



Friday, May 8, 2020

Zoom Videoconferencing

Zoom Link: https://cccconfer.zoom.us/webinar/register/WN_ftIJ-LjoRCG1w7YdHXJO8w

Friday, May 8, 2020

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

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

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

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

Public Comments: Members of the public wishing to comment on an agenda item or another topic within the not on the agenda will be given the opportunity to ask questions via Zoom. Public testimony will be invited at the end of the Executive Committee discussion on each agenda item. Persons wishing to make a presentation to the Executive Committee on a subject not on the agenda shall address the Executive Committee during the time listed for public comment. Public comments are limited to 3 minutes per individual and 30 minutes per agenda item. Materials for this meeting are found on the Senate website at: http://www.asccc.org/executive_committee/meetings.

I. ORDER OF BUSINESS

A. Roll Call

B. Approval of the Agenda

C. Public Comment

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

D. Executive Committee Norms, pg. 4

E. Calendar, pg. 5

F. Local Senate Visits, pg. 14

G. Action Tracking, pg. 27

H. One Minute Check-In

II. CONSENT CALENDAR

A. April 15, 2020 Meeting Minutes, Aschenbach, forthcoming.

B. Exemplary Program Award Theme, Dyer/Bean, pg. 29

C. Deactivation of Statewide Pathways Website, Mica, pg. 30

III. REPORTS

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

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

C. Liaison Oral Reports (*please keep report to 5 mins., each*)

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

IV. ACTION ITEMS

A. Legislative Report – 30 mins., Davison, pg. 31

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

B. Faculty Role in Governance – 15 mins., Stankas, pg. 48

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

C. Faculty Diversification – 15 mins., Stankas, pg. 49

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

D. Guided Pathways Implementation – 15 mins., Stankas, pg. 50

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

i. Guided Pathways COVID-19 Status Reports Outlines, May, pg. 51

The Executive Committee will provide feedback and consider for approval the draft outlines for two COVID-19 Status Reports.

E. Faculty Leadership Institute Schedule – 20 mins., Davison, pg. 52

The Executive Committee will consider for approval the tentative schedule and plan for the 2020 Faculty Leadership Institute.

F. Paper on Anti-Racism Education in California Community Colleges – 15 mins., Cruz, pg. 53

The Executive Committee will review and consider for approval the Anti-Racism Education in California Community Colleges paper outline.

G. 2020 Curriculum Institute – 10 mins., Aschenbach/Mica, pg. 56

The Executive Committee will consider approving a shift to a virtual Curriculum Institute.

H. Equivalency Paper Update First Reading – 20 mins., Dyer/Davison/Roberson, pg. 57

The Executive Committee will review and consider for approval the first draft of the updated paper *Equivalence to the Minimum Qualifications*.

I. Paper on Effective Transfer Practices – 25 mins., Foster, pg. 118

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

J. Tentative 2020-21 ASCCC Budget – 20 mins., Mica/May, pg. 119

The Executive Committee will consider for approval the tentative 2020-21 ASCCC budget.

V. DISCUSSION

A. Chancellor's Office Liaison Report – 30 mins., Stankas, pg. 120

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 – 10 mins., Stankas/Davison, pg. 121

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 – 10 mins., Stankas/Davison, pg. 122

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

D. Noncredit COVID-19 Leadership – 20 mins., Parker, pg. 123

The Executive Committee will discuss supporting the collaborative efforts for noncredit faculty.

E. Periodic Review of the ASCCC – 20 mins., Mica/Davison, pg. 124

The Executive Committee will discuss the upcoming Periodic Review of the ASCCC.

F. Meeting Debrief – 15 mins., Stankas, pg. 170

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

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

A. Standing Committee Minutes

- i. CTE Leadership Committee, Roberson, pg. 171
- ii. Equity and Diversity Action Committee, Cruz, pg. 173
- iii. Faculty Leadership Development Committee, Bean, pg. 177
- iv. Legislative and Advocacy Committee, Davison, pg. 181
- v. Online Education Committee, Roberson, pg. 183

B. Liaison Reports

C. Senate and Grant Reports

D. Local Senate Visits

VII. ADJOURNMENT

Executive Committee Community Norms

Approved February 2-3, 2018

Authenticity

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

Practice Self-Awareness, Presence, and Patience

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

Collegiality, Criticism, and Feedback

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

Honor the Space and the Dedication of The Committee

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



Executive Committee Agenda Item

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

Please note: Staff will complete the grey areas.

BACKGROUND:

Upcoming Events and Meetings

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

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

Reminders/Due Dates

May 19, 2020

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

Faculty Leadership Institute

- Final Program to Krystinne by **May 25, 2020**.
- AV and event supplies to Tonya by **May 25, 2020**.
-

Curriculum Institute

- 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**.

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

2019-2020 EXECUTIVE COMMITTEE MEETING DATES

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

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

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

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

Academic Senate

2019 - 2020

Executive Committee Meeting Agenda Deadlines

Reminder Timeline:

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

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

2019-2020 REGIONAL MEETINGS DATES

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

*Approved

EVENT TIMELINE 2019-2020

Academic Academy: September 12-14, 2019

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

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

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

Curriculum Institute: July 8-11, 2020

June, July 2019

Academic Academy

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

August 2019

Academic Academy

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

September 2019

Academic Academy

1. Materials posted to website: September 2, 2019

Fall Plenary

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

Part-Time Faculty Institute

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

October 2019

Fall Plenary

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

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

Part-Time Faculty Institute

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

Accreditation Institute

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

November 2019

Part-Time Faculty Institute

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

Accreditation Institute

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

December 2019

Part-Time Faculty Institute

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

Spring Plenary

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

Accreditation Institute

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

Career and Noncredit Education Institute

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

January 2020

Part-Time Faculty

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

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

Spring Plenary

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

Accreditation Institute

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

Career and Noncredit Institute

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

Faculty Leadership Institute

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

February 2020

Spring Plenary

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

Career and Noncredit Institute

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

Faculty Leadership Institute

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

Curriculum

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

March 2020

Spring Plenary

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

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

Career and Noncredit Education Institute

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

Curriculum

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

April 2020

Career and Noncredit Institute

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

Faculty Leadership

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

Curriculum

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

May 2020

Faculty Leadership

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

Curriculum

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

June 2020

Faculty Leadership

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

Curriculum

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

2020-2021 EXECUTIVE COMMITTEE MEETING AND EVENT DATES

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

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

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

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

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

Local Senate Campus Visits 2016-2019

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

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

COLLEGE	VISITOR	DATE OF VISIT	REASON
Folsom Lake	May, Goold, Aschenbach	10/14/2016	
	Goold	11/22/2016	Discipline Conversation
	Aschenbach, Rutan	11/17/2017	Curriculum Regional – North
	May, Mica	11/1/2019	Guided Pathways Regional Meeting
	Aschenbach	11/1/2019	Curriculum Regional Meeting
Fresno	Cruz	1/10/2019	Guided Pathways Convocation
Lake Tahoe			
Lassen	Bruno	4/25/2018	Collegiality in Action
Los Rios CCD	May, Mica, Rother	3/7/2019	Recoding Regional Meeting
Madera	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, Stanskas	3/22/2019	Area A Meeting
	Stanskas	9/25/2019	Collegiality in Action
	May, Cruz	2/24/2020	GP Equity
Sequoias, College of the	Dyer, Davison, May, Roberson	10/12/2018	Area A Meeting
	Fulks, Selden	1/31/2020	Guided Pathways Visit
Shasta			
Sierra	Freitas, May	10/4/2017	10+1
	May, Aschenbach, Bruno, Roberson	10/13/2017	Area A Meeting
	Bean, Bruzzese	8/15/2019	Technical Visit - Building Relationships in Governance
	Bean, Foster	9/19/2019	Faculty Leadership Development College
	Aschenbach, Bean, Davison, May, Stanskas	12/3/2019	ICAS
Siskiyou, College of the	Aschenbach	2/25/2020	Assistance Visit Governance
Taft	Aschenbach, Eikey	1/17/2019	Minimum Qualifications
	Stanskas	1/29/2020	Collegiality in Action
West Hills Coalinga			
West Hills Lemoore			
Woodland College	Freitas, Rutan, Foster, Adams	10/28/2016	MQ North Regional
	Beach, Parker	2/10/2018	TASCC Committee Meeting
	Davison, Foster	4/6/2018	EDAC Regionals
	May	5/30/2018	MQRTF Meeting
	Curry, Dyer, Roberson, May, Aschenbach	10/11/2019	Area A Meeting
Yuba	Cruz, Henderson	2/25/2019	Faculty Diversification Regional
	Donahue	8/14/2019	Guided Pathways Workshop
	Bean, Roberson	10/24/2019	Shared Governance - Technical Assistance

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

COLLEGE	VISITOR	DATE OF VISIT	REASON
Foothill	Executive Committee	3/3/2017	Executive Committee Meeting
	Davison	6/4/2019	Curriculum Committee - CPL
	Foster	10/24/2019	Local Senate Visit - Counseling Service Area Outcome Support
	Aschenbach	2/24/2020	Assistance Visit Governance
Gavilan	Executive Committee	9/6-7/2018	Executive Committee Meeting
Hartnell			
Laney	May	3/6/2017	District (PCCD) Enrollment Mgmt.
	Corrina Evett		
	Stanskas	8/28/2018	Peralta District Collegiality in Action
Las Positas	May	9/16/2016	SLO vs. Objectives
	May	8/16/2018	CLCCD Speaker at Convocation
Los Medanos			
Marin, College of	Davison	3/17/2017	Curriculum Streamlining
	Davison	9/15/2017	OER Regional
	Eikey	1/15/2019	Minimum Qualifications Equivalency
Mendocino	Bruno	9/22/2017	Collegiality in Action
Merritt	Davison	3/17/2017	Curriculum Streamlining
Mission	Davison, Freitas	12/8/2016	Local Visit
	May, Roberson	3/15/2019	Curriculum Regionals
	Cruz	9/26/2019	FACCC SouthBay Advocacy Summit
Monterey Peninsula	Freitas, Bruno	11/10/2016	Local Visit
	McKay	2/7/2018	IEPI PRT
	Henderson, Cruz, Davison	3/22/2019	Area B Meeting
Napa Valley	Beach	11/14/2016	IEPI PRT Team Member

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

COLLEGE	VISITOR	DATE OF VISIT	REASON
Solano	Stankas, McKay, Smith, Davison	10/14/2016	Area B Meeting
	Rutan	2/16/2017	BDP Accreditation
	Foster, Davison	10/27/2017	EDAC Regional
	Aschenbach, Davison, May, McKay	10/24/2018	WEDPAC/EDAC Tour
	Cruz, Davison	10/11/2019	Area B Meeting (Off-site due to PG&E power shut down)
West Valley	Davison	11/8/2016	Local Senate Visit
	Aschenbach	12/7/2016	Noncredit Asst. (Zoom w/WVC Noncredit Task Force)
	Bruno	2/6/2018	Collegiality in Action
	Davison	8/24/2018	Local Senate Accreditation
Area C			
Allan Hancock	Cruz	10/25/2019	Guided Pathways Regional Meeting
Antelope Valley	Freitas, Slaterry-Farrell	11/29/2016	Equivalency Toolkit MQ Workgroups
Canyons, College of the	Freitas, Stankas	10/21/2016	MQ & Equivalencies Presentations
	Davison	10/5-6/2017	Civic Engagement Summit
	May, Roberson, Eikey	12/18/2017	Resolutions Committee Meeting
	Aschenbach	10/18/2018	Tech Visit, Advisory Committees
	May	3/18/2019	Recoding Regional Meeting
	May	9/20/2019	Guided Pathways and Governance
Cerritos	Rutan, May	5/19/2018	Curriculum Regional
	Davison	1/18/2019	FACCC Policy Forum
	Cruz	5/9/2019	Faculty-Employee Diversification Action Planning Session
Citrus	Roberson	8/23/2018	Local Senate Visit, Guided Pathways
	Eikey, Davison, Bruzzese, Bean	3/23/2019	Area C Meeting
Cuesta	Fulks	11/14/2019	Local Senate Visit, Guided Pathways
	Cruz	11/15/2019	CEO Training, with ACHRO

COLLEGE	VISITOR	DATE OF VISIT	REASON
East LA	Freitas, Foster, Bruno	3/25/2017	Area C Meeting
	Davison		Mini PRT
El Camino	Executive Committee	2/3/2017	Executive Committee Meeting, Governance
	Freitas	10/20/2017	Presentation for ECC PRIDE P.D. Meeting
	May, Roberson	1/18/2018	GP Resource Team
	Parker, Eikey	10/19/2018	ECC Pride Leadership Presenters
Compton College	May, Roberson	8/25/2017	Guided Pathways
	Eikey, Stanskas, Bruzzese, Aschenbach	10/13/2018	Area C Meeting
	Stanskas	2/8/2019	Collegiality in Action
Glendale	Rutan, Foster	9/24/2016	Accreditation Committee Meeting
	Aschenbach	12/8/2016	Noncredit Committee Meeting
	Freitas, Slattery-Farrell, Stanskas	6/9/2017	
	Freitas, Eikey, Bruno	3/24/2018	Area C Meeting
LA District	Davison	3/10/2017	Curriculum Workshop
	May	10/18/2019	Local Senate Visit - AB 705
LA City	Rutan	9/22/2017	LACCD District Academic Senate Summit
	McKay, Freitas	1/5/2018	Online Education Committee Meeting
	Beach	3/9/2018	TASCC Regional
LA Harbor	Rutan	5/5/2017	TOP Code Alignment
LA Mission	Eikey, Aschenbach	3/16/2018	Governance
	Dyer, Velasquez Bean	2/15/2020	Standards and Practice Committee Meeting
LA Pierce	Roberson	8/23/2018	Guided Pathways Visit
	Aschenbach	11/2/2019	Curriculum Regional Meeting

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

COLLEGE	VISITOR	DATE OF VISIT	REASON
Santa Monica	McKay	9/14/2018	Equity and Diversity Action Committee Meeting
Ventura	Freitas	4/2/2016	Area C Meeting
	Freitas, Beach	1/18/2018	Noncredit Presentations
West LA	Roberson	5/8/2017	Mini PRT
Area D			
Barstow	Rutan, Stanskas, S. Foster, Beach, Slattery-Farrell	3/25/2017	Area D Meeting
	Slattery-Farrell, Stanskas	8/29/2017	Technical Visit
Chaffey	Slattery-Farrel, Freitas, S. Foster	3/10/2017	MQ Regional
		10/21/2017	CTE Regional
	Beach, Eikey	12/13/2017	Educational Policies Committee Meeting
Coastline			
Copper Mountain			
Crafton Hills	Rutan, Beach, Foster, Parker, Slattery-Farrell, Stanskas	3/24/2018	Area D Meeting
Cuyamaca			
Cypress	Freitas, Stanskas	1/20/2017	
	May	8/3/2019	GP, Local Senate. Curriculum
	Aschenbach, May	9/11/2019	AB 705 ESL Recoding Regional
Desert, College of the	Rutan, Fulks	1/24/2019	Guided Pathways/AB 705
Fullerton	Beach	9/20-21/16	SLO Presentation
	Davison, Foster	10/28/2017	EDAC Regional
Golden West			
Grossmont	May, Eikey	4/30/2018	Governance
	May	5/13/2019	Curriculum and Guided Pathways

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

COLLEGE	VISITOR	DATE OF VISIT	REASON
Palomar	Aschenbach, McKay	12/3/2016	Noncredit South Regional Meeting
	Rutan, Parker, Foster, Davison	10/13/2018	Area D Meeting
	Stankas	4/15/2019	Collegiality in Action
Riverside City	Freitas, Stankas, Slattery-Farrell	10/29/2016	MQ South Regional Meeting
	Davison, Rutan	5/30/2017	Curriculum Streamlining Workshop
	Davison, Stankas	11/4/2019	Assembly Higher Education Hearing on Faculty Diversification
Saddleback	Davison	3/15/2017	Curriculum Tech Visit
	Rutan	1/30/2019	Noncredit
San Bernardino Valley	Executive Committee	9/9/2016	Executive Committee Meeting
	Rutan	5/11/2018	AB 705 Implementation
	Rutan, Parker	9/20/2018	AB 705 Regional
	Foster, Davison	2/19/2019	Accreditation Committee Meeting
	Dyer, Bruzzese	10/30/2019	Local Senate Visit - Brown Act/Roberts Rules
	May, Mica, Cruz, Donahue	1/30/2020	Guided Pathways Taskforce
San Diego City	Beach	1/19/2018	FACCC Board
San Diego Cont. Ed.	Rutan, Slattery-Farrell	10/15/2016	Area D Meeting
	Smith	11/19/2016	TOP Code Alignment
	Stankas, A. Foster	5/2/2017	Tech Visit
	Foster, Davison		PT Faculty Meeting
San Diego Mesa	Davison, Rutan	5/22/2017	Curriculum Streamlining Workshop
	May	9/22/2018	MQRTF Meeting
	Curry, Donahue	1/16/2020	Educational Policies Committee Meeting
San Diego Miramar	May	10/28/2016	IEPI Convening for Planning
	Bruno	5/1/2018	Collegiality in Action
Santa Ana	Beach	8/23/2017	Presentation on Role of Local ASCCC Senates Governance
	Foster, May, Bruzzese	1/25/2019	SLO Symposium

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

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

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



Executive Committee Agenda Item

SUBJECT: Exemplary Program Award Theme		Month: May	Year: 2020
		Item No: II. B.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will determine the theme for the next Exemplary Program Award	Urgent: Yes	
		Time Requested: NA	
CATEGORY:	Consent Calendar	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Geoffrey Dyer/Michelle Bean	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND: Each year in May, the Standards & Practices Committee recommends a theme for the next Exemplary Program Award. This year, the Standards & Practices Committee recommends the following theme:

Equitable Practices in a Virtual Educational Environment

Now more than ever, recognition is due to faculty who have excelled in providing instruction, support, and services to students equitably in virtual formats, whether through distance education, correspondence education, or temporary remote instruction. The Standards & Practices Committee believes it is beneficial to the field to acknowledge and highlight exemplary distance education, correspondence education, or remote instruction which is designed and delivered to promote equity.

The Standards & Practices Committee’s second choice for a theme recommendation is Faculty Diversification Hiring Procedures.

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



Executive Committee Agenda Item

SUBJECT: Deactivation of Statewide Pathways Website		Month: May	Year: 2020
		Item No: II. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval the deactivation of the Statewide Pathways website	Urgent: Yes	
		Time Requested: NA	
CATEGORY:	Consent Calendar	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Krystinne Mica	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Statewidepathways.org is a website for the Statewide Career Pathways project which was previously funded by a grant to the ASCCC from the Chancellor’s Office to work on creating high school to college articulation. This site provides faculty in the community colleges as well as teachers in the K-12, an online repository of articulation agreements and statewide framework to assist high school and college faculty in developing programs of study that include articulation of high school coursework.

The funding for this project was unfortunately discontinued in 2014-15 when Doing What Matters received the funding that was previously allocated for Statewide Career Pathways. The ASCCC has maintained the website so that teachers and faculty can still have access to the articulation agreements uploaded by colleges. In recent years, we’ve seen a decline in submissions of articulation agreements and overall decline in the use of the website. In addition, the platform for the website is being discontinued at the end of 2020 and relocating the website to a different platform would require additional funding to do the work.

The Executive Committee will consider for approval deactivating the Statewidepathways.org website and archiving the information contained in the website via the ASCCC’s shared drive.

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



Executive Committee Agenda Item

SUBJECT: Legislative and Budget Report		Month: May	Year: 2020
		Item No: IV. A.	
		Attachment: Yes (4)	
DESIRED OUTCOME:	The Executive Committee will be updated regarding bills and other legislative actions.	Urgent: Yes	
		Time Requested: 30 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The legislature has been placed on extended recess and is currently not expected to reconvene until 4 May 2020. The Senate held a budget hearing on 16 April 2020; the Assembly will be holding a hearing the week of 20 April. Legislatively, internal deadlines have been suspended due to the recess, although work continues behind the scenes in anticipation of the reopening of the legislature.

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

April 17, 2020

President

John Stankas
San Bernardino Valley College

Vice President

Dolores Davison
Foothill College

Secretary

Cheryl Aschenbach
Lassen College

Treasurer

Virginia "Ginni" May
Sacramento City College

Area A Representative

Geoffrey Dyer
Taft College

Area B Representative

Mayra Cruz
DeAnza College

Area C Representative

Michelle Bean
Rio Hondo College

Area D Representative

LaTonya Parker
Moreno Valley College

North Representative

Carrie Roberson
Butte College

North Representative

Stephanie Curry
Reedley College

South Representative

Sam Foster
Fullerton College

South Representative

Anna Bruzzese
Los Angeles Pierce College

Representative at Large

Silvester Henderson
Los Medanos College

Representative at Large

Nathaniel Donahue
Santa Monica College

Executive Director

Krystinne Mica

Assemblymember Al Muratsuchi
State Capitol, Room 2179
Sacramento, CA 94249

Subject: AB 3310 (Muratsuchi, as of 22 March 2020): Community Colleges: Ethnic Studies

Position: Oppose

Dear Assemblymember Muratsuchi:

The Academic Senate for California Community Colleges (ASCCC) is writing to express its reluctant opposition to AB 3310 (Muratsuchi, as of 22 March 2020). AB3310 would, commencing with the 2021–22 academic year, require each community college district to offer courses in ethnic studies at each of its campuses. The bill would require that the units earned by students for successful completion of these courses would be eligible for transfer and, if applicable, would meet ethnic studies graduation requirements at the California State University. The bill would also, commencing with the 2023–24 academic year, require each community college district to require the completion of at least one course in ethnic studies of at least three units as a requirement for a student to obtain an associate degree. The bill would require the Chancellor of the California Community Colleges to develop and adopt appropriate regulations for the implementation of these provisions.

The ASCCC recognizes and embraces the vital role that ethnic studies curriculum plays in all levels of education; Title 5 §55063(b)(2) requires that “Ethnic Studies will be offered in at least one of the areas required by subdivision (1) [which outlines associate degree requirements],” and many colleges have a separate ethnic studies graduation requirement. We are deeply appreciative of the recognition by the legislature that ethnic studies is a crucial element in the education of California’s community college students. In addition, we are committed to the principles of equity and diversity and believe that relegation of those concepts to a single course demeans the need to evaluate all aspects of curricular design and college structures through an equity lens.

However, we are concerned that curriculum, particularly curriculum that leads to the expansion of required courses and units, should be inherently driven by the faculty within the system. Much of the curriculum that may fall into the area of ethnic studies also must align with potential transfer programs, career educational programs leading to a certificate, and even baccalaureate degrees within the California community college system. The addition of three or more units to programs such as the associate degrees for transfer will increase the total number of units within those programs, potentially eliminating the guarantee of transfer that was mandated with the passage of SB 1440 (Padilla, 2010) and SB 440 (Padilla, 2014).

The possible curricular content identified in the bill can vary widely, depending on whether it is intended to be focused on a particular ethnic group, discipline, or community. Each college and the community it serves must be allowed to assess local needs, including individualized instruction, transfer opportunities at surrounding universities, and the likelihood of being able to hire faculty in specialized disciplines that would be required by the bill.

April 17, 2020

Subject: AB 3310 (Muratsuchi, as of 22 March 2020): Community Colleges: Ethnic Studies

Position: Oppose

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The curriculum process required by statute and regulation requires the review and updating of curriculum in a continuous cycle to ensure programs remain relevant. The ASCCC is very concerned that by writing elements of curriculum into statute as mandated by AB3310, the ability of colleges to adapt to the needs of individual communities or regions will be hindered and that transfer to the California State University system may be disrupted. The ASCCC, like all faculty teaching in systems of higher education, emphatically maintains that curricular design is and should be the responsibility and purview of faculty who are experts in their specific disciplines.

For these reasons, the Academic Senate for California Community Colleges must reluctantly take a position of **oppose** to AB 3310 (Muratsuchi, as of 22 March 2020). The insertion of curriculum into statute does not appropriately address the very laudable goals of the author, goals which we appreciate and share. We would also welcome the opportunity to engage in further dialog with the author regarding the wording of AB 3310.

Should you have any questions, please feel free to contact us.

Respectfully,



John Stankas, President

Cc: Honorable Anthony Rendon, Speaker of the Assembly
Honorable Jose Medina, Chair, Assembly Higher Education Committee
Honorable Toni Atkins, Senate President Pro Tempore
Honorable Connie Leyva, Chair, Senate Education Committee
Lande Ajose, Senior Policy Advisor for Higher Education
Joey Freeman, Chief Deputy Legislative Affairs Secretary for Policy
Chris Ferguson, Department of Finance
Paul Steenhausen, Legislative Analyst's Office
Monica Henestroza, Special Assistant to Assemblymember Rendon
Jeanice Warden, Chief Consultant, Assembly Committee on Higher Education
Megan Baier, Educational Consultant, Senator Atkins
Olgalilia Ramirez, Consultant, Senate Committee on Education
Anita Lee, Consultant, Senate Budget and Fiscal Review Committee
Mark Martin, Consultant for the Budget Committee on Higher Education
Tom Epstein, President, California Community Colleges Board of Governors
Eloy Ortiz Oakley, Chancellor, California Community Colleges Chancellor's Office
Daisy Gonzales, Deputy Chancellor, California Community Colleges Chancellor's Office
Marty Alvarado, Executive Vice Chancellor, California Community Colleges Chancellor's Office
David O'Brien, Vice Chancellor of Government Relations, California Community Colleges Chancellor's Office
Catherine Nelson, Chair, Academic Senate for California State University

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South Representative
Sam Foster
Fullerton College

South Representative
Anna Bruzzese
Los Angeles Pierce College

Representative at Large
Silvester Henderson
Los Medanos College

Representative at Large
Nathaniel Donahue
Santa Monica College

Executive Director
Krystinne Mica

April 17, 2020

Senator Jerry Hill
State Capitol, Room 5035
Sacramento, CA 95814

Senator Ben Hueso
State Capitol, Room 4035
Sacramento, CA 95814

Senator Scott Wilk
State Capitol, Room 3063
Sacramento, CA 95814

Re: SB 874 (Hill, Hueso, Wilk) Community College Districts: Statewide Baccalaureate Degree Pilot Program

Position: Support if Amended

Dear Senator Hill, Senator Hill, and Senator Wilk:

The Academic Senate for California Community Colleges wishes to express its support for SB 874 (Hill, as of 22 March 2020), if amended to remove the "nonduplication with California State University" provision within the bill. SB874 would remove the pilot designation from the current fifteen community college baccalaureate degree programs as well as expanding that program to authorize additional districts and colleges to apply to the Chancellor's Office of the California Community Colleges for approval of additional baccalaureate degree programs.

Studies over the past several years have identified the need for over one million bachelor's degree holders in California in the coming decade, especially in workforce fields. In 2014, in order to help address this shortfall, the legislature passed and the governor signed SB 850 (Block, 2014), authorizing up to fifteen community college districts to offer baccalaureate degrees provided that they did not duplicate programs already offered in the University of California and the California State University systems. The programs that were created, including programs in allied health, biotechnology, and auto technology among others, have enabled colleges to offer an advanced educational opportunity to students who otherwise might not be able to access a baccalaureate program, including students that cannot travel to achieve their educational goals.

In the last decade, more than twenty states have added baccalaureate degrees to their community college systems, recognizing the need for a more highly educated workforce; indeed, the Public Policy Institute of California found in its 2015 report that to keep up with the demand for a college-educated workforce, California would need to increase the number of bachelor's degrees awarded by 40%.¹ Programs around the country provide greater access and affordability to students while still retaining academic rigor and strong skills building. In the recent Legislative Analyst report, the authors commended the academic rigor of the programs in California and recognized that 83% of their graduates were employed within three months of completing their degrees, with most of those graduates employed in the same field of study as that in which they had completed their baccalaureates. Clearly, these programs are proving to be a valuable asset to the students and the communities they serve.

At its Fall 2019 Plenary Session, the ASCCC passed two resolutions. The first, resolution, 6.01 (F19). asked the delegates to reverse their previously held position opposing baccalaureate degrees in the community college system. The resolution also asked for the term "pilot" to be taken out of the descriptions of these programs going forward. Both sections of the resolution passed.

April 17, 2020

Re: SB 874 (Hill, Hueso, Wilk) Community College Districts: Statewide Baccalaureate Degree Pilot Program

Position: Support if Amended

Page Two

The second resolution, 6.02 (F19), asked that the legislature pass legislation to allow for the expansion of the current baccalaureate program, with a particular emphasis given to programs in allied health. The Covid-19 crisis has demonstrated how desperately California needs additional trained allied health personnel; additional baccalaureate programs across the board, including programs which might be duplicative of those offered by CSU, are necessary to ensure that California can meet the demands of their communities and the populations around the state. Nearly 70% of our state's first-responders were trained at the California Community Colleges and we are well equipped to meet that demand for additional work-force training in allied health. For students that are place-bound due to family restrictions or other issues and who live in areas with no local public four-year university, choices often come down to a for-profit or a private institution, neither of which are economically feasible for many students. The inequity in access, particularly for lower income students, along with the fact that programs at the CSU have multi-year waiting lists for acceptance further disenfranchises students seeking to transfer from the community college system. The ASCCC asserts that to meet the needs of all California residents, comply with advancing national expectations for baccalaureate education in allied health, and ensure equitable access free from proprietary institutions, the California Community Colleges should offer baccalaureate education in allied health fields. For this reason, we would respectfully request that the language restricting duplication with the California State University found in the current bill be removed.

For these reasons, the Academic Senate for California Community Colleges expresses its willingness and intent to support Senate Bill 874 (Hill, as of 22 March 2020), if the bill is amended to remove the restriction regarding duplication of programs.

Please feel free to contact us should you have any questions.

Respectfully,



John Stankas, President

Cc: Honorable Anthony Rendon, Speaker of the Assembly
Honorable Jose Medina, Chair, Assembly Higher Education Committee
Honorable Toni Atkins, Senate President Pro Tempore
Honorable Connie Leyva, Chair, Senate Education Committee
Lande Ajose, Senior Policy Advisor for Higher Education
Joey Freeman, Chief Deputy Legislative Affairs Secretary for Policy
Chris Ferguson, Department of Finance
Paul Steenhausen, Legislative Analyst's Office
Monica Henestroza, Special Assistant to Assemblymember Rendon
Jeanice Warden, Chief Consultant, Assembly Committee on Higher Education
Megan Baier, Educational Consultant, Senator Atkins
Olgalilia Ramirez, Consultant, Senate Committee on Education
Anita Lee, Consultant, Senate Budget and Fiscal Review Committee
Mark Martin, Consultant for the Budget Committee on Higher Education
Tom Epstein, President, California Community Colleges Board of Governors
Eloy Ortiz Oakley, Chancellor, California Community Colleges Chancellor's Office
Daisy Gonzales, Deputy Chancellor, California Community Colleges Chancellor's Office
Marty Alvarado, Executive Vice Chancellor, California Community Colleges Chancellor's Office
David O'Brien, Vice Chancellor of Government Relations, California Community Colleges Chancellor's Office

<https://www.ppic.org/publication/will-california-run-out-of-college-graduates>

President
John Stankas
San Bernardino Valley College

Vice President
Dolores Davison
Foothill College

Secretary
Cheryl Aschenbach
Lassen College

Treasurer
Virginia "Ginni" May
Sacramento City College

Area A Representative
Geoffrey Dyer
Taft College

Area B Representative
Mayra Cruz
DeAnza College

Area C Representative
Michelle Bean
Rio Hondo College

Area D Representative
LaTonya Parker
Moreno Valley College

North Representative
Carrie Roberson
Butte College

North Representative
Stephanie Curry
Reedley College

South Representative
Sam Foster
Fullerton College

South Representative
Anna Bruzzese
Los Angeles Pierce College

Representative at Large
Silvester Henderson
Los Medanos College

Representative at Large
Nathaniel Donahue
Santa Monica College

Executive Director
Krystinne Mica

April 20, 2020

Senator Holly Mitchell, Chair
Senate Budget Committee
State Capitol, Room 5019

Assemblymember Phil Ting, Chair
Assembly Budget Committee
State Capitol, Room 6026

RE: Online Community College and the California Community College Budget (6870-101-0001)

Dear Senator Mitchell and Assemblymember Ting:

The Academic Senate for California Community Colleges (ASCCC) is writing to respectfully request the legislature's reconsideration of the allocation of resources to the online community college district created by statute in the 2018 budget act, now known as Calbright, during this current health and economic crisis. Currently, California has 114 accredited community colleges, nearly all of which offer programs through distance education. Colleges are planning to have most if not all offerings online for the summer and are planning contingencies for a majority of offerings to be online in the fall. This massive shift in the modality of instruction is costly in terms of infrastructure, human resources, student support needs, and professional development. Colleges are striving to meet these needs in the face of potential budget shortfalls and uncertainty for the next academic and fiscal years. The funding allocated to the online community college, Calbright, could be better used to protect student access in the accredited colleges.

Budget shortfalls have meant a limitation on access during every previous recession. Most colleges will likely be forced to cut classes and services to meet the budgetary restrictions that will come in the near future. This situation negatively affects the many improvements in access that have been achieved over the last decade. These gains have come with populations that may never have thought of college as an option or have traditionally struggled to have access, particularly dual enrollment programs targeting high school students, incarcerated education programs, and veteran's outreach. Gains in access have also come as a result of guided pathways efforts to ensure that colleges are welcoming to all California residents. Because community college enrollment historically has been correlated with unemployment, we anticipate even more strain on the system to accommodate all who may benefit from educational opportunities. Therefore, in light of the massive upheaval that the current health crisis and looming fiscal crisis have created, we respectfully request that the legislature question the allocation of unused one-time funding and ongoing funding of \$20 million to an entity that currently serves very few students and duplicates programs currently available at the 114 accredited colleges.

The faculty of the California Community Colleges firmly believe that we can better respond to the needs of the state with an intensive one-time investment in the infrastructure needed to provide virtual instruction and services at the colleges, which would protect access during times of social distancing and in response to a variety of crises colleges may encounter in the future. We also believe that modest ongoing investments to fund the Library Services Platform to ensure equitable access to library services for all students and professional development for all employees to serve the needs of students and communities during this and future crises would serve more people and protect the ideal of equitable access to higher education that all Californians share.

Therefore, the Academic Senate for California Community Colleges implores the legislature to deeply consider the needs of all Californians and how best to allocate shrinking resources to protect community colleges' ability to provide access and serve as many students as possible. As always, the ASCCC will do our best to implement whatever decision is made as effectively and efficiently

April 20, 2020

RE: Online Community College and the California Community College Budget (6870-101-0001)

Page Two

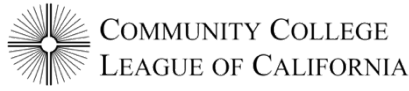
as we are able. However, we are confident that thorough and reasoned consideration will lead to the conclusion that the state will be better served if resources are invested in the 114 accredited colleges in the system rather than in the online college Calbright. Thank you for your consideration, and do not hesitate to contact us if we may be of service.

Respectfully,



John Stankas, President

Cc: Lande Ajose, Senior Policy Advisor for Higher Education
Joey Freeman, Chief Deputy Legislative Affairs Secretary for Policy
Monica Henestroza, Special Assistant to Assemblymember Rendon
Jeanice Warden, Chief Consultant, Assembly Committee on Higher Education
Megan Baier, Educational Consultant, Senator Atkins
Olgalilia Ramirez, Consultant, Senate Committee on Education
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Marty Alvarado, Executive Vice Chancellor, California Community Colleges Chancellor's Office
David O'Brien, Vice Chancellor of Government Relations, California Community Colleges Chancellor's Office
Tom Epstein, President, California Community Colleges Board of Governors
Pamela Haynes, Vice President, CCC Board of Governors
Hildegarde Aguinaldo, CCC Board of Governors
Darius Anderson, CCC Board of Governors
Felicia Carrillo, CCC Board of Governors
Amy Costa, CCC Board of Governors
Colm Fitzgerald, CCC Board of Governors
Kevin Holl, CCC Board of Governors
Jolena Grande, CCC Board of Governors
Jennifer Perry, CCC Board of Governors
Kim Perigo, CCC Board of Governors
Bill Rawlings, CCC Board of Governors
Alma Salazar, CCC Board of Governors
Valerie Lynne Shaw, CCC Board of Governors
Blas Villalobos, CCC Board of Governors
Alexis Zaragoza, CCC Board of Governors
Debbie Klein, President, Faculty Association of California Community Colleges
Evan Hawkins, Executive Director, Faculty Association of California Community Colleges
Larry Galizio, President, Community College League of California



April 21, 2020



Chief Student Services Officers Association

Senator Holly Mitchell, Chair
Senate Budget Committee
State Capitol Room 5019

Assemblymember Phil Ting, Chair
Assembly Budget Committee
State Capitol, Room 6026



RE: California Community College Budget (6870-101-0001) – 2019-20 and 2020-21 Shared Budget Priorities



The Education Trust–West

Dear Senator Mitchell and Assemblymember Ting:

On behalf of the organizations listed in the letter, we write to share our appreciation for your past support of the comprehensive mission and indispensable role of California’s community colleges. We also take this opportunity to offer our shared priorities for the 2020-21 State Budget. Our shared request focuses on the system’s fundamental needs. It is crafted to support students and colleges through this health crisis while also mitigating disruption to instruction and our focus on equity.

Continuity of Education in Coronavirus Emergency and Economic Recovery

California Community Colleges rapidly mobilized in response to the coronavirus pandemic, converting from in-person to remote or online instruction for nearly every course while continuing to provide hands-on training for over 20,000 first responders and essential health care professionals who will be ready to enter the workforce this year. However, as a system of 2.1 million students, the largest in the nation, we still face many challenges in adapting to multiple technologies and strategies to serve the state’s most vulnerable and deeply affected populations. In light of rising unemployment rates, historical trends indicate that Californians will turn to community colleges to improve their career prospects. It is critically important for colleges to be positioned and sufficiently funded to support the upskilling and reemployment needs of the millions of Californians displaced by the public health crisis. More than ever, maintaining the integrity of Proposition 98 is critical during this crisis. Specifically, we urge that community colleges continue to receive is 10.9% split and that the guarantee not be suspended, underfunded nor subject to manipulation.





As a broad coalition of stakeholders, we request an increased investment in our system and protection from year-over-year cuts. Specifically, as you consider budget decisions, we request resources from the state Rainy Day Fund and the Proposition 98 Stabilization Fund. Funding protections would enable continuity of quality, responsive education and ensure we can meet increased demand and prepare the workforce needed for California’s economic recovery.

Further, although we appreciate the support from the federal CARES Act, the funds provided will not solve the ongoing financial problems associated with the COVID-19 crisis. More needs to be done. California will receive approximately \$1.7 billion for higher education through the CARES Act. However, community colleges will receive a disproportionate amount of this federal funding due to the fact that it is allocated based on the number of full-time equivalent Pell Grant recipients. It is estimated the California State University system will receive \$1,065 per student, University of California \$925 per student, and the California Community Colleges \$393 per student. Given this, we ask the Governor to take this into consideration when allocating the \$355 million for the Governor’s Emergency Education Relief Fund and provide a significant portion for community colleges. Additionally, we ask state leaders to support and advocate to our congressional delegation for a fourth COVID-19 relief package, including significant funding for the Education Stabilization Fund.

Backfill of Property Taxes and Student Enrollment Fees - In the face of uncertainty and challenges, community college districts are making great efforts to fulfill their mission to provide for continuity of education for over 2.1 million students. Despite the admirable efforts being made by both students and community college districts to meet the challenges posed by the statewide state of emergency, some students must nevertheless withdraw from one or more of their courses. Further, the essential education functions and supports our system provides are not protected against revenue estimates that fall short. We respectfully request an automatic increase to the California Community College General Fund to backfill any shortfalls in apportionments, property taxes, and enrollment fees. Further, we seek reimbursement of enrollment fees refunded as a result of the COVID-19 pandemic.

Ongoing Investments

Cost of Living Adjustment and Base Resources - This new economic reality requires a continued investment in and protection of the educational opportunities provided by California’s community colleges. Across the system, there appears to be near-universal recognition of the insufficient level of funding provided to the California Community Colleges, even as faculty, staff, and other leaders work to do the vital work of preparing millions of students for active participation in our society and our economy under new and complex circumstances. The California



California Community Colleges
Classified Senate





Fresno City College



CHABOT
LAS POSITAS
COMMUNITY
COLLEGE
DISTRICT



Community Colleges request \$200 million in foundational resources. This request would fund the costs of existing obligations by providing funding for the cost-of-living adjustments (COLA) and other workload adjustments. Foundational resources are critical to keep pace with growing costs, including STRS and PERS pension liabilities that are at an all-time high, without compromising the quality of education as we transition to online and remote instruction.

Online Education Ecosystem - As California Community College (CCC) districts and colleges transition classes and student services online in response to the COVID-19 pandemic, districts and colleges are in need of a cohesive online infrastructure that is additive to existing infrastructure that support students, faculty, and staff. We request \$10 million for a suite of investments to provide a robust and equitable online infrastructure for all CCC students and faculty during the statewide emergency. The Online Education Ecosystem would include:

- expanded Canvas Daytime Support to Colleges Without Daytime Coverage,
- increased access to district-based online tutoring for all colleges,
- extended online proctoring platform for unlimited use by all colleges,
- extended counseling, student services, and mental health delivery to online platforms,
- ADA/508 compliant remediation support.

Support for Part-Time Faculty - California Community Colleges requests an ongoing investment to support programs for part-time faculty, including compensation, paid office hours, health care, and professional development. This investment will help part-time faculty be included in efforts to achieve the goals of students. In order to be fully effective in helping students reach their goals, part-time faculty “must be included more fully in all aspects of institutional work and the faculty/student support network” (FACCC, 2018).

One-Time Investments

Student Emergency Supports and Transition to Quality Online Instruction Block Grant:

California Community Colleges request a block grant investment for purposes of transitioning to quality online instruction, sanitation, and costs associated with addressing the COVID-19 pandemic. The block grant would focus on two primary areas, outlined below, to enable student success and college responsiveness during this crisis:

- **Basic Needs and Emergency Supports** - The rapid but necessary transition to online education to complete the academic year has resulted in additional hardship for many students. One of the biggest challenges facing colleges is the fact that many students lack access to laptops, internet, or other basic needs key to succeeding academically in this new environment. To address this issue while also advancing student equity and success, we request one-time Basic Need and Emergency Supports grants. This investment would



Feather River College



MENDOCINO COLLEGE



help colleges provide supports, equipment, food, housing, or retention grants for students as they transition to learning in an online environment, especially noncredit, career technical education (CTE), and undocumented students who were not included in counts for federal resources. Such an investment can prevent students from dropping out as a consequence of the public health crisis.

- Transition to Quality Online Instruction and Maintenance/Sanitation -** Although learning looks different across California Community Colleges, our core principles remain the same and student success continues to be at the center of everything we do. However, online and remote classes, from the way they are designed to how they are taught, are vastly different from in-person classes. Much work and professional development is still necessary to ensure courses are high caliber and can meet the learning needs of all students. The block grant investment would aid colleges ongoing response to the crisis, including conversion to online class delivery, scaling of innovating education models such as virtual labs and competency based education, professional development of faculty and staff, and facilities sanitation. These resources will enable continuity of education, assist colleges in supporting students through their education path, and allow colleges to play a critical role in our state's recovery.

Diversity, Equity, and Inclusion: Pilot Fellowship Program for Diverse Hiring - Improving faculty and staff diversity is vital to ensure students can identify with faculty and staff, and faculty and staff can connect with students from diverse backgrounds to help them succeed. California Community Colleges continue to support the creation and implementation, on a pilot basis, of a fellowship for current and recent graduate students. The purpose of the fellowship program is to improve faculty diversity at community colleges through recruitment and mentorship. Funds would be used for supporting a portion of the fellows' salary, faculty mentorship, and professional support, and development activities. Analogously, we ask for protection of existing funding for full-time faculty hiring so that this diverse pipeline can have opportunities to join community colleges as full-time faculty.

Non-Proposition 98 Investments

Cal Grant Reform - Across the state, community college leaders support a meaningful commitment to community college student affordability and request the approval of a new Cal Grant framework which focuses resources on our most financially vulnerable students. The COVID crisis has not lessened our students' challenges; if anything, it has exacerbated them, with many students losing their jobs and finding themselves unable to afford the basic needs to succeed in college. California Community Colleges request and strongly support Cal Grant reform aligned to the following principles:



- Grant aid should be based on the total cost of attendance, not just tuition, including costs for room and board, transportation, textbooks, and all other college costs.
- Focus implementation resources on serving students with the greatest financial need, including our lowest income students with a zero Expected Family Contribution.
- Aid should be based on student need, not the institution the student is attending.

As we look to the State’s recovery from the impending economic downturn, cost cannot be perceived as a barrier to students enrolling and succeeding in college. A modernized Cal Grant program is a critical investment not just in equity and access but in California’s future.



Bonds: Fund All Projects in 2020-21 Capital Outlay Plan – We support continued inclusion of funding for the 25 new and 39 continuing community college capital outlay projects for 2020-21. These construction projects keep Californians working. The cost of raw materials such as steel and wood are rising sharply and workforce expenditures reflect high demand. It is imperative that State leaders recognize the severity of cost escalation and its impact on community college facilities projects. Further, in the midst of a recession, these projects are an economic stimulus for an essential workforce industry. We respectfully request that you maintain funding for all community college capital outlay projects in the 2020-21 Budget Act.



Budget Neutral Requests

California Community Colleges System Support Program - We support continued inclusion of the Governor’s 2020-21 proposal to consolidate \$125 million in funding from existing set-asides funds to a new CCC System Support Program. As you may know, the Chancellor’s Office is required by statute to administer several statewide support and technical assistance activities for California Community Colleges, including:



- Statewide and regional professional development training
- Systemwide technology services
- Statewide outreach campaigns supporting student recruitment
- Technical assistance for colleges and districts



Since programs were established at different times and independently of each other, they lack consistency, fiscal transparency, and are not always well-aligned with current district or student needs. The System Support Program proposal addresses this concern by establishing a new program account that would eliminate silos while also promoting transparency. This proposal would require the Board of Governors to annually adopt a budget for set-asides. To the extent the System of Support achieves savings from administrative efficiencies and leveraging of services, those funds shall be used to increase levels of service consistent with the objectives of the Vision for Success. The System Support Program would result in savings from economies of scale, the elimination of duplicated administrative fees,





and an opportunity to meet emerging system needs without reducing services or displacing staff.

In its entirety, our 2020-21 shared request represents new and ongoing investments that are necessary for the California Community Colleges to contribute to California’s health and economic recovery in the aftermath of the COVID-19 pandemic. California’s community colleges are an indispensable investment that provide an accessible path to a better life for generations of low-income and working-class Californians. Our highest priority is to protect quality higher education opportunities and assist our state in putting Californians back to work. Thank you for your consideration and continued support.

Sincerely,

Katie Hardeman
Legislative Advocate
California Teachers Association

Eloy Ortiz Oakley
Chancellor
California Community Colleges

Jim Mahler
President
Community College Council
California Federation of Teachers

John Stankas
President, Academic Senate for California
Community Colleges

Larry Galizio
President/CEO
Community College League of California

Debbie Klein
President
Faculty Association of California Community
Colleges


Jeffrey Michaels
California Community College
Independents

Ann-Marie Gable
President
Association of Chief Business Officials

Xong Lor
California School Employees Association

Omid Pourajani
President
Association of California Community College
Administrators

Cynthia Olivo
President
Chief Student Services Officers
Association


John A. Jaramillo
President
California Community College
Association for Occupational Education

Dr. Leslie Tirapelle
President
Council of California Community College
Chief Librarians

Doug Houston
Chancellor
Yuba Community College District


Elisha Smith Arrillaga
Dr. Elisha Smith Arrillaga
Executive Director
The Education Trust-West

Karen Jimenez
President
California Community Colleges Classified
Senate


Brian King
Chancellor
Los Rios Community College District

Martha García
Superintendent/President
Imperial Valley College

Danny Thirakul
President
Student Senate for California Community
Colleges


Rebekah Cearley
Legislative Advocate
Community College Facility Coalition

Maddlyn Alibaldo
President
Association of Community and Continuing
Education

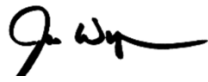

Lori Bennett
Central Valley Community College CEO
Caucus

Anna Alvarado
Policy Director
California Edge Coalition

Leandra Martin
President
California Community Colleges Chief
Instructional Officers


Constance Carroll
Chancellor
San Diego Community College District

Wolde-Ab Issac
Chancellor
Riverside Community College District



Joe Wyse
Superintendent/President
Shasta College

Francisco Rodríguez
Chancellor
Los Angeles Community College District

Chris Vitelli
Superintendent/President
Merced College

Carole Goldsmith
President
Fresno City College

Frank Chong
Superintendent/President
Santa Rosa Junior College

David Viar
Superintendent/President
Glendale Community College

Roger W. Schultz
Superintendent/President
Mt. San Jacinto College

Lou Anne Bynum
Interim Superintendent/President
Long Beach Community College District

Samia Yaqub
Superintendent/President
Butte-Glenn Community College District

Kindred Murillo
Superintendent/President
Southwestern College



Tom Burke
Chancellor
Kern Community College District

Jose F. Torres
Interim Chancellor
San Bernardino Community College District

Lori Bennett
President
Clovis Community College

Paul Parnell
Chancellor
State Center Community College District

Stuart Van Horn
Chancellor
West Hills Community College District

Arturo Reyes
Superintendent/President
Rio Hondo College

Dyrell Foster
President
Chabot Las Positas Community College
District

William Duncan
Superintendent/President
Sierra College

Geraldine M. Perri
Superintendent/President
Citrus College

Gari Browning
Superintendent/President
Ohlone College

Keith Curry
President/CEO
Compton College

Kevin Trutna
Superintendent/President
Feather River College

Dena Maloney
Superintendent/President
El Camino College

Jose Fierro
Superintendent/President
Cerritos College

Kevin Walthers
Superintendent/President
Allan Hancock College

Bill Scroggins
Superintendent/President
Mt. Sac Antonio College

Kathleen Burke
Chancellor
South Orange County Community College
District

Henry Yong
Superintendent/President
Yosemite Community College District

Debra Daniels
President
Taft College

Jill Board
President
Cerro Coso Community College

Stephen Schoonmaker
Superintendent/President
College of the Siskiyous

Byron Breland
San Jose-evergreen Community College
District

Eileen Cichocki
Interim Superintendent/President
Mendocino College

Marvin Martínez
Chancellor
Rancho Santiago Community College District

Kathleen A. Rose
Superintendent/President
Gavilan College

Cheryl Marshall
North Orange County Community College
District

Omid Pourzanjani
Superintendent/President
San Joaquin Delta College

Brent Calvin
Superintendent/President
College of Sequoias

Donald G. Wallace
Superintendent/President
Palo Verde College

Jerry Buckley
President
Reedley College

Claudia Habib
President
Porterville College

Greg Gillespie
Chancellor
Ventura Community College District

Jeff DeFranco
Superintendent/President
Lake Tahoe Community College District

Kathryn E. Jeffery
Superintendent/President
Santa Monica College

Erika Endrijonas
Superintendent/President
Pasadena City College



Executive Committee Agenda Item

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

Please note: Staff will complete the grey areas.

BACKGROUND:

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

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



Executive Committee Agenda Item

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

Please note: Staff will complete the grey areas.

BACKGROUND:

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

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



Executive Committee Agenda Item

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

Please note: Staff will complete the grey areas.

BACKGROUND:

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

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

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

Executive Committee Agenda Item

SUBJECT: Guided Pathways COVID-19 Status Reports Outlines		Month: May	Year: 2020
		Item No: IV. D. i.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will provide feedback and consider for approval the draft outlines for two COVID-19 Status Reports.	Urgent: Yes	
		Time Requested: NA	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

In response to the COVID-19 pandemic and shelter-at-home orders, the Guided Pathways Task is seeking feedback and consideration for approval of draft outlines for two COVID-19 Status Reports: one with a focus on the impact on faculty, and one with a focus on the impact on students. We will seek collaboration with the Student Senate for California Community Colleges and the Research and Planning Group.

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



Executive Committee Agenda Item

SUBJECT: Faculty Leadership Institute Schedule		Month: May	Year: 2020
		Item No: IV. E.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval the tentative schedule and plan for the 2020 Faculty Leadership Institute.	Urgent: Yes	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

At its 15 April 2020 Executive Committee meeting, the executive committee voted to hold the Faculty Leadership Institute entirely on line, due to restrictions caused by the Covid-19 virus.

The agenda below is being proposed as a series of 90 minute to two hour webinars, led by members of the executive committee, to cover the most significant aspects of being a new senate president or campus leader. Additional topics may be added as necessary. The webinars would be conducted between Wednesday and Friday, 17-19 June 2020. The topics determined thus far are:

- State of the Senate 2020
- The Brown Act (with Jake Knapp – confirmed)
- Local and Statewide Budgets (with Mario Rodriguez – confirmed and time certain, Wednesday 17 June in the afternoon)
- Equity Minded Leadership
- Setting a Local Senate Agenda
- Senate/Union Relations (with Wendy Brill-Wynkoop – confirmed)
- Working with Your Administration

There would also be a two hour Zoom for Area meetings, to allow the area representatives to meet with the senate leaders from their areas.

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



Executive Committee Agenda Item

SUBJECT: Paper on Anti-Racism Education in California Community Colleges		Month: May	Year: 2020
		Item No: IV. F.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will review and consider for approval the Anti-Racism Education in California Community Colleges paper outline.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Mayra Cruz	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

In the 2019 Fall Plenary, the delegates approved resolution F19 Support Infusing Anti-Racism/No Hate Education in Community Colleges. The approval of the resolution directed the Executive Committee to address the following actions.

Resolved, That the Academic Senate of California Community Colleges denounces racism for its negative psychological, social, educational and economic effects on human development throughout the life span.

Resolved, That to eliminate institutional discrimination the Academic Senate for California Community Colleges will take steps to not only strive for a greater knowledge about and the celebration of diversity, but will support deeper training that reveals the inherent racism embedded in societal institutions, including the educational system; and asks individuals to examine their personal role in the support of racist structures and the commitment to work to dismantle structural racism.

Resolved, That the Academic Senate of California Community Colleges infuses Anti-Racism/No Hate Education in all its activities and professional development opportunities.

As delineated on the workplan for April and May of 2020, Executive Committee members Cheryl Aschenbach, La Tonya Parker, Mayra Cruz with Dr. Luke Lara, will begin this paper. Members of the Equity and Diversity Action Committee, Dr. Elizabeth Imhof (SBCC) and Dr. Abdimalik Buul (SDCC) will also be invited to collaborate.

Attached is the draft outline of the paper for your review.

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

Paper Title: **Anti-Racism Education in California Community Colleges**

I. Introduction

- A. Statement of the challenges and historical conditions
- B. Anti-Racism F19 resolution titled Supporting Infusing Anti-Racism/No Hate Education in Community Colleges
- C. The purpose of the paper

II. History of Discrimination Laws in U.S.

- A. General discriminatory laws
- B. Education discriminatory law
- C. California community college laws

III. Racial Diversification in the California Community Colleges

- A. California Community College mandates
- B. ASCCC positions and actions overtime
- C. CCCCCO Vision for Success movement

IV. Anti-Racism Tenets for Community Colleges

- A. Identification of racial inequities and manifestations
- B. Investigate racist policies
- C. Education to uncover racist policies
- D. Cultural racism and color evasive culture
- E. Anti-racism education
- F. Preventing the resurgence of racist policies

V. Anti-Racism Education and Professional Development

- A. Definitions*
 - 1. Anti-racism
 - 2. Diversity
 - 3. Racism
 - 4. Cultural racism
 - 5. Stereotypes
 - 6. Prejudice
 - 7. Xenophobia
 - 8. Reparations
 - 9. Intersectionality
 - 10. White privilege
 - 11. White supremacy
 - 12. Color evasion
- B. Anti-racism andragogy and pedagogy
- C. Anti-racism across the curriculum

D. Anti-racism institutional policies and procedures

VI. Conclusion & Recommendations

- A. Summary of conclusions
- B. Recommendations for Local Senates
- C. Recommendations to ASCCC
- D. Recommendations to the Community College System (CCCCO/BOG)

VII. References and Resources

(include the Anti-Racism Pledge)

*<https://www.stcloudstate.edu/care/resources.aspx>

<http://www.pittsburghartscouncil.org/storage/documents/ProfDev/what-is-white-supremacy.pdf>



Executive Committee Agenda Item

SUBJECT: 2020 Curriculum Institute		Month: May	Year: 2020
		Item No: IV. G.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider approving a shift to a virtual Curriculum Institute.	Urgent: Yes	
		Time Requested: 10 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Cheryl Aschenbach/Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

The COVID-19 pandemic has already cause disruptions to many ASCCC, CCCC, and system partner events. While existing state-wide shelter-in-place orders may be lifted at some point prior to the scheduled July 8-11 Curriculum Institute, a few barriers to having a physical event continue to exist:

1. Based on comments made by Governor Newsom and local leaders, it is likely that a lifting of shelter in place (SIP) restrictions will be partial, and gatherings of more than 10-50 people will be either discouraged or disallowed.
2. Local restrictions may be more stringent than statewide restrictions, which is currently the case with the SIP restrictions in Riverside County, the planned location of the Curriculum Institute.
3. Colleges may be unwilling or unable to allow travel of personnel in July.
4. Attendees may be fearful of traveling and attending a large event.

The Executive Committee is asked to approve a shift to a virtual Curriculum Institute and provide input regarding the structure of the event.

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



Executive Committee Agenda Item

SUBJECT: Equivalency Paper Update First Reading		Month: May	Year: 2020
		Item No: IV. H.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will review and consider for approval the first draft of the updated paper <i>Equivalence to the Minimum Qualifications</i> .	Urgent: Yes	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Geoffrey Dyer/Dolores Davison/Carrie Roberson	Consent/Routine	
		First Reading	X
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND: In March of 2020, the Executive Committee approved the outline of the planned updates to the paper Equivalence to the Minimum Qualifications. Proposed changes have been indicated in underline and strikethrough. In addition to the information about legal requirements of equivalency and equivalency as it pertains to faculty diversification efforts, information from the *CTE Faculty MQ Toolkit* (endorsed by resolution 19.01 F19) has been added to the draft. The proposed draft is commentable in [Google Doc](#) and is also included here.

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

Equivalence to the Minimum Qualifications

Planned Adoption: Fall 2020-Adopted Spring 2016

2019-2020 ASCCC Executive Committee

Krystinne Mica, Executive Director, ASCCC

John Stankas, Chemistry, San Bernardino Valley College

Dolores Davison, History – Women’s Studies, Foothill College

Cheryl Aschenbach, English, Lassen College

Virginia May, Mathematics, Sacramento City College

Geoffrey Dyer, English, Taft College

Mayra College, De Anza College

Michelle Bean, English, Rio Hondo

LaTonya Parker, Counselor, Moreno Valley College

Carrie Roberson, Child Development, Butte College

Stephanie Curry, Library Science, Reedley College

Anna Bruzzese, Sociology, Los Angeles Pierce College

Sam Foster, Chemistry, Fullerton College

Silvester Henderson, Music, Los Medanos College

Nathaniel Donahue, Art History, Santa Monica College

2015-2016 Standards and Practices Committee

John Stankas, (Chair), Chemistry, San Bernardino Valley College

~~Julie Adams, Executive Director, ASCCC~~
~~Randy Beach, English, Southwestern College~~
~~Lisa Cook, ESL, Laney College~~
~~Alicia Rodriguez Estrada, History, Los Angeles Trade Tech~~
~~Michelle Sampat, Reading, Mt. San Antonio College~~
~~Paul Setziol, Music, DeAnza College~~

Executive Summary

In 1988 the Community College Reform Act (AB 1725) began to phase out credentials for faculty in favor of a process for establishing minimum qualifications to teach in a discipline. Part of that process included a way to determine equivalencies that are at least equal to the state-adopted minimum qualifications for a particular discipline.

According to Education Code §§ 87359 and 87360, individuals who do not possess the minimum qualifications for service may be hired as faculty members if they possess “qualifications that are at least equivalent to the minimum qualifications.” The Disciplines List, a list of Board of Governors’ adopted minimum qualifications for hiring faculty, uses the term “equivalency” to describe processes to support this regulation.

Faculty diversification is a longstanding goal of the Academic Senate for California Community Colleges. The California Community Colleges Chancellor’s Office reported in its 2018 Equal Employment Opportunity Report that while under-represented minority students make up over half of the California Community Colleges’ students, full-time, faculty of color make up less than thirty percent of the system’s tenure track, full time faculty, and part-time faculty of color make up an even smaller percentage of the system’s adjunct faculty. Equivalency is a means of broadening applicant pools, which in turn can promote diversity by providing the opportunity for more qualified applicants to be considered for faculty positions.

Every district must have an equivalency process, and the determination of equivalency is the purview of the academic senate. Education Code §87359 (b) requires that “[t]he process, as well as criteria, and standards by which the governing board reaches its

determination regarding faculty members shall be developed and agreed upon jointly by representatives of the governing board and the academic senate, and approved by the governing board.” While neither the Education Code nor Title 5 Regulations provide additional guidelines for what constitutes *at least equivalent*, each district’s governing board, acting on the advice of its academic senate, must establish its standard for equivalency, permitted the standard is not less than qualifications specified on the Disciplines List. Once equivalency regarding an individual applicant has been determined, Education Code §87359(a) requires that the governing board take action on the equivalency before hiring occurs. Because the equivalency process was created by AB1725 and chaptered into the California Education Code, districts are not free to ignore provisions within the law.

The Academic Senate has consistently supported the following basic principles for granting equivalency:

- Equivalency promotes diversity by broadening the applicant pool.
- Equivalent to the minimum qualifications means *equal* to the minimum qualifications, not *nearly* equal.
- The applicant must provide evidence he or she has attained the breadth of coursework or experience equal to the general education component of an earned associate’s or bachelor’s degree.
- The applicant must provide evidence he or she has attained the skills and knowledge provided by specialized coursework required for the degree listed in the Disciplines List.

- Faculty members exemplify to their students the value of an education that is both well-rounded and specialized and has consistently defined associate's degree parameters. Faculty should act as models for students by demonstrating a breadth of general education knowledge and a depth of knowledge that is discipline specific.
- Eminence should not be used as the sole criteria for granting equivalence (ASCCC Resolution 10.01 SP09).
- No provisional or conditional equivalency should exist.

Many criteria for determining equivalency seem obvious and can be handled in a simple manner. Others are more difficult. Most district equivalency policies recognize at least one of three ways of demonstrating equivalency: 1) course work, 2) work experience, and 3) eminence in the field. In addition, a sub-set of experience or a combination of the three may be recognized. But whatever the means are for making determinations, equivalency should never mean less than the qualifications specified on the Disciplines List.

Establishing equivalency through coursework is often relatively simple, as transcripts are concrete documents that can be compared to concrete criteria. A somewhat more difficult case occurs when the name of a degree is close to that specified on the Disciplines List but the coursework is slightly different. Other more difficult cases occur when work experience is proposed as the equivalent of academic work. Knowledge acquired in a course could also be gained in other ways; however, the problem lies in obtaining convincing evidence to establish that an applicant has enough educational

preparation through an alternative means to be judged equally knowledgeable as someone with the appropriate degree.

General education preparation should be distinguished from discipline specific preparation. The Academic Senate supports the principle that all community college faculty exemplify the qualities of a college educated person. For this reason, the universal requirement for all disciplines includes at least an associate degree in addition to six years of experience. When a local academic senate evaluates an applicant's equivalency, an equivalency committee should consider whether the applicant satisfies the general education qualification for which he or she seeks equivalency. In addition, the applicant should be expected to provide evidence of equivalent preparation that is as reliable and objective as a transcript. *The Career Technical Education Faculty Minimum Qualifications Toolkit (2019)* provides tools, including tangible examples by general education area, for documenting equivalence. Thus, the candidate seeking equivalence should be measured by the same yardstick as a candidate who possesses the minimum qualifications. Moreover, processes for determining eminence should be defined in hiring practice criteria and should indicate that, regardless of the discipline, general education preparation is vital to instruction of any subject in order to provide an essential cross-curricular breadth and depth.

Many local academic senates use an equivalency committee to ensure that the equivalency process is consistent and fair. This committee is either a subcommittee of the academic senate or a separate committee whose membership is determined by the academic senate. Although making the judgment of whether a specific candidate's

experience is equivalent to the minimum qualifications can be difficult, faculty in the discipline play a critical role in informing the decision. However, to ensure that the process of determining equivalency is applied consistently across the campus, it must include faculty from outside the discipline and appointed by the academic senate. The benefits to having a breadth of discipline representatives on an equivalency committee are the following:

- The breadth or general education requirements equivalent to an earned degree may be more readily addressed when faculty from other disciplines are involved.
- Committee decisions are easily communicated and the logic and credibility of a specific decision is more easily understood by administrators, external partners or agencies, and future senate leader when more faculty voices are involved.
- Decision-making is more consistent when committee representatives are constant rather than dependent on the discipline and their decisions are made without bias.

The role of the Human Resources office should be limited to collecting, date-stamping, and forwarding applications and other pertinent information to the academic senate or equivalency committee. A college district that attempts to use its human resources office staff to establish equivalence not only risks creating a situation in which candidates are not evaluated appropriately but is out of compliance with the Education Code and Title 5 Regulations (see Education Code §87359 (b) and Title 5 §53430 (b)).

Colleges must remember that minimum qualifications in a discipline—and, by extension, equivalency—are the same whether the position is full- or part-time. Title 5 Regulations do not allow for a different standard of equivalency for part-time faculty. An applicant is either qualified to teach the full range of courses in a discipline or not, regardless of whether applying for a full-time position or a part-time position. Education Code §87359 (a) (see also Title 5 §53430) states, “No one may be hired to serve as a community college faculty ... unless the governing board determines that he or she possesses qualifications that are *at least equivalent* to the minimum qualifications specified” (italics added). In addition, minimum qualifications are determined for disciplines, not for courses or subject areas within disciplines. Legal Opinion L 03-28 (R. Black, 2004) (see Appendix C), supports the position that “a district is not authorized to establish a single course equivalency as a substitute for meeting minimum qualifications in a discipline.”

Colleges must understand that when a faculty member is hired, he or she is hired by a district’s governing board. The faculty, through the academic senate, is granted the purview to determine if a potential faculty member meets the minimum qualifications, but the governing board and administration have the purview to determine if the applicant shall be hired. The fact that an applicant meets the minimum qualifications does not guarantee an offer of employment by the administration.

This paper concludes with recommendations for the determination of equivalencies, including who determines equivalency, that equivalency is granted for a discipline, that policies and procedures must be consistent, objective, evidence based, and mindful of

general education and specialization, and that local governing boards include action on the equivalency as part of their subsequent hiring action.

Following the recommendations, this paper provides a proposed equivalency model as well as a legal opinion stating that local districts are not authorized to establish a single course equivalency.

Introduction

This paper is the third revision of the ASCCC paper on equivalency adopted by the delegates to the plenary session in 1989. The original paper was intended to help local academic senates develop policies and procedures in response to Education Code §87359, which requires that each district's governing board and academic senate jointly develop an equivalency policy. ~~This revision~~ The 2016 version was called for by resolution in Fall 2014 and ~~adds~~ added new considerations and content called for by faculty subsequent to the 2006 version. The Fall 2014 Resolution 10.01 states,

Resolved, That the Academic Senate for California Community Colleges survey the field to identify local practices for establishing equivalence to minimum qualifications, including the use of eminence; and

Resolved, That the Academic Senate for California Community Colleges revise the paper Equivalence to the Minimum Qualifications and bring it to the body for adoption at the Spring 2016 Plenary Session.

Like the 2006 revision, ~~this~~ the 2016 revision ~~provides~~ provided a more thorough discussion of equivalency than the original paper and the 1999 revision. It also ~~includes~~ included the legal opinion from the General Counsel of the California Community

Colleges Chancellor's Office distributed December 23, 2003, which upholds the prohibition on single-course equivalencies. In addition, it ~~includes~~ included results of the Academic Senate's 2015 survey on equivalency practices in California community colleges.

In 2019, the CTE Minimum Qualifications Workgroup released the *Career Technical Education Faculty Minimum Qualifications Toolkit*, which furnishes specific tools for determining and documenting equivalency, particularly to specific general education areas. The document reports that a survey, primarily to California Community Colleges CTE faculty revealed that "the equivalency process is underused and varies greatly in application across districts and local campuses." At a 2020 Faculty Diversification Strategies Partners meeting hosted by the ASCCC and including representation from the Association of Chief Human Resources, Chief Instructional Officers, Chief Student Services Officers, and Chief Executive Officers, participants reported that at their districts requests for equivalency were always denied. The 2020 update to the paper clarifies and reiterates that not only is granting equivalency legally permissible, but that all districts are required to have an equivalency process. This version of the paper has been updated to reflect the *Career Technical Education Faculty Minimum Qualifications Toolkit* and to promote the use of equivalency procedures as a means of broadening faculty applicant pools as a vehicle to support system-wide faculty diversification efforts.

The concepts discussed in the first ~~three~~ four equivalency papers remain substantively unchanged in this paper; however, this update includes practical suggestions and considerations inserted to help local senates in refining their policies and procedures regarding this important academic and professional matter.

The 2015 Equivalency Practices Survey

To determine how academic senates are meeting their responsibilities for establishing and implementing equivalency policies and procedures, the ASCCC surveyed local senates in fall 2015. While the survey results indicated that most colleges and districts have equivalency policies and most senates recognize the need for equivalency committees, 15% of respondents reported that the administration determines equivalency on their campuses despite the fact that equivalency is the purview of the faculty and the academic senate.

Further findings indicate the need for regular evaluation, review, and revision of equivalency policies. Only a few colleges reported that a recent review and revision of their equivalency policy had occurred by the local academic senate. Of the 59 colleges that are part of multi-college districts who responded to the survey, 34 reported that they coordinate equivalency decisions with the other colleges in their district while 25 reported that they do not.

Only a small number of senates indicated that the senate equivalency committee or committee chair provides training on flex days or at department or committee meetings. One college reported being in the process of developing a handbook with instructions to be provided for faculty members involved in determining equivalency, which would be an effective way to ensure training is uniform and that all faculty members involved in determining equivalency at any time of the year had correct information.

The survey results and the resolution highlight the need for local dialogue by academic senates regarding equivalency policies, procedures, and practices.

The Meaning of Equivalency

The term “equivalency” is found in the Disciplines List, which is a list of minimum qualifications for hiring faculty adopted by the Board of Governors¹. Equivalency refers to any qualifications that are at least equal to the state adopted minimum qualifications for a particular discipline and the process used for determining faculty preparation that is equivalent to minimum qualifications. The academic senate should review the minimum qualifications of faculty applicants carefully to determine if equivalency is necessary or not.

A common question involves faculty applicants who may have a different baccalaureate degree title from the listed master’s degree. For example, the Disciplines List identifies the minimum qualifications for chemistry as a “Master’s in chemistry **or** bachelor’s in chemistry or biochemistry **and** master’s in biochemistry, chemical engineering, chemical physics, physics, molecular biology, or geochemistry **or** the equivalent.” Therefore, an applicant for the discipline of chemistry who possesses a baccalaureate degree in biological sciences and a master’s degree in chemistry meets the minimum qualifications and does not need an equivalency process because a master’s in chemistry meets the qualifications. However, an applicant with a baccalaureate degree in chemistry and a master’s degree in biological sciences will require completion of the

¹ The current Disciplines List can be found in the Chancellor’s Office publication *Minimum Qualifications for Faculty and Administrators in California Community Colleges* and can also be accessed through the ASCCC website (asccc.org).

district equivalency process despite holding a bachelor's degree in chemistry because a master's in biological science is not listed as meeting the minimum qualifications.

District equivalency policies usually recognize up to three ways of demonstrating equivalency: 1) coursework, 2) work experience, and 3) eminence in the field. A combination of the three may be the foundation for equivalency determination.

Regardless of the basis for equivalency determination, the applicant's evidence and the academic senate's process must document that the minimum qualifications have been met or exceeded to grant equivalency.

Benefits and Pitfalls of Equivalency

One benefit to having an equivalency process is that it allows for greater flexibility in hiring by creating a more diverse pool of potential faculty with a variety of qualifications equivalent to minimum qualifications. Applicants who can provide conclusive evidence that they have education and experience at least equal to what is required by the minimum qualifications deserve careful consideration, even if their degrees have titles different from those recognized in the Disciplines List or if they acquired their qualifications by an unconventional route. If the granting of equivalency were not an option, some fully qualified candidates would not receive consideration.

Equivalency is necessary to consider qualified candidates when titles of degrees are different from the degrees listed in the Disciplines List. While the ASCCC has successfully revised the disciplines list revisions process to an annual cycle, per the direction of Resolution 10.01 F16, faculty have asserted through Resolution 10.01 S18

that many updates to individual disciplines are needed, as “The original Disciplines List was approved in 1989, with many of the discipline minimum qualifications having remained unchanged since its original publication.” However, even the annual process of revising the disciplines list for a single discipline is a significant one, and many of the minimum qualifications in the Disciplines List do not reflect current degree titles in the same discipline. Without the legally required use of equivalency processes, many qualified applicants would be excluded.

On the other hand, the authority to determine equivalent qualifications is not a license for a district to lower or waive standards and accept less-than-qualified individuals. The fact that a particular candidate is the best a college can find does not change the requirement that he or she must possess qualifications at least equal to the published minimum qualifications.

Legal Requirements

The Academic Senate for California Community Colleges is empowered through California Education Code section 87357(a)(1) to make recommendations to the California Community Colleges Board of Governors regarding minimum qualifications for faculty. Through the ASCCC’s disciplines list revisions process, faculty initiate and shepherd minimum qualifications through public hearings, debate by and action by ASCCC delegates, and approval by the Board of Governors for inclusion in the *Minimum Qualifications for Faculty and Administrators in the California Community Colleges*, also known as the Disciplines List. Users of the disciplines list will note that the legal requirement for an equivalence process and for the legal permissibility of

employing a candidate who possesses qualifications at least equivalent to the minimum qualifications are reflected throughout the Disciplines List, generally in its introduction, and specifically with the words “OR the equivalent” for each discipline.

Every district must have an equivalency process. The process for establishing equivalency needs to specify what the district expects in terms of course work, work experience, and eminence when considering equivalency applications. Education Code §87359 (b) requires that “[t]he process, as well as criteria, and standards by which the governing board reaches its determination regarding faculty members shall be developed and agreed upon jointly by representatives of the governing board and the academic senate, and approved by the governing board.” Subsequent changes proposed to jointly agreed upon policies or procedures for establishing equivalency should undergo the same process for approval. The governing board must rely primarily on the advice of its academic senate, and both must jointly agree to proposed changes.

The goal of any equivalency policy should be to ensure the transparent and fair determination of equivalency for applicants that possess qualifications at least equal to the minimum qualifications. The process should be documented and justifiable so that a determination of equivalency is understandable, clear, and supported upon review. Sound policy dictates that the practice of granting equivalencies must not mean lowering standards. Conversely, a district is not allowed to refuse to consider equivalencies in the name of raising standards. The equivalency process was created by AB 1725 in 1988 and chaptered into the California Education Code. Districts are not

free to ignore this provision within the law. Academic senates should regularly review their policy, procedure, and practice for determining equivalency and update them for clarity and effectiveness as needed as well as to maintain accreditation standards regarding the upkeep of all policies and procedures.

The local academic senate, with the concurrence of the district board, is responsible for defining and maintaining the equivalency process for faculty applicants. Academic senates must focus on sound policies and procedures rather than expediency when determining equivalency. Policies and procedures that are designed primarily to address last-minute staffing needs threaten the principle that every instructor in the California Community College system is at least minimally qualified. The Education Code establishes faculty and the governing board as jointly responsible for developing policies and practices and designates the academic senate as primarily responsible for determining individual cases of those claiming equivalency. The Education Code does not establish the criteria that districts apply to determine equivalency. While §87359 states that equivalency means “qualifications that are at least equivalent to the minimum qualifications,” neither the Education Code nor Title 5 Regulations provide any further guidelines for what constitutes “at least equivalent.” When taking an action on equivalency on the advice, recommendation, or expertise of its academic senate, a governing board sets its standard for equivalency in the eyes of the law, even if that standard may appear weak to a reasonable person.

Once the local equivalency process has determined a recommendation regarding an individual applicant, Education Code §87359(a) requires that the governing board take action on the equivalency before hiring occurs.

Colleges must also understand that applicants who are granted equivalency and subsequently hired retain that status for their entire career in the district that granted the equivalency. When faculty members apply for positions in other districts, they may need to go through equivalency processes in those other districts because equivalency is not transferable from district to district.

Principles

The Academic Senate has consistently supported the following basic principles for granting equivalency:

- Equivalency promotes diversity by broadening the applicant pool.
- Equivalent to the minimum qualifications means equal to the minimum qualifications, not nearly equal.
- The applicant must provide evidence of attaining coursework or experience equal to the general education component of an earned associate's or bachelor's degree.
- The applicant must provide evidence of attaining the skills and knowledge provided by specialized course work required for a master's degree or requisite experience and coursework for disciplines that do not require a master's degree.

The Academic Senate believes that faculty members must exemplify to their students the value of an education that is both well-rounded and specialized.

Criteria for Determining Equivalent Qualifications

Many criteria for determining equivalency seem obvious and can be handled in a simple manner. Others are more difficult. The three means of demonstrating equivalency are coursework, work experience, and eminence.

Any applicant should be expected to provide evidence of equivalent preparation that is as reliable and objective as a transcript. Thus, the candidate seeking equivalence should be measured by the same criteria as a candidate who possesses the minimum qualifications. Evaluating experience depends on the candidate's ability to provide objective, detailed information from some source other than the candidate's statements about what exactly he or she did.

Establishing equivalency through coursework is often relatively simple, as transcripts are concrete documents that can be compared to concrete criteria. Another clear-cut example of equivalency through coursework occurs when someone has all the appropriate courses for the relevant degree, but the applicant's diploma or degree has a different title or area of expertise. For example, if someone earned a degree in business because a particular college or university combined its economics and business programs but the coursework on the transcript shows the academic work completed is the same as that for an economics degree, then that business degree is equivalent to a degree in economics for the potential faculty member. Instances where determining equivalency when the title of an applicant's earned degree or the title of some coursework is slightly different from the minimum qualifications have increased with the

rise of specialized titles at the university level. Sometimes a review of the catalog descriptions of courses and degrees are helpful in these cases.

A somewhat more difficult case would occur when the name of a degree is close to that specified on the Disciplines List but the coursework is slightly different. An example of this problem occurs in determining whether a degree in education with a concentration in mathematics is equivalent to a degree in mathematics. Another example of a non-standard title may be an earned doctorate in mythological studies. The applicant with such a degree may be equivalent to the disciplines of English or religious studies but a careful review of coursework is needed.

A perennial question regarding equivalency involves applicants who may have advanced to candidacy for a doctorate, completed coursework at the graduate level, but do not have an earned degree other than at the baccalaureate level. It is common in some fields to enter a doctoral program without first completing a Master's degree. While local determinations may vary, equivalency committees should note that if the applicant is hired through equivalency and subsequently fails to complete another earned degree, the district board has hired a person with only a Bachelor's degree and some units to teach in a discipline that typically requires a Master's degree. Neither the district nor the academic senate can revoke the determination of equivalency because it was found that the faculty member was at least equal to the minimum qualifications at the time of hire. This example serves to illustrate the concept that no provisional equivalency is allowed. The applicant must be determined to meet the minimum

qualifications at the time of hire. The ASCCC advises that local senates should consider these cases with extreme caution.

One last example involves using work experience in determining equivalency to the master's degree. For example, a journalist with a bachelor's degree in English who has 12 years of work experience in journalism may be an applicant to teach in the discipline of Journalism, which typically requires a master's degree. The academic senate or equivalency committee will need to evaluate the components of a master's degree to determine if the applicant's work experience is commensurate with the an earned degree. Typically, no general education requirement exists for a degree beyond the baccalaureate level. The committee may therefore wish to consult the requirements published in local university catalogs to earn a Master's degree in journalism and evaluate the materials submitted against those requirements. Of course, no predetermined amount of experience or number of years of work is unquestionably equivalent to a particular degree; ten years of experience may not be equivalent to any degree while two years of work may be equivalent, depending on the breadth and depth of the experience. Equivalency depends on the nature of the experience and the expectations typically required of a discipline.

Equivalency to the Associate's Degree

A particular problem that may arise when colleges consider equivalencies for career technical areas is determining how an applicant who lacks an associate's degree has acquired the broad knowledge that a general education program provides as well as the discipline specific knowledge. Evaluation of experience depends on the candidate's

ability to provide objective, detailed information from some source other than the candidate's statements about what exactly he or she did. For example, military service often requires technical training and certificate attainment that, while not the same as college credit, may be equivalent to college credit in certain areas of the general education pattern. While the provision and consideration of such evidence can be a challenge for applicants and local senates, general education preparation should endow instruction of any subject with an essential cross-curricular breadth and depth while specialization or discipline requirements demonstrate detailed familiarity with a field of study. The ability to communicate a broad understanding regarding the context of discipline specific knowledge is key in all disciplines. The general education pattern establishes a baseline knowledge expectation of all faculty. The ASCCC contends that both the discipline specific expertise to give depth of knowledge and the general education breadth of knowledge are required to meet equivalency.

Colleges must also distinguish between general education preparation and specialized preparation. The ASCCC supports the principle that all community college faculty exemplify the qualities of a college educated person. All faculty must be able to communicate the manner in which the discipline content is relevant to the myriad other fields of study and the world at large. For this reason, the universal minimum requirement for all disciplines includes at least an associate's degree. *The CTE MQ Toolkit* provides specific resources for considering, evaluating, and documenting equivalence to the general education pattern delineated in Title 5 §55063, including equivalency portfolio model standards and a CTE minimum qualifications general

education equivalency worksheet. These are excellent resources that local senates should thoughtfully consider when updating local equivalency processes.

When an equivalency committee reviews an applicant's possible equivalency, the committee should consider whether the applicant satisfies the general education qualification for which he or she seeks equivalency. One of the most difficult cases occurs when work experience is proposed as the equivalent of academic work.

Knowledge acquired in a course could also be gained in other ways; however, the problem lies in obtaining convincing evidence to establish that an applicant has enough necessary educational preparation through an alternative means to be judged equally knowledgeable as someone with the appropriate degree. Of course, no set amount of experience is unquestionably equivalent to a particular degree. Equivalency depends on the nature of the experience and the ability to document the connection between the experience and the requirement of qualification.

The issue of equivalency to the associate's degree has been reported as a persistent concern in some career technical fields where the minimum qualification is any associate's degree and six years of work experience. For example, a fashion designer without any degree, who has spent two decades in the fashion industry and can provide documented evidence of a breadth of work and experience in print and film might apply to teach in the discipline of Fashion and Related Technologies. The equivalency committee or academic senate must consider whether the applicant has the equivalent to the general education breadth requirements and the equivalent depth of a discipline required of an associate's degree.

For this example, the depth of a discipline requirement may not be in question, but the general education component is. Some academic senates have used the requirements for an associate's degree outlined in Title 5 when examining cases like this. Title 5 Section 55063 defines the components of the Associate's degree as follows:

- competency in reading
- competency in written expression at the level of Freshman Composition
- competency in mathematics at the level of Intermediate Algebra
- at least 18 units of discipline specific preparation
- at least 18 units of general education in the areas of
 - natural sciences
 - social and behavioral sciences
 - humanities and
 - language and rationality.

Some colleges may ask how applicants meet or exceed these requirements to be evaluated by the academic senate's equivalency committee.

In the absence of a clear and agreed upon way to determine what is equivalent to the general education component of an associate's degree, colleges might consider using their institutional learning outcomes as metrics for determining if a faculty member's experience is equivalent to general education requirements. Another possibility is to use the outcomes listed on C-ID descriptors for general education courses. Prospective faculty seeking equivalency may be asked to provide documentation consisting of examples of work product or coursework to demonstrate proficiency in those outcomes.

This practice may address the need for a candidate to show that he or she exemplifies the qualities of an educated person.

Determining Eminence

Some districts recognize eminence as a basis for granting equivalency. Although eminence is not specified in current law, it is not prohibited. The Chancellor's Office publication *An Analysis of Faculty Equivalency Policies* (December 1992, p. 43) found that 20 districts specified equivalency by eminence in their policies, and other districts seem to have added this avenue in the years since.

Common as eminence is in policy, this designation poses problems since districts may define the term differently. Equivalency committees must determine what should constitute eminence and the degree of eminence required in the absence of a legal definition of the term.

The CTE MQ Toolkit defines eminence as follows: "Eminence is a recognized status of a well-qualified industry professional who has achieved recognized superiority in the industry or discipline content. Eminence can be defined by professional achievements that demonstrate the person is a leader and commonly recognized in his or her industry in ways analogous to codified academic accomplishment." Historical analysis helps demonstrate how this term has been used. A Title 5 Regulation that has been repealed defined eminence as "superior knowledge and skill . . . in comparison with the generally accepted standard of achievement in the subject field." Furthermore, this regulation indicated how eminence should be determined by stating, "[d]etermination of eminence

should be based on a conviction that the applicant, if measured by recognized authorities in his subject field, would be judged superior.” Other districts require that an applicant who claims eminence must be recognized beyond her or his geographic area. Still other districts have no clear criteria and make decisions on a case-by-case basis. Some might explain eminence by saying, “I don’t know how to describe it, but I know it when I see it.” If the concept of eminence can be known, it should be describable.

Another problem with the concept of equivalency by eminence is that it does not include any reference to the broad educational background provided by a general education. Someone may be recognized by his or her peers as having extraordinary skills and knowledge but may not possess the equivalent of completing a general education program. For this reason, eminence has been used by some districts in combination with other criteria, such as an associate or bachelor’s degree.

Finally, districts that choose to use eminence, especially on a case-by-case basis, risk exposing themselves to allegations that hiring criteria are not applied equally to all candidates. If candidate A is granted equivalency based on eminence while candidate B’s appeal for equivalency based on eminence is denied, candidate B may charge that the decision involves bias if no pre-defined criteria exists. For this reason, some equally applied test or standard of eminence should be used.

A basic principle for addressing such scenarios could be enlisting the assistance of individuals in the field but not at the college and within some reasonably large area including the location of the candidate. These individuals could be asked who they would think of when asked to name top people in the field or if they consider a certain

individual eminent. Once a person not connected with the college has named or has agreed with the naming of the candidate as eminent, the person could be asked to describe what makes the candidate eminent by explaining whether the candidate is someone to whom others in the field turn to ask for definitive answers to questions, for help in solving problems including those requiring a range of knowledge beyond narrow technical problems, or to critique their work or the work of students in the field. Answers pointing to broader knowledge and communication skills might meet descriptions offered by those who are asked what might be observed about a person having taken general education coursework.

Most equivalency committees or academic senates will not survey people working in a particular field, but the concept applies when trying to apply a consistent definition of what equivalency through eminence would look like and to document the process used to apply that definition. Some suggestions for senates as they craft or review a policy that includes equivalency through eminence may require any or all of the following:

- eminence should not be used as the sole criteria for granting equivalency (Senate Resolution 10.01, SP09)
- documented regional or national peer-reviewed publications authored by the applicant
- documented regional or national publications regarding the applicant's work product
- evidence of leadership in state or national professional organizations that are discipline specific
- national awards pertaining to the discipline

- formal action by the academic senate at large

Whatever the local criteria for establishing equivalency through eminence may be, it should be explicitly spelled out and documented. Equivalency is uncommon, as most applicants should meet the minimum qualifications listed, but equivalency through eminence should be particularly rare.

Equivalency Committees: Composition and Information Collection

Even though judging whether a specific candidate's experience is equivalent to the minimum qualifications can be difficult, equivalency discussions must involve faculty in the discipline in question to inform the academic senate's decision. Nonetheless, to ensure that colleagues in various disciplines function with some consistency across the campus, the academic senate should include faculty from a variety of the disciplines. An effective practice adopted by some academic senates is to create an equivalency committee that serves for an entire academic year to evaluate requests. In such a case, a mechanism that includes the discipline faculty voice should be written into the process as the standing committee may not have a representative from the discipline in question. Often, a faculty chair or discipline expert is invited to attend the meeting with the equivalency committee.

The benefits to having a breadth of discipline representatives on the equivalency committee include the following:

- The breadth or general education requirements equivalent to an earned degree may be more readily addressed when faculty from other disciplines are involved.
- Committee decisions are more easily communicated because the logic and credibility of a specific decision is more easily understood by any external agency or future senate leader when more faculty voices are involved.
- Decision-making is more consistent when committee representatives are constant rather than dependent on the discipline, and their decisions are made without bias.

To ensure that relevant information is available for the faculty charged with determining equivalency, the application for employment must provide the listed minimum qualifications and a place for candidates to indicate whether they possess the minimum qualifications or, if not, why they think they possess equivalent qualifications. The latter could be a separate page with some detailed inquiries. The public-facing information about the equivalency process should be as clear as possible so that an applicant unfamiliar with your district's equivalency process or the concept of equivalency can understand what evidence or artifacts to include with the application for equivalency. Remember when updating these documents that one of the benefits of equivalency is attracting a broader and potentially more diverse pool of applicants. The following are sample prompts for a supplement to the application:

1. Discipline for which you claim equivalency.
2. Indicate the educational preparation on which you base this claim.

3. Indicate the educational preparation and experience on which you base this claim for the general education requirement of this degree
4. If you are using courses to establish equivalency, please submit both an official transcript and copies of the appropriate pages from the college catalog.
5. If you are using publications or other work products, please submit them or links to online copies where appropriate and if possible.
6. Describe in detail work experience that you believe establishes equivalency to the minimum qualifications. If you are using work products or other items that cannot be submitted, provide detailed information from an objective source about the nature of this work product or experience along with contact or reference information about the source.

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

Determination of equivalency is a faculty responsibility through the academic senate. While the governing board provides the legal authority to determine equivalencies, academic senates are responsible for determining whether an applicant possesses the equivalent of the published minimum qualifications. Faculty in the discipline in question possess the academic expertise needed to understand qualifications in that discipline. Yet the urgent need to staff classes can sometimes lead to questionable judgment in equivalency determinations. Colleges should create an equivalency committee external

to a hiring committee and external to the part-time faculty hiring process to evaluate applications where equivalency is in question and to determine equivalency.

Many local academic senates use an equivalency committee to ensure that the equivalency process is consistently and fairly applied for all requests for review from all disciplines. Effective practice includes making the equivalency committee a standing or sub-committees of the academic senate. Equivalency committees typically consist of three to five members, each member selected for a term of at least one year, with faculty members appointed by the academic senate. Often, as the committee meets to evaluate each request for equivalency from across the disciplines, a representative from the discipline in question is invited to participate. This ensures at least one discipline expert for each consideration of the committee. As with all appointments to committees, the academic senate should ensure that faculty appointed to the equivalency committee represent the diversity of the faculty and the community they serve. In some cases, equivalency committees may include administrators, but this practice should be discussed by the local senate to determine advantages and disadvantages. The equivalency committee should be trained on the role of the committee to determine only whether qualifications meet or exceed the minimum qualifications. Other parts of the hiring process will evaluate additional requirements such as teaching ability and content expertise; the equivalency process is only determining who may be considered as part of the pool of applicants.

The role of the Human Resources Office in determining equivalency should be limited to collecting and forwarding applications and other pertinent information to the senate or

equivalency committee. Human Resources Office staff should not be the arbiter of equivalency. A college district that permits its Human Resources Office staff to establish equivalency risks hiring candidates that do not meet minimum qualifications and is out of compliance with the Education Code and Title 5 Regulations (see Education Code §87359 (b) and Title 5 §53430 (b)). The Human Resources Office should ensure that the necessary information is collected from applicants at the time the application is submitted to support an effective equivalency process. Many districts use a supplemental form to the application to collect information should a determination of equivalency be necessary. The Human Resources Office should also record of the outcomes of the equivalency process.

The hiring committee or a subset of the hiring committee charged with screening full-time faculty applicants should review applications to determine if an equivalency determination is needed before beginning the paper screening process. When a determination of equivalency is needed, the equivalency committee should meet after receiving materials provided by the applicant requesting equivalency or the Human Resources Office. At least one member of the hiring committee for a full-time faculty position should meet with the senate equivalency committee to provide background. If faculty in the discipline participate at the heart of the equivalency process, and if care is taken when collecting the necessary information to determine equivalency, the process can be done fairly and expeditiously while still maintaining the standards set in Title 5 Regulations. Lastly, a hiring process without an equivalency process is unlawful.

Determination of Equivalency for Part-time Hires

Minimum qualifications in a discipline—and, by extension, equivalency—are the same whether the position is full- or part-time. Title 5 Regulations do not allow for a different standard of equivalency for part-time faculty. An applicant is either qualified to teach the full range of courses in a discipline or not, regardless of whether applying for a full- or part-time position.

One problem that college instruction offices often face is how to provide a means by which the academic senate can make a determination of equivalency for part-time hires, especially during times when few faculty are on campus.

Ideally, the college should hire part-time faculty from a pool of available faculty whose minimum qualifications or equivalencies are established before classes are staffed.

Unfortunately, part-time faculty hiring is frequently done under a tight time schedule and a dean or department chair may seek equivalency to avoid closing a course section due to a lack of applicants that meet minimum qualifications. Provisions in the local equivalency process should attempt to strike a balance between minimum qualification requirements and the need to expedite the process. The equivalency committee should consider ways to be flexible and provide the faculty oversight needed when determining equivalency, even at times when full-time faculty tend to be off-contract. A mutual understanding between the administration, local bargaining unit and the academic senate should be reached regarding the work faculty do serving on an equivalency committee while technically off-contract.

However, the inability to convene the equivalency committee should not be seen as a reason for the Human Resources Office or administrator to circumvent the process to

determine equivalency for an applicant who does not meet the minimum qualifications. When faculty are hired under equivalency but have not been granted equivalency by a process agreed to by the academic senate, those hires may be legally challenged and students may lose the units they have earned in those classes taught by the challenged faculty member, potentially putting the entire district at risk. Faculty who have been granted equivalency incorrectly may challenge the district if the district does not rehire them in the future, which could result in the district losing state apportionment and the students losing units earned.

The Single-course Equivalency Issue

Education Code §87359 (a) (see also Title 5 §53430) states, “No one may be hired to serve as a community college faculty ... unless the governing board determines that he or she possesses qualifications that are *at least equivalent* to the minimum qualifications specified” (italics added). In addition, minimum qualifications are determined for *disciplines*, not for courses or subject areas within disciplines. In short, Education Code and regulations do not allow for a faculty member to be granted a single course equivalency.

To verify this interpretation of relevant Education Code statutes, the ASCCC requested a legal opinion from the California Community Colleges Chancellor’s Office’s legal team in 2004. The response was Legal Opinion L 03-28 (R. Black, 2004) (see Appendix C), which supports the position that “a district is not authorized to establish a single course equivalency as a substitute for meeting minimum qualifications in a discipline.” This opinion reaffirms the importance of the ASCCC’s Disciplines List Revision Process as

the foundation of the minimum qualifications handbook (see Education Code §87357 (b)). L 03-28 also affirms that single-course provisional credentials are no longer valid. L 03-28 concludes firmly and simply that “a district is not authorized to establish a single course equivalency as a substitute for meeting minimum qualifications in a discipline.”

Some disciplines faced with a scarcity of faculty to teach courses have attempted the single-course equivalency solution. Although reasons for circumventing these regulations may stem from understandable difficulties, such problems are no excuse for hiring someone who is not qualified to teach in the discipline. Those hired as faculty members, both full- and part-time, are expected to have the expertise to teach the range of courses in the discipline for which they were hired. To require less from some faculty would be to develop a second class of less qualified faculty and thereby compromise the integrity of the entire faculty body. If a district hires a faculty member under an equivalency to teach one or two courses in the discipline, such as keyboarding in computer applications or basic firearms in administration of justice, that person has been granted equivalency to teach any course within the discipline and could request and be assigned to teach a course he or she is not prepared to teach. Colleges can solve some of the hiring problems they face by creating more full-time positions to attract fully qualified applicants and creating mentorship opportunities and pathways to higher education degrees for industry professionals in CTE programs.

Those responsible for staffing may attempt to craft special limitations related to equivalency to the minimum qualifications to justify hiring applicants who are may appear qualified to teach only a certain course or subject within a discipline. At first

glance, such a solution may appear reasonable, but local senates and governing boards should not and legally cannot grant single-course equivalencies. For example, a department head of kinesiology might request that an equivalency committee grant equivalency to a person who has taught aerobics based on the applicant's experience in that specialty and bachelor's degree in exercise physiology, a related discipline. Even though this individual may seem to be very well qualified to teach aerobics, the applicant does not meet the minimum qualifications for physical education. Even if the department head assures all concerned that this individual would be assigned to teach only aerobics and no other course offered as physical education, a decision to grant such an equivalency would constitute a violation of Education Code §87359, which calls for "qualifications that are at least equivalent to the minimum qualifications." For the sake of maintaining the integrity of the teaching profession, the ASCCC urges local senates to resist attempts such as the above example and demand that their colleges' equivalency processes comply with code and regulation and not allow for any such adaptations. Misapplications of equivalency regulations clearly undermine the required standards of minimum qualifications. "Equivalency" means that an applicant's preparation is equal to the published minimum qualifications for a particular discipline.

An alternate solution that is both expedient and appropriate is to assign a course to a range of disciplines based on the Disciplines List. This practice will increase the number of qualified faculty to teach the course (see Academic Senate 1994 adopted paper *Placement of Courses in Disciplines*). For example, a college might appropriately assign a course associated with coaching soccer to the discipline of coaching as well as to the discipline of physical education, and if the individual were to be granted equivalency

only in coaching, he or she would not be able to claim equivalency to teach courses in physical education.

Likewise, a pedagogically sound and appropriate practice might be to assign a course such as word processing to a range of disciplines. Instead of assigning this course only to the discipline of business, it could also be assigned to computer service technology, computer information systems, and office technology. An instructor with minimum qualifications in office management who is hired to teach a word processing class could not then legitimately request assignment to other courses in business without meeting the minimum qualifications for business.

Determining Equivalency ~~in~~ in Multi-college Districts

When a faculty member is hired, he or she is hired by a district, not a college. In most multi-college districts, faculty members can be assigned to any facility or combination of facilities in that district, although practice varies according to negotiated policies defining rights of assignment and transfer. A variety of possibilities exist for establishing and applying equivalency in multi-college districts.

Each college may have its own equivalency policy and procedures that the local board accepts, although the local board is likely to insist on consistency between or among the colleges in the district. If colleges have different policies and procedures, each college's faculty would have to accept the possibility that someone hired under the equivalency policy in a sister college may be assigned to their college, unless bargaining agreements or other policies preclude this possibility.

An alternative arrangement is to have a district-wide equivalency policy and set of procedures to which the academic senate of each college agrees. Hiring committees would submit the documentation of applicants who claim equivalency to an equivalency committee, which would make a decision based on the district-wide accepted procedures and standards of evidence. This arrangement has the advantage of allowing a part-time instructor whose equivalency has been established to work in any college in a district.

Some multi-college districts may create a district equivalency committee typically comprised of members from all colleges. Such a committee may have regular meetings to process applications for potential faculty as they are received by Human Resources.

A critical obligation of any equivalency policy in a multi-college district is to ensure to the extent feasible equal application among the colleges. The colleges are not well served if a person rejected at one college within the district is then accepted at another and then transferred or deemed automatically qualified at all the colleges in the district. On the other hand, having separate judgments at different colleges allows for periodic discussions and norming activities that can help maintain rigor and broader perspectives concomitantly.

Conclusion

AB1725 provides the intent language of equivalency and is explicit concerning faculty responsibility: Faculty members derive their authority from their expertise as teachers and subject matter specialists and from their status as professionals. As a result, the

faculty have an inherent professional responsibility in the development and implementation of policies and procedures governing the hiring process. Equivalency considered in this light will remind us that our guide must be the published minimum qualifications. Legal Opinion L 03-28 reiterates and supports adherence to minimum qualifications for a discipline. To maintain the academic integrity of the community colleges and their faculty, equivalency to those minimum qualifications for hire must be granted with careful consideration.

Recommendations

1. Every district must have an equivalency process.
2. Equivalency determinations should be made by an equivalency committee that is a subcommittee or standing committee of the academic senate.
3. The equivalency committee should include representatives appointed by the academic senate to ensure that the process is consistent and fair.
4. Equivalency should be determined with input from discipline faculty.
5. Equivalency processes for part-time faculty and “emergency hires” should be no different from equivalency for full-time faculty.
6. Local senates must ensure that their district and college policies and processes do not allow for single-course equivalencies.
7. Academic senates should assure consistency of the equivalency process.
8. Equivalency decisions should be based on direct evidence of claims (e.g., transcripts, publications, and work products).

9. The determination of equivalency should be documented and justifiable to an external review.
10. Claims of equivalence must include how both general education, specialization and experience are met.
11. Human resources offices should not screen for equivalency but should maintain records of the outcomes and documentation of equivalency requests.
12. Local senates must never allow equivalency to be delegated to administration or classified staff or to allow determinations to degenerate into becoming a gathering of signatures without discussion.
13. Equivalency policies should be reviewed regularly.
14. Tools in the Career Technical Education Faculty Minimum Qualifications Toolkit should be considered in reviews of equivalency policies.
15. Criteria for the acceptance of eminence as a means to establish equivalency must be clearly defined in hiring policy.
16. Once the local equivalency process has reached a recommendation regarding an individual applicant, Education Code §87359(a) requires that the governing board take action on the equivalency before hiring occurs.

Faculty equivalency to the minimum qualifications ~~should be an uncommon occurrence,~~ but it is an important mechanism to ensure a diverse group of qualified applicants is considered to engage and enhance student learning. Additional training materials may be obtained from the Academic Senate Office or at its website.

Appendix A: Sample Board Policy and Procedure

No. 7122 BP

Human Resources

Minimum Qualifications, and Equivalency

Reference: Education Code Sections 87355-87359.5; 86360

Title 5 California Code of Regulations Sections 53410 - 53417

The _____ Community College District shall establish procedures for determining faculty service areas that adhere to collective bargaining agreements.

In addition, the College District will establish procedures to determine minimum qualifications and equivalencies for minimum qualifications for hiring faculty that are compliant with relevant sections of the Education Code and Title 5 regulations and include reasonable procedures to ensure that the Governing Board relies primarily upon the advice and judgment of the Academic Senate to determine that each individual

employed under the authority granted by the regulations possesses qualifications that are “at least equivalent to the applicable minimum qualifications” per Education Code Section 87359(b). These procedures will ensure the hiring of highly qualified faculty who are experts in their subject matter areas, who are skilled in teaching and serving the needs of a varied student population, who can foster overall college effectiveness, and who are sensitive to and themselves represent the racial and cultural diversity of the College District community.

NEW PROCEDURE

No. 7211 AP

Human Resources

Minimum Qualifications and Equivalency

Reference: Education Code Sections 87001, 87003, 87355-87359.5; 86360, 87743.2

Title 5 California Code of Regulations Sections 53406, 53410 - 53417

THE ROLE OF HUMAN RESOURCES

The role of the Human Resources office is to collect, date-stamp, and forward applications and other pertinent information to the appropriate discipline selection committee (full-time) or discipline or department faculty and dean (part-time).

In addition, Human Resources ensures that the established minimum qualifications for the position will be listed in the job description/announcement. The District criteria for equivalency will be available at the Human Resources Department. A statement will be included in the application materials requiring all candidates who do not possess minimum qualifications to indicate in the application material how they meet the equivalent qualifications for the position and to provide supporting documentation. The burden of proof for minimum qualifications and equivalency is on the applicant.

Human Resources staff will verify that applicants have the appropriate credential, or that applicants claiming the required minimum qualifications show the appropriate degrees on their transcript. If there is an experience requirement, College District Human Resource staff will verify that the applicant has the required number years of experience, but will not judge if the experience is appropriate.

If the applicant claims to possess the minimum qualifications, but the degree titles are significantly different from those listed in the “Minimum Qualifications for Faculty and Administrators in California Community Colleges,” that application shall be considered under the equivalency process even if the applicant did not claim equivalency. Human Resources will rely primarily on the Academic Senate, in consultation with administration, to determine equivalency of degree titles based on an examination of an applicant’s transcripts.

Human Resources forwards all applications which satisfy the credentials requirement, satisfy the minimum qualifications requirement, or are deemed to be equivalent to the

college selection committee (full-time) or to the dean and chair in that department (part-time).

Supplemental Equivalency Application

Human Resources is responsible for maintaining a “Supplemental Equivalency Application.” If a potential employee applies for a position and wishes to complete a “Supplemental Equivalency Application for Academic Employment”, the following information should be provided:

1. Degree for which the applicant claims equivalency.
2. The educational preparation on which the applicant bases this claim for the major of the minimum degree.
3. The educational preparation on which the applicant bases this claim for the general education requirement of the minimum degree.
4. The relevant courses the applicant has taken or other evidence that the applicant has the equivalent of the General Education portion of the minimum degree.
5. An official transcript and copies of the appropriate pages from the catalog of the institution that granted the degree upon which the applicant bases a claim of equivalency.
6. Publications or other work products that support a claim of equivalency.
7. A detailed description of work experience which the applicant believes establishes equivalency to the minimum qualifications. If the applicant is using work products or other items which cannot be submitted, provide detailed

information from an objective source about the nature of this work product or experience.

MINIMUM QUALIFICATIONS ^[L]_[SEP]

The goal of the _____ Community College District is to provide a faculty of highly qualified professional educators who are experts in their fields, skilled in teaching, and serve the needs of a varied student population. The District also seeks those who can promote overall college effectiveness and who are sensitive to the diversity of the District community. ^[L]_[SEP]The College District shall employ faculty who possess the minimum qualifications, as established by the California State Chancellor's Office (see publication, "Minimum Qualifications for Faculty and Administrators in California Community Colleges").

Faculty are responsible for including a minimum qualification on all new curriculum or as part of a curriculum review process. All curriculum should be placed within a discipline that is identified as having a minimum qualification. It is best practice to place curriculum in the discipline that best matches the course content and for which the minimum qualifications of faculty best match the course content.

For departments that include courses with dual designators, deans and chairs from all relevant programs will collaborate to ensure the most qualified faculty teach these courses and minimum qualifications are met.

EQUIVALENCY

All community college faculty should exemplify the qualities of a college educated person.

Pursuant to Education Code Section 87359, the equivalency process "shall include reasonable procedures to ensure that the Governing Board relies primarily upon the advice and judgment of the Academic Senate to determine that each individual employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications."

Equivalency may be recognized in three major ways: course work, work experience, and eminence in the field or a combination of the three.

Equivalency Committee

The Equivalency Committee is a subcommittee of the Academic Senate. The committee is comprised of three faculty members appointed by the Academic Senate president and up to two administrators who are designated by the VPAA and are advisory to the process. The Equivalency Committee is not subject to the Brown Act for Public Meetings.

Process for Determination of Equivalency

In order to determine when an applicant for a faculty position who lacks the specific degree or experience specified in the "Minimum Qualifications for Faculty and

Administrators in California Community Colleges” Handbook possesses qualifications that are equivalent, the following process has been established:

1. When Human Resources stipulates that a determination of equivalency is needed, the Equivalency Committee will be called to meet as soon as possible. Human Resources will provide the Equivalency Committee with the necessary information to determine equivalency no less than three working days prior to the meeting.
2. The dean, discipline faculty, and applicant may address the committee and provide additional information prior to the committee making a decision.
3. Determination of equivalency to the minimum qualifications for hire shall be decided, by majority vote in the Equivalency Committee and is final. The Equivalency Committee will document their determination in writing and send it to Human Resources within 5 working days.
4. If new information becomes available, a new request for equivalency may be submitted.
5. Human Resources will forward the written rationale from the Equivalency Committee explaining the equivalency decision to the applicant and dean.
6. The results of the Equivalency Committee decision shall be documented by Human Resources and records kept of all decisions. Individual voting by Committee members will not be recorded.
7. Education Code §87359(a) requires that the governing board take action on the equivalency before hiring occurs. Equivalencies shall be forward to the Office of the Superintendent President to be placed on a Governing Board agenda.

Standards And Criteria Applicable For Determining Equivalency

The following standards and criteria apply when determining equivalency:

1. Minimum qualifications in a discipline—and, by extension, equivalency—are the same whether the position is for a full-time or part-time faculty member.
2. Equivalency is determined for an entire discipline, not on a course-by-course basis, per legal opinion I 03-28. The granting of equivalency is on a case-by-case basis and does not set precedence for future hires.
3. Past equivalency decisions in the discipline will be made available as needed to the Equivalency Committee or to the dean and chair in that department to aid in their deliberations and can be considered when determining equivalency, though they do not establish precedence.
4. Should an equivalency be granted, that decision shall not give the applicant any more or any less consideration than other applicants. In addition, granting an equivalency neither guarantees an interview nor a job.
5. It is the applicant's responsibility to provide all documentation in support of equivalency and to be available for questions. Applicants wishing to establish equivalency through work experience should provide objective, detailed information about those work experiences. Any applicant who fails to provide evidence to support his/her claim of a credential, or of minimum qualifications, or of equivalency may be eliminated from the applicant pool.

6. Various occupational experiences may be combined to total the required number of years established by the minimum qualifications; all experience must have taken place within the ten years preceding the date of application with at least one year of qualified experience occurring within the three years immediately preceding the date of application.
7. For the Performing Arts, a bachelor's degree in the discipline plus advanced degree from an accredited institution specific to that art, or a bachelor's degree in the discipline and four years of professional experience in the discipline, is required to be considered for equivalency.
8. No candidate for a full-time position shall be recommended as a finalist to the President without meeting the minimum qualifications or having been verified as meeting the equivalency.
9. No candidate for part-time employment shall be hired without either meeting the minimum qualifications or having been verified as meeting equivalency per these procedures.

Provisional Equivalency

Effective beginning in fall 2015, the Equivalency Committee will not grant "provisional" or "temporary" equivalency. All faculty hires must possess the minimum qualifications or be determined to possess equivalency to the minimum qualifications to be employed by the college district.

Additional Criteria for the Equivalency Committee

In all cases in which equivalency is granted or denied, an officially signed form shall be filed with the Office of Human Resources and the Office of Academic Affairs. This form shall include a complete description of the Equivalency Committee's reasons for determining that a candidate does or does not have the equivalent of the minimum qualifications for the position. The Human Resources Office is responsible for creating and maintaining this documentation.

Minimum Standards for Consideration of Equivalency to Minimum Qualifications in Disciplines Requiring a Master's Degree

In order to be considered for equivalency, In the case of disciplines normally requiring a Master's degree, the minimum standard shall be any one of the following:

1. A Master's degree in a discipline which is not specifically named in "Minimum Qualifications for Faculty and Administrators in California Community Colleges" for the particular discipline in question, but which, when courses (and course descriptions) are carefully reviewed, clearly constitutes parallel and/or closely related coursework to the discipline which is specifically listed in "Minimum Qualifications for Faculty and Administrators in California Community Colleges".
2. In specific disciplines as named by the "Minimum Qualifications for Faculty and Administrators in California Community Colleges", a bachelor's degree in the

discipline, plus licensure by an appropriate state agency, plus at least two years of professional experience, verified in writing.

Minimum Standards for Consideration of Equivalency to Minimum Qualifications in Disciplines That Do Not Require a Master's Degree

In order to be considered for equivalency in the case of disciplines not normally requiring a Master's degree, the minimum standards shall be one of the following:

1. An Associate degree plus six years of related experience
2. Bachelor's degree plus two years of related experience,
3. Associate degree plus graduation from an institution specific to that field, plus two years of professional experience in the discipline, verified in writing, plus appropriate certification to practice or licensure, if applicable.
4. Pursuant to Title 5 § 53406, all degrees and coursework must be from colleges/universities accredited by one of the intersegmental accrediting agencies: Western Association of Schools and Colleges, Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Associations of Colleges and Schools, Southern Association of Colleges and Schools, and Northwest Association of Schools and Colleges.

Qualifications Established by Degrees and Coursework from Educational Institutions Outside of the United States

Applicants wishing to be granted equivalency based on coursework completed at an educational institution outside of the United States must provide the following:

1. A transcript assessment by a third party degree assessment service.
2. Proof that the institution is accredited in its country of operation or in the United States.

Local Minimum Qualifications and Equivalencies

Disciplines wishing to add “local” qualifications for hiring to their discipline beyond the minimum qualifications established by the “Minimum Qualifications for Faculty and Administrators in California Community Colleges”) may do so with approval of the Academic Senate with a recommendation from the Equivalency Committee. Local requirements may not be added on a course-by-course basis. Equivalency for the local requirement will be determined through the equivalency process.

Eminence

Although no legal definition of eminence exists, eminence shall mean that qualifications which, as evidenced by prominence and celebrity, is established by the specific industry and/or community at large and may be deemed equivalent to minimum qualifications. This may include appropriate local, state, national and/or international associations, trade unions, guilds or communities comprised of experts, who are themselves

renowned in the specific field, and who can attest, in writing, to the prominence and celebrity of the applicant.

Eminence alone is not sufficient to grant equivalency. An application of equivalency based on eminence must be accompanied by conclusive evidence that the applicant exemplifies qualities of a college-educated person and brings to the college district the knowledge and ability to expected at the college level. The applicant must provide documentation supporting the status of eminence.

Appendix B Relevant Education Code References

1. Assembly Bill 1725, Section 4 (p) (1) “The laws, regulations, directives, or guidelines should help the community colleges ensure that the faculty and administrators they hire and retain are people who are sympathetic and sensitive to the racial and cultural diversity in the colleges, are themselves

representative of that diversity, and are well prepared by training and temperament to respond effectively to the educational needs of all the special populations served by community colleges.”

2. Assembly Bill 1725, Section 4 (s) (2) “The governing board of a community college district derives its authority from statute and from its status as the entity holding the institution in trust for the benefit of the public. As a result, the governing board and the administrators it appoints have the principal legal and public responsibility for ensuring an effective hiring process.”
3. Education Code, Section 87359 “No one may be hired to serve as a community college faculty member, instructional administrator, or student services administrator under the authority granted by the regulations unless the governing board determines that he or she possesses qualifications that are at least equivalent to the minimum qualifications specified in regulations of the board adopted pursuant to Section 87356. The criteria used by the governing board in making the determination shall be reflected in the governing board’s actions employing the individual. The process, as well as criteria and standards by which the governing board reaches its determinations, shall be developed and agreed upon jointly by representatives of the governing board and the academic senate, and approved by the governing board. The agreed upon process shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the academic senate to determine that each individual employed under the authority granted by the regulations possesses

qualifications that are at least equivalent to the applicable minimum qualification specified in regulations adopted by the board of governors. The process shall further require that the governing board provide the academic senate with an opportunity to present its views to the governing board before the board makes a determination; and that the written record of the decision, including the views of the academic senate, shall be available for review pursuant to Section 87358.”

4. Education Code, Section 87359(a) “No one may be hired to serve as a community college faculty member or educational administrator under the authority granted by the regulations unless the governing board determines that he or she possesses qualifications that are at least equivalent to the minimum qualifications specified in regulations of the board of governors adopted pursuant to Section 87356. The criteria used by the governing board in making the determination shall be reflected in the governing board’s action employing the individual.”
5. Assembly Bill 1725, Section 4 (s) (3) “Faculty members derive their authority from their expertise as teachers and subject matter specialists and from their status as professionals. As a result, the faculty has an inherent professional responsibility in the development and implementation of policies and procedures governing the hiring process.”
6. Assembly Bill 1725, Section 4 (t) “While the precise nature of the hiring process for faculty should be subject to local definition and control, each community college should in a way that is appropriate to its circumstances,

establish a hiring process that ensures that (1) Emphasis is placed on the responsibility of the faculty to ensure the quality of their faculty peers.”

Appendix C Legal Advisory Regarding Single Course Equivalency

STATE OF CALIFORNIA
California Community Colleges
Chancellor's Office
1102 Q street
Sacramento, Ca 95814-6511
(916) 445-8752
<http://www.cccco.edu>

December 23, 2003

Mark Snowwhite, Secretary
Academic Senate for California Community Colleges
428 J Street, Suite 430
Sacramento, CA 95814

Re: Single Course Equivalencies

Legal Opinion L 03-28

Dear Dr. Snowwhite:

You requested our assessment of the ability of a community college district to establish a single-course equivalency for hiring faculty. We understand your question to focus on whether a person may be considered to meet minimum qualifications for purposes of teaching a single class where that person does not possess the minimum qualifications (usually a master's degree or its equivalent) in the discipline under which the single course falls.

As you know, Education Code section 87356 requires the Board of Governors to adopt regulations to establish minimum qualifications for service as a community college faculty member. Education Code section 87357 requires the Board of Governors to engage in various activities in establishing those minimum qualifications. Subsection (b) of section 87357 requires the Board to issue a list of disciplines that is to be distributed to the districts "for their use in applying the minimum qualifications for service."

Title 5 of the California Code of Regulations ("title 5"), section 53407 reflects the Board's adoption of disciplines lists. Although the disciplines lists are not fully set out in the regulations, they are incorporated by reference. Section 53407 contemplates disciplines where a master's degree is required as a minimum qualification and disciplines where a master's degree is not generally expected or available as a minimum qualification.

Title 5, section 53410 sets the basic minimum qualifications for credit instructors which include either a master's degree "in the discipline of the faculty member's assignment" or a master's degree "in a discipline reasonably related" to the assignment and a

bachelor's degree "in the discipline of the faculty member's assignment." We believe that these Education Code and title 5 sections establish a firm relationship between the disciplines and minimum qualifications.

Education Code section 87359 requires the Board of Governors to adopt regulations setting forth a process to allow local districts to employ faculty members who do not meet the minimum qualifications adopted by the Board of Governors. The section provides that a person may be hired to serve as a faculty member if the district governing board determines that the individual "possesses qualifications that are at least equivalent to the minimum qualifications specified in regulations of the board of governors adopted pursuant to Section 87356." The section requires a process to ensure that "each individual faculty member employed under the authority granted by the [equivalency] regulations possesses . . . minimum qualifications specified in regulations adopted by the board of governors." (Emphasis added.)

Title 5, section 53430 establishes the standards for hiring faculty based on equivalencies, and it echoes the language of Education Code section 87358 that each individual faculty member must possess minimum qualifications. As noted above, the regulations contemplate a relationship between minimum qualifications and disciplines.

Education Code section 87356 verifies that each individual faculty member is expected to possess minimum qualifications under the regulations. The regulations demonstrate that the focus of minimum qualifications for "teaching faculty" is on the qualifications of persons to teach in a discipline, not to teach individual courses.

The concept of expertise within a discipline is reflected elsewhere in the regulations. Title 5 section 53403 allows persons who have been employed “to teach in a discipline” to continue teaching even if the minimum qualifications or disciplines list are amended after the person is initially hired.

It is likely that the concept of single course equivalencies grew out of the provisional credential that was available when a credentialing system was used to establish eligibility for community college district faculty employment. Under that system, a person could secure a “provisional” credential that listed a course that the individual could teach. The credential allowed its holder to teach the specific course, but the circumstances authorizing such services were very narrow. Former title 5, section 52223 provided the particulars, as follows:

“52223. A District shall establish the existence of the following facts:

- (a) The district has made every reasonable effort to locate and to employ a person holding a credential other than a provisional credential to teach the particular course to be named on the credential.
- (b) No such credentialed person is ready, able, and willing to accept such employment in the district.
- (c) The district shall employ the applicant to teach the course to be named on the credential.”

Former section 52225 provided an alternative to the conditions of former section 52223. Under section 52225, a provisional credential could be issued if a local board made a finding that there was an inadequate number of credentialed persons available in the state who were qualified to instruct in a particular discipline or skill and the board found the discipline or skill to be an emergency area of instruction.

The services of a person who taught under a provisional credential did not count towards tenure. The initial term of the provisional credential was one calendar year from issuance, and reissuance of the credential could not result in employment to teach the same course in the same district for more than three calendar years. (Former title 5, section 52228.) Thus, even under the predecessor credentialing system, the norm was that districts would hire faculty who were qualified to hold “regular” credentials, and service only in specific courses was allowed in very narrow circumstances.

The current minimum qualifications closely resemble the former credential requirements in many areas. It is telling that no current regulations clearly carry over the standards of the provisional credential. If a person were able to produce a provisional credential that was reissued prior to the expiration of the credentialing system, and that person has not exhausted the maximum three calendar years of instruction authorized by the former regulations, that person may be eligible to serve under the terms of the provisional credential up to the maximum authorized three calendar years of service. (See Ed. Code, § 87355 that authorizes service under an unexpired credential notwithstanding the replacement of the credential system with the minimum qualifications system.) However, we believe that such a circumstance is highly unlikely, and we would need to

make a specific assessment of the credential and a fuller review of the former regulations in order to make a definitive determination regarding the continued viability of the provisional credential.

Based on the foregoing, we conclude that a district is not authorized to establish a single course equivalency as a substitute for meeting minimum qualifications in a discipline.

Sincerely,

Original signed by Ralph Black

Ralph Black

General Counsel

RB:VAR:sj

cc: Fusako Yokotobi, Human Resources

Bobbie Juzek, Human Resources



Executive Committee Agenda Item

SUBJECT: Paper on Effective Transfer Practices		Month: May	Year: 2020
		Item No: IV. I.	
		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 Item	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Sam Foster	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

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

Whereas, California Education Code, Title 5 regulations, local policies and procedures, and restrictions placed on colleges by the California State University (CSU), the University of California (UC), independent institutions, and out-of-state institutions result in a wide variety of transfer practices and standards around the state leading to confusion among colleges as well as the exclusion and inequitable treatment of transfer-bound students across the system; and

Whereas, The Academic Senate for California Community Colleges has numerous resolutions in support of transfer opportunities for students such as Resolution 4.01 F17 “Support Students Transferring to UC, CSU, and Private and Out-of-State Institutions”;

Resolved, That the Academic Senate for California Community Colleges develop a paper identifying effective practices around transfer to assist colleges to create and apply uniform and equitable transfer policies and bring the paper to the Fall 2019 Plenary Session for adoption.

A draft was submitted during the March 2020 meeting and feedback was provided to the Transfer, Articulation, and Student Services committee. The feedback was incorporated into this updated draft. The Executive Committee will discuss and consider for approval the updated draft the paper *Effective and Equitable Transfer Practices in the Community Colleges*.

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



Executive Committee Agenda Item

SUBJECT: Tentative 2020-21 ASCCC Budget		Month: May	Year: 2020
		Item No: IV. J.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will consider for approval the tentative 2020-21 ASCCC budget.	Urgent: Yes	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Krystinne Mica/Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Budget and Finance Committee is responsible for developing and recommending the annual ASCCC operating budget to the Executive Committee for approval. This occurs in two stages. The Budget and Finance Committee meets in May to prepare a tentative budget to bring to the Executive Committee for approval at its final meeting of the fiscal year, typically late May/early June. Approval of the tentative budget allows the ASCCC to operate during the summer months. The Budget and Finance Committee then meets again in the summer to develop the final annual budget proposal to bring to the Executive Committee for approval at the August meeting.

The Budget and Finance Committee will meet prior to the May Executive Committee meeting to review the tentative 2020-21 budget. Funding recommendations will be developed based on current trends such as protecting reassigned time for Executive Committee members in a recession, maintaining staff salaries and benefits, maintaining program and committee budgets, and anticipating the continuance of the current COVID-19 pandemic through 2020. The tentative budget includes projected numbers for the grants, including Guided Pathways, OERI, and LACCD. The tentative budget also assumes the Academic Academy will be partially funded by OERI and CVC-OEI.

The Executive Committee will discuss the recommendations of the Budget Committee and consider for approval the tentative 2020-21 budget.

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



Executive Committee Agenda Item

SUBJECT: Chancellor’s Office Liaison Discussion		Month: May	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: 30 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stankas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

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

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



Executive Committee Agenda Item

SUBJECT: Board of Governors/Consultation Council		Month: May	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: 10 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stankas/Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

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

Full agendas and meeting summaries are available online at:

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

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

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



Executive Committee Agenda Item

SUBJECT: Online Community College District Board of Trustees Meeting		Month: May	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: 10 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stanskas/Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

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

Full agendas and meeting summaries are available online at:

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

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

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



Executive Committee Agenda Item

SUBJECT: Noncredit COVID-19 Leadership		Month: May	Year: 2020
		Item No: V. D.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will discuss supporting the collaborative efforts for noncredit faculty.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	LaTonya Parker	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The ASCCC Noncredit Committee Chair at the ACCE collaboration meeting on April 14, 2020, seeks to align COVID-19 leadership of outreach and engagement to noncredit faculty. The Executive Committee is asked to discuss the following:

- Noncredit Faculty Survey
- Noncredit Webinar
- Letter to Noncredit Faculty

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



Executive Committee Agenda Item

SUBJECT: Periodic Review of the ASCCC		Month: May	Year: 2020
		Item No: V. E.	
		Attachment: Yes (3)	
DESIRED OUTCOME:	The Executive Committee will discuss the upcoming Periodic Review of the ASCCC.	Urgent: Yes	
		Time Requested: 20 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Krystinne Mica/Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

In spring 2013, the members of the Academic Senate for California Community Colleges (ASCCC) determined that the ASCCC should be periodically reviewed in order to ensure the public good and accountability. The purpose of this review is to provide internal and external stakeholders assurance as to the ASCCC’s quality and commitment to the standards it sets for itself, to assist in improving the effectiveness of its programs and operations in order to meet its stated goals, and to improve its policies and procedures. This review shall be conducted by a Periodic Review Task Force.

The first periodic review of the ASCCC was conducted in AY 2016-17 by the Periodic Review Committee [Task Force]. They were presented with the seven criteria by which to evaluate the ASCCC: Mission, Governance, Responsible Fiscal Stewardship, Professional Integrity, Openness and Disclosure, Inclusivity and Diversity, and Grants, Programs, and Planning. The report from January 2017 is attached. This coming year will, the ASCCC will need to undergo another periodic review. The cancellation of the spring plenary session affects the Periodic Review as the selection of committee members is initiated during the plenary session.

The Executive Committee will be provided with background information on the review, as well as discuss what steps will need to occur during the 2020-21 academic year to conduct and finalize the Review by the 2021 Spring Plenary Session.

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

Guidelines for the Periodic Review of *Academic Senate for California Community Colleges*

Introduction

The following guidelines shall be employed for the Periodic Review of the ASCCC. These guidelines accompany the Review Criteria to be used by the Periodic Review Task Force and by the ASCCC Executive Committee. The guidelines address the following areas: the composition of the Task Force, the selection process for the Task Force, the responsibilities of the Task Force chair and reviewers, resources to review, the responsibilities of the ASCCC Executive Committee, evaluation by the ASCCC Executive Committee, and the report document and presentation. The review process should culminate either in actions that can be taken by the ASCCC Executive Committee to strengthen the organization or in resolution driven recommendations which will be discussed and voted on at an ASCCC Plenary Session.

Composition of the Periodic Review Task Force

The Periodic Review Task Force will consist of 10 total members:

- 1 nonvoting chair
- 9 Reviewers

Selection Process for Reviewers

A Periodic Review Task Force consisting of ten faculty members will be identified at the Spring Plenary Session prior to the review year. To establish a representative group of faculty evaluators, the Academic Senate will employ a random selection process. A list of faculty participating in Academic Senate activities during the previous 12 months will form the pool of candidates, specifically including delegates, ASCCC committee and task force members, and faculty attendees at plenary sessions and all institutes. Current Executive Committee members will be excluded from the list.

During an open session of the Spring Plenary in which any attendee may oversee the randomization process, each faculty member on the list will be assigned a random number. The list of prospective reviewers will then be reordered from the smallest random number to the highest. The Academic Senate will ask the first ten individuals on the list if they are willing to serve as reviewers. If all ten faculty agree, the selection process will end and the Review Task Force for that review cycle can begin its work. If some individuals in the first ten slots on the list are unable to serve or are not interested in serving, the Academic Senate will ask the next individual on the ordered list until the Periodic Review Task Force consists of ten faculty who have agreed to serve.

The ten Task Force members will choose one individual from among themselves to be the non-voting chair. The ASCCC Elections Chair will oversee the selection process and announce the results to the body. ASCCC staff will conduct the process by compiling the list and assigning random numbers. A copy of the ordered list of names will be saved and made available on the ASCCC web site.

Responsibilities of the Periodic Review Task Force Chair and Reviewers

The non-voting chair of the Task Force will agree to the following responsibilities:

- Work with the Executive Director in managing the budget for the Task Force

- Develop the meeting schedule in consultation with the reviewers
- Attend both Fall and Spring Plenary Sessions (ASCCC will finance attendance)
- Sign a statement of responsibility to be fair, responsible, and professional and to have no conflicts of interest
- Attend all meetings of the Task Force
- Coordinate the completion of the Task Force report and submit the report to the Executive Committee no later than the February Executive Committee meeting
- After consideration of the response and input of the Executive Committee, present a completed report to the body at the Spring Plenary Session

The nine voting reviewers of the Task Force will agree to the following responsibilities:

- Be available to attend both Fall Plenary to hold a breakout and Spring Plenary to present the report, though attendance at both events may not be required
- Determine in consultation with the chair which reviewers will attend and participate in each plenary session presentation,
- Coordinate the completion of the report and submit the report to the Executive Committee no later than the February Executive Committee meeting
- After consideration of the response and input of the Executive Committee, bring forward a completed report to the body at the Spring Plenary Session
- Sign a statement of responsibility to be fair, responsible, and professional and to have no conflicts of interest
- Attend all meetings of the task force unless prevented from attending a specific meeting by extenuating or emergency circumstances

Resources to Review

Periodic Review Task Force members will base their report on the following resources:

- <http://www.asccc.org/content/executive-committee-information>
- ASCCC Mission, Values, Bylaws, Policies, and Procedures
- ASCCC Program page
- ASCCC Resolutions page
- Interviews with Executive Committee members, ASCCC committee and task force members, and other individuals as appropriate
- ASCCC Annual Report
- Executive Committee Internal Evaluation
- Surveys
- Other resources as determined to be appropriate by the Review Task Force

Responsibilities of the ASCCC Executive Committee

Executive Committee members are required to participate in the Review Process by providing information when requested, being available for interviews by the reviewers, and striving for honesty, integrity, and professionalism in their interactions with the reviewers. The Executive Committee is responsible for approving the budget for the Periodic Review Task Force's work and providing any necessary resources in a timely manner to ensure that the reviewers are able to complete their work. Additionally, the Executive Committee shall complete an internal evaluation. Finally, the Executive

Committee may compose a response to the findings of the Task Force to address any factual errors or if the Executive Committee determines that a need to provide additional context or interpretation of events or actions.

Evaluation by the Executive Committee

The members of Executive Committee possess a unique perspective on the decision-making, planning, and advocacy efforts of the Academic Senate that is derived from their daily efforts representing the faculty of the California Community Colleges. To assist the Periodic Review Task Force, the members of the Executive Committee will prepare an internal evaluation of the Academic Senate based upon same Areas of Review being considered by the Task Force. The evaluation will consist of individual Executive Committee members' analysis of how effectively the Academic Senate is working in each of the Areas of Review. It should include specific details that support the statements made and information regarding resources through which the evaluation team can locate additional details. The Executive Committee will complete this internal evaluation prior to the beginning of the Spring Plenary session that initiates the review process.

Report Content and Presentation

The report of the Periodic Review Task Force will include both commendations and recommendations regarding the work of the ASCCC as a whole and in specific of its Executive Committee. The Task Force will present the report in person at a meeting of the Executive Committee no later than February of the year in which the evaluation is being conducted. The Executive Committee will have this opportunity to request clarifications regarding the recommendations and commendations or evidence of findings or to offer further information to the Task Force. The Task Force will then present its final report to the body of the ASCCC at the Spring Plenary Session. The Executive Committee will consider all recommendations and commendations but will not be bound to any specific action by the report itself. Recommendations from the report may be implemented and become direction to the Executive Committee through the ASCCC resolution process. Such recommendations may be introduced by the Executive Committee itself or by any member of the ASCCC body.

Review Cycle

The ASCCC Executive Committee will initiate this evaluation process every four academic years. The ASCCC will complete the selection process for the Review Task Force in Spring 2015 and undergo and complete its first Periodic Review of the ASCCC by the Spring 2016 Plenary Session.

Evaluation of the Periodic Review of the ASCCC Process

The ASCCC will assess the efficacy of the Periodic Review of the ASCCC process, including the *Guidelines for the Periodic Review of the Academic Senate for California Community Colleges* and *Periodic Review of the Academic Senate for California Community Colleges Review Criteria*, after completion of the first periodic review and report back to the body any modifications or adjustments by Spring 2017 Plenary Session

Periodic Review of the Academic Senate for California Community Colleges

Review Criteria

Introduction

In spring 2013 the members of the Academic Senate for California Community Colleges (ASCCC) determined that the ASCCC should be periodically reviewed in order to ensure the public good and accountability. The purpose of this review is to provide internal and external stakeholders assurance as to the ASCCC's quality and commitment to the standards it sets for itself, to assist in improving the effectiveness of its programs and operations in order to meet its stated goals, and to improve its policies and procedures. This review shall be conducted by a Periodic Review Task Force, and the following criteria consisting of seven areas shall be used to conduct the assessment or review. Please see the review guidelines for additional information regarding the process for the review.

Review Criteriaⁱ

The Periodic Review Task Force shall use the following criteria of seven areas to conduct the review. In examining each area, the Task Force shall factor in the policies, procedures, and programs which support these areas and how well they function. The Task Force shall record its overall assessment of each of the seven areas. As appropriate, the Task Force shall provide commendations and recommendations with a rationale for each one.

Mission

The Academic Senate has a clearly stated mission and purpose approved by the delegates. All of its programs support that mission, and all who work for or on behalf of the Senate understand and act in accord with that mission and purpose. The mission is responsive to the constituency and communities served by the Academic Senate and of value to the higher education community at large.

Governance

The Academic Senate has an active governing body in its Executive Committee that is responsible for setting the strategic direction of the Academic Senate in alignment with the mission of the Academic Senate and oversight of the finances, operations, and policies. The Academic Senate is directed by resolutions as adopted by the members.

Responsible Fiscal Stewardship

The Academic Senate and its associated programs, projects, and committees manage their funds responsibly and prudently. The organization spends a reasonable percentage of its annual budget directly on programs in pursuance of its mission and does not accumulate excess operating funds. An adequate level of administrative expense is allocated to ensure effective accounting systems, internal controls, competent staff, and other expenditures critical to professional management. The Academic Senate ensures that all spending practices and policies are fair, reasonable, and appropriate to fulfill the mission of the Academic Senate, including not only the organization's primary funds but also resources obtained through grants. All staff are

compensated reasonably and appropriately. The Academic Senate's status as a 501(c)6 nonprofit appropriately supports the mission of the organization.

Professional Integrity

The Academic Senate promotes an environment that values respect, fairness, and integrity. All staff, Executive Committee members, and volunteers of the organization act with honesty, integrity, and openness in all their dealings as representatives of the Academic Senate. Executive Committee members adhere to the Code of Ethics for Executive Committee members and comply with the Academic Senate's Conflict of Interest Policy.

Openness and Disclosure

The Academic Senate provides comprehensive and timely information to the public, the media, member senates, and constituent groups and is responsive in a timely manner to reasonable requests for information. All information about the Academic Senate fully and honestly reflects the policies and practices of the organization. Basic informational data about the organization, such as the Executive Committee minutes, agendas, Federal Tax Form 990, and audited financial statements, are available to the public. Informational materials accurately represent the organization's policies and practices. All financial, organizational, and program reports are complete and accurate in all material respects.

Inclusivity and Diversity

The Academic Senate maintains a policy of promoting diversity and inclusion and actively pursues that policy in a manner that is consistent with its mission, with its Constitution and Bylaws, with its Code of Ethics, and with a high degree of professionalism, fairness, and equality. The Academic Senate takes an active, meaningful, and consistent role in promoting diversity and inclusion in its hiring and promotion of staff, retention of volunteers, committee recruitment, and constituencies served.

Grants, Programs, and Planning

The Academic Senate's programs and initiatives, including grant projects, are driven by its mission to empower faculty to better advocate regarding issues and interests involving academic and professional matters. The Academic Senate engages in deliberative and thoughtful planning activities in order to further the mission of the organization. These activities include not only long-range strategic planning but also careful consideration of more immediate activities and shorter-term projects and the ways in which these activities and projects are consistent with or fit into the overall strategic plan. The Academic Senate offers timely services that assist local senates with training and guidance to aid them in dealing with local issues and challenges.

ⁱ Adapted from the eight areas of broad ethical principles outlined in the 10.00 Code of Ethics policy approved by the ASCCC Executive Committee on January 14, 2006 and revised on August 12, 2011

PERIODIC REVIEW REPORT
October 2016 – January 2017

DELIVERED TO ASCCC
EXECUTIVE COMMITTEE ON
JANUARY 24, 2017
(revised April 2017)

INTRODUCTION

In Spring 2013 the members of the Academic Senate for California Community Colleges (ASCCC) determined that the ASCCC should be periodically reviewed in order to ensure the public good and accountability. The purpose of this review is to provide internal and external stakeholders assurance as to the ASCCC's quality and commitment to the standards it sets for itself, to assist in improving the effectiveness of its programs and operations in order to meet its stated goals, and to improve its policies and procedures.

The Periodic Review Committee (PRC) was selected randomly from a list of faculty who have participated in ASCCC events. The Committee is comprised of the following:

Laura Alarcón (chair)
Psychology-Counseling – Chabot College

Maria Clinton
Industrial Technology – Antelope Valley College

Roger Gerard
Hospitality Management – Shasta College

Berta Harris
Early Childhood Education – San Diego City College

Mary Margarita Legner
Mathematics – Riverside City College

Donna McGill-Cameron
Economics – Woodland Community College

Kathleen Reiland
Aviation – Cypress College

Cynthia Reiss
Art History - West Valley College

Rochelle Olive
Business – College of Alameda

Jim Woolum

Administration of Justice - Citrus College

ASCCC presented seven areas to be reviewed: Mission, Governance, Responsible Fiscal Stewardship, Professional Integrity, Openness and Disclosures, Inclusivity and Diversity, Grants, and Programs and Planning.

On October 25, 2016, the Committee met for the first time at the ASCCC's Sacramento office. During the first meeting, the ASCCC Vice-President John Stankas described PRC's scope of work and expectations. The ASCCC had collected a list of resources that were reviewed during the first meeting.

The PRC held a session at the Fall 2016 Plenary explaining the work of the committee and the rubric developed to evaluate each area. This document contains the evaluation of each area based on the rubric below:

a) General Observations

This area includes comments about the overall ASCCC Periodic Review Criteria.

b) Findings and Evidence

This area includes the findings and source documentation used as the basis for evaluating how well the ASCCC meets the Periodic Review Criteria.

c) Conclusions

This area refers to the conclusions about the quality of the ASCCC in each category. Conclusions are supported by findings in the section above.

The Periodic Review Committee report accurately reflects the findings in each area of review and it intends to be the template for future, more comprehensive review processes.

Area of Emphasis: Mission

Mission Statement

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

The Academic Senate has a clearly stated mission and purpose approved by the delegates. All of its programs support that mission, and all who work for or on behalf of the Senate appear to understand and act in accord with that mission and purpose. The mission is responsive to the constituency and communities served by the Academic Senate and of value to the higher education community at large.

I. General Observations

The strengths of the Mission are based on its representation in the philosophies and activities of the Academic Senate of the California Community Colleges.

- a. The Mission Statement is posted on the organization's web page and displayed on a stand-up banner at some functions for reflection and review by members and guests.
- b. In terms of fostering an effective participation by community college faculty in all statewide and local academic and professional matters, it is represented in the bylaws, the Delegate selection process, plenary sessions, institutes, and area meetings.
- c. Aligned with the Mission, ASCCC develops, promotes, and acts upon policies responding to statewide concerns by acting as a resource for local accreditations, assisting in local curriculum processes, and assisting to assure effective participation in district and college governance. ASCCC hosts regional meetings to provide leadership professional development.
- d. The Mission further guides the ASCCC to serve as the official voice of the faculty of the CCC system in academic and professional matters by partnering to improve success in Basic Skills instruction, adopting resolutions to identify the will of the academic senates of the California Community Colleges, and monitors a strategic plan adopted by the delegates.
- e. The ASCCC provides visits by the Executive Committee, supports dual enrollment opportunities for high school students, endorses local authority for curriculum development, and offers activities such as the Curriculum Institute

and the Academic Academy.

II. Findings and Evidence

The approach initiated for review of the Mission Statement was to take it apart and look for evidence that real activities had taken place to support it.

Evidence is listed in sections “a-f” below:

- a) In terms of fostering an effective participation by community college faculty in all statewide and local academic and professional matters, it is represented in the bylaws, the Delegate selection process, plenary sessions, institutes, and area meetings.
 1. Bylaws- <http://asccc.org/about/bylaws>
 2. Delegate selection- <http://asccc.org/about/bylaws>
 3. Plenary- <http://asccc.org/content/information-power-abcs-plenary-and-brief-guide-first-time-attendees-and-delegates>
 4. Institutes- <http://asccc.org/content/practical-leadership-connecting-local-senates-plenaries-and-institutes-0>
 5. Area Meetings- <http://asccc.org/calendar/list/regional-meetings>
- b) The ASCCC develops, promotes, and acts upon policies responding to statewide concerns by acting as a resource for local accreditations, assisting in local curriculum processes, and assisting to assure effective participation in district and college governance. ASCCC hosts regional meetings to provide leadership professional development.
 1. Accreditations- <http://asccc.org/resolutions/local-recruitment-and-nomination-processes-accreditation-teams> and <http://asccc.org/directory/accreditation-and-assessment-committee> and <http://asccc.org/content/surviving-and-accreditation-visit>
 2. Curriculum Assistance- <http://asccc.org/contact/request-services> ; <http://asccc.org/curriculum-technical-assistance-visits>
 3. Participation in District and College Governance- <http://asccc.org/services/technical-assistance>
 4. Leadership Professional Development- <http://asccc.org/directory/cte-leadership-committee>
- c) The ASCCC is the official voice of the faculty of the CCC system in academic and professional matters by partnering to improve success in Basic Skills instruction, adopting resolutions to identify the will of the academic senates of the California Community Colleges, and monitors a strategic plan adopted by the delegates
 1. Basic Skills Instruction- <http://asccc.org/directory/basic-skills-committee> ; <http://asccc.org/events/2016-01-21-160000-2016-01-23-220000/2016-instructional-design-and-innovation>

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2. Resolutions- <http://asccc.org/papers/resolution-handbook>
 3. Strategic Plan-
http://asccc.org/sites/default/files/ASCCC_Implementation_Plan.pdf ;
<http://asccc.org/content/executive-committee-strategic-planning-meeting-2014-12-06-180000-2014-12-06-230000>
- d) The ASCCC provides visits by the Executive Committee, supports dual enrollment opportunities for high school students, endorses local authority for curriculum development, and offers activities such as the Curriculum Institute and the Academic Academy.
1. Dual Enrollment- <http://asccc.org/resolutions/support-expanding-dual-enrollment-opportunities-high-school-students>
 2. Curriculum Institute: <http://asccc.org/events/2016-07-07-150000-2016-07-09-190000/2016-curriculum-institute>
 3. Academic Academy- <http://asccc.org/events/2016-10-07-160000-2016-10-08-220000/2016-academic-academy-october-institute>
- e) A survey of the Executive Committee members initiated in September 2016 indicated that there was strong consensus among Executive committee members that they were aware of the Mission Statement and that they adhere to the principles of the Mission and Values statements (76% completely agree and 23 % agree in each of these areas). There was a wider spread regarding monitoring external developments and pressures that could affect the direction (Mission) of the Senate (46% completely agree, 38% agree, 15% somewhat agree).
- f) While conducting research, contact with several local Senate members members indicated a frustration with communications with Executive Committee members or the Senate Executive Office where phone messages and/or email communications were not responded to in a timely manner or in several cases, not at all. Representatives from four community colleges provided anecdotal examples of poor communication from ASCCC as this report was being written. The examples indicated that this is more common than an individual missed communication. This could affect the perception of members regarding the Mission Statement in areas of fostering effective communication and support of local Senates.

Evidence items “a-e” represent activities that support the Mission. Item “f” is a concern brought forth by several participants in leadership positions at local Senates.

III. Conclusions

In terms of website material, reviewers can only see what the organization has chosen to list. There are more areas/examples that could have been chosen to support each

section of the Mission Statement. The items listed support the statement. Other data may be present but was not located due to the structure of the website for an occasional user.

In terms of areas that may need improvement:

During her time as ASCCC President, Beth Smith wrote an opinion regarding Promoting “Academic Excellence” as part of the Mission. See: <http://asccc.org/events/2016-10-07-160000-2016-10-08-220000/2016-academic-academy-october-institute> ; <http://asccc.org/content/future-asccc-mission-0> regarding a discussion of need for modification of the Mission Statement. It could not be determined by material posted if this concept was discussed, brought to the delegates, rejected, or tabled.

Commendations

- a) The Mission Statement is clearly written and available on the organization website.
- b) The Executive Committee indicated in a 2016 survey that they are aware of and adhere to the principles of the Mission and Values Statements.

Recommendations

It is recognized that this is the first Periodic Review process undertaken by the Academic Senate and the process will be modified and improved in future reviews. With that in mind, in our opinion, improvements should include:

- a) A clear timeline and process for review, affirmation, or modification of the Mission Statement should be identified, possibly with the timeline for periodic review; every four years.
- b) While there is a clearly written Mission Statement, during review, it was difficult to identify the process for modifying or updating the statement other than researching a multitude of resolutions spread over several plenary sessions. The exact date of adoption of the current statement was not identified by a quick review. It is the opinion of the committee that extensive research should not be necessary.
- c) A longer time line for the committee to review the standards developed and submit their findings – potentially starting the process with the committee selection and “first meeting” prior to the Spring Plenary of the year prior to the review with the report the following spring.
- d) A self-study conducted by the Executive Committee and Executive Director to provide a base of data for review and validation by the committee.
- e) Surveys of the Executive Committee relevant to the standards but also of Senate President’s throughout the state, at a minimum, in regards to their experience and observations in the review areas.
- f) The Mission Statement could be more prominently displayed at Senate

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- conferences, workshops, as well as on posted and printed materials.
- g) A review of communications policies and practices within the organization should be initiated to avoid the perception that the Executive Office is not responsive to inquiries and needs of Senate members as stated in the Mission Statement. The 2016 survey addressed communication with the Executive Director by Executive Committee members; it may be good to expand research on communications with local Senate members within the organizational structure.

Area of Emphasis: Governance

The Academic Senate has an active governing body in its Executive Committee that is responsible for setting the strategic direction of the Academic Senate in alignment with the mission of the Academic Senate and oversight of the finances, operations, and policies. The Academic Senate is directed by resolutions as adopted by the members.

I. General Observations

The Executive Committee of the Academic Senate has developed criteria and processes to provide support and information to faculty senate presidents and faculty involved in committees and tasks force associated to the mission of ASCCC. To this effect, the Executive Committee developed a Strategic Implementation Plan and it provided an update about this plan at the Fall 2016 Plenary.

Based on the documents published on the website, the Executive Committee is actively involved in overseeing finances, operations and policies. Documents published on the ASCCC website clearly provide guidance (i.e. Orientation reference guide) and membership information for each area.

II. Findings and Evidence

Based on the documents found on the website and the involvement of the Executive Committee in the Fall 2016 Plenary, it is clear that the Executive Committee is actively striving to meet the ASCCC goals.

The Review Committee finds that information on the ASCCC website must be kept up to date in order to provide updated information to its constituency. For example the Orientation Reference Guide 2013 – 2014 published on the website is a draft and the Governance and Internal Policy Report needs update and clarity (document attached).

Lastly, there is a lack of clarity about the follow through and implementation of each resolution. For example the following resolution **Insert the Phrase “Promotes Academic Excellence” in the Academic Senate for California Community Colleges**

Mission Statement Spring 2014 Resolution Number: 01.06 states that it is still in progress and that the Executive Committee needed to clarify the intent of the resolution but there is no evidence that the Executive Committee followed up on this resolution. <http://www.asccc.org/resolutions/insert-phrase-%E2%80%9Cpromotes-academic-excellence%E2%80%9D-academic-senate-california-community>) Since the Academic Senate is directed by the resolutions adopted at each Plenary, it is highly recommended that transparent, easily accessible follow through and communication about each resolution is implemented.

In order to further evaluate the Executive Committee's responsibilities as started in the review criteria more time is needed to conduct surveys among committee members and past presidents.

Findings for Oversight of Finances

After reviewing the Livebinder and conducting a SWOT analysis of current documentation, policies and guidelines support the findings that ASCCC delegates authority and manages the finances and accounting for the organization. In addition, ASCCC through resolutions continually evaluates and improves processes to ensure fiscal health, transparency, and integrity. In addition, despite the financial challenges during the state budget crisis, ASCCC has provided sufficient revenue to sustain and support the organization and its constituents. ASCCC has accomplished this through its developed policies "Accounting Policies" and "Expense Policy," these policies govern the fiscal management of ASCCC. The Accounting policy was last revised in 2014 and the Expense Policy was updated January 2015.

- a. Accounting Policies - http://www.livebinders.com/play/play/2051163?backurl=%2Fshelf%2Ffeatured&play_view=play&utf8=%E2%9C%93#anchor
- b. Expense Policy - <https://drive.google.com/file/d/0B69GTF8POjrvd0U0akRUUk92VnM/view?usp=sharing>

In reviewing the Survey Monkey results of the ASCCC Executive Committee Evaluation the PRC observed that the survey included questions regarding Budget, Finance and Fund Raising questions. However, the survey did contain a Fiscal Responsibility section which revealed that the committee overall supported the statements and that ASCCC and its executive members are fiscally responsible.

Findings for Oversight of Operations

After reviewing the Livebinder and analyzing current documentation, policies and guidelines, it seems that the evidence supports the finding that the core of the decision making and participation policies are derived principally from ASCCC's Bylaws which delegates both the authority and managing of the organization. In addition, the process

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of resolutions does include the voices of faculty from outside ASCCC through each college's Academic Senate processes. These Bylaws are posted on ASCCC webpage, and appear to have been updated in Spring 2015.

In reviewing the Survey Monkey results of the ASCCC Executive Committee Evaluation the PRC observed that the survey included questions regarding Leadership Development and Governing Body. However, 2 out of 14 respondents stated that it was difficult to provide opposing views. Concerning the Governing Documents section there were not direct questions regarding operations as related to governance. However, the survey did contain a Strategic Governance section which revealed that the committee overall supported the statements and that ASCCC and its executive members are operating in good faith.

III. Conclusions

The practice of adopting a Strategic Implementation Plan per each year is a valuable tool for the Executive Committee as it seems to be aligned with the charge of the Governance criteria and it provides guidance to the committee.

The PRC concludes that more time to conduct Periodic Reviews would provide an opportunity to collect data from committee members, community college senates, senate presidents, survey plenary attendees, etc. In addition, ASCCC should provide a comprehensive self-evaluation report to the committee so a more thorough periodic evaluation could be conducted.

Area of Emphasis: Responsible Fiscal Stewardship

The Academic Senate for California Community Colleges (ASCCC) and its associated programs, projects, and committees manage their funds responsibly and prudently. The organization spends a reasonable percentage of its annual budget directly on programs in pursuance of its mission and does not accumulate excess operating funds. An adequate level of administrative expense is allocated to ensure effective accounting systems, internal controls, competent staff, and other expenditures critical to professional management. The Academic Senate ensures that all spending practices and policies are fair, reasonable, and appropriate to fulfill the mission of the Academic Senate, including not only the organization's primary funds but also resources obtained through grants. All staff are compensated reasonably and appropriately. The Academic Senate's status as a 501(c) 6 nonprofit appropriately supports the mission of the organization.

I. General Observations

1. The ASCCC updated their Accounting Policies and Expense Manual in 2014-2015. The committee found the following sample accounting policies clear and unambiguous: General Accounting, Expenditure and Accounts Payable, Revenue Recognition, Cash Receipts and Cash Handling Policies, Accounts Receivable and Invoicing, Payroll, and Miscellaneous Accounting and Management.
2. The ASCCC consolidated financial statements (2016 Consolidated Statement of Financial Position, 2016 year ended Consolidated Statement of Activity and Consolidated Statement of Cash Flows) were audited by John Waddell CPAs, an independent professional CPA accounting firm. The audit findings stated in their report: "In our opinion, the consolidated financial statements present fairly, in all material respects, the financial position of the Academic Senate for California Community Colleges and affiliate as of June 30, 2016, and the changes in their net assets and their cash flows for the then year ended in accordance with accounting principles generally accepted in the United States of America."
3. The Executive Committee of the ASCCC developed a Strategic Implementation Plan that provides support and information to faculty Senate presidents and faculty involved in committees and tasks force associated with the mission of ASCCC. An updated plan was presented to attendees at the Fall 2016 Plenary.
4. The following objective and actions were not identified as priorities in the ASCCC strategic plan, but, were accomplished in 2015-16.
 - a. Professional development for the Common Assessment Initiative (CAI) was awarded to Saddleback College. The Academic Senate has worked closely with Saddleback to plan professional development events through Senate representation on the CAI professional development workgroup.

Additionally, Senate appointments to CAI have participated in each of the professional development workshops provided by the initiative.

- b. The ASCCC was written into the Bachelor Degree Professional Development grant application and has been part of the Baccalaureate Degree Summit in March and April 2016 and the Baccalaureate Degree Symposium held in July 2016.
 - c. The Academic Senate is a partner in the Institutional Effectiveness Partnership Initiative (IEPI) with representation on the IEPI executive committee, faculty representations on each workgroup, and a faculty co-chair for each of those groups. Senate representatives have been vital in the development of indicators, participation in - partnership resource teams (PRT), and in the development and presentation of IEPI sponsored workshops.
 - d. The Budget and Finance Committee recommended and the Executive Committee approved a budget for sending Executive Committee members to conferences related to their committee work and other assignments. Increasing professional development for Executive Committee members and staff will assist in building program development, communications capacity, and networking with like-minded organizations.
5. The ASCCC uses a committee structure to implement its strategic plan and meet its mission. It is significant that the ASCCC generates such a diverse number of committees and offers so many events, meetings, services and programs that supported its mission. The committees include: Accreditation, Basic Skills, CTE Leadership, Curriculum, Educational Policies, Equity and Diversity, Faculty Development, Legislation and Advocacy, Non-credit, Online Education, Part-time, Periodic Review, Relations with Local Senates, Standards and Practices, Transfer Articulation and Student Services. The programs include: Area Meetings and Plenaries twice a year, Faculty Hiring/Curriculum & Non-Credit north and south regional meetings, Accreditation, CTE Leadership, Curriculum, Faculty Leadership, Instructional Design & Innovation Institutes, and ASCCC Legislative Advocacy Day. Beyond the committees and programs there are a number of services available to local senates. These include Accreditation Resource Teams, Local Senate visits and Curriculum Technical Assistance.

II. Findings and Evidence

- Accounting Policies
http://www.livebinders.com/play/play/2051163?backurl=%2Fshelf%2Ffeatured&play_view=play&utf8=%E2%9C%93#anchor

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- Expenses Policy
http://www.livebinders.com/play/play/2051163?backurl=%2Fshelf%2Ffeatured&play_view=play&utf8=%E2%9C%93#anchor
- Proposed 2016-17 Budget
http://www.livebinders.com/play/play/2051163?backurl=%2Fshelf%2Ffeatured&play_view=play&utf8=%E2%9C%93#anchor
- ASCCC Strategic Plan
<http://asccc.org/sites/default/files/strategic%20report2016%20%281%29.pdf>
- Independent Auditor's Report: Paper document from Fall 2016 Plenary (the Periodic Review Committee reviewed data from the last two years and audits were favorable for the period examined).

III. Conclusions

Based on the documents published on the ASCCC website, the Executive Committee, is actively involved in overseeing finances, operations and policies. The practice of adopting a Strategic Implementation Plan each year is a valuable tool for the Executive Committee. This practice ensures compliance, guidance and accountability of the ASCCC Executive Committee. The PRC observed that the last two annual audits were favorable.

ASCCC adoption, review and update of Accounting Policies, Expense Policy, and the Strategic Plan is at the core of the its sustainability. It is commendable that despite the financial challenges during the state budget crisis, the ASCCC managed revenue to sustain and support the organization and its constituents.

Upon reviewing the Livebinder, policies and guidelines pertaining to ASCC's Fiscal Stewardship, it is evident that the documentation supports the findings that ASCCC manages the finances and accounting for the organization in a responsible and prudent manner.

Recommendations:

- It is highly recommended that more time be allotted to conduct a periodic review. Allotting more time will enhance the committee's efforts to collect data from committee members, community college senates, plenary attendees, etc.
- It is recommended that ASCCC complete a comprehensive self-evaluation report prior to developing a review committee. This action will improve cross referencing data to goals, objectives and plans.

- The survey did not contain a Fiscal Responsibility section. Recommend to updating the survey to include this important section.

Area of Emphasis: Professional Integrity

The Academic Senate promotes an environment that values respect, fairness, and integrity. All staff, Executive Committee members, and volunteers of the organization act with honesty, integrity, and openness in all their dealings as representatives of the Academic Senate. Executive Committee members adhere to the Code of Ethics for Executive Committee members and comply with the Academic Senate's Conflict of Interest Policy.¹

I. General Observations

The Academic Senate of California Community Colleges provides many resources that address the Professional Integrity area of emphasis defined by the Academic Senate for the Periodic Review Committee. The readily accessible *Employee Handbook* and *Executive Committee Policies* can be found on the Academic Senate's main website. In general, the guidelines and policies appear comprehensive with minor recommendations provided below. The solicitation of feedback from the Academic Senate's constituents about any issues in this area is limited. There was no self-study to help guide the substantiation of evidence that there were no outstanding grievances, complaints, lawsuits, or issues related to professional integrity.

II. Findings and Evidence

- a. ***Employee Handbook:*** The Academic Senate provides an *Employee Handbook*, which was last approved on January 8, 2016. The *Employee Handbook* can be found under the Executive Committee / Materials tab on the main ASCCC website. This handbook is 47 pages long and covers employment practices—including equal opportunity, general conduct guidelines, working hours, office policies, leaves of absence and disability accommodation, benefits of employment, terminations, and a drug-free work place acknowledgment statement. The handbook includes information about the consequences of legal and policy violations. In addition, the handbook includes whistleblower protections for employees, and the following notice: “Normally, suspected violations should be reported directly to the appropriate state or local agency. In addition, the California Attorney General has established a confidential Whistleblower Hotline at (800) 952-5225 to receive calls regarding possible violations of state or federal statutes, rules or regulations, or violations of fiduciary responsibility by a corporation or limited liability Academic Senate to its shareholders, investors, or employees.
http://asccc.org/sites/default/files/Employee%20Handbook%20Approved%20January%208%202016_0.pdf

- b. **Executive Committee Policies:** In addition to the *Employee Handbook*, the Academic Senate provides *Executive Committee Policies*, under the Executive Committee / Policies tab on the main ASCCC website that pertain to professional integrity. The Academic Senate provided the professional integrity subcategories listed below for the Periodic Review Committee to address (in the Livebinders area). Public links to these categories can also be found in the Executive Committee Policies on the ASCCC website. <http://www.asccc.org/policies>

10.00 Code of Ethics (Revised: August 12, 2011): This code of ethics appears sufficiently comprehensive in identifying a set of values that includes a commitment to the public good, accountability to the public, and commitment beyond the minimum requirements of the law. It also outlines broad ethical principles in the following eight areas: personal and professional integrity, mission, governance, legal compliance, responsible stewardship, openness and disclosure, program evaluation and improvement, and inclusiveness and diversity. No recommendations.

<http://www.asccc.org/policies/codeofethics>

12.00 Harassment (Approved August 13, 2010): The Academic Senate provides a policy prohibiting sexual harassment and harassment because of race, religious creed, color, national origin, ancestry, physical or mental disability, medical condition, marital status, sexual orientation, age or any other basis protected by federal, state or local law or ordinance or regulation. This policy applies to all persons involved in the operations of the Academic Senate and prohibits such harassment by any Executive Committee member or employee of the Academic Senate, including supervisors and co-workers. The policy provides definitions and explanations about what might constitute harassment. The policy also provides instructions for how complaints of unlawful sexual harassment can be filed with the California Department of Fair Employment and Housing and/or the federal Equal Employment Opportunity Commission.

It is recommended that the telephone number listed for the Sacramento Office of the Department of Fair Employment and Housing be updated, as (916) 445-9918 is not current. <http://www.asccc.org/policies/harassment>

13.00 Drug Free Environment (Approved August 13, 2010): The Academic Senate provides for a policy that applies to all employees and committee members and complies “with Senate Bill 1120, which established the Drug-Free Workplace Act of 1990.” The Academic Senate explains that “this policy, which is consistent with Government Code Section 19572 and Governor's Executive Order D-58-86, states that no employee who is on duty shall (1) use, possess, or be under the influence of illegal or unauthorized drugs or other illegal mind-altering substances; or (2) use or be under the influence of alcohol to any extent that would impede the employee's ability to perform his or her duties safely and effectively.” The Academic Senate's policy goes a step further and prohibits prescription medication that poses a threat to the health or safety

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of others. The Academic Senate does not supply any counseling, rehabilitation, or employee assistance for substance abuse. No recommendation.

<http://www.asccc.org/policies/drugfree>

20.00 Conflict of Interest (Approved February 10, 2006): This policy applies to any officer, director, or committee member of the Academic Senate who has any direct or indirect interest in, or relationship with, any individual or organization which proposes to enter into any transaction with the Academic Senate, including but not limited to transactions involving:

1. the sale, purchase, lease or rental of any property or other asset;
2. employment, or rendition of services, personal or otherwise;
3. the award of any grant, contract, or subcontract;
4. the investment or deposit of any funds of the Senate;

The Academic Senate President and the Executive Committee are charged with investigating any complaint of conduct pertaining to employees or committee members. The President will investigate complaints involving the Executive Committee. When a potential violation concerns the Academic Senate President or Academic Senate Vice President, the responsibility for investigation and resolution will pass to the highest ranking officer of the Academic Senate not considered part of the complaint. No recommendation. <http://www.asccc.org/policies/conflict-interest>

22.00 Honoring Local Policies: This policy consists of one simple, yet clear statement: "Executive Committee members must comply with home college/district processes for travel and off-campus attendance at activities." No recommendation.

<http://www.asccc.org/policies/honoring-localpolicies>

24.00 Receiving Honoraria: This policy is also relatively short, in stating that any Executive Committee member should not accept honoraria, and if compensation is offered it should be signed over to the Academic Senate to support its work.

This policy could benefit from a clarifying example about what constitutes an honorarium versus signing over compensation, and how the process should be managed. <http://www.asccc.org/policies/receiving-honoraria>

60.00 Removal of a Member of the Board of Directors (Adopted April 8, 2015): This policy states that "Members of the Executive Committee (Board of Directors) of the Academic Senate for California Community Colleges are expected to act ethically and professionally during their time serving on the Executive Committee. Members of the Executive Committee of the Academic Senate are expected to act in accordance with all laws and the bylaws, rules, and policies of the Academic Senate and to fulfill all duties of their office." The provisions provide for the removal of a member of the Board of Directors who violates these tenets, using an investigation team of two Executive Committee members and three faculty members appointed to serve as Academic Senate representatives on any statewide committee or taskforce. Any motion to remove the

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member of the Executive Committee, requires 2/3 of the Executive Committee members vote in support, and does include the faculty on the investigative committee.

This policy may need to be expanded to address serious cases where a law may have been violated that would compel the Academic Senate President (or alternate) to notify law enforcement authorities outside of the internal investigation team process to remove a board member.

<http://www.asccc.org/policies/removal>

III. Conclusions

The Academic Senate provides a clearly documented vision for their commitment to professional integrity throughout their *Employee Handbook* and *Executive Committee Policies*, both of which are readily accessible to employees and constituents. Whether that commitment is fully realized in practice is not clear. An ASCCC Executive Committee Evaluation was conducted in the form of a survey to its executive members that included thirteen responses with a date of October 6, 2016. Most of the respondents indicated that they somewhat agree to completely agree that they are aware of the information contained in the ASCCC Bylaws, rules, policies, and procedures. With only two people in attendance at the Fall Plenary session intended to capture feedback, anonymity could not be protected, so the feedback has not been identified here. To broaden the scope of feedback going forward, it is recommended that the Academic Senate survey its constituents in the field about how they perceive the professional integrity of the Executive Committee and the Academic Senate as a whole. It is also recommended that the Academic Senate create and delineate a clear process for addressing grievances, complaints, lawsuits, or related issues, which is accounted for in a self-study that substantiates there are no professional integrity issues.

Area of Emphasis: Openness and Disclosure

The Academic Senate provides comprehensive and timely information to the public, the media, member senates, and constituent groups and is responsive in a timely manner to reasonable requests for information. All information about the Academic Senate fully and honestly reflects the policies and practices of the organization. Basic informational data about the organization, such as the Executive Committee minutes, agendas, Federal Tax Form 990, and audited financial statements, are available to the public. Informational materials accurately represent the organization's policies and practices. All financial, organizational, and program reports are complete and accurate in all material respects.

I. General Observations

The ASCCC website provides information to the public, the media, members senate and constituent groups. The information found on the website regarding the ASCCC president's updates and the documents associated with the Executive Committee meetings reflect the ASCCC's commitment to practice openness and to provide disclosure to its constituency groups.

II. Findings and Evidence

Based on the documents found on the website, the ASCCC president's update delivered during the Fall 2016 Plenary and the request and delivery of financial information to the Periodic Review Committee, it is clear that the Academic Senate strives to disseminate information to the public, the media, member senate and constituent groups. Having access to all presentation materials for the 2016 Fall Plenary' sessions material including the PPP for the President's address is evidence of ASCCC's commitment to openness <http://www.asccc.org/events/2016-11-03-150000-2016-11-06-000000/2016-fall-plenary-session>. Moreover, the Executive Committee minutes and agenda found on the website http://www.asccc.org/executive_committee/meetings provide evidence of disclosure and openness

III. Conclusions

The Academic Senate provides information to the public, media, members senates and constituent groups through its website, ASCCC Plenary and e-mail. While the ASCCC

website appears to provide accessibility, openness, and disclosure, it is recommended that a survey, or similar mechanism, be provided to local senate presidents and member senates to verify accessibility and validate these findings.

The Review Committee recommends that a round table and/or survey to local senate presidents and member senates should be conducted to evaluate that ASCCC consistently delivers information timely to local senates and constituent groups.

The Review Committee finds that further research must be conducted in order to assess if the information provided via website and plenary events fully and honestly reflects ASCCC's policies and practices.

Area of Emphasis: Inclusivity and Diversity

The Academic Senate California Community Colleges (ASCCC) maintains a policy of promoting diversity and inclusion and actively pursues that policy in a manner that is consistent with its mission, with its Constitution and Bylaws, with its Code of Ethics, and with a high degree of professionalism, fairness, and equality. The ASCCC takes an active, meaningful, and consistent role in promoting diversity and inclusion in its hiring and promotion of staff, retention of volunteers, committee recruitment, and constituencies served.

I. General Observations

The Executive Committee of the ASCCC has developed a Strategic Implementation Plan to provide support and information to faculty Senate presidents and faculty involved in committees and tasks force associated to the mission of ASCCC.

In Spring 2016, among the candidates who declared interest for positions on the Executive Committee were six from underrepresented ethnic groups, three from CTE, and two from student services.

The Executive Committee appointed three outstanding individuals, two of whom were members of underrepresented ethnic groups, one from CTE, and one from student services. All three of these appointees were confirmed in a special election by the delegates at the Fall 2015 Plenary Session.

The ASCCC has developed an Equity and Diversity Committee Strategic Plan. Two objectives were identified:

- Objective 2.1: Increase leadership development opportunities for diverse faculty

such that they are prepared to participate in and lead local and statewide conversations.

- Objective 2.2. Increase the diversity of faculty representation, on committees of the ASCCC, including the Executive Committee, and other system consultation bodies to better reflect the diversity of California.

Based on the documents published on the website the Executive Committee is actively involved in the duties of planning, promoting, and recruiting diversity and inclusivity in faculty appointments to serve on State committees and taskforces.

II. Findings and Evidence

The Academic Senate for California Community Colleges recognizes the benefits to students, faculty, and the community college system gained from the variety of personal experiences, values, and views of a diverse groups of individuals with different backgrounds. This diversity includes but is not limited to race, ethnicity, sex, gender identity, sexual orientation, disability status, age, cultural background, veteran status, discipline or field, and experience. We also understand that the California Community College System itself is diverse in terms of the size, location, and student population of its colleges and districts, and we seek participation from faculty across the system. Based on the evidence found and listed below, it is clear that the Academic Senate respects and is committed to promoting equal opportunity and inclusion of diverse voices and opinions. In particular, the Academic Senate acknowledges the need to remove barriers to the recruitment and participation of talented faculty from historically excluded populations in society.

- a. A Glance Behind and a Look Ahead: A Progress Report on the Structure and Goals of the ASCCC <http://asccc.org/content/glance-behind-and-look-ahead-progress-report-structure-and-goals-asccc#>
- b. ASCCC Strategic Plan Update 2016_ <http://www.asccc.org/sites/default/files/strategic%20report2016%20%281%29.pdf>
- c. [Livebinders website](http://www.livebinders.com/play/play/2051163?backurl=%2Fshelf%2Ffeatured&play_view=play&utf8=%E2%9C%93#anchor) http://www.livebinders.com/play/play/2051163?backurl=%2Fshelf%2Ffeatured&play_view=play&utf8=%E2%9C%93#anchor
- d. Inclusivity Statement <http://asccc.org/inclusivity-statement>
- e. Equity and Diversity Strategic Plan <http://asccc.org/directory/equity-and-diversity-action-committee>
- f. December 3, 2015, President's Updates-- Special Executive Committee Elections <http://createsend.com/t/y-7F1451C2F31EB60D>

III. Conclusions

The practice of adopting a Strategic Implementation Plan that includes Diversity and Inclusivity each year is a valuable tool for the Executive Committee as it seems to be aligned with the charge of the Governance criteria and it provides guidance to the committee.

In reviewing the recent Survey Monkey results of the ASCCC Executive Committee Evaluation, the Governing Documents section did not address inclusivity and diversity. The PRC recommends that a question/statement regarding this area is included in a self-study.

The committee also recommends that the ASCCC review and update the inclusivity statement. In particular, the last word in the statement (“the need to remove barriers to the recruitment and participation of talented faculty from historically excluded populations in *society*”) to be changed to “serving students in the California community colleges”.

Area of Emphasis: Grants, Programs and Planning

The Academic Senate’s programs and initiatives, including grant projects, are driven by its mission to empower faculty to better advocate regarding issues and interests involving academic and professional matters. The Academic Senate engages in deliberative and thoughtful planning activities in order to further the mission of the organization. These activities include not only long-range strategic planning but also careful consideration of more immediate activities and shorter-term projects and the ways in which these activities and projects are consistent with or fit into the overall strategic plan. The Academic Senate offers timely services that assist local senates with training and guidance to aid them in dealing with local issues and challenges.

GRANTS

I. General Observations

The Academic Senate has ensured that any funds obtained through grants this year adequately support the short and long-range goals for leadership, instruction, and learning. The funds acquired for the Strategic Implementation

Plan were ensured a seamless execution of operations and follow through of the policies established by the Executive Committee of the Academic Senate. Below is an outline of the various targets and references of the grant sources acquired and utilized to date.

II. Findings and Evidence

Below is an enumeration of the grant monies allocated by the Executive Committee of the Academic Senate. In order to fulfill the mission, awarded grants allowed the various stakeholders to target significant issues which California Community Colleges are grappling with today.

According to the November 1, 2016 Independent Auditor's Report, the ASCCC has received the following "grants". All are unrestricted.

A. **State of California Academic Senate grant \$468,000**

B. **Chancellor's Office Course ID \$377,971**

1. Approval of Associate Degree for Transfer that Include Courses Pending C-ID Approval

Fall 2016 Resolution Number: 15.02. *Resolved, That the Academic Senate for California Community Colleges collaborate with the California Community Colleges Chancellor's Office to implement an approval process for Associate Degrees for Transfer in which courses pending C-ID approval may be included in the degree if the program application demonstrates evidence that those courses have been submitted to and are under review in the C-ID System (e.g., submitted, in progress, conditional and/or approved); Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to regularly assess the effectiveness and efficiency of program requirements for Associate Degrees for Transfer (ADT) including, but not limited to, any revision to the application process to provide flexibility in ADT submission and approval anytime there is clear evidence that responses to C-ID submissions take more than 45 days.*

2. **C-ID: Discipline Input Group Meeting**

The Course Identification Numbering (C-ID) System hosted two discipline input group (DIG) meetings for faculty to consider the development of C-ID descriptors and model curriculum (MC) for Engineering Technology. The development of the C-ID course descriptors will support local associate degrees and certificates, specific to Engineering Technology. For additional information on the work of the C-ID system, visit www.c-id.net. The meetings are designed to be "come one, come all" to encourage wide participation and perspectives. Travel costs will not be

reimbursed, but a light breakfast and lunch will be provided. Later, faculty will be appointed by their respective state senate to serve on the Faculty Discipline Review Group that will prepare draft documents for statewide vetting.

- a. <http://asccc.org/resolutions/approval-associate-degrees-transfer-include-courses-pending-c-id-approval>
- b. <http://asccc.org/events/2016-09-23-160000/c-id-fall-discipline-input-group-dig-meeting-south>
- c. <http://asccc.org/events/2016-10-07-070000/c-id-fall-discipline-input-group-dig-meeting-north>
- d. <http://asccc.org/events/2016-11-18-180000-2016-11-18-230000/c-id-discipline-input-group-dig-meeting>
- e. <http://asccc.org/events/2016-12-09-180000-2016-12-09-230000/c-id-discipline-input-group-dig-meeting>

3. Curriculum 101: Introduction and Types of Courses

This is the first course in a five-course series that focuses on the curriculum development process. This course is an offering of the Professional Development College of the Academic Senate for California Community Colleges. This course provides an overview of curriculum in the California community colleges, highlighting the role of faculty, the different types of curriculum the colleges can offer, and providing an introduction to various curriculum-related resources. This course consists of multiple units. There is a quiz associated with each unit and a comprehensive final exam. Successful completion requires earning 100% on all quizzes and at least an 80% on the final exam for each course. All assessments are multiple-choice. While quizzes may be taken more than once, the final exam can only be taken once.

- a. <http://asccc.org/content/curriculum-101-introduction-and-types-courses>

4. 2016 Curriculum Regional North & South

Updates on the latest news on from both the Chancellor's Office and the Academic Senate on statewide curriculum issues, including the PCAH, C-ID/ADTs, the Curriculum Inventory, and the UC Transfer Pathways.

- a. <http://asccc.org/events/2016-10-22-160000-2016-10-22-220000/2016-curriculum-regional-south>
- b. <http://asccc.org/events/2016-10-21-160000-2016-10-21-220000/2016-curriculum-regional-north>

5. Associate Degrees for Transfer and C-ID: The Latest 2016

Curriculum Institute

Twenty-five of California's 113 community colleges have been able to meet the legislative mandate to develop Associate Degrees for Transfer as required by California Education Code §66746(b), and the California Community Colleges Chancellor's Office requires that courses submitted for the Associate Degree for Transfer demonstrate approval from the California Course Identification Numbering (C-ID) System

- a. <http://asccc.org/content/associate-degrees-transfer-and-c-id-latest>

6. UC Transfer Pathways and UC Participation in C-ID 2016

Curriculum Institute

This goal is to provide a seamless pathway to California community college students who are interested in transferring to a University of California campus in a particular major.

- a. <http://asccc.org/content/uc-transfer-pathways-and-uc-participation-c-id>

7. Effective and Efficient Local Curriculum Approval Processes at Fall 2016 Plenary

At the Academic Senate for California Community Colleges Spring 2016 Plenary Session, the delegates approved the paper Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates.

- a. <http://asccc.org/content/effective-and-efficient-local-curriculum-approval-processes>

8. "Canned" Courses and Faculty Responsibilities

For years, many faculty members have relied on proprietary materials provided by publishers. Ancillaries in the form of overhead maps, test banks, homework labs, and other supporting documents have been crucial for faculty in disciplines ranging from anthropology to women's studies. Recently, however, questions have begun to arise regarding the use of proprietary and publisher materials, especially those that seem to supplant the role of the faculty member in the creation of course content. This issue became a topic of discussion for the Academic Senate for California Community Colleges' Online Education Committee, which presented on the subject as part of its "Hot Topics" breakouts at the Fall 2015 plenary session and at its regional meetings in the Spring of 2016

- a. <http://asccc.org/content/%E2%80%99Canned%E2%80%99D-courses-and-faculty-responsibilities>

9. CTE C-ID Update at 2016 CTE Leadership Academy 2016 CTE Leadership Academy

This event will build on the 2015 CTE Curriculum Academy and is geared to help all participants better navigate state and local curriculum processes. Attendees will receive information and training on topics such as curriculum basics, effective practices for curriculum development, the Program and Course Approval Handbook, C-ID, and other aspects of curriculum development and approval. This event is only for Sector/Deputy Navigators, CTE faculty, and curriculum chairs. Registration is open now and is limited.

- a. <http://asccc.org/content/cte-c-id-update>

C. Chancellor's Office – SB 1070 \$251,625

1. Idea/Exploration at 2016 CTE Curriculum Academy

This event will build on the 2015 CTE Curriculum Academy and is geared to help all participants better navigate state and local curriculum processes. Attendees will receive information and training on topics such as curriculum basics, effective practices for curriculum development, the Program and Course Approval Handbook, C-ID, and other aspects of curriculum development and approval. This event is only for Sector/Deputy Navigators, CTE faculty, and curriculum chairs. Registration is open now and is limited.

- a. <http://asccc.org/events/2016-01-14-160000-2016-01-16-010000/2016-cte-curriculum-academy>

2. C-ID: Discipline Input Group Meeting emphasis on CTE

The Course Identification Numbering (C-ID) System hosted four discipline input group (DIG) meetings for faculty to consider the development of C-ID descriptors and model curriculum (MC) for Engineering Technology and other CTE curriculum. The development of the C-ID course descriptors will support local associate degrees and certificates, specific to CTE curriculum.

- a. <http://asccc.org/events/2016-09-23-160000/c-id-fall-discipline-input-group-dig-meeting-south>
- b. <http://asccc.org/events/2016-10-07-070000/c-id-fall-discipline-input-group-dig-meeting-north>
- c. <http://asccc.org/events/2016-11-18-180000-2016-11-18-230000/c-id-discipline-input-group-dig-meeting>
- d. <http://asccc.org/events/2016-12-09-180000-2016-12-09-230000/c-id-discipline-input-group-dig-meeting>

D. Other State grants \$248,206

1. **ICAS = \$8,396** Intersegmental Involvement in Postsecondary Accreditation
2. **EPI = \$86,500** Education Planning Initiative
 - a. State Initiative Update – The Education Planning Initiative 2016 Curriculum Institute
 1. <http://asccc.org/content/state-initiative-update-%E2%80%93-education-planning-initiative>
 - b. What’s Next for the Education Planning Initiative and Zero-cost Textbook Degrees [Educational Pathways Track at the 2016 Academic Academy October Institute
 1. <http://asccc.org/events/2016-10-07-160000-2016-10-08-220000/2016-academic-academy-october-institute>
3. **CAI Initiative – Butte = \$153,310** Common Assessment Initiative
 - a. Writing Assessment for the Common Assessment System
 - i. <http://asccc.org/resolutions/writing-assessment-common-assessment-system>
 - b. Validation of Statewide Multiple Measures
 - i. <http://asccc.org/resolutions/validation-statewide-multiple-measures>
 - c. The Continuing Path Towards the Common Assess at Fall 2016 Plenary
 - i. <http://asccc.org/events/2016-11-03-150000-2016-11-06-000000/2016-fall-plenary-session>
 - d. CCC Assessment and CCCAssess: Understanding the Assessment Approval Process
 - i. <http://asccc.org/content/ccc-assessment-and-cccassess-understanding-assessment-approval-process>

E. Foundation Income \$73,395

1. **Foundation - \$43,959**
 - a. Foundation Presentation at 2016 Fall Plenary Session
 - i. <http://asccc.org/events/2016-11-03-150000-2016-11-06-000000/2016-fall-plenary-session>
 - b. Foundation Scholarships
 - i. <http://asccc.org/content/foundation-scholarships>
 - c. Foundation Update at the 2016 Curriculum Institute
 - i. <http://asccc.org/content/foundation-update>
2. **Irvine Foundation \$30,000**

According to the ASCCC Strategic Implementation Plan there are three objectives related to grants
(http://asccc.org/sites/default/files/ASCCC_Implementation_Plan.pdf)

Goal 3. Lead faculty professional development for the California Community College System

Objective 3.1. Ensure that all system-wide faculty professional development in California Community Colleges occurs in collaboration with the ASCCC.

B. When grant opportunities for system initiatives are released, immediately contact applicants and urge inclusion of the ASCCC in grant applications

a. Strong Workforce Funding: A \$200M Infusion for CTE and the Academic Senate's Role

i. <http://asccc.org/content/strong-workforce-funding-200m-infusion-cte-and-academic-senate%E2%80%99s-role>

b. Open Educational Resources and AB 798 Grants

i. <http://asccc.org/content/open-educational-resources-and-ab-798-grants>

Goal 5: Secure resources to sustain and support the mission and the work of the ASCCC.

Objective 5.1. Realize a minimum increase in ASFCCL funding of \$25,000 per year.

A. Increase applications for appropriate short-term and long term grants.

B. Enter into conversations with the Chancellor's Office about ways to increase ASCCC funding

C. Expand fundraising of ASCCC Foundation at events.

Objective 5.3. Maintain current grants, if appropriate, and seek additional grant monies to fund ASCCC activities.

A. Maintain current grants

III. Conclusions

The Academic Senate is doing an admirable job of acquiring, managing, and allocating grant funds to meet the financial needs of the short and long-range goals. The Academic Senate made a concerted effort to reach out and support all stakeholders. Overall, the evidence above suggests a strong effort to identify and address significant needs throughout the California Community College system. With that being said, a self-study would be helpful in seeing how the grants align with short and long-term goals of the Strategic Plan. Furthermore, a self-study could also demonstrate how the funds were allocated and how successful the grant initiatives were.

PROGRAMS

The Academic Senate provides support and assistance to local academic senates through both formal and informal mechanisms. The Senate provides speakers and tailored workshops as well as strategic advice and direct support to local senates.

(<http://www.asccc.org/services>)

Services provided by ASCCC are categorized into the following areas:

- Accreditation
- Local Senate Visits
- Technical Assistance – Curriculum
- Technical Assistance - Governance

I. General Observations

Accreditation:

The Accreditation Resource Committee is a resource team that provides a direct and custom-made response to the needs of local academic senates concerning issues around the 10+1. The Accreditation Committee advises the local Academic Senate Executive Committee and the faculty regarding accreditation and continuous quality improvement.

“The Committee identifies and disseminates knowledge and information regarding faculty roles and effective practices in conducting comprehensive college-wide assessment, meeting and documenting accountability standards, self-evaluation methods and reports, attaining and maintaining accreditation status, and in supporting faculty as they reflect on outcomes and set goals for improvement. The committee receives input from, and collaborates with, pertinent outside groups including regional accreditors and federal agencies, their policies, and processes.

Under the direction of the president, designated committee assist faculty and local academic senates with accreditation and institutional evaluation matters. The committee also plans the annual Accreditation Institute that offers accreditation issues, policies, and effective practices.” (<http://www.asccc.org/node/186788>)

Local Senate Visits:

“As part of its commitment to supporting local senates, the Academic Senate for California Community Colleges provides the opportunities for local senates to have visits from members of the Executive Committee and the Relations with Local Senates Committee. The purpose of such a visit is for the committee member to serve as a liaison between the Senate and the local senate. (<http://www.asccc.org/services/local-senate-visits>)

The ASCCC has developed “Procedures on Requests for Information” as well as “Procedures for Requesting College Visits.”

Although all faculty can submit requests for information, the ASCCC officially recognizes the local Academic Senate President as the local senate representative. Therefore, senate presidents are included in all responses to all inquiries submitted to the ASCCC. Additionally, as part of the mission of ASCCC to strengthen professional development and technical assistance, any requests for College visits regarding professional development and technical assistance require confirmation from the local Academic Senate President.

An online form may be submitted and specification of services requested includes:

- Accreditation Resource Team
- Budget Process
- Curriculum
- Disciplines List
- Equivalence
- Local Senate Visit
- Minimum Qualifications
- Participatory Governance
- Technical Assistance
- Other

Technical Assistance – Curriculum

The Technical Assistance – Curriculum Committee provides assistance to assure effective participation in district and college curriculum approval processes that is described as:

“A Joint Program of the Academic Senate and California Community College Chief Instructional Officers (CCCCIOs) The Academic Senate for California Community Colleges and the California Community College Chief Instructional Officers have joined together to offer a program of assistance for local colleges and districts. The purpose of the program is to help districts and colleges successfully implement state law and regulations involving curriculum. The services offered will be most effective if used before major conflicts arise and prior to a heightened level of local unilateral action by any of the parties involved in the local curriculum processes. The jointly-sponsored program does not replace the individual services offered by the CCCCIO to chief instructional officers and by the Academic Senate to local faculty. Yet it is recognized that challenges to improve curriculum processes can be aided by the mutual support of the statewide organizations. Because the services are carried out by volunteers of the CCCCIO and Academic Senate, the services will not always be available on short notice and scheduled assistance should be arranged well in advance. The program includes four distinct services that are available. Local college and district CIOs and faculty leaders who are interested in assistance should meet together to consider the services and to agree mutually on what assistance would be most beneficial.”

<http://www.asccc.org/curriculum-technical-assistance-visits>

The four distinct areas that are available are:

- **Information Presentation**

- The informational presentation service is intended to provide a basic overview of the state law, state regulations, and guidelines concerning curriculum.
- **Advisory Assistance**
 - The advisory assistance service is intended to provide a facilitated and structured opportunity to identify possible areas of conflict or different interpretations of the law and regulations and to develop ways to resolve the differences.
- **Issue Resolution**
 - The purpose of the issue resolution service is to provide mediation assistance to a college or district when the parties have reached a stalemate and are unable to resolve their differences on a major issue.
- **Special Workshops and Presentations**
 - The fourth service involves special workshops and presentations on topics that help local personnel better understand particular issues and various aspects of effective curriculum processes.

ASCCC has developed a very strong resource program for Curriculum Assistance purposes. There is also a ASCCC Curriculum Committee that also is instrumental in provides resources regarding Curriculum, whose members also assist with the planning of the Curriculum Institute.

“The Curriculum Committee is charged to make recommendations to the Executive Committee on issues related to the development, review, implementation, and assessment of all aspects of curriculum both at the college and state level. The committee distributes information through institutes and other forms of professional development, the website, and listservs, as well as senate publications. Under the direction of the president, the chair and/or members of the Curriculum Committee provide technical assistance to local college curriculum committees, academic senates, and the faculty in general. Note: Resolution 15.03 S94 charged the Senate with appointing a library science member and noted past recommendations to the Senate to appoint a counselor, articulation officer, vocational education and basic skills faculty.”
<http://www.asccc.org/directory/curriculum-committee>

The Curriculum Committee regularly holds meetings regarding curriculum and advises local Academic Senates and faculty regarding curriculum and continuous quality improvement.

Technical Assistance – Governance

The Technical Assistance – Governance Committee provides assistance to assure effective participation in district and college governance that is described as: “A Joint Program of the Academic Senate and Community College League) The Academic Senate of the California Community Colleges and the Community College League of California have joined together to offer a program of assistance for local colleges and districts. The purpose of the program is to help districts and colleges

successfully implement state law and regulations that call for effective participation by faculty, staff and students in district and college governance. The services offered will be most effective if used before major conflicts arise and prior to a heightened level of local unilateral action by any the parties involved in the local decision-making process. The jointly-sponsored program does not replace the individual services offered by the League to trustees and chief executive officers and by the Academic Senate to local faculty. Yet it is recognized that challenges to improve local decision making processes can be aided by the mutual support of the statewide organizations. Because the services are carried out by volunteers of the League and Academic Senate, the services will not always be available on short notice and scheduled assistance should be arranged well in advance. The program includes four distinct services that are available. Local college and district CEOs and faculty leaders who are interested in assistance should meet together to consider the services and to agree mutually on what assistance would be most beneficial." (<http://www.asccc.org/services/technical-assistance>)

The four distinct areas of information that are available are: 1) informational presentation, 2) advisory assistance, 3) issue resolution and 4) special workshops and presentations.

Collegiality in Action: Effective Participation Fundamentals

The informational presentation service is intended to provide a basic overview of the state law, state regulations and guidelines concerning shared governance. The presentation is done by a representative of the League and Academic Senate

Collegiality in Action: Effective Participation Focused Study

The advisory assistance service is intended to provide a facilitated and structured opportunity to identify possible areas of conflict or different interpretations of the law and regulations and to develop ways to resolve the differences.

Issue Resolution

The purpose of the issue resolution service is to provide mediation assistance to a college or district when the parties have reached a stalemate and are unable to resolve their differences on a major issue.

Special Workshops and Presentations

The fourth service involves special workshops and presentations on topics that help local personnel better understand particular issues and various aspects of effective decision-making processes. These jointly presented workshops are designed under the direction of the President of the Academic Senate and the Executive Director of the League, working with local college representatives.

II. Findings and Evidence

Accreditation

ASCCC meets the Periodic Review criteria regarding Accreditation.

Team members contribute suggestions for improvement through participation within their group, as well as through involvement in a variety of meetings, resolutions, presentations, trainings, development of training materials or workbooks and other methods to assist local colleges in successful accreditation.

The Accreditation Resource team meets quarterly and consists of former and current executive board members, former and current members of Academic Senate committees, faculty members who have actively participated in the area of practice that the requesting college identifies; such as faculty who co-chaired accreditation studies, were on ACCJC visiting teams, contributed to the development of program review, program discontinuance, or budgeting policies.

Evidence is provided through the following sources:

- Resource teams consider the problem statement developed by the local senate regarding an issue (such as Accreditation), and then create training and potential solution options adapted to the requesting college culture and student populations based upon Academic Senate positions and papers.
<http://www.asccc.org/services/accreditation-resource-teams>
- The ASCCC Accreditation Committee communicates the clarity of information by assuring that accurate and accessible data are readily available and accessible to the local Academic Senates and public. Information is provided primarily through the ASCCC website under "Accreditation Committee". Updates appear to be provided on a regular basis in order to keep the information current. Information provided consists of the following:
 - Current and past committee members
 - Current and past agendas and minutes
 - Resolutions
 - Rostrums
 - Publications <http://www.asccc.org/node/186788>
- Since 2007, the Academic Senate for California Community Colleges has adopted numerous resolutions expressing concerns about accreditation processes. ASCCC contributed valuable input into the 2015 Accreditation Task Force Report which was convened by the California Community College Chancellor's Office.
<http://www.asccc.org/sites/default/files/2015%20CCCCO%20Accreditation%20Task%20Force%20Report.pdf>
- In Fall 2015, the Accreditation Committee work on a paper that focused on accreditation processes, the Executive Committee recommended adoption, the delegates adopted, and the ASCCC published.
http://www.asccc.org/sites/default/files/Accreditation_paper.pdf

Local Visits

Based on the information provided on the website, the ASCCC seems to offer an array of services that could be a valuable resource for local Academic Senates.

Evidence is provided through the following sources:

ASCCC Local Senate Visit web page:

<http://www.asccc.org/services/local-senate-visits>

Technical Assistance - Governance

ASCCC meets the Periodic Review criteria regarding Curriculum.

Evidence is provided through the following sources:

- Resource teams consider the problem statement developed by the local senate regarding an issue, and then create training and potential solution options adapted to the requesting college culture and student populations based upon Academic Senate positions and papers.

<http://www.asccc.org/services/accreditation-resource-teams>

- The ASCCC Curriculum Committee communicates the clarity of information by assuring that accurate and accessible data are readily available and accessible to the local Academic Senates and public. Information is provided primarily through the ASCCC website under "Curriculum Committee". Updates appear to be provided on a regular basis in order to keep the information current. Information provided consists of the following:

- Current and past committee members
- Current and past agendas and minutes
- Resolutions
- Rostrums
- Publications (<http://www.asccc.org/directory/curriculum-committee>)

Technical Assistance - Governance

ASCCC meets the Periodic Review criteria regarding Governance.

Evidence is provided through the following sources:

- Resource teams consider the problem statement developed by the local senate regarding an issue, and then create training and potential solution options adapted to the requesting college culture and student populations based upon Academic Senate positions and papers.

<http://www.asccc.org/services/accreditation-resource-teams>

- Information is provided primarily through the ASCCC web page under “Technical Assistance - Governance”.
(<http://www.asccc.org/services/technical-assistance>)

III. Conclusions

The ASCCC Accreditation Committee policies, publications, training materials, and communication processes are especially strong when providing information to the local college Academic Senates regarding Accreditation information. Evidence of a strong involvement within the Accreditation process is not only available through the ASCCC website, but through the CCCCO website as well.

The ASCCC Local Senate Visits is a resource that is available to the local college Academic Senates regarding information and assistance within a variety of areas. A self study and survey to local senates is suggested to evaluate the further this resource.

The ASCCC Technical Assistance – Curriculum and Curriculum Committees policies, publications, training materials, and communication processes are especially strong when providing information to the local college Academic Senates regarding Curriculum information. Evidence of a strong involvement within the Curriculum process is not only available through the ASCCC website, but through the CCCCO website as well.

The ASCCC Technical Assistance – Governance is just one of the four areas of ASCCC services provided to local Academic Senates. Information regarding success is scant due to the lack of survey results or anecdotal evidence.

PLANNING

The Academic Senate strategic plan, proposed in 2015 as Resolution 1.03 S15, has the following goals for 2015-2018:

- a. Assert the faculty voice and leadership in local, state, and national policy conversations
- b. Engage and empower diverse groups of faculty at all levels of state and local leadership
- c. Lead faculty professional development for the California Community College System
- d. Enhance engagement, communication, and partnerships with local senates and system partners, and other constituent group
- e. Secure resources to sustain and support the mission and the work of the ASCCC.

I. General Observations

The Academic Senate has a clearly stated strategic plan approved by the delegates in Spring 2015. The strategic plan is consistent with the Academic Senate's mission statement and values statement. In May 2015, the Executive Committee connected those priorities to the organization's draft budget for 2015-16 to ensure the fiscal stability of the organization. The plan asserts the diversity of faculty voice at all levels by enhancing engagement and partnerships with local senates, system partners and other constituent groups. For transparency, the goals of the Strategic Plan are mapped on an implementation plan with the lead person, resource funding and due date accessible to the body. Each goal is divided into two objectives for implementation:

Goal 1: Assert the faculty voice and leadership in local, state, and national policy conversations

Objective 1.1: Develop and strengthen strategic relationships between the Executive Committee and at least five legislators, system partners, or organizations involved in statewide or national education policy.

Objective 1.2: Establish multiple training opportunities in matters of advocacy and leadership for faculty and senates.

Goal 2: Engage and empower diverse groups of faculty at all levels of state and local leadership

Objective 2.1: Increase leadership development opportunities for diverse faculty such that they are prepared to participate in and lead local and statewide conversations

Objective 2.2: Increase the diversity of faculty representation, on committees of the ASCCC, including the Executive Committee, and other system consultation bodies to better reflect the diversity of California.

Goal 3: Lead faculty professional development for the California Community College System

Objective 3.1: Ensure that all system-wide faculty professional development in California Community Colleges occurs in collaboration with the ASCCC.

Objective 3.2: Design and implement a comprehensive ASCCC professional development plan.

Goal 4: Enhance engagement, communication, and partnerships with local

senates and system partners, and other constituent group

Objective 4.1. Increase the participation of official ASCCC representatives at events and meetings conducted by system partners

Objective 4.2. Improve methods of gathering input from faculty, local senates and system partners.

Objective 4.3. Visit all CCC colleges.

Goal 5: Secure resources to sustain and support the mission and the work of the ASCCC.

Objective 5.1. Realize a minimum increase in ASCCC funding of \$25,000 per year

Objective 5.2. Realize a minimum increase in the Governor's base funding to the ASCCC of \$XXX per year.

Objective 5.3. Maintain current grants, if appropriate, and seek additional grant monies to fund ASCCC activities.

II. Findings and Evidence

The initial draft of the Strategic Plan for the Academic Senate for California Community Colleges (ASCCC) was adopted by the delegates and the Executive Committee identified priorities and implemented the plan paying close attention to the future health and growth of the ASCCC. The strategic plan for the ASCCC was presented in draft form for feedback at the Fall 2014 Plenary Session and was vetted electronically in Spring 2015, offering broad opportunity for the body to provide feedback and shape the plan.

1. The Legislative and Advocacy Committee is responsible for providing legislative alerts to the local senates, identifying liaison persons to contact legislators, and providing support to local senates regarding California's legislative process as it has bearing on academic and professional matters. The committee, through research and analysis, and representation on appropriate advocacy groups, the Committee provides the President and the Executive Committee with recommendations on legislation.
2. Creating partnerships and educating legislators on the Academic Senate and the role of the faculty has been an enacted priority by the Executive Committee. The first legislative advocacy day was in 2016, the second in 2017. <http://www.asccc.org/resolutions/establishing-local-legislative-liaison-position>

3. Legislative Updates are available at this link:
<http://www.asccc.org/legislative-updates> as is the Legislative Quarterly Update presented by the committee at the Fall plenary :
http://www.asccc.org/sites/default/files/Quarterly%20Legislative%20Update_1.pdf.
4. The Academic Senate was directed by Resolution 3.01 S14 to develop a plan regarding effective practices for infusing cultural competence into organizational culture as a model for local senates. In 2014-15, the 14 elected representatives of the Executive Committee included only two members from underrepresented ethnic groups, two CTE faculty members, and one counselor. Through a conscious effort on the part of the Executive community to be inclusive and diverse, the general call out was sent, the Executive Committee was able to appoint three outstanding individuals, two of whom were members of underrepresented ethnic groups, one from CTE, and one from student services. All three of these appointees were elected in a special election by the delegates at the Fall 2015 Plenary Session
<http://asccc.org/content/glance-behind-and-look-ahead-progress-report-structure-and-goals-asccc>
5. In Spring 2016, among the candidates who declared interest for positions on the Executive Committee were six from underrepresented ethnic groups, three from CTE, and two from student services. This increased interest in service from candidates from a greater diversity in a number of areas can benefit the ASCCC and also demonstrates progress in goal #2 of the strategic plan.
6. Focus on diversity, LGBT, Gender equality has emerged as an intentional theme or breakout at Plenary sessions beginning 2014.
<http://www.asccc.org/events/2014/11/2014-fall-plenary-session>
<http://www.asccc.org/events/2015-11-05-153000-2015-11-08-000000/2015-fall-plenary-session>
<http://www.asccc.org/events/2016-04-21-150000-2016-04-23-230000/2016-spring-plenary-session>
7. The Academic Senate was directed by Resolution 12.01 FA14 to assert to statewide initiative leaders the importance of respecting the purview of the Academic Senate and local senates regarding faculty professional development and to work with the System office and partners to ensure that the Board of Governors' Standing Orders are respected and that all future assignments in the area of faculty professional development involve input and affirmation from the Academic Senate and local senates.

8. The Academic Senate has strengthened ties with other faculty groups, including both the Faculty Association of California Community Colleges (FACCC) and the statewide leadership for the unions CCA/CTA, CFT, and CCCI. In Spring 2016, an ASCCC/ CCLC/ SSCCC taskforce was launched. Further the Spring 2016 Plenary session was a collaborative plenary with Chief Instructional Officers (CCCCIOs), the California Community College Association of Occupational Educators (CCCAOE), Chief Student Services Officers (CSSOs), the Chancellor's Office. <http://www.asccc.org/events/2016-04-21-150000-2016-04-23-230000/2016-spring-plenary-session>

9. Another ASCCC partnership that has been strengthened, in the past two years, in addition to the System office partnership, is with the Community College League of California. The ASCCC President, Vice-President, and Executive Director, as well as other Executive Committee Members, have attended and made presentations at CCLC events including the 2014 and 2015 Annual Conferences, the 2015 and 2016 Legislative Conferences, the 2015 Equity Summit, the 2015 and 2016 Trustee Orientations, and the Spring 2016 Statewide CEO meeting. The ASCCC President and Vice-President have also been among the most prominent voices on the CCLC Advisory Committee on Legislation, where faculty input has been welcomed and encouraged. In this reciprocal relationship, multiple members of the CCLC staff attended various sessions of the Academic Senate's 2016 Spring Plenary Session, most of them for the first time.

10. Though increase in resources for ASCCC is outlined as both a short term and long term goal on the strategic plan, this is the area that has not yet been realized. Out of the six sub-goals in the implementation plan, only two have been completed—both the completions relate to grants, but there has been no progress on creating a stable allocation of funding from Chancellor's Office or through legislation.

III. Conclusions

As the strategic plan covers both short and long-term goals of 2015-2018, by the end of 2016 the Academic Senate has completed over half of those goals. Though there is more work to be done in the areas of professional development, communication with the body, and finding stable funding mechanisms aside from grants; the findings above show that following areas 1) emphasis on diversity in faculty body and executive representation; 2) relationships with system partners; and 3) asserting the faculty voice in state, regional and national circles, are demonstrably better than they were in 2014 and the years before.

PERIODIC REVIEW COMMITTEE SUMMARY

The Periodic Review Committee finds that the Academic Senate of the California Community Colleges (ASCCC) has developed mechanisms to assert the faculty voice in state, regional and national levels in academic and professional matters. The ASCCC is doing an admirable job of acquiring, managing and allocating grant funds to meet the financial needs of its short and long-range goals. The Periodic Review Committee has concluded that the Academic Senate Executive Committee continues to make a concerted effort to reach out and support all stakeholders.

In addition to the specific recommendations identified throughout this document, the Periodic Review Committee found common themes that are summarized as follows:

Self-Study: The Periodic Review Committee suggests that the Executive Committee provide future Periodic Review Committees with a comprehensive self-study that includes evidence to support the review criteria. The Executive Committee should also develop a timeline that allows adequate time to fully evaluate the evidence.

Timing: The Periodic Review Committee suggests that the selection of committee members should start before the Spring Plenary of the year prior to the Committee's report the following Spring. This extended time period will allow future Periodic Review Committees to gather and analyze information more comprehensively, collect surveys and conduct interviews to broaden the scope of feedback for each area.

Feedback: The Periodic Review Committee strongly recommends that a review of communication policies and practices within the organization be initiated to assure that the ASCCC office and representatives are responsive to inquiries and needs of local senates as stated in the Mission Statement. The Periodic Review Committee identified a need to develop a system for Senate members to freely and anonymously give feedback to ASCCC. This system should be accompanied by a mechanism to follow up on the feedback received and actions taken or not taken as a result of suggestions from its constituency.

The PRC recommends that the Executive Committee establish a timeframe for assuring the recommendations stated herein are addressed prior to the next periodic review.

In closing, the Periodic Review Committee wishes to thank the Executive Committee for being accessible and forthcoming in providing the requested information. The periodic review process is a worthwhile endeavor that will benefit faculty throughout the

Donna McGill-Cameron 1/25/17 3:00 AM
Deleted: Committee



Executive Committee Agenda Item

SUBJECT: Meeting Debrief		Month: May	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	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stankas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

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

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



ASCCC CTE LEADERSHIP COMMITTEE

April 6th 8:30am – 10:00am

ZOOM

AGENDA

- I. Call to Order
 - a. Select notetaker: Carrie will take notes
 - b. Roll call: In attendance: Manny, DJ, Monica, Don

- II. Adoption of the Agenda- by consensus

- III. Approval of Minutes
 - a. N/A - LaTonya Parker/ Carrie Roberson in attendance- determined to cancel rest of 3.23.2020 meeting due to unforeseen circumstances related to COVID19

- IV. ASCCC Information
 - a. [Application for Statewide Service](#): Carrie encouraged members to submit a statewide service application form for next year. In addition, the process of developing committees was covered and questions pertaining to length of service (and others) were answered.
 - b. [ASCCC CTE Leadership Committee](#): Discussed how to access information about the committee on this page- minutes, meeting info, etc.)

- V. Announcements
 - a. [ASCCC EVENTS](#)- Discussion ensued about the following items:
 - i. [Career/Non-Credit Institute – CANCELLED](#)
Committee discussed finishing the semester with a focus on CTE new reality, ongoing changes, remote learning vs. online, needs (facilities/ equipment/ tools/ resources/ other)
Committee suggested: Information sharing, preparing for the future and other natural disasters for lab and coursework- “Master Your Disaster!”

- VI. Assigned Tasks
 - i. Committee discussed contributions to the CTE Liaison memos
 - ii. CTE DRAFT Survey [HERE](#): Committee committed to reviewing and adding components to the DRAFT survey to gather information about CTE Liaisons at the local college.

- VII. Committee agreed to join the ASCCC webinar on Traditional Trade Laboratory Modifications for Online Environments WEBINAR immediately following this meeting.

- VIII. Future meeting dates:
 - a. Committee discussed having a future meeting since the CNEI has been cancelled.

- IX. Adjournment @ 8:59am

A. In Progress

B. Completed



Academic Senate for California Community Colleges

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EQUITY & DIVERSITY ACTION COMMITTEE

Wednesday, April 8, 2020

8:30 AM-9:30 AM

Zoom Meeting

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

MEETING NOTES (DRAFT)

- I. Member present
Mayra Cruz Darcie McClelland
Cheryl Aschenbach Jessica Ayo Alabi
Juan Buriel Karla Kirk
Members absent: Eileene Tejada, C. Kahalifa King
- II. Call Meeting to Order and Adoption of the Agenda
- III. February 12, 2019 Meeting Summary was approved by consensus. Unofficial meeting notes from 3/11 were reviewed.
- IV. Check-in
Members spent time checking in with each other.
- V. Reports (information)
 - A. ASCCC [April President's Report](#) and [ASCCC COVID-19 Resources](#)
 - Mayra reviewed key elements of the ASCCC President's Report and shared the lists of ASCCC webinars being offered during the COVID-19 pandemic.
 - Cheryl reported on how the ASCCC is working with the Chancellor's Office in crafting guidance.
- VI. Committee Priorities (discussion and potential action)
In recognition of the stress caused by the COVID-19 crisis and related transitions and disruptions to instruction and regular routines, members considered the following committees priorities for the remainder of the semester:
 - a) Proposed actions no longer relevant
 - b) Actions to be accomplished by June 30
Continue work plan activities for April with the exception of beginning work on Fall 2019 resolutions.
 - c) Recommend for action in 20-21
 - Resolution F16 7.02 [Inclusion of English Learners in Equity and Scorecard Categories](#)
 - Resolution S17 3.02 [Support for Marginalized Students](#) (focus on undocumented students)
 - *(EDI/Anti-bias and Anti-Racism module or webinar (Mayra, Darcie, Karla)*

- Resolution F17 3.02 [ESL Impact Cause by the Termination of Common Assessment Initiative](#)
- Resolution F17 22.01 [Ensure Equal Access for All Qualified California Community College Students to College Promise Funds](#)
- Resolution S19 3.02 [Address Privacy and Rights Violations](#)
- Resolution S19 13.01 [In Support of All Gender Restrooms](#) (*Calls for all colleges to create gender inclusive building plans and campus maps; Resource handout*)

VII. Work Plan Monitoring (Basecamp)

- April Priorities (discussion/action)
 1. Address committee priorities (resolutions) – it was agreed that work on resolutions will be put on hold
 2. Equity Assessment of the Implementation of AB705 Status (EDAC Lead: Juan; Members: Jessica, Eileene, Kahalifa) – this work continues. Juan will connect with Ginni May from the Guided Pathways Task Force.
 3. Outline EDI, Anti-Racism Education module/webinar
Revise the date: Mayra, Karla, Darcie – will delay this discussion.
 4. Tools for Colleges to Engage in Dialogue/Definitions (Goggle doc)- this work continue and finalize the tools by end of May
 - a. Systemic bias dialogue - this is finished
 - b. Cultural change and improvement – this is nearly finished
 - c. Benefits of multiple world view and lived experiences – this is finished

VIII. Announcements

- [Events](#)
- Other
 - ASCCC elections are occurring. Anyone interested in running for an office needs to submit their interest application by April 17.

IX. Committee members made closing comments and shared appreciation for the work everyone is doing.

Adjourn

Note taker: Cheryl Aschenbach

Tasks in Progress:

1. Discuss next steps to support Undocumented Students.
2. Tool development
3. Committee priorities (resolutions) (criteria: actions no longer relevant, actions to be accomplished by June 30th, recommend action for 20-21)
Resolution S10 1.02 [Plan to Infuse Cultural Competence](#) (post a summary of accomplishments)
Resolution S10 1.07 [Faculty Hiring Resources](#) (2020 EEO handbook updates to integrate Diversity, Equity and Inclusion statement and other revisions)
Resolution F14 7.04 [Student Safety: Sexual Assault](#) (Check back with CCCCO and Krystinne Mica)
Resolution S14 3.01 [Infuse Cultural Competence](#) (review cultural competency plan to address this resolution and post a summary of accomplishments)
Resolution S15 3.01 [Systemwide Collaboration in Violence Prevention Programs](#) (follow-up with CCCCO and Krystinne Mica)
4. Resolution S16 1903 Infusing Equity through College Processes Collaboration with GPTF-Assessment tool
5. Professional development opportunities during the COVID-19 emergency

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.
12. A²Mend Conference (March 5) sessions (3)
13. Follow-up with the EDAC previous chair to see if Committee Priorities comments were placed anywhere else. (Mayra)

Activities postponed due to CPVID-19 emergency

1. Preparation for conferences- Spring Plenary (April 15-18); APAHE Conference (April 10)
2. Discuss the referral from the RwLS committee, Resolution S19 13.01 In Support of All Gender Restrooms
3. Review the DEI Integration Plan Assignments



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Faculty Leadership Development Committee

Thursday, March 19, 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 at 3:00 p.m.

Michelle Bean—Ch(P)	Elizabeth Day (P)	Luke Lara (P)
Sam Foster—2 nd Ch (P)	Elizabeth Imhof (P)	Emilie Mitchell (A)
	Christy Karau (P)	

- II. Minutes Volunteer – Luke Lara—thank you!

- III. [February Minutes](#) – Approved by consensus.

- IV. Shout Outs and Affirmations – Shout outs to Luke Lara, Elizabeth Imhof, and Mayra Cruz for helping Michelle Bean on creating the Model Hiring Processes and Principles Grid.

- V. Faculty Diversification
 - A. CCCCCO Diversity Symposium on March 20—cancelled
 - B. Model Hiring Processes and Guiding Principles Zoom meeting with ACHRO, CIO, and CSSO representatives—fill out this [Doodle Poll](#) – FLDC members are welcome to join the meeting. The Model Hiring Process Grid is available [here](#) and we are requesting FLDC members provide input by Thursday, March 26, prior to the March 30 meeting with the ACHRO, CIO, and CSSO representatives. In particular, review and provide input for the on the following:
 - 1. Column E: Activity Models--write a detailed example for colleges to use as a model practice that is based on the Principle and Guiding Questions for that hiring process.
 - 2. Column G: Tools and Resources--place hyperlinks to model tools from colleges, ASCCC, or CCCCCO.
 - 3. Update any language or edit anything needed in the other columns.
 - C. Disproportionate Impact Tool from RP Group described and Infographic from Umoja shared.
 - D. Faculty Hiring Resolution: [Pre-resolutions Packet](#) – Given that the Spring Plenary is cancelled for now, it is uncertain when these resolutions will go forward.

- VI. Spring Plenary
 - A. Updates – Cancelled due to COVID-19. Area meetings are cancelled as well. Elections will be

held electronically; however, when and how is still to be determined. There is discussion at the last Executive meeting about combining the spring Plenary with another institute, such as the Curriculum Institute in July; however, nothing has been decided yet. Another possibility is to host a virtual conference. There are several concerns with both ideas.

- B. Professional Development Needs (Re: COVID-19 issues) – It is clear that the most pressing issues are to respond to the immediate needs of the field in regard to going virtual in instruction and in governance. Ideas for professional development include:
 - 1. How do you do governance in this era of long-lasting crisis situations (e.g. Brown Act)?
 - 2. How do we support faculty to teach online when they haven't before?
 - 3. How to maintain self-care when your life has turned online?
- C. Sessions [Assigned](#) – Each of the following sessions has been cancelled indefinitely:
 - 1. Guiding Principles for Hiring Committees and Appointments (Bean, Imhof, Olivio, Buul)
 - 2. Model Hiring Processes (Bean, Lara, Fermin Villegas)
 - 3. Brown Act and Senate Committees (Bean and Roberson)
 - 4. First Minimum Qualification and Equivalency: An Equity-Minded Framework (Bean, Roberson, Eikey)

VII. Faculty Leadership Academy

- A. [FELA Framework](#) approved by Exec with suggestions—anticipated Summer 2020 start. RECOMMENDING TO POSTPONE by consensus with the following direction: Postpone to June 2021, however, include information on the ASCCC website starting this summer AND submit the CSU credit proposal to Sac State by May 2020.
- B. Next Steps:
 - 1. Mentor Handbook (Mitchell, Day, Bean)
 - 2. Executive Director Mica working on Fees structure—Reviewed the email and spreadsheet sent by E.D.: \$2,622 (no event registrations) or \$4,457 (with event registrations) per participants (mentor and mentee).
 - 3. E.D recommending charging participants for the pilot year – Committee agreed that we should also ask the AS Foundation to sponsor scholarships.
- C. FELA Applications updated—[click here](#) to view; applications are ready to be published once fee structure is confirmed.
- D. CSU Credit—see E.D. [email here](#)
 - 1. Continuing Ed units for \$85 per participant.
 - 2. Need a volunteer to complete application and create curriculum outline – Elizabeth Imhof and Michelle Bean volunteered to complete by May.
 - 3. Question: Will the E.D. be the instructor of record? Is there any minimum qualifications needed?

VIII. Womyn's Survey and Faculty of Color Intersectionality

- A. [New Survey](#) approved for faculty of color groups – This survey was sent out on 3/12/20 with unfortunate timing, given the emerging crisis across the state and system around COVID-19. The committee consensus and preference is to delay resending until late August/early September, with the goal to capture results by September 30, 2020.
- B. ED working to send survey this month to the following: Puente, Umoja, A2MEND, APIHE, Latina Leadership Network, LGBTQ+ CC listserv, senate presidents, Social Justice listserv, Ethnic Studies listserv, all liaison groups.
- C. [Rostrum article](#)—Bean, Karau, and Rebecca Eikey—thank you for your hard work!

- IX. Evaluating Professional Development Activities
- A. Standard ASCCC Event Survey—suggestions approved at March Executive meeting—[click here](#) to see the Exec comments and approvals. The ASCCC Office should be implementing all new questions soon; some are already updated with FLDC recommendations.
- X. Collaborations Updates
- A. Puente Executive Director was to present at Plenary. Both Puente and Umoja E.D.s were invited.
- B. Umoja/A2MEND Ed Summit—EDAC Chair Mayra attended for Bean—thank you!
- C. Anti-Racism Work
1. [Rostrum article](#)—Imhof and Buul—thank you for your hard work! Part Two of the article may be submitted for the next *Rostrum* in fall.
2. EDAC Update—they are working on tools for anti-racism work: pledge, resolution, and call for a paper (on hold due to cancellation of Plenary).
- XI. Caucus Structure
- A. [Rostrum article](#) on caucus restructuring—co-authored by Bruno, Bean, Roberson—thank you for your hard work! All caucus leaders were invited to collaborate on this article.
- XII. Professional Development College
- A. Update: Executive Committee approved OERI to work on and update PDC modules focused on students and classroom practices (e.g., Incarcerated Ed and Curriculum).
- XIII. Curriculum Institute
- A. Ideas for breakouts:
1. How have colleges handled the need to move all instruction online during the COVID-19 crisis?
2. What lasting effects has this had on the system?
3. What did we learn and what needs to change permanently in our local/state policies/processes to adapt to emergent crises?
- XIV. Announcements
- A. Check for upcoming events at <https://asccc.org/calendar/list/events>
- Area Meetings—cancelled.
 - Spring Plenary—cancelled in Oakland.
- B. Join Amazon Smile—find ASCCC Foundation
- C. [Application for Statewide Service](#)
- XV. Closing Comments and Reflections
- A. Next meeting: April 23 at 3:00—4:30 p.m.
- B. June meeting—tentative change to June 11? Will discuss at April meeting.
- C. In-Progress and Completed Tasks reviewed.
- D. Any other final comments or suggestions? None.
- XVI. Adjournment at 4:29 p.m.

In Progress:

- Model Hiring Practices and Guiding Principles
- CSU Continuing Education Units Course Outline of Record and Application for FELA to Sac State
- Part II: Faculty Hiring in an Anti-Racism Institution *Rostrum* Article for Fall 2020

Completed Tasks:

- Faculty Leadership Survey Questions for Faculty of Color (Fall 2020 resend)
- Faculty Empowerment and Leadership Academy (FELA) Framework and Applications (Summer 2021)
- ASCCC Event Survey Questions on Gender, Race, Ethnicity
- *Rostrum* article: Womyn's Survey
- *Rostrum* article: Anti-Racism
- *Rostrum* article: Caucus Structure
- *Rostrum* article: Sex, Gender, Race, and Economic Disadvantage: Courageous Conversations About Intersectionality
- *Rostrum* article: Equitizing Merit and Fit: Establishing a Baseline Understanding
- Collaborations—chair meet with Puente directors on October 30, attended Umoja Education Summit October 31, CCC LGBTQIA+ Summit 2019 panelist
- Updated the FLDC charge/description
- *Rostrum* article: Convergence of Diversity and Equity: Guiding Principles for Hiring Processes
- A2Mend Collaboration—A2Mend board members presented at 2019 ASCCC Academic Academy
- Umoja/A2Mend—chair completed workgroup meetings for Black Student Report Card for CCCs
- Womyn's Leadership Survey distributed in September



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Legislation and Advocacy Committee

DATE: 30 March 2020

TIME: 1:45pm

CONFERENCE CALL INFORMATION

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/793001461>

Or iPhone one-tap (US Toll): +16699006833,793001461# or +13462487799,793001461#

Minutes

Present: Dolores Davison, Ginni May, Randy Beach, Kelly Kulzer, Erik Reese, Robert L. Stewart Jr.

- I. Call to Order and Adoption of the Agenda – called to order at 1:49
- II. Feedback/Recap of Legislative and Advocacy Day
What went well: Awesome experience, a lot of people who wanted to hear what we had to say, and some that did not want to hear it; great experience for relationship building; ran into a few people from the CCC system; some COVID-19 distancing was starting but was not prevalent; training was great;
Considerations for next time:
 - Would it be feasible for members of the LAC to become “experts” on certain bills before the visit and then send that person to visit the legislator?
 - Plan more time for preparation before visit
 - Have groups meet before dinner and plan talking points
- III. Current Bills and Budget Update
 - a. SB 874 (Hill, 2020) – Baccalaureate Bill: kept language about nonduplication with CSU and UCs; there was discussion about permitting only one program per college, but that is not in the bill at this time; ASCCC has stated that allied health needs to be permitted to duplicate programs as educational program needs are not being met;
 - b. AB 3310 (Muratsuchi, 2020) – Ethnic Studies
 - c. Others?
The trucking bill is dead. AB 302 (Berman, 2019) is being let go and will be addressed elsewhere.
At the last CO update, the chancellor encouraged advocacy: a letter outlining the CCC needs to send to the federal government; suspending the regular processes in order to act on where the focus will be most effective. Big question: What does it mean for colleges to continue to teach remotely? What is the role of the ACCJC in advocacy for the colleges?

IV. Changes in Legislative Cycle due to Extended Recess

The current legislation cycle is on hold due to COVID-19 “shelter at home” orders. An extended recess until April 13, will likely be moved to May 1 with new orders at the federal level. At this point it is not sure what will be taken up – there has been talk about only allowing each legislator 5 bills. There will be a hold on the budget, the governor may have a May-revise with significant cuts to non-Prop 98 items, the governor will likely be looking at small one-time expenditures; Guided Pathways is guaranteed for ASCCC as well as our other grants to continue the work being done for the students of California. ASCCC has set up a whole set of webinars to address faculty professional development needs. With the approval for the chancellor to have extraordinary powers, the chancellor did state that he would still consult with the ASCCC. There was discussion about consolidating funds for the ASCCC.

V. Event Cancellations and Next Year’s Committee

Leadership and Curriculum Institutes will be partially online at a minimum.

[Some ideas for Webinars:](#)

- Consultative Processes During a State of Emergency
- Distance Education and P/NP Considerations – What is the Role of the Local Academic Senate when Title 5 is Temporarily Suspended?

VI. Adjournment – **3:10 pm**

Don’t forget to complete the Application of Statewide Service for 2020-21:

[Application for Statewide Service](#)



ASCCC ONLINE EDUCATION COMMITTEE

March 30th, 2020 12:00PM – 1:15PM

ZOOM

Summary

- I. Present: Carrie Roberson, Geoffrey Dyer, Ingrid Greenberg, May Sanicolas, Marty Rudd, and Dan Barnett (Guest)
 - II. Call to Order
 - a. Adopt Agenda—*The Agenda was adopted*
 - III. Approval of Minutes
 - a. 1.14.2020--*approved by consensus via email*
 - IV. Resources
 - a. ASCCC [Online Education Committee](#)
 - i. Review Online Ed [GOOGLE DRIVE](#) for updates/changes
The Chair reviewed the Google Drive. The Rostrum article was not completed by the deadline.
- Resolved, That the Academic Senate for California Community Colleges recommend that local senates work within existing committee structures and procedures to ensure dedication of resources supporting appropriate training and technical support to guarantee accessibility of course materials;
- Resolved, That the Academic Senate for California Community Colleges urge local senates to develop local policies to adopt only course materials, including supplemental or optional materials, that are accessible for all California community college students in alignment with the World Wide Web Consortium’s (W3C) Web Content Accessibility Guidelines (WCAG); and
- Resolved, That the Academic Senate for California Community Colleges prepare and bring to the body for consideration a paper on accessible course materials that addresses best practices for faculty in selecting and using accessible educational content by spring 2021.
- The committee discussed the process for paper development and whether or not the committee should develop an outline for submission to the Executive Committee within the next two months. The committee agreed that the paper should include model Board Policies and Administrative Procedures. The committee decided to continue to consider this on an ongoing basis.*
- V. Discussion Items
 - a. Committee Priorities for Spring 2020
 - i. Review priorities and strategize next steps
 - ✓ *DE guidelines*
 - ✓ *Resolution S19 9.04: Ensure the Accessibility of Online Materials*
 - b. CVC-OEI Local Peer Online Course Review
 - i. *ASCCC update on approval—The chair reported that the Online Education Committee’s recommendation to the Executive Committee that the lead reviewer in local peer online course review need not be external. Geoffrey Dyer reported that status of consortium applications and actions of the CVC-OEI to support the field during the COVID-19 pandemic. Ingrid Greenberg reviewed the planned changes to the CVC-OEI rubric.*

- c. State of the System—*The chair asked the committee to discuss system-wide issues relating to remote instruction. Ingrid Greenberg discussed “Zoom Bombing” and the need for facilitators to monitor settings of Zoom to remain in control of the meeting. Ingrid provided a variety of resources to the committee.*

The committee adjourned at 1:17 pm

Status of Previous Action Items

A. In Progress

B. Completed