged when they do serve.

#### **Listen to Opinions**

The individual interests and skills of faculty members will be revealed in their comments, and these faculty members who speak out can be a valuable source of expertise for senate activities. Electronic bulletin boards, for example, can ensure that all voices are afforded an opportunity to be heard and their views responded to by an even broader constituency.

#### **Conduct Faculty Opinion Polls**

Formal or informal opinion polls allow faculty members to indicate their opinions on issues. Polls can be used to identify faculty concerns, establish senate priorities, and develop senate positions. While the senate will want to be careful not to include collective bargaining issues in senate polls, the senate may wish to collaborate with the bargaining agent as, in response to labor law, it seeks the local senate advice about issues the senate wishes to see addressed prior to entering into negotiations. Polling results should also be communicated to the faculty so that they are included in the entire process.

#### **Turn the Suggestion Box into a Volunteer Recruiting Center**

Faculty leaders frequently hear suggestions and complaints from colleagues on a variety of issues. Faculty members who care enough to talk about their concerns can also be the faculty members who are willing to develop a solution to the issue raised. A volunteer can be recruited with a simple comment such as this: "Thanks for bringing your concern to my attention. Could you get two other faculty members to work with you and present a resolution at the next senate meeting?" The faculty member is thereby encouraged to become involved, and valuable contributions may emerge. Comments that are ignored may breed ill will that is difficult to overcome.

#### **Provide an Orientation for New Faculty**

Too frequently, faculty orientation is seen as an administrative function with the senate being given five minutes to present an overview of its role. However, orientation to the academic and professional obligations--both as they apply to the larger profession and to the specific college culture--are generally more appropriately conducted by the faculty themselves. [Title 5](#) specifically notes that the academic senate shall be responsible for "policies for professional development." If a senate has not reached a formal agreement, and particularly if it is excluded from such orientations, the senate president should ask to consult collegially on a process for this important orientation and professional development function.

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Several faculty orientation models are used on campuses throughout California:

1. Arrange for an orientation session, or several brief orientation sessions, for new faculty members on an individual or small group basis. In the session, senators can encourage involvement and provide basic introductory information about the work of the senate and faculty within the larger governance structure. Past senate leaders and college administrators can be invited to present their perspectives.
2. Consider a semester-long or yearlong orientation process that may be awarded flex credit, committee assignment-status, or reassigned time. Meeting regularly with faculty members of a senate committee, the faculty new to full-time status at the college can discuss the campus' educational climate and educational philosophy, the general education model, the academic and professional roles of faculty, the governance structure, and the student and instructional support services available to them and their students.
3. Build into the probationary period opportunities for new faculty to have appropriate and meaningful participation in senate activities, including the orientation of new faculty in subsequent years.

Any such orientation program should also be open to part-time faculty, who need to understand shared professional responsibilities and the options they have to become more involved in the on-going governance work of faculty.

#### **Create a Faculty Governance Flex Activity**

Flex activities can be an effective way to highlight specific faculty governance issues and other local senate activities. For example, the senate could sponsor a forum composed of senate leaders and administrators where faculty can ask tough questions and the presenters can explain the role of the senate and senate committees. The senate might survey the faculty to find topics or speakers of interest to them for such presentations.

#### **Hold a Senate Retreat**

Setting aside a day or two for a senate retreat is a good way to gain perspective about issues, share information and ideas, and set priorities for the year as well as train senators and generate enthusiasm for the work of the senate. If faculty members who are not senators are included, new people who might become valuable resources can be introduced to senate activities.

#### **Make Committee Opportunities Known**

Publicize a general request for volunteers, and, at the same time, ask individuals to volunteer for specific senate-appointed committee assignments. A variety of involvement opportunities, some with short-term responsibilities, will allow faculty members to match their interests and time commitments with senate needs. Invite volunteers and committee applicants to ensure broad representation and a plurality of views. Review the opportunities afforded to part-time faculty as well, including appointments on college and district committees; part-time faculty across the state serve on faculty development, part-time hiring, and curriculum committees, among others.

#### **Invite State Academic Senate Representatives to Speak to Faculty**

Senate presidents may extend invitations to Academic Senate Area Representatives, to members of the Relations with Local Senates Committee, and to other members of the Executive Committee of the Academic Senate for California Community Colleges to visit their campus, address specific needs, or bolster faculty enthusiasm for governance work. For more information see [Requesting a Local Visit](#) section of the ASCCC website.

#### **Take Faculty to Academic Senate Sessions and Leadership Training**

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The annual fall and spring plenary sessions, Area meetings, the Professional Development College, and the summer Faculty Leadership and Curriculum Institutes of the Academic Senate are all excellent opportunities to involve and train faculty. Campus staff development funds should be available for this purpose; most college presidents and chancellors understand the need for well-trained faculty leaders and can help identify appropriate local funds to enable a senate's full participation in these essential training opportunities.

#### **Maintaining Faculty Participation**

Once faculty members have become active, senate leaders need to reward and nurture that participation to enhance faculty's commitment to and enjoyment of senate and governance involvement.<sup>10</sup>

One of the major hurdles senate leaders face, regardless of their time on the senate, is finding faculty to participate in committee work. Unless the committee's work directly impacts a faculty member, such as a hiring committee, or he or she is compensated, some faculty would much prefer to just teach and mentor students, while avoiding committee service. Senate leaders need to develop strategies to engage faculty so that they want to serve on committees, especially in cases where committee service is not a contractual obligation. Below are suggestions, compiled from senate leaders at breakouts at both the Spring 2011 Plenary Session and the 2011 Leadership Institute, that have assisted senate leaders in increasing faculty participation [and from the Spring 2018 resolution 17.02. \(link\)](#) -

#### **Use a Personal Approach**

Something as simple as a phone call, rather than a mass email, may make the difference when persuading a faculty member to participate. A particularly effective tool is a face-to-face meeting over coffee about what the committee does and why the senate is asking that faculty member to become involved.

#### **Clearly Define Commitments Ahead of Time**

When senates are recruiting volunteers for committee work, the more information that can be provided, the more likely the senate will be to find someone who is willing and able to serve. Providing information including the time and dates of the meetings, expected length of the term of service, and work outside of the meetings can be very effective for recruiting faculty to serve on a particular committee.

#### **Play to Their Strengths**

For committees that serve a particular population or a very narrow purpose, recruiting people who can approach the committee with knowledge or experience regarding the topic can be very helpful. The more the senate president knows about how a committee operates, the better he or she can recruit for that committee.

Recruiting faculty is far easier when a senate president knows what the committee does and what its goals are for the next year. Senates should also attempt to avoid having personalities that conflict among the committee members; asking someone to serve on a committee with an individual with whom that faculty member has a conflict or negative history could be a recipe for disaster.

#### **Use Senators**

At colleges with smaller numbers of full-time faculty, the senate president may know most, if not all, of faculty; such familiarity with all faculty becomes much more difficult at larger colleges. Senators probably know most of their colleagues within their divisions and will be able to suggest faculty for service. They also may know part-time faculty who are interested in serving and can bring those

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<sup>10</sup> Section adapted from: Davison, D. & Bruno, J. (2011) Participate! How to get faculty engaged and involved. *ASCCC Rostrum*, Retrieved <http://asccc.org/content/participate-how-get-faculty-engaged-and-involved>



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individuals to the senate president's attention if part-time membership is usual within the local college culture and appropriate for the particular committee. Faculty who teach at multiple schools bring an additional knowledge and new perspectives to committee work. For more information on part-time faculty participation see the ASCCC paper [\*Part-Time Faculty: A Principled Perspective\*](#) (ASCCC, 2002).

#### **Show Appreciation**

One of the most important things that a senate president can do is to thank committee members during and at the end of the year. Whether the recognition involves a note, an email, cookies at the last meeting, or acknowledgement in a public forum, letting those faculty know that the senate is grateful for their service is an effective way to encourage those faculty to return the following year to seek other committee opportunities.

#### **Develop Professional Recognition of Faculty**

Publicly recognizing the achievements of faculty is an important and effective element of building morale in any organization. The senate president may use memos, college and local newspaper articles, award ceremonies, and Board and Foundation presentations to highlight faculty accomplishments.

#### **Give Credit Where Credit Is Due**

A genuine "thank you" is very helpful in acknowledging faculty members who work on senate and participatory governance assignments. Senate presidents may wish to print the senate logo on thank you cards and send a note to faculty members and other college staff who have helped further the work of the college. Participation includes a host of division, area, department, and other college activities which may not be directly perceived as being the work of the local senate; however, faculty who serve on hiring committees, on college-wide and district-wide committees, or as advisors for student organizations are indeed furthering the senate obligations for effective participation in governance.

#### **Make Senate Involvement an Evaluation Criterion**

Often forgotten in tenure and post-tenure evaluations is the obligatory, professional responsibility faculty have for participation in governance activities. The senate may consider consulting with the collective bargaining agent to include and use involvement in governance as a criterion in the evaluation process to reinforce the importance of this serious professional responsibility.

#### **Discuss Governance Participation in the Hiring Interview**

Develop an expectation of involvement with each new faculty member by discussing it as a professional responsibility both in the hiring interview and during new faculty orientation. Suggest senate and other governance activities that the new faculty member may choose for participation.

#### **Sponsor a Breakfast, Lunch, or Coffee Hour**

Food is often a successful inducement to encourage faculty to attend an event. The event can then be used to inform, engage in discussion, train, acknowledge and thank those who participate.

#### **Provide Incentives for Participation**

Consult with the collective bargaining agent to develop incentives such as overload banking credit or professional growth step credits for participation in senate activities.

#### **Linking Local Awards to ASCCC Statewide Awards**

The Academic Senate presents three major awards each year. Local senates are responsible for nominating worthy individuals and for preparing much of the nomination materials. Senate presidents should watch for the announcements that open the nomination period and must adhere to the rigid and

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often compressed timelines for submission. These awards, however, honor the faculty and colleges of all nominees for these three awards. For more information see Part V of this handbook: [Academic Senate Awards](#).

#### **Increase Participatory Governance on Satellite Campuses**

To promote equity and inclusion, local senate leaders are encouraged to reach out to faculty on satellite campuses, and to rotate meeting locations between the “main” campus and satellite campuses. The use of technological application to improve access to participatory governance opportunities may be beneficial in increasing diverse participation.

This list of ways to recruit and involve faculty is by no means exhaustive, but it can provide some guidance for encouraging faculty to become more engaged in committee service at a college and more involved in the body as a whole. Being a senate leader does not mean doing everything alone; the more that a senate president can increase participation, the more people and perspectives are present to help with decision making. A faculty with active participation by the majority of its members is key to a strong and effective senate on a campus.

#### **RESOURCES AVAILABLE IN SENATE FILES**

The following table offers a checklist of essential materials. In the left-hand column are items that should be readily found in local senate files, while in the right-hand column are analogous materials available at the Academic Senate for California Community Colleges website.

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<b>Key Resources for Senate Officers, Senators, and Committee Chairs</b>	
<p><b>Local Resources</b>  List of email and phone numbers of all senators, including home numbers, if senators are willing to share</p>	<p><b>State-wide Resources</b>  The Academic Senate statewide directories of the <a href="#">Executive Committee</a> and Local Senate Presidents/President-elects /Vice Presidents / Curriculum Chairs</p>
<p><b>Local Senate Website</b>  Constitution and By Laws  Agendas and Minutes  Local Senate Goals  College Mission Statement and Goals  Committee Assignments, Reports</p>	<p><b>Academic Senate Website</b> (<a href="http://www.asccc.org">http://www.asccc.org</a>)  <a href="#">Bylaws, Rules, and Policies</a>  <a href="#">List of the Academic Senate publications</a>  <a href="#">Agendas and Minutes of Executive Committee</a>  <a href="#">Committee Descriptions and Rosters</a>  <a href="#">List of Common Acronyms</a></p>
<p><b>Communications</b>  President’s Reports  Local faculty newsletters  Copies of local reports from task forces, planning committees</p>	<p><b>ASCCC Communications</b>  <a href="#">Papers</a> (official positions of the ASCCC)  <a href="#">Rostrum</a> (articles on issues and topical matters)  <a href="#">President’s Updates</a>  <a href="#">Resolutions</a></p>
<p><b>Regulations</b>  Governance Agreement  Full-time Faculty Hiring Agreement  Part-time Faculty Hiring Agreement  Peer Evaluation Process  Administrative Retreat Rights  Administrative Evaluation  FSA's  Disciplines List  Equivalency Determination Procedure  Board Policies and Regulations, particularly for:      Governance      Program Review      Tenure      Curriculum Approval</p> <p><b>Models for:</b>  Curriculum Approval  Policy Committees and Objectives  The Brown Act (see <a href="#">Part IV.</a>)  Student Equity  Planning and Budgeting  Faculty Internships</p>	<p><b>Regulations</b>  <a href="#">Consultation Process</a>  <a href="#">Minimum Qualifications and Equivalencies</a>  <a href="#">Board of Governors</a>  <a href="#">Executive Orders of the Chancellor on Consultation</a>  <a href="#">Strengthening Senates</a>  <a href="#">Ed. Code (See Part II.)</a>  <a href="#">Title 5</a></p> <p><b>Interpretations of Regulations</b>  <a href="#">"Participating Effectively in District and College Governance"</a> (ASCCC &amp; CCLC, 1998).</p> <p><b>Chancellor's Office Web Site</b> (<a href="http://www.cccco.edu/">http://www.cccco.edu/</a>)  <a href="#">Board of Governors</a>  <a href="#">Consultation Council agendas &amp; minutes</a>  <a href="#">MIS data</a> (i.e., total apportionment dollars for each district)  <a href="#">Legal opinions and advisories</a>  <a href="#">Links to all the units and CO personnel</a></p>

Local senates should discuss the format in which their archives will be compiled. While some senates maintain filing cabinets full of decades worth of documents, many senates are moving to digital archives. These archives may be public with the documents all available on the senate website, semi-public with the documents available on a network drive available to the college community or only faculty, or private with the documents available on a secure drive only to senate leadership. Regardless of the format, the senate should discuss the ways in which these materials are maintained, backed-up, and passed down.

**INSTITUTIONALIZING A SENATE'S EFFECTIVENESS: SEEKING  
TECHNICAL ASSISTANCE TO ENSURE COMPLIANCE**

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This document and the rich resources of the Academic Senate for California Community Colleges, including its elected Executive Committee members and the office staff as well as its institutes, events, and publications, are dedicated to ensuring the success of local senate presidents. Despite best efforts, laws and regulations concerning participatory governance occasionally need further clarification, and on occasion a particular academic and professional issue can seriously divide faculty from administrators or trustees. Sometimes a local senate may regrettably experience serious discord with administrators or trustees concerning the appropriate roles of the faculty in governance or an interpretation of compliance issues. At other times, the college or district would profit from a workshop or presentation on a single feature of the governance process.

In such instances, the ASCCC is prepared to assist local senates, faculty, staff, students, administrators, and trustees in understanding their appropriate roles in effective participatory governance. The ASCCC partners with the Community College League of California (CCLC) to send representatives to meet with local personnel on the campus. This program, often called "technical assistance," actually includes four types of assistance available through the collaborative efforts of these two organizations. To identify which option is best suited for the particular needs of an institution, a senate president should review the options with his or her college or district administration.

Prior to a visit being scheduled, requests must be signed by representatives of both the local senate and the college president or chancellor as appropriate, and colleges or districts must underwrite the travel costs incurred by the visiting presenters. The [ASCCC Website: Services](#) section provides more information on the variety of technical assistance offerings and concludes with a link to the [Request Services Form](#).

See [Part V](#) of this paper for more information on what the ASCCC does to help local senates.

## **Part V. Linking Local Senates to the Academic Senate for California Community Colleges**

### **FUNCTIONS OF THE ACADEMIC SENATE**

In some senses, the statewide Academic Senate functions in much the same way as a local academic senate. As with local district governance, the California Community College Board of Governors articulates a vision for the California Community Colleges and their mandated missions; it then establishes system-wide policies and regulations to enact that vision and respond to the legal strictures imposed by the legislature or the governor's executive orders. The Academic Senate contributes its professional assessments and judgments and is “relied on primarily” by the Board of Governors for matters declared as academic and professional ([Title 5](#)).

The California Community Colleges’ Chancellor and staff operate under the Standing Orders of the Board of Governors that include descriptions of the consultation process. As part of that consultation process, the members of Consultation Council, much like a local chancellor's cabinet or council, provide appropriate advice and attempt to reach consensus on issues affecting the system. As with a local senate, the representatives of the Academic Senate express the collective voice of the community college faculty to the Consultation Council on all academic and professional matters at the system-wide level; additionally, under the Board's Standing Orders, the chancellor is compelled to seek the Academic Senate's input on all academic and professional matters.

Also present on the Consultation Council are leaders representing FACCC, CCC/CFT, CCA/CTA CCCI, CSEA, CEOs, CIOs, CSSOs, CBOs, CHROs, and CCLC/ACT.<sup>11</sup> The ASCCC is the only body with two appointments to the Council, normally filled by the ASCCC President and Vice-President. Members of the Consultation Council can submit items for consideration, discussion, or action by submitting a Consultation Digest Item. For more information on the operations of the Consultation Council, see the [Consultation Council Handbook](#), available on the State Chancellor’s website. As with consultation processes on a local college and within a district ([Title 5](#) (d)), the governing board—in this case, the Board of Governors—has specifically agreed through its Standing [Orders, Part II, Article 3, § 332](#) that the Board and its designees shall rely primarily on the Academic Senate regarding academic and professional matters.

The Academic Senate's primary mission is to serve faculty in California's community colleges, to "promote the best interests of higher education in the state and to represent the faculty of all California community colleges at the state level." To do so, the Academic Senate maintains an office in Sacramento and a professional staff who coordinates its many activities and provides continuity. The resolutions adopted by the delegates to the Academic Senate’s bi-annual plenary sessions provide direction to the Academic Senate Executive Committee<sup>12</sup>, which uses those resolutions to develop priorities for the year.

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<sup>11</sup> For greater explanation of these many acronyms, consult the Academic Senate website or review its publication on acronyms, or the [Acronyms](#) document (ASCCC, 2012).

<sup>12</sup> The Academic Senate for California Community colleges incorporated as a nonprofit organization in November 1970. While revising the ASCCC Bylaws in 2014, ASCCC legal counsel advised the Executive Committee that a nonprofit corporation is required to have a Board of Directors and that an “Executive Committee” was considered to be a committee of the officers of the board. This legal requirement is reflected in the [2014 ASCCC bylaws](#); however, the operation of the four officers, four area representatives, four north and south representatives, and two at-large representatives was not changed, and the tradition of referring to them as the “Executive Committee” outside of legally required documents continues.

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The following table illustrates some of the ways in which the state Academic Senate, funded in part by annual dues from colleges around the state, currently fulfills its constitutional obligations to local senates:

Charge	Activities
<b>ARTICLE II, Section I: Aims</b>	
Represent faculty and ensure a formal, effective procedure for participating in the formation of statewide policies	<ul style="list-style-type: none"> <li>● Participation in Consultation Council and the Council of Faculty Organizations (CoFO)<sup>13</sup></li> <li>● Provide testimony before the Board of Governors and the legislature</li> <li>● Represent faculty on the System Advisory Committee on Curriculum (SACC) and other Chancellor’s Office advisory committees.</li> </ul>
Strengthen local senates	<ul style="list-style-type: none"> <li>● Provide levels of Technical Assistance in partnership with CCLC;</li> <li>● Offer professional development activities through institutes, regional meetings, or other events, as well as fall and spring plenary sessions</li> <li>● Local senates visits and area meetings</li> <li>● Publications and website resources</li> <li>● Professional Development College</li> </ul>
Develop and promote implementation of policies at statewide level	<ul style="list-style-type: none"> <li>● Serve on Chancellor's Office and other statewide committees, advisory councils, or task forces</li> <li>● Makes appointment of faculty to councils, committees, and task forces established in conjunction with the consultation process to deal with academic and professional matters at the system-wide level (Board of Governors Standing Order 332)</li> <li>● Offer informative breakouts at plenary sessions</li> </ul>
Make recommendations on statewide matters affecting CCCs	<ul style="list-style-type: none"> <li>● Publish and disseminate adopted resolutions to appropriate groups</li> <li>● Prepare and present digest items at Consultation Council</li> <li>● Participate in the preparation of the system legislative package</li> <li>● As appropriate, take positions on legislation and provide legislative testimony</li> </ul>
<b>Article II Section 2: Functions</b>	
Assume responsibilities and perform functions delegated to it by local senates	<ul style="list-style-type: none"> <li>● Determine appropriate actions emerging from adopted resolutions</li> </ul>

<sup>13</sup> The Council of Faculty Organizations, or CoFO, meets regularly prior to Consultation Council meetings and is composed of the leaders of all of the faculty bodies represented on Consultation Council: ASCCC, FACCC, CCC/CFT, CCA/CTA CCCI.

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	<ul style="list-style-type: none"> <li>• Delegate responsibilities to standing or ad hoc committees</li> <li>• Publish senate papers and the <i>Rostrum</i></li> <li>• Report to delegates at plenary sessions</li> </ul>
Provide statewide communication among local senates to coordinate actions and requests of faculty	<ul style="list-style-type: none"> <li>• Maintain the ASCCC website</li> <li>• Regularly publish the President's <i>Updates</i>, the <i>Rostrum</i>, and Senate-adopted papers</li> <li>• Provide directory of local senate presidents and other leaders</li> <li>• Conduct surveys on topical concerns and distribute results</li> </ul>
Initiate policy positions relevant to CCC and their role in higher education	<ul style="list-style-type: none"> <li>• Participate in ICAS (Intersegmental Committee of the Academic Senates);</li> <li>• Contribute to intersegmental initiatives such as C-ID (Course Identification Numbering System)</li> </ul>

**OUTREACH FROM THE ACADEMIC SENATE**

**Area Divisions**

All members of the Executive Committee except the officers are elected on the basis of geographic representation. The Academic Senate currently divides the state's community colleges into four areas (A, B, C, D) (for more information see the [Area News](#) and the [Member Senates](#) document, both available on the ASCCC website). The delegates from each area elect one Area Representative who serves for two years on the Executive Committee; two At-Large representatives are elected by delegates from all four areas, as well as two North (elected by the Area A and B delegates) and two South Representatives (elected by Area C and D delegates).

**Area Meetings**

The area representatives are responsible for coordinating two area meetings each year. At these meetings, held each fall and spring prior to the upcoming plenary session, faculty leaders, usually the delegates to the plenary session, meet at a college in their area. They discuss matters of concern to their areas, review proposed resolutions to be voted on at the plenary session, and generate additional resolutions. Each delegate represents the positions and perspectives of his or her local senate at these meetings and gathers information to take back to the local senate for direction before plenary session. Area representatives are also available to consult with or visit local senates. Requests for such visits should be forwarded through the Academic Senate Office.

**Role of the Relations with Local Senate Committee**

The Relations with Local Senates Committee serves to augment the work of the Executive Committee in its efforts to share information on issues of concern at the local and state levels. While members of the Relations with Local Senates Committee should be conversant with pertinent statutes and strategies for effective academic senates, their work is primarily as liaisons and conduits for information and requests for assistance. To contact the [Relations with Local Senates Committee](#), visit the Academic Senate website or call the Academic Senate Office.

**Senate Institutes**

The Academic Senate sponsors institutes to address faculty and local senate needs in a variety of areas (see Events listing on ASCCC homepage). Most important to local senate leaders, especially for new presidents, is the Faculty Leadership Institute held each June. The Curriculum and Accreditation Institutes are appropriate to consider sending a team of faculty, classified staff, and administrators from a college.

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Other institutes may focus on disciplines such as STEM, counseling, or career technical education, or issues such as general education, equity, and student success.

Local senate presidents should review the information about the planned institutes at the beginning of each academic year. Doing so well in advance will permit the senate president to

- Identify the appropriate sources of funding for faculty to travel and register.
- Encourage faculty to plan for and attend these institutes.
- Build into senate activities chances to respond to pre-and post-institute study materials and to examine the impact and implementation of strategies for new concepts and policies.
- Seek scholarships from the Academic Senate Office when appropriate.

For the most current information about institutes and to register for these significant professional development opportunities, senate presidents should visit the Academic Senate website frequently.

### **SENATE PLENARY SESSIONS**

For many years, the plenary sessions have been held alternately in the North and South of the state, on Thursday through Saturday in fall and spring. The general and breakout sessions permit local senates--their officers, curriculum chairs, and other interested faculty--to be apprised of current topics, to receive new training to bolster the effectiveness of their senate, to select the representatives and officers of the Executive Committee, to determine ASCCC positions, and to provide the Executive Committee its direction through the adoption of resolutions. Each college may appoint one voting delegate to the plenary session, and each multi-college district that has a district academic senate may also appoint one delegate. The roles of these delegates are detailed in the document [\*Senate Delegates Roles and Responsibilities\*](#) available on the ASCCC website.

### **Resolutions**

The Academic Senate resolution process is described in detail in the [\*Resolutions Handbook\*](#) (ASCCC, 2014). In short, that resolution process works as follows:

- a. Pre-session resolutions are developed by the Executive Committee, through its committees or by individual Executive Committee members, and submitted for pre-session review at the area meetings.
- b. At the area meetings, pre-session resolutions are discussed, and new resolutions are generated.
- c. The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
- d. Delegates and representatives of the local senates meet during the session in topic breakouts and give thoughtful consideration to the need for new resolutions and amendments.
- e. After all session presentations are finished each day, delegates and representatives meet during the resolution breakouts to discuss the need for new resolutions or amendments. Each resolution or amendment must be submitted to the Resolutions Chair before the posted deadlines each day. Additional Area meetings are held on Friday morning of each plenary session for discussing and amending resolutions.
- f. The Resolutions Committee meets again to review all resolutions and amendments and to combine, re-word, append, or render moot the resolutions as necessary.
- g. The resolutions are discussed and voted upon at the general sessions on the last day of the plenary session.

Resolutions passed by the body are promptly published, disseminated, and then acted upon by the Executive Committee. They are also posted on the Senate's website.

### **Local Senate's Use of Academic Senate Resolutions**

Local senates can and do make substantial use of statewide resolutions to guide their own practices, to provide direction and priorities, to provide justifications and support in their discussions within their own



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consultation procedures, and to provide impetus for their own activities. For more information see [Resolution Guidelines for Local Senates](#).

#### **Disciplines List Procedure**

Every two years, in accordance with Title 5 Regulations, the Academic Senate reviews the document *Minimum Qualifications for Faculty and Administrators in the California Community Colleges*, commonly known as the Disciplines List. In February of every even year, the Senate distributes the Disciplines List Process to the field and solicits revisions, additions or modifications to the Disciplines List. Any proposed modifications are widely disseminated to professional organizations as well as faculty and administrative groups; they are also subject to hearings held at the fall and spring plenary sessions and are reviewed by the professional organizations for college administrators and bargaining agents. At the conclusion of the hearings, the body votes upon the proposed changes during its spring plenary session of each odd year.

Because the Academic Senate for California Community Colleges must consult with the discipline faculty across the state, resolutions in support of proposed changes to the disciplines list cannot be amended. The proposed changes must either be voted up or down as originally presented. Any proposed change on the consent calendar may be removed and voted on separately. To learn more about the Disciplines List Revision process see the [Disciplines List Revision Handbook](#) on the Senate website.

#### **PARTICIPATION ON ACADEMIC SENATE COMMITTEES**

The work of the Academic Senate is conducted primarily by its standing and ad hoc committees and task forces, often augmented by participants from other governance groups. The Executive Committee and its standing committees are identified in the Academic Senate Bylaws; their work is ongoing from year to year. Ad hoc committees, by contrast, are created in response to a particular issue or concern and, like task forces, generally have a sunset attached to their operation. Academic Senate committees are chaired by members of the Executive Committee, and committee minutes regularly appear in the agendas of the Academic Senate Executive Committee and on the ASCCC website. Committee chairs can submit Executive Committee agenda items calling for action or seeking advice and consent.

As with a local academic senate, committee members and chairs representing the Academic Senate on statewide committees have a particular obligation to report regularly to the larger body—in this case, the Executive Committee. All faculty members serving on statewide committees must understand that they represent the Academic Senate and its adopted positions; they must defer from making policy decisions without first consulting with the Executive Committee through regular written reports.

A list of current Academic Senate committees can be found on the [ASCCC Senate website](#). A senate president should consider how members of their faculty or they personally might serve their colleagues throughout the state. Local senate presidents and past presidents frequently have the judiciousness and experience needed to examine academic and professional matters on a grander scale, and faculty with career and technical knowledge are needed to lend their expertise. Even faculty who feel fatigued by service at the local level can be invigorated by and can energize statewide committee membership. Faculty can indicate their interest in serving at the state level through the [Application for Statewide Service](#) form.

#### **NOMINATIONS FOR STATEWIDE AWARDS AND SERVICE**

##### **Academic Senate Awards**

The Academic Senate presents three major awards each year—Exemplary Program, Hayward, and Stanback-Stroud. Local senates are responsible for nominating worthy candidates and for preparing the nomination materials. Starting in August, a senate president or designee should be watchful for the

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announcements that open the nomination period. These awards have rigid and often compressed timelines for submission. Below is a brief description of each award. More information and the application are available on the Senate website under the [Award](#) tab.

**[The Exemplary Program Award](#)** recognizes outstanding community college programs. Each year the Executive Committee of the Academic Senate selects a different theme in keeping with the award's traditions. Up to two college programs receive \$4,000 cash prizes and a plaque, and up to four colleges receive an honorable mention and a plaque. The call for nominations goes out in October with an announcement letter, application, criteria, and scoring rubric.

**[The Hayward Award](#)** recognizes faculty from the four Senate areas for commitment to education, service to students' access and success, and service to their institution through participation in professional or student activities. Each year two areas recognize part-time faculty and two areas recognize full-time faculty on an alternating basis. The call for nominations goes out in November with an announcement letter, application, criteria, and scoring rubric.

**[The Regina Stanback-Stroud Award](#)** recognizes a faculty member or a faculty group making special contributions in the area of student success for diverse students. The call for nominations goes out in December with an announcement letter, application, criteria, and scoring rubric.

### **Service to the Board of Governors**

The Board of Governors includes two faculty members, each serving a two-year term. Executive Committee members, local academic senates, or individuals may nominate appropriate candidates for consideration. As the two faculty terms are staggered, the Academic Senate seeks nominations each October. After Executive Committee interviews, successful candidates are forwarded, according to statute, to the Governor. Because of the importance of these faculty positions, the Academic Senate is best served by faculty members who have considerable statewide experience and who have demonstrated a commitment to effective participatory governance.

## **CONSULTATION PROCESS**

The voice of the local senate is expressed through the resolution process (See Part V of this handbook: [Adapting the Resolution Process](#)) and gives direction to the Executive Committee of the Academic Senate for Community Colleges. In turn, the collective will of the body and the voice of the California community college faculty regarding system-wide academic and professional matters is carried to the Board of Governors. In order for the local senate voice to be represented effectively, the following must occur:

- Local senates must empower their delegates to represent their concerns and will.
- Delegates must articulate that will or those concerns, using the resolution process at the plenary session to give direction to the Executive Committee.
- The Executive Committee, through its representatives to the Consultation Council and in other venues, must then carry those directives into the consultation process (See Part V of this handbook: [Functions of the Academic Senate](#) for more information).

### **Inclusivity Statement**

With the goal of ensuring the equal educational opportunity of all students, the Academic Senate for California Community Colleges embraces diversity among students, faculty, staff, and the communities we serve as an integral part of our history, a recognition of the complexity of our present state, and a call to action for a better future. Embracing diversity means that we must intentionally practice acceptance

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and respect towards one another and understand that discrimination and prejudices create and sustain privileges for some while creating and sustaining disadvantages for others. In order to embrace diversity, we also acknowledge that institutional discrimination and implicit bias exist and that our goal is to eradicate those elements from our system. Our commitment to diversity requires that we strive to eliminate those barriers to equity and that we act deliberately to create a safe and inclusive environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community.

To advance our goals of diversity, equity, inclusion, and social justice for the success of students and employees, we must honor that each individual is unique and that our individual differences contribute to the ability of the colleges to prepare students on their educational journeys. This requires that we develop and implement policies and procedures, encourage individual and systemic change, continually reflect on our efforts, and hold ourselves accountable for the results of our efforts in accomplishing our goals. In service of these goals, the Academic Senate for California Community Colleges is committed to fostering an environment that offers equal employment opportunity for all.

As a collective community of individual colleges, 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. Individual and group differences can include but are not limited to the following dimensions: race, ethnicity, national origin or ancestry, citizenship, immigration status, sex, gender, sexual orientation, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, political beliefs, religion, creed, military or veteran status, socioeconomic status, and any other basis protected by federal, state or local law or ordinance or regulation. We acknowledge that the concept of diversity and inclusion is ever evolving, and thus we create space to allow for our understanding to grow through the periodic review of this statement.

## **CONCLUDING THOUGHTS**

New local senate presidents may naturally feel somewhat overwhelmed by the requirements of the job they have undertaken. However, while serving as a president can be trying and exhausting, it can also be very rewarding and even at times enjoyable. To help them to do their jobs more effectively, senate presidents may use this handbook to remind themselves of new leadership opportunities and to help find answers to the inevitable questions that they will face. Most of all, senate presidents should enjoy the leadership moment they are in and know that the Academic Senate for California Community Colleges and its resources are available to empower local leaders and senates. New senate presidents may even look forward to the moment when they become past presidents and sage advisors to their senates and to the time when their continued service statewide acknowledges them as the experts they have become.

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### ***Part V: Linking local senates to the ASCCC***

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## Executive Committee Agenda Item

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

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

### BACKGROUND:

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

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

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





## Executive Committee Agenda Item

SUBJECT: Faculty Role in Governance		Month: March	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	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	John Stankas	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

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

### BACKGROUND:

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

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





## Executive Committee Agenda Item

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

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







## Executive Committee Agenda Item

SUBJECT: Faculty Diversification		Month: March	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	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	John Stankas	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonerio	Action	X
		Discussion	

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

### BACKGROUND:

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

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





## Executive Committee Agenda Item

SUBJECT: Pre-session Resolutions		Month: March	Year: 2020
		Item No: IV. E.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will consider for approval to send the proposed pre-session resolutions to the field.	Urgent: Yes	
		Time Requested: 60 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Geoffrey Dyer	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

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

**BACKGROUND:** In advance of Area Meetings, the executive committee reviews pre-session resolutions from its standing committees and members. To the extent possible, resolutions from standing committees should be moved by a non-executive committee member. Executive committee members, based on their experiences working in various capacities across the state, may also introduce for consideration pre-session resolutions. The pre-session resolutions will be distributed to the field in advance of the Area Meetings.

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





## Executive Committee Agenda Item

SUBJECT: DSPS Proposed Paper (Prompts and Initial Outline)		Month: March	Year: 2020
		Item No: IV. F.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the proposed DSPS Paper.	Urgent: No	
		Time Requested: 15 mins	
CATEGORY: First Read	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Stephanie Curry	Consent/Routine	
		First Reading	X
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

## Executive Committee Agenda Item

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

### BACKGROUND:

North Representative Stephanie Curry is working with a groups of DSPS coordinators identified through the ASCCC and CCCCCO to provide the expertise in DSPS needed to complete the paper. The team met in December 2019 to review the request for a paper from [resolution 13.04](#) Spring 2018. The committee decided to move forward with requesting permission to write the paper. The committee met again in February 2020 and completed the ASCCC prompt for paper development and created a draft outline for exec review.

Providing Educational Access and Adequate Support for California Community College Students with Disabilities

Spring 2018

Resolution Number: 13.04

Whereas, Federal and state nondiscrimination laws stipulate that students with disabilities must have access to general college services and instructional programs; [1]

Whereas, The Board of Governors of the California Community Colleges implemented revisions to Title 5 regulations [2] on July 1, 2016 to address “academic adjustments, auxiliary aids, services and/or instruction through Disabled Students Programs and Services (DSPS), on and/or off campus, to students with disabilities”; [3]

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

Whereas, Implementation of AB 705 (Irwin, 2017) may have a significant impact on the ability of California community college students with disabilities to complete transfer-level English, mathematics, and other coursework; and

Whereas, Faculty and colleges may find it challenging to provide adequate access, sufficient support, and reasonable accommodations while maintaining academic standards on and/or off campus to a diverse and growing student population with a wide range of disabilities;

Resolved, That the Academic Senate for California Community Colleges work with appropriate stakeholders to provide the needed resources to serve students with disabilities and by Fall 2019 Plenary Session develop a paper that reviews how effectively California community colleges are serving their students with disabilities, shares best practices, and provides guidance on how to ensure access to educational programs and adequate support for students with disabilities, on and/or off campus; and

Resolved, That the Academic Senate for California Community Colleges recommend that the AB 705 Implementation Task Force take into account and address the unique needs of students with disabilities when developing their implementation guidelines.



## ASCCC Prompts for Paper Development

The purpose of this paper:

Proposed completion date: Spring 2021

1. Is this a new paper, a revision of, or an update to an existing senate paper?  
This is a new paper
2. Does the resolution ask for a paper? If so, please copy and paste the resolution below. If no, skip to question number 4.

Providing Educational Access and Adequate Support for California Community College Students with Disabilities

Spring  
2018

Resolution Number:

13.04

Whereas, Federal and state nondiscrimination laws stipulate that students with disabilities must have access to general college services and instructional programs; [1]

Whereas, The Board of Governors of the California Community Colleges implemented revisions to Title 5 regulations [2] on July 1, 2016 to address “academic adjustments, auxiliary aids, services and/or instruction through Disabled Students Programs and Services (DSPS), on and/or off campus, to students with disabilities”; [3]

Whereas, Implementation of AB 705 (Irwin, 2017) may have a significant impact on the ability of California community college students with disabilities to complete transfer-level English, mathematics, and other coursework; and

Whereas, Faculty and colleges may find it challenging to provide adequate access, sufficient support, and reasonable accommodations while maintaining academic standards on and/or off campus to a diverse and growing student population with a wide range of disabilities;

Resolved, That the Academic Senate for California Community Colleges work with appropriate stakeholders to provide the needed resources to serve students with disabilities and by Fall 2019 Plenary Session develop a paper that reviews how effectively California community colleges are serving their students with disabilities, shares best practices, and provides guidance on how to ensure access to educational programs and adequate support for students with disabilities, on and/or off campus; and

Resolved, That the Academic Senate for California Community Colleges recommend that the AB 705 Implementation Task Force take into account and address the unique needs of students with disabilities when developing their implementation guidelines.

3. Are there other resolutions or senate publications relevant to this effort? Are there other resources that should be taken into consideration when developing the paper?



Also supports Resolutions [09.07 Fall 2019](#) Clarify the Meaning of Fundamental Alteration When Providing Academic Accommodations and Academic Senate Resources for Serving Students with Disabilities [01.08 Fall 2019](#)

The paper could address the meaning of fundamental alteration and provide the resources requested in the resolution.

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

Yes the paper is feasible with the expertise provided by the DSPS Coordinator.

- If no, why do you believe the paper is not feasible?
- Would a white paper, Rostrum article, session breakout, or some other form of communication to the field be more appropriate or effective?

The committee believes that the amount of data and recommendations needed to accomplish the resolution requires a paper. The approved recommendations will provide guidance for local senates in supporting faculty and students. Rostrum articles and breakouts may also be suggested in support of the paper recommendations.

- If the paper is feasible but the resolution does not provide clear direction, how will you find the focus? What information or direction will you need from Exec to complete the work?
5. If the paper is not requested by resolution, what is the justification for writing the paper? Where and how did the idea for the paper originate?

Several resolutions in 2018-2019 request guidance on implementing DSPS regulations and supporting DSPS students. Provided by experts in the field this data and recommendations will support faculty across the system in providing DSPS services. Resources and examples will be provided in the paper.

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

Main sections would include

- Purpose of the Paper
- DSPS, Federal Regulations, Title 5 and Ed Code
- Role of Faculty in DSPS Services
- Data, Equity and Disaggregation
- DSPS in Guided Pathways
- Working with our K-12 Partners
- Accessibility





- Professional Development
- Recommendations for Local Senates
- Resources
- Appendices

Proposed Outline attached.

Data in the paper may include data from MIS, focus groups, Data Mart and RP group

7. Do you plan to include appendices in the paper? If so, what type? Provide an example, if appropriate.

Appendices may include regulations, research, data and effective practices

8. Do you need to gather information from the field (i.e., in the form of a survey or other) to inform the content of the paper?

No surveys anticipated for the paper

9. Do you have other information, comments, questions, or concern

None at this time.



## ASCCC/DSPS Effective Practices and Guidelines Paper

### Brainstorming Paper Topics

1. Purpose of Paper and the Role of the Academic Senate
  - a. Resolution 13.01. 2018
  - b. Academic Senates, DSPS and the 10+ 1
2. DSPS, Federal Regulations, Title 5 and Ed Code
  - a. Role of DSPS at CCC
  - b. Rules and Regulations specific to CCC
3. Role of Faculty in DSPS Services
  - a. Legally Mandated Services
  - b. Opportunities to Support Students
4. Data, Equity and Disaggregation
  - a. DSPS Populations
  - b. Race/Ethnicity
  - c. Groups such as Veterans
5. DSPS in Guided Pathways
  - a. Placement
  - b. Onboarding
  - c. Supporting students on their path
6. Working with our K-12 Partners
  - a. Transition from HS to College
  - b. Dual Enrollment
7. Accessibility
  - a. Universal Design
  - b. Online apps and course materials
  - c. Online courses
8. Professional development
9. Recommendations for local senates
10. Resources
11. Appendices





## Executive Committee Agenda Item

SUBJECT: Curriculum Institute: Draft Program		Month: March	Year: 2020
		Item No: IV. G.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the draft Curriculum Institute program, including preliminary breakouts and general session topics.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Cheryl Aschenbach	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

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

At the January Executive Committee meeting, action was taken to approve the proposed theme and program structure for the 2020 Curriculum Institute based on recommendations from the Curriculum Committee. This draft program includes planned pre-sessions, general sessions, and a list of breakout topics.

The Executive Committee is asked to approve the draft program, specifically pre-sessions, general sessions, and initial breakout topics.

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

**2020 Curriculum Institute  
Responsive Curriculum & Collective Impact**  
Riverside, CA  
July 8-11, 2020

**Wednesday, July 8**

**1:00-5:00 Registration**

**2:00-5:00 Pre-Sessions**

1. New/Newer Curriculum Chairs and Committee Members
2. New/Newer Curriculum Specialists
3. New/Newer Curriculum Administrators
4. Articulation Officers \*NEW!

**Thursday, July 9**

**8:00-9:00 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**  
8-9 breakouts by group (chairs, specialists, AOs, admins, etc)

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

**1:15 – 2:30 Breakout Session #2**  
8-9 breakouts  
Drop-in Q&A table

**2:30-3:00 Extended break for networking, personal care**

**3:00-5:15 Breakout Session #3**  
8-9 breakouts  
Drop-in Q&A table

**6:00-7:15 Reception**

**Friday, July 10**

- 9:00-10:15    General Session #3:**  
Local Approval Certification Training  
Tips, Tricks, and Resources for Training Curriculum Committees
- 10:30-11:45    Breakout Session #4**  
8-9 breakouts  
Drop-in Q&A table
- 12-2:15        Lunch/General Session #3: Keynote Speaker**  
Focus on equity as it applies to curriculum, made relevant to all roles  
Preferably an outside speaker for greater impact
- 2:30-3:45        Breakout Session #5**  
8-9 breakouts  
Drop-in Q&A table
- 3:45-4:15        Extended break for networking, personal care**
- 4:15-5:30        Breakout Session #6**  
8-9 breakouts  
Drop-in Q&A table

**Saturday, July 11**

- 9-10:15         Breakout Session #7**  
8-9 breakouts  
Drop-in Q&A table
- 10:30-11:45    Breakout Session #8**  
8-9 breakouts  
Drop-in Q&A table
- 12:00-12:30    General Session #4: Closing Comments (no lunch)**  
Briefly address common questions from Q&A table  
Pass Curriculum Committee torch to new chair  
Consider raffle to keep a few folks present 😊

**Breakout Topics** (from December Curriculum Committee meeting; add'l topics still being considered)

1. Curriculum and Legislation
2. All About the Credit Hour and Communicating Expectations
3. Curriculum Design through an Equity Lens (Distinguish more clearly from COR Nuts & Bolts)
4. Noncredit Distance Education
5. Stackable Certificates
6. Articulation and Transfer – What’s the Difference and How are they Used in Curriculum Review
7. AB 705 - Local Practice and Evaluation (Collapse into a blended 705 breakout – potential for facilitation or networking breakout. Also consider separating English and math and counseling perspectives – what do they see with students? (separate breakouts)
8. The Course Outline of Record – The Basics
9. Cooperative Work Experience (Include Alternatives to CWE and noncredit CWE alternatives)
10. Credit for Prior Learning
11. Brown Act and Your Curriculum Committee (Could public documents fit here?)
12. Developing and Maintaining Partnerships between Administrators and Curriculum Leaders
13. Noncredit Pathways to College and Career Readiness
14. Expanding AP Policies to include IB & CLEP
15. Roles and Responsibilities of Classified Professionals in Curriculum Processes (consider others besides specialists)
16. Submission of ADTs and Double Counting
17. Area of Emphasis Degrees in Guided Pathways and Meta Majors (Needs to be JOINT CO & Faculty. Change the focus w/in AOE’s 2 parts: submission streamlining and potpourri degree option)
18. C-ID and CTE: Model Curriculum Update
19. Supplemental Instruction, Learning Centers, and Tutoring Programs (include info re: earning apportionment, understanding prohibitions)
20. Credit ESL - AB 705 and Beyond (Update focus to include Title 5 placement revisions– potential for facilitated discussion like math, English)
21. Local Curriculum Processes—Closing the Feedback Loop on Curricular Changes (Modify: Considering impacts on students Erik can help define the direction for the future)
22. Sequencing and Scheduling in order to Facilitate Student Success (Consider 4 roles: CIO, specialist, curriculum, AO- impact on curriculum development and approval process)
23. Curriculum Design through an Equity Lens How to acknowledge and respond to the reality that some have been left out of curriculum
24. Implementing Inmate Education Programs \*include incarcerated youth as well
25. Accessibility Standards in Instruction
26. Building Programs for Career Education
27. †Examining the Results of Student Placement in the World of AB 705 \*Consider combining with earlier breakout(s) or looking at results separately Engl/Math



28. PCAH Submission Guidelines (if finished)
29. Assigning Courses to Disciplines – Who Owns this Course Anyway? Include cross listing
30. Curriculum, Accreditation, and Catalogs
31. Things Credit Folks Need to Know about Noncredit
32. Opportunities and Challenges of the CCC Baccalaureate Degrees Most likely a moderated discussion. Could include overview of any legislation or budget developments
33. Noncredit Basics
34. Financial Aid and Curriculum – Parameters for and Implications of New Programs  
\*Needs a strong CSSO or FA Director, \*Some public document breakout stuff can come here (info for vets, FA, etc)
35. Accreditation and Curriculum Bring in some of 2019 public documents breakout
36. Program Submission Requirements (Breakout for Specialists)
37. Navigating Difficult Conversations (Approach pro-actively. Managing relationships...partnerships...maybe a facilitated dialog instead of presentation) (Share stories, effective practices)
38. Student Access and Accessibility Considerations
39. Access and Curriculum Design w OER \*include ZTC OR could fit in Equity and Access
40. (save OERI for a partner presentation if needed for separate)
41. Advanced Credit Hour/Attendance Accounting (needs to be about scheduling and interface between curriculum & Scheduling)
42. Competency-Based Education (overview of 5C discussions and recommendations)
43. Chancellor's Office Periodic Review Update (Intent, 1<sup>st</sup> semester findings, most common issues, etc)
44. UC Transfer Pathways OR Transfer Alignment (ADTs and UCTPs)
45. The Course is Approved. What Happens Next? (consider FA, AO-GE & articulation, schedule)
46. Emergency Guidelines and Considerations
47. Dual Enrollment – Effective Practices
48. English and Math Competencies (use info from planned Rostrum article)
49. Accommodations – When is a program fundamentally altered? (address Resolution F19)

#### Additional “maybe” topics

1. Curriculum and Instruction for the Disproportionately Impacted Students – A Pathway to Higher Education (Blend with others re: reverse design and equity)
2. What is a Program Anyway (covered in pre-session?)
3. Effective Practices for Training your Curriculum Committee \*eliminate or use as a follow-up to training general session Friday morning
4. Distance Education: Definitions, Guidelines, and then Some... May need to be updated but still relevant. DE Accessibility should probably be separate
5. Impact of Curriculum Decisions Beyond the Classroom – Looking at the Data (Lessen data breakouts – reduce into one max. Change focus: Development criteria, addressing needs)

6. Effective Practices for Working with CTE Advisory Committees and Regional Consortia (LINK more clearly to Curriculum Process)
7. Course Sequencing and Program Mapping – Implications Considering the Student Experience (Maybe, with revision – not curriculum but could apply. Needs to be relevant to campuses. How do you keep implementation in mind during curriculum design and approval processes?)
8. The Chancellor’s Office Curriculum Inventory (Either as part of CO Update or brief general session if COCI update)
9. Ensuring Learning and Maintaining Standards in the Classroom through Curricular Processes
10. Forging an Unbreakable Bond: Strengthening the Relationship Between Local Senates and Curriculum Committees (could include in new chairs pre-session instead)

DRAFT



## Executive Committee Agenda Item

SUBJECT: Disciplines List Revisions Proposals Professional Organization		Month: March	Year: 2020
		Item No: IV. H.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will review and consider for approval the definition of a professional organization in the context of the disciplines list revisions process.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Geoffrey Dyer	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

**BACKGROUND:** The Standards & Practices Committee has been asked to provide a definition of “professional organization” for inclusion in the *Disciplines List Revisions Handbook*. The committee recommends the following definition be added to the handbook:

*Required investigation and statement of findings of the following:*

*o Contact with the professional organization(s) to determine support of proposal*

*A professional organization should have three or more of the following attributes:*

- *a membership of professionals in the discipline*
- *provides professional development*
- *has regular publications*
- *has statewide or national recognition*
- *has published standards for professional membership*

*Examples*

- *MLA (Modern Language Association)*
- *APS (American Philosophical Society)*
- *California Humanities (affiliated with the NEH)*
- *ANA (American Nurses Association)*
- *IWU (Iron Workers Union)*

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





## Executive Committee Agenda Item

SUBJECT: Proposal to Make the Professional Development College (PDC) part of the ASCCC Open Educational Resources Initiative (OERI)		Month: March	Year: 2020
		Item No: IV. I.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider approving a new approach to managing the PDC courses.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Michelle Bean/Michelle Pilati	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

### BACKGROUND:

**Recommendation:** The Faculty Leadership Development Committee (FLDC) would like the Executive Committee to consider the management of the Professional Development College material/modules to be given to the ASCCC OERI.

Recently, the ASCCC Executive Committee placed all PDC courses on "hiatus." At the same time, the ASCCC OERI is looking to increase its professional development opportunities and views the self-paced courses that comprise the PDC as a model for doing this. As the PDC courses are openly licensed, it would make sense for the OERI to host an array of OER professional development opportunities for faculty - both opportunities directly related to OER and courses that are OER and could have OER integrated into them. Most notably, there are obvious OER connections with respect to curriculum and incarcerated populations.

**Overview and Rationale:** A component of the OERI's work is professional development and the OERI has already offered a facilitated online course that it would like to make available as a self-paced course; the OERI has an interest in expanding the availability of OER-related online professional development opportunities and both expanding and supporting other OER-related professional development opportunities. Expanding an understanding and awareness of OER can serve multiple purposes, including expanding the reach of ASCCC in general and of the OERI in particular.

Presuming the approval of the ASCCC Executive Committee and the OERI Advisory Committee, the OERI could make the existing PDC courses available via its website after necessary updates and licensing determinations have been made. Emphasizing the open nature of PDC courses would invite colleges to repurpose PDC content to meet their own needs, such as combining elements of the various curriculum courses to create an orientation that meets their needs. Furthermore, we could encourage the sharing of these locally tailored resources.

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

There are a variety of Creative Commons licenses that can be employed. The nature of these licenses yields a resource more or less open. If, for example, it was deemed that all of the curriculum courses should be more open and that the governance course should be less so, the licenses chosen can reflect this. Below is a quick summary of the license options:

### **Creative Commons Licenses**

CC-BY – Attribution (who authored the resource) is required. \**“This license lets others distribute, remix, adapt, and build upon your work, even commercially, as long as they credit you for the original creation. This is the most accommodating of licenses offered. Recommended for maximum dissemination and use of licensed materials.”*

CC-BY-SA – Attribution is required and any derivatives or variations also have to be CC-BY-SA (SA = “share-alike” and means the same license must be carried forward

CC-BY-NC – Attribution is required, but you can’t make money off the resource.

CC-BY-ND – Attribution is required, the resources can be reused – but it can’t be modified.

\**“This license lets others reuse the work for any purpose, including commercially; however, it cannot be shared with others in adapted form, and credit must be provided to you.”*

SA can be added to any of the other licenses, as can NC (non-commercial, money can’t be made)

\* <https://creativecommons.org/licenses/>



## Executive Committee Agenda Item

SUBJECT: ASCCC Event Survey Update Request (version 2)		Month: March	Year: 2020
		Item No: IV. J.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the updated survey questions to be added to Event Surveys.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Michelle Bean/Sam Foster	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

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

### BACKGROUND:

**Recommendation:** To update the standard ASCCC Event Surveys to include the attached updated questions to every evaluation tool/survey.

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

The Executive Committee, at its February meeting, requested a revision to the gender, race, and ethnicity questions on the ASCCC Event Survey. The attached questions have been reviewed by FLDC for inclusive language. These questions will provide baseline data to begin measuring for continuous improvement in serving specific populations of faculty.

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

## ASCCC Event Survey Request (version 2)

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### Requested additions to the ASCCC Event Survey:

The ASCCC aims to intentionally support the increase of development opportunities for diverse faculty, as called for in the [ASCCC Strategic Plan 2018-2023 Goal 2 Objective 2.1](#). In order to design and lead professional development opportunities for diverse faculty, it is essential to begin gathering data to identify and meet the needs of the diverse faculty in our community college system. We ask that you please consider answering the following optional questions to help us identify the needs of our diverse faculty. Please know that we value your voice and confidentiality, and this information will be secure and not shared or published without permission.

1. What is your sexual orientation? (check all that apply)
  - Asexual
  - Bisexual, pansexual or fluid
  - Gay or lesbian
  - Heterosexual or straight
  - Queer
  - Other: \_\_\_\_\_
  
2. What sex were you assigned at birth or is on your original birth certificate?
  - Female
  - Male
  - Decline to state
  
3. What is your current gender identity? (check all that apply)
  - Trans woman
  - Trans man
  - Cisgender woman
  - Cisgender man
  - Genderqueer/non-binary
  - Gender non-conforming
  - Other: \_\_\_\_\_
  
4. With which racial/ethnic group(s) do you identify? (check all that apply)
  - African American/Black
  - Asian/Asian American
  - Pacific Islander
  - Native American/First Nations/
  - American Indian/Alaskan Native
  - Latino/a/x/Chicano/a/x
  - Caucasian/White
  - Middle Eastern
  - Other: \_\_\_\_\_



5. How did you decide to attend this event? (check all that apply)

- Recommendation from another faculty
- Recommendation from a state senate leader
- Recommendation from a local senate leader
- Recommendation from your local administrator
- Saw information on the ASCCC website
- Read about it in an ASCCC email communication
- Local funding was available
- Received an ASCCC Foundation scholarship
- Other: \_\_\_\_\_

➤ Update the question about break-out sessions

- Change top 5 (five) to top 2 (two)
- Change verbiage to "most impactful" (instead of "most useful")

6. Add a new question: "Why were those break-out sessions most impactful?" (open-ended response box)





## Executive Committee Agenda Item

SUBJECT: Faculty Empowerment and Leadership Academy (FELA) Framework and Updated Applications		Month: March	Year: 2020
		Item No: IV. K.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	The Executive Committee will consider the recommended FELA framework, the updated fee structure, the updated FELA applications, and the next steps for FELA summer implementation.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Michelle Bean/Sam Foster	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

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

### BACKGROUND:

**Recommendation 1:** FLDC would like Executive Committee approval to begin implementation of the Faculty Empowerment and Leadership Academy (FELA) Day 1 on June 17, 2020, as a afternoon pre-session option to the Faculty Leadership Institute (FLI) and Mentor Training on June 17 morning, using the [FELA Framework](#) as a foundation for curriculum and handbook design.

**Cost List:**

- Hotel room/space for Mentor Training June 17 morning prior to FLI
- Hotel room/space for Academy Day 1 (June 17 afternoon at pre-session) at FLI
- Lunch for mentors and mentees June 17 at FLI
- Accommodations for mentors and mentees on Day 1
- Travel expenses for mentors and mentees to Day 1

**Recommendation 2:**

Executive Committee to create a FELA Steering Committee to review FELA applications and complete the mentor-mentee matching process. The FELA Steering Committee will be composed of the Foundation president or representative, ASCCC Executive Director, FLDC chair or representative, ASCCC president or representative, and one FELA alumnus selected by the Executive Director and approved by the Executive Committee.

**Recommendation 3:**

Executive Committee to approve the FLDC chair or representative to lead the inaugural FELA class for 2020-2021.

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



## Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

### Faculty Empowerment and Leadership Academy

#### Academy Mission

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

#### Academy 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).

#### Core Competencies

- **Institutional Structures**

Outcome: Understanding of the barriers for advancement and advocacy and finding the options for faculty leadership in the community college system and on local campuses.

- **Personal Path Development**

Outcome: Development of a career plan for future leadership opportunities or advancement.

- **Equity-Mindedness**

Outcome: Exploration of the equity framework and lens and discussion of power dynamics. Development of advocacy skills to move a campus to more equitable outcomes and understanding of how to use power and privilege to advocate for yourself and others.

- **Effective Leadership**

Outcome: Skill in using core competencies to be a leader on your campus, in your district, and/or in your state.

## Academy Daily Framework

- Introductions/Check-in/Lean-in Circle (1 hour)
- Theme Introduction and Core Competencies Review (30 minutes)
- Meal Sharing (45 minutes)
- Guest Expert/StoryTeller/Mentor Sharing (45 minutes)
- Group Theme Activity (30 minutes)
- Debrief Activity (30 minutes)
- Pair Activity (30 minutes)
- Group Debrief of Day and Closing Ritual (30 minutes)

## Theme Topics Possibilities for Academy Training Days

- Empathy, openness, and listening
- Confidentiality in communication
- Networking and conversation
- Goal-setting and career timeframes
- Professionalism and microaggressions and imposter syndrome
- Navigating spaces and what “fit” means
- Breaking from the status quo and cultural taxation
- People vs. policy in anti-racism activism
- Conflicting values with dominant culture
- Fostering a community of support
- Power Dynamics
- Service
- Personal Road Map
- Barriers to Success
- Understanding a typical org chart and administrative roles, duties, and titles

## Handbook Ideas (Repository)

- How to be a good mentor tips
- Introductions and get-to-know you tips (circles)
- Adjusting relationships for compatibility
- Monthly check-in ideas/questions
- Record keeping for your memory
- Event shadowing
- Skill/talent acknowledgement and conversation tips
- Self-care tips and ideas
- Guiding questions to allow for self-reflection or self-discovery
- Time efficiency survey
- Tools for leadership assessment
- Recommended readings

## Resources To Consult

Sample Competencies: [https://www.aacc.nche.edu/wp-content/uploads/2018/11/AACC2018Competencies\\_111618\\_FINAL.pdf](https://www.aacc.nche.edu/wp-content/uploads/2018/11/AACC2018Competencies_111618_FINAL.pdf)

Mentoring Frameworks: [https://www.mentoring.org/new-site/wp-content/uploads/2015/09/Full\\_Toolkit.pdf](https://www.mentoring.org/new-site/wp-content/uploads/2015/09/Full_Toolkit.pdf)

Sample Handbook: <https://drive.google.com/drive/u/1/folders/1W4U4AYb81-5VBB29ANVG8PZGGYuwshWg>



## Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

### Faculty Empowerment and Leadership Academy

#### MENTOR APPLICATION

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

#### Program Mission:

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

#### Application Process:

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

#### Program Requirements:

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

**Fees and Reimbursement:**

The Faculty Empowerment and Leadership Academy is free to mentees and mentors. The FELA program will cover the following expenses for Academy days only: lunches, cost of hotel, and travel expenses (travel and lodging will be reimbursed after attendance to each Academy day according to [ASCCC policy](#) and not to exceed \$300, unless otherwise determined by ASCCC). The FELA program is not able to offer financial assistance to other ASCCC events. Here are suggested entities to ask for funding for participation in other ASCCC events:

- Local academic senate--ask your senate president for support and/or guidance
- Professional development funds--seek out local/campus professional development grants; ask your professional development coordinator or senate president for assistance
- Administration--ask your vice presidents, deans, or president/chancellor for support and/or guidance in finding resources
- Equity funds or special funds/grants--ask directors or coordinators for support or other funding source ideas

Please know that the ASCCC recognizes that cost may be a barrier to participation, if financial support from your campus is unavailable, please email [foundation@asccc.org](mailto:foundation@asccc.org) to apply for an Academic Senate Foundation Scholarship or for assistance in navigating the system as you seek to secure financial support. We are here to help, guide, and support you during every step of the process while applying and participating in FELA!

## FELA MENTOR APPLICATION

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

1. Given the FELA program mission, what makes you an ideal mentor for this program?
2. List any leadership roles you have held (on campus, in your community, at state level, other organizations, or any informal roles):
3. What particular skills, areas, or special interests do you have that may contribute to your role as a mentor?
4. Do you have prior mentor experience? If yes, please list the program and dates of commitment.
5. Please provide a reference or recommendation contact name and phone number or email.
6. Are you willing to commit one full year to FELA (June 2020 to June 2021)?  
This commitment includes the following:
  - Four one-day in-person meetings (including a one-day mentor training)
  - Monthly check-ins with mentee (during fall and spring, either remotely or in-person, duration determined by mentor in coordination with mentee approximately one half-hour or more)
  - Culminating celebratory event in June 2021
7. Would there be any factors that might influence your participation in the FELA program (e.g., long duration of unavailability)? Please explain.
8. Would you prefer to be matched with a mentee for any particular reasons (e.g., geographical proximity to your campus, race, ethnicity, gender identity, discipline, or any other reason)?
9. How did you hear about the FELA Program?



**Optional Information:**

The ASCCC aims to intentionally support the increase of development opportunities for diverse faculty, as called for in the [ASCCC Strategic Plan 2018-2023 Goal 2 Objective 2.1](#). In order to design and lead professional development opportunities for diverse faculty, it is essential to begin gathering data to identify and meet the needs of the diverse faculty in our community college system. We ask that you please consider answering the following optional questions to help us identify the needs of our diverse faculty and also to effectively and thoughtfully match mentors with mentees. Please know that we value your voice and confidentiality, and this information will be secure and not shared or published without permission.

10. What is your sexual orientation? (check all that apply)

- Asexual
- Bisexual, pansexual or fluid
- Gay or lesbian
- Heterosexual or straight
- Queer
- Other:

11. What sex were you assigned at birth or is on your original birth certificate?

- Female
- Male
- Decline to state

12. What is your current gender identity? (check all that apply)

- Trans woman
- Trans man
- Cisgender woman
- Cisgender man
- Genderqueer/non-binary
- Gender non-conforming
- Other:

13. Which racial/ethnic group (s) do you identify with? (check all that apply)

- African American/Black
- Asian/Asian American
- Pacific Islander
- Native American/First Nations/
- American Indian/Alaskan Native

Latino/a/x/Chicano/a/x

Caucasian/White

Middle Eastern

Other:

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

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

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

Signature \_\_\_\_\_

Date \_\_\_\_\_



## Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

### Faculty Empowerment and Leadership Academy

#### MENTEE APPLICATION

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

#### Program Mission:

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

#### Application Process:

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

#### Program Requirements:

- Academy (FELA) Day 1 at ASCCC Faculty Leadership Institute (June 2020)
- 2 other FELA Days prior to other ASCCC events, such as fall and spring Plenary (note that registration, travel, and lodging for Plenary and other events is not included in program)
- 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, duration determined by mentor in coordination with mentee approximately one half-hour or more)
- Co-write a *Rostrum* article or co-present at an ASCCC event with your mentor

**Fees and Reimbursement:**

As a participant in FELA, the program is free to mentees and mentors and includes the following for Academy days only: lunches, cost of hotel, and travel expenses (travel and lodging will be reimbursed after attendance to each Academy day according to [ASCCC policy](#) and not to exceed \$300, unless otherwise determined by ASCCC).

Attendance to two other ASCCC events is required for mentees in addition to the three Academy days; these other ASCCC events shall be determined by the mentee. The cost of attendance to ASCCC events, such as fall and spring Plenary sessions, Faculty Leadership Institute, and two other ASCCC events of your choosing is not covered as part of FELA. Here are suggested entities to ask for funding for your FELA participation in ASCCC events:

- Local academic senate--ask your senate president for support and/or guidance
- Professional development funds--seek out local/campus professional development grants; ask your professional development coordinator or senate president for assistance
- Administration--ask your vice presidents, deans, or president/chancellor for support and/or guidance in finding resources
- Equity funds or special funds/grants--ask directors or coordinators for support or other funding source ideas

Please know that the ASCCC recognizes the costs of participation may cause barriers to participation, so if financial support from your campus is a concern, please email [foundation@asccc.org](mailto:foundation@asccc.org) to apply for an Academic Senate Foundation Scholarship or for assistance in navigating the system as you seek to secure financial support. We are here to help, guide, and support you during every step of the process while applying and participating in FELA.

## FELA MENTEE APPLICATION

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

1. Given the FELA program mission, what makes you an ideal participant for this program?
2. List any leadership roles you have held (on campus, in your community, at state level, other organizations, or any informal roles):
3. What particular skills, areas, or special interests do you have that you may want considered when pairing you with a mentor?
4. Are you willing to commit one full year to FELA (June 2020 to June 2021)?  
This commitment includes the following:
  - Three one-day in-person meetings (Academy Days)
  - Monthly check-ins with mentor (during fall and spring, either remotely or in-person, duration determined by mentor in coordination with mentee approximately one half-hour or more)
  - Two other ASCCC events (e.g., Area meetings, Regional workshops/meetings, Academic Academy, Accreditation Institute, Curriculum Institute)
  - Culminating celebratory event in June 2021
5. Would there be any factors that might influence your participation in the FELA program (e.g., long duration of unavailability)? Please explain.
6. Would you prefer to be matched with a mentee for any particular reasons (e.g., geographical proximity to your campus, race, ethnicity, gender identity, discipline, or any other reason)?
7. How did you hear about the FELA Program?

**Optional Information:**

The ASCCC aims to intentionally support the increase of development opportunities for diverse faculty, as called for in the [ASCCC Strategic Plan 2018-2023 Goal 2 Objective 2.1](#). In order to design and lead professional development opportunities for diverse faculty, it is essential to begin gathering data to identify and meet the needs of the diverse faculty in our community college system. We ask that you please consider answering the following optional questions to help us identify the needs of our diverse faculty and also to effectively and thoughtfully match mentors with mentees. Please know that we value your voice and confidentiality, and this information will be secure and not shared or published without permission.

8. What is your sexual orientation? (check all that apply)

Asexual

Bisexual, pansexual or fluid

Gay or lesbian

Heterosexual or straight

Queer

Other:

9. What sex were you assigned at birth or is on your original birth certificate?

Female

Male

Decline to state

10. What is your current gender identity? (check all that apply)

Trans woman

Trans man

Cisgender woman

Cisgender man

Genderqueer/non-binary

Gender non-conforming

Other:

11. Which racial/ethnic group (s) do you identify with? (check all that apply)

African American/Black

Asian/Asian American

Pacific Islander

Native American/First Nations/

American Indian/Alaskan Native

Latino/a/x/Chicano/a/x

Caucasian/White

Middle Eastern

Other:

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

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

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

Signature \_\_\_\_\_

Date \_\_\_\_\_







## Executive Committee Agenda Item

SUBJECT: Paper on Effective Transfer Practices		Month: March	Year: 2020
		Item No: IV. L.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will consider for approval the draft of the paper Effective and Equitable Transfer Practices in the Community Colleges	Urgent: No	
		Time Requested: 25 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Sam Foster	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

### BACKGROUND:

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. An initial draft was submitted during the January 2020 meeting and feedback was provided to the Transfer, Articulation, and Student Services committee which incorporated the feedback into this updated draft. The Executive Committee will discuss and consider for approval as the updated draft the paper *Effective and Equitable Transfer Practices in the Community Colleges*.

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





## Executive Committee Agenda Item

SUBJECT: Providing guidance for colleges with respect to the implementation of SB 1359.		Month: March	Year: 2020
		Item No: IV. M.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the proposed “white paper” or define another course of action.	Urgent: Yes	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Michelle Pilati, ASCCC OERI Faculty Coordinator	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

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

### BACKGROUND:

A resolution from Spring 2019 calls on us to provide guidance regarding local implementation of SB 1359 by Spring 2020. The resolution is provided below for your reference. We have been doing annual surveys of OER Liaisons to assess how – and what – the colleges are doing. We’ve observed the concerns of the field move from the technical challenge of inserting a logo into the online schedule – to a very thoughtful consideration of what “full implementation means”.

### Develop Recommendations for the Implementation of a No-Cost Designation in Course Schedules

Spring 2019; Resolution Number: 13.01

Whereas, SB 1359 (Block, 2016) requires all segments of public higher education in California to “Clearly highlight, by means that may include a symbol or logo in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials that are free of charge to students and may have a low-cost option for print versions” (California Education Code §66406.9) as of January, 2018;

Whereas, Determinations of what course sections qualify for a no-cost identifier as required by SB 1359 (Block, 2016) are subject to interpretation, with some colleges opting to interpret the legislation very strictly and others opting to highlight all courses with no associated costs (i.e., including those courses that have never required a text); and

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

Whereas, Developing guidance and suggested practices for local senates to consider for the implementation of SB 1359 (Block, 2016) may result in appropriate consistencies across the colleges;

Resolved, That the Academic Senate for California Community Colleges investigate the approaches used to implement SB 1359 (Block, 2016) across all segments of higher education in California and similar efforts in other states; and

Resolved, That the Academic Senate for California Community Colleges develop suggested guidelines, policies, and practices for implementation of SB 1359 (Block, 2016) no later than Spring of 2020.

### **PROPOSED COURSE OF ACTION AND RATIONALE:**

There are a number of proximal issues that have made the implementation of SB 1359 challenging. Most notably:

1. technical difficulties with introducing a no-cost designation into online schedules.
2. the introduction of a definition of “no-cost” which differs from the definition of Zero Textbook Cost (ZTC) put forth by the CCC Chancellor’s Office and prior legislation.
3. the desire to implement the designation in a manner that is most useful to students – students who are likely more interested in knowing that a section does not have costs as opposed to understanding why (i.e., no-cost as defined by SB 1359, ZTC, or a course with no required text).
4. establishing a mechanism for identifying which course sections receive the designation.

In addition, there are a variety of distal issues that we hope to provide assistance with including:

1. ensuring references to no-cost resources in the schedule and bookstore are accurate, indicating where digital resources can be accessed and how print versions can be obtained.
2. ensuring digital resources are as readily available to students as purchasing options.
3. assisting faculty in identifying ways to make digital resources available to students at the time of course enrollment.

In response to the resolution, it is proposed that the most immediate needs be addressed through the passage of a resolution and the adoption of a white paper by the Executive Committee that provides the rationale for the resolution. In addition, resolutions will be put forward that address other aspects of the implementation of SB 1359.

The resolved clauses of the proposed resolution are as follows:

Resolved, that the Academic Senate for California Community Colleges recommends that colleges implement both:

1. a no-cost designation for course sections that require a text but no-cost is passed on to students and
2. a separate designation to recognize those courses that do not require a text and, consequently, have no associated costs for instructional resources;

Resolved, that the Academic Senate for California Community Colleges recommends that the no-cost designation be used to recognize those sections that use digital resources (consistent with SB 1359) and those sections that require a text yet are “no-cost” due to something other than a digital alternative;

Resolved, that the Academic Senate for California Community Colleges recommends integration of identification of a course section as being no-cost into the existing textbook selection process; and

Resolved, that the Academic Senate for California Community Colleges provide additional guidance and resources related to SB 1359 no later than the fall 2020 plenary.

Recommendations for the Implementation of a No-Cost Designation in Course Schedules – An Academic Senate White Paper  
2-23-20

## **BACKGROUND**

At the 2019 ASCCC Spring Plenary, the following resolution was adopted:

### **Develop Recommendations for the Implementation of a No-Cost Designation in Course Schedules**

Spring 2019; Resolution Number: 13.01

Whereas, SB 1359 (Block, 2016) requires all segments of public higher education in California to “Clearly highlight, by means that may include a symbol or logo in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials that are free of charge to students and may have a low-cost option for print versions” (California Education Code §66406.9) as of January, 2018;

Whereas, Determinations of what course sections qualify for a no-cost identifier as required by SB 1359 (Block, 2016) are subject to interpretation, with some colleges opting to interpret the legislation very strictly and others opting to highlight all courses with no associated costs (i.e., including those courses that have never required a text); and

Whereas, Developing guidance and suggested practices for local senates to consider for the implementation of SB 1359 (Block, 2016) may result in appropriate consistencies across the colleges;

Resolved, That the Academic Senate for California Community Colleges investigate the approaches used to implement SB 1359 (Block, 2016) across all segments of higher education in California and similar efforts in other states; and

Resolved, That the Academic Senate for California Community Colleges develop suggested guidelines, policies, and practices for implementation of SB 1359 (Block, 2016) no later than Spring of 2020.

As the final resolved asks for the Academic Senate for California Community Colleges (ASCCC) ... to develop suggested guidelines, policies, and practices for implementation of SB 1359 (Block, 2016) no later than Spring of 2020”, this brief paper has been prepared to provide a rationale for recommendations regarding

the implementation of this legislation that will be considered for adoption during the ASCCC Spring 2020 Plenary, with additional guidance to follow.

Senate Bill 1359 (SB 1359; Block, 2016) is codified in California Education Code as follows:

66406.9. (a) Each campus of the California Community Colleges and the California State University shall, and each campus of the University of California is requested to, do both of the following:

(1) (A) Clearly highlight, by means that may include a symbol or logo in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials that are free of charge to students and may have a low-cost option for print versions.

(B) The course materials described in subparagraph (A) may include open educational resources, institutionally licensed campus library materials that all students enrolled in the course have access to use, and other properly licensed and adopted materials. Each campus of the California State University, each participating campus of the University of California, and each community college district shall ensure that these materials comply with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.) and the federal Copyright Act of 1976 (Public Law 94-553).

(2) Clearly communicate to students that the course materials used for the courses identified pursuant to paragraph (1) are free of charge and therefore not required to be purchased.

(b) For purposes of this section, the following terms have the following meanings:

(1) “Course schedule” is a collection of available classes, course sections, or both, published electronically, before the start of an academic term.

(2) “Open educational resources” are high-quality teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license, such as a Creative Commons license, that permits their free use and repurposing by others, and may include other resources that are legally available and free of cost to students. “Open educational resources” include, but are not limited to, full courses, course materials, modules, textbooks, faculty-created content, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.

(c) This section shall become operative on January 1, 2018.

While the intent of the legislation is laudable and aligned with the system's success and equity goals, elements of its language are problematic. Most notably,

1. the requirement that "courses" be highlighted when it is individual course **sections** that would be marked in online course schedules and
2. the limit of the use of the designation to those course sections that are no cost because they "exclusively use digital course materials".

While it is clearly the intent of the legislation to mark course **sections** as resource selections are typically identified by section, the more problematic element of the legislation is the requirement to limit the use of the designation to only those sections that employ no-cost digital resources. As of early 2020, it appears that most of the colleges have effectively implemented a means of providing a designation in their online schedules, but they are struggling with determining what to mark with that designation. This paper provides recommendations to address this need and is a partial response to the referenced resolution (ASCCC Resolution 13.01, Spring 2019).

## OVERVIEW

As the implementation of SB 1359 roughly correlated with the introduction of the ASCCC Open Educational Resources Initiative (OERI) and one intent of the legislation appears to be to encourage use of open educational resources (OER), the OERI initiated an annual survey related to the implementation of SB 1359 in the fall term of 2018. It was anticipated that the use of the no-cost designation could be used to provide a rough estimate of the rate of OER adoption. The findings from fall 2018 revealed that many colleges were struggling with the technical component of implementation - determining how to code the designation into their schedules. A review of the fall 2019 data, however, indicate that the technical challenges have been addressed by most of the colleges. At present, in early 2020, we find that the colleges are struggling with the details of implementation, namely what criteria are to be used to identify sections for marking and how to ensure that information is gathered effectively.

While the Senate Floor Analysis of the bill (8/19/16) makes it explicit that the reference to "exclusively" digital resources was intentional, it is not clear that there was a consideration of no-cost efforts that were already in progress in the system when the legislation was introduced. Namely, significant investments were being made to increase the availability of Zero Textbook Cost (ZTC) degree pathways that consisted of course sections with no instructional materials costs. ZTC sections may achieve their no-cost status by employing digital OER, but they also may so do by other means, such as providing print versions of a text to students. In addition to sections which are no-cost to students because the required text is free or provided to the student, there are other course sections which require no text (as documented in the course outline of record) and are, consequently, no-cost sections. Across the state, each of the colleges has developed its own interpretation of which sections are to be marked or faculty are



left to make the determination on their own as individuals, departments, or divisions.

## **Conclusions and Recommendations**

If the true intent of the bill is to facilitate student identification of no-cost sections and to create pressure on faculty to adopt no-cost options, limiting the use of the designation to only those sections that rely on digital resources is not warranted. At the same time, excluding those sections with no text would also be inconsistent with the ultimate goal. If, however, tracking the use of the designation was intended to be a metric for assessing a college's progress with respect to lowering textbook costs, including those courses that have no text would be problematic. After considering the presumed intent and the potential utility of the designation as a meaningful metric, it is the ASCCC's recommendation that colleges implement both:

1. a no-cost designation for course sections that require a text but no-cost is passed on to students and
2. a separate designation to recognize those courses that do not require a text (per the course outline of record) and, consequently, have no associated costs for instructional resources.

The use of two such designations would both provide students with the information they need and facilitate useful data collection. While the focus here is on no-cost resources, many colleges are considering – or have – implemented low-cost designators. Ideally, we would have systemwide consistency with respect to the implementation of both the two no-cost designations and a low-cost one.

As colleges have always had clearly defined textbook selection processes, creating a separate process for identifying no-cost sections should not be necessary. The identification of no-cost sections should be integrated into the textbook selection process to ensure consistency in what is marked across the college and to ensure consistency in the available information regarding all course sections both in the online course schedule and the bookstore. This process integration may also have the benefit of spurring the conversations and collaboration that are needed to ensure that there is a “a low-cost option for print versions.”

## **Recommendations for the Implementation of a No-Cost Designation in Course Schedules**

Whereas, Resolution 13.01 (Spring 2019) asked that the "...Academic Senate for California Community Colleges develop suggested guidelines, policies, and practices for implementation of SB 1359 (Block, 2016) no later than Spring of 2020.";

Whereas, Most California community colleges have overcome the technical challenges associated with implementing a "no-cost" designation in their online course schedules and are now seeking to perfect this implementation by ensuring consistency in the criteria used to determine which sections are marked with this designation and establishing procedures to ensure that no qualifying sections are missed;

Whereas, The details of the legislation (i.e., the requirement that sections marked with the no-cost designation be those "that exclusively use digital course materials") is inconsistent with how "zero textbook cost" (ZTC) had been defined by the California Community Colleges Chancellor's Office and does not address how courses that have never required a text (as documented in the course outline of record) should be treated; and

Whereas, Consistency and transparency across the colleges is beneficial to students, faculty, and anyone with an interest in assessing the impact of efforts to reduce text book costs;

Resolved, That the Academic Senate for California Community Colleges recommend that colleges implement both:

1. a no-cost designation for course sections that require a text but no-cost is passed on to students and
2. a separate designation to recognize those courses that do not require a text and, consequently, have no associated costs for instructional resources;

Resolved, That the Academic Senate for California Community Colleges recommend that the no-cost designation be used to recognize those sections that use digital resources (consistent with SB 1359[Block, 2016]) and those sections that require a text yet are "no-cost" due to something other than a digital alternative;

Resolved, That the Academic Senate for California Community Colleges recommend integration of identification of a course section as being no-cost into the existing textbook selection process; and

Resolved, That the Academic Senate for California Community Colleges provide additional guidance and resources related to SB 1359 no later than the fall 2020 plenary.



## Executive Committee Agenda Item

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

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

### BACKGROUND:

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

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





## Executive Committee Agenda Item

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

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

### BACKGROUND:

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

Full agendas and meeting summaries are available online at:

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

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

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





## Executive Committee Agenda Item

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

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

### BACKGROUND:

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

Full agendas and meeting summaries are available online at:

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

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

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







## Executive Committee Agenda Item

SUBJECT: ASCCC Spring Elections		Month: March	Year: 2020
		Item No: V. D.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will discuss the ASCCC executive officers roles and responsibilities and how recent changes to the elections processes may impact the Elections Committee.	Urgent: No	
		Time Requested: 30 mins.	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Carrie Roberson	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Discussion	<b>X</b>

Please note: Staff will complete the grey areas.

**BACKGROUND:** ASCCC holds elections for officers each spring with the promise and reality of a new dynamic moving forward. As the longevity of ASCCC positions is based on one’s individual trajectory and with new changes to the ASCC bylaws, a discussion from current Officers and the Executive Director to provide information for future candidates is requested. Questions for consideration:

*What are the significant differences in the roles and responsibilities, as well as expectations of an ASCCC Executive Committee Member versus an ASCCC Executive Committee Officer?*

*What is the most rewarding part of being an ASCCC Executive Committee Officer?*

*What is the biggest challenge of an ASCCC Executive Committee Officer position?*

*What conflicts of interest might impede one’s ability to serve in the officer role capacity?*

*What changes may impact the roles/ responsibilities of an ASCCC Executive Committee Officer?*

*What is the best resource for preparing for the role of an ASCCC Executive Committee Officer?*

*What is one piece of advice you would give to future ASCCC Executive Committee Officers?*

**ALL ASCCC COMMITTEE:** Are changes suggested to functionalize the efforts of the [Elections Operational Committee](#) (or other) to support future ASCCC Executive Committee Members/Officers? (Rostrum, breakout presentations, candidate forum, other?)

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



## Executive Committee Agenda Item

SUBJECT: Disproportionate Impact Tool Demonstration – Faculty Diversification		Month: March	Year: 2020
		Item No: V. E.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be provided with information about a tool to detect potential disproportionality using faculty and student demographic data.	Urgent: No	
		Time Requested: 30 minutes	
CATEGORY:	Information	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Information	X

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

**BACKGROUND:** Craig Hayward from the RP Group and Bakersfield College will provide a demonstration of a tool that uses faculty and student demographic data to detect potential disproportionality. A 15-minute presentation will be made to describe and display the tool, with 15 minutes for Q&A and discussion of potential applications to support faculty diversification efforts statewide and locally and suggestions for other data/visualizations that would be useful for the field.

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





## Executive Committee Agenda Item

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

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

### BACKGROUND:

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

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





# Academic Senate for California Community Colleges

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## ASCCC Accreditation Committee

December 16, 2019

1:00-3:00pm

ZOOM

Attendance: Stephanie Curry, Ted Blake, Roy Shahbazian, Elizabeth Romero

### Minutes

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I. Call to Order and Adoption of the Agenda

The meeting was called to order at 1:00pm and the agenda was adopted

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

Stephanie will take minutes. The Committee also reviewed the minutes from the last meeting.

III. Update on ASCCC Executive Committee review of and input on the second draft agenda for 2020 Accreditation Institute

Committee discussed the recommendation from Exec to broaden the diversity of the speakers. Stephanie will reach out to additional speakers suggested by Exec and committee members.

IV. Action Items

a. Assigned Tasks

The committee reviewed the Institute Draft. Leaders, from the committee, were assigned to each breakout to facilitate the speakers and content.

Stephanie will reach out to all speakers in the new year and let them know their liaison. Committee members will then contact their groups to work on the breakouts. The committee agreed to try to get the PPTs completed and ready for upload to the website and app by February 14<sup>th</sup>

Committee members will also review the breakouts titles, descriptions and types with their groups and send changes to Stephanie by January 20<sup>th</sup>.

The committee reviewed the Welcome Letter for the Institute and a Rostrum article on "Making Accreditation Student Centered".

The Committee brainstormed ideas for Spring 2020 Plenary Breakouts.

V. Important Dates

- January 20, 2020 Changes to Institute Program due to Stephanie
- January 27, 2020 Final Program to ASCCC
- February 14, 2020 PPTs for Upload to App and Website.
- February 21-22, 2020 Accreditation Institute

VI. Next Meeting Date

The next meeting date will be January 24, 2020

VII. Adjournment

The Committee adjourned at 2:20 pm.





# Academic Senate for California Community Colleges

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ASCCC Accreditation Committee

January 24, 2020

1:00-3:00pm

ZOOM

**Attendees: Stephanie Curry, Nate Donahue, Elizabeth Romero, Sheri Berger, Ted Blake, Ekaterina Fuchs, Roy Shahbazian**

## Minutes

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### I. Call to Order and Adoption of the Agenda

The meeting was called to order at 1:02pm. The committee adopted the agenda.

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

Stephanie will take minutes and the committee was sent the meeting minutes from the 12/16/19 meeting. Committee members were asked to review the minutes and send any changes to Stephanie

### III. Check in on Progress for Accreditation Institute

Each member of the committee gave an update on their progress in facilitating their assigned breakouts.

Committee members reviewed the final draft of the program and the welcome letter.

Stephanie will send the final program, welcome letter and list of speakers to Krystinne Mica at ASCCC

### IV. Institute Logistics

Committee agreed to meet for dinner on Thursday night before the Institute

### V. Potential Rostrum Articles/Resolutions

At the institute committee members will see if there are any emerging issues that may require resolutions for the Spring Plenary

VI. Important Dates

- a. PPTs for uploading to website and app goal (February 14, 2020)
- b. 2020 Accreditation Institute (February 21-22, 2020)

VII. Next Meeting Date

The committee agreed to meet again the week of February 10<sup>th</sup>.

VIII. Adjournment

The meeting adjourned at 1:40pm



# Academic Senate for California Community Colleges

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ASCCC Accreditation Committee

February 12, 2020

1:00-2:00pm

ZOOM

**Attendees: Stephanie Curry, Nate Donahue, Roy Shahbazian, Ekaterina Fuchs, Elizabeth Romero,**

## Minutes

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- I. **Call to Order and Adoption of the Agenda**  
The meeting was called to order at 1:04pm. The agenda was reviewed and adopted by the committee.
- II. **Selection of Minutes Taker and approval of last meetings minutes**  
Stephanie will take minutes and the members were sent the last set of minutes after the last meeting, no suggested changes.
- III. **Check in on Progress for Accreditation Institute**  
Members updated the committee on the breakouts for which they are responsible. Sheri Berger and Ted Blake who could not attend sent email updates. Committee members will send finalized PPTs to Stephanie as they are completed.
- IV. **Institute Logistics**  
Committee discussed logistics including rooms, technology, and handouts. Committee members are encouraged to download PPTs to their computes due to potential Wi-Fi concerns, bring a PPT clicker if possible and make sure they have the correct connections for breakout room projectors.
- V. **Potential Rostrum Articles/Resolutions**  
Committee members did not identify any potential rostrum articles or resolutions but will confirm at the meeting on February 20, 2020 at the committee dinner the night before the Institute.
- VI. **Important Dates**
  - a. 2020 Accreditation Institute (February 21-22, 2020)
- VII. **Next Meeting Date**  
Accreditation Committee Dinner February 20, 2020 at 6:30 Hotel Restaurant
- VIII. **Adjournment**  
The meeting adjourned at 1:31pm





# Academic Senate for California Community Colleges

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## ASCCC-DSPS Paper Workgroup

February 13, 2020 2019

9-10am

**Attendance: Stephanie Curry, Debra Williams, Kimberly Bell, Edina Rutland, Stormy Miller**

### Minutes

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#### I. Call to Order and Adoption of the Agenda

The meeting was called to order at 9am. Due to a confusion with the request for closed captioning there was no captioner for the meeting. Stephanie will double check the conformation of a captioner for the next meeting. The committee reviewed the agenda with no changes.

#### II. Select Minutes Recorder

Stephanie will take minutes

#### III. ASCCC Publication Guidelines

The Committee reviewed the ASCCC Publication Guidelines. The group reviewed all of the questions in the paper prompts discussing the purpose of the paper, scope, necessary data and suggested appendices.

The committee felt that it was important to have a paper that was reviewed and approved by the body and that the scope would not be able to be addressed in other modalities such as Rostrums or breakouts.

Committee members did feel that those could be used in conjunction with the paper to provide professional development and support the recommendations in the paper.

Stephanie will summarize the discussion and submit it to the ASCCC

#### IV. Review of Paper Outline

[https://drive.google.com/drive/u/0/folders/1GS-banWJ\\_jXzGTZbdruO3YsFq8naRLw](https://drive.google.com/drive/u/0/folders/1GS-banWJ_jXzGTZbdruO3YsFq8naRLw)

The committee also reviewed the proposed draft paper outline to address any potential gaps.

Disability categories was added to the section on Data. This revised draft will be sent to the ASCCC Exec for review and Comment hopefully in early March

#### V. Next Meeting

Stephanie will send out a Doodle poll for the next meeting in March

#### VI. Adjournment

The committee adjourned at 9:50pm





# Academic Senate for California Community Colleges

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## EQUITY & DIVERSITY ACTION COMMITTEE

Wednesday, February 12, 2020

8:30 AM- 10:30 AM (via ConferZoom)

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

### DRAFT Meeting Summary

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- I. Member roll call
  - Mayra Cruz - present
  - Cheryl Aschenbach - present
  - Eileene Tejada - absent
  - Karla Kirk - present
  - Darcie McClelland - present
  - Jessica Ayo Alabi - absent
  - Juan Buriel - present
  - C. Kahalifa King - present
- II. Meeting Called to Order. Agenda adopted by consensus. Cheryl will take notes for today.
- III. Meeting summary from January 15, 2019 approved by consensus. Thanks to Juan for taking notes. (attachment)
- IV. Check-in
  - Members checked in by sharing work they've been doing.
- V. March Meeting: In Person 10am-3pm (discuss)
  - Members discussed the potential of an in-person meeting. March 11 did not work for everyone. Other dates were considered but it was agreed that an in-person meeting doesn't work with everyone's schedules. The March 11 meeting will remain a Zoom meeting.
- VI. Reports
  - A. ASCCC Executive Committee February Meeting Report
    - Mayra and Cheryl reported about the ASCCC transfer alignment efforts and efforts to expand ADTs to more than 60 units in select, agreed-upon disciplines.
- VII. Career and Noncredit Institute Request for Proposal (April 30<sup>th</sup> –May 2<sup>nd</sup> )
  - A. Topics and authors (at least 2)
    - a. Ideas:
      - i. Program review and data – evaluating equity data in CTE programs (Karla, based on work being done at Fresno City College)
      - ii. Using CTE MQ toolkit to hire diverse faculty in CTE programs (Mayra, Cheryl)
    - b. Karla will prepare a title and description. Mayra will submit titles to CNEI leaders.
- VIII. [Spring Plenary](#) (April 16-18<sup>th</sup>) (discussion)
  - Sessions: determine presenters/session description)
    - A. Tools to Lead Your College's Dialog About Systemic Change (Lead: Mayra, Presenters:

Kahalifa, Karla) (April 17<sup>th</sup>)

- B. Hiring through an Equity Lens: Evaluating the Second Minimum Qualification (Mayra/Luke Lara) (April 16<sup>th</sup>) \*Darcie added to this presentation given her local work with hiring through an equity lens
- C. Follow-up to Faculty Diversification general session (Mayra, others?) \*Karla may also present/facilitate and may invite HR director from Fresno City.

*Resolutions Topics and authors*

- Recommendation to Update Title 5 Language for Second Minimum Qualification (Mayra, Luke Lara, Michelle Bean)  
You are able to review and add your thoughts or edit [here](#).
- [Support Anti-Racism Pledge](#)
  - [Anti-Racism Pledge](#)
  - It was discussed that the pledge had a lot of historical information in it that could be shared more prominently and intentionally by being a paper. It was agreed that a resolution should be developed calling for a paper to be developed (see next resolution idea) and that the historical info would be pulled from anti-racism pledge. Juan was going to provide input to the pledge resolution to further emphasize the need for commitment and action rather than simply symbolism.
- Recommendation that in its effort to promote anti-racism education, ASCCC develop a paper highlighting historical structures that have created and maintained racism. \*Darcie said she'd help with the paper if the resolution passes and it's worked on over the summer.

- IX. January 22, 2020 Faculty Diversification Meeting ([attachment](#)) (information)  
Mayra shared a few highlights of the faculty diversification meeting with system partners. The Faculty Development and Leadership Committee, Equity and Diversity Action Committee, Standards and Practices Committee, and Educational Policies Committee all play a significant role in creating recommended tools, guidance, resources and perspectives as we move forward with our work to address the inequities inherent in our system. More info will be shared in March.
- X. Committee Priorities (discussion and/or action)
  - A. Resolution S16 1903 Infusing Equity through College Processes- Collaboration with GPTF  
This is in progress although not much has happened recently.
  - B. Resolution S17 3.02 Support for Marginalized Students  
Action: EDI/Anti-bias and Anti-Racism module or webinar (Mayra, Darcie, Karla)
  - C. Resolution S19 13.01 In Support of All Gender Restrooms (referral from RwLS)
    - i. Calls for all colleges to create gender inclusive building plans and campus maps
    - ii. *Rostrum* article (reach out to Kelly Rivera)
    - iii. Resource handout
- XI. Work Plan Monitoring (Basecamp) (Reports, discussion and next steps)
  - A. Actions, assignments and To-dos
    - 1. Student Equity & Achievement Plan (Darcie, Jessica, Karla, Juan)
    - 2. EDI/Anti-Bias and Anti-Racism Education Tools (Mayra, Karla, Darcie)
    - 3. Faculty Diversification Tools to Engage in Dialog (Mayra, Cheryl & Karla)
    - 4. [Presentations/Collaborations and Conferences](#)



- a. Spring Plenary (item #VI) (April 16-18<sup>th</sup>)
- b. A<sup>2</sup>Mend Spring Conference (March 5 & 6<sup>th</sup>)
  - i. Sessions have been assigned
  - ii. Need progress report on preparing for the sessions
    - Representation Matter (Lead: Karla)
    - Black Masculinity on Campus (Lead: Jessica)
    - Asking for Help is a Sign of Strength (Lead: Mayra with Darcie)
- c. CCCCO Diversification Summit March 19 & 20
  - Presentation on Minimum Qualifications (Michelle Bean and John Stankas) (morning)
  - Group Activity led by EEO Committee (Mayra Cruz) (lunch time)
  - Faculty Retention Panel (Luke Lara and Karen Chow) (afternoon)

The Group Activity and Retention Panel are being organized by the Chancellor's Office.

Intended audience: academic senate presidents, CEOs, and HR managers and capped at a total of 200 attendees.

- d. Supporting Undocumented Students
  - Rostrum article to respond to Resolution S17 3.02 Engaging local senates in dialogue with others to support all students. (Who?)

## B. February Priorities (review and discuss/assign)

### 1. Rostrum Articles (Co-authors) *due March 5<sup>th</sup>*

- Education Master Plan and Strategic Plans: Incorporating Equity (S16 19.03)
- Stories from the field: How faculty of different colleges are involved in equity and lessons learned (From EDAC workplan Lead: Darcie/Jessica)
- Engaging local senates in dialogue with others to support all students ("marginalized groups") (S173.02)
- Best Practices for Involvement in the Student Equity and Achievement Plan and Implementation (Objective 2.2 EDAC workplan, Lead: Karla)
- Support of All Gender Restrooms (Resolution S19 13.01)
- Other ideas?

### 2. Equity Assessment of the Implementation of AB705 (Lead: GPTF Lead (TBA), Ty Simpson; EDAC Lead: Juan with Jessica, Eileene, Kahalifa) next steps

- i. With GPTF develop a tool to examine implementation instead of a rubric

### 3. A2MEND 13th Annual African American Male Summit sessions preparation "Choosing Our Race: Defining Our Own Pathway for African American Success" March 5-6, 2020 (*due Feb 21* Leads: Karla, Jessica, Darcie, Mayra)

### 4. Celebrate successful Collaborations in equity and student achievement (attachment) Communication to the field sent on Feb 3rd

### 5. Outline EDI, Anti-Racism Education module/webinar (*revise the date:* Mayra, Karla, Darcie)

### 6. Tools for Colleges to Engage in Dialogue- develop and/or adapt (Discussion/Action)

1. Systemic bias dialogue (**attachment**) (Luke, Mayra, Karla, Cheryl)
2. Cultural change and improvement (Karla, Mayra, Cheryl, Luke)
3. Benefits of multiple world view and lived experiences

(Mayra, Cheryl, Karla)

XI. Meetings

- b. We still need to schedule April-June meetings.
- c. Next meeting March 11, 2020 (8:30am-10:00am via Zoom)

XII. Announcements

- d. [Events](#)
- e. Other

XIII. Closing comments and appreciations

Appreciations were expressed to Mayra and to committee members.

XIV. Meeting adjourned at 10:30am.

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Tasks in Progress:

1. Review the DEI Integration Plan Assignments
2. Follow-up with the EDAC previous chair to see if Committee Priorities comments were placed anywhere else. (Mayra)
3. Discuss next steps to support Undocumented Students.
4. Discuss the referral from the RwLS committee, Resolution S19 13.01 In Support of All Gender Restrooms
5. Tool development
6. Preparation for conferences- A<sup>2</sup>Mend Conference (March 5); Spring Plenary (April 15-18); APAHE Conference (April 10)

Completed Tasks:

1. EDAC Work Plan (approved 10/9/19)
2. EDAC charge review
3. Recommendation to Adopt the CACC Diversity, Equity & Inclusion Statement
4. Rostrum article *Subtle Support for Our Undocumented Students in the Classroom* by Juan Buriel
5. Partner with the Foundation CCC and CCCO Undocumented Students Week of Action Follow-up with Input To-Dos on Basecamp and assignments (Note: Incorporate resolutions in Action Plan)
6. 2019 Fall Plenary Resolutions submitted and adopted by the body.
  - Resolution 3.02 on anti-racism/no hate education was approved.
  - Resolution 3.03 on replacing the ASCCC Inclusion statement with a new Diversity, Equity, and Inclusion Statement was approved by acclamation.
7. A2Mend Spring Conference workshops- titles & descriptions
8. Spring 2020 Plenary EDAC Proposed Topics/Activity
  - Implicit bias in faculty diversification
  - Anti-racism education (Related to the content of the 3.02 F19 Support Infusing Anti-Racism/No Hate Education in Community Colleges)
    - Identify how bias, stereotyping, and discrimination have limited the roles and contributions of individuals and groups, and how these limitations have challenged and continue to challenge our society, including faculty diversification

- Examine assumptions and prejudices, including, but not limited to, racism, sexism, and homophobia, that might limit the opportunities and growth of students and employees
- Explore inherent racism embedded in societal institutions, including the educational system and individually examine their personal role in the support of racist structures and the commitment to work to dismantle structural racism.
- Effective practices to dismantle racism
- Culturally responsive teaching and practice (ie. infusing cultural competence)
- How faculty are involved in advancing equity
- Student services and instruction integration for student success
- Assessment or evaluation of equity in the implementation of AB705 implementation (Rubric)
- Equity Driven Systems Paper topics
- Where is Equity in the 10+1?
- Applying a Theory of Action framework to Equity: Nuts and Bolts
- Transforming the college into an equity driven institution: The Local Academic Senate Action Plan
- Critical conversations: Shifting ideologies to foster an equity-driven institution to improve student outcomes
- Hiring through an equity lens: Rethinking policies and procedures
- Assessing racial equity

**Proposed Activity**

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

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

Submitted by Cheryl Aschenbach





# Academic Senate for California Community Colleges

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## Faculty Leadership Development Committee

Thursday, January 16, 2020

3:00 p.m.—4:30 p.m.

ZOOM

### Meeting Summary

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

- I. Roll Call, Call to Order, and Agenda Adoption—all present. Meeting began at 3:03 p.m.  
Michelle Bean—Chair  
Elizabeth Day  
Christy Karau  
Sam Foster—2<sup>nd</sup> Chair  
Elizabeth Imhof  
Luke Lara
- II. Minutes Volunteer: Thank you, Sam!
- III. [December Minutes](#) were approved.
- IV. Shout Outs and Affirmations
  - A. Congratulations Elizabeth Day, who shared that she passed certified medical surgical nurse exam.
  - B. Congratulations to Santa Barbara College Faculty Mentor Program for receiving the ASCCC Exemplary Award Honorable Mention. Thank you, Elizabeth Imhof for sharing.
  - C. Thank you to Emilie Mitchell for contributing to the Faculty Empowerment and Leadership Academy redesign with Elizabeth Day and for writing a *Rostrum* article with Michelle for the winter issue.
- V. Evaluating Professional Development Activities
  - A. Standard ASCCC Event [Survey Tool](#)
  - B. Additional survey questions and verbiage to suggest to Exec to add to event tool—[click here](#). Thank you, Luke, for helping to create the new questions. The committee reviewed the document and made a suggestion for question #16 regarding tenure process education; no other concerns. Consented to move forward with the new questions to be sent to Exec for its February meeting.
- VI. Faculty Leadership Academy
  - A. New Academy Proposal—[click here](#). Recommended some modifications for the process including starting the recruitment earlier than May. Foundation recommended increasing the number of mentors/mentees to 15-20. Exec would like to see a line item request for the ASCCC 2020-21 budget.
  - B. CSU Credit or Flex Credit: Check with the Executive Director to see if CSU credit is a viable

- option.
  - C. Next steps: Develop a workplan for implementation. Michelle and Elizabeth Day will meet with Emilie Mitchell on Monday to review the next steps.
  - D. Faculty Leadership Institute draft due February 18—ideas for break-outs? FLDC ideas: Panel on promising professional development practices that change culture. Breakout roundtable discussion on professional development.
- VII. Womyn’s Survey and Faculty of Color Intersectionality
- A. New Survey: [Click here](#) for possible additional questions to identify needs of faculty of color. Recommendation of committee to send new survey request to Exec for its February meeting.
  - B. Professional organizations to send new survey: Puente, Umoja, A2MEND, APIHE, Latina Leadership Network, LGBTQ+ CC listserv, any others? No other recommendations from FLDC.
  - C. Next steps *Rostrum* article: Christy Karau and Rebecca Eikey
    - *Rostrum* due date March 9. Meeting with Christy and Rebecca on Friday to start brainstorming.
- VIII. Caucus Structure
- A. Executive Committee feedback reviewed on suggested updates—[click here](#) for proposal.
  - B. Caucus Spring Plenary sessions moved and staggered. FLDC appreciates the new format.
  - C. Caucus leaders invited to write *Rostrum* article on changes.
- IX. Spring Plenary
- A. FLDC [Spring 2020 Suggestions](#). Several FLDC suggestions were approved as topics for spring Plenary; reviewed with committee.
  - B. Reviewed sessions [Approved by Executive](#). Elizabeth Imhof, Luke, Michelle, and Sam will all be at Plenary to present on various topics.
  - C. Pre-Resolutions due February 21—any suggestions?
  - D. FLDC requests:
    - Professional development for anti-racism resolution is needed.
    - EEO resolution is a possibility.
- X. Faculty Hiring Criteria
- A. Spring Plenary sessions assigned.
  - B. EDAC and S&P collaboration on Faculty Diversification Toolkit Module on January 22 to start brainstorming tools and topics. Send Michelle any ideas for a possible toolkit or module.
    - FLDC Charge from Exec: Model Hiring and Appointment Processes ([ASCCC Exec Goals](#))
    - [Resolution Fall 2015 12.01](#): Training Module for Hiring to Meet Diverse Student Needs
- XI. CTE-NonCredit Institute
- A. Our [Strong Workforce Charge](#)
  - B. FLDC suggestions were sent to CTE and Noncredit Chairs—[click here](#) to see ideas.
- XII. Collaborations Updates
- A. Puente and Umoja Directors working on data for TASSC Transfer paper.
  - B. Umoja/A2Mend Abdul Buul working with Elizabeth Imhof and Eileene Tejada on anti-racism *Rostrum* article.
    - *Rostrum* due date March 9. Elizabeth Imhof shared that the first outlining meeting went well; they have a timeline and possible two-part article.

- C. Suggestion—to reach out to Umoja and Puente for Leadership Academy participants.
- XIII. Announcements
- A. CCCCCO and ASCCC Faculty and Staff Diversity Symposium—March 19-20, 2020 in Sacramento
  - B. Diversity Award due February 14
  - C. Check for upcoming events at <https://asccc.org/calendar/list/events>
    - [Transfer Webinar](#)—alignment of ADT and UC Pathways January 22
    - Part Time Institute in Napa January 23-25
    - Accreditation Institute in La Jolla February 21-22
    - Area Meetings March 27 or 28
    - Spring Plenary in Oakland April 16-18
  - D. Join Amazon Smile—find ASCCC Foundation
  - E. [Application for Statewide Service](#)
- XIV. Closing Comments and Reflections
- A. Next meeting: February 20 at 3:00—4:30 p.m. Luke at a conference for next meeting.
  - B. In-Progress and Completed Tasks reviewed. We rock—great progress on strong and thoughtful list of work completed.
  - C. Any other final comments or suggestions? None.
- XV. Adjournment at 4:35 p.m.

**In Progress:**

- Womyn’s Survey—evaluation of data and next steps *Rostrum* article
- Anti-Racism *Rostrum* article
- New Faculty Leadership Survey Questions
- ASCCC Event Survey Update
- Creating 2020 Leadership Academy WorkPlan
- Caucus Structure *Rostrum* article

**Completed Tasks:**

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







# Academic Senate for California Community Colleges

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## Legislation and Advocacy Committee

DATE: 27 January 2020

TIME: 3:00-4:00pm

### CONFERENCE CALL INFORMATION

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/229368185>

Or iPhone one-tap (US Toll): +16699006833,229368185# or +16468769923,229368185#

Or Telephone:

+1 669 900 6833 (US Toll)

+1 646 876 9923 (US Toll)

Meeting ID: 229 368 185

## Minutes

Present: Dolores Davison, Ginni May, Kelly Kulzer, Erik Reese, Robert Stewart, Randy Beach

- I. Call to Order; Adoption of the Agenda; Notetaker  
Ginni May will take minutes.
- II. Status of Previous Action Items  
Dolores Davison discussed the Legislative Advocacy information.
  - a. Current Cycle
    - i. Two Year Bills – that may come continue to live: SB291 (Leyva); AB1314 (Medina); AB897 (Medina) we are just watching this one because it falls under working conditions, the CCLC took an opposed position, this bill moved out of appropriations on Thursday – we will just continue to watch;
    - ii. New Legislation – not a lot yet but quite a bit of discussion of bills that could be coming down: SB874 (Hill) a spot bill about the baccalaureate degrees, waited on the release of the report on the Baccalaureate degrees, this report can be found [here](#). The tone of the report was interesting, and not real supportive of the baccalaureate degree programs. Interest in a bill on part-time office hours, again we would watch and most likely not take a position; a bill on student housing may come forward again; interest in giving both students a vote on the BoG and equitize role of students on local governing boards;
    - iii. January Budget Update – Discussion about the requests and needs of the CCCs took place. There is hope that some of the requests will be met in the May-Revise. The SCFF and Calbright funding did not change in the January Governor’s Budget. There will be a hearing on Calbright, where the ASCCC has been asked to provide testimony around curriculum, accreditation, and role of the academic senate. [Title 5 §51016](#) requires that the Board of Governors recognizes the accrediting commission that accredits a CCC. *ACTION: Check to see what the Apprentice Council is looking for in regard to budget, budget issues on CBE and Workplace learning.*
- III. Legislative and Advocacy Day

- a. Travel:
    - i. Rooms will be reserved at the hotel for Tuesday, 3 March for all committee members
    - ii. Flights need to be booked by the individual and will be reimbursed; same for driving.
  - b. Training: 3-6pm on 3 March, location TBD; dinner to follow immediately after – Evan Hawkins, FACCC Executive Director and Wendy Brill-Wynkoop, FACCC Board member will do the training; dinner to follow
  - c. Actual Leg Visits: Meet morning of on 6<sup>th</sup> floor of the Capitol in the café to review visits and discuss visits - Plan to be available 8:00-4:00 on that day; each group will be led by an ASCCC officer and will include an Executive Committee member and a LAC Committee member. Expect to do about 4 visits per team.
  - d. Depending on flights, possible debrief after visits
- IV. Plenary Planning
- a. Legislative and Budget Update breakout on Thursday morning (16 April)  
Same breakout as in fall except with new legislation.  
Robert will be there, Kelly is a firm probably, Erik is a probably, Randy is a no
- V. Other Legislative Efforts at this point
- a. CCLC Conference – just finished this morning
  - b. ACCT Visit in Washington DC – Dolores and Ginni are both attending
  - c. FACCC A&P Conference (8-9 March) – takes place right after the ASCCC Legislative days, ASCCC does not advocacy visits during this event
  - d. ICAS Legislative Day (10 March) – advocacy visits will take place with CSU and UC academic senate colleagues
- VI. Announcements
- a. Events
    - i. Executive Committee Meeting, 7-8 February, San Jose Marriott
    - ii. Accreditation Institute, 21-22 March, Marriott La Jolla
    - iii. Executive Committee Meeting, 6-7 March, North Orange Continuing Education
    - iv. Diversity Summit, 19-20 March, Sawyer Kimpton Sacramento
    - v. Area Meetings, 27-28 March (Madera/Foothill, LA Southwest/Long Beach)
    - vi. Executive Committee Meeting, 15 April, Oakland Marriott
    - vii. Spring Plenary Session, 16-18 April, Oakland Marriott
- VII. Adjournment – 4:13 pm



**Academic Senate  
for California Community Colleges**

LEADERSHIP. EMPOWERMENT. VOICE.

**ASCCC ONLINE EDUCATION COMMITTEE**

January 14<sup>th</sup>, 2020 10:00AM – 3:00PM

One Capitol Mall, Suite 230

Sacramento CA 95814

**MINUTES/SUMMARY**

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- I. Call to Order
  - a. 10:02am
  - b. Members present: Carrie Roberson, Geoffrey Dyer, Ingrid Greenberg, Phylise Smith
- II. Approval of the Minutes
  - a. N/A 11.22.2019 meeting cancelled
- III. Discussion
  - a. [ASCCC Online Education Committee](#)
    - i. Reviewed website for updates/changes
    - ii. Reviewed Online Ed [GOOGLE DRIVE](#) for updates/changes.
    - iii. Carrie indicated that our work on the Rostrum can be done through this prior to the next Rostrum due date: March 9<sup>th</sup>, 2020 ([Resolution 11.01 S17](#): Using Savings from Adopting Canvas)
  - b. Other ASCCC Committee Reports
    - i. Ingrid updated the committee on CalBright: Chief of People & Culture Officer: Calbright request to share information about HR related initiatives: position posting/interview process, interview training, and draft Calbright salary schedules. Ingrid will follow up with information disseminated and committee will determine if action is needed.
    - ii. Discussion of CCCCCO Non-Duplication follow up memo 1.10.2020
    - iii. Geoffrey provided a DE Guidelines update: Recommendations came from DEETAC in consultation with TTAC to CCCCCO. Guidelines do not relate to face-to-face web-enhanced courses. Timeline for DE guidelines dissemination to the system is still TBD.
  - c. [CVC-OEI Local Peer Online Course Review](#)
    - i. Autumn Bell/ Michelle Pacansky-Brock from CVC-OEI
    - ii. Does the lead course reviewer need to be outside of the college?
    - iii. Policy or agreements needed? Philosophical discussion about internal and external review of courses.
      1. Ensure standards
      2. POCR vs. local college review
      3. Validation versus detailed examination
      4. Timing for review (bottleneck?)
      5. Noncredit considerations?

Action: Committee supports notion of internal review for POCR and will bring to the ASCCC Executive Committee.

- IV. Wrap-Up
  - a. [Expense Reimbursement Form & Policy](#)
  - b. Determine meetings dates/times
    - i. Spring meetings via ZOOM- Carrie will send out a Doodle

- V. Adjournment
  - a. 3:00pm

**Status of Previous Action Items**

**A. In Progress**

**B. Completed**



# Academic Senate for California Community Colleges

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Relations with Local Senates Committee  
Thursday, February 6, 2020  
2-4 pm  
Zoom

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## MINUTES

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

- I. Selection of note taker - Mayra and Anna
- II. Update regarding the request for ASCCC to seek legal advice regarding current technology and the Brown Act

There is no update regarding this item. The Executive Committee is meeting tomorrow and Saturday in San Jose.

- III. Update regarding the ASCCC Executive Committee's approval of the Local Senate Survey revision  
<https://asccc.org/resources/surveys>

There is no update regarding this item. The Executive Committee is meeting tomorrow and Saturday in San Jose.

- IV. Local Senates Handbook review and revisions  
[https://drive.google.com/drive/folders/1iEB2TEs3X\\_T207-efXjFZFeA-YIK7PzY](https://drive.google.com/drive/folders/1iEB2TEs3X_T207-efXjFZFeA-YIK7PzY)

The committee thoroughly reviewed the revised document and made some additional edits. Anna will submit the document for the Executive Committee's meeting in March.

- V. Brainstorm webinar topics

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

VI. Updates regarding committee priorities identified in the work plan:

- a) Rostrum article
- b) Paper on defining collegiality in the workplace
- c) Library of resources – Travis is working on this item.

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

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

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

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

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

<b>Area A (Cheri):</b>	
Porterville	<a href="https://committees.kccd.edu/committee/academic-senate">https://committees.kccd.edu/committee/academic-senate</a>
Shasta	<a href="http://www.shastacollege.edu/participatory%20committees/academic%20senate/Pages/4524.aspx">http://www.shastacollege.edu/participatory%20committees/academic%20senate/Pages/4524.aspx</a>
West Hills Coalinga	<a href="https://www.westhillscollge.com/coalinga/about/governance-planning/">https://www.westhillscollge.com/coalinga/about/governance-planning/</a>
West Hills Lemoore	<a href="https://www.westhillscollge.com/lemoore/about/academic-senate/">https://www.westhillscollge.com/lemoore/about/academic-senate/</a>
ALL colleges above	Send communication to each college and no response yet
<b>Area B (Mayra and Thais):</b>	
Contra Costa  Tech visits have been scheduled. Will reach out to RvLS if additional support is needed.	<a href="https://www.contracosta.edu/faculty-resources/academic-senate/">https://www.contracosta.edu/faculty-resources/academic-senate/</a>
<b>Area C (Robert and Anna):</b>	
Allan Hancock  One visit this year	<a href="https://www.hancockcollege.edu/academic_senate/index.php">https://www.hancockcollege.edu/academic_senate/index.php</a>
Cuesta  Two visits conducted this year	<a href="https://www.cuesta.edu/about/depts/academicsenate/index.html">https://www.cuesta.edu/about/depts/academicsenate/index.html</a>
<b>Area D (Travis):</b>	
Coastline  Not interested in a visit	<a href="http://www.coastline.edu/about/governance/academic-senate">http://www.coastline.edu/about/governance/academic-senate</a>

Copper Mountain	
Have not heard; send communication to the current president	<a href="https://www.cmccd.edu/faculty-and-staff/academic-senate/">https://www.cmccd.edu/faculty-and-staff/academic-senate/</a>
Golden West	
Not interested in a visit	<a href="http://www.goldenwestcollege.edu/senate/">http://www.goldenwestcollege.edu/senate/</a>
Victor Valley	
One visit this year	<a href="http://www.vvc.edu/offices/faculty-services/faculty-senate/">http://www.vvc.edu/offices/faculty-services/faculty-senate/</a>

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

- IX. Discuss ideas to improve the process for welcoming first-time attendees at the ASCCC Plenaries - There is no update regarding this item. The Executive Committee is meeting tomorrow and Saturday in San Jose.
- X. Next meeting: Monday, March 23, 2020, 11 am - 12 pm, Zoom
- XI. 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/2020\\_ASCCC\\_Reimbursement\\_Fillable\\_mlr\\_ahh.pdf](https://asccc.org/sites/default/files/2020_ASCCC_Reimbursement_Fillable_mlr_ahh.pdf)

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#### Tasks in Progress

- Finish the review and revision of the Local Senates Handbook
- 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
- Local Senates Handbook: Upload Senate handbook to Goggle doc for review prior to the January 17<sup>th</sup> meeting







# Academic Senate for California Community Colleges

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## Standards & Practices Committee

January 27, 2020

6:30p.m.—8:00p.m.

Zoom

### MEETING SUMMARY

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- I. Welcome at 6:31 p.m. Geoffrey Dyer, Michelle Bean, Roy Shahbazian, Eric Thompson, Angela Escheverri, and Christopher Howerton all checked in.
  
- II. Status of Disciplines List Revisions Submissions:
  - A. Executive Committee Action in January 2020—voted to move the Registered Behavioral Technician proposal forward for second hearing. The Exec discussed that the Film Studies proposal required more evidence to move forward, especially since the change required narrowing the list of qualifying degrees. The proposing college could refine and resubmit in the next Disciplines List revision cycle.
  - B. Resolution—Geoffrey will write the standard resolution for the Registered Behavioral revision request to change the Disciplines List.
  - C. Last Year’s Cycle: Homeland Security update to the Disciplines List finally went to Board of Governors and approved.
  - D. Begin Next Annual Cycle
    1. Updating website soon
    2. Question: Roy asked if we could update the ASCCC process to allow for changes mid-cycle (e.g., after the first hearing, allow changes resulting from the feedback)?
    3. A *Rostrum* article about the Disciplines List process and actions was written by Eric and Geoffrey.
  
- III. Awards
  - A. Exemplary Program Winners and Recognition—*Rostrum* article still in draft form.
  - B. Hayward Award—readers should make their selections by February 6.
  - C. Regina Stanback-Stroud Diversity Award—applications being received third week of February and read by EDAC.
    1. Suggestion: Combine descriptions about the two awards above for the *Rostrum* article.
    2. Award criterion suggestions:
      - a) Clarification on fairly applying the rubric to both part-time and full-time is needed.
      - b) Committee suggested the addition of equity-minded language and a diversity question to all award rubrics.
  - D. Local Use of Awards—do we need to write criteria on how to use the award money? Geoffrey will clarify with Exec Director Krystinne about the sharing and distributing of

checks to individual program winners.

- IV. Faculty Diversification Strategies
  - A. Report of Faculty Diversification Strategies Partners Discussion—ACHRO, CIOs, ASCCC, CCCCCO attended. Brainstormed ideas about how to provide guidance on faculty diversification for local campuses.
  - B. [Equivalence Paper](#)—we have developed the CTE MQ Toolkit and now need to update the Equivalency Paper to incorporate need for broader look at equivalency for faculty diversification. This idea received positive response from the CCCCCO Diversity Workgroup on January 22.
  - C. Measuring the Second Minimum Qualification—Diversity Workgroup discussed the idea of threading questions related to second MQ on “sensitivity to and understanding of diversity” throughout the hiring process (e.g., behavioral questions during interview or teaching demo). EEO Workgroup will be recommending changes for the EEO plan requirements and Title 5 language (i.e. “sensitivity to”). Ideas to make it more than just compliant and more responsible for outcomes to move beyond compliance to faculty diversification systems change with a peer review of plans for tangible ways to measure the second MQ.
  
- V. Updated Election Procedures:
  - A. Potential Resolution to Revise Rules—resolution from Geoffrey will be sent in email soon regarding vacancies happening as a result of positions opening from a preceding election seat won.
  
- VI. Face-to-face Meeting: Will be on Tuesday, February 18, 2020 from 10 am to 3 pm at Los Angeles Mission College
  - A. [Travel Request](#)
  - B. [Reimbursement Request Form](#): The form contains the reimbursement policies, which include that members will only be reimbursed for the lowest cost of travel. The committee plans to be in and out of the meeting on the same day.
  - C. Planning
    - 1. Awards Rubrics—diversity
    - 2. Disciplines List Handbook—amending mid-cycle
    - 3. Second MQ—rubric to measure
    - 4. Update Equivalency Paper—faculty diversification
    - 5. CTE Toolkit Next Steps—possible CTE/Noncredit Institute Breakout
    - 6. Taskforce to Review Disciplines List—Resolution 10.01 Spring 18
  
- VII. Schedule of Upcoming Meetings
  - 1. February 18 at Mission College in Sylmar
  - 2. March 23 at 6:30—8:00 p.m. Zoom
  - 3. April 20 at 6:30—8:00 p.m. Zoom
  
- VIII. [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. Much work has been done already on this resolution.

- B. 10.01 Spring 18—calling for taskforce to review that all disciplines are updated and current. Do we have a list that shows the last update to each discipline? Consider a *Rostrum* article for this process.
- C. 19.03 Spring 18—oppose efforts to permit single course equivalency. 2016 paper addresses this, but maybe more information needs to be sent out to remind body.

IX. Adjournment at 8:07 p.m.

Respectfully submitted by Michelle Bean





# Academic Senate for California Community Colleges

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## Transfer, Articulation and Student Services Committee

20 November 2019, 4 p.m.

Zoom

### MINUTES

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- I. Call to Order and Adoption of the Agenda  
At 4:00 p.m. Sam Foster (chair) welcomed the committee members participating in today's meeting: Anna Bruzzese, Jose Lara, Mark Osea and Miles Vega. The committee unanimously adopted the agenda.  
  
Absent: Lorraine Burnham-Levy
- II. Volunteer note taker  
Anna volunteered to take notes.
- III. Fall Plenary Breakout Session on Transfer Pathways Debrief  
Sam, Jose, Lorraine and Craig Rutan co-presented on this topic at the Fall Plenary in Newport Beach. The presentation was interactive and went well, even though not all slides got covered. The audience had a lot of questions, in particular about the alignment of UC and CSU transfer pathways. Sam suggested that we may want to ask Craig to help us, especially with a section of the paper that deals with UC transfer pathways.
- IV. Update on Resolution 7.01 F17 [Creating Guidelines for Veteran Resource Centers](#)
  - a. Updated survey questions (see attached)  
Sam submitted the proposed survey to the ASCCC Executive Committee for their December 6-7 meeting. We will have their feedback by our committee's next meeting on December 11.
- V. Update on Survey on Open Educational Resources (OER)  
Sam reached out to Michelle Pilati to ask about what was needed and who should be consulted but did not get a clear answer/direction. One suggestion was that we need to know if anything about OER/low cost textbooks is included in the orientation. This will be put on our agenda for our December 11 meeting.
- VI. Update on Transfer Paper
  - a. Review of preliminary draft
  - b. Timeline
    - i. Draft edits to chair—Dec 5
    - ii. Submit to Exec for First Read—Dec 10
    - iii. Submit to Exec for Second Read—Feb 12

Sam compiled the sections and sent it out to the committee members before today's meeting. The committee reviewed the current draft and discussed some currently missing

pieces: section III of the outline needs some additional information. We need something on the support services. Jose will work on disability to support services. Anna will work on section III a, Sam and Anna will tackle III f. Jose will tackle III b. Miles will take section III e and g. Jose will also write something about AB 705 and its impact on the transfer center, and Mark can talk about the impact of AB 705 on articulation and transferability of courses. And, Jose will also discuss the impact of AB 705 on strengthening the transfer path/completion. Mark will also expand the section on the role of the counseling faculty. Jose also suggested referencing “Through the Gate” study in the introduction. Sam mentioned Umoja and Puente as additional strategies and interventions that helped with increasing transfer among underrepresented student populations. This would go under IV b. This would also be linked to equity. Another thing to include in the introduction is the Vision for Success. Sam went over the deadlines, the first deadline was changed from December 2 to December 5.

VII. Future Meetings

- a. Next Zoom meeting December 11 at 4 p.m.
- b. In-Person Meeting January 30 at Rio Hondo College

VIII. Other Items for Discussion

There were no additional items.

IX. Announcements/Events

- a. **Part Time Faculty Institute** – Napa Valley – January 24, 2020
- b. **Accreditation Institute** – San Diego – February 21, 2020

X. Adjournment

The meeting adjourned at 5:05 p.m.

Minutes respectfully submitted by Anna Bruzzese.



# Academic Senate for California Community Colleges

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## Transfer, Articulation and Student Services Committee

11 December 2019, 4 p.m.

Zoom

### MINUTES

---

- I. Call to Order and Adoption of the Agenda  
At 4:02 p.m. Sam Foster (chair) welcomed the committee members participating in today's meeting: Anna Bruzzese, Lorraine Burnham-Levy, Mark Osea and Miles Vega.  
  
Absent: Jose Lara
- II. Volunteer note taker  
Anna volunteered to take notes.
- III. Update on Resolution 7.01 F17 [Creating Guidelines for Veteran Resource Centers](#)
  - a. Executive Committee feedback on proposed survey  
The Executive Committee provided some feedback but also felt that maybe we don't need a survey to get this information. A suggestion was made to reach out to colleges directly. Sam contacted Dolores to start the process of reaching out to VRCs about effective practices.
  - b. List of Community College VRCs (attached)  
As the distributed list demonstrates, almost all colleges have a VRC already, except for one which is sharing a VRC with another college.
- IV. Update on Transfer Paper
  - a. Review of draft
  - b. Timeline
    - i. Submit to Exec for First Read—Dec 12
    - ii. Submit to Exec for Second Read—Feb 12

Sam has been working on combining all the information that committee members sent to him. He will make some additional edits before submitting the draft to Exec for first read. The committee talked about recommendations/conclusions, including adequate/stable funding and support for positions such as the Articulation Officer, as well as for Transfer Centers. Also, there is an issue of geography and distance from transfer institutions. The student to counselor ratio also continues to be a problem. This is linked to the FON and the 50% law. We also need to use counselors we have more effectively.
- V. Update on Survey on Open Educational Resources (OER)  
There is no update on this item today. This item will remain on our agenda.
- VI. Fall Resolutions Assigned to TASSC
  - a. [9.01 F19](#) Local Determination of International Baccalaureate Credit at California Community Colleges

There is concern regarding the urgency of this resolution. Sam reached out to John Stankas, and John put Sam in touch with Cheryl Aschenbach from 5C. John said we could make recommendations that can inform 5C because 5C makes systemwide recommendations. Cheryl said that 5C has already been working on a related policy, but the work is not yet finished, and they welcome our input. The committee reviewed the resolution. This item will be on our agenda for January.

- b. **16.01 F19** Develop Standards of Practice Resource for Learning Assistance and Tutoring in the California Community Colleges, including the role of Learning Skills Coordinators or Instructors, and Tutoring Coordinators

The committee reviewed this resolution. The due date is July 30, 2021, so if we have time, we will develop some suggestions for next year's committee.

VII. Future Meetings

- a. In-Person Meeting January 30 at Rio Hondo College
- b. Plan Meetings for spring semester—best times

The committee members talked briefly about their schedules and will plan its spring meetings during its January meeting.

VIII. Other Items for Discussion

IX. Announcements/Events

- a. **Part Time Faculty Institute** – Napa Valley – January 24, 2020
- b. **Accreditation Institute** – San Diego – February 21, 2020

X. Adjournment

The meeting adjourned at 5:15 p.m.

Minutes respectfully submitted by Anna Bruzzese.





# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## Transfer, Articulation and Student Services Committee

31 January 2020, 10 a.m.-3 p.m.

Rio Hondo College

3600 Workman Mill Road

Whittier, CA 90601

Transfer Center

Student Service Building Room 250

### MINUTES

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- I. Call to Order and Adoption of the Agenda  
At 10:10 a.m. Sam Foster (chair) welcomed the committee members participating in today's meeting: Anna Bruzzese, Jose Lara, Lorraine Burnham-Levy, Mark Osea and Miles Vega.
- II. Volunteer note taker  
Anna volunteered to take notes.
- III. Planning for future meetings
  - a. Spring schedules and best times  
The committee decided that the best meeting time would be on Thursdays at 5 pm. Next meeting will be on February 13<sup>th</sup> and the following meeting will be on March 12<sup>th</sup>.
  - b. Frequency of needed meetings  
We will need at least two more meetings before submitting the final version by March 16.
- IV. Breakout at CTE/ Noncredit institute
  - a. Topics on promising counseling practices for CTE and noncredit
  - b. Proposals due on February 7
  - c. Call for Proposals can be found at:  
[https://docs.google.com/forms/d/e/1FAIpQLScVnA4\\_3MsQiLB2on6TmhGpG9uC4oG2g4XvE8gdbeszrLg3WQ/viewform](https://docs.google.com/forms/d/e/1FAIpQLScVnA4_3MsQiLB2on6TmhGpG9uC4oG2g4XvE8gdbeszrLg3WQ/viewform)

Sam explained that the committee was asked to participate. Lorraine and Mark volunteered to work on a presentation.
- V. Update on Transfer Paper
  - a. Review of draft
  - b. Executive committee comments
  - c. Additional sources to consider as suggested by RP Group Liaison Jake Kevari
    - i. Completion by Design - [Loss/Momentum Framework](#)
    - ii. Completion by Design - [Building Guided Pathways](#)
    - iii. RP Group - [Student Support \(Re\)defined - Six Success Factors](#)
    - iv. RP Group - [Through the Gate March 2019 Update & Through the Gate Website](#)

- d. Other external references to consider
- e. Editing draft
- f. Timeline
  - i. Submit to Exec for Second Read—Feb 12
  - ii. Final edits based on Exec recommendations—March 16

The committee reviewed the most recent draft of the paper and revised it further. The committee agreed to add a section on high impact practices that support students and developed a revised outline that was emailed to the committee members.

- VI. Update on Resolution 7.01 F17 [Creating Guidelines for Veteran Resource Centers](#)  
This item is postponed till the next meeting.

- VII. Update on Survey on Open Educational Resources (OER)  
There is no update on this item today. This item will remain on our agenda.

- VIII. Update on Fall Resolutions Assigned to TASSC
  - a. [9.01 F19](#) Local Determination of International Baccalaureate Credit at California Community Colleges

This item is postponed till the next meeting.

- b. [16.01 F19](#) Develop Standards of Practice Resource for Learning Assistance and Tutoring in the California Community Colleges, including the role of Learning Skills Coordinators or Instructors, and Tutoring Coordinators

The due date is July 30, 2021, so if we have time, we will develop some suggestions for next year's committee. This item is postponed till the next meeting.

- IX. Other Items for Discussion  
There were no other items for discussion.

- X. Announcements/Events
  - a. **Accreditation Institute** – San Diego – February 21, 2020
  - b. **Area Meetings**—Various locations—March 27-28, 2020
  - c. **Spring Plenary Session**—Oakland—April 16-18, 2020
  - d. **Career and Noncredit Institute**—San Mateo—April 30-May 2, 2020

- XI. Adjournment  
The meeting adjourned at 3:06 p.m.

Minutes respectfully submitted by Anna Bruzzese.

**Effective and Equitable Transfer Practices in the Community Colleges**  
Proposed Outline for Paper

- I. Introduction
  - a. Justification for the Paper
    - i. Resolution
  - b. Legislation
    - i. Transfer Degrees
    - ii. Initial Placement in Math and English
    - iii. Title 5
  - c. Other important considerations
    - i. Equity
    - ii. Guided Pathways
- II. The Value and Benefits of Transferring from a Community College
  - a. Students from a wide range of backgrounds are welcome
  - b. Students from Marginalized groups
  - c. A prescribed path is available (ADT and UCTP)
- III. The Community College Role in Student Persistence, Completion, and Transfer
  - a. Effective practices supporting marginalized students
  - b. High impact practices increasing transfer rates
  - c. The role of the local academic senate
  - d. Disability Support Services
  - e. Other Educational Support Services
  - f. Instruction
  - g. Other faculty roles
- IV. Strengthening the Transfer Paths
  - a. Recruitment and Onboarding within the guided pathways framework
  - b. Effective Practices and Counseling Models
  - c. Transfer Center
    - i. Transfer Center Director and Personnel
    - ii. Counseling Faculty Role in the Transfer Center
  - d. Online Education Planning, Platforms, and Software
  - e. UC Transfer Pathways
- V. Transfer Partnerships
  - a. UC
    - i. UC Transfer Pathways
  - b. CSU
    - i. Associate Degrees for Transfer
  - c. Private, and HBCUs

- d. Community Colleges with Bachelor's Degrees
- VI. Articulation
  - a. The Role of the Articulation Officer
  - b. The Role of counseling faculty
  - c. Transfer Preparation and the Role of Discipline Faculty (Ensuring Course Equivalency)
  - d. C-ID Course Numbering System
  - e. External Exams (Advanced Placement, IB, CLEP, Credit for Prior Learning)
  - f. Transfer Preparation and ASSIST
- VII. Challenges
- VIII. Conclusion
- IX. Recommendations for Practice
- X. References
  - a. Title 5 section 51027 "Transfer Centers: Minimum Program Standards" - [https://govt.westlaw.com/calregs/Document/I4C495720D48411DEBC02831C6D6C108E?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I4C495720D48411DEBC02831C6D6C108E?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))
  - b. CCCCCO Transfer Center Annual Reports
- XI. Appendices



## Key Messages: CVC-OEI January 2020 Advisory Committee Meeting

### 2019-20 CVC-OEI Strategic Focus

- Committee members were reminded of the strategic focus of the initiative, with the top priority for the current year to scale up CVC Exchange implementations so that more students can access cross-enrollment and accelerate their program completion. The goal is to achieve system-wide implementation of cross-enrollment by June 2023.

### CCC Distance Education & Educational Technology Advisory Committee (DEETAC) Report

- The revised Distance Education Guidelines have been submitted to the Telecommunications & Technology Advisory Committee (TTAC) and are on their way to the CCC Board of Governors.
- The committee is now working on recommendations regarding the coding of correspondence courses and guidance to the field on how campuses can respond to emergency closures in relation to distance education.

### Call for Consortium Participation

- Colleges interested in joining the consortium and implementing the CVC Exchange need to complete a self-assessment process and submit the self-evaluation packets, which will be accepted on a rolling basis. Also required is a local academic senate resolution or statement of support, and intent to sign the Master Consortium Agreement, which provides the foundation for participating in cross enrollment and defines college commitments.
- Colleges wanting to join the consortium must provide a CVC Exchange implementation timeline, which is developed after a scheduled meeting between their Chief Technology Officer and CVC-OEI implementation staff.

### 2020-21 Ecosystem Update

- CVC-OEI is moving to a student support ecosystem model that can be sustained over time an account for increased student usage of tools/services, an increase in the number of colleges, and commitment of funding resources to CVC Exchange implementation.
- Moving forward, the ecosystem will focus on the core services that most directly impact online student success based on a set of criteria that was shared with the Advisory Committee.
- Beginning July 01, 2020, the CVC-OEI will provide online tutoring (NetTutor and Pisces), an online counseling and student services platform (Cranium Cafe), student readiness modules (Quest for Success), a student health and wellness resource (Wellness Central), and proctoring (Online Proctoring Network). This subsidy applies to current Consortium colleges as well as new colleges joining the Consortium.
- Colleges wishing to continue funding Namecoach, Proctorio, and SmarterMeasure on their own are encouraged to explore other funding streams (including Student Equity and Achievement dollars) or take advantage of statewide pricing discounts.

### Local Peer Online Course Review

- The Consortium Agreement now references incremental benchmarks colleges and faculty complete in order to provide high quality, inclusive learning across all courses. The goal is to improve the quality of all online courses while also moving toward more courses aligned to the rubric. The benchmarks include faculty preparation for online teaching, faculty competency in course design, course design standards, course design support, and quality teaching.
- The Course Design Rubric will be streamlined to incorporate accessibility elements into the Sections A-C, shifting the focus from accessibility compliance to universal and inclusive design for learning. The streamlined rubric will be available in the next few months.

### Improving Online CTE Pathways

- In spring 2020, 130 online CTE courses that have been improved or converted to online as a result of the IOP grants are being offered. It is estimated that 99,0000 students will be served by the IOP grants in the 2020-21 academic year.
- Additionally, the project team is developing a series of promotional videos highlighting the various grant projects, which will appear on the cvc.edu and be shared with individual colleges.
- The CVC-OEI is partnering with the ASCCC as they develop C-ID descriptors for CTE programs, and is presenting at the spring Noncredit and Career Education Institute on the IOP grants.





## MEETING NOTES

Wednesday, January 8, 2020

10:00 AM – 3:00 PM

[Link to Recording](#)

- A. Welcome: Introduced new ASCCC member, Deborah Nolan, from College of Sequoias. Deborah serves as the DE coordinator and has taken on the accessibility champion role.

- a. Attendance:

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

- B. Standing reports from constituent groups

- ASCCC (Kathy O'Connor, Geoffrey Dyer, Deborah Nolan) – The Executive Committee is already planning for Plenary on April 16-18. They have new rules for their election procedures. The Online Education Committee (chaired by Carrie Roberson and co-

chaired by Geoffrey) is working with Autumn Bell from CVC-OEI on local Peer Online Course Review (POCR) and external faculty review.

- CAPED (Thad Selmants) – no update
- CCC Tech Connect (Heather Schmidt) – Over the break captioning funds were depleted but more was found so they are up and running again. This is common occurrence. Playposit, a video overlay tool that allows instructors to use quizzes to assess whether students are paying attention to the material, is moving forward with onboarding schools. Heather will send an email request to Joanna and Erin to formally present the project to DEETAC.
- CCL (Susan Hines) – not present at the time of the update
- CCLC BOT (Laura Casas) – no update
- CEOs (Tammeil Gilkerson) – 260 people attended the conference on housing and food insecurity. This event was akin to a celebration of what our community colleges doing. California community colleges have garnered national attention on efforts to address housing and food insecure students.
- CIOs (vacant)
- CISOA (Joe Moreau) – Preparing for the annual conference in Monterey during the first week. Usually sells out. Engaging in conversations with the Chancellor’s Office about other common systems, like an ERP, with the goal to save money and improve services as other large scale programs (Canvas, tutoring, libraries).
- CSSO (vacant)
- CVC-OEI (Jodie Steeley) – Focus on cross enrollment continues especially getting IT departments on board. CVC-OEI is suspending some tools because of lack of funding: NameCoach, Proctorio, and Notebowl. Opportunity to continue those tools through the Foundation at discounted rates.
- DECO (Lisa Beach / Joanna Miller) – Preparing for the full meeting in June prior to OTC.
- RP Group (vacant)
- Student Senate (vacant)
- CCCCCO
  - Educational Services (Erin Larson) - Today is the last day to donate to the Campaign to Fight Student hunger.
  - Michael Quiaoit – Thank you for work the committee has done on the DE Guidelines. Expressed appreciation for the connectivity of this group to other committees and constituency groups. Good stewards for our system to get better.
  - DSPS (Linda Vann) - CCCCCO is participating in an intersegmental basic needs summit next month.

C. DEETAC reviewed their [Bagley-Keene](#) requirements.

[Link to PowerPoint for Bagley-Keene Overview](#) – Past meeting practices of DEETAC will have to change. A majority of members cannot collaborate outside of meetings (via email, google doc, etc.). Formal workgroups of less than a



majority can meet but will have to report to the full group on their activities. Online meetings will require participants to list their locations on the agenda as open to the public. Chancellor's Office staff confirmed with the Legal Division that this is a requirement. (Following the meeting, the Legal Division referenced the [State of California Attorney General's Handy Guide to the Bagley-Keene Open Meeting Act](#) (p. 7). If the group finds themselves out of compliance with Bagley-Keene, they intend to be transparent, upfront and provide full disclosure. Urgency items now have a process for adding to the posted agenda and taking action during the meeting. DEETAC will set up a system for public comments for in-person and online meetings.

#### D. Charter Changes & Approval

DEETAC reviewed proposed changes to the charter. ([Link to the Draft Charter](#))

The committee discussed the representation of the group.

- Specifically for Calbright, DEETAC decided that they would not have a voting seat as a member. However, DEETAC will again invite them to participate and/or present on their status.
- At the November meeting, DEETAC voted against having a CCCCCO chair or co-chair. The CCCCCO will participate as a member but does not vote.

**VOTE:** Moved to approve the Charter as Amended - Joe Moreau, Second - Laura Casas. Passed by Unanimous Consent

[Link to the final charter approved January 8, 2020.](#)

#### E. Approval of Meeting Notes:

##### a. [October Notes](#),

**VOTE:** Moved – Tammeil Gilkerson, Second – Jodie Steeley, Yes - 10, No - 0, Abstain – Deborah Nolan

##### b. [November Notes](#),

**VOTE:** Moved – Kathy O'Connor, Second – Jodie Steeley. Yes - 10, No - 0, Abstain – Deborah Nolan

##### c. [December Notes](#)

**VOTE:** Moved – Jodie Steeley, Second – Heather Schmidt. Yes - 10, No - 0, Abstain – Deborah Nolan

#### F. Review [Draft DE Guidelines](#)

Members discussed the issue that web enhanced face-to-face classes that may be considered partially online because the note about on-campus instruction with technology-assisted delivery follows the “partially online” definition section of the Distance Education Guidelines.

**VOTE:** Move to approve the DE Guidelines as amended - Kathy O'Connor, Second – Tammeil Gilkerson. Passed by unanimous consent.

[Link to the Final DE Guidelines Approved January 8, 2020](#)

**VOTE:** Move to take agenda out of order – Kathy O’Connor, Second – Tammeil Gilkerson, Approved by unanimous consent

G. Competency Based Education – Guest Cheryl Aschenbach

The California Community Colleges Curriculum Committee (5C) has started discussions on competency-based education (CBE). The plan to moving forward is to implement in our system and not at just one college, as it is currently. They will have facilitated discussions around structure, equity, definitions, and a common understanding of what CBE means. Ultimately, what policy or regulation changes or recommendation can be made to implement CBE system-wide?

Schedule of topics:

- January – Structures, Role of Faculty
- February – Schedule, Flexible Scheduling, Academic Calendars
- March – Transcripts (including blended CBE and non-CBE), Grades, Course Equivalency, Student Progress and/or Achievement
- April - Apportionment, Faculty Load
- May - Policy Recommendations,
- June – Policy Recommendations

5C is made up of Faculty, CIOs, CTE representative (appointed by CCCAOE), Noncredit representative (appointed by ACCE), 2 voting CCCC members, CSSO, Student Senate representative, Chancellor’s Office staff as resources

5C intends to bring the CBE conversation to conferences this Spring and is looking for additional places they can engage the stakeholders.

5C will share information and provide reports on their progress.

H. Emergency Conditions and Curriculum – Guest Cheryl Aschenbach

5C began conversation on how colleges can response to emergencies (like fires and power outages) and what happens to instructional hours and students’ potential loss of credit. Current emergency plans address facilities and operation but not instruction. 5C will develop considerations for before, during, and after emergencies.

I. 2019-2020 DEETAC Goals

Members reviewed and prioritized the 2019-2020 DEETAC Goals as edited at the November 6 Meeting ([Final Approved and Prioritized DEETAC Goals for 2019-20](#))

**VOTE:** Move to adopt the goals as amended with the one priority of updating DE MIS data elements – Kathy O’Connor, Second – Joe Moreau, Yes – 11, No – 0, Abstain – 0.

J. Correspondence Courses (postponed to next agenda)

Update on reclassifying “correspondence” courses and proposed MIS data changes ([Link to proposed DED XF01: Session Instruction Method changes](#))

- K. Process for Adoption of System-wide Educational Technology (postponed to next agenda)

DEETAC will discuss how system-wide educational technology is adopted and the committee’s responsibilities in this process.

- L. Public Comment

There was no public Comment

- M. Adjourn at 3:00 PM

## Upcoming Meeting Dates

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

## Summary of DEETAC Goals

- Update the DE MIS data elements
- Endorse a SARA information event and revisit a letter of support
- Explore inclusion of a new MIS data elements for Zero Textbook Cost degree programs
- Develop guidance for DE audit tests for the field
- Establish DEETAC as an “advise and consult” body for system wide educational technology procurement
- Collaborate with 5C to develop guidelines for competency-based education
- Recommendation for changing noncredit DE funding

Completed:

- Adopt the DE Guidelines, set process for continuous revision
- Revise the charter



**DESIGNEES 2019-20**

Abbrev	Organization	Designee	College
ASCCC	Academic Senate of the California Community Colleges	Kathy O'Connor	Santa Barbara City College
ASCCC	Academic Senate of the California Community Colleges	Deborah Nolan	College of the Sequoias
ASCCC	Academic Senate of the California Community Colleges	Geoffrey Dyer	Taft College
CAPED	California Association of Postsecondary Education and Disability	Thad Selmants	Sierra College
CCL	Council of Chief Librarians	Susan Hines	San Jose City College
CCCCIO	Chief Instructional Officers of the California Community Colleges	Vacant	
CCCCSSAA	California Community College Chief Student Service Administrators Association	Vacant	
CCCDECO	California Community Colleges Distance Education Coordinators	Lisa Beach	Santa Rosa
CCCDECO	California Community Colleges Distance Education Coordinators	Joanna Miller	Contra Costa Community College District
CCCT	California Community Colleges Trustees Board	Laura Casas	Foothill DeAnza
CCCTechConnect	California Community Colleges TechConnect	Heather Schmidt	Palomar College
CEOCCC	Chief Executive Officers of the California Community Colleges	Tammeil Gilkerson	President, Laney College
CISOA	Chief Information Systems Officers Association	Joe Moreau	College of the Canyons
CVC-OEI	California Virtual Campus - Online Education Initiative	Jodie Steeley	Fresno City College
RP Group	Research and Planning Group	Vacant	
SSCCC	Student Senate for California Community Colleges	Vacant	





## Minutes

**CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE  
EQUAL EMPLOYMENT OPPORTUNITY (EEO) AND DIVERSITY ADVISORY COMMITTEE**

Thursday, December 12, 2019 (10:30 a.m. – 2:00 p.m.)  
Conference Room 630, 6<sup>th</sup> Floor, Sacramento, CA 95811

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

**I. Introductions & Meeting Purpose**

**Attendees:**

Hildy Aguinaldo, Board of Governors Member  
Beth Au, CCC Registry, Yosemite CCD  
David Betts, ACCCA, Chabot-Las Positas CCD  
Mayra Cruz, ASCCC, Foothill-De Anza CCD  
Fermin Villegas, CCCCCO, General Counsel's Office  
Greg Smith, Shasta College  
Sussanah Sydney, Santa Rosa Jr. College  
Stacy Zuniga, State Center CCD  
Tanya Bosch, CCCCCO  
Susan Bray, Executive Director, ACCCA  
James Todd, San Joaquin Delta CCD  
Sean Madden, IEPI, CCCCCO

**Phone Participants:**

Silvester Henderson, Contra Costa CCD  
Marisa Perez, Cerritos CCD Board of Trustees  
Cheryl Massa, Executive Assistant, WVMCCD

**II. Approval of the August 29, 2019, Meeting Minutes**

Suggested correction – add Chabot-Las Positas CCD in David Betts' title on the attendance list.

Group approved meeting minutes through show of hands.

**III. Registry Update – Beth Au**

- Recruitment trips to UC Davis and UCLA were successful – met with over 100 students
- Attended ACHRO in October
- Attended a local job fair in December, local school career fair.
- **Job Fairs:**
  - January 25, 2020: Westin – 33 districts registered 75% capacity
  - February 1, 2020: San Francisco – 30 booths sold out, 26 districts registered – 2 are out of state
- Have about 300 pre-registered job seekers in LA and 30 pre-registered in SF
- Ad campaign started on Monday.
- February 23, 2020: Napa, Part-time faculty Institute (panel on recruitment)
  
- In February, going to West Valley Mission CCD to talk to faculty interns about recruitment and job opportunities using the registry.

#### IV. Chancellor’s Updates: (Daisy)

##### a. 2020-21 Budget & Legislative Proposed Update (letter handout to attendees)

Diversity and Inclusion Task Force concluded. BOG wants implementation plan. Assignments to stakeholders:

- Appoint state-wide group reps
- Identify who is responsible for what in groups

Items Board of Governors voted on at the November board meeting. I would like to share the work we did. Agreed on three things submitted:

1. Increasing base funding
2. Increasing of COLAS
3. Financial aid for students and funding for EEO and diversity

Oversight hearing on November 4<sup>th</sup>. Now hearing that assembly committee would like a hearing on EEO and Diversity.

Main questions: What did you do with the money from 2016? Daisy walked them through advancements and challenges (she was not there at time). Informed the committee we want to model for rest of state. We will know more on January 10, 2020. Identified need for additional funding to continue EEO committee’s work.

##### b. Update on Vision for Success Diversity, Equity and Inclusion Task Force:

Provided recommendation to Board in September. Further action to return in January and provide Board with implementation plan.

Creating a working group:



- Sixteen page plan to make move in 5 years
- Partner across system with other stakeholders
- The lead has to be the Academic Senate, create working group
- Then send 1 or 2 statewide representatives to those working groups.

We will hear more at the January 2020 meeting. Task force...how do we move this?  
 A twenty-page report was created on institutional change and what resources committee had. It chronicles that history. Meant to be a document to frame how the BOG and task force was thinking on how to move EEO and Diversity.

**c. Faculty & Diversity Symposium Update, March 19 – 20, 2020**

Legislative briefing in State Capitol for 60 minutes.

Reception – legislators to meet with attendees. The Board of Governors will be there.

**Summit planned content:**

1. Day one: Legislative briefing in State Capitol on March 19 at the Sacramento Kimpton Hotel (60 minutes). Feature two case studies on what committee has done and potential. Daisy will tie into what Professional Development committee has done.
2. Chancellor Oakley speech and reception
3. Day two: Pre-hiring best Practices: Los Rios has been asked to walk us through how they connect their EEO data as a model for folks to learn.
4. Academic Senate report on standardizing minimum qualifications statewide.
5. Lunch break
6. About 45-60 minutes = Team time: CEO of college, HR Mgr. (CHRO) and Academic Senate President. Three members from committee to identify an activity. They will get on stage to lead and inspire attendees. (Daisy asked for 3 volunteers from EEO group to help them reflect on what they need.) The last 20 minutes, Academic Senate, John Stankas presenting.
7. Retention (panels)

**Feedback from group:**

**James:** dual enrollment, middle colleges: how to expand pools in these areas.

**Sean:** Capacity is 200. This work has to include the buy in of local leaders.

**Susan** from ACCCA would like us to share outcomes with her to share with ACCCA membership.

**Beth:** What about equivalencies? Will this be addressed? Ultimately, it will need to be. More and more people with degrees that do not exactly fit the discrete degrees listed in minimum quals.. Minimum quals. are more defined already. Daisy asserted this is step 1- the equivalencies for standardization. Part of 16 page plan.

**Mayra:** Academic Senate Developments: CTE minimum quals. Created tool kit and a way to address equivalencies. It is a bigger issue and that is an area in which we will continue our conversations.

**Silvester:** In addition to Diversity summit, curriculum and methods of teaching would help to attract a large group of individuals. In framework of higher ed., people are uncomfortable hiring people that do not look like them. Diverse instructors are more open to broadening perspectives.

**Susannah:** Do they really understand how equivalency works? Shared understanding needs to be created.

**Mayra:** Do not really have such documents. Example of misunderstanding: How to apply equivalencies in fair and constructive manner. (She will ask to see if they have something.)

**Daisy:** Team Time will focus on equivalency process. Attendees will have to locate their college equivalency webpage. Is there a schedule for equivalency? If they apply and do not get it, whom do they contact with questions or for information?

**James:** Could someone know how to apply? How long would it take? Operational concerns.

**Greg:** Equivalency will definitely impact diversity. Second minimum quals. becoming better utilized – will help even more. How do you successfully teach students with different experiences from your own? (Mayra and Luke will address this in minimum quals. section.)

**Daisy:** Need 3 volunteers to work on exercises.

Need conversation on can we film, turn into modules or webinars. We will target the 3 people and ask them to collaborate. We do have planned guidance on standardizing minimum. quals.

Sixteen pages are part of the to do list. Equivalency requires longer conversations with the Academic Senate. If we can't fix, legislative changes to Title 5 needed.

Suggested start of conversation about equivalency process; can you find it on your website. Require 3 people to find equivalency on their website similar to test (give them 10 minutes). Suggests technology and information sharing collaboration (team time).

Silvester: Use of curriculum integrated into the diversity question on experience.

**Mayra:** Thinks they can incorporate Silvester’s concerns into their section. (Silvester, James and Greg are the small group to work on exercises.)

**Hildy:** Will hiring include not only external candidates, but part-time faculty too?

**Susannah:** Part-time instructors assume people know them and do not market themselves in the hiring process for full-time.

**Silvester:** Final workshop could require curriculum and how it relates to minimum quals. Volunteered to be part of team of 3 for workshop.

**Daisy:** Need 3 people from this group to help us lead March 20 in Sacramento. (Silvester, Greg and Todd volunteered to attend.)

**Daisy:** Transition from part-time to full-time faculty is conversation and something we would like to look at.

**d. EEO Fund Update (Fermin):**

**Expenditure Report**

We were able to get the unpaid FON penalties on the trailer Bill SB 109 passed in Sept. An additional \$139,000, which will provide each district with an additional \$5,000. Should be distributed in the next apportionment. (Fermin will send out update to colleges regarding the additional \$5,000.)

**Group discussion on impact of less money:**

**Hildy** asked question about what \$45,000. Is it really enough?

**Albert:** Currently a lot of districts use the money to supplant what they have lost. When we participated in Los Angeles symposium, for me to take a group of people cost \$10,000. Prep and follow-up. Those things typically would not be able to be covered by the \$45,000.

**Stacy:** We spent more than that – District contributed to costs (\$300,000.)

**Mayra:** Greater integration – student equity plans together with HR. Need to avoid “silo living.”

**Daisy:** If we get additional monies in 2020-21; do we want to use the money for travel?...something this committee will have to come up with.

**Mayra:** How do we motivate and incentivize? It is about the mission of our system, (not about the money). The questions are about how to restructure and reshape.

**e. Legislative EEO Report (Fermin):**

**Working on EEO report for the legislature:**

1. In the past each year we were able to show compliance by the districts, such as prep of EEO plans, multiple methods...up to 100% compliance.
2. Want to highlight all the things we are doing:
  - Building Diversity Summit
  - Creation of EEO Task Force
  - Leg work throughout the state
  - Collaboration with partner groups
  - Creation of EEO plans working group. Rethink/revamp EEO Plan and multiple methods templates.
  - Recommendation: work around the state with other groups to communicate goals of the task force and what we need to do going forward.
  - Inform Legislature of the plan for EEO working group.

**f. EEO Plans and Multiple Methods Working Group. (See below)**

**V. EEO Plans and Multiple Methods Working Group (Albert)**

Group met ...talked about the previous template and looked at most recent template. Discussions on anything that was related to Title 5. Also talked about experiences with our own EEO Plans. Group established a plan for review and is looking at the resources that are available. At our next meeting, we will provide more information on our timeline. The group is aware of what the expectations are. We may need to poll some committee members. It is hoped committee members are all receptive to working group reaching out.

Question: ACHRO conference – template provided by Laura Schulkind. Was that the new template?

**Albert:** It was a crosswalk of what you could incorporate. We might come up with something similar to that.

**VI. Establish Goals for 2020-2021 (Daisy & Fermin)**

- a. August of 2018 – BOG requested review of task force, committees etc. What was their charge and looking to see if there was overlap? They reviewed all the groups, committees etc., and provided report to BOG in September.

- Groups that were created by legislation or created by regulations; prescribed membership
- Created by Chancellor's Office to facilitate or assist in the implementation of certain programs are able to be created, amended etc.
- Groups created in conjunction with another organization

Category B group - Created by CCCCCO

Category C group – Created in conjunction with another group (also controlled by CCCCCO, Foundation or other agencies)

Our group is Category B. CCCCCO can propose amendments, ask group to self-assess, etc. We as a group have been determined useful with emphasis on EEO. We want to make sure we focus the group going forward. What our goals are going to be going ahead.

We had 56 tasks forces and advisories. Since November 2018 thru 2019, we went from 56 to 42. When I presented in November, the Board asked how the Chancellor's office made this decision to consolidate and integrate. Our recommendation to the Board is that we would keep this EEO and Diversity Advisory group. Recommend three Goals that group will commit to that will align with the Vision for Success. (Handout and group activity commenced).

**b. Group activity Feedback:**

1. Title 5 Regulation changes to include Equity/Diversity & inclusion (DEI) statement Clarification of minimum quals #2 and additional Training to Trustees.
2. Changes to model EEO Plan and Multiple Methods. Plus, 2022-23 best practices changes.
3. Revamping CCC Registry:
  - a. Branding
  - b. Consideration of universal application.
4. Removing barriers to employment – Tool kit. Partnership with other divisions, host PD to help remove barriers. Measure impact.

**VII. Future EEO Committee Meetings 2020**

Group reviewed proposed dates for future meetings:

February 13, 2020  
 May 14, 2020  
 August 13, 2020  
 December 10, 2020





## Meeting Notes (from M.Cruz)

### **CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE EQUAL EMPLOYMENT OPPORTUNITY (EEO) AND DIVERSITY ADVISORY COMMITTEE**

Thursday, February 13, 2020 (10:30 a.m. – 2:00 p.m.)

1102 Q Street, 6<sup>th</sup> Floor, Sacramento, CA 95811

California Community Colleges, Conference Center 638,639 (6A,6B)

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

- I. December 12, 2019 Meeting Minutes approved.
- II. Chancellor's Office updates provided
  - a) 2020-21 Budget & Legislative Proposal Update and Engagement (Daisy and Nadia) Budget proposal included the 15m. allocated for a Faculty Fellowship Program. Legislative proposal for additional investments is being developed. Members discussed these questions: What would the fellowship program look like? Stipends? Hours per week? How do we ensure diversity?
  - b) Updates of the *Vision for Success* Implementation Workgroup provided. (Daisy) It was reported that this workgroup will help us advance the commitment from the Board of Governors and the Chancellor's Office to advance equitable and inclusive hiring practices across California's community colleges. The workgroup was created to mobilize the strategies identified in the *Vision for Success* Diversity, Equity and Inclusion integration plan (see attachment) and to provide the Board of Governors oversight on our statewide progress. The Implementation Workgroup is required to provide the Board of Governor's an annual update, with the first update set for September 22, 2020.
  - c) Update provided on the 2020 Faculty & Staff Diversification Symposium. The agenda was reviewed. (Fermin)
    - o Day 1 – Evening reception with the Chancellor Oakley (3/19)
    - o Day 2 – Welcome by Chancellor Oakley, Series of sessions on Pre-hiring, hiring, retention and an activity to improve local processes, closing remarks by John Stanskas.
- III. 2020 Goals for the EEO & Diversity Advisory Committee (Daisy)  
Group reviewed and finalized the goals developed in December.

- (A) Title 5 changes to integrate the adopted Diversity, Equity and Inclusion statement
- (B) Update EEO templates and Multiple Methods
- (C) Disseminate guidance on the implementation of minimum quals
- (D) Conduct a survey on technology tools (including centralized tool) needed
- (E) Partner with CCCCO and stakeholders to host annual professional development events

**IV.** Update on EEO Plans & Multiple Methods Working Group and Multiple Method requirements (Albert). Group has begun to look at the revision to the EEO templates and Multiple Measures. More information to come.

**V.** Budget Engagement Strategies/Methods (Lizette) This item was not discussed. Not enough information available.

**VI.** Update and Discussion on Outline of Exercises for Faculty & Staff Diversification Symposium (Mayra, Greg, & James) Members were provided with the outline which consist of the following: website activity with a scenario, small groups debrief, and a share out with technology. The activity aims to identify barriers in hiring processes.

**VII.** Registry Update (Beth) Members received and update on the 2020 Registry job fairs, almost 1,000 attendees in LA and SF.

**VIII.** Announcements from Committee Members

- a) Thank you Albert Moore! Members celebrated with Albert.

**IX.** Future EEO Committee Meetings 2020

May 14, 2020

August 13, 2020

December 10, 2020



FACULTY ASSOCIATION OF



CALIFORNIA COMMUNITY COLLEGES



## Concurrent Board of Governors/Board of Directors

### PROPOSED AGENDA

January 24-25, 2020

American River College

**FACCC Mission:** The statewide professional membership association that advocates solely for all California community college faculty.

**FACCC Education Institute Mission:** The policy institute that enhances teaching and learning through research, communication and professional development opportunities for community college faculty.

#### INTRODUCTIONS

**1:15 – 1:45 pm**

Call to Order/Introductions/One-Minute Check-in – Action  
Appointment of Parliamentarian – Action  
Approval of Agenda and Consent Calendar – Action

Debbie Klein  
Debbie Klein  
Debbie Klein

- Staff Progress Reports
- Communications Committee
- Executive Committee
- Membership Committee
- Part-Time Committee
- Policy Committee
- Professional Development Committee (two)
- November 2019 Board Minutes

Evan Hawkins  
Berta Harris  
Debbie Klein  
Berta Harris  
Janith Norman  
Debbie Klein  
Adam Wetsman  
Berta Harris

#### ISSUES DISCUSSIONS

**1:45 – 2:45 pm**

Chancellor's Office Update

Debbie Klein

Governor's January Budget—Action

Sadalia King

Legislation—Possible Action

Stephanie Goldman/  
Wendy Brill-Wynkoop

Contribution to the Students and Communities First Initiative

Evan Hawkins

#### 10 MINUTE BREAK

## **PROFESSIONAL DEVELOPMENT**

**2:55 - 3:15 pm**

Programs—Discussion

Lidia Stoian

- A. Advocacy & Policy Conference
- B. Comments on Policy Forum
- C. Advocacy & Policy Conference Awards—Action

Lidia Stoian

## **ADMINISTRATIVE/FINANCIAL**

**3:15-3:30 pm**

Treasurer's Report for FACCC and FACCC EI

Mario Martinez

Reserve Spending Update

Evan Hawkins/Debbie Klein

## **MEMBERSHIP/LEADERSHIP**

**3:30 - 4:00 pm**

FACCC Elections

Troy Myers/  
Evan Hawkins

- A. Approving Elections Manual – Action
- B. Recruiting Members to Run – Discussion
- C. Recruiting Members to Serve on Committees – Discussion

Updates and Recruitment

Troy Myers/  
Evan Hawkins

## **STANDING AGENDA**

**4:00 – 5:00 pm**

Liaison Reports – Presentations

- A. Academic Senate
- B. EOPSA
- C. AAUP
- D. CCCAOE
- E. Student Senate

Committee Chairs Update

- A. Legislation & Advocacy Committee
- B. Part-Time Committee

Wendy Brill-Wynkoop  
Janith Norman

President's Update

Debbie Klein

Executive Director's Update

Evan Hawkins

Board Member Update

All

## **Recess the Boards for Dinner**



**Concurrent Board of Governors/Board of Directors**

**PROPOSED AGENDA**  
 January 24-25, 2020  
 American River College

**STRATEGIC PLANNING**

**9:00–11:30 am**

FACCC Strategic Plan -- Information

Debbie Klein/Evan Hawkins

FACCC Logo / Brochure Task Force Update

Sadalia King/Wendy Brill-Wynkoop

People of Color Committee Proposal -- Action

Natalina Monteiro

Creation of Board Policies Update -- Possible Action

Debbie Klein

Role of Committees & Cross-Committee Collaboration -- Discussion

Debbie Klein/Evan Hawkins

FACCC Vision -- Brainstorming and Board Breakout

Debbie Klein/David Morse

**BREAK**

**CONCLUSION**

**11:40 am–12:00 pm**

Old/New Business  
 Priorities before Next Meeting  
 Adjourn – Action

Debbie Klein  
 Debbie Klein  
 Debbie Klein

**LUNCH**





**Guided Pathways Task Force Meeting**  
**Tuesday, November 26, 2019**  
**10:00 a.m. – 3:00 p.m.**  
**Los Rios Community College District Center**  
**1919 Spanos Court, Board Room,**  
**Sacramento, CA 95825**

**In Attendance**

Julie Bruno, Communications Faculty, Sierra College, ASCCC Past-President  
Mayra Cruz, ASCCC Area B Representative  
Janet Fulks, ASCCC Guided Pathways Faculty Lead  
Virginia May, Chair, Guided Pathways Taskforce  
Ty Simpson, ASCCC Guided Pathways Faculty Lead  
Eric Thompson, Humanities Faculty, Santa Rosa Community College  
Eric Wada, C-ID Co-Curriculum Director

**ASCCC Staff**

Krystinne Mica, ASCCC Executive Director  
Miguel Rother, ASCCC Director of Grants and Initiatives  
Jennifer Valencia, ASCCC Program Manager

**Attendance via Zoom**

Jessica Alabi, ASCCC Guided Pathways Faculty Lead, Orange Coast College  
Jeffrey Hernandez, ASCCC Guided Pathways Faculty Lead  
Meridith Selden, Yuba Community College, Psychology Faculty

**I. Consent Calendar**

- November 26, 2019 meeting agenda
- October 1, 2019 meeting minutes

**Action:** The consent calendar was approved by consensus.

**II. Committee Priorities – Resolutions**

**A. S18 17.01 Noncredit Instruction in Guided Pathways Efforts**

The group discussed ASCCC resolution [17.01](#), Spring 2018, which called for the inclusion of noncredit instruction in Guided Pathways efforts. The Guided Pathways Taskforce (GPTF) previously began to address the resolution by appointing a noncredit representative to the GPTF, however, that representative had to recently

step down from participating. A suggestion was made to seek two new GPTF members with expertise in noncredit - potentially looking for a member from a college with a well-established noncredit program, as well as one member from a college with a relatively new program or one that is still in the development stage. The group discussed working with the noncredit GPTF members to identify which colleges are using noncredit in their pathways, perhaps through a survey to CCCs or reaching out to specific campuses for data.

**Follow up:**

May and Mica will seek two additional GPTF members with expertise in noncredit. May will work with the new members to connect with the ASCCC Noncredit and Curriculum committees to address Resolution S18 17.01 Noncredit Instruction in Guided Pathways Efforts.

**B. F18 18.01 Guided Self Placement**

The group discussed ASCCC Resolution [18.01](#), Fall 2018, which resolved that the ASCCC urge local senates to implement policies that give all students access to local guided self-placement processes for English and mathematics as well as assessment tools for credit English as a second language. In order to address the resolution, GPTF members May and Fulks are developing Guided Self Placement (GSP) onboarding tools for colleges to use. One of the challenges in developing the tool is the various local processes used throughout the CCCs. It was noted that these tools are for colleges to use as a guide for their college and are being developed to ensure they are not too prescriptive. Once complete, the tools will be made available on the GP Canvas page, as well as the ASCCC website. It was suggested that the ASCCC website is reviewed to ensure that there are not discrepancies between the [ASCCC Guided Pathways Resource page](#) and the [GP Taskforce page](#).

**Follow up:** Fulks and May will develop a *Rostrum* article on how to use the tool by January 6, 2020. May is to work with Mica and the Senate office staff to organize the GP canvas page and the Senate web pages, making it easier to navigate and store resources.

**C. S19 5.02 Guided Pathways Budget Development**

The group discussed strategies to address resolution [5.02](#), Spring 2019, and it was stated that there is a need for transparency from the CCCCCO regarding budget allocation for the implementation of Guided Pathways. Further discussion is needed between the ASCCC, local senates, Guided Pathways Advisory Committee (GPAC), and CCCCCO, to gather budget data. A suggestion was made for the group to hold a breakout session for Guided Pathways budgets at the upcoming 2020 ASCCC Spring Plenary Session. In addition, the group felt that it will be beneficial to develop rostrum articles to address each of the 3 resolved areas of resolution 5.02 listed below.

*Resolved, That the Academic Senate for California Community Colleges urge local academic senates to ensure proper collegial consultation and transparency in developing guided pathways budget processes, including supporting comparability between colleges in multi-college districts;*

*Resolved, That the Academic Senate for California Community Colleges work with system partners to ensure collegial consultation and transparency in local guided pathways budget development processes; and*

*Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and system partners to make available information regarding how statewide resources have been invested in the design and implementation of guided pathways.*

**Follow up:**

- Bruno, Hernandez, and May will draft rostrum articles that address each of the 3 resolved areas of resolution 5.02.
- A breakout session regarding Guided Pathways budgets will be suggested for the ASCCC 2020 Spring Plenary.
- May will bring this to the Guided Pathways Advisory Committee (GPAC) to discuss how data regarding budget allocation can be obtained.

**III. Reports**

May invited team leads to share their experiences on each of the GPTF teams, offer suggestions for improvements, and request changes or additional support. The group discussed the work conducted by the various GPTF teams throughout the semester and suggested changes to assignments for team members. It was suggested that additional support can be provided to GP liaisons through regional meetings designed around the GP liaison role. The group agreed to discuss potential GP Liaison oriented regional meetings at a later date.

May provided an update to the group and discussed upcoming meetings and ideas for webinars such as:

Upcoming Meetings

- Meeting with CCCOO GP Coordinators at their Convening on December 10. Will share the work of the GPTF and learn of the work of the CO GP Coordinators. Gina Anderson and Annie Morgan are very interested in collaboration in the areas where our work overlaps.
- Guided Pathways Advisory Committee (GPAC) meeting on December 11
- Conference on Pathways to Equity to take place September 29-30 at the Newport Beach Marriott Hotel and Spa.

Webinar ideas for spring

- The SOAA-what the academic senate president signature means, rating or level implementation, documentation of implementation, equity questions.
- Analyzing AB705 Implementation in a GP Framework; equity gaps.
- English, mathematics, and reading competencies in a GP Framework.
- GP Liaisons and working with the CO GP Coordinators.
- GP and noncredit curriculum.

**Follow up:**

- Cruz will be included on the Technical Visit team, and removed from the Tools Development team.

- Bruno will be removed from the Webinar team.
- Simpson will be included on the Technical Visit and GP Liaison Support teams.
- Wada will be included on the Technical Visit team.

#### **IV. GP Regional Meetings Debrief**

The GPTF held 5 regional meetings at CCC campuses, at which over 140 faculty and students attended. The group discussed the meeting outcomes and ways to improve the meetings for the Spring 2020 semester. Strategies included developing a meeting format that can be used for all meetings in order to ensure that a consistent message is being conveyed. It was noted that while a consistent format is needed, the group should allow the presentation to be tailored to address local needs as well. Suggestions for the meetings included activities and discussion that focus on the GP Liaison role, counseling faculty, and faculty advisors, as well as extending invitations to Institutional Researchers (IRs) and student representatives. It was noted that care should be exercised when sending messaging to the field to ensure that the desired target audience is reached. Faculty from Santa Ana College, Fresno City College, Yuba College, and the Peralta District, were represented the most during GPTF webinars over the Fall 2019 semester and the group agreed that the Spring 2020 workshops should be held at the campuses if possible.

**Follow up:** OERI staff will begin organizing the workshops at Santa Ana College, Fresno City College, Yuba College, and a college from the Peralta District.

#### **V. Solutions for Improvements.**

Group members suggested improvements to consider for the upcoming semester including data coaching; workshop follow up; funding for GP Liaisons to attend GPTF workshops; and collaboration between ASCCC GP Liaisons and CCCC GP Regional Coordinators. In addition, posting to the GP Basecamp message board and latest activity updates would be helpful to the team so that all members are informed of the work being done by other teams.

#### **VI. Future Agenda Items and Dates.**

The GPTF be convened monthly on the following dates:

January 30, 2020  
 February 28, 2020  
 April 3, 2020  
 May 15, 2020

- Noncredit Instruction in Guided Pathways efforts.
- Spring Plenary planning (Resolution, Rostrum, breakout session).
- GP Liaison Regional Meeting

**Meeting minutes respectfully submitted by Jennifer Valencia.**





**Model Curriculum Workgroup (MCW) Minutes**

**November 19, 2019**

**10:00 am – 3:00 pm**

**Embassy Suites - Riverfront Promenade**

**100 Capitol Mall, Steamboat Room**

**Sacramento, CA 95814**

*In Attendance:*

Robert Cabral, Dean of Career & Technical Education, CCCAOE

Dianna Chiabotti, Dean of Career Education & Workforce Development, CCCAOE

Njeri Griffin, C-ID Grant Monitor, CCCCCO

Andrew Maz, Music Faculty, Cerritos College

Krystinne Mica, Executive Director, ASCCC

LaTonya Parker, Area D Representative, ASCCC

Michelle Pilati, C-ID Special Projects Director, ASCCC

Carrie Roberson, MCW Chair, North Representative, ASCCC

Erik Shearer, Professor of Visual Art, Napa Valley College

Eric Wada, C-ID Curriculum Director, ASCCC

*Via Phone Conference:*

Cheryl Aschenbach, North Representative, ASCCC

Amanda Paskey, C-ID Curriculum Director, ASCCC

Lynn Shaw, C-ID CTE Curriculum Director, ASCCC

*Guests:*

Devin Rodriguez, Project Monitor, CCCCCO

*Staff:*

Miguel Rother, Director of Grants and Initiatives, ASCCC

Megan Trader, C-ID Program Coordinator, ASCCC

**I. Introductions and Announcements**

Chair Roberson welcomed committee members and introductions were made.

Chiabotti announced that due to a new professional role, she will not be continuing on MCW.

## **II. Approval of the Agenda**

Shaw requested moving the CTE C-ID Research Update to Item IV.

### **Action:**

By consensus, the agenda was approved with the suggested change.

## **III. Approval of October 10, 2019, Meeting Minutes**

### **Action:**

October 10, 2019, Meeting Minutes were approved by consensus.

## **IV. Career Technical Education (CTE) C-ID Research Update**

Shaw presented information on her research on the process and administration of CTE C-ID, noting that she recently spoke with the former ASCCC CTE Leadership Committee Chair, CTE C-ID Faculty Discipline Review Group (FDRG) members, CTE Liaisons, and members of the C-ID Articulation Officers (AO) Subgroup. Some of the topics that arose during the conversations included the function and purpose of the Model Curriculum Workgroup (MCW), increasing collaboration with industry partners in CTE C-ID development, and self-certification which most CTE faculty, as well as AOs support. Shaw will present her findings and recommendations to MCW at the next meeting.

The group discussed the benefits to students in relation to online CTE courses. If C-ID were to develop MC and descriptors that aligns with online and hybrid courses, it could potentially provide the opportunity for colleges to develop partial programs even if the campus does not offer all of the courses in the core courses of the MC, since students would be able to complete those courses online. Shaw stated that she will reach out to the California Virtual Campus – Online Education Initiative (CVC-OEI) to see how we can best connect the work of C-ID and CVC-OEI.

### **Follow up:**

- Shaw will reach out to CVC-OEI to discuss how best to connect the work of C-ID and CVC-OEI.
- Shaw will provide recommendations to the group at the next MCW meeting.

## **V. Dual Enrollment**

Mica provided background on the College Futures Foundation Planning Grant proposal submitted by Kathy Booth at WestEd. The proposal asked that MCW consider collaboration in relation to CTE dual enrollment efforts. Mica noted that the proposal did not receive funding, however, WestEd intends to move forward with the work outlined in the proposal. This item is being brought before MCW to consider whether CTE C-ID should begin collaboration. Concerns were expressed regarding language in the proposal, the overall intent, and duplicating work already completed by the Statewide Career Pathways project. It was stated

that this is the purview of the ASCCC and that MCW should not pursue this at this time due to complex issues that could arise within the CCC.

**Follow up:**

Mica and Chair Roberson will reach out to Kathy Booth at WestEd to inform her of MCW's decision not to pursue CTE C-ID dual enrollment development at this time.

**VI. MCW 2019-20 Priorities**

Chair Roberson invited the group to discuss potential priorities of MCW for the current and upcoming academic years. The group discussed the need to review the current process that C-ID is using and discuss it in relation to previous processes implemented. Shearer suggested examining the C-ID structure holistically, and then considering MCW priorities. This can be done by reviewing the role of the Intersegmental Curriculum Workgroup (ICW) and C-ID Advisory Committee, policies related to each committee, and determining which disciplines will be involved in developing a future process for CTE C-ID. Based on this, Shearer provided the group with a draft 5-step process to evaluate the function and necessity of the MCW committee, as well as determine the priorities of the MCW committee.

**Follow up:**

The committee agreed to postpone the MCW meeting scheduled in mid-December due to the holidays and finals. A doodle poll will be sent to the group to identify a date to meet in January 2020.

Members will review the MCW Priorities document (with questions) sent by Shearer for relevance and understanding. Rother and Chair Roberson will provide an overview to collectively review and discuss at the next meeting.

**VII. Digital Media**

The 7 Digital Media MC were brought before MCW previously for approval, however, group members expressed concerns and there were unanswered questions regarding the intent and development of the MC. Follow up attempts to the FDRG were made to clarify the questions, although C-ID staff does not have responses to provide MCW. The committee discussed the delay in finalizing the MC submissions as well as potential solutions to avoid such delays in the future. It was stated that the MC should move forward based upon the discipline expertise and recommendation of the FDRG.

**Action:**

The group agreed to move forward with the approval of the Digital Media MC. The MC will be posted to the C-ID website as final and announcements will be sent to the field.

**X. Adjournment**

## **XI. Summary of Action/Follow-up Items**

1. Shaw will reach out to CVC-OEI to discuss how best to connect the work of C-ID and CVC-OEI.
2. Shaw will provide recommendations to the group at the next MCW meeting.
3. MCW members will provide updates for the CTE Liaison memo by December 13<sup>th</sup>. C-ID Staff will send a reminder to the group.
4. Mica & Chair Roberson will relay the group's decision not to move forward with dual enrollment at this time.
5. 2019-2020 MCW priorities will be included on the next meeting agenda and Rother will provide an overview of the C-ID development process to the group.
6. The December 17<sup>th</sup> meeting will be canceled, and a Doodle poll will be sent to the group to determine the date for the next MCW meeting.
7. The Digital Media MC will move forward. Rother will provide Water and Wastewater descriptors to the body for review & approval. A deadline will be provided and no response to the email will be considered approval of the C-ID materials.

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