



**Wednesday, November 4, 2020**

*Zoom Videoconferencing*

*Zoom Link: [https://us02web.zoom.us/webinar/register/WN\\_TOn\\_SnC2SUCCqL1-qsVJHA](https://us02web.zoom.us/webinar/register/WN_TOn_SnC2SUCCqL1-qsVJHA)*

**Wednesday, November 4, 2020**

9:00 a.m. to 12:00 p.m. | Executive Committee Meeting

12:00 p.m. to 12:45 p.m. | Lunch

12:45 p.m. to 5:00 p.m. | Executive Committee Meeting

*All ASCCC meetings are accessible to those with special accommodation needs. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by emailing the Senate at [agendaitem@asccc.org](mailto:agendaitem@asccc.org) or [april@asccc.org](mailto: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 the 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](http://www.asccc.org/executive_committee/meetings).*

**I. ORDER OF BUSINESS**

**A. Roll Call**

**B. Approval of the Agenda**

**C. Public Comment**

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

**D. [Executive Committee Norms, pg. 5](#)**

**E. [Calendar, pg. 6](#)**

**F. [Local Senate Visits, pg. 14](#)**

**G. [Action Tracking, pg. 24](#)**

**H. One Minute Check-In**

**II. CONSENT CALENDAR**

**A. [September 17-19, 2020, Meeting Minutes, Aschenbach, pg. 25](#)**

**B. [CTE Leadership Committee \(CTELC\) Revision of the Committee Charge, Cruz/Oliver, pg. 34](#)**

**C. [Part-time Committee Charge Update, Bean/Chow, pg. 35](#)**

- D. [Part-time Committee Workplan, Bean/Chow, pg. 36](#)
- E. [ASCCC Legislative and Advocacy Day, May, pg. 39](#)
- F. [Educational Policies Committee Charge Update, Foster, pg. 40](#)
- G. [ASCCC Curriculum Committee Charter Update, Bean/Roberson, pg. 41](#)

### III. REPORTS

- A. **President's/Executive Director's Report – 30 mins., Davison/Mica**
- B. **Foundation President's Report – 10 mins., Henderson**
- 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 – 20 mins., May, pg. 43](#)  
The Executive Committee will be updated regarding bills and other legislative actions.
- B. [Equity Driven Systems – 15 mins., Davison, pg. 46](#)  
The Executive Committee will be updated on the Equity Driven Systems in the system and discuss future direction.
- C. [Guided Pathways Implementation and Integration to Transfer and Careers – 15 mins., Davison, pg. 47](#)  
The Executive Committee will be updated on the Guided Pathways implementation and integration to transfer and careers and discuss future direction.
  - i. [Integration of Guided Pathways Work into ASCCC Structures – 15 mins., May/Fulks, pg. 48](#)  
The Executive Committee will discuss and consider the recommendations for integrating guided pathways work into ASCCC structures.
- D. [Culturally Responsive Student Services, Student Support, and Curriculum – 15 mins., Davison, pg. 54](#)  
The Executive Committee will be updated on culturally responsive student services, student support, and curriculum in the system and discuss future direction.
- E. [ASCCC Coaching Model – 15 mins., Davison/Mica, pg. 55](#)  
The Executive Committee will review the attached proposal and provide feedback and recommendations.
- F. [ASCCC Curriculum Event \(in lieu of “regional” meetings\) – 20 mins., Bean/Roberson, pg. 59](#)  
The ASCCC Executive Committee will provide feedback on and consider for approval an ASCCC Curriculum Event.
- G. [ASCCC Curriculum Institute Planning – 20 mins., Bean/Roberson, pg. 60](#)  
The ASCCC Executive Committee will provide feedback on the theme, strands, and general sessions as well as modality, logistics, and structure for the 2021 Curriculum Institute.
- H. [Part-time Institute Program Draft – 20 mins., Bean/Chow, pg. 62](#)  
The Executive Committee will consider the first draft of the Part-time Institute for approval.

- I. [Outline for Paper on Faculty Professional Development – 15 mins., Foster, pg. 65](#)  
The Executive Committee will consider for approval the outline for the paper on faculty professional development.
- J. [Faculty Engagement in the VRC – 20 mins., Mica, pg. 70](#)  
*(Time Certain 1:00 p.m.)*  
The Executive Committee will provide direction on how to best engage with the new VRC Faculty Community.

V. **DISCUSSION**

- A. [Chancellor’s Office Liaison Report – 45 mins., Davison, pg. 73](#)  
A liaison from the Chancellor’s Office will provide Executive Committee members with an update of system-wide issues and projects.
- B. [Board of Governors/Consultation Council – 15 mins., Davison/May, pg. 74](#)  
The Executive Committee will receive an update on the recent Board of Governors and Consultation meetings.
- C. [Online Community College District Board of Trustees Meeting – 15 mins., Davison/May, pg. 75](#)  
The Executive Committee will receive an update on the recent Online Community College District Board of Trustees Meeting.
- D. [Fall Plenary Session Final Planning – 20 mins., Davison/Mica, pg. 76](#)  
The Executive Committee will discuss the final planning for Fall Plenary Session.
  - i. [Academic Senate Audit – 10 mins., Cruz/Mica, pg. 77](#)  
The Executive Committee will receive an update on the results of the recent Senate audit.
- E. [Meeting Debrief – 15 mins., Davison, pg. 94](#)  
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. **Senate and Grant Reports**
  - i. [Academic Senate Foundation for California Community Colleges, Henderson, pg. 95](#)
  - ii. [ASCCC Statement of Activities with Variance, Mica, pg. 99](#)
  - iii. [C-ID Advisory Committee, Aschenbach, pg. 102](#)
  - iv. [Intersegmental Curriculum Workgroup \(ICW\), Davison, pg. 106](#)
- B. **Standing Committee Minutes**
  - i. [Accreditation Committee, Aschenbach, pg. 109](#)
  - ii. [CTE Leadership Committee \(CTELC\), Cruz, pg. 111](#)
  - iii. [Curriculum Committee, Roberson, pg. 120](#)
  - iv. [Educational Policies Committee, Foster, pg. 122](#)
  - v. [Guided Pathways Task Force, May, pg. 128](#)
  - vi. [Legislative and Advocacy Committee, May, pg. 134](#)
  - vii. [Part-Time Committee, Bean, pg. 145](#)
  - viii. [Relations with Local Senates Committee, Curry, pg. 150](#)
  - ix. [Resolutions Committee, Curry, pg. 152](#)
  - x. [Standards and Practices Committee, Oliver, pg. 155](#)

### **C. Liaison Reports**

- i. [Bachelor's Degree Program Steering Committee, Aschenbach, pg. 160](#)
- ii. [California Community Colleges Curriculum Committee \(5C\), Roberson, pg. 171](#)
- iii. [CA EDGE Coalition, Flexible Learning Approaches Advisory Committee, Aschenbach, pg. 179](#)
- iv. [California Virtual Campus - Online Education Initiative, Dyer/Stewart Jr., pg. 180](#)
- v. [Credit for Prior Learning \(CPL\) Workgroup, Cruz, pg. 183](#)
- vi. [Diversity, Equity, & Inclusion Implementation Statewide Workgroup, Cruz, pg. 186](#)
- vii. [Economic & Workforce Development Advisory Committee \(EWDAC\), Cruz, pg. 198](#)
- viii. [Graduate Education Advisory Committee \(GEAC\), Bean, pg. 199](#)
- ix. [Technology and Telecommunications Advisory Committee \(TTAC\), Aschenbach, pg. 202](#)
- x. [The Research and Planning Group, Bean, pg. 216](#)

### **CI. Local Senate Visits**

## **VII. ADJOURNMENT**

## **Executive Committee Community Norms**

Approved February 2-3, 2018

### **Authenticity**

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

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

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

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

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

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

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



## Executive Committee Agenda Item

SUBJECT: Calendar •Upcoming 2020-2021 Events •Reminders/Due Dates		Month: November	Year: 2020
		Item No: I. E.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	Inform the Executive Committee of upcoming events and deadlines.	Urgent: No	
		Time Requested: 5 mins.	
CATEGORY:	Order of Business	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	April Lonerero	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonerero	Action	
		Information	X

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

### BACKGROUND:

#### Upcoming Events and Meetings

- **Executive Committee Meeting** – Virtual Meeting – December 4-5, 2020
- **Executive Committee Meeting** – Virtual Meeting – January 8-9, 2021
- **Executive Committee Meeting** – San Jose – February 5-6, 2021
- **Part-Time Institute** – Virtual Conference – February 18-19, 2021

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

#### Reminders/Due Dates

##### November 16, 2020

- Agenda items for the December 4-5, 2020 meeting
- Committee reports, if applicable

##### December 15, 2021

- Agenda items for the January 8-9, 2021 meeting
- Committee reports, if applicable

#### Part-Time Institute Deadlines

- Final program draft due November 16, 2020 for final reading at December Executive Committee Meeting.

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

- Presenters list due to Krystinne and Dolores by December 18, 2020.
- Final Program to Krystinne by January 4, 2021.
- Program to Events Team and Visual Designer January 19, 2021.
- Presenter’s Virtual Event Platform Training: February 2 & 3, 2021
- Virtual Event Platform goes live for all attendees: February 10, 2021

**Rostrum Timeline**

<b>To Krystinne</b>	<b>To David</b>	<b>To Dolores</b>	<b>To Katie</b>	<b>To the Field</b>
January 4	January 8	January 15	January 22	February 8
March 8	March 15	March 22	March 29	April 14

## 2020-2021 EXECUTIVE COMMITTEE MEETING DATES

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

Meeting Type	Date	Campus Location	Hotel Location	Agenda Deadline
Executive Meeting – Orientation	June 17, 2020		NA	NA
Executive Meeting	August 13-15, 2020		Virtual Meeting	July 27, 2020
Executive Meeting	September 17-19, 2020		Virtual Meeting	August 28, 2020
Area Meetings	October 16-17, 2020		Virtual Meeting	
Executive Meeting	November 4, 2020**		Virtual Meeting	October 16, 2020
Executive Meeting	December 4-5, 2020		Virtual Meeting	November 16, 2020
Executive Meeting	January 8-9, 2021		Virtual Meeting	December 15, 2020
Executive Meeting	February 5-6, 2021		Residence Inn San Jose Airport, San Jose, CA	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**		Los Angeles Marriott Burbank Airport, Burbank	March 26, 2021
Executive Meeting	May 7, 2021		Residence Inn San Jose Airport, San Jose, CA	April 19, 2021
Executive Committee/ Orientation	June 4-6, 2021		Coronado Island Marriott Resort & Spa, Coronado, CA	May 17, 2021
<b>EVENTS</b>				
<b>Event Type<sup>2</sup></b>	<b>Date</b>		<b>Hotel Location<sup>3</sup></b>	
Academic Academy	October 8-9, 2020		Virtual Conference	
Fall Plenary Session	November 5-7, 2020		Virtual Conference	
Part-Time Institute	February 18-20, 2021		Virtual Conference	
Spring Plenary Session	April 15-17, 2021		Los Angeles Marriott Burbank Airport, Burbank, CA	
Career and Noncredit Education Institute	April 30- May 2, 2021		San Mateo Marriot, San Mateo, CA	
Faculty Leadership Institute	June 17-19, 2021		The Citizen Hotel, Sacramento, CA	
Curriculum Institute	July 7-10, 2021		Pasadena Convention Center, Pasadena, CA	

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

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



# Academic Senate

2020 - 2021

## Executive Committee Meeting Agenda Deadlines

### Reminder Timeline:

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

<b>Meeting Dates</b>	<b>Agenda Items Due</b>	<b>Agenda Posted and Mailed</b>
August 13 – 15, 2020	July 27, 2020	August 3, 2020
September 17 – 19, 2020	August 28, 2020	September 4, 2020
November 4, 2020	October 16, 2020	October 23, 2020
December 4 – 5, 2020	November 16, 2020	November 23, 2020
January 8 – 9, 2021	December 15, 2020	December 22, 2020
February 5 – 6, 2021	January 19, 2021	January 25, 2021
March 5 – 6, 2021	February 16, 2021	February 22, 2021
April 14, 2021	March 26, 2021	April 2, 2021
May 7, 2021	April 19, 2021	April 26, 2021
June 4– 6, 2021	May 17, 2021	May 24, 2021

## EVENT TIMELINE 2020-2021

**Academic Academy (Virtual): October 8-9, 2020**

**Fall Plenary (Virtual): November 5-7, 2020 | Part-Time Faculty Institute (Virtual): February 18-19, 2021**

**Accreditation Institute: April 20-23, 2021 \*Partnership with ACCJC | Spring Plenary: April 15-17, 2021**

**Career and Noncredit Institute: April 30-May 2, 2020 | Faculty Leadership Institute: June 17-19, 2021**

**Curriculum Institute: July 7-10, 2021**

### July 2020

#### Academic Academy

1. July: Final program to August Executive Committee meeting – July 27, 2020

### August 2020

#### Academic Academy

1. Final program to Executive Director: August 17, 2020
2. Presenter's list to Krystinne and Dolores: August 24, 2020
3. Program to Events Team and Visual Designer: August 24, 2020

### September 2020

#### Academic Academy

1. Presenter's Virtual Event Platform Training: September 22 & 23, 2020
2. Virtual Event Platform goes live for all attendees: September 30, 2020

#### Fall Plenary

1. Pre-Session resolutions due to Resolutions Chair September 18, 2020.
2. First program draft due August 28, 2020 for reading at September 17-19, 2020 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. Area Meeting information due to Tonya September 17, 2020.

### October 2020

#### Part-Time Faculty Institute

1. Program draft due October 16, 2020 for reading at November 4 Executive Committee Meeting. This draft includes topics for posting on the website so that possible participants have an idea about the institute direction. This draft will should also be fully developed with descriptions for approval by the Executive Committee.

#### Fall Plenary

1. Outside presenters due to Dolores and Krystinne by October 5, 2020 for approval.
2. Final Breakout Descriptions due to Krystinne by October 5, 2020.
3. Final resolutions due to Krystinne October 6, 2020 for circulation to Area Meetings.
4. Program to Events Team and Visual Designer: October 12, 2020
5. Deadline for Area Meeting resolutions to Resolutions chair: Area A & B October 16, 2020; Area

- C & D October 17, 2020 – DUE October 21, 2020.
6. Presenter’s Virtual Event Platform Training: October 20 & 21, 2020
  7. Resolutions posted to website: October 28, 2020.
  8. Virtual Event Platform goes live for all attendees: October 28, 2020

**November 2020**

**Part-Time Faculty Institute**

1. Final program draft due November 16, 2020 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 outline due November 16, 2020 outlining partnership with ACCJC to Executive Committee for first reading at December Executive Committee Meeting.

**December 2020**

**Part-Time Faculty Institute**

1. Presenters list due to Krystinne and Dolores by December 18, 2020.

**Spring Plenary**

1. First reading of draft papers due December 15, 2020 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. Program draft to Executive Committee for reading – December 15, 2020 for the January meeting.

**Career and Noncredit Education Institute**

1. Program outline to Executive Committee for first reading – Due December 15, 2020 for January meeting.

**January 2021**

**Part-Time Faculty**

1. Final Program to Krystinne by January 4, 2021.
2. Program to Events Team and Visual Designer January 19, 2021.

**Spring Plenary**

1. Breakout topics due to Krystinne by January 19, 2021 for first reading at February Executive Committee Meeting. The preliminary program will be finalized at the February meeting for posting on the ASCCC website.

**Career and Noncredit Institute**

1. Program draft to Executive Committee for first reading – January 19, 2021 for February meeting.

**Faculty Leadership Institute**

1. Program outline to Executive Committee for first reading – January 19, 2021 for February

meeting.

## February 2021

### **Part-Time Faculty**

1. Presenter's Virtual Event Platform Training: February 2 & 3, 2021
2. Virtual Event Platform goes live for all attendees: February 10, 2021

### **Spring Plenary**

1. Pre-Session resolutions due to Resolutions chair February 16, 2021.
2. Second draft of papers due February 16, 2020 for reading at March Executive Committee Meeting.
3. Area Meeting information due to Tonya February 26, 2021.

### **Accreditation Institute**

1. Final program draft to Executive Committee for reading – February 16, 2021 for March meeting.

### **Career and Noncredit Institute**

1. Final program draft to Executive Committee for final reading – February 16, 2021 for March meeting.

### **Faculty Leadership Institute**

1. Program draft to Executive Committee for first reading – February 16, 2021 for March meeting.

### **Curriculum**

1. Develop theme and specifications for event.
2. Draft program outline due February 16, 2021 for first reading at March Executive Committee Meeting. Submit possible topics for general sessions and breakouts

## March 2021

### **Spring Plenary**

1. Final resolutions due to Krystinne for circulation to Area Meetings March 8, 2021.
2. AV and Event Supply needs to Tonya by March 19, 2021.
3. Any outside presenters are due to Dolores and Krystinne by March 5, 2021 for approval.
4. Breakout session descriptions due to Krystinne by March 12, 2021.
5. Final Program to Krystinne by March 19, 2021.
6. Deadline for Area Meeting resolutions to Resolutions chair: Area A & B March 26, 2021; Area C & D March 27, 2021 – DUE March 31, 2021.
7. Final program to printer March 30, 2021.
8. Materials posted to ASCCC website April 5, 2021.

### **Career and Noncredit Education Institute**

1. Program due to Krystinne – March 19, 2021
2. AV and events supply needs to Tonya – March 31, 2021

### **Curriculum**

1. Program draft to Executive Committee for first reading - due March 26, 2021 for April meeting.

## April 2021

**Career and Noncredit Institute**

1. All hotel rooms requested by April 8, 2021.
2. Final program to printer April 12, 2021.
3. Materials posted to ASCCC website April 19, 2021.

**Faculty Leadership**

1. Final program draft to Executive Committee for final reading – April 19, 2021.

**Curriculum**

1. Presenters list due to Krystinne and Dolores by April 30, 2021.

<b>May 2021</b>
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**Faculty Leadership**

1. Final Program to Krystinne by May 24, 2021.
2. AV and event supplies to Tonya by May 24, 2021.
3. All hotels requested by May 26, 2021.

**Curriculum**

1. Final program draft due May 17, 2021 for final reading at June Executive Committee Meeting.

<b>June 2021</b>
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**Faculty Leadership**

1. Final program to printer June 1, 2021.
2. Materials posted to ASCCC website June 7, 2021.

**Curriculum**

1. Final Program to Krystinne by June 10, 2021.
2. AV and Event Supply needs to Tonya by June 10, 2021.
3. All hotels requested by June 16, 2021.
4. Final program to printer June 24, 2021.
5. Materials posted to ASCCC website June 24, 2021.

## Local Senate Campus Visits 2017-2020

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

COLLEGE	VISITOR	DATE OF VISIT	REASON
<b>Area A</b>			
American River	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	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
	Stanskas	1/30/2020	Collegiality in Action
Clovis	Aschenbach, May, Curry	9/5/2019	ESL Recoding Regional
Columbia			
Cosumnes River	Beach, Parker	3/8/2018	TASCC Regional
	Rutan, May	10/6/2018	AB 705 Regional
	Aschenbach	1/16/2019	Governance
Feather River	Beach	3/11-14/2018	ACCJC Team Visit
Folsom Lake	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
	Stewart Jr.	8/13/2020	Local Senate Visit - Equity and Diversity

Los Rios CCD	May, Mica, Rother	3/7/2019	Recoding Regional Meeting
Madera	Stankas, Davison	1/31/2020	Collegiality in Action
Merced	May, Aschenbach, Roberson, Stankas	3/23/2018	Area A Meeting
	Aschenbach, Eikey	2/6/2019	Technical Visit – MQs and Equivalency
Modesto			
Porterville			
Redwoods, College of the			
Reedley	Aschenbach	5/3/2019	CTE Minimum Qualification Toolkit Regional Meeting
Sacramento City	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
San Joaquin Delta	Rutan	1/29-30/2018	Curriculum Visit
	Dyer, Aschenbach, May, Stankas	3/22/2019	Area A Meeting
	Stankas	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	Dyer	5/29/2020	Local Senate Visit - Governance, Brown Act Compliance
Sierra	Freitas, May	10/4/2017	10+1
	May, Aschenbach, Bruno, Roberson	10/13/2017	Area A Meeting
	Bean, Bruzzese	8/15/2019	Technical Visit - Building Relationships in Governance
	Bean, Foster	9/19/2019	Faculty Leadership Development College
	Aschenbach, Bean, Davison, May, Stankas	12/3/2019	ICAS
Siskiyou, College of the	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	Beach, Parker	2/10/2018	TASCC Committee Meeting
	Davison, Foster	4/6/2018	EDAC Regionals
	May	5/30/2018	MQRTF Meeting
	Curry, Dyer, Roberson, May, Aschenbach	10/11/2019	Area A Meeting
Yuba	Cruz, Henderson	2/25/2019	Faculty Diversification Regional
	Donahue	8/14/2019	Guided Pathways Workshop
	Bean, Roberson	10/24/2019	Shared Governance - Technical Assistance
<b>Area B</b>			
Alameda, College of	Aschenbach	10/20/2017	ISF (CTE Regional)
Berkeley City			
Cabrillo	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	Davison	9/13/2018	
	Bruno, Davison		FACCC Meeting
	Rutan	11/6/2018	Noncredit Visit
	Davison, Roberson	1/31/2019	Governance
	Aschenbach	4/28/2020	IEPI PRT - Virtual
Chabot – Las Positas District			
Contra Costa	Aschenbach	1/22/2020	Curriculum Visit/Presentation
DeAnza	Cruz	10/12/2018	Area B Meeting
	Stanskas, Davison, Aschenbac, May, Bean, Mica	2/6/2020	ICAS Meeting



Diablo Valley	May, Rutan	1/22/2019	Noncredit Curriculum
	Davison	11/12/2019	RP Leading Versus Lagging Convening
Evergreen Valley	Roberson, Eikey, Beach, May	5/12/2018	Guided Pathways Regional Meeting
	Parker, Cruz, Eikey	9/19/2018	Faculty Development Committee Meeting
Foothill	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	Corrina Evett		
	Stanskas	8/28/2018	Peralta District Collegiality in Action
Las Positas	May	8/16/2018	CLCCD Speaker at Convocation
Los Medanos			
Marin, College of	Davison	9/15/2017	OER Regional
	Eikey	1/15/2019	Minimum Qualifications Equivalency
Mendocino	Bruno	9/22/2017	Collegiality in Action
Merritt			
Mission	May, Roberson	3/15/2019	Curriculum Regionals
	Cruz	9/26/2019	FACCC SouthBay Advocacy Summit
Monterey Peninsula	McKay	2/7/2018	IEPI PRT
	Henderson, Cruz, Davison	3/22/2019	Area B Meeting
	Aschenbach	4/29/2020	Technical Assistance Visit - Virtual
Napa Valley			

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	Rutan	2/5/2019	AB 705
	Parker	4/26/2019	FACCC Counselor's Conference
San José City	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	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	McKay, Davison	10/13/2017	Area B Meeting
	May	3/5/2019	Recoding Regional Meeting
	Aschenbach	9/23/2019	AB 705 ESL Recoding Regional
	Aschenbach	12/14/2019	Curriculum Committee Meeting
Solano	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	Bruno	2/6/2018	Collegiality in Action
	Davison	8/24/2018	Local Senate Accreditation
<b>Area C</b>			
Allan Hancock	Cruz	10/25/2019	Guided Pathways Regional Meeting
Antelope Valley			

Canyons, College of the	Davison	10/5-6/2017	Civic Engagement Summit
	May, Roberson, Eikey	12/18/2017	Resolutions Committee Meeting
	Aschenbach	10/18/2018	Tech Visit, Advisory Committees
	May	3/18/2019	Recoding Regional Meeting
	May	9/20/2019	Guided Pathways and Governance
Cerritos	Rutan, May	5/19/2018	Curriculum Regional
	Davison	1/18/2019	FACCC Policy Forum
	Cruz	5/9/2019	Faculty-Employee Diversification Action Planning Session
Citrus	Roberson	8/23/2018	Local Senate Visit, Guided Pathways
	Eikey, Davison, Bruzzese, Bean	3/23/2019	Area C Meeting
Cuesta	Fulks	11/14/2019	Local Senate Visit, Guided Pathways
	Cruz	11/15/2019	CEO Training, with ACHRO
East LA	Davison		Mini PRT
El Camino	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	Eikey, Stankas, Bruzzese, Aschenbach	10/13/2018	Area C Meeting
	Stankas	2/8/2019	Collegiality in Action
	Aschenbach, May	10/6/2020	Local Senate Visit - Curriculum
	Aschenbach, May	10/20/2020	Local Senate Visit - Curriculum
Glendale	Freitas, Eikey, Bruno	3/24/2018	Area C Meeting
LA District	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			

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
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			
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	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	Roberson, Beach, Eikey, May	5/11/2018	Guided Pathways Regional Meeting
Rio Hondo	Beach	9/27/2018	Guided Pathways
	Cruz	8/21/2019	Technical Visit - EDI Focus
	Bean, Davison, Donahue, Bruzzese	10/12/2019	Area C Meeting
	Foster, Bruzzese	1/31/2020	TASSC In-person Meeting
Santa Barbara City	Stankas	1/18/2019	Collegiality in Action
Santa Monica	McKay	9/14/2018	Equity and Diversity Action Committee Meeting

Ventura	Freitas, Beach	1/18/2018	Noncredit Presentations
West LA			
<b>Area D</b>			
Barstow	Slattery-Farrell, Stanskas	8/29/2017	Technical Visit
Chaffey		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	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	Davison, Foster	10/28/2017	EDAC Regional
Golden West			
Grossmont	May, Eikey	4/30/2018	Governance
	May	5/13/2019	Curriculum and Guided Pathways
Imperial Valley	Donahue	11/21/2019	Guided Pathways Regional Meeting
Irvine Valley	May	3/16/2019	Curriculum Regional
Long Beach City	Aschenbach, Rutan	11/18/2017	Curriculum Regional - South
	Beach, Pilati	3/23/2018	Guided Pathways
	Davison, Foster	10/16/2018	Accreditation Committee Meeting
	Stanskas, Davison, Aschenbach. May, Bean, Mica	9/12/2019	ICAS

MiraCosta	Foster, Freitas	8/10/2017	Educational Policies Committee Meeting
	May, Aschenbach	3/13/2019	Recoding Regional Meeting
Moreno Valley	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
Palomar	Rutan, Parker, Foster, Davison	10/13/2018	Area D Meeting
	Stankas	4/15/2019	Collegiality in Action
Riverside City	Davison, Stankas	11/4/2019	Assembly Higher Education Hearing on Faculty Diversification
Saddleback	Rutan	1/30/2019	Noncredit
San Bernardino Valley	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
	Bean	8/14/2020	Technical Visit--Culturally Responsive Curriculum

San Diego City	Beach	1/19/2018	FACCC Board
San Diego Cont. Ed.	Foster, Davison		PT Faculty Meeting
San Diego Mesa	May	9/22/2018	MQRTF Meeting
	Curry, Donahue	1/16/2020	Educational Policies Committee Meeting
San Diego Miramar	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
	Bean	8/19/2020	Technical Visit--Culturally Responsive Curriculum
Santiago Canyon	Davison, Beach, Rutan	12/8/2017	Basic Skills Committee Meeting
	Rutan, Parker	1/10/2019	Noncredit Committee Meeting
Southwestern	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 9/4/2020										
Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Status	Description	Status Notes	Month Complete	Year Complete
ASCCC Brand Survey	January	2020	V. D.	ASCCC Office		Assigned	The Visual Designer will develop mock concepts based on the feedback from the discussion to be discussed at a future Executive Committee Meeting.	<b>2.7.20:</b> The Executive Committee discussed the proposed levels of change to the ASCCC logo and branding.		





**EXECUTIVE COMMITTEE MEETING**

Thursday, September 17 to Saturday, September 19, 2020  
Zoom and Teleconference

**I. ORDER OF BUSINESS**

**A. Roll Call**

President Davison called the meeting to order at 1:30 PM and welcomed members and guests.

C. Aschenbach, M. Bean, K. Chow, M. Cruz, S. Curry, S. Foster, S. Henderson, G. May, K. Mica, J. Oliver, L. Parker, C. Roberson, R. Stewart Jr., and M. Vélez

Liaisons and Guests: Julie Adams, Executive Director, Student Senate for California Community Colleges (SSCCC); Dan Crump, Liaison, Council of Chief Librarians (CCL); Chialin Hsieh, Regional Board Member, The Research and Planning (RP) Group; Debbie Klein, President, Faculty Association of California Community Colleges (FACCC); Stephen Kodur, President, Student Senate for California Community Colleges (SSCCC); Aisha Lowe, Vice Chancellor for Educational Services and Support, California Community College Chancellor's Office (CCCCO); Kathy Oborn, President, California Association of Administration of Justice Educators (CAAJE); Tram Vo-Kumamoto, South Coast Region Chair, California Community College Chief Instructional Officers (CCCCIO); Ebony Williams, Advanced Integrative Services, Inc.; Jennifer Zellet, East Central Chair, California Community College Chief Instructional Officers (CCCCIO).

Staff: Tonya Davis, Director of Administration; April Lonero, Executive Assistant; Edie Martinelli, Events Manager; and Selena Silva, Program Specialist.

**B. Approval of the Agenda**

**MSC (Vélez/Cruz) to approve the agenda and consent calendar with the following modification:**

**Moving item II. D. Part-time Committee Charge Update from the Consent Calendar to Action Items as IV. L. Part-time Committee Charge Update.**

**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.*

No formal public comment was entered.

**D. Executive Committee Norms, pg. 4**

Members were reminded about the Executive Committee Norms.

**E. Calendar, pg. 5**

Members were updated on deadlines.

**F. Local Senate Visits, pg. 13**

Members updated the Local Senate Visits record.

**G. Action Tracking, pg. 23**

Members reviewed the Action Tracking document and updated the document, as necessary.

**H. One Minute Check-In**

Members and liaisons shared a one-minute check-in.

**II. CONSENT CALENDAR**

**A. August 13-14, 2020, Meeting Minutes, Aschenbach.**

**B. Guided Pathways Task Force paper, May/Fulks, pg. 24**

**C. Accreditation Virtual Event, Aschenbach, pg. 89**

**III. REPORTS**

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

Mica reported that the annual audit concluded last week with no preliminary findings. A final report is forthcoming and will be presented at Fall Plenary. The Academic Senate logo and website update are in progress, and a usability survey was sent to the field to gather feedback. Mica shared that the 2020-2021 awards information will be updated by October 1, 2020. The application window has opened for the Faculty Empowerment and Leadership Academy (FELA), and currently, FELA needs more mentors. The Open Educational Resources Initiative (OERI) team updated the courses in the Professional Development College, and the updated courses will be available on the OERI website starting October 1, 2020. Mica provided an update on upcoming event registration and logistics.

Davison discussed spring 2021, including the announcement from the California State University (CSU) system and some community colleges confirming a virtual learning environment for spring. A survey was sent to local academic senate presidents and event attendees regarding spring 2021 event attendance preference and restrictions. Davison reported on visits with legislative staff and shared their interest in transfer and the CSU Ethnic Studies requirement. Davison will conduct a 9+1 training with the Student Senate in September. Davison reviewed reporting expectations of the committee leads and liaison to external organizations. The Academic Senate is receiving many visit and information requests from the field.

**B. Foundation President's Report – 10 mins., Henderson**

Henderson reported that the Foundation Board of Directors met September 10,

2020, and approved offering 16 registration scholarships for the Fall 2020 Plenary Session. Future meetings will include discussions of fundraising strategies, scholarship criteria, future scholarship opportunities, connecting the work of the Foundation and Academic Senate, and methods of supporting professional development throughout the system.

**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.

Debbie Klein, Faculty Association of California Community Colleges (FACCC) President, provided an oral report. Klein shared that AB 2884 (Berman) California State Lottery: revenue allocation and SB 820 Education finance are awaiting a decision from the Governor. FACCC is partnering on the campaigns for California Propositions 15 and 16. The Part-Time Faculty Symposium is November 6-7, 2020. Klein reported that the FACCC Board of Governors voted to urge the California State Teachers' Retirement System (CalSTRS) to divest from fossil fuels. FACCC is facilitating a dialogue between the California Community Colleges Chancellor's Office – Vision for Success Diversity, Equity and Inclusion Task Force, and the faculty union leaders. Klein shared FACCC's work on Diversity, Equity, and Inclusion (DEI), including developing a DEI statement for the FACCC Board of Governors, a Board cultural competency training, and an approved DEI workplan.

Dan Crump, Council of Chief Librarians (CCL) Liaison, provided an oral report. Crump shared that the Library Services Platform (LSP) was not funded in the 2020-2021 state budget and expressed gratitude to the Academic Senate for assistance in securing alternative funding. Ongoing funding for the LSP is in the 2021-2022 Chancellor's Office System Budget and Legislative Request. CCL and the Community College League of California (CCLC) have a new Memorandum of Understanding (MOU) that expands two consortium components: databases and the LSP. CCL is conducting weekly webinars regarding the LSP and current issues facing libraries. Crump reported that CCL has two new workgroups: Instruction and Resource Sharing.

Jennifer Zellet, California Community College Chief Instructional Officers (CCCCIO) East Central Chair, provided an oral report. Zellet reported that the CIOs are working on implementing credit for prior learning, competency based education, and the California State University (CSU) Ethnic Studies requirement. Zellet discussed efforts to increase diversity in the CIO leadership. The Randy Lawson Leadership Institute and a pre-conference session with the National Council on Black American Affairs will be held on October 19-21, 2020. The 2020 Fall Conference, "Equity at Our Core - Building our Toolkit," will be on November 2-4, 2020. Zellet reported on the status of the CIO portion of the Community Colleges Chancellor's Office Vision for Success Diversity, Equity, and Inclusion Task Force Workplan. Zellet also shared that modalities considerations are being made for Spring 2021, given campus budget

uncertainties.

Chialin Hsieh, The Research and Planning (RP) Group Regional Board Member, provided an oral report. The Strengthening Student Success Online Series will be held every Friday in October. Hsieh discussed the Statewide Point in Time Enrollment Survey preliminary results. The RP Board is developing a Code of Ethics to align with the mission, strategy, and core values of the RP Group and with the anti-racist and equity work of the RP Group. The RP Pulse will include a new question each month to understand the trends of the Institutional Research, Planning, and Effectiveness (IRPE) community. Hsieh shared that a new blogging platform, titled Data, Meet Culture, has launched, underscoring the idea that culture and evidence are essential to helping students succeed.

Kathy Oborn, California Association of Administration of Justice Educators (CAAJE) President, provided an oral report. Oborn shared that the Administration of Justice faculty have expressed concerns of discrimination on campus. Oborn reported that the Chancellor's Office Public Safety Advisory Committee was not consulted before the Chancellor's Office Call to Action was delivered. Oborn explained the differences between the Administration of Justice Programs that award Associate Degrees and Law Enforcement Academy Programs that are monitored by the Commission on Peace Officer Standards and Training (POST).

Stephen Kodur, Student Senate for California Community Colleges (SSCCC) President, and Julie Adams, SSCCC Executive Director, provided an oral report. Kodur shared that the Institutional Success for People of Color Task Force held two town hall meetings to hear the experiences and concerns of students. As a result of these meetings, the Anti-racism: A Student Action Plan was developed and passed by the SSCCC Delegates at the September 4, 2020, SSCCC Delegate Assembly Special meeting. The SSCCC will hold a professional development and leadership training event for students from September 24-October 2, 2020. Topics will include diversity, equity, inclusion, transfer, student basic needs issues, Ralph M. Brown Act, running a meeting, and the 9 + 1. Kodur reported that the SSCCC is supporting California Propositions 15, 16, 17, and 18, and providing students with resources and toolkits to advocate locally and promote voter registration and turnout. The SSCCC's 2020-2021 legislative priorities include basic needs, COVID-19 relief, equity training, financial aid, increasing resources, student enfranchisement, technology, and unemployment.

#### **IV. ACTION ITEMS**

##### **A. Legislative Report – 20 mins., May, pg. 91**

The Executive Committee received an update on the 2019-20 legislative session and reviewed the proposed legislative priorities. May shared that AB 1460 (Weber) California State University: graduation requirement: ethnic studies was signed by the Governor. AB 331 (Medina) Pupil instruction: high school graduation requirements: ethnic studies, AB 3137 (Voepel) Community colleges: California College Promise: members of the Armed Forces of the United States, and AB 3374 Postsecondary education are awaiting a decision from the Governor. May reviewed the proposed legislative priorities from the Legislative and

Advocacy Committee, including Ethnic Studies graduation requirement, transfer pathways, faculty diversification, and the expansion of baccalaureate degree programs in allied health. Members discussed the proposed priorities and suggested the inclusion of financial aid reform and support for students' basic needs.

**MSC (Bean/Cruz) to approve adding "financial aid reform and support for basic needs funding" to the proposed legislative and advocacy priorities.**

**MSC (Aschenbach/Curry) to approve the proposed legislative and advocacy priorities.**

**B. Culturally Responsive Student Services, Student Support, and Curriculum – 15 mins., Davison, pg. 107**

The Executive Committee received an update on culturally responsive student services, student support, and curriculum in the system. Davison shared that the 2020 Academic Academy will address culturally responsive curriculum, emphasizing online learning and open educational resources. The committee discussed concerns regarding camera requirements in synchronous online courses from student and faculty perspectives.

No action by motion was taken on this item.

**C. Equity Driven Systems – 15 mins., Davison, pg. 108**

The Executive Committee received an update on the Equity Driven Systems in the System. The application window has opened for the Faculty Empowerment, and Leadership Academy (FELA), and the Academy will launch in conjunction with the Part-Time Institute in February 2021. Cruz shared that the Diversity, Equity, and Inclusion Implementation Workgroup will provide an update to the Board of Governors at the September 21-22, 2020 meeting.

No action by motion was taken on this item.

**D. Guided Pathways Implementation and Integration to Transfer and Careers – 15 mins., Davison, pg. 109**

The Executive Committee received an update on the Guided Pathways implementation and integration to transfer and careers. May reported that funding for Guided Pathways will conclude December 31, 2020, and shared the efforts to restructure the work of the Guided Pathways Task Force (GPTF) into the ASCCC Standing Committees. The GPTF is holding professional development webinars and facilitating technical visits throughout the fall.

No action by motion was taken on this item.

**E. ASCCC Coaching Model – 15 mins., Davison/Mica, pg. 110**

The Executive Committee will review this item at the November 4, 2020, Executive Committee Meeting.

**F. Resolutions Packet for Area Meetings – 60 mins., Curry, pg. 114**

The Executive Committee reviewed and revised the resolutions packet to forward to the Area meetings in October 2020 for discussion. Curry shared the amended resolution process and timeline based on the virtual format of the Plenary Session. The committee discussed the amendment process, delegate authentication, and consistent messaging. Members reviewed the role of the Executive Committee in forwarding proposed resolutions to Area meetings and received historical information on the resolutions process. Members discussed the intent of resolution 6.01 F20 Oppose Legislated Curriculum, and members expressed concerns regarding the impact of the resolution as written, with board member Vélez expressing opposition to moving the specific resolution forward. Members expressed concerns regarding the language used in resolution 9.02 F20 Bolster the Ethnic Studies Requirement and suggested edits that clarify support of the Ethnic Studies discipline and faculty and the inclusion of an Ethnic Studies definition. Members noted that additional and competing resolutions could be brought to the Area Meetings for consideration. Edits were made to the draft resolutions to articulate the issues under debate better, as well as provide clarity on the intent of the resolution.

**MSC (Curry/Foster) to approve the Fall 2020 Pre-session resolution packet pending the approval of the Anti-Racism Education paper.**

**G. Honoring Faculty Leaders – 30 mins., Davison/Mica, pg. 115**

The Executive Committee discussed honoring previous statewide faculty leaders at the 2020-2021 Plenary Sessions and feasible delivery in the current Plenary format. The committee reviewed the honorary resolutions process, and members suggested developing a certificate of acknowledgment.

**MSC (Cruz/May) to award an honorary resolution to John Stankas, Geoffrey Dyer, and Anna Bruzzese.**

**H. Title 5 §55063 Ethnic Studies Requirement – 30 mins., May/Roberson, pg. 116**

The Executive Committee reviewed the recommendation for a modification to the Ethnic Studies requirement in Title 5 §55063. May shared the intent and creation process of the proposed language. Roberson noted that the California Community College Curriculum Committee (5C) is reviewing this requirement and reviewed the process for Title 5 language to be updated. The committee discussed the rationale for and concerns of expanding the requirement to include additional disciplines. Members stressed the importance of the involvement of Ethnic Studies faculty in the development process.

No action by motion was taken on this item.

**I. Fall Plenary Planning – 60 mins., Davison/Mica, pg. 118**

The Executive Committee reviewed the timing and outline of the 2020 Fall Plenary program. Davison reviewed the assigned sessions, expectations of Executive Committee Members at Plenary, and deadlines. The committee

discussed including a session with the Board of Governors and social activities for the virtual event space. Members suggested the inclusion of Part-Time and Career Technical Education (CTE) faculty in presentations. The committee reviewed the role of Area Meetings with the revised resolution timeline and the caucus meeting format.

**MSC (Parker/Stewart, Jr.) to approve the tentative Fall 2020 Plenary Session program.**

**J. *Anti-Racism Education in California Community Colleges: Acknowledging Historical Context and Assessing and Advancing Effective Anti-Racism Practices for Faculty Professional Development Paper, 2nd Reading – 30 mins., Cruz/Aschenbach/Parker/Lara, pg. 124***

The Executive Committee reviewed and provided feedback on the second read of the paper *Anti-Racism Education in California Community Colleges: Acknowledging Historical Context and Assessing and Advancing Effective Anti-Racism Practices for Faculty Professional Development*. Cruz thanked the writing team and reviewed the edits to the paper. Members suggested minor edits regarding wording and discussed the timeline for release of the final paper once approved by delegates.

**MSC (Bean/Vélez) to approve forwarding the paper *Anti-Racism Education in California Community Colleges: Acknowledging Historical Context and Assessing and Advancing Effective Anti-Racism Practices for Faculty Professional Development* to the delegates for adoption at the 2020 Fall Plenary Session and expediting the distribution of the paper if approved.**

**K. Board of Governors Interview - Closed Session, Davison, pg. 184**

The Executive Committee serves as a screening committee to recommend candidates to the governor for the faculty representative positions on the Board of Governors. The Executive Committee interviews applicants to determine their suitability in serving on the Board of Governors. The Executive Committee went into closed session to conduct the Board of Governors interviews. President Davison reported out of closed session that the following candidates will be forwarded to the Governor:

Wendy Bass, Los Angeles Pierce College  
Debra Crumpton, Sacramento City College  
Kim Perigo, San Diego Mesa College  
Roy Shahbazian, Santa Ana College

**L. Part-time Committee Charge Update – 10 mins., Bean/Chow**

The Executive Committee will review this item at the November 4, 2020, Executive Committee Meeting.

**V. DISCUSSION**

**A. Chancellor's Office Liaison Report – 30 mins., Davison, pg. 185**

Aisha Lowe, Vice Chancellor for Educational Services and Support, provided an

oral report. Lowe provided an update on Credit for Prior Learning (CPL) and the CPL Certification Form that will be submitted to the Chancellor's Office. The committee shared feedback that the local academic senate should be involved in the certification process at each campus. Lowe shared that the proposed competency-based education (CBE) regulations will be brought to the September 21-22, 2020 Board of Governors meeting and that the creation of CBE resources is forthcoming. Additionally, International Baccalaureate (IB) and College Level Examination Program (CLEP) examination regulations, proposed correspondence education regulations, proposed regulatory action on distance education attendance accounting will be reviewed at the Board of Governors meeting. Executive Vice Chancellor Alvarado is conducting a fiscal analysis of the costs to update versus replacing the Chancellor's Office Curriculum Inventory.

**B. Board of Governors/Consultation Council – 15 mins., Davison/May, pg. 186**

The Executive Committee received an update on the recent Board of Governors and Consultation meetings. Consultation Council met on September 17, 2020, and received an orientation presentation and Chancellor's Office update. Consultation Council reviewed the proposed regulatory action on the Chancellor's emergency authority and the proposed competency-based education regulations to be discussed at the upcoming Board of Governors meeting. Consultation Council will hold an out of cycle meeting to discuss updates to the Associate Degrees for Transfer (ADTs).

The Board of Governors meeting will be September 21-22, 2020.

**C. Online Community College District Board of Trustees Meeting – 15 mins., Davison/May, pg. 187**

The Executive Committee received an update on the recent Online Community College District Board of Trustees Meeting. Davison shared that Calbright College has requested a Collegiality in Action visit.

**D. Meeting Debrief – 15 mins., Davison, pg. 188**

The Executive Committee debriefed the meeting to assess what worked 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. Relations with Local Senates, Curry
- ii. Resolutions Committee, Curry

**B. Liaison Reports**

- i. Credit for Prior Learning (CPL) Workgroup, Cruz, pg. 189
- ii. Diversity, Equity, & Inclusion Implementation Statewide Workgroup, Cruz, pg. 192
- iii. Diversity Equity and Inclusion Implementation Workgroup-Progress Report to the Board of Governors, Cruz, pg. 198
- iv. Equal Employment Opportunity (EEO) and Diversity Advisory Committee, Cruz, pg. 199



v. Pathways to Equity Conference Workgroup, Cruz, pg. 210

**C. Senate and Grant Reports**

i. Academic Senate Foundation for California Community Colleges,  
Henderson

**D. Local Senate Visits**

**VII. ADJOURNMENT**

The Executive Committee adjourned at 1:00 PM

Respectfully submitted by:

April Lonerio, Executive Assistant

Cheryl Aschenbach, Secretary



## Executive Committee Agenda Item

SUBJECT: CTE Leadership Committee (CTELC) Revision of the Committee Charge		Month: November	Year: 2020
		Item No: II. B.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval the CTE Leadership Committee charge revision.	Urgent: No	
		Time Requested: NA	
CATEGORY:	Consent Calendar	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Mayra Cruz/Julie Oliver	Consent/Routine	X
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Discussion	

Please note: Staff will complete the grey areas.

### BACKGROUND:

At the September 23rd meeting, the CTELC reviewed the committee charge. The Executive Committee is asked to review and approve the proposed revision.

The CTE Leadership Committee provides recommendations on career and technical education and workforce development issues and challenges in the California community colleges. The committee works collaboratively with the ASCCC Executive Committee to assist community college districts, CTE departments, and CTE faculty to ensure that career technical education and workforce development provide responsive curriculum aligned to current and emergent industry trends, and to focus on diversity, equity, and inclusion in all aspects of career education. The committee is also focused on diversity by expanding the participation of diverse CTE faculty in leadership roles at the local, regional, and statewide levels through its ongoing professional development efforts.

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



## Executive Committee Agenda Item

SUBJECT: Part-time Committee Charge Update		Month: November	Year: 2020-2021
		Item No: II. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval the changes to the Part-time Committee’s description/charge.	Urgent: No	
		Time Requested: NA	
CATEGORY:	Consent Calendar	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Michelle Bean/Karen Chow	Consent/Routine	X
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Discussion	

Please note: Staff will complete the grey areas.

### BACKGROUND:

The Part-time Committee (PTC) reviewed the following current committee charge at its August meeting:

The Part-time Faculty Committee provides recommendations to the Executive Committee on academic and professional matters impacting part-time faculty members. The committee advocates for part-time faculty access to professional and leadership development offerings and shared governance opportunities at the local and statewide level. The Part-time Faculty Committee works collectively with the Executive Committee to develop and provide forums where part-time faculty gain additional insight on issues germane to academic and professional needs of the part-time faculty.

PTC proposes the following updates to the committee charge noted in green all caps below. The changes reflect suggestions from the Executive Committee provided via email in September and the PTC’s desire to support and celebrate diversity in the charge, which reflects and aligns with the ASCCC values and inclusivity statement:

The Part-time Faculty Committee provides recommendations to the Executive Committee on academic and professional matters **THAT AFFECT** part-time faculty members. The committee **RECOGNIZES THAT PART-TIME FACULTY MAKE UP THE MAJORITY OF CALIFORNIA COMMUNITY COLLEGE FACULTY AND SERVE DISPROPORTIONATELY-IMPACTED STUDENTS. THIS COMMITTEE** advocates for **DIVERSE** part-time faculty colleagues, **ENSURING THEIR** access to professional and leadership development offerings as well as shared governance opportunities at the local and statewide **LEVELS**. The Part-time Faculty Committee **COLLABORATES** with the Executive Committee to develop and provide **OPPORTUNITIES** where part-time faculty gain additional insight on issues germane to academic and professional needs. **THIS COMMITTEE IS ALSO FOCUSED ON PROMOTING DIVERSITY WITHIN PART-TIME FACULTY POOLS WITH THE GOAL OF HAVING EDUCATORS WHO REFLECT THE STUDENT POPULATION, AND THIS COMMITTEE FURTHER COMMITS TO EMPOWERING PART-TIME FACULTY VOICES WHO HAVE BEEN HISTORICALLY EXCLUDED (E.G., COLLEAGUES OF COLOR).**

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



## Executive Committee Agenda Item

SUBJECT: Part-time Committee Workplan		Month: November	Year: 2020
		Item No: II. D.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the workplan for the 2020-2021 Part-time Committee.	Urgent: No	
		Time Requested: NA	
CATEGORY:	Consent Calendar	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Michelle Bean/ Karen Chow	Consent/Routine	X
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Discussion	

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

### BACKGROUND:

The Part-time Committee (PTC) created and agreed upon the following workplan for 2020-2021 at its September meeting:

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

## Part-Time Committee 2020-2021 Action Plan

<b>ASCCC STRATEGIC PLAN GOAL # 1: Assert the faculty voice and leadership in local, state, and national policy conversations.</b>			
<b>Objective 1.1.D.: Research and attend state and national conferences related to academic and professional matters.</b>			
<b>Objective 1.2.D.: Ensure committee chairs are encouraged to build relationships with other organizations.</b>			
<b>Strategic Measure</b>	<b>Action</b>	<b>Outcome</b>	<b>Notes</b>
CCC LGBTQ+ Annual Conference	Present at a session—Part-time Committee members	Built relationship with CCC LGBTQ+ advocates	
<b>Strategic Measure</b>	<b>Action</b>	<b>Outcome</b>	<b>Notes</b>
Collaboration with student leaders	Engage Student Senate of CCC in Part-time Institute and/or regionals	Continued relationship with SSCCC	
<b>ASCCC STRATEGIC PLAN GOAL # 2: Engage and empower diverse groups of faculty at all levels of state and local leadership.</b>			
<b>ASCCC STRATEGIC PLAN GOAL # 4: Enhance engagement, communication, and partnerships with local senates, system partners, and other constituent groups.</b>			
<b>Objective 2.1.A.: Lead professional development opportunities designed to promote recruitment of diverse faculty for participation in local and statewide senate activities.</b>			
<b>Objective 2.1.B.: Design leadership development opportunities focused on specific populations of faculty.</b>			
<b>Objective 2.2.C.: Identify disengaged faculty voices and develop recruitment strategies.</b>			
<b>Objective 2.2.E.: Evaluate the efficacy of the ASCCC caucus structure as a mechanism to encourage involvement in ASCCC activities by diverse faculty.</b>			
<b>Strategic Measure</b>	<b>Action</b>	<b>Outcome</b>	<b>Notes</b>
Part-time Institute	Design an institute with relevant sessions for varied experiences to increase participation	Increase participation in the PT Institute by 20%	
<b>Strategic Measure</b>	<b>Action</b>	<b>Outcome</b>	<b>Notes</b>
Other leadership opportunities	Engage all ASCCC caucuses in Part-time Institute	Increases each caucus membership by at least 1 part-time member	
<b>Strategic Measure</b>	<b>Action</b>	<b>Outcome</b>	<b>Notes</b>
Part-time Institute survey data	Use identity questions to identify disengaged faculty; investigate results from faculty of color survey and part-time institute survey	Identify 2-3 needs areas for part-time faculty to develop future strategies	
<b>Objective 2.1.C: Increase part-time faculty involvement in senate activities at the local and statewide level.</b>			
<b>Strategic Measure</b>	<b>Action</b>	<b>Outcome</b>	<b>Notes</b>
Part-time faculty statewide service application increase	Email/letter from ASCCC president and PTC to local senate presidents to distribute to part-time faculty	40% of the applicants will be part-time faculty in 2021 (14% increase)	

	through CCCCCO part-time listserv; create CCC part-time listserv		
<b>Strategic Measure</b>	<b>Action</b>	<b>Outcome</b>	
Part-time faculty leadership opportunities at state level	Fall 2020 Resolution on part-time faculty becoming Exec members and communication of opportunities	10% increase in part-time representation running for state level positions (ASCCC Executive Committee)	
<b>Strategic Measure</b>	<b>Action</b>	<b>Outcome</b>	
Part-time faculty Plenary participation	Include part-time faculty focused session at Plenary to increase part-time faculty participation; email letter/info to local senate presidents to encourage Plenary participation and scholarship applications	10% increase of part-time faculty participation	
<b>Objective 2.1.D.: Engage local senates to promote culture change to empower diverse faculty at the local level.</b>			
<b>Objective 4.3.C.: Encourage participation of faculty at all colleges with the committees and activities of the ASCCC.</b>			
<b>Strategic Measure</b>	<b>Action</b>	<b>Outcome</b>	<b>Notes</b>
Regional meetings focused on part-time hiring and mentoring	Offer regional meetings and mentoring in spring 2021	15-30 part-time participants at each regional meeting	
<b>Strategic Measure</b>	<b>Action</b>	<b>Outcome</b>	
Communication through <i>Rostrum</i> articles	Write <i>Rostrum</i> articles on mentoring programs	Provided tools to local senates for mentoring and communicate regionals	
	Write <i>Rostrum</i> articles on Part-time voting rights	Provided tools to local senates for mentoring and communicate regionals	



## Executive Committee Agenda Item

SUBJECT: ASCCC Legislative and Advocacy Day		Month: November	Year: 2020
		Item No: II. E.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider approving calendar dates for the Legislative and Advocacy Day.	Urgent: No	
		Time Requested: NA	
CATEGORY:	Consent Calendar	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Virginia May	Consent/Routine	X
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Information	

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

**BACKGROUND:**

The Legislative and Advocacy Committee is recommending that the ASCCC Legislative Advocacy Day take place on February 23, 2021, with advocacy training to take place on February 22, 2021.

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



## Executive Committee Agenda Item

SUBJECT: Educational Policies Committee Charge Update		Month: November	Year: 2020
		Item No: II. F.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval the updated Educational Policies Committee Charge.	Urgent: No	
		Time Requested: NA	
CATEGORY:	Consent Calendar	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Sam Foster	Consent/Routine	X
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Discussion	

Please note: Staff will complete the grey areas.

### BACKGROUND:

*In keeping with the Academic Senate’s emphasis on diversity, equity, and inclusion, the Educational Policies Committee review the committee charge and recommend the following update:*

The Educational Policies Committee studies educational issues of concern to the Academic Senate and is the standing committee that recommends educational policies to the Executive Committee. The Committee provides a forum for high-level discussion and development of Academic Senate Policy with a focus on diversity, equity, inclusion and anti-racism, including its effect on faculty and students. The discussions include the viewpoint of students, CIOs and union representatives. The Educational Policies Committee researches issues as required, and writes background and/or position papers where appropriate. The Committee may ~~pass~~ make general recommendations to other Senate committees, or work with them on more detailed implementation or technical issues. New or revised educational policies of the Academic Senate pass through the Educational Policies Committee. These may include policies to be implemented either locally or at the state level, suggested positions on proposed policies or changes in existing policies, and responses to assignments given by the President or Executive Committee.

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





## Executive Committee Agenda Item

SUBJECT: ASCCC Curriculum Committee Charter Update		Month: November	Year: 2020
		Item No: II. G.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will provide input and consider for approval the ASCCC Curriculum Committee Charter.	Urgent: No	
		Time Requested: NA	
CATEGORY:	Consent Calendar	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Michelle Bean/Carrie Roberson	Consent/Routine	X
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Discussion	

Please note: Staff will complete the grey areas.

### BACKGROUND:

The ASCCC Curriculum Committee reviewed the charter and determined updates were needed, including membership. Below is the ASCCC Curriculum Charter for input and/or approval:

The Academic Senate for California Community Colleges (ASCCC) Curriculum Committee is charged to make recommendations to the ASCCC Executive Committee on issues and aspects related to the development, review, implementation, and assessment of all aspects of curriculum both at the college and state level. The committee distributes information and seeks faculty leadership, empowerment and voice through institutes and other forms of professional development, the website, various listservs, as well as ASCCC publications. Under the direction of the ASCCC president, the chair and/or members of the ASCCC Curriculum Committee provide technical assistance to local academic senates, college curriculum committees, and the faculty throughout the California Community College system.

Membership of this committee is expected to include:

A student representative appointed by the Student Senate for California Community Colleges (SSCCC: <https://www.studentsenateccc.org/who-we-are/>)

A Chief Instructional Officer (CIO) appointed by the California Community Colleges Chief Instructional Officers organization (CCCCIO: <http://www.ccccio.org/>)

The committee is expected to include and represent diverse perspectives of faculty, including faculty perspectives from library science, counseling, articulation, career education, basic skills, transfer, noncredit and other curriculum areas.

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

The current charter is as follows:

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.

Membership of this committee includes a Chief Instructional Officer (CIO) appointed by the California Community Colleges Chief Instructional Officers organization (<http://www.ccccio.org/>)

**Notes:**

Members of this committee also assist with the planning of the Curriculum Institute.

## Executive Committee Agenda Item

SUBJECT: Legislative Report		Month: November	Year: 2020
		Item No: IV. A.	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will receive a final update on the 2019-20 legislative session.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Information	

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

### BACKGROUND:

The legislature completed the 2019-20 (two-year) legislative cycle on August 31, 2020.

Remaining days for the 2020 Calendar:

- August 31, 2020: Last day for each house to pass bills.
- September 30, 2020: Last day for Governor to sign or veto bills passed by the legislature before September 1, and in the Governor's possession on or after September 1
- October 1, 2020: Bills enacted on or before this date go into effect January 1, 2021

The 2021-22 Regular Session convenes for Organizational Session at 12 noon on December 7, 2020.

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

**ASCCC Legislative Report**  
**Executive Committee Meeting November 4, 2020**  
**(updated October 21, 2020)**

*The following legislation either has implications for academic and professional matters or may impact an area of academic and professional matters peripherally. Suggestions of additional bills to follow are welcome – please email [info@asccc.org](mailto:info@asccc.org) with suggestions. Full language of all bills can be found at <https://leginfo.legislature.ca.gov>*

Calendar (revised July 24, 2020):

August 31, 2020: Last day for each house to pass bills.

September 30, 2020: Last day for Governor to sign or veto bills passed by the legislature before September 1, and in the Governor’s possession on or after September 1

October 1, 2020: Bills enacted on or before this date go into effect January 1, 2021

Summary:

Bills considered were limited in 2020. Priority was given to bills that:

- Absolutely must pass this year;
- Is directly Covid-19 related;
- Alleviates homelessness; or
- Is related to wildfire preparedness or response to PG&E bankruptcy.

**Final Report on Bills**

The following bills are going (or have gone) to the governor for consideration.

**AB331 (Medina): Pupil instruction: high school graduation requirements: ethnic studies.**

This bill would add the completion of a one-semester course in ethnic studies, meeting specified requirements, to the high school graduation requirements commencing with pupils graduating in the 2029–30 school year, including for pupils enrolled in a charter school. The bill would expressly authorize local educational agencies, including charter schools, to require a full-year course in ethnic studies at their discretion. The bill would require local educational agencies, including charter schools, to offer an ethnic studies course commencing with the 2025–26 school year, as specified. The bill would authorize, subject to the course offerings of a local educational agency, including a charter school, a pupil to satisfy the ethnic studies course requirement by completing either (A) a course based on the model curriculum in ethnic studies developed by the commission, (B) an existing ethnic studies course, (C) an ethnic studies course taught as part of a course that has been approved as meeting the A-G requirements of the University of California and the California State University, except as specified, or (D) a locally developed ethnic studies course approved by the governing board of the school district or the governing body of the charter school.

***Status:***

Read second time. Ordered to third reading. (August 29, 2020)

Assembly Rule 63 suspended. Senate amendments concurred in. (August 31, 2020)

*Vetoed by the Governor (September 30, 2020)*

**AB3137 (Voepel): College Promise: Members of the Armed Forces**

This bill would require that a student who is a member of the Armed Forces of the United States, as defined, and is called to active duty as specified, may withdraw from participation in the California College Promise and resume participation in the program upon the student's return from active duty without losing eligibility for the fee waiver or any other benefit of the program. The bill would also provide that the time during which the student was obliged to withdraw because of active duty shall not count toward the limit of the period of that student's eligibility for participation in the California College Promise.

***Status:***

*Approved by the Governor (September 28, 2020)*

**AB3374 (Committee on Higher Ed): Nursing**

This bill would specify that the full-time or part-time clinical nursing faculty referenced above may be employed by a single community college district for up to 4 semesters or 6 quarters within any period of 3 consecutive academic years. The bill would also make non-substantive changes to this and related provisions.

***Status:***

*Approved by the Governor (September 24, 2020)*



## Executive Committee Agenda Item

SUBJECT: Equity Driven Systems		Month: November	Year: 2020
		Item No: IV. B.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on the Equity Driven Systems in the system and discuss future direction.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

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

### BACKGROUND:

The Executive Committee will be updated on the goal of Equity Driven Systems, including faculty diversification and the FELA Academy, and discuss future direction.

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



## Executive Committee Agenda Item

SUBJECT: Guided Pathways Implementation and Integration to Transfer and Careers		Month: November	Year: 2020
		Item No: IV. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on the Guided Pathways implementation and integration to transfer and careers and discuss future direction.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonerio	Action	X
		Discussion	

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

### BACKGROUND:

The Executive Committee will be updated on the Guided Pathways implementation and integration to transfer and careers and discuss future direction.

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

## Executive Committee Agenda Item

SUBJECT: Integration of Guided Pathways Work into ASCCC Structures		Month: November	Year: 2020
		Item No: IV. C. i.	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will discuss and consider the recommendations for integrating guided pathways work into ASCCC structures.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Virginia May/Janet Fulks	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Information	

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

### BACKGROUND:

The 2017-18 California State Budget provided \$150 million one-time funding (allocated over five years) to California community colleges (CCC) that committed to implementing a Guided Pathways framework. Participation in the program included all 114 CCCs (in 2017). Participating colleges committed to integrating other funding resources to redesign academic pathways and support services. The goals for the redesign were threefold: to promote better course-taking decisions, minimize achievement gaps, and increase the number of students who earn a certificate or degree. The CCCCCO and the California Community Colleges Board of Governors were responsible for distributing the funding from Guided Pathways Award Program using a formula. As allowed in legislation 10% or \$15M from the award was used by the CCCCCO, leaving \$135M allocated to the colleges to be disseminated over five years as follows: 25% in year 1; 30% in year 2; 25% in year 3; 10% in year 4; and 10% in year 5.

As most of the design and implementation of a Guided Pathways framework are academic and professional matters, the CCCCCO provided grant funding to the ASCCC in order to assist and support colleges in their institutional redesigns. In spring 2018, the ASCCC began forming the Guided Pathways Task Force (GPTF) to take on the role of providing professional development and resources to assist colleges in Guided Pathways efforts. That grant funding used for the work of the GPTF runs out December 31, 2020.

The attached document consists of recommendations from the GPTF to the ASCCC Executive Committee for integrating the work of Guided Pathways in the ASCCC structures. The Executive Committee will discuss and consider the recommendations for integrating guided pathways work into ASCCC structures.

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





## Integration of Guided Pathways Work into ASCCC Structures

Recommendations for Consideration

10-16-2020

### Current Standing Committees

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Accreditation</li> <li>• Basic Skills</li> <li>• CTE Leadership (CTE)</li> <li>• Curriculum</li> <li>• Educational Policies (Ed Pol)</li> <li>• Equity and Diversity Action (EDAC)</li> <li>• Faculty Leadership Development (FLDC)</li> <li>• Legislative and Advocacy (LAC)</li> </ul> | <ul style="list-style-type: none"> <li>• Noncredit</li> <li>• Online</li> <li>• Part-time</li> <li>• Relations with Local Senates (RwLS)</li> <li>• Resolutions</li> <li>• Standards and Practices (S&amp;P)</li> <li>• Transfer, Articulation, and Student Services (TASSC)</li> </ul> |
|---|---|

### Current Guided Pathways Task Force Goals

Committees/Groups

Plan Integration of GP into ASCCC Structures	Evaluate Pathways and Placement	Amplify Equity Work	Focus on Ensuring Learning	Assess and Improve Program Review and Related Processes
<ul style="list-style-type: none"> <li>• Executive Committee</li> <li>• RwLS</li> <li>• S&amp;P</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Basic Skills/Noncredit</li> </ul>	<ul style="list-style-type: none"> <li>• EDAC</li> <li>• RwLS</li> <li>• GP Liaisons</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Basic Skills/Noncredit</li> </ul>	<ul style="list-style-type: none"> <li>• Accreditation</li> <li>• Ed Pol</li> <li>• TASSC</li> </ul>

### The Four Pillars of a Guided Pathways Framework

I	II	III	IV
Clarify the Path	Enter the Path	Stay on the Path	Ensure Learning

## Recommendations for ASCCC Guided Pathways Integration

### ASCCC Executive Committee

Primary responsibility is oversight of integration of Guided Pathways work into standing committees, along with continuing professional development to the field.

### ASCCC Standing Committees

The following table provides recommendations for the integration of Guided Pathways work into the ASCCC standing committees. Members of the Guided Pathways Taskforce (GPTF) reviewed their own work, the elements of the four Guided Pathways pillars, and the committee charges, and have recommended the below as a first step for committee integration and review. The below are recommendations only and should be reviewed and adapted by the committees as appropriate, following the standard process for update and review of a committee’s charges and initiatives. It is recommended that the integration is completed by May 2021.

Integration of Guided Pathways into Standing Committees

<b>Current Committee Name</b>	<b>Recommended Committee Name</b> Elements of Guided Pathways to integrate when updating the committee charge
Accreditation	Accreditation and Program Review (APR) <ul style="list-style-type: none"> <li>▪ Data Analysis</li> <li>▪ Ensure Learning – Outcomes Assessment</li> <li>▪ General Education competency of CBE</li> <li>▪ Evaluation of Pathways and Placement (AB 705)</li> <li>▪ Pillars: I, III, IV</li> </ul>
Basic Skills	Noncredit and Pre-Transfer Pathways <ul style="list-style-type: none"> <li>▪ Pathways and Placement (AB 705)</li> <li>▪ Ensure Learning – CBE &amp; Outcomes Assessment</li> <li>▪ Pillars: I, II, III, IV</li> </ul>
CTE Leadership (CTE)	CTE Leadership (CTE) <ul style="list-style-type: none"> <li>▪ Pillars: III, IV</li> </ul>
Curriculum	Curriculum <ul style="list-style-type: none"> <li>▪ Meta Majors</li> <li>▪ Placement (AB 705) and validation</li> <li>▪ Program Mapping</li> <li>▪ Pillars: I, II, III, IV</li> </ul>

<b>Current Committee Name</b>	<b>Recommended Committee Name</b> Elements of Guided Pathways to integrate when updating the committee charge
Educational Policies (Ed Pol)	Educational Policies (Ed Pol) <ul style="list-style-type: none"> <li>▪ Data Analysis</li> <li>▪ Evaluation of Pathways and Placement (AB 705)</li> <li>▪ Pillars: I, II, III, IV</li> </ul>
Equity and Diversity Action (EDAC)	Equity and Diversity Action (EDAC) <ul style="list-style-type: none"> <li>▪ Ensure Learning – Outcomes Assessment</li> <li>▪ Amplify Equity Work in GP</li> <li>▪ Pillars: III, IV</li> </ul>
Faculty Leadership Development (FLDC)	Faculty Leadership Development (FLDC) <ul style="list-style-type: none"> <li>▪ Support work in all four pillars</li> <li>▪ Pillars: I, II, III, IV</li> </ul>
Legislative and Advocacy (LAC)	Legislative and Advocacy (LAC) <ul style="list-style-type: none"> <li>▪ Resolutions and/or working with President/ED on addressing further legislation</li> </ul>
Noncredit	Noncredit and Pre-Transfer Pathways <ul style="list-style-type: none"> <li>▪ Pathways and Placement (AB 705)</li> <li>▪ Pillars: I, II, III, IV</li> </ul>
Online	Online <ul style="list-style-type: none"> <li>▪ Student services in an online environment</li> <li>▪ Ensure Learning</li> <li>▪ Pillars: II, III, IV</li> </ul>
Part-time	Part-time <ul style="list-style-type: none"> <li>▪ Empower PT faculty in opportunities for implementing GP</li> <li>▪ Infusing PT faculty work into GP work</li> <li>▪ Support work in all four pillars</li> <li>▪ Pillars: I, II, III, IV</li> </ul>
Relations with Local Senates (RwLS)	Relations with Local Senates (RwLS) <ul style="list-style-type: none"> <li>▪ Empower PT faculty in opportunities for implementing GP</li> <li>▪ Infusing PT faculty work into GP work</li> <li>▪ Guided Pathways Liaisons</li> <li>▪ Amplify Equity Work</li> <li>▪ Pillars: III</li> </ul>

<b>Current Committee Name</b>	<b>Recommended Committee Name</b> Elements of Guided Pathways to integrate when updating the committee charge
Resolutions	Resolutions <ul style="list-style-type: none"> <li>▪ Resolutions and/or working with the President/ED on addressing issues from the field</li> </ul>
Standards and Practices (S&P)	Standards and Practices (S&P) <ul style="list-style-type: none"> <li>▪ Working with the President/ED on ensuring policies and practices match the intent of Guided Pathways</li> </ul>
Transfer, Articulation, and Student Services (TASSC)	Transfer, Articulation, and Student Services (TASSC) <ul style="list-style-type: none"> <li>▪ Understanding General Education policies</li> <li>▪ General Education competency of CBE</li> <li>▪ Student services in an online environment</li> <li>▪ Pillars: I, II, III, IV</li> </ul>

**Executive Committee during Integration of Guided Pathways into ASCCC Structures**

Examine each of the Standing Committee Charges and modify to include the elements of Guided Pathways work to support faculty in their institutional redesigns around implementing Guided Pathways frameworks (streamlining and equitizing educational opportunities).

## Professional Development Series – Building Bridges Among the Standing Committees

Under the direction of the President and Executive Director a professional development series will be provided. It will begin a bridging among the ASCCC Standing Committees and begin incorporating Guided Pathways work. This series will begin in fall 2020 and continue through spring 2021.

Committees	Topics
Accreditation Ed Pol Online	Program Review, Data, and Ensure Learning—Practices and Evaluation (Pillars: II, IV) General Education policies
Curriculum Basic Skills Noncredit	Meta Majors, Program Mapping, and Pathways and Placement— Protocols and Processes for designing/creating and improving (Pillars: I, II, III, IV) General Education policies
EDAC RwLS TASSC	Amplify Equity Work in GP Design such as Pathways and Placement (Pillars: I, II), additional strategies to assist/support faculty in helping students stay on the path (Pillars: III)
LAC Resolutions S&P	The resolution process in driving or directing the work of the ASCCC with current rising issues around legislation/regulations/standards such as transfer, GE requirements, and minimum qualifications/disciplines
CTE Part-time	Including CTE and part-time faculty in the institutional redesigns taking place; the important role of part-time faculty in understanding pathways not just courses and support structures; the importance of CTE considerations when placing students in appropriate English or mathematics pathways (Pillars: I, II, III, IV)



## Executive Committee Agenda Item

SUBJECT: Culturally Responsive Student Services, Student Support, and Curriculum		Month: November	Year: 2020
		Item No: IV. D.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on culturally responsive student services, student support, and curriculum in the system and discuss future direction.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

### BACKGROUND:

The Executive Committee will be updated on culturally responsive student services, student support, and curriculum in the system and discuss future direction.

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



## Executive Committee Agenda Item

SUBJECT: ASCCC Coaching Model		Month: November	Year: 2020
		Item No: IV. E.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will review the attached proposal and provide feedback and recommendations.	Urgent: Yes	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Dolores Davison/Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

### BACKGROUND:

The Academic Senate provides support and assistance to local academic senates through both formal and informal mechanisms. As part of its ongoing mission to strengthen and support the local senates of all the California community colleges, the ASCCC offers opportunities for college visits to provide professional development and technical assistance. All requests for college visits by the ASCCC must be approved by the college senate president. The ASCCC currently offers the following types of visits: Accreditation Resource Teams, Guided Pathways Resource Teams, Local Senate Visits, Technical Assistance – Curriculum, and Technical Assistance – Governance.

There are instances where one visit to the college may not suffice and colleges need ongoing support to resolve issues or affect change on their local senate, campus, or district. The ASCCC is proposing a new model, called the Coaching Model, which provides local senates and local leaders sustained expertise and support from the ASCCC to assist in resolving local issues. The document outlines the proposed process which includes how to request assistance, needs assessment, appointment of ASCCC representative(s), analysis of the issue(s), and the creation of a plan. The proposed Coaching Model may also call on partner organizations as needed to help resolve the issues on campus.

The Executive Committee is being asked to review the document and provide feedback on the Coaching Model proposal.

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

## ASCCC Coaching Model: Providing long term support to local academic senates

The Academic senate for California Community Colleges (ASCCC) has long provided support to local academic senates in governance through resolutions, professional development, papers and publications, and presentations at conferences and institutes as well as at local colleges. One major support the ASCCC provides to local academic senates takes the form of the local visits. Executive Committee members and members of the ASCCC standing committees visit local colleges to listen and advise on a variety of issues including governance, curriculum, guided pathways, or any other area pertaining to education code or title 5 including the 10+1. The ASCCC also engages with other stakeholder groups to do more focused sessions, such as with the CCLC in Collegiality in Action visits. Generally, one or two stand-alone visits provides the information and support local academic senate leaders need to move forward in resolving issues and effecting change in their academic senates, colleges, and districts. However, there may be situations when one or two visits is not enough to make the lasting changes required or reach an identified goal. In those cases, a sustained coaching model may be better suited to achieve desired results and provide the support local academic senates need to work through conflicts or areas of growth at the college.

### ASCCC Coaching Model

A model that provides local academic senates and local leaders sustained expertise and support from the ASCCC to assist in resolving local issues.

The process:

1. Request Assistance: The local academic senate president, or another local academic senate leader in collaboration with the academic senate president, requests assistance from the ASCCC. Areas of assistance could include but are not limited to: governance, equity, curriculum, accreditation, guided pathways, faculty diversification, Basic skills reforms, noncredit, OER, academic freedom, and union/academic senate relations.
2. Needs Assessment: An Executive Committee member contacts the academic senate president and academic senate leader, if appropriate, to gather more information on the issue that is at hand.
  - a. This would be a structured conversation to determine not only the obvious issues but also what may be impeding progress including differing perspectives, areas of conflict, and points of disagreement.
  - b. The EC member would inform the ASCCC president of their findings from the needs assessment and make recommendations to the ASCCC president on how to proceed including:
    - i. Identifying possible ASCCC representatives taking into consideration certain knowledge and skills:
      1. Content expertise
      2. Equity and cultural competencies
      3. Facilitating dialogue
      4. Conflict facilitation and resolution



- ii. Type of possible contact needed with the local academic senate and/or the academic senate president or local leader:
      - 1. Weekly
      - 2. Monthly
      - 3. Bi-monthly
    - iii. Length of time: Semester or Year
- 3. President Appoints: Based on the recommendation, the ASCCC president would appoint two individuals begin the process. To appoint coaches, the ASCCC president could draw from the experience of the following:
  - a. ASCCC present and past Executive Committee members
  - b. ASCCC present and past Standing Committee members
  - c. ASCCC leads, consultants, caucus members, and others with an official relationship with the ASCCC.
- 4. Deeper Analysis: Coaches begin with the following process:
  - a. Investigation into the issue with separate meetings with faculty holding different perspectives
  - b. Overview presentations on local academic senate role, academic senate leaders, and faculty roles as they pertain to the issue at hand.
  - c. Facilitated dialogue with faculty, local academic senates, local executive team, or others.
  - d. Follow up with an advisory report to the local academic senate on key issues, recommendations on addressing the issues, and suggestions on who might be responsible for implementing solutions.
  - e. Discussion of the report with local academic senate president, stakeholders and interested parties, as appropriate. Adaptations are made to the report as necessary.
- 5. Create a Plan: A plan of coaching activities designed to help local academic senates and leaders implement actions to move toward solution or desired results is submitted to the ASCCC president and local academic senate president. The plan includes the following:
  - a. Final advisory report
  - b. Plan of coaching activities
  - c. Type of coaching contact:
    - i. Individual mentoring of the academic senate president or academic senate leader (i.e., curriculum chair, guided pathways lead, accreditation lead, etc.)
    - ii. Meetings with local academic senate or local committee where the issue resides (i.e., curriculum, guided pathways, union/academic senate group, etc.)
    - iii. Meetings with local academic senate executive committees
    - iv. Any combination of the above.
  - d. The plan may change and adapt as the coaches work with the local academic senate and leaders. The coaches must keep the ASCCC president informed of the

progress and any changes necessary in the process to support the local academic senate.

Issues affecting others at the college:

In some cases, it may be beneficial for the ASCCC to partner with the CIOs, CSSOs, CCLC, or collective bargaining colleagues as well as SSCCC to address issues that are confounded by processes or relationship with local college administration, classified professionals, union, or students. These issues may fall within the 10+1, subject to participatory governance, or are shared with bargaining units. In those cases, the Executive Committee member would identify the need and the ASCCC president would reach out to their counterpart at the appropriate organization to determine if it would be willing to assist. Of course, doing so would require that the partnering organization reach out to their member at the local college to ensure that the support is welcome. If all is well, the above process would be followed with the partner organization as well as the ASCCC advised of all progress with the college with the following adaptations:

1. Coaching appointments:
  - a. ASCCC Coach
  - b. Partner organization coach
2. Facilitated dialogue would occur separately with faculty, classified professionals, and administration
3. Leaders of both organizations would be apprised of all the information, plans, activities, and results from the coaching team.

Still to be worked out: Compensation for coaches, cost for colleges (?), agreements with partner organizations.



## Executive Committee Agenda Item

SUBJECT: ASCCC Curriculum Event (in lieu of “regional” meetings)		Month: November	Year: 2020
		Item No: IV. F.	
		Attachment: No	
DESIRED OUTCOME:	The ASCCC Executive Committee will provide feedback on and consider for approval an ASCCC Curriculum Event.	Urgent: Yes	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Michelle Bean/Carrie Roberson	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

**BACKGROUND:** In previous years, and not during extenuating circumstances throughout our system, the ASCCC Curriculum Committee has held fall and spring regional meetings for stakeholders throughout the system. In the new virtual dynamic, the ASCCC Curriculum Committee has indicated an interest in considering a virtual event approach for this professional development opportunity, as follows:

**TENTATIVE DATE(S): TBD**

January 19th - 22nd, 2021

**MODALITY: VIRTUAL/ TBD**

Live webinars? Pre-recorded webinars?  
Presentation followed by discussion  
ASCCC Curriculum “week”- same afternoon time

**DESIRED OUTCOME:** ASCCC Executive Committee will consider approval for this type of event to support faculty throughout the system or determine if this type of event is not necessary at this time, given our current dynamic. If the ASCCC Executive Committee deems an event is necessary, further consider:

**TENTATIVE FOCUS/ WHO SHOULD ATTEND: TBD**

Ethnic Studies: courses and programs  
System to System Transfer: Basics  
State of Curriculum: Looking Ahead  
Connection/ Conversations!  
Title 5, 55063 in Guided Pathways

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



## Executive Committee Agenda Item

SUBJECT: ASCCC Curriculum Institute Planning		Month: November	Year: 2020
		Item No: IV. G.	
		Attachment: No	
DESIRED OUTCOME:	The ASCCC Executive Committee will provide feedback on the theme, strands, and general sessions as well as modality, logistics, and structure for the 2021 Curriculum Institute.	Urgent: Yes	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Michelle Bean/Carrie Roberson	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

### BACKGROUND:

#### BLURB:

The Academic Senate for California Community Colleges invites everyone from throughout the California Community College system to the ASCCC Curriculum Institute 2021. Faculty, classified professionals, administrators, students, and all higher education stakeholders are critical in considering the impact curriculum and curriculum processes have on our students and communities. This year's theme addresses all aspects of curriculum with the intersections of college constituents through an equity lens from the basics and beyond. General sessions, breakouts, and convenings are intended to be proactive and responsive to the dynamics and realities of our student's educational endeavors while addressing opportunities and challenges in equity-driven systems and the critical time for change.

#### THEME:

Recovering from COVID-19

COMMON GROUND for CHANGE

The Student Experience (something about from the student lens, student voice, data)

CCC's- Commitment through Chaos and Crisis!

Dynamics and Realities in Equity-Driven Systems and the Time for Change

#### 10+1 STRANDS:

Basics (history of curriculum in CCC's, resources, effective practices/successes from colleges)

Noncredit

CTE

Transfer

Equity in the Classroom- Online/distance education- OER

Guided Pathways

Student Services

Curriculum Specialists

Administrators

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

Students  
ASCCC Papers  
\*Infuse equity mindedness in each breakout session

**GENERAL SESSION IDEAS:**

CCCCO- system updates  
IDEAs in ACTION (\*Inclusion, Diversity, Equity, Anti-Racism)  
Ethnic Studies and the Graduation Requirement. Having the Conversation on Your Campus  
\*One on each area of our focus?

**PRE-SESSION IDEAS:**

Curriculum Chairs/ Committee members  
Curriculum Specialists  
Administrators  
Other? Resources/Tips/Tricks, AO's



## Executive Committee Agenda Item

SUBJECT: Part-time Institute Program Draft		Month: November	Year: 2020
		Item No: IV. H.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider the first draft of the Part-time Institute for approval.	Urgent: Yes	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Michelle Bean/Karen Chow	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

### BACKGROUND:

In alignment with ASCCC Strategic Plan Objective 2.1.c., which calls for an increase in part-time faculty involvement in senate activities, the Part-time Committee (PTC) submits the following three requests:

- 1) Approval of the proposed theme and outline for the Part-time Institute (see below):

<b>2021 Part-time Conference</b> <b>Driving Change: Building Unity, Culture, and Equity-mindedness</b>			
Day	Session	Time	Title
<b>Thursday, February 18</b>	<b>General Session 1</b>	3:00--4:00 p.m.	Welcome: <b>Part-time Faculty Driving Change by Building Unity, Culture, and Equity-mindedness</b> (include student panel)
	Break	4:00--4:30 p.m.	
	<b>Break-out Session 1</b>	4:30--5:30 p.m.	Academic Senate and Shared Governance for Part-Time Faculty
			Navigating Adjunct Gigs
			Undervalued: Increasing Camaraderie Among Part-Time Faculty
			Moving Beyond Buzzwords: Implementing Diversity, Equity, Inclusion, and Anti-racism
	<b>Table Talk 1</b>	5:30--6:00 p.m.	Conversations and Debriefs [4 rooms: (2) 5yrs+ faculty; (2) new faculty]
			Conversations and Debriefs

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

			Conversations and Debriefs
			Conversations and Debriefs
	<b>Socializing and Networking 1</b>	6:00--7:00 p.m.	Game Night: Kahoot Acronym Trivia
	<b>Curriculum Vitae Review 1</b>	5:30--7:00 p.m.	4 rooms--30 minute each
<b>Friday, February 19</b>	<b>Break-out Session 2</b>	9:00--10:00 a.m.	Guided Pathways 101
			Seeking Pipelines and Preparing for the Hiring Process
			Achieving Adjunct Faculty Suffrage on Local Senates: Voting Rights
			Curricular Trauma and Decolonizing Your Syllabus
	Break	10:00--10:30 a.m.	
	<b>General Session 2</b>	10:30--11:30 a.m.	<b>Understanding the False Dichotomy of Theory and Praxis: Delightful Enigmas Facing Part-time Faculty</b>
	<b>Table Talk 2</b>	11:30 a.m.--12:00 p.m.	Conversations and Debriefs [4 rooms: (2) 5yrs+ faculty; (2) new faculty]
			Conversations and Debriefs
			Conversations and Debriefs
			Conversations and Debriefs
	Break	12:00--12:30 p.m.	
	<b>Break-out Session 3</b>	12:30--1:30 p.m.	Active Learning in the Online Environment and Motivating Your Students
			Attracting Veterans Towards Noncredit Courses
			Championing Womyn and Supporting Anti-sexism in Leadership OR Hot Topics in CTE and Career Pathways
			Student Services and Care in a Pandemic
	Break	1:30--2:00 p.m.	
	<b>Break-out Session 4</b>	2:00--3:00 p.m.	What's Cultural Relevance in a Classroom?
			Unapologetically Passionate: Expressing Emotions and Emotional Labor as a Leader
			What's Your Why? Practical Ways to Infuse Your Story Into Your Classroom
			Formerly Known as Freeway Flyers: Addressing the Myths of Balancing the Challenges of Multiple Campuses
Break	3:00--3:30 p.m.		

	<b>General Session 3</b>	3:30--4:30 p.m.	(Closing) <b>Driving Forward: The Adjunct Life: Navigating Your Needs, Background, and Challenges</b>
	<b>Socializing and Networking 2</b>	4:30--5:30 p.m.	Social Hour: Convos with New Friends
	<b>Curriculum Vitae Review 2</b>	11:30 a.m.--5:30 p.m.	4 rooms--30 minute each

- 2) Consideration of an e-publication proceedings for interested part-time committee members and approved presenters to publish their work (e.g., written work built from the conference/institute presentation conducted), as an opportunity to publish, which will provide a substantial way to build a part-time faculty's resume/curriculum vitae.
  
- 3) Request a name change of the event to the Part-time Conference, which resonates more favorably with part-time faculty and conveys a more collaborative spirit and is less of a militarized term than "institute."<sup>2</sup>

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<sup>2</sup> Part-time faculty have concerns with current online militarized role-playing games being called "institutes."





## Executive Committee Agenda Item

SUBJECT: Outline for Paper on Faculty Professional Development		Month: November	Year: 2020
		Item No: IV. I.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the outline for the paper on faculty professional development.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Sam Foster	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

### BACKGROUND:

The Educational Policies Committee has been tasked with updating the 2000 paper, *Faculty Development: A Senate Issue* as requested by Resolution 19.02 F12:

Whereas, The Student Success Task Force final report acknowledges that sustained, ongoing professional development activities are essential to improving student success in the California Community College system;

Whereas, The Chancellor’s Office Professional Development Committee acknowledges the ever present need for professional development; and

Whereas, Title 5 §53200 designates faculty professional development activities as one of the 10+1 academic and professional matters under the purview of local academic senates;

Resolved, That the Academic Senate for California Community Colleges survey local senates about their current best practices in faculty development; and

Resolved, That the Academic Senate for California Community Colleges update the 2000 paper, *Faculty Development: A Senate Issue* to enable local senates to best respond to the current educational and economic climate.

Please see the attached rationale and outline for the paper.

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

## Faculty Professional Development

A practical and philosophical paper

Framework: Research studies on factors that lead to student success. The #1 indicator is high quality teaching through a robust professional development program (home grown programs, systems to prepare faculty, and funding for faculty development).

### Outline

- I. Introduction and Background
  - A. The evolution of Professional Development (PD) and addressing current faculty needs
  - B. Defining what PD means in the context of the 10+1
  - C. Reviewing and evaluating college and district policies
- II. Why Professional Development is Essential
  - A. PD is ultimately centered on students
    1. Minding the Obligation Gap
  - C. Going beyond content expertise to include pedagogy and curriculum development for diverse CC populations
  - D. PD is an ongoing commitment to student success and student equity
  - E. Connecting to faculty evaluations to customize PD to meet the needs of the specific populations served
  - F. Addressing diversity, equity, inclusion, and anti-racism.
- III. Components of professional development
  - A. What is professional development?
  - B. How is professional development structured?
    1. Institutionally (advisory committees; guidance)
    2. Individually
  - C. Examine the policies (local, district and state)
  - D. How is professional development funded (general fund, categoricals, etc.)
  - E. The professional development committee structure and the faculty voice

- F. Managing the different roles of staff development including areas of focus that specifically address faculty development
- G. Prioritize culturally responsive curricular redesign in professional development (ASCCC Call for Action)
- H. Other professional development opportunities
  - 1. Onboarding new faculty (i.e. 1<sup>st</sup> year experience; address racial and ethnic diversity and anti-racism)
  - 2. Mentoring
  - 3. Networking
- I. Using PD to inform policies that broaden faculty pools
- J. Senate and Union Collaboration
  - 1. PD and faculty purview,
  - 2. Examining the overlap in PD policies between senates and unions
- K. Use of Sabbaticals and PD
  - 1. local restrictions and challenges
- L. PD and responsiveness in emergency situations (COVID -19, fires, other)
  - 1. Quality of instruction in remote learning
- IV. Recommendations
  - A. Recommendations to Local Senate
  - B. Recommendations to Colleges
  - C. Recommendations to the Board of Governors
- V. Conclusion
- VI. Appendix
- VII. Resources

<https://asccc.org/papers/sound-principles-faculty-evaluation>

<https://mylocalcc.org/about/>

<https://asccc.org/content/training-new-or-potential-faculty-whose-responsibility-it>

<https://interwork.sdsu.edu/main/sdiccca/>



ASCCC Prompts for Paper Development

The purpose of this paper: **Update ASCCC resources for faculty professional development**

Proposed completion date: **Spring 2021**

1. Is this a new paper, a revision of, or an update to an existing senate paper?

**Revision of an existing paper**

2. Does the resolution ask for a paper? If so, please copy and paste the resolution below. If no, skip to question number 4.

**Resolution 19.02 F2012**

Whereas, The Student Success Task Force final report acknowledges that sustained, ongoing professional development activities are essential to improving student success in the California Community College system;

Whereas, The Chancellor's Office Professional Development Committee acknowledges the ever present need for professional development; and

Whereas, Title 5 §53200 designates faculty professional development activities as one of the 10+1 academic and professional matters under the purview of local academic senates;

Resolved, That the Academic Senate for California Community Colleges survey local senates about their current best practices in faculty development; and

Resolved, That the Academic Senate for California Community Colleges update the 2000 paper, *Faculty Development: A Senate Issue* to enable local senates to best respond to the current educational and economic climate.

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

**No**

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

5. If the paper is not requested by resolution, what is the justification for writing the paper? Where and how did the idea for the paper originate?

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

**See attached.**

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



appropriate. **Resources**

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



## Executive Committee Agenda Item

SUBJECT: Faculty Engagement in the VRC		Month: November	Year: 2020
		Item No: IV. J.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will provide direction on how to best engage with the new VRC Faculty Community.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

**BACKGROUND:** The Vision Resource Center launched a new online faculty community on September 15. The description of the faculty community is as follows: *The Vision Resource Center is proud to launch the Faculty Community that is geared to support faculty connection and communication across the state. Faculty can ask questions, share promising practices and resources, and provide feedback and input for ongoing system-wide efforts.* The communities in the VRC are essentially discussion boards where community members can share resources and engage with members of the communities. Currently, there are fifteen communities in the VRC, and they are not all specific to faculty. They are as follows:

- Covid-19 Resources, Tools, and Discussions
- Accessibility
- Distance Education Coordinators
- Equity
- Faculty
- Open Education and Zero Textbook Cost Resources
- Webinars, Conferences, and Events
- Community Colleges for Change
- Competency-Based Education
- Credit for Prior Learning
- Equitable Placement (AB 705)
- Financial Aid
- Guided Pathways
- Instructional Designers/Support for Teaching and Learning
- Professional Development

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

Public Information Officers  
Student Centered Funding Formula  
Veteran Student Services and Support  
Vision for Success  
Vision Resource Center General Discussion  
Workforce and Economic Development

While most of these communities have over 100 members, Veteran Student Services and Support has 24 members; Equitable Placement (AB 705) has 28 members; and Faculty has 30 members, as of October 15.

Accessing the VRC requires use of a user login and password. A faculty co-moderator has been appointed to assist with the VRC community. Discussion topics in the VRC Faculty Community include anti-racism education, faculty distance education resources and perspectives, and areas for discipline specific dialogue, but as of yet, no community members have responded to the discussion topics posted by the moderators. Content posted by moderators in the VRC Faculty Community includes links to ASCCC resources and pages.

The faculty co-moderator has reached out and asked that the Executive Committee provide direction on how to best leverage the new VRC Faculty Community and explore approaches to increasing faculty engagement. The Foundation for California Community Colleges has provided the attached data that indicate membership and usage data for the top five VRC communities.

Community	Members	Created	# of Posts	Avg Views/ Post	Most Viewed Post #	Most Viewed Post Title	Most Replies to a Post #	Most Replies to a Post Title
COVID	2599	Mar-20	182	48	415	Program Expenditure Deadlines for 2019-20	25	Lab courses
Guided Pathways	932	Sep-18	129	31	344	Guided Pathways Contacts	27	Listening to Students - An Idea for Your Campus
Webinars	797	Aug-20	58	26	203	8/19/20 Webinar Recording: Nurturing an Anti-racist Campus Culture	6	Discussion Questions from Attendees (Pathways to Equity)
Equity	749	Sep-18	93	21	51	Staff Training and Support	28	Student Engagement and Empowerment
Prof Dev	733	Aug-18	149	19	175	Accessing Lynda training in the Vision Resource Center	15	Staff PD Funds Memo and Distribution





## Executive Committee Agenda Item

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

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

### BACKGROUND:

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

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



## Executive Committee Agenda Item

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

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

### BACKGROUND:

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

Full agendas and meeting summaries are available online at:

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

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

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



## Executive Committee Agenda Item

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

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

### BACKGROUND:

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

Full agendas and meeting summaries are available online at:

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

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

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



## Executive Committee Agenda Item

SUBJECT: Fall Plenary Session Final Planning		Month: November	Year: 2020
		Item No: V. D.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will discuss the final planning for Fall Plenary Session.	Urgent: Yes	
		Time Requested: 20 mins.	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Dolores Davison/Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Discussion	X

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

### BACKGROUND:

The Executive Committee will discuss the final planning for the Fall Plenary Session 2020 and cover important notifications or pertinent information regarding the event. New members will be informed about the process and protocol regarding participating in plenary session.

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



## Executive Committee Agenda Item

SUBJECT: Academic Senate Audit		Month: November	Year: 2020
		Item No: V. D. i.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will receive an update on the results of the recent Senate audit.	Urgent: Yes	Time Requested: 10 mins.
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Mayra Cruz/Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Discussion	X

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

### BACKGROUND:

Each year the Academic Senate undergoes an audit of its finances. The purpose of the audit as noted in their engagement letter is “to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.”

In September, the auditors conducted an audit of the Senate financials. Preliminary results from the auditors reported no significant findings or misstatements for fiscal year 19-20. The Treasurer will present the audit to the delegates on Saturday. The Executive Committee will review and discuss the audit so that Executive Committee members are familiar with the audit and the Senate’s finances.

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

**ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES**  
**CONSOLIDATED FINANCIAL STATEMENTS**  
**June 30, 2020 and 2019**

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

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## INDEPENDENT AUDITOR'S REPORT

To the Board of Directors  
Academic Senate for California Community Colleges  
Sacramento, California

We have audited the accompanying consolidated financial statements of the Academic Senate for California Community Colleges and the Foundation of the Academic Senate for California Community Colleges (collectively the "Organization"), nonprofit organizations, which comprise the consolidated statements of financial position as of June 30, 2020 and 2019, and the related consolidated statements of activities, functional expenses and cash flows for the years then ended, and the related notes to the consolidated financial statements.

### **Management's Responsibility for the Consolidated Financial Statements**

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### **Auditor's Responsibility**

Our responsibility is to express an opinion on these consolidated financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Organization's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

9261 Sierra College Boulevard  
Roseville, California 95661

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## Opinion

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of the Academic Senate for California Community Colleges and the Foundation of the Academic Senate for California Community Colleges as of June 30, 2020 and 2019, and the changes in its consolidated net assets and its consolidated cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

*Propp Christenson Caniglia LLP*

October 15, 2020  
Roseville, California

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

CONSOLIDATED STATEMENTS OF FINANCIAL POSITION  
June 30, 2020 and 2019

ASSETS

	<u>2020</u>	<u>2019</u>
Current assets:		
Cash and cash equivalents	\$ 1,749,228	\$ 979,845
Accounts receivable	359,209	627,335
Prepaid expenses	65,610	108,130
	<u>2,174,047</u>	<u>1,715,310</u>
Property and equipment, net	-	-
Right of use asset	534,416	-
	<u>534,416</u>	<u>-</u>
Total assets	<u>\$ 2,708,463</u>	<u>\$ 1,715,310</u>

LIABILITIES AND NET ASSETS

Liabilities:		
Accounts payable	\$ 86,498	\$ 195,379
Accrued expenses	88,520	49,521
Deferred revenue	86,035	295,531
Lease liability, current portion	74,770	-
	<u>335,823</u>	<u>540,431</u>
Total current liabilities	<u>335,823</u>	<u>540,431</u>
Long-term liabilities:		
Lease liability, less current portion	486,834	-
	<u>486,834</u>	<u>-</u>
Total liabilities	<u>822,657</u>	<u>540,431</u>
Net assets:		
Without donor restrictions:		
Unrestricted	1,581,606	870,679
Designated for reserves	300,000	300,000
With donor restrictions	4,200	4,200
	<u>1,885,806</u>	<u>1,174,879</u>
Total net assets	<u>1,885,806</u>	<u>1,174,879</u>
Total liabilities and net assets	<u>\$ 2,708,463</u>	<u>\$ 1,715,310</u>

The accompanying notes are an integral part of these consolidated financial statements.

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

CONSOLIDATED STATEMENTS OF ACTIVITIES

For the Years Ended June 30, 2020 and 2019

	Without Donor Restrictions	With Donor Restrictions	2020 Total
Revenues and other support:			
College dues	\$ 445,329	\$ -	\$ 445,329
College event fees	605,920	-	605,920
Event sponsorships	26,055	-	26,055
State of California Academic Senate grant	1,000,000	-	1,000,000
Chancellor's Office Course ID grant	575,134	-	575,134
Guided Pathways contract	652,565	-	652,565
LACCD contract	98,194	-	98,194
Other grants and contracts	985,845	-	985,845
Foundation contributions	10,178	-	10,178
Interest income	24,524	-	24,524
Other income	5,982	-	5,982
Net assets released from restrictions	-	-	-
	<hr/>	<hr/>	<hr/>
Total revenues and other support	4,429,726	-	4,429,726
	<hr/>	<hr/>	<hr/>
Expenses:			
Program services	2,668,709	-	2,668,709
Supporting services:			
Management and general	1,050,090	-	1,050,090
	<hr/>	<hr/>	<hr/>
Total expenses	3,718,799	-	3,718,799
	<hr/>	<hr/>	<hr/>
Change in net assets	710,927	-	710,927
Net assets, beginning of year	1,170,679	4,200	1,174,879
	<hr/>	<hr/>	<hr/>
Net assets, end of year	\$ 1,881,606	\$ 4,200	\$ 1,885,806
	<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>

The accompanying notes are an integral part of these consolidated financial statements.

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

CONSOLIDATED STATEMENTS OF ACTIVITIES (CONTINUED)

For the Years Ended June 30, 2020 and 2019

	Without Donor Restrictions	With Donor Restrictions	2019 Total
Revenues and other support:			
College dues	\$ 425,418	\$ -	\$ 425,418
College event fees	753,124	-	753,124
Event sponsorships	25,000	-	25,000
State of California Academic Senate grant	1,000,000	-	1,000,000
Chancellor's Office Course ID grant	470,215	-	470,215
Guided Pathways contract	664,054	-	664,054
LACCD contract	239,876	-	239,876
Other grants and contracts	390,529	-	390,529
Foundation contributions	19,890	-	19,890
Interest income	2,111	-	2,111
Other income	15,712	-	15,712
Net assets released from restrictions	-	-	-
	<u>4,005,929</u>	<u>-</u>	<u>4,005,929</u>
Total revenues and other support			
Expenses:			
Program services	2,223,045	-	2,223,045
Supporting services			
Management and general	<u>993,604</u>	<u>-</u>	<u>993,604</u>
Total expenses	<u>3,216,649</u>	<u>-</u>	<u>3,216,649</u>
Change in net assets	789,280	-	789,280
Net assets, beginning of year	<u>381,399</u>	<u>4,200</u>	<u>385,599</u>
Net assets, end of year	<u>\$ 1,170,679</u>	<u>\$ 4,200</u>	<u>\$ 1,174,879</u>

The accompanying notes are an integral part of these consolidated financial statements.

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

CONSOLIDATED STATEMENTS OF FUNCTIONAL EXPENSES  
For the Years Ended June 30, 2020 and 2019

	Grant and Senate	Management and General	2020 Totals
	<u>          </u>	<u>          </u>	<u>          </u>
Administrative support	\$ 644	\$ 98	\$ 742
Business expenses	-	17,635	17,635
Copying/publishing OSP allowance	-	3,136	3,136
Equipment lease/rental	6,185	4,557	10,742
Equipment purchase	866	593	1,459
Executive activities	99,635	67,296	166,931
Executive reassign time	111,827	111,827	223,654
FASCCC Charitable Contributions	6,781	-	6,781
FASCCC G&A Expenses	-	3,936	3,936
Furnishings	366	386	752
Grant expenses	1,157,644	-	1,157,644
Institutes	500,140	54,478	554,618
Insurance	3,906	4,161	8,067
Internet	1,746	1,516	3,262
IT/Software	10,431	12,312	22,743
Liaison	44,226	34,900	79,126
Moving expense	4,757	5,029	9,786
Parking	12,869	9,625	22,494
Phones - office	1,155	1,002	2,157
Plenary session	136,058	15,832	151,890
Postage and shipping	316	314	630
Professional services	18,573	17,202	35,775
Publications, marketing, technology	72,935	46,774	119,709
Rent	52,274	45,435	97,709
Salaries and benefits	417,381	587,497	1,004,878
Subscriptions	6,012	2,699	8,711
Supplies	1,982	1,850	3,832
	<u>          </u>	<u>          </u>	<u>          </u>
Total expenses	<u>\$ 2,668,709</u>	<u>\$ 1,050,090</u>	<u>\$ 3,718,799</u>

The accompanying notes are an integral part of these consolidated financial statements.

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

CONSOLIDATED STATEMENTS OF FUNCTIONAL EXPENSES (CONTINUED)

For the Years Ended June 30, 2020 and 2019

	Grant and Senate	Management and General	2019 Totals
	<u>          </u>	<u>          </u>	<u>          </u>
Administrative support	\$ 10	\$ 9	\$ 19
Business expenses	982	67,172	68,154
Copying/publishing OSP allowance	-	5,869	5,869
Equipment lease/rental	5,135	7,367	12,502
Equipment purchase	1,946	1,845	3,791
Executive activities	146,162	94,306	240,468
Executive reassign time	133,148	133,148	266,296
Furnishings	4,854	4,697	9,551
Grant expenses	598,499	-	598,499
Institutes	560,212	33,781	593,993
Insurance	3,145	4,437	7,582
Internet	1,221	1,762	2,983
IT/Software	6,014	7,941	13,955
Liaison	48,245	37,706	85,951
Moving expense	-	6,799	6,799
Outside administrative services	6,553	9,844	16,397
Parking	4,231	5,939	10,170
Phones - office	899	1,305	2,204
Plenary session	258,209	42,307	300,516
Postage and shipping	150	227	377
Professional services	13,888	22,923	36,811
Publications, marketing, technology	6,354	41,879	48,233
Rent	25,512	38,253	63,765
Salaries and benefits	375,012	418,214	793,226
Scholarships and donations	18,683	-	18,683
Subscriptions	2,594	3,927	6,521
Supplies	1,387	1,947	3,334
	<u>          </u>	<u>          </u>	<u>          </u>
Total expenses	<u>\$ 2,223,045</u>	<u>\$ 993,604</u>	<u>\$ 3,216,649</u>

The accompanying notes are an integral part of these consolidated financial statements.

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

CONSOLIDATED STATEMENTS OF CASH FLOWS  
For the Years Ended June 30, 2020 and 2019

	2020	2019
Cash flows from operating activities:		
Change in net assets	\$ 710,927	\$ 789,280
Adjustments to reconcile change in net assets to net cash used in operating activities:		
Amortization - right-of-use asset	48,986	-
Changes in operating assets and liabilities:		
Accounts receivable	268,126	(287,810)
Prepaid expenses	42,520	(12,563)
Accounts payable	(108,881)	13,715
Grant payable	-	(479,664)
Accrued expenses	38,999	(76,414)
Deferred revenue	(209,496)	3,242
Accrued rent	27,188	(8,603)
Reduction of lease liability	(48,986)	-
Net cash provided by (used in) operating activities	<u>769,383</u>	<u>(58,817)</u>
Net change in cash and cash equivalents	769,383	(58,817)
Cash and cash equivalents, beginning of year	<u>979,845</u>	<u>1,038,662</u>
Cash and cash equivalents, end of year	<u>\$ 1,749,228</u>	<u>\$ 979,845</u>
Noncash disclosure of cash flow information		
Right-of-use asset	\$ (610,590)	\$ -
Lease liability	<u>610,590</u>	<u>-</u>
Net noncash impact	<u>\$ -</u>	<u>\$ -</u>

The accompanying notes are an integral part  
of these consolidated financial statements.

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020 and 2019

NOTE 1: NATURE OF ACTIVITIES

The Academic Senate for California Community Colleges (the "Academic Senate") is a California non-profit corporation established on October 2, 1970, whose purpose is to promote the best interests of higher education in the State of California and to represent the faculty in all California community colleges at the state level.

The general purpose and powers are:

- To strengthen local academic senates and councils of community colleges;
- To serve as the voice of the faculty of the community colleges in matters of statewide concern;
- To develop policies and promote the implementation of policies on matters of statewide issues; and
- To make recommendations on statewide matters affecting the community colleges.

On August 11, 2008, the Academic Senate formed the Foundation of the Academic Senate for California Community Colleges (the "Foundation"), a California charitable corporation controlled by the Academic Senate, whose purposes are:

- To benefit, support and enhance the excellence of California community colleges;
- To support, design and implement professional development for California community college faculty;
- To research, develop and communicate effective practices to promote effective teaching and learning in the California community colleges; and
- To promote a variety of activities and strategies to advance teaching and learning.

These financial statements of the Academic Senate and the Foundation are presented on a consolidated basis, with all significant inter-company transactions eliminated. The Academic Senate and the Foundation are collectively referred to as the "Organization".

NOTE 2: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting

The consolidated financial statements of the Organization have been prepared on the accrual basis of accounting and accordingly reflect all significant receivables, payables and other liabilities.

Basis of Presentation

In August 2016, the Financial Accounting Standards Board issued Accounting Standards Update 2016-14 Not-for-Profit Entities Presentation of Financial Statements of Not-for-Profit Entities. The amendments in this update are designed to improve the presentation of net asset classification requirements and the information presented in financial statements and notes about a not-for-profit entity's liquidity, financial performance, and cash flows. The Organization has adopted the provision as of June 30, 2019.

The Organization presents its consolidated financial statements in accordance with FASB ASC Topic 958, Subtopic 210 (FASB ASC 958-210), Presentation of Financial Statements of Not-for-Profit Entities. Under FASB ASC 958-210, the Organization is required to report information regarding its financial position and activities according to the following two classes of net assets:

Net assets without donor restrictions - Net assets that are not subject to stipulations.

Net assets with donor restrictions - Net assets that are subject to stipulations that will be met by actions or the passage of time.



ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS  
June 30, 2020 and 2019

NOTE 2: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

*Basis of Presentation (Continued)*

Revenues and gains and losses on investments are reported as changes in net assets without donor restrictions unless use of the related assets is limited by donor-imposed restrictions. Expenses are reported as changes in net assets without donor restrictions. Expirations of donor restrictions on net assets are reported as reclassifications between the applicable classes of net assets.

Donor-restricted contributions are reported as revenues which increase net assets with donor restrictions. Expirations of donor restrictions on contributions whose restrictions are met in the same reporting period have been reported as net assets without donor restrictions.

*Cash and Cash Equivalents*

Cash and cash equivalents consist of demand deposits in checking and money market accounts.

*FDIC Insured Deposit Accounts*

The Organization maintains its cash in financial institutions insured by the Federal Deposit Insurance Corporation (FDIC). Deposit accounts, at times, may exceed federally insured limits. As of June 30, 2020 and 2019, \$1,465,571 and \$619,446 was held in excess of FDIC insured limits. The Organization has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on cash and cash balances.

*Accounts Receivable*

Accounts receivable, which consist primarily of grants receivable, are stated at the amount management expects to collect from outstanding balances. Management believes that all of the receivables are collectable; accordingly, no allowance for doubtful accounts has been established. Receivables are determined to be past due based on contractual terms. Receivables for events are written-off after 90 days. Grants receivable are written-off on a case by case basis after management has exhausted all collection efforts.

*Property and Equipment*

Property and equipment purchased in excess of \$5,000 are stated at cost. The Organization provides for depreciation over the estimated useful lives of the assets using the straight-line method. The estimated lives of these assets range from 3 to 5 years. Expenditures for major renewals and betterments, which extend the useful lives of property and equipment, are capitalized. Expenditures for maintenance and repairs are charged to expense as incurred.

*Leases*

In February 2016, the FASB issued ASU 2016-02, Leases (Topic 842). The standard requires lessees to recognize the assets and liabilities that arise from leases in the statement of financial position. Additionally, in July 2018, the FASB issued ASU 2018-11, Leases (Topic 842) – Targeted Improvements, which, among other things, provides an additional transition method that would allow entities to not apply the guidance in ASU 2016-02 in the comparative periods presented in the financial statements and instead recognize a cumulative-effect adjustment to the opening balance of retained earnings in the period of adoption. The Organization adopted ASU 2016-02 and its related amendments as of June 30, 2020, which resulted in the recognition of an operating right-of-use asset and lease liability initially totaling \$610,590. The Organization elected to adopt the transition relief provisions from ASU 2018-11 and recorded the impact of adoption as of July 1, 2019, without restating any prior-year amounts or disclosures. Additional lease disclosures can be found in Note 6. There was no cumulative effect adjustment to the opening balance of retained earnings required.

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020 and 2019

NOTE 2: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Income Tax Status

The Academic Senate is exempt from income taxes under Section 501(c)(6) of the Internal Revenue Code (IRC) and Section 23701e of the California Revenue and Taxation Code. The Foundation is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code (IRC) and Section 23701d of the California Revenue and Taxation Code. After they are filed, the Organization's income tax returns remain subject to examination by taxing authorities generally three years for federal returns and four years for state returns. Activities unrelated to the Organization's mission may be subject to unrelated business income tax.

Functional Expense Allocation

The costs of providing various programs and other activities have been summarized on a functional basis in the statement of functional expenses. Costs specifically identified with programs are directly allocated to those functions. All costs not identifiable with programs, but indispensable to the conduct of such programs and activities and to the Organization's existence, are included as management and general expenses. Expenses that benefit more than one function of the Organization are allocated among the functions based generally on the amount of time and effort spent by personnel on each function.

Revenue Recognition

In June 2018, the Financial Accounting Standards Board ("FASB") issued Accounting Standard Update ("ASU") No. 2018-08 "Not-for-Profit Entities (Topic 958)". The ASU provides an update to clarify and improve the scope and the accounting guidance for contributions received and contributions made. The amendments in this update should assist entities in (1) evaluating whether transactions should be accounted for as contributions (nonreciprocal transactions) within the scope of Topic 958, Not-for-Profit Entities, or as exchange (reciprocal) transactions subject to other guidance and (2) determining whether a contribution is conditional. The Organization has retrospectively adopted the provision as of June 30, 2020 with no effect to previously reported net asset balances.

Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of support, revenue, and expenses during the reporting period. Actual results could differ from those estimates.

Upcoming Accounting Pronouncements

In May 2014, the Financial Accounting Standards Board ("FASB") issued Accounting Standard Update ("ASU") No. 2014-09 "Revenue from Contracts with Customers (Topic 606)". The ASU provides guidance over the core principle of recognizing revenue to depict the transfer of promised goods or services to customers in an amount that reflects the consideration to which the entity expects to be entitled in exchange for those goods or services. ASU 2014-09 will supersede the revenue recognition requirements in FASB Accounting Standard Codification (ASC) 605, "Revenue Recognition", and most industry-specific guidance throughout the Industry Topics of the FASB ASC. The purpose of the new standard is to clarify the principles for recognizing revenue and to develop a common revenue standard for U.S. GAAP and International Financial Reporting Standards (IFRS). For non-public entities, the amendments in this update are effective for annual reporting periods beginning after December 15, 2017, and interim periods withing annual periods beginning after December 15, 2018. Early adoption is permitted. In May 2020, the FASB voted to defer the effective date of ASU No. 2014-09 "Revenue from Contracts with Customers" for all entities by one year. Management has not determined the impact on the financial statements.

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS  
June 30, 2020 and 2019

NOTE 2: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Subsequent Events

Events and transactions have been evaluated for potential recognition or disclosure through October 15, 2020, the date that the consolidated financial statements were available to be issued. As a result of the spread of the COVID-19 coronavirus, economic uncertainties have arisen. While the disruption is currently expected to be temporary, there is considerable unknown around the duration. The Organization expects this matter to negatively impact its operating environment; however, the related financial impact and duration cannot be reasonably estimated at this time.

NOTE 3: LIQUIDITY AND AVAILABILITY OF FINANCIAL ASSETS

As part of the Organization's liquidity management, it has a policy to structure its financial assets to be available as its general expenditures, liabilities and other obligations come due.

The Organization's financial assets available within one year of the balance sheet date for general expenditures are as follows:

	<u>2020</u>	<u>2019</u>
Cash and cash equivalents	\$ 1,749,228	\$ 979,845
Accounts receivable	<u>359,209</u>	<u>627,335</u>
Financial assets	2,108,437	1,607,180
Less those unavailable for general expenditures within one year, due to:		
Purpose restrictions stipulated by donors	(4,200)	(4,200)
Board designated reserves	<u>(300,000)</u>	<u>(300,000)</u>
Financial assets available to meet cash need for expenditures within one year	<u>\$ 1,804,237</u>	<u>\$ 1,302,980</u>

NOTE 4: ACCOUNTS RECEIVABLE

Accounts receivable consist of the following at June 30, 2020 and 2019:

	<u>2020</u>	<u>2019</u>
CA Community College Chancellor's Office	\$ 299,662	\$ 239,515
Chabot-Las Positas Community College District	20,047	235,528
Los Angeles Community College District	4,400	106,806
Santa Clarita Community College District	33,000	33,722
Other	<u>2,100</u>	<u>11,764</u>
Total accounts receivable	<u>\$ 359,209</u>	<u>\$ 627,335</u>

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS  
June 30, 2020 and 2019

NOTE 5: PROPERTY AND EQUIPMENT

Property and equipment consist of the following at June 30, 2020 and 2019:

	<u>2020</u>	<u>2019</u>
Furniture and fixtures	\$ 5,989	\$ 5,989
Less accumulated depreciation	<u>(5,989)</u>	<u>(5,989)</u>
Total property and equipment, net	<u>\$ -</u>	<u>\$ -</u>

NOTE 6: OPERATING LEASE OBLIGATION

The Organization leases office space under an operating lease agreement with an original term from November 2014 through February 2020. On July 1, 2019, the Organization executed an amendment to the office lease, extending the term of the lease through September 2026. The lease amendment also provided for free rent periods in each of its initial three months and contained escalating monthly payments starting at \$7,785 and increasing by 2.5% annually. Under the provisions of FASB ASC Topic 842, an initial right-of-use asset and lease liability of \$610,590 was recorded based on the net present value of the future minimum contractual obligations under the lease, discounted at 3.87%. At the end of the amended term of the lease, the Organization may extend this lease for two successive terms of 60 months each; however, such extensions have not been reflected in the related right-of-use asset or lease liability included in the accompanying financial statements.

The rent expense is reflected in the accompanying financial statements on a straight-line basis over the term of the lease with the difference between rent expense and rent payments being reflected as accrued rents and offset with the right-of-use asset. During the year ended June 30, 2020, cash payments and rent expense under the terms of the operating lease totaled \$70,067 and \$97,256, respectively.

The minimum contractual obligations for the operating lease (undiscounted) as of June 30, 2020 are as follows:

<u>Year Ending June 30:</u>	
2021	\$ 95,175
2022	97,554
2023	99,993
2024	102,493
2025	105,055
Thereafter	<u>134,758</u>
Total lease payments	635,028
Less: discounted cash flows, net discount	<u>(73,424)</u>
Discounted lease liability	<u>\$ 561,604</u>

NOTE 7: NET ASSETS WITH DONOR RESTRICTIONS

At June 30, 2020 and 2019, net assets with donor restrictions totaled \$4,200 for the freedom fighter award.

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS  
June 30, 2020 and 2019

NOTE 8: EMPLOYEE BENEFIT PLAN

Qualified employees are eligible to participate in the California Public Employees' Retirement System (CalPERS). CalPERS is a cost sharing multiple employer defined benefit pension plan that provides retirement, disability, and death benefits to Plan members and beneficiaries. The risks of participating in a multiple employer plan are different from single employer plans. Specifically, Academic Senate may be liable, on termination or withdrawal from the plan, for allocated shares of the plan's unfunded vested benefits. The Academic Senate currently has no intention to terminate or withdraw from the plan.

Because Academic Senate has less than 100 employees, it is required to participate in a risk pool within CalPERS. The Academic Senate's contributions represented less than 5% of total risk pool contributions per the risk pool's most recent actuarial report, which was as of June 30, 2019. As of June 30, 2019, Academic Senate's share of total plan assets was \$1,431,312, the accrued liability was \$1,810,344, and the plan was 78% funded.

The California Public Employees' Pension Reform Act (PEPRA) resulted in different contribution and benefit rates for employees hired prior to and after January 1, 2013. Employees contribute 7% or 6.25% of their annual covered salary, depending on hire date. Academic Senate contributes an amount that is actuarially determined by CalPERS. In addition, CalPERS adopted a risk mitigation policy which is designed to reduce funding risk over time and is expected to impact future valuations.

Total contributions to the plan by Academic Senate amounted to \$89,645 and \$72,221 for the years ended June 30, 2020 and 2019, respectively. The estimated required employer contributions for the year ended June 30, 2021, are \$90,551.

NOTE 9: RELATED PARTY TRANSACTIONS

A board member's college is provided reassignment time for their service to the Organization. The Organization makes payment to the college (or in some instances, the district) for the board member's time, paid at the part-time faculty rate, as determined by the Chancellor's Office Data Mart data. For the years ended June 30, 2020 and 2019, the Organization provided stipends to various board members during the summer session for their work not included in the reassignment payment to the college, totaling \$40,000 and \$52,000, respectively.

NOTE 10: CONCENTRATIONS AND CONTINGENCIES

A significant portion of the grant revenue is from the State of California, most of which is passed through various community college districts. Similarly, a significant portion of the accounts receivable are due from the State of California, either directly or through community college districts. Claims for reimbursement are subject to audit and possible disallowance by awarding agencies. All cash is held in one bank and thus exceeds federally insured limits.

NOTE 11: COMMITMENTS

The Academic Senate has hotel contracts for meetings to be held subsequent to year-end. These contracts contain deposits, room and food beverage commitments and cancellation fees. The cancellation fees under the contracts if the contracts were cancelled as of the date the consolidated financial statements were available to be issued totaled \$261,795 and \$373,972 for the years ended June 30, 2020 and 2019, respectively.



## Executive Committee Agenda Item

SUBJECT: Meeting Debrief		Month: November	Year: 2020
		Item No: V. E.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will debrief the meeting to assess what is working well and where improvements may be implemented.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Discussion	X

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

### BACKGROUND:

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

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



## Executive Committee Agenda Item

SUBJECT: ASCCCF		Month: November	Year: 2020
		Item No: VI. A. i.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	Information Item	Urgent: No	
		Time Requested: NA	
CATEGORY:	Senate Reports	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Silvester Henderson	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Information	X

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

The ASCCCF would like to share the following information item for your review:

Updated Mission Statement (See Attached)

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

Mission Statement: The mission of the Academic Senate Foundation for California Community Colleges is to enhance the excellence of the California community colleges by sustained support for professional development of **our diverse** faculty in the furtherance of effective teaching and learning practices.



## **October 2020**

### **Area Meetings ASCCC Foundation Report**

Silvester Henderson, President ASFCCC

Directors: Mayra Cruz

Treasurer: Stephanie Curry

Secretary: Manuel Velez

### Mission

The mission of the Academic Senate Foundation for California Community Colleges is to enhance the excellence of the California community colleges by sustained support for the professional development of our **diverse** faculty in the furtherance of effective teaching and learning practices.

### Scholarships

The Foundation continues to support faculty professional development through scholarships to selected ASCCC and partner events. During the Covid season, ASCCCCF Scholarships include registration only. This payment will allow the faculty member the opportunity to attend the various approved conferences and training sessions sponsored by the ASCCC.

### **Scholarship Opportunities are being considered for the following:**

ASCCC Fall Plenary in November 2020

- A2MEND in March
- ASCCC Spring Plenary in April
- **ASCCC Faculty Empowerment Leadership Academy - New (FELA)\***Other opportunities may be added

The Fall Plenary scholarship announcement was made earlier this year than in the past. The deadline was October 5, 2020. Many applications were received. The ASCCCCF will sponsor 16 applicants to attend the upcoming Fall Plenary (2020).

ASCCC FELA Academy applications can be located at the following:  
<https://www.asccc.org/faculty-empowerment-and-leadership-academy>

### Area Competition

The scholarships are made possible through the generosity of Foundation donors, primarily through the annual area competition. More Information will be forthcoming regarding this great support competition.

### Giving Tuesday

Information regarding this great opportunity to serve our faculty will be coming to you very soon. Please consider sharing this information with faculty, administrators, and community persons. We remain grateful for your kind past donations and kindness.

### **Consider doing two things.**

1. First, visit <http://smile.amazon.com> and set up **Foundation of the Academic Senate for California Community Colleges** as the organization you're supporting. If you already have an organization designated, you can change it by selecting "Change Your Charity" under "Your Account"
2. Second, shop and shop often, but always start your shopping with a smile: you must shop from <http://smile.amazon.com> rather than [amazon.com](http://amazon.com). Amazon App users, unfortunately, you can't generate Smile donations through the app, so shop via the web and start with a smile!

For more information about AmazonSmile, visit <http://smile.amazon.com/about>

### Event Sponsorships

The Foundation is always looking for vendors to help sponsor events and to raise additional funds to support faculty scholarships. If you know a product vendor who may be a fit for an ASCCC event and who may be interested in an opportunity to market themselves to CCC faculty, please have them contact the ASCCC office at [info@asccc.org](mailto:info@asccc.org) or send their information for us to contact them.



## Executive Committee Agenda Item

SUBJECT: ASCCC Statement of Activities with Variance		Month: November	Year: 2020
		Item No: VI. A. ii.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will receive information regarding the ASCCC’s current budget	Urgent: No	
		Time Requested: NA	
CATEGORY:	Senate Report	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Information	X

Please note: Staff will complete the grey areas.

### BACKGROUND:

The Academic Senate for California Community Colleges is in a unique position this fiscal year due to the COVID-19 pandemic which has altered key operations of the organization. The attached report provides a snapshot of the Academic Senate’s budget, through September 30, 2020. A few notes for consideration while reviewing the statement of activities:

- The variance from budget will vary widely due to us having a yearly budget. Since we are 25% into our fiscal year calendar, many accounts will be around 75% under its budget.
- Event revenue will be dependent on whether it has occurred as of 9.30.20. Both Academic Academy and Fall Plenary will have additional revenue after 10.1.20 that are not included in this report.
- Grant revenue will show what has been billed as of 9.30.20 (not necessarily payment received).
  - Our Governor’s Grant is allocated over 12 months, so it shows we have exactly (75%) not recognized for the year.
- Expenses will be actual expenses (not projected) we have incurred as of 9.30.20 For example, under Executive Reassign time, we are missing bills from half of the Executive Committee.
- Grant expenses and Executive Activities expenses are under budget related to travel and meetings

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

Academic Senate for CA Community Colleges  
Statement of Activities - Budget Forecast  
As of September 30, 2020

	Year To Date 09/30/2020	Year Ending 06/30/2021	Year To Date 09/30/2020
	Actual	Budget FYE	Variance YTD
			Budget % Var
<b>Income Statement</b>			
<b>Revenue</b>			
Membership Dues	464,052.19	471,000.00	(6,947.81) (1) %
<b>Program Fees</b>			
Fall Session 2020	3,850.00	70,000.00	(66,150.00) (95) %
Spring Session 2021	0.00	150,000.00	(150,000.00) (100) %
Curriculum Institute 2020	128,350.00	140,000.00	(11,650.00) (8) %
Faculty Leadership Institute 2021	0.00	40,000.00	(40,000.00) (100) %
Academic Academy 2020	3,450.00	45,000.00	(41,550.00) (92) %
Career and Noncredit Event 2021	0.00	35,000.00	(35,000.00) (100) %
<b>Total Program Fees</b>	<b>135,650.00</b>	<b>480,000.00</b>	<b>(344,350.00) (72) %</b>
<b>Grant Revenue</b>			
<b>State Grants</b>			
Governor's Grant	250,000.03	1,000,000.00	(749,999.97) (75) %
C-ID	135,837.24	685,000.00	(549,162.76) (80) %
Guided Pathways	83,493.94	674,000.00	(590,506.06) (88) %
OER	220,875.61	2,800,000.00	(2,579,124.39) (92) %
<b>Total State Grants</b>	<b>690,206.82</b>	<b>5,159,000.00</b>	<b>(4,468,793.18) (87) %</b>
District Grants	33,000.00	132,000.00	(99,000.00) (75) %
<b>Total Grant Revenue</b>	<b>723,206.82</b>	<b>5,291,000.00</b>	<b>(4,567,793.18) (86) %</b>
Other Income	852.75	27,500.00	(26,647.25) (97) %
<b>Total Revenue</b>	<b>1,323,761.76</b>	<b>6,269,500.00</b>	<b>(4,945,738.24) (79) %</b>
<b>Expenses</b>			
<b>Executive</b>			
Executive Reassign Time	98,182.36	230,000.00	(131,817.64) (57) %
Executive Activities	7,224.92	235,000.00	(227,775.08) (97) %
<b>Total Executive</b>	<b>105,407.28</b>	<b>465,000.00</b>	<b>(359,592.72) (77) %</b>
Liaison	853.00	110,500.00	(109,647.00) (99) %
<b>Grant Expenses</b>			
Travel	0.00	60,000.00	(60,000.00) (100) %
Initiatives Reassign Time	172,606.00	575,000.00	(402,394.00) (70) %
Grant Meetings	652.50	590,000.00	(589,347.50) (100) %
Stipends	115,400.00	800,000.00	(684,600.00) (86) %
<b>Total Grant Expenses</b>	<b>288,658.50</b>	<b>2,025,000.00</b>	<b>(1,736,341.50) (86) %</b>
<b>Programs</b>			
<b>Plenary Session</b>			
Fall Session 2020	10,342.00	15,000.00	(4,658.00) (31) %
Spring Session 2021	8,000.00	150,000.00	(142,000.00) (95) %
<b>Total Plenary Session</b>	<b>18,342.00</b>	<b>165,000.00</b>	<b>(146,658.00) (89) %</b>
<b>Institutes</b>			
Academic Academy 2020	8,343.00	20,000.00	(11,657.00) (58) %
Accreditation Institute 2021	0.00	3,000.00	(3,000.00) (100) %
Curriculum Institute 2020	24,721.75	20,000.00	4,721.75 24 %
Faculty Leadership 2021	0.00	40,000.00	(40,000.00) (100) %
Part-Time Faculty Leadership Institute 2021	8,343.00	12,000.00	(3,657.00) (30) %
<b>Total Institutes</b>	<b>41,407.75</b>	<b>95,000.00</b>	<b>(53,592.25) (56) %</b>
Publications, Marketing, Technology	22,131.83	1,697,000.00	(1,674,868.17) (99) %

Total Programs	81,881.58	1,957,000.00	(1,875,118.42)	(96) %
Salaries and Benefits	237,134.67	1,214,500.00	(977,365.33)	(80) %
Nonpersonnel				
Equipment and Furniture	1,727.86	20,000.00	(18,272.14)	(91) %
Office	50,282.56	192,500.00	(142,217.44)	(74) %
Professional Services	6,228.33	35,000.00	(28,771.67)	(82) %
Business Expenses	274.70	10,000.00	(9,725.30)	(97) %
Total Nonpersonnel	58,513.45	257,500.00	(198,986.55)	(77) %
Total Expenses	772,448.48	6,029,500.00	(5,257,051.52)	(87) %
Total Income Statemen	551,313.28	240,000.00	311,313.28	130 %

## **C-ID Advisory Committee Meeting**

March 26, 2020  
10:00 am – 1:00 pm  
Via Zoom Meeting

### *In Attendance (Via Zoom):*

Cheryl Aschenbach, C-ID Advisory Chair, ASCCC  
Anna Bruzzese, South Representative, ASCCC  
Rob Collins  
Dolores Davison, Vice President, ASCCC  
Chase Fischerhall, Associate Director of Preparation & Relations with Schools & College, UCOP  
Sam Foster, South Representative, ASCCC  
Roger Gerard, Culinary Arts Faculty, Shasta College  
Tracy Hamilton, Natural Sciences & Mathematics Faculty, Sacramento State University  
Virginia May, Treasurer, ASCCC  
Krystinne Mica, Executive Director, ASCCC  
Catherine Nelson, Senate President, ASCSU  
Michelle Pilati, C-ID Special Projects Director, ASCCC  
Carolyn Reisner, Articulation Officer, Folsom Lake College  
Miguel Rother, Director of Grants & Initiatives, ASCCC  
Craig Rutan, Faculty, Santiago Canyon College  
Erik Shearer, Studio Arts Faculty, Napa Valley College  
Eric Wada, Curriculum Director, ASCCC

### **I. Introductions and Announcements**

Introductions were made and the meeting commenced.

### **II. Approval of the March 26, 2020 Agenda**

The March 26, 2020 Agenda was approved by consensus.

### **III. Approval of October 8, 2019 Minutes**

The October 8, 2019 minutes were approved by consensus.

### **IV. GEOL, CDEV, and PHYS Descriptor Revisions**

The descriptors presented have been through the revision process. The existing members for the Geology, Child Development, and Physics FDRGs approved the revisions and did not consider the changes to be substantial. However, the approval of these descriptors has been on hold because the disciplines are lacking enough CSU participation. Based on the expedited review process that was approved at the May 9, 2019 meeting, the C-ID Advisory can step in under extraordinary circumstances to function as the missing FDRG members to approve the descriptors.

Rother stated that these were the disciplines where a change request was made due to the change in the California Teaching Credentials. These disciplines do not have a complete FDRG, but just need descriptors finalized. All existing FDRG members agreed to move forward with the changes.

Nelson inquired what the “majority agreement” means. Aschenbach stated that the majority agreement is a 2/3 vote.

Action item: The C-ID Advisory will run a poll to track the voting majority.

The group discussed the nature of local community college outreach for these four areas. This matter first went to the C-ID FDRGs for these disciplines. This was vetted to the field using the C-ID and ASCCC Listservs, and that it went to the C-ID Advisory and Articulation Officer (AO) Subgroup for review as well. According to the FDRGs for these disciplines, these descriptors are eligible to go through the expedited review process.

**Motion: The descriptors were approved by 2/3 consensus.**

#### **V. TMC & UC Transfer Pathways**

Davison gave a brief introduction to the topic of Transfer Model Curriculum (TMC) and UC Transfer Pathways (UCTPs). The concept of UCTPs was introduced in 2018, as a means to make academic pathways more straightforward for students to transfer to either the CSU or the UC system without having to make the decision at the beginning of their academic career to choose between transferring to a CSU or a UC. The UCTP proposal was discussed at the February ICAS meeting. ICAS discussed basic transfer principles and will make a final determination at the June ICAS meeting.

The ASCCC identified seven (7) UCTPs that were similar enough to the TMC that it would be possible to have those pathways align perfectly. Other disciplines may be able to align with minor modifications. The Anthropology TMC was determined to align perfectly to the UCTP - nothing would need to change for student to choose in their second year, and they still could use the UCTP to transfer to either the CSU or UC system. In sociology, the TMC provides three options for core courses, but for the Sociology UCTP there are only two core courses. The TMC would have to change slightly in order for the TMC to align to the UCTP.

May discussed the changes proposed for the mathematics UCTP. The FDRG discussed specifying a biology or chemistry sequence in the TMC as a requirement because that is in the UCTP for mathematics. For the Business TMC, it would require a one-year sequence of single variable calculus because that is what the UCTP is requiring students to take in order to be admitted in the UC system.

Davison stated that philosophy had been projected to align well, however, the UCTP requirement of epistemology is not generally taught at CSUs. The curriculum list and only four CSU colleges were listed to offer that course. Davison posed the question of whether the course

can be an upper division course instead and whether it would be possible to substitute a different lower division course for it so the TMC would align more closely with the UCTP.

May clarified that any changes to a TMC would not affect what colleges would do for their local degrees. Nelson asked whether the Business FDRG rejecting the proposed changes would halt the TMC-UCTP alignment for that discipline. Mica stated that the FDRG would be providing a recommendation to the ICW informed by survey results from the field, but that the ICW would need to accept the proposal or require further modifications of the TMC for UCTP alignment to the FDRG. Davison stated that for Philosophy, the committee plans to bring faculty from all three segments to discuss whether epistemology is a necessary lower division requirement for the UCTP.

Aschenbach directed the meeting to move on to the next agenda item.

#### **VI. Substantive TMC Revisions**

The Business Administration FDRG has been finalizing changes to the Business TMC, but the Intersegmental Curriculum Faculty Workgroup (ICFW) has not been able to convene all members to finalize the changes. This agenda item was requested to differentiate between the two TMCs at CSU campuses after a TMC has been revised with changes. Aschenbach stated that this item has previously been discussed by C-ID Advisory, and that the next step would be to forward the item to the ICW for further conversation.

Follow Up: This item will be added to the next ICW meeting for further discussion.

#### **VII. MCW CTE Work**

Mica gave a brief summary of the events of the last Model Curriculum Workgroup (MCW) meeting in which the committee met in February and decided to suspend the work of the MCW in order to figure out how to best move in the interest of Career Technical Education (CTE). A taskforce was assigned to examine the actual process in place for CTE C-ID disciplines and how to move forward while linking these disciplines with the industry. The taskforce is also trying to push forward the existing list of CTE disciplines with materials that need to be finalized.

Fowler asked whether CTE courses will be archived or whether C-ID will still be accepting submissions for CTE disciplines. Mica stated that the taskforce has been addressing that question. The goal is to keep existing CTE descriptors active until the taskforce can make a specific recommendation as to how to proceed.

Follow up: This agenda item will be discussed further at the next C-ID Advisory in Fall 2020.

#### **VIII. 5-Year Reviews Complete**

The C-ID Advisory discussed the completed 5 Year Reviews for Nutrition and Economics.

##### **A. Nutrition**

The Nutrition FDRG opted to make no changes to the TMC or descriptors at this time.



## **B. Economics**

The Economics FDRG made minor changes to the TMC and descriptors. The changes are not substantive but are intended to add clarity. Colleges will not need to resubmit courses for degrees.

Rutan suggested adding language in the 5 Year Review to advise FDRG members on how changeable a field is. Rother stated the language could be added to the 5 Year Review vetting surveys for consideration by faculty members in the field before the FDRG reviews the feedback.

## **IX. Social Work – SWHS 120**

The Social Work and Human Services (SWHS) FDRG finalized changes to the SWHS 120 descriptor. The descriptor was split into two separate descriptors for fieldwork and lab components. The change is considered to be a substantive so colleges will need to resubmit. However, only eight (8) colleges should be impacted by that change, the changes will be posted on the website soon.

## **X. Future Agenda Items**

Van Selst suggested bringing the discussion around what happens when a TMC changes, and how to differentiate between the previously approved TMC and the newly revised TMC. Mica stated that should be discussed by 5C or ICAS, possibly.

Follow up: The C-ID Advisory Committee members will consider this issue and discuss it further at the Fall 2020 C-ID Advisory Committee meeting.

## **XI. Adjournment**

## Intersegmental Curriculum Workgroup (ICW) Meeting

April 20, 2020

10:00 am – 1:00 pm

Via Zoom Meeting

**Meeting ID: 317 729 061**

### *In Attendance (Via Zoom):*

Raul Arambula, Dean, Intersegmental Support, CCCCCO  
David Barsky, Mathematics Faculty, CSU San Marcos  
Michelle Bean, Area C Representative, ASCCC  
Dolores Davison, ICW Chair, ASCCC  
Lynn Fowler, Articulation Officer, American River College  
Julie Glass, Mathematics Faculty, CSU East Bay  
Njeri Griffin, Project Monitor, CCCCCO  
Michael Jenkins, Engineering Faculty, Fresno State  
Mary Margarita Legner, Mathematics Faculty, Riverside City College  
Virginia May, Treasurer, ASCCC  
Krystinne Mica, Executive Director, ASCCC  
Amanda Paskey, Curriculum Director, ASCCC  
Michelle Pilati, C-ID Special Projects Director, ASCCC  
Cheryl Pugh, Articulation Officer, CSU Los Angeles  
Erik Shearer, Studio Arts Faculty, Napa Valley College  
Karen Simpson-Alisca, Committee Member, ASCSU  
Eric Wada, Curriculum Director, ASCCC

### *ASCCC Staff:*

Miguel Rother, Director of Grants & Initiatives, ASCCC  
Megan Trader, C-ID Grant Coordinator, ASCCC

#### **I. Introductions and Announcements**

Introductions were made and the meeting commenced.

#### **II. Approval of the Agenda**

The April 20, 2020 Agenda was approved by consensus.

#### **III. Approval of February 3, 2020 Meeting Minutes**

The February 3, 2020 Meeting Minutes were approved by Consensus.

#### **IV. ICW's Ability to Endorse/Validate Incomplete FDRG Recommendations**

Chair Davison recommended to discuss this item further at the Fall 2020 ICW meeting, in order to meet quorum when voting. At the time of the item's discussion, quorum was not established and Chair Davison recommended discussing this item further at the Fall 2020 ICW meeting. To

[note: this item was discussed later in the meeting during the section "UC Transfer Pathways \(UCTPs\) & Transfer Model Curriculum \(TMC\)" with following action taken by the work group.](#)

**Action: This item to be added to the Fall 2020 Agenda.**

#### **V. UC Transfer Pathways (UCTPs) & Transfer Model Curriculum (TMC)**

Simpson-Alisca summarized the progress made by the CSU Chancellor's Office to recruit more CSU FDRG members and COREs. Due to the COVID-19 outbreak, a pause was put on efforts as employees made the shift from working at the Chancellor's Office to working from home. Simpson-Alisca stated that the Mathematics FDRG is now complete due to her recruitment efforts. Davison inquired whether the progress has been substantial. Rother stated that there have been a few appointments but many CSU candidates have not completed the required training.

The group examined the proposal document, "ICW's Ability to Endorse/Validate Incomplete FDRG Recommendations" in which ICW would be able to endorse or validate a recommendation for an incomplete FDRG by appointing ICW Committee members to act as voting CSU (or CCC) FDRG members for incomplete disciplines in extreme or extraordinary circumstances. One of the concerns regarding this proposal was the implications of someone who may not be familiar with the discipline being appointed as a decisionmaker for that discipline. The group specified in the proposed language that the majority would be defined as a majority of each of the CCC and CSU segments and 2/3 of the voting ICW Committee members.

**Motion: The proposed motion, ICW's Ability to Endorse/Validate Incomplete FDRG Recommendations was approved by consensus.**

Follow up: Rother to send approved motion language to ICW Committee members.

#### **VI. Elementary Teacher Education (ETE) Revisions to Descriptors**

##### **1) Mathematics**

Legner discussed the results of the Mathematics FDRG meeting regarding the ETE Revisions to Mathematics descriptors. The Mathematics FDRG examined the vetting responses and made the recommendation to the ICW Committee not to move forward with the proposed revisions to align the TMC with the UCTP based on the concern that the proposed TMC would result in less students achieving their ADTs.

**Motion: The ICW Committee accepted the recommendation of the Mathematics FDRG to reject the proposed revisions to the TMC by consensus.**

##### **2) Business**

The Business Administration FDRG sent a memo to confirm the lack of support from the field and the FDRG to align the TMC with the UCTP. The vetting results included 130

responses, and the consensus of the FDRG was that one full year of required calculus would make the alignment not possible.

**Motion: The ICW Committee accepted the recommendation of the Business Administration FDRG not to align the Business TMC with the UCTP by consensus.**

Because all voting members of the Intersegmental Curriculum Faculty Workgroup (ICFW) were present, the committee decided to vote on a change to the TMC that the Business Administration FDRG had suggested, as opposed to convening the ICFW for a separate meeting to vote on it. The proposed changes included the requirement that both lower division math requirements would be completed as part of the ADT, and the removal of any restrictive elective list.

The voting members of the ICFW present were:

David Barsky  
Michelle Bean  
Julie Glass  
Michael Jenkins  
Mary Legner  
Virginia May

**Motion: The voting members of the ICFW voted to accept the Business Administration FDRG's recommendation to approve the proposed changes to the TMC.**

### 3) Sociology

The Sociology FDRG recommended requiring Statistics as a core option and dropping the Sociology Research Methods course from List A and adding the course to List B in order to bring the Sociology TMC in alignment with the UCTP.

**Motion: The ICW Committee voted to accept the recommendation of the Sociology FDRG to make the recommended changes to the core of the Sociology TMC in order to align with the UCTP for Sociology by consensus.**

Follow up: The ICW Committee will report to the Sociology FDRG that their recommendations were accepted and begin composing communications to the field of these changes.

## VII. Future Agenda Items

Follow up: Members of the ICW Committee will contact Rother or Trader directly to suggest agenda items for the next ICW Committee meeting.

## VIII. Adjournment



# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## ASCCC Accreditation Committee

### Minutes

September 11, 2020

12:00pm-1:00pm

---

#### 1. Present:

- |   |   |
|---|---|
| ✓ Cheryl Aschenbach, Chair                  | ✓ Amber Gillis                              |
| ✓ Laura Adams                               | ✓ Nili Kirschner                            |
| ✓ Sheri Berger, CCCCIO Representative (ALO) | ✓ Roy Shahbazian                            |
| ✓ Kevin Bontenbal, ACCJC Representative     | ✓ Manuel Vélez, ASCCC 2 <sup>nd</sup> Chair |
| ✓ Claudia De La Toba                        |   |

#### 2. Meeting Business:

- a. Cheryl will take notes.
- b. Agenda Approved

#### 3. Introductions

*As a virtual introduction, members shared information about themselves, including their discipline, college, experience with accreditation, and experience with ASCCC committees.*

#### 4. 2020-2021 ASCCC Accreditation Event(s)

Background: <https://www.asccc.org/content/what-happened-2019-asccc-accreditation-institute>

*Cheryl explained that with ACCJC having a virtual event rather than traditional conference and the uncertainty around ASCCC's role, for spring 2021 we may need to consider either planning and holding an Accreditation Institute, having a one-day virtual event (in lieu of regional meetings), or a webinar series. The committee agreed that having a webinar series or half- to one-day virtual events, or elements of both, would work the best, plus we'll see how we can contribute to ACCJC's virtual event.*

#### 5. Committee Priorities

*Cheryl discussed how committee work is assigned and tasks identified. For 2020-2021, the Accreditation Committee's priorities will likely be developing and facilitating professional development on faculty-related aspects of accreditation and in working with the Guided Pathways Task Force and other committees to address related efforts.*

- a. Respond to [assigned resolutions](#) (none currently assigned)
- b. Collaborate on Guided Pathways Task Force goals (See attached)  
(assess and improve program review and related processes)
- c. Address [ASCCC Strategic Plan](#)
- d. Address 2020-2021 ASCCC Areas of Focus:
  - Guided Pathways to Transfer and Careers
  - Culturally Responsive Student Services/Support and Curriculum
  - Equity Driven Practices, including faculty diversification and Faculty Empowerment Leadership Academy (FELA)

*The Accreditation Committee advises the 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 matters related to accreditation and institutional evaluation. The committee also plans the annual Accreditation Institute that offers professional development on accreditation issues, policies, and effective practices.*

## 6. Professional Development & Resources

Cheryl provided a number of resources for committee members to consider should they want to expand their knowledge of accreditation.

- ACCJC Webinars (Future + Past Recordings):  
[https://accjc.org/webinar/?mc\\_cid=746771f23a&mc\\_eid=49dd64e1e0](https://accjc.org/webinar/?mc_cid=746771f23a&mc_eid=49dd64e1e0)
- ACCJC Eligibility Requirements, Standards, and Policies:  
<https://accjc.org/eligibility-requirements-standards-policies/>
- ASCCC Accreditation Committee (Past Minutes plus related Rostrum articles and papers)  
<https://www.asccc.org/directory/accreditation-committee-0>
- ASCCC Student Learning Outcome (SLO) Glossary (2019)  
<https://www.asccc.org/sites/default/files/SLOs.pdf>

## 7. Determine Future Meeting Dates

The committee set the following dates for its remaining fall meetings:

- October 9, 2020 12:00pm-1:00pm
- November 13, 2020 12:00pm-1:00pm
- December 11, 2020 12:00pm-1:00pm

## 8. Other

Related to professional development, the following topics were raised for future consideration:

- How to do accreditation work in times of crisis (has applications to Standard IV)
- Guided pathways, enrollment management, and accreditation
- Focus on introductory content to draw in new attendees/participants
- Accreditation and equity (follow-up on whether a Rostrum article was written after 2020 Accred. Institute)

## 9. Adjourn

### Upcoming ASCCC Events

- [Academic Academy \(Virtual Event\)](#): October 8-9. *Redefining Distance Education*
- Area Meetings (via Zoom): October 16-17
- [Fall Plenary \(Virtual Event\)](#): November 5-7. *Addressing Anti-Blackness: IDEAs (Inclusion, Diversity, Equity, and Anti-Racism) in Academic and Professional Matters*

*The Accreditation Committee advises the 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 matters related to accreditation and institutional evaluation. The committee also plans the annual Accreditation Institute that offers professional development on accreditation issues, policies, and effective practices.*



# Academic Senate for California Community Colleges

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## Career Technical Education Leadership Committee

September 23, 2020

11:00 AM- 2:00PM

### MEETING MINUTES

#### Career Technical Education Leadership Committee (CTELC)

The CTE Leadership Committee provides recommendations on career and technical education issues. Through recommendations to the ASCCC Executive Committee, the committee provides assistance to community college districts to ensure that career technical education and its instruction is responsive and aligned to current and emergent industry trends, and ensures that similar courses, programs, and degrees are portable among community college districts, while expanding the participation of CTE faculty in leadership roles at the local, regional, and statewide levels through its ongoing professional development efforts.

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#### Attendance:

Elmida Baghdaserians  
Robby Bodden  
Jim Bowen  
Angelica Campos  
Mayra Cruz

Christie Dam  
Dolores Davison  
Olivia Herriford  
Donald Laird  
Don Mason

Tina McClurkin  
Julie Oliver  
Kristina Perkins  
Lynn Shaw  
Violeta Wenger

- I. Welcome
  - a. Welcome from ASCCC President Dolores Davison
- II. Call to Order and Adoption of the Agenda
- III. “Conocimiento” Getting to know each other
- IV. Review the [committee’s charge](#)
  - a. Much discussion about the use of the word “technical” in CTE. Decided to propose removal from charge.

#### Proposed revision:

The CTE Leadership Committee provides recommendations on career and technical education and workforce development issues and challenges in the California community colleges. The committee works collaboratively with the ASCCC Executive Committee to assist community college districts, CTE departments, and CTE faculty to ensure that career technical education and workforce development provide responsive curriculum aligned to current and emergent industry trends, and to focus on diversity, equity, and inclusion in all aspects of career education. The committee is also focused on diversity by expanding the participation of diverse CTE faculty in leadership roles at the local, regional, and statewide levels through its ongoing professional development efforts.

- V. Review the committee guidelines and the duties of the committee chairs
  - a. Mention of possible joint meetings with Non-Credit Committee to plan for spring Institute.
  
- VI. Review and adopt the community norms
  - a. Should the norms have language about systemic racism, antiracism, or white privilege. Group will think about it and revisit the norms at the next meeting.
  
- VII. ASCCC 2020-21 Focus areas
  - A. Guided Pathways Implementation and Integration to Transfer and Careers
  - B. Culturally Responsive Student Services, Student Support and Curriculum
  - C. Equity Driven Systems (includes [faculty diversification](#) and [Faculty Empowerment Leadership Academy](#))
  
- VIII. Complete Meeting Tasks
  - a. Discuss Fall 2020 Plenary program and assignments to breakout sessions
    - i. Law enforcement officers and first responder training and curriculum: Input session on applying an anti-racism and equity lens in curriculum development
      - 1. Participants-Lynn S., Don M.
    - ii. Grow Your Own Faculty: How to Encourage Students to Become Community College instructors
      - 1. Participants-Robby B., Kristina P., Elmida B., Angelica C., Christie D., Donald L., Jim B.
  
  - b. Develop the Plan for 20-21 (Bold items are the focus areas)  
 (Note: Basecamp will be set up as the platform to manage the committee's work and communication)
    - 1. **Committee priorities**- Review and address committee priorities
      - Review Resolutions
        - S16 18.04 [Increase Awareness of High School Articulation Resources](#)
        - F17 9.03 [Online CTE Programs and Competency-Based Instruction](#)
        - F19 21.02 [Update Chancellor's Office Document Alternatives to In-Person Consultations: Cooperative Work Experience Education](#)
        - F19 19.01 [Encourage Utilization of Career Technical Education Faculty Minimum Qualifications Toolkit Resources for Hiring in Career Technical Education Disciplines](#)
        - Review Strong Workforce Recommendations and determine next steps (see committee priorities spreadsheet)
      - Assigned resolution to Committee work groups
      - Discuss potential resolutions for Fall 2020
  
    - 2. Rostrum articles (Fall articles due 9/25)
      - 1. Credit for Prior Learning as an Equity Lever (Co-Authors: Jackie Martin, Chantee Guiney, Jodi Lewis & Mayra Cruz)



### 3. **Communication and Support** to CTE Liaisons

1. Prepare and distribute information memos to CTE liaisons.
2. Form and facilitate Communities of Practice for CTE liaisons and to advance CTE faculty diversification, Credit for Prior Learning, Competency-Based Education and Guided Pathways in Careers and Transfer
3. Review the [survey](#) distributed to CTE Liaisons and/or Academic Senate
  1. Purpose of the survey: Gauge local efforts around responsibilities and support for designated CTE liaisons and determine action required based on the results.

(Note: The 2019 [Equity Driven Systems Paper](#) and the 2020 Anti-Racism Education Paper (to be adopted in the fall of 2020) will serve as resource documents for the committee's work. Review and integrate the [ASCCC Call for Action](#) and the [Chancellor's Call for Action June 5, 2020](#) .)

### 4. Identify system partners to engage in CTE strategies and activities

### 5. **Event organizing**

1. Career NonCredit Education Institute (April 30-May 2, 2021) in collaboration with the NonCredit Committee
  - a. Select Proposed Theme:
    1. Transforming CTE and Non Credit Education Through An Equity and Anti-Racism Lens
    2. ~~Momentum: Building Equity and Anti Racism Practice in CTE and NonCredit Education~~
    3. ~~Momentum: Racial Equity in CTE and NonCredit Education~~
    4. How Can CTE and Non Credit Education Help Build Equity and Address Racism

Group supported either #1 or #4 as the theme.

Majority of group available for a joint meeting with Non-Credit Committee on Nov 19<sup>th</sup> from 10am-12pm.

#### b. Finalize Marketing Blurb

ASCCC Career and Technical Education (CTE) Leadership and Noncredit Committees are pleased to announce the 2021 Career and Noncredit **Education** Institute designed for all faculty, **ASCCC CTE** Liaisons, academic senates, student services professionals, administrators, and system partners.

The California Community College system is undergoing a period of transformation with significant attention focused on student success, equity and anti-racism. Where do Career and Technical Education (CTE) and Noncredit fit into this complexity?

This year's institute focuses on all aspects of career and noncredit instruction and student services with an emphasis on equity and anti-racism education. The institute will explore guided pathways implementation and integration to transfer and careers; culturally responsive student services, student support and curriculum; and equity driven systems including faculty diversification and faculty mentoring.

Group supported the marketing blurb.

**6. Develop a plan and offer professional development and learning in these topics**

a. Webinars, Zoom sharing sessions, conversations

- technology/online instruction for lab classes
- andragogy/pedagogy based on industry needs
- cultural responsive curriculum and student services and support
- discipline specific
- Credit for Prior Learning
- CTE Faculty diversification ([CTE Faculty Minimum Qualifications Toolkit](#))
- Competency-Based Education (placeholder)
- Cooperative Education

b. Update Canvas module: [Focus on Career/Technical Education](#)

c. Career NonCredit Education Institute

Volunteers for the following areas of work:

- Committee Priorities—Christie D. (S16 18.04 and F19 21.02), Don M. (F17 9.03), Violeta W., Robby B. (F19 19.01)
- Communication & Support of CTE Liaisons—Mayra C.
- Professional Development & Learning—Tina M. (Canvas), Donald L., Jim B., Olivia H., Kristina P., Lynn S., Elmida B., Robby B.

Basecamp—agreement to use and be trained during next meeting. Mayra will get everyone access to join.

IX. 20-21 Calendar of meetings to confirm

Agreed to following times:

October 14<sup>th</sup> 12:45-2:30 PM (10)

November 18<sup>th</sup> 2:30-4 PM (9)

December 7<sup>th</sup> 9-10:20 AM (10)

X. Upcoming events

A. Plenary 2020 (November 5-7) Report

B. CCCAOE Conference Sept 30-Oct 2, 2020 (Shaw)

- Hire Industry Experts as Instructors: A New Approach to Faculty Minimum Qualifications
- Mission Critical: CTE, ASCCC During COVID-19 and Beyond

XI. Next meeting topics

XII. Announcements

a. [Events](#)

b. Application for Statewide Service – <http://asccc.org/content/application-statewide-service>

c. Other (from members)

### XIII. Adjournment



## Career Technical Education Leadership Committee

October 14, 2020

12:45-2:30pm

### Meeting Minutes

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- I. Welcome-**Mayra Cruz, Julie Oliver, Lynn Shaw, Kristina Perkins, Christie Dam, Olivia Herriford, Elmida Baghdaserians, Robby Bodden, Angelica Campos, Miguel Rother, Donald Laird, Violeta Wenger, Christy Coobatis, Tina McClurkin**
- II. Call to Order and Adoption of the Agenda
- III. Check-in (All)-**Individual welcomes and check-ins by all members.**
- IV. Approval of the September 23, 2020 meeting minutes-**Approved**
- V. Basecamp training (ASCCC Director of Grants & Initiatives Miguel Rother)
  - a. **Miguel walked the group through the features of Basecamp**
  - b. **Focus Area Team Leads should be adding "To-Dos" as they arise, and others may also add items to the list**
  - c. **Basecamp is also possible to use on phones**
  - d. **All meeting docs (agendas and notes) will be in one folder**
- VI. Reports
  - A. Student Senate CCC (Angelica)
    - **Equity Diversity Inclusion theme has been the focus**
    - **Immigrant issues**
    - **Antiracism plan of action** created after townhalls and listening sessions
    - **Working with student body organizations to help implement plan of action**
    - **Fall Plenary-"Grow Your Own Base" need more faculty and classified that represent the student body**
    - **Educational curriculum that represents student needs and wants, such as more Ethnic Studies courses**
    - **Deaf Awareness Townhall being scheduled to help bring awareness of deaf students in CCC system**
    - **Lots of advocacy to empower students who are on boards of trustees**
  - B. Academic Senate CCC (Mayra/Julie)
    - **Fall Plenary registration now open; Addressing AntiBlackness and IDEAs in Academic and Professional Matters**
    - **Exemplary Program Award nominations open due Nov 9<sup>th</sup>**
    - **Summer-successful institutes (leadership and curriculum)**
    - **Area meetings this Friday and Saturday**

- C. Fall Plenary breakout sessions assignments (Mayra)
  - **Grow Your Own-Elmida, Angelica**
  - **Equity Law Enforcement and in First Responders & Training-Mayra, Lynn, Don**
  
- VII. Community norms proposed addition for CTELC (Lynn)
  - a. **Add, “Recognize that there is white privilege and that anti-racism is a focus of your work together.”**
  
- VIII. Focus Areas Teams Report (Leads and members)
  1. Committee priorities
    - **Identified committee goals at first meeting**
    - **Reviewed each individual resolution to determine what has been done and what still needs to be done**
    - **Review CTE Liaison surveys**
    - **Assigned duties and timelines**
    - **Trying to schedule monthly meetings**
    - **Minutes loaded on Basecamp**
  2. Communication and Support to CTE Liaisons
    - **October memo to be created to send to CTE Liaisons**
    - **Reviewing the CTE survey with a lens for communication, determining top 3-5 priorities**
    - **Creating communities of support among CTE Liaisons. ASCCC provided a list of all CTE Liaisons.**
    - **Regional Consortia Chairs are very interested in collaborating with us on projects, including co-funding. These may include professional development, communities of practice, or other ideas we would like. Also sent a long list of free resources to Lynn which se forwarded to Mayra.**
  3. Professional Development and Learning
    - **Planning out a program for virtual sessions, with guidance on topics from CTE survey, will be selecting 7-8 topics and creating a calendar for PD**
    - **Updating the Canvas module**
    - **High interest in technology alignment and support of lab classes, and equity and anti-racism**
    - **Olivia would like a co-lead for this group to cover when she is unable to attend. Tina will be co-lead.**
    - **Career NonCredit Education Institute (April 30-May 2, 2021) in collaboration with the NonCredit Committee- November 19<sup>th</sup> joint meeting**
    - **Webinars, Zoom sharing sessions, conversations program**
    - **Update Canvas module: [Focus on Career/Technical Education](#)**
  
- IX. Next meeting (Mayra)  
November 18 2:30pm
  
- X. Next meeting topics (All)
  - a. **GE use of Perkins equipment issue (Christy)**
  
- XI. Upcoming events
  - A. **Fall Plenary 2020** (November 5-7)

Theme: Addressing Anti-Blackness & IDEAs (Inclusion, Diversity, Equity, and Anti-Racism) in Academic and Professional Matters

XII. Announcements

- a. [Events](#)
- b. Application for Statewide Service – <http://asccc.org/content/application-statewide-service>
- c. Other (from members)
  - i. **Robby, Evergreen Valley College, auto dept collaborating with correctional facility to start a program there. Pilot program this spring.**
  - ii. **Christie-cooperative work experience faculty met with Nexus Edge to talk about badging backed by industry.**

XIII. Adjournment

**Status of Previous Action Items**

**A. In Progress** (include details about pending items such as resolutions, papers, *Rostrums*, etc.)

- 1) Focus area team plans
- 2) Focus area team lead role

**B. Completed** (include a list of those items that have been completed as a way to build the end of year report).

- Committee charge review
- Fall 2020 Plenary breakout assignments
- 20-21 Action Plan components review and formation of focus area teams (3)
- CNEI Marketing blurb
- Fall Rostrum article *Credit for Prior Learning as an Equity Lever* Co-Authors: Jackie Martin, Chantee Guiney, Jodi Lewis & Mayra Cruz
- Basecamp set up
- Fall 2020 calendar of meetings
- CCCAOE Conference Sept 30-Oct 2, 2020 (Shaw)

[Career Technical Education Leadership Committee \(CTELC\)](#)

The CTE Leadership Committee provides recommendations on career and technical education issues. Through recommendations to the ASCCC Executive Committee, the committee provides assistance to community college districts to ensure that career technical education and its instruction is responsive and aligned to current and emergent industry trends, and ensures that similar courses, programs, and degrees are portable among community college districts, while expanding the participation of CTE faculty in leadership roles at the local, regional, and statewide levels through its ongoing professional development efforts.

*ASCCC 20-21 Focus Area*  
Guide Pathways Implementation and Integration with Transfer and Careers, Culturally Responsive Student Services, Student Support, and Curriculum, and Equity Driven Systems (faculty diversification and leadership)  
***CTELC Focus Areas***



**COMMITTEE PRIORITIES**

S16 18.04 Increase Awareness of High School Articulation Resources

F17 9.03 Online CTE Programs and Competency-Based Instruction

F19 21.02 Update Chancellor's Office Document Alternatives to In-Person Consultations: Cooperative Work Experience Education

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

Review Strong Workforce Recommendations and determine next steps

**Members:** Violeta, Christie, Robbie, Mayra



**COMMUNICATION AND SUPPORT OF CTE LIAISONS**

Memos

Community of Practice

System partners engagement

Rostrum articles

**Members:** Lynn, Christy, Mayra, Julie



**PROFESSIONAL DEVELOPMENT AND LEARNING**

CNEI

Webinars and Zoom sessions

Update Canvas Module

Focus on Career/Technical Education

**Members:** Don, Donald, Jimmy, Olivia, Kristina, Lynn, Emilda, Angelica, Tina, Mayra



**ASCCC CURRICULUM COMMITTEE**

August 28<sup>th</sup>, 2020 9:00AM – 10:15AM

**ZOOM**

**Meeting Summary**

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- I. Call to order at 9:03 a.m.
  - a. Welcome & Introductions—members shared passion items.
  - b. Attendance: Carrie Roberson (chair), Michelle Bean (2<sup>nd</sup> chair), Josefina Gomez, Michelle Plug, Rose Giordano, Jeff Waller, Randy Beach, Jennifer Zellet (CIO representative)
- II. Adoption of the agenda moved by Waller and seconded by Gomez. Approved unanimously.
- III. Approval of Minutes
  - a. N/A
  - b. Bean taking minutes. Chair reviewed minutes process and inclusion on the ASCCC website.
- IV. ASCCC Information
  - a. ASCCC [Curriculum Committee](#)—reviewed charge.
  - b. ASCCC [2018 – 2023 Strategic Plan](#)—provided overview and asked members to review and look for components that involve Curriculum Committee.
  - c. ASCCC website—member expressed need for curriculum webpage needs to be updated, including CurricUnet info.
- V. Action Items
  - a. Determine Fall 2020 meeting dates/times—committee decided Thursdays 9:00—10:15 a.m. (once a month to be determined). Request for calendar invites—chair will do and also attach documents to calendar request in addition to email.
  - b. ASCCC Curriculum Committee [Google Drive](#)—chair reviewed folder and documents for members to contribute; can start any document or use for brainstorming.
    - \*Resolutions—place your ideas in the document; committee resolutions are due September 1.
    - \*Rostrums—due September 25; anyone from field or committee can write and submit articles.
  - c. Review and determine next steps- §55063 DRAFT Ethnic Studies changes  
Chair reviewed and discussed ASCCC interest to get ahead of the legislation for guidance to colleges. ASCCC Legislative/Advocacy Committee Chair and ASCCC Curriculum Committee Chair were tasked to bring DRAFT Title 5 language change to committees for feedback. Chair asked for feedback on proposed language and conveyed that it was written so as not to change section 1. Discussion ensued and multiple questions arose that the Chair will forward to ASCCC Executive Officers and Legislative/Advocacy Chair.



- VI. ASCCC Curriculum Committee Tasks/ Priorities
  - a. TBD- Committee Priorities—Chair asked members to consider and will address at the next regularly scheduled meeting.
  - b. ASCCC Fall Plenary session ideas—theme: Addressing AntiBlackness: Inclusion, Diversity, Equity, and Antiracism in Academic and Professional Matters  
Chair will forward session ideas from committee to the ASCCC.
  - c. Curriculum Regional event(s)—briefly explained upcoming events.
- VII. ASCCC Updates
  - a. [ASCCC EVENTS](#)
  - b. ASCCC/Other Committee (tentative) Reports—will provide time next meeting.
- VIII. Announcements—none.
- IX. Adjournment at 10:27 a.m.

### **Status of Previous Action Items**

**In Progress**

**Completed**



# Academic Senate for California Community Colleges

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## Educational Policies Committee

15 September 2020, 11 a.m.

**DRAFT**

### Meeting Notes

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I. Call to Order and Adoption of the Agenda

II. Introductions

Sam Foster, Dr. Teresa Aldredge, Adrean Askermeese, Mayra Cruz, Darcie Mc Clelland, David Morse, Leigh Ann Shaw

III. Volunteer note taker-  
Cruz volunteered to take notes.

IV. Review of Committee Charge

a. See <https://asccc.org/directory/educational-policies-committee>

Members reviewed the charge and began to discuss changes. The committee's charge is a broad charge. Potential language to include- offer guidance and provide sample processes.  
*Task: Members were asked to review the charge and provide input via email.*

The Educational Policies Committee studies educational issues of concern to the Academic Senate and is the standing committee that recommends educational policies to the Executive Committee. The Committee provides a forum for high-level discussion and development of Academic Senate Policy, including its effect on faculty and students. The discussions include the viewpoint of students, CIOs and union representatives. The Educational Policies Committee researches issues as required, and writes background and/or position papers where appropriate. The Committee may ~~pass~~-make general recommendations to other Senate committees, or work with them on more detailed implementation or technical issues. New or revised educational policies of the Academic Senate pass through the Educational Policies Committee. These may include policies to be implemented either locally or at the state level, suggested positions on proposed policies or changes in existing policies, and responses to assignments given by the President or Executive Committee.

V. Highest Priorities

a. Update the [2000 paper on Faculty Professional Development](#)

The 2000 paper is a dated. To inform the content of the new paper, members will review the faculty leadership survey conducted by FLDC last year. Members will review resources developed over the last two years and identify those needed to review the paper.

b. Address [Resolution 13.02 F19 Data Paper and Equity-Minded Practices](#) requesting a paper or other resource.

The resolution call for the development of a paper or some other resource to evaluate the current use of data and recommend effective practices with an equity focus.

VI. Planning for Future Meetings  
Meet every 3 weeks, 1 1/2hr meeting

9/29 at 10:30am-12noon  
10/20 at 10:30am-12noon  
11/17 at 10:30am-12noon  
12/15 11:00-12:30pm

VII. Fall Plenary Breakout Sessions

- a. Addressing Remote Teaching for Long Term Emergencies
- b. Addressing inequities for People of Color and low-income students in online and remote learning.

Foster reviewed the Plenary 2020 topics and will follow-up through email for members to sign up as co-presenters. The co-presenting team will finalize the title and description to be submitted. Members were informed that ASCCC does not cover the cost of attending Plenary.

VIII. Other Items for Discussion

Members were asked to think about policy issues for the committee to discuss at the October meeting.

IX. Announcements/Events

- a. **Executive Committee Meeting** –September 17-19, 2020
- b. **Academic Academy**--October 8-9
- c. **Area Meetings** –October 16 and 17
- d. **Fall Plenary Session** –November 5-7, 2020

X. Adjournment 2:05pm



# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## Educational Policies Committee

29 September 2020, 10:30 a.m.

### Zoom Teleconference Information

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/5462550600>  
Or iPhone one-tap (US Toll): +14086380968,5462550600# or +16465588656,5462550600

Dial: +1 408 638 0968 (US Toll) or +1 646 558 8656 (US Toll)

Meeting ID: 546 255 0600

## AGENDA

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- I. Call to Order and Adoption of the Agenda
- II. Volunteer note taker
- III. Check-ins and Affirmations
- IV. Reviewing Committee Charge with an Equity Lens
  - a. Review current language (attached)
  - b. Suggested changes that incorporate diversity, equity, and inclusion
- V. Updating the [2000 paper on Faculty Professional Development](#)
  - a. [Leadership Survey Preliminary Results](#). The survey is still open, but the part on professional development begins at question 21.
  - b. Plan for paper
  - c. Potential outline
- VI. Address [Resolution 13.02 F19 Data Paper and Equity-Minded Practices](#) requesting a paper or other resource
  - a. Paper vs. other resource
  - b. Preliminary plan to proceed
- VII. Volunteer Co-presenters for Approved Fall Plenary Breakout Session topics
  - a. Addressing Remote Teaching for Long Term Emergencies
  - b. Addressing inequities for People of Color and low-income students in online and remote learning. (Teresa, Darcie)
- VIII. Other Items for Discussion
- IX. Future Meetings
  - a. 10/20 at 10:30am-12noon
  - b. 11/17 at 10:30am-12noon
  - c. 12/15 11:00-12:30pm

- X. Announcements/Events
  - a. **Academic Academy**--October 8-9
  - b. **Area Meetings** –October 16 and 17
  - c. **Fall Plenary Session** –November 5-7, 2020

- XI. Adjournment

## Faculty Professional Development

A practical and philosophical paper

Framework: Research studies on factors that lead to student success. The #1 indicator is high quality teaching through a robust professional development program (home grown programs, systems to prepare faculty, and funding for faculty development).

### Outline

- I. Introduction and Background
  - A. The evolution of Professional Development (PD) and addressing current faculty needs
  - B. Defining what PD means in the context of the 10+1
  - C. Reviewing and evaluating college and district policies
- II. Why Professional Development is Essential
  - A. PD is ultimately centered on students
    1. Minding the Obligation Gap
  - C. Going beyond content expertise to include pedagogy and curriculum development for diverse CC populations
  - D. PD is an ongoing commitment to student success and student equity
  - E. Connecting to faculty evaluations to customize PD to meet the needs of the specific populations served
  - F. Addressing diversity, equity, inclusion, and anti-racism.
- III. Components of professional development
  - A. What is professional development?
  - B. How is professional development structured?
    1. Institutionally (advisory committees; guidance)
    2. Individually
  - C. Examine the policies (local, district and state)
  - D. How is professional development funded (general fund, categoricals, etc.)
  - E. The professional development committee structure and the faculty voice

- F. Managing the different roles of staff development including areas of focus that specifically address faculty development
- G. Prioritize culturally responsive curricular redesign in professional development (ASCCC Call for Action)
- H. Other professional development opportunities
  - 1. Onboarding new faculty (i.e. 1<sup>st</sup> year experience; address racial and ethnic diversity and anti-racism)
  - 2. Mentoring
  - 3. Networking
- I. Using PD to inform policies that broaden faculty pools
- J. Senate and Union Collaboration
  - 1. PD and faculty purview,
  - 2. Examining the overlap in PD policies between senates and unions
- K. Use of Sabbaticals and PD
  - 1. local restrictions and challenges
- L. PD and responsiveness in emergency situations (COVID -19, fires, other)
  - 1. Quality of instruction in remote learning
- IV. Recommendations
  - A. Recommendations to Local Senate
  - B. Recommendations to Colleges
  - C. Recommendations to the Board of Governors
- V. Conclusion
- VI. Appendix
- VII. Resources

<https://asccc.org/papers/sound-principles-faculty-evaluation>

<https://mylocalcc.org/about/>

<https://asccc.org/content/training-new-or-potential-faculty-whose-responsibility-it>

<https://interwork.sdsu.edu/main/sdiccca/>



**Guided Pathways Task Force Meeting**  
**MINUTES – final via email vote**  
**Tuesday, September 1, 2020**  
**10:00 a.m. – 1:00 p.m.**

**Attendees:** Doug Achterman, Cheryl Aschenbach, Michelle Bean, Juan Buriel, Stephanie Curry, Sam Foster, Janet Fulks, Sarah Harris, Lance Heard, Jeffrey Hernandez, Ginni May, Krystinne Mica, Miguel Rother, Meredith Selden, Erik Shearer, Selena Silva

- |                    |   |
|--------------------|---|
| <b>Information</b> | <b>I. GPTF Introductions (Fulks) – 45 mins</b><br><i>Co-chairs introduced themselves. Committee members introduced themselves and shared local experience to get to know one another.</i>   |
| <b>Information</b> | <b>II. GPTF Past Work (May/Fulks) – 15 mins</b><br><i>Ginni gave an overview of past work done by the Guided Pathways Task Force. She also pointed members to the End of Year Report for GPTF 2019-20, which was distributed by email prior to the meeting.</i> <ul style="list-style-type: none"><li>a. Webinars – GP has conducted regular webinars for the last couple of years. Will continue. Erik will lead organization of webinars.</li><li>b. Regionals – intend to partner with standing committees for their regionals as part of the integration of GP with ASCCC</li><li>c. Reports – Ginni and Janet with last year’s GPTF produced a report, <u>Optimizing Student Success: A Report on Placement in English and Mathematics Pathways</u>.</li><li>d. Tools – on website and Canvas to be explained next meeting</li><li>e. Canvas – Meredith worked with others to update GP Canvas website. Nearly ready to go live.</li><li>f. GSP course – in Canvas. Colleges have been using it.</li><li>g. Surveys – Spring 2020 survey of GP liaisons and academic senate presidents. Results being analyzed by Jeffrey and other.</li><li>h. Collaboration – with local academic senates and with partners statewide, including 3CSN, CCCCCO, CLP, RP, SSSCC, CCCCIO.</li></ul> |
| <b>Information</b> | <b>III. Canvas, GSP, and Basecamp Overview – 10 mins</b><br><i>Ginni and Janet gave a quick overview of the Canvas resources. Miguel will coordinate access and training to Basecamp once all teams are established.</i><br>Old Canvas: <a href="https://ccconlineed.instructure.com/courses/2868">https://ccconlineed.instructure.com/courses/2868</a>   |
| <b>Discussion</b>  | <b>BREAK</b><br><b>IV. GPTF Visual and Team Assignments – 30 mins (Encl. 1)</b>   |



- a. Visual (May) – the GP visual was reviewed describing goals, teams and integrations
- b. Team Leads (May) each lead shared the work they will be doing
  - a. Resources (Selden) new canvas  
<https://ccconlineed.instructure.com/courses/4924000000002868>
  - b. Technical Visits (Hernandez)
  - c. Webinars (Shearer)

**Discussion**

**V. Future Meeting Times (Fulks) – 10 mins**

- a. GPTF zoom meetings: 10/6, 11/10, 12/8 *Selena has sent out links.*
- b. Webinar: 9/22, 10/13, 10/27, 11/17, 12/1 – all @ 11:00am
- c. NEW! Coffee, Tea, & GP: 9/15, 10/20, 11/3 – all @ 11:00am
- d. Team Leads: selected and will meet with teams
- e. Teams: will be determined w/ leads and by volunteering
- f. The Tuesday 10:00-1:00 window will be used for team and other GPTF member meetings.

**Discussion**

**VI. GPTF Work (May) – 20 mins**

- a. Model Integration – *Janet and Ginni explained that the ASCCC intent is to integrate GP work into standing committees and that this can serve as a model for local colleges as well.*
- b. Supporting Executive Committee Chairs/2<sup>nds</sup> with virtual regional meetings – *as part of ASCCC efforts to integrate GP work into standing committees, GPTF has offered to partner with standing committees for any relevant fall regional events. Chairs/2nds to check with their committees.*
- c. Report on Optimizing Student Success – *Janet provided an update on the findings in the report.*

**Discussion**

**VII. Resolutions & Rostrum Articles (May) – 30 mins (Encl. 2)**

- a. Resolutions: two resolutions will be forwarded to Executive Committee for consideration
- b. Report on Survey on Collegial Consultation Survey in GP – in progress now – Jeff is lead
- c. Anti-racism, equity, collegial consultation, and GP – new idea developed as a result of the survey results and the need to tie results to broader equity framework – Jeff, Juan & Lance to collaborate
- d. Rostrum Articles from the GPTF are due to Janet and Ginni on September 23 – all are welcome to contribute.

**Discussion**

**VIII. Goals – 10 mins (not covered due to time)**

**ACTION ITEMS:**

1. Send out links and announcements to field for Coffee, Tea and GP
2. Determine Webinar titles and dates then send out links and announcements to field
3. Provide access to Canvas
4. Provide Access to GP ZOOM – office staff will facilitate this
5. Complete Rostrum articles by September 23
6. Miguel to update Basecamp and communicate with committee members on training and use

**Potential Titles for GP Webinars from discussion (match with GPTF overarching goals):**

- The Chancellor's Office DEI Workgroup Recommendations (John Stankas)
- Transfer Pathways (John Stankas)
- Data informed Guided Self Placement for ESL
- Program Review processes and GP
- What did we learn about GP through the COVID-19 Crisis
- Integrating GP to Institutional Structures
- Models for integrated support, and scaling integrated support
- Governance and Guided Pathways
- Authentic assessment in a virtual world
- Guided pathways approach to enhancing and broadening equity work
- GP flexibility in Online World
- GP and Curriculum Redesign, including Cultural Competency Audits and other equity-minded models
- Long Beach has a great Curriculum Audit process they shared with the CA GP program



**Guided Pathways Task Force Meeting  
MINUTES  
Tuesday, October 6, 2020  
10:00 a.m. – 1:00 p.m.**

<b>Action</b>	<b>Item</b>	<b>Enclosures</b>
<b>Discussion</b>	<p><b>I. Welcome and Check-in (15 min)</b>  <i>Members welcomed each other to the meeting. Members then checked in and shared their perspectives on whether they'd choose to have an extra hour each day or extra day per month.</i></p>	
<b>Information</b>	<p><b>II. Webinars and Presentations (25 min)</b></p> <ul style="list-style-type: none"> <li>a. Fall 2020 webinars update (Shearer)  <i>So far 2 Coffee, Tea, and GP events and 1 webinar have been held. Erik shared a spreadsheet of upcoming webinar events.</i></li> <li>b. ASCCC calendar &amp; announcements (Mica)  <i>Krystinne shared that ASCCC GP Resource webpage has been updated to include upcoming webinar info. The info is also included in weekly ASCCC emails and social media. She also shared info about ASCCC Plenary in November; it will be a virtual event.</i></li> <li>c. GPTF presentation on assessment and survey at Academic Academy (Fulks and Selden)  <i>Janet and Meridith are presenting later this week. Their presentation includes survey results on faculty assessment, particularly online, which highlighted some interesting (and changing) perspectives. Ginni also shared that she and Cheryl will be doing a webinar on camera use in instruction and evaluation later this month, although the date will need to change because of a conflict.</i></li> </ul>	<b>Encl. 1</b>
<b>Information</b>	<p><b>III. Technical Visits (15 min)</b></p> <ul style="list-style-type: none"> <li>a. Technical visits paper update (Hernandez)  <i>Jeffrey shared a list of GP visit questions and sample schedules that can be helpful in thinking about and framing GP technical visits. He has used them for the pre-visit conversations with Cerritos College. The questions may also be helpful with other ASCCC committees who are planning technical visits. The document was initially</i></li> </ul>	

*compiled by Janet based on questions that were asked in preparation for previous visits.*

- b. Upcoming and past visits report (Hernandez, Fulks, May)

*Jeffrey has been preparing to a visit to Cerritos College using the visit tool. He shared the visit plan, including outcomes, schedule, roles and responsibilities, and other notes. An expectation of the visit is that participants will do assigned homework tasks prior to the meeting and will be able to expand on the homework via facilitated breakouts.*

**Information/  
Discussion**

**IV. Canvas Website (20 min)**

- a. Canvas website update (Selden)

*Meridith gave an overview of the changes being made to organization, information, and visual design within the Canvas shell. This is an on-going effort with the intention of updating the current active Canvas shell.*

- b. Website finalization and announcement (Fulks, Mica)

**Discussion**

**V. Optimizing Student Success Paper (May/Fulks) (15 min)**

*The paper was approved by Exec at its September 17-19 meeting. Editing is complete. The Executive Summary is complete. Just needs visual design before being posted on the website and distributed to the field.*

**Encl. 2**

*It was noted that reports from other organizations including RP Group and PPIC are also forthcoming.*

**Break – 10 mins**

**Discussion**

**VI. Articles and Resolutions Updates (May/Mica) (15 min)**

*Resolutions have been forwarded to Exec and approved for consideration by the field. Three articles have been submitted for the Rostrum. One is a summary of the assessment paper. A second is an article on anti-racism and guided pathways that Jeffrey, Lance, and Juan authored. The third is a summary of the survey on collegial consultation and guided pathways authored by Jeffrey, Meridith, Janet, and Ginni.*

**Encl. 3**

**Encl. 4**

**Encl. 5**

**Action**

**VII. Goal Development (May/Fulks) (30 min)**

*The committee was asked to provide input on GPTF goals for Fall 2020. There was lots of conversation about SLOs as part of ensuring learning and the general perceptions that SLOs are considered for compliance only, and that ASCCC needs to be more involved in the conversations about using SLOs to ensure learning.*

- Sarah has agreed to start a Rostrum article on SLOs and ensuring learning.
- Cheryl will work with Accreditation Committee, GPTF, and others to put together a plan for a webinar series or one-day virtual event that includes SLOs as a means of ensuring learning.
- GPTF may also want to develop a Canvas course about ensuring learning, including information about SLOs, authentic assessment, and assessing in an online environment.

**Action**                      **VIII. Guided Pathways Integration (May/Fulks/Mica) (30 min)**                      **Encl. 6**

*Ginni and Janet shared a draft document with suggestions for ways in which current ASCCC standing committees could be updated to integrate Guided Pathways. With GPTF approval today following a discussion and revision, the intention is to take this document to Executive Committee in November for consideration and input from Executive Committee members.*

**List of Agenda Enclosures**

Enclosure 1: [ASCCC Guided Pathways Taskforce Webinar Schedule Fall 2020](#)

Enclosure 2: [Optimizing Student Success Paper](#)

Enclosure 3: [Anti-racism and Guided Pathways Implementation](#)

Enclosure 4: [Survey on Collegial Consultation during Guided Pathways Implementation: An Agenda for Professional Development](#)

Enclosure 5: [GPTF Resolutions for Fall Plenary Session 2020](#)

Enclosure 6: [Integration of Guided Pathways Work into ASCCC Structures Plan Draft \(Put updated paper at the links\)](#)

**Legislative and Advocacy Committee**

September 2, 2020  
11:00 am-12:00 noon

**MINUTES**

**Members Present:** Ginni May (chair), Stephanie Curry (2<sup>nd</sup>), Adrienne Brown, Geoffrey Dyer, Christopher Howerton, Alexis Litzky, Eric Wada

1. The meeting was called to order at 11:04am

2. Introductions

The committee introduced themselves and their role at their colleges.

3. Approval of Agenda

The committee approved the agenda

4. Set up fall term meetings

Fall meetings will be the 1<sup>st</sup> and 3<sup>rd</sup> Wednesdays from 11am-12pm. G. May will send out Zoom invites to all committee members.

5. Committee Charge:

The committee reviewed the purpose of the LAC committee as stated on the ASCCC website.

6. Discuss proposed legislative priorities:

The Committee discussed and identified 4 legislative priorities that will be sent to the ASCCC Executive Committee. The committee continued 3 goals from last year and added one on the Ethnic studies graduation requirement.

- a. Ethnic Studies Graduation Requirement
- b. Transfer Pathways
- c. Faculty Diversity – Diversity, Equity, and Inclusion Task Force Recommendations as they pertain to academic and professional matters – from spring 2020
- d. Expansion of Baccalaureate Degree Programs in Allied Health – [F19 6.02](#) – from spring 2020

7. Rostrum Articles by the Committee for Consideration

The committee discussed potential Rostrum articles.

- a. Why curriculum should reside in Title 5 and not in Education Code
- b. What does AB 1460 (Ethnic Studies) mean for Community Colleges?

Discussion on these articles will continue at the next meeting. Articles need to be sent to G. May by September 23, 2020.

8. Resolutions from the Committee for Consideration – due September 1 (Resolutions Chair will accept ours on Sept 2)

The committee reviewed 2 proposed Resolutions.

- a. Oppose Legislated Curriculum—Contact will be Christopher Howerton
- b. Bolster the Ethnic Studies Requirement—Contact will be Eric Wada

The committee approved these going to the Executive Committee meeting for potential inclusion in the Resolutions packet for Area meetings in October 2020.

9. Status List (see below)

The committee reviewed the status list of action items. At the next meeting the committee will review the outstanding resolutions assigned to the committee.

10. **Events** and Important Dates (*Events in fall 2020 are virtual*)

Executive Committee Meeting, September 17-19

2020 Academic Academy, October 8-9

2020 Fall Plenary Session, November 5-7

11. Adjourn

The Meeting adjourned at 11:59am

### **Status of Previous Action Items**

**A. In Progress** (include details about pending items such as resolutions, papers, *Rostrums*, etc.)

**B. Completed** (include a list of those items that have been completed as a way to build the end of year report).

### **Committee Priorities – Tracking Resolutions and other Assignments**

F17 7.02 [Identify and Remove Barriers to Offering Noncredit Distance Education Courses](#)

F17 7.06 [Access to Noncredit Courses for Undocumented Students](#)

S18 5.01 [Funding for Apprenticeship Courses](#)

S19 7.05 [Explore Allowing Refunds Beyond Regulatory Deadline](#)

### **Legislative Information**

Links:

- California Legislative Information Home page: <https://leginfo.legislature.ca.gov>
- ASCCC Legislative and Advocacy Committee page: <https://asccc.org/directory/legislative-and-advocacy-committee>
- [ASCCC Legislative Report to the Executive Committee](#), August 13, 2020

Remaining days for the 2020 Calendar:

- August 31, 2020: Last day for each house to pass bills.
- September 30, 2020: Last day for Governor to sign or veto bills passed by the legislature before September 1, and in the Governor's possession on or after September 1
- October 1, 2020: Bills enacted on or before this date go into effect January 1, 2021

The 2021-22 Regular Session convenes for Organizational Session at 12 noon on December 7, 2020.

Bills for 2020 (2<sup>nd</sup> year of the two-year cycle):

The messaging from the legislature is that bills that will be heard will be limited this year. Priority will be given to bills that:

- Absolutely must pass this year;
- Is directly Covid-19 related;
- Alleviates homelessness; or
- Is related to wildfire preparedness or response to PG&E bankruptcy.

Bills still of Interest since last Executive Committee meeting (as of September 2, 2020):

- [AB 1460](#) (Weber, 2020): CSU Ethnic Studies, Signed into law by Governor Newsom on August 17, 2020
- [AB 3310](#) (Muratsuchi, 2020): CCC Ethnic Studies, *dead this year – expect it to come back*
- [AB 331](#) (Medina): Pupil instruction: high school graduation requirements: ethnic studies – *to enrolling and engrossing (that means going to the governor for consideration) August 31, 2020*
- [AB 3137](#) (Voepel, 2020) – Community Colleges: California College Promise: members of the Armed Forces of the United States, *enrolled August 31, 2020*
- [AB 3374](#) (Committee on Higher Ed, 2020) – Nursing, *enrolled August 31, 2020*



**Legislative and Advocacy Committee**

September 16, 2020

11:00 am-12:00 noon

**MINUTES**

**Members Present:** Ginni May (chair), Stephanie Curry (2<sup>nd</sup>), Adrienne Brown, Geoffrey Dyer, Christopher Howerton, Alexis Litzky, Eric Wada

1. The meeting was called to order at 11:00 am
2. Agenda: The committee approved the agenda by consensus
3. Minutes: The committee approved the previous meeting minutes by consensus
4. Announcements:
  - a. Leg Advocacy Day-  
LAC Committee is responsible for planning and setting up Legislative Advocacy Day in the Spring (February). Day will most likely be virtual due to COVID-19 pandemic. Training will be provided and teams created for visits. ASCCC usually partners with FACCC for the training.
  - b. The ASCCC will consider the recommended legislative priorities and resolutions from this committee during the September 17-19 Executive Committee Meeting. The Executive Committee will review the recommendations for the resolutions proposed by the LAC Committee and take action on whether or not to send to the Area meetings and ultimately the plenary session for debate and voting.
  - c. Ginni serves as the ASCCC liaison to the Faculty Association for California Community Colleges (FACCC). At FACCC's board meeting last week, FACCC approved their legislative priorities. Ginni will facilitate conversations with the FACCC Legislative and Advocacy Chair to discuss common legislative priorities. One of FACCC's priorities is possible legislation to reboot AB 1725 with a goal of strengthening governance and academic freedom. This is something to watch.
5. Rostrum Articles by the Committee for Consideration
  - a. Why curriculum should reside in Title 5 and not in Education Code
    - i. Discussed the interest in writing this article. Topic aligns with proposed resolution submitted by this committee. Geoffrey, Ginni and Christopher will start draft in Google Drive and committee members can add material for the Rostrum with a deadline of September 23<sup>rd</sup>.
    - ii. This Rostrum article will be by the entire committee.
  - b. Committee will discuss future Rostrum topics as they come up during the year.

6. Committee Priorities –

The committee reviewed the current committee priorities.

- a. F17 7.02 [Identify and Remove Barriers to Offering Noncredit Distance Education Courses](#)
  - Geoffrey will review the Federal Regulation Language around Distance Education opened in April to see if new definitions and regulations will support noncredit goals.
  - Geoffrey will summarize potential impact to noncredit programs/courses and send it to Ginni.
  - Committee will also look at how the COVID-19 pandemic changes may impact this resolution
- b. F17 7.06 [Access to Noncredit Courses for Undocumented Students](#)
  - The committee reviewed the title 5 section 58003.3 and its 2018 amendment which has addressed the concern in the resolution.
- c. S18 5.01 [Funding for Apprenticeship Courses](#)
  - Committee reviewed resolution and 1<sup>st</sup> resolve on Montoya Funds (recommendation to augment) which has been completed
  - Ginni will contact the resolution contact to see if the second resolve has been addressed.
- d. S19 7.05 [Explore Allowing Refunds Beyond Regulatory Deadline](#)
  - Committee may review this topic for potential rostrum article.
  - Committee discussed resolution being addressed through Spring 2020 Professional Development Webinars with impact of COVID-19 and Executive Orders which included discussion of student fees.

7. [Events](#) and Important Dates (*Events in fall 2020 are virtual*)

The committee reviewed the upcoming ASCCC events

- a. Executive Committee Meeting, September 17-19
- b. 2020 Academic Academy, October 8-9
- c. 2020 Fall Plenary Session, November 5-7

8. The committee reviewed the Legislative Information Update (9/15/2020) (see below)

9. The meeting adjourned at 11:46 pm

### Legislative Information

Links:

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- Alleviates homelessness; or
- Is related to wildfire preparedness or response to PG&E bankruptcy.

Bills still of Interest since last Executive Committee meeting (as of September 15, 2020):

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- [AB 3310](#) (Muratsuchi, 2020): CCC Ethnic Studies, *dead this year – expect it to come back*
- [AB 331](#) (Medina): Pupil instruction: high school graduation requirements: ethnic studies – *enrolled and presented to the Governor September 14, 2020*
- [AB 3137](#) (Voepel, 2020) – Community Colleges: California College Promise: members of the Armed Forces of the United States – *enrolled and presented to the Governor September 4, 2020*
- [AB 3374](#) (Committee on Higher Ed, 2020): Nursing – *enrolled and presented to the Governor September 4, 2020*



**Academic Senate  
for California Community Colleges**

LEADERSHIP. EMPOWERMENT. VOICE.

**Legislative and Advocacy Committee**

September 30, 2020

11:00 am-12:00 noon

**ConferZoom**

<https://cccconfer.zoom.us/j/93435490372>

Or iPhone one-tap (US Toll): +16699006833,93435490372# or +12532158782,93435490372#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

+1 253 215 8782 (US Toll)

+1 346 248 7799 (US Toll)

+1 646 876 9923 (US Toll)

+1 301 715 8592 (US Toll)

+1 312 626 6799 (US Toll)

Meeting ID: 934 3549 0372

**MINUTES**

**Members Present:** Ginni May (chair), Stephanie Curry (2<sup>nd</sup>), Adrienne C. Brown, Geoffrey Dyer, Christopher Howerton, Alexis Litzky, Eric Wada

**Members Absent:**

**Guests:**

1. Minutes taken by Alexis Litzky.
2. Approval of Agenda – Approved.
3. Approval of minutes – Approved by email before this meeting. Committee agreed to continue this practice in the future.
4. Announcements
  - a. None from the chair
  - b. None from the committee
5. Plenary Session Breakout
  - a. Committee reviewed the breakout description together.
  - b. President Davison will participate and all committee members are invited to present in the breakout.
    - i. People interested in participating: Christopher Howerton, Eric Wada, Adrienne C. Brown, and Alexis Litzky. Stephanie Curry cannot attend at this time.

- ii. Stephanie Curry mentioned that there will be a need for a technical support and chat monitoring which would be a great role for one of the presenters.
  - c. Ginni May will draft a presentation/slide deck for the breakout and request feedback and sign-up from committee presenters.
- 6. Rostrum Article by LAC submitted for consideration – Information
  - a. Reviewed by the committee and successfully submitted.
  - b. Committee members considered several titles.
- 7. Resolutions from LAC for Area meetings – Information
  - a. All resolutions were discussed from the committees at the last Executive Committee meeting.
  - b. Opposing legislation on curriculum
    - i. A little language was added and a few resolved statements were modified.
    - ii. Christopher Howerton feels comfortable keeping his name attached as the contact.
  - c. Ethnic Studies
    - i. Changed “bolster” to “strengthen” along with other language. The Executive Committee acted to send the resolution forward for debate from the Executive Committee, and not just from the LAC.
    - ii. Adrienne C. Brown noted that the new announcement from the CSU might influence some of the positioning here – Adrienne will send out a synopsis of the new changes.
- 8. Legislative Priorities approved by the Executive Committee – Information/Discussion

These priorities were approved by Executive Committee, with the addition of letter e: In Support of Students: Financial Aid Reform and Basic Needs Funding.

- a. Transfer Pathways (from spring 2020)

This falls under the ASCCC Area of Focus: Guided Pathways Implementation and Integration to Transfer and Careers.

History:

During the 2019-20 academic year, the ASCCC recommended a one-time budget allocation of \$2.1M to be spent over five years in order to provide additional staffing to the CCC Chancellor’s Office to support the expansion of transfer and fund an intersegmental, discipline-specific dialogue and professional development that brings together faculty from the CCCs, CSUs, and UCs to discuss emerging discipline trends that need to be reflected in curricular design, ensures consistent transfer expectations and pedagogical alignment among the public higher education systems of California, improves articulation processes, and allows the opportunity for interdisciplinary, intersegmental dialog for related disciplines. As part of this effort, the ASCCC is also suggesting clean-up language to the bill to allow a limited number of degrees to exceed the 60-unit limitation specified in Education Code.

- b. Faculty Diversity – Diversity, Equity, and Inclusion Task Force Recommendations as they pertain to academic and professional matters (from spring 2020)

This falls under the ASCCC Area of Focus: Equity Driven Systems.

History:

While these ongoing efforts have been supported by monies in the governor's budget, it will require a significant investment in the hiring of full-time faculty to continue to move the needle in terms of diversity. Funding to help implement changes to the Equal Employment Opportunity requirements and other actions towards increasing the hiring of more diverse full-time faculty can only help to strengthen our colleges.

- c. Expansion of Baccalaureate Degree Programs in Allied Health – [F19 6.02](#) – from spring 2020

History:

At the fall 2019 plenary session, the delegates representing the 114 accredited colleges in the system voted to support the removal of the pilot designation from the 15 programs currently offering baccalaureates, and recommended an expansion of the program, particularly in allied health. This would require a duplication of programs with other state systems of higher education, but the capacity and equity issues compel the ASCCC to make this recommendation on behalf of students.

- d. Ethnic Studies Graduation Requirement

This falls under the ASCCC Area of Focus: Culturally Responsive Student Services, Student Support, and Curriculum

With the passage of AB 1460 (Weber, 2020), the enrollment (as of September 2, 2020) of AB 331 (Medina, 2020), and in order to provide culturally responsive educational opportunities for the students in the diverse CCC system the Legislative and Advocacy Committee recommends that the ASCCC examine and consider recommendations for augmenting the Ethnic Studies requirement in the CCR title 5 section 55063.

- e. In Support of Students: Financial Aid Reform and Basic Needs Funding

This falls under two ASCCC Areas of Focus: i. Equity Driven Systems and ii. Culturally Responsive Student Services, Student Support, and Curriculum

- 9. Legislative and Advocacy Day at the Capitol – Discussion/Action
  - a. In Person or Virtual to be determined – likely to be virtual
  - b. Schedule:
    - i. Day 1: late afternoon training; group dinner
    - ii. Day 2: visits with legislators/staff
  - c. Proposed Dates: February 22/23 and March 1/2. Both sets of dates work for the LAC. Ginni will discuss with ASCCC President and Executive Director.
- 10. Committee Priorities – Discussion
  - a. Update: [F17 7.02 Identify and Remove Barriers to Offering Noncredit Distance Education Courses](#)

- i. This resolution has been completed. There have been consistent Title 5 changes to implement this resolution. The attendance accounting manual is being updated and will be addressed there. There could be another look at the effects of COVID on this resolution, which is why the attendance accounting look is particularly important.
- b. No priorities left until new resolutions come back. Hooray!

11. **Events** and Important Dates (*Events in fall 2020 are virtual*)

- a. 2020 Academic Academy, October 8-9
- b. Executive Committee Meeting, November 4
- c. 2020 Fall Plenary Session, November 5-7

12. Adjourn

- a. Next meeting:
  - i. We may not need to meet, Ginni will keep up u

### **Status of Previous Action Items**

**A. In Progress** (include details about pending items such as resolutions, papers, *Rostrums*, etc.)

- F17 7.02 **Identify and Remove Barriers to Offering Noncredit Distance Education Courses**
- Geoffrey will review the Federal Regulation Language around Distance Education opened in April to see if new definitions and regulations will support noncredit goals.
  - Geoffrey will summarize potential impact to noncredit programs/courses and send it to Ginni.
  - Committee will also look at how the COVID-19 pandemic changes may impact this resolution

**B. Completed** (include a list of those items that have been completed as a way to build the end of year report).

F17 7.06 **Access to Noncredit Courses for Undocumented Students**

The committee reviewed the title 5 section 58003.3 and its 2018 amendment which has addressed the concern in the resolution.

S18 5.01 **Funding for Apprenticeship Courses**

Committee reviewed resolution and 1<sup>st</sup> resolve on Montoya Funds (recommendation to augment) and 2<sup>nd</sup> resolve have been completed

S19 7.05 **Explore Allowing Refunds Beyond Regulatory Deadline**

Committee determined that the resolution has been addressed through Spring 2020 Professional Development Webinars with impact of COVID-19 and Executive Orders which included discussion of student fees.

### **Committee Priorities – Tracking Resolutions and other Assignments**

- F17 7.02 [Identify and Remove Barriers to Offering Noncredit Distance Education Courses](#)
- F17 7.06 [Access to Noncredit Courses for Undocumented Students](#)
- S18 5.01 [Funding for Apprenticeship Courses](#)
- S19 7.05 [Explore Allowing Refunds Beyond Regulatory Deadline](#)

### **Legislative Information**

Links:

- California Legislative Information Home page: <https://leginfo.legislature.ca.gov>
- ASCCC Legislative and Advocacy Committee page: <https://asccc.org/directory/legislative-and-advocacy-committee>
- [ASCCC Legislative Report to the Executive Committee](#), September 17, 2020

Remaining days for the 2020 Calendar:

- August 31, 2020: Last day for each house to pass bills.
- September 30, 2020: Last day for Governor to sign or veto bills passed by the legislature before September 1, and in the Governor's possession on or after September 1
- October 1, 2020: Bills enacted on or before this date go into effect January 1, 2021

The 2021-22 Regular Session convenes for Organizational Session at 12 noon on December 7, 2020.

Bills for 2020 (2<sup>nd</sup> year of the two-year cycle):

The messaging from the legislature is that bills that will be heard will be limited this year. Priority will be given to bills that:

- Absolutely must pass this year;
- Is directly Covid-19 related;
- Alleviates homelessness; or
- Is related to wildfire preparedness or response to PG&E bankruptcy.

Bills still of Interest since last Executive Committee meeting (as of September 29, 2020):

- [AB 1460](#) (Weber, 2020): CSU Ethnic Studies, Signed into law by Governor Newsom on August 17, 2020
- [AB 3310](#) (Muratsuchi, 2020): CCC Ethnic Studies, *dead this year – expect it to come back*
- [AB 331](#) (Medina): Pupil instruction: high school graduation requirements: ethnic studies – *enrolled and presented to the Governor September 14, 2020*
- [AB 3137](#) (Voepel, 2020) – Community Colleges: California College Promise: members of the Armed Forces of the United States – *approved by the governor and chaptered September 28, 2020*
- [AB 3374](#) (Committee on Higher Ed, 2020): Nursing – *approved by the governor and chaptered September 24, 2020*





**Academic Senate  
for California Community Colleges**

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**Part-time Committee**

Monday, August 24, 2020

5:30 p.m.—7:30 p.m.

**Zoom Meeting**

**Meeting Summary**

The Part-time Faculty Committee provides recommendations to the Executive Committee on academic and professional matters impacting part-time faculty members. The committee advocates for part-time faculty access to professional and leadership development offerings and shared governance opportunities at the local and statewide level. The Part-time Faculty Committee works collectively with the Executive Committee to develop and provide forums where part-time faculty gain additional insight on issues germane to academic and professional needs of the part-time faculty.

I. Members Roll Call: \* indicates present

Michelle Bean—Chair *	Steven Chang *	Theodore Kagan *
Karen Chow—2 <sup>nd</sup> Chair *	Grace Chee *	Emilie Mitchell *
Kym Andrews-Cardoza *	Chelsea Hull *	Luis Zanartu *

II. Call to order at 5:32 p.m. by Michelle Bean  
Agenda adopted with no objection by everyone present.

III. Minutes Volunteer: Karen Chow taking minutes.

IV. Shout Outs, Affirmations, and Lean-in

- A. Thank you all for the Doodle responses.
- B. Introduction activity—grab an item that shows your passion! Inspiring to hear what folks are passionate about!
- C. Team-building activity
  - 1. Break-out groups shared 1-3 ideas for each of the two questions: What do you expect of each other? What do you expect of me, as chair?
  - 2. Michelle summarized and consolidated common ideas between the two breakout groups:
    - Part Time Committee Community Norms
    - Empathy
      - Listen to all beautiful voices and perspectives with no judgement
      - Be flexible with each other and balanced with life’s competing demands
    - Communication
      - Communicate clearly and regularly with each other
      - Be organized (send/read reminders/updates; send/read agenda and meeting materials a week before meeting)
    - Responsibility
      - Follow through and support agreed upon tasks
      - Communicate needs and ask for help or clarification

V. Contact Info—reminded members to fill out Google form. Information will be sent to ASCCC Office.

VI. Monthly Meetings—Michelle reviewed the form where she’s asked for members to indicate preferred days/times for a monthly meeting.

- VII. Google Shared Folder—reviewed the folders and documents and encouraged members to bookmark.
- VIII. Committee Charge Review and Committee Member Guidelines  
Discussion of the Charge. Some edits were suggested to update the charge so that it reflects efforts to support diverse faculty and anti-racism work. Emilie and Grace agreed to work on coming up with some suggested language for the group to consider at the next meeting.
- IX. Committee Goals and Priorities
- A. Review last year’s committee recommendations: Possible regional meetings.
  - B. Review resolution assigned: Develop resources for mentoring program.
  - C. Review ASCCC Strategic Plan
  - D. Develop PTC work plan:  
Grace suggested doing both a February as well as an August gathering. Perhaps February 2021 could be virtual (because of COVID) and a Fall 2021 gathering could be in-person.  
Discussion around a committee resolution to change ASCCC bylaws to have a PT faculty representative on the ASCCC Exec Committee. Steven will work with Michelle on drafting ideas and possible resolution.  
Committee will continue drafting workplan and priorities next meeting.
- X. Plenary Fall 2020
- A. Theme: Addressing Anti-Blackness: Inclusion, Diversity, Equity, and Antiracism in Academic and Professional Matters
  - B. Ideas on increasing participation—will continue discussion next meeting.
  - C. Break-out topics due August 28—Grace suggested a session on PT Suffrage: Local Voting Rights.
  - D. Resolutions due August 28—Steven and Michelle.
- XI. *Rostrum* Articles
- A. Due September 25—Michelle working on an article on hiring.
  - B. Ideas and suggestions  
Michelle reminded committee of deadlines and article ideas and suggestion for next *Rostrum*.
- XII. Part-time Institute—will discuss more at next meeting.
- A. February 18-20, 2021 in Southern California
  - B. Theme Ideas
- XIII. Announcements
- A. Check for upcoming events at here
    - Academic Academy (October 8-9)
    - Area Meetings (October 16 and 17)
    - Plenary (November 5-7)
  - B. Application for Statewide Service
  - C. Amazon Smile (smile.amazon.com)—select Foundation of the Academic Senate for California Community Colleges
- XIV. Closing Comments
- A. In Progress—reviewed below.
  - B. Any other final comments or suggestions—none.
- XV. Adjournment---Michelle adjourned the meeting at 7:34 p.m.

**In Progress:**

- *Rostrum* article: Faculty recommendations to second level interviews—focusing on diversifying faculty
- PTC Workplan and Goals
- Updating PTC charge/description



# Academic Senate for California Community Colleges

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## Part-time Committee

Thursday, September 24, 2020

11:30 a.m.—1:00 p.m.

Zoom Meeting

### Meeting Summary

The Part-time Faculty Committee provides recommendations to the Executive Committee on academic and professional matters impacting part-time faculty members. The committee advocates for part-time faculty access to professional and leadership development offerings and shared governance opportunities at the local and statewide level. The Part-time Faculty Committee works collectively with the Executive Committee to develop and provide forums where part-time faculty gain additional insight on issues germane to academic and professional needs of the part-time faculty.

I. **Members Roll Call (\* indicates present) :**

Michelle Bean—Chair *	Steven Chang *	Theodore Kagan *
Karen Chow—2 <sup>nd</sup> Chair *	Grace Chee	Emilie Mitchell *
<del>Kym Andrews-Cardoza</del>	Chelsea Hull *	Luis Zanartu

II. Call to Order: 11:37 AM

Agenda Adoption –approved by all present

[Google Shared Folder](#)

III. Minutes

A. Volunteer: Karen Chow

B. [August Summary](#) Approval – approved by all present

C. Contact List—check your info [HERE](#)—information submitted by Michelle to ASCCC office as required.

IV. Shout Outs, Affirmations, and Lean-in (What’s your why? Why are you an educator?)

A. Thank you all for the PTC charge quick feedback and beautiful perspectives! PTC updated Charge will be put on ASCCC Exec November agenda for approval. It was not discussed at September Exec agenda/meeting due to lack of time.

B. So proud of us for our community norms: empathy, communication, responsibility.

C. Shoutouts

1. To Chelsea for being in the editing phase for her chapter titled “Fake News’ Isn’t Fake: A Guide to Decoding Public Rhetoric and Doublespeak” with publication pending revisions/feedback for the book Writing Spaces Vol. 4

2. To Emilie who serves on CCCCO Rising Scholars committee for formerly incarcerated students and doing the important social justice work there and in her teaching supporting formerly incarcerated students, and also acknowledged that people who identify as a sexual minority are disproportionately incarcerated.

V. Committee Goals and Priorities— these documents were reviewed and the PTC work plan updated by Michelle on the Googledocs during the discussion. Steven moved to approve the Work Plan, Chelsea seconded, and all present approved. Michelle stressed that we can adjust the Work Plan as needed.

- A. [Resolutions assigned](#): Mentor Program
  - B. Develop [PTC work plan](#) and review [ASCCC Strategic Plan](#)
    - 1. Institute—discussed in detail (see item VI).
    - 2. Regionals—added to work plan but committee agrees it may be a lofty goal for spring.
    - 3. Other ideas—added a request for a part-time faculty listserv.
    - 4. Assigning actions—added names to workplan.
- VI. Part-time Institute: February 18-19, 2021 (virtual)
- A. Attendance: All PTC members’ registration to PTI is covered.
  - B. Review [past event surveys](#) in our Google folder when you get a chance.
  - C. Theme Ideas: click [HERE](#) to add to Padlet: Based on Padlet input, voting, and discussion, “Driving Change” emerged as the top theme idea amongst those in attendance. Unity, culture, and equity discussed as well and added a subtitle option.
  - D. Institute overview paragraph due Sept 30: Michelle and Chelsea will draft one and it will be shared with PTC for input before it’s due.
  - E. [Institute Outline](#) Drafting—due Oct 16: Michelle and Chelsea will draft and it will be shared with PTC for input before it’s due.
  - F. [Session Break-out Ideas](#)—descriptions and presenters due Nov 16. Michelle pulled over the ones we suggested to Plenary and Chelsea added a few ideas as well. Add to the Google doc list when you get a chance.
  - G. Any other ideas—committee still discussing possible strands. The idea of praxis and theory was liked by all.
- VII. Plenary Fall 2020
- A. Theme: Addressing Anti-Blackness: Inclusion, Diversity, Equity, and Antiracism in Academic and Professional Matters
  - B. Break-out sessions assigned: Mentorship Programs as Retention of Faculty of Color and Introduction to Model Hiring Principles and Practices Canvas Tool
    - 1. Emilie and Chelsea have contacts for the session on mentor programs and will forward to Michelle.
    - 2. Emilie will help with the Canvas hiring module session.
  - C. Ideas on increasing part-time participation
    - 1. Foundation Scholarships—16 available PT faculty encouraged to apply for ASCCC scholarships for PT faculty to be subsidized to attend. Also, PT faculty are encouraged to apply locally for support to attend (e.g., local Academic Senate, Department, Dean, Office of Instruction, Student Equity Funds Coordinator).
    - 2. Email other ideas
  - D. PTC Resolution
    - 1. Michelle shared that the resolution was submitted and discussed at ASCCC Exec and some minor edits were suggested/approved and the resolution appears in the Resolutions packet.
    - 2. Steven agreed to be the contact for the resolution we submitted.
- VIII. Announcements
- A. Check for upcoming events at [here](#)
    - Academic Academy (October 8-9)
    - Area Meetings (October 16 and 17)
    - Plenary (November 5-7)
  - B. Sign up for [ASCCC listservs](#)

C. [Application for Statewide Service](#)

D. Amazon Smile ([smile.amazon.com](https://smile.amazon.com))—select Foundation of the Academic Senate for California Community Colleges

IX. Closing Comments

A. In Progress Review

B. Any other final comments or suggestions? none

X. Adjournment: Meeting adjourned 1:02 PM

**In Progress:**

- *Rostrum* article: Faculty recommendations to second level interviews—focusing on diversifying the faculty
- PTC Workplan and Goals
- Part-time Institute Theme and Planning

**Completed Tasks:**

- Updated ASCCC Part-time Committee Charge
- Resolution Fall 2020 1.02: Develop a Resource to Communicate and Encourage Part-time Faculty Leadership



# Academic Senate for California Community Colleges

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## ASCCC Relations with Local Senates Committee (RwLS)

September 25, 2020

TIME 2-3:30pm

**Attendees: Stephanie Curry, Howard Eskew, Katie Krolkowski, Hossna Sadat Ahadi, Nickawanna Shaw**

**Not able to Attend: Robert L. Stewart Jr., Cheri Fortin**

### MINUTES

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- I. Call to Order and Adoption of the Agenda  
The committee was called to order at 2:01pm. The committee approved the agenda by consensus.
- II. Action Items
  - a. Assigned Resolutions  
The committee reviewed the assigned resolutions and decided to prioritize the DEI Recommendations
    - i. [19.01 F18](#) Encourage Dialog about Equivalency Practices
    - ii. [19.02 S18](#) Defining Collegiality in the Workplace
    - iii. [17.02 S18](#) Increase Participatory Governance on College Satellite Campuses
  - b. Assigned Tasks  
The committee reviewed the DEI Recommendations and reviewed the proposed ideas from the EDAC Committee. EDAC recommendations focused on the first recommendation on recruitment strategies. RwLS focused their discussion on the second DEI recommendations regarding professional development. The committee discussed having a joint meeting with EDAC to map out the response on the DEI Recommendations. Stephanie will contact LaTonya Parker EDAC Chair.
    - i. [DEI Recommendations](#)
      1. Develop Culturally Responsive Faculty and staff (classified and Administrators) recruitment strategies
      2. Design Professional Development workshops to increase knowledge and understanding of cultural competency and diversityThe committee brainstormed ideas for professional development ideas for a web series and potential plenary topics for Spring 2020
    - ii. Resources on Website under RwLS <https://asccc.org/communities/local-senates>  
The committee discussed coming up with a Top 10 documents for Senate Presidents to be added to the Website under the RwLS Committee page.  
Items such as: PCAH, 10+1, Minimum Qualifications, Area Maps, ASCCC Handbook, Resolutions Handbook, Brown Act Information, Board Policies Document, Information on Tech Visits  
The Committee also discussed the wish for a 10+1 Infographic for the website.

iii. Review/Revise Process for [ASCCC Statewide Service Applications](#)

This item will be moved to the next agenda

iv. Local Senate Connections

1. Review of Email Language

The Committee reviewed the language used for outreach last year. The committee discussed adding context of the COVID Crisis and suggested examples of support services offered by the ASCCC.

2. Assigning Colleges to Committee Members

The Committee divided the colleges by area and assigned committee members. The members will contact the colleges once the email language is finalized and approved. Responses from colleges will be noted on the spreadsheet in the RwLS Google Drive.

III. Rostrum Articles

The Committee reviewed ideas for possible Rostrum Articles for the November deadline including one on the Hiring Tools and Senate Succession Planning (one- and two-year term presidents).

IV. Announcements

The committee reviewed the upcoming ASCCC Events

- a. Academic Academy- October 8, 2020
- b. Fall Plenary November 5, 2020

V. Adjournment

The committee adjourned at 3:14pm



# Academic Senate for California Community Colleges

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## ASCCC Resolutions Committee

September 10, 2020

TIME 4-5pm

**Attendees: Stephanie Curry, David Morse, Sam Foster, Amber Gillis, Carolyn (CJ) Johnson**

### MINUTES

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- I. The meeting was called to order at 4:03pm and the committee approved the agenda by consensus

- II. Action Items

- a. Review and Revisions of 2020 FA resolutions from Exec for Area Meetings

The committee discussed the proposed resolutions from ASCCC committees and the ASCCC Executive Committee including any potential conflicts with previous resolutions. It was decided to put all resolutions on the consent agenda. Special Thanks to David Morse who edited the resolutions. Stephanie will take these edited resolutions and combine them with the remaining Spring 2020 resolutions to create the packet for Exec Review at their September meeting.

- b. Resolutions Timeline

The committee reviewed the next steps for these resolutions including Exec Review and producing the packet and materials for Area Meetings

- c. Next Meeting Date

The Committee will meet again on October 2<sup>nd</sup> to review Exec changes to the packet and plan for October Area Meetings.

- III. Events

The chair reminded the committee of upcoming Senate events

- a. Academic Academy- October 8, 2020
- b. Area Meetings October 16 (A and B) and October 17 (C and D)
- c. Fall Plenary November 5, 2020

- IV. Adjournment

The committee adjourned at 4:21pm





# Academic Senate for California Community Colleges

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## ASCCC Resolutions Committee Minutes

October 2, 2020

TIME 12-1pm

**Attendees: Stephanie Curry, Amber Gillis, Carolyn (C.J.) Johnson, David Morse**  
**Not able to attend: Sam Foster**

### MINUTES

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- I. Call to Order and Adoption of the Agenda  
The meeting was called to order at 12:01pm and the agenda was approved by consensus
- II. Review of Exec Committee recommendations on resolutions  
The committee reviewed input from the Exec Committee in particular the changes to Resolutions 6.01 and 9.02.
- III. Planning for Area Meeting (October 16, 17, 2020)
  - a. PPT for Revised Resolution Process  
The committee reviewed the draft PPT for the Area Meetings including the changes for a virtual resolutions process.
  - b. Timeline for changes, resolutions and amendments from Area Meetings  
The committee reviewed the timeline for the Fall Resolutions Process which is included in the Virtual Resolutions PPT.  
Stephanie will put together Google Docs for each Area Meetings
  - c. Working with Area Representative  
Members will reach out to their Area Rep to facilitate Resolutions discussion at Area Meetings
    - i. Area A- Julie Oliver/Stephanie Curry
    - ii. Area B- Karen Chow/ Carolyn C.J. Johnson
    - iii. Area C- Robert L. Stewart Jr./ Amber Gillis
    - iv. Area D- LaTonya Parker/Sam Foster/David Morse
- IV. Resolutions Comment Period (October 20-30) and Resolutions Office Hours  
The Committee identified multiple Resolutions Open Office Hours during the open comment period for the resolutions
  - October 23, 2020 10-11am (Amber/Stephani/CJ)
  - October 26, 2020 3-4pm (Amber/Stephanie)
  - October 27, 2020 11am-12pm (David)
  - October 28, 2020 2-3pm (Amber/Stephanie)
  - October 29, 1-2pm (David/Stephanie)
  - October 30 11am-12pm (Amber/Stephanie)
- V. Planning for Saturday Plenary Voting  
Will be discussed at next meeting

VI. Next Meeting Scheduled  
October 30<sup>th</sup> 1:30-3pm

VII. Resolutions Resources

The Chair recommended the committee members review these documents to prepare for the area meetings and open office hours

a. **Resolutions Handbook:**

[http://www.asccc.org/sites/default/files/ResolutionHandbookFinalFA17\\_0.pdf](http://www.asccc.org/sites/default/files/ResolutionHandbookFinalFA17_0.pdf)

b. **Senate resolutions web page (searchable):** <http://asccc.org/resources/resolutions>

c. **Resolution Writing and General Advice**

[https://www.asccc.org/sites/default/files/Resolution%20Writing%20%26%20General%20Advice\\_0.pdf](https://www.asccc.org/sites/default/files/Resolution%20Writing%20%26%20General%20Advice_0.pdf)

VIII. Events

The committee reviewed the upcoming ASCCC events

a. Academic Academy- October 8, 2020

b. Area Meetings October 16-17, 2020

c. Fall Plenary November 5, 2020

IX. Adjournment

The committee adjourned at 12:32pm



# Academic Senate for California Community Colleges

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## Standards and Practices Committee

Tuesday, September 8, 2020

12-1pm via Zoom

### MINUTES

#### I. Call to Order and Adoption of the Agenda

#### II. Welcome and Introductions

<u>Member</u>	<u>College</u>	<u>Discipline</u>
Julie Oliver (chair)	Cosumnes River College	Biology
Cheryl Aschenbach (2nd)	Lassen College	English
Angela Echeverri	Los Angeles Mission College	Biological Sciences
Chantal Lamourelle	Santa Ana College	ECE
David Morse	Long Beach College	English
Eric Narveson	Evergreen Valley College	History
Sharon Sampson	Grossmont College	AOJ
Eric Thompson	Santa Rosa Junior College	Religious Studies

#### III. Meeting Schedule for Fall 2020 (all meetings via Zoom)

Friday, September 25 3:30pm-5:00pm

Friday, October 23 3:30pm-5:00pm

Friday, November 20 3:30pm-5:00pm

#### IV. Plenary Fall 2020 November 5-7, 2020 (virtual)

**Theme:** Addressing Anti-Blackness: IDEAs (Inclusion, Diversity, Equity, Anti-Racism) in Academic and Professional Matters

##### a. Sessions

- i. Disciplines list hearing-second hearing for the Registered Behavior Technician disciplines list revision proposal
- ii. Breakout-Equivalencies/Min Quals: equity/inclusion & equitable hiring practices (highlight revised paper and new Canvas Module for hiring-- Mayra, Michelle)
- iii. *It was suggested that the Equivalencies/MQs be a separate session from the revised paper and Canvas module for hiring. It was also suggested that there be a session on AB705 and on equity in online instruction. Cheryl and Julie will forward the additional ideas to ASCCC leadership.*

##### b. Resolutions—the committee identified contacts (Angela Echeverri and Eric Thompson, for each of the resolutions submitted on behalf of Standards and Practices Committee.

- i. Disciplines List—Registered Behavior Technician

Whereas, Oral and written testimony given through the consultation process used for the review of Minimum Qualifications for Faculty and Administrators in California Community Colleges, also known as the Disciplines List, supported the following addition of the Registered Behavior Technician discipline:

*Master's in behavior analysis, education, or psychology*

*OR*

*the equivalent*

*AND*

*certification as a Board-Certified Behavior Analyst (BCBA) as set by the Behavior Analyst Certification Board (BACB); and*

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the Disciplines List Revision Handbook was followed;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Registered Behavior Technician.

Contact: **Angela Echeverri**, Standards & Practices Committee

## ii. Adopt the Revised and Updated Paper Equivalence to the Minimum Qualifications

Whereas, The California Community Colleges Student Success Scorecard reports that in 2017 the gulf in completion rates for degree, certificate, or transfer within six years of entering community college was 30.1 percentage points between the group with the highest completion rate and the group with the lowest rate;

Whereas, The 2016 Academic Senate for California Community Colleges 2016 paper Equivalence to the Minimum Qualifications concludes that "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," and at some districts equivalence is seldom or never granted or is framed in a manner that discourages applicants who might demonstrate equivalence from applying, despite the mention of equivalence in California Education Code § 87359; and

Whereas, The Career Technical Education Faculty Minimum Qualifications Toolkit (2019) provides means to document equivalence to the associate's degree and is intended "to maximize the flexibility currently allowed in the use of equivalency, thus creating a deep, diverse, and qualified pool of industry-expert candidates";

Resolved, That the Academic Senate for California Community Colleges adopt the revised and updated paper Equivalence to the Minimum Qualifications, which now clarifies to the field that equivalence is not only legally permissible but necessary to broadening hiring pools as a means of promoting faculty diversification, and disseminate the paper to local academic senators upon its adoption.

Contact: **Eric Thompson**, Standards & Practices Committee

## V. **Review of ASCCC Executive Committee Policies**

The committee has been asked to review the following policies. Julie will put these policies into GoogleDocs to allow for member review and comments in advance of our next meeting.

- a. *10.05 - Surveys and Disseminating Information (there isn't currently one but we're checking to see if we have any work in progress we can share).*
- b. *10.06 - Inclusivity Statement*
- c. *20.01 - Code of Ethics*
- d. *20.05 - Removal of a Member of the Board of Directors*
- e. *30.01 - Conflict of Interest*
- f. *Consider adding a policy on no recording of meetings or adding that into our 10.01 Open Meetings policy.*

*g. Consider adding a policy on Advocacy and the Role of the ASCCC*

## **VI. Fall 2019 Disciplines List Resolution**

### **a. 10.01 Minimum Qualifications for Campus Americans with Disabilities Act Coordinators**

Whereas, Title 5 section 56048 requires, as a condition of receiving Disabled Student Program & Services (DSPS) funds, DSPS Coordinators must meet the minimum qualifications for DSPS faculty stated in Title 5 section 53414 or be academic administrators that “meet the minimum qualifications for academic administrators in Title 5 section 53420 and, in addition, have two (2) years full-time experience or the equivalent within the last four (4) years in one or more of the following fields:

- (1) instruction or counseling or both in a higher education program for students with disabilities;
- (2) administration of a program for students with disabilities in an institution of higher education;
- (3) teaching, counseling or administration in secondary education, working predominantly or exclusively in programs for students with disabilities; or
- (4) administrative or supervisory experience in industry, government, public agencies, the military, or private social welfare organizations, in which the responsibilities of the position were predominantly or exclusively related to persons with disabilities”;

Whereas, Students with disabilities have a right to equal access to education, regardless of whether or not they choose to utilize campus DSPS services, and campus Section 504/Americans with Disabilities Act (ADA) Coordinator/Compliance Officers, for whom there are no minimum qualifications, are typically permitted to determine accommodations for students with disabilities who choose not to use DSPS services;

Whereas, Title 5 section 56027 requires that colleges establish policies and procedures for providing academic adjustments in a timely manner, and that “procedure shall also permit the Section 504/ADA Coordinator/Compliance Officer, or other designated district official with knowledge of accommodation requirements, to make an interim decision pending a final resolution”; and

Whereas, Allowing Section 504/ADA Coordinator/Compliance Officers, who may have little understanding of how to provide appropriate academic adjustments, to make decisions on accommodations can adversely affect instruction and harm the education of students with disabilities who choose not to use DSPS services;

Resolved, That the Academic Senate for California Community Colleges assert that the phrase in Title 5 section 56027 “or other designated district official with knowledge of accommodation requirements” means that the Disabled Student Program & Services coordinator may be designated as the person who is authorized to make interim decisions on academic adjustments; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office, the California Association for Postsecondary Education and Disability, and other system partners to develop minimum qualification requirements for campus Section 504/Americans with Disabilities Act Coordinator/Compliance Officer so that all students with disabilities are well served.

The committee discussed how to proceed with addressing the resolved statements in this resolution. It was agreed that the first resolved statement can be addressed through a Rostrum article. Angela, Chantal, and Julie will work together to start something; others are welcome to contribute as well. Actions related to the second resolved will need to be determined by the ASCCC President since it directs ASCCC to work with other organizations. The group working on the Rostrum article are targeting the January 4, 2021 Rostrum due date but could also consider March 8 as a back-up.

VII. **Awards**

a. Readers will need to be identified for each award. Timetable for three awards:

Award Information

<b>Award</b>	<b>Call</b>	<b>Due in Office</b>	<b>Sent to Readers</b>	<b>Selection Due to Office</b>	<b>Award Presented</b>
Exemplary	October 1 <sup>st</sup> week	November 2 <sup>nd</sup> week	November 2 <sup>nd</sup> week	November 4 <sup>th</sup> week	January BOG Meeting
	October 5, 2020	November 9, 2020	November 13, 2020	November 30, 2020	TBD (BoG staff 1 <sup>st</sup> week of Dec)
Hayward	November 1 <sup>st</sup> week	December 2 <sup>nd</sup> week	December 3 <sup>rd</sup> week	February 1 <sup>st</sup> week	March BOG Meeting
	November 2, 2020	December 11, 2020	December 18, 2020	February 1, 2021	TBD (BoG staff 3 <sup>rd</sup> week of Feb)
Diversity	December 1 <sup>st</sup> week	February 2 <sup>nd</sup> week	February 3 <sup>rd</sup> week	March 2 <sup>nd</sup> week	Spring Plenary Session Fri
	December 1, 2020	February 8, 2021	February 15, 2021	March 8, 2021	April 16, 2021

**Readers:**

The Standards and Practices (S&P) Committee chair is responsible for ensuring that the appropriate readers are selected for each award. Below is the reader selection process for each award.

Selection:

*Exemplary Awards:* S&P Committee members and at least one representative from CIOs, CSSOs, CEOs, and Student Senate will read these awards. The S&P chair will identify these representatives prior to the due date so that the applications can be mailed directly to them by the office.

*Hayward Awards:* S&P members and Area Representatives will select four additional faculty members from their area to read. Note—no one reads applications for their own area.

*Diversity Award:* S&P members and the Equity and Diversity Action Committee (EDAC) will read these awards.

**Disqualification of readers: Members of S&P, Executive Committee, or any other readers cannot participate in reading any application where their college is a nominee. This participation includes receiving a copy of the applications or participating in the discussion about scores or applications.**

- a. Review of highlighted paragraph in Exemplary Program Award letter; any edits to suggest.  
*The committee reviewed the proposed award announcement language and recommended that it move forward as written.*

### Exemplary Program Award

The Academic Senate is pleased to announce the call for nominations for the Exemplary Program Award. Sponsored annually by the Foundation for California Community Colleges, the Board of Governors established the Exemplary Program Award in 1991 to recognize outstanding community college programs.

The Academic Senate selects annual themes related to the award's traditions and statewide trends. The California Community Colleges system is the largest public higher education system in the country, enrolling over 2.4 million students. The global pandemic that emerged in early 2020 has disrupted much of our everyday lives and caused higher education institutions to adapt much faster to the changing landscape in order to best serve our students. In light of the work that our colleges and faculty have done to transition most learning to an online environment, the Academic Senate focused the theme for this year's 2020-21 Exemplary Program award on "Equitable Practices in a Virtual Educational Environment." This can be demonstrated by 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.

#### Basic Information

- The 2020-2021 award is focused on *Equitable Practices in a Virtual Educational Environment*
- Each college may nominate one program.
- Up to two California community college programs will receive cash awards of \$4,000
- Up to four California community college programs will receive honorable mention plaques.
- **Completed applications must be received by the Academic Senate Office by 5:00 p.m. on November 9, 2020.**

Please submit one original and one copy of your entire application via email ONLY. Scanned applications must have the appropriate signatures and be emailed to [awards@asccc.org](mailto:awards@asccc.org). The Senate Office will notify you via email that your application has been received. Exemplary Program Award recipients are selected from throughout the state with no more than two from any single Academic Senate area. Recipients will be notified when the selection process is completed. A minimum of three nominations statewide must be received for the selection process to proceed. The selection committee will complete the review process by early December. Winners of this prestigious award will be honored at the January 2021 Board of Governors' meeting. Please contact the Academic Senate Office with any questions.

Sincerely,

### VIII. Adjournment

#### Follow-up Actions:

- Committee members will review and comment on policy documents in GoogleDocs before the next meeting
- Angela, Chantal, and Julie will work on a Rostrum article to address the first resolved in Resolution 10.01 (Fall 2019)
- Julie and Cheryl will submit additional ideas for Plenary topics



# BACHELOR'S DEGREE PROGRAM

CALIFORNIA COMMUNITY COLLEGES

## Steering Committee Meeting Agenda

July 15, 2020

10:00a.m. – 11:00 a.m.

Roll Call: CCCCCO, Antelope Valley, Bakersfield, Cypress, Foothill, MiraCosta, Rio Hondo, San Diego Mesa, Santa Ana, Santa Monica, Shasta, Skyline, Solano, West Los Angeles

1. Review of minutes: July 15, 2020

Motion to approve Tina Recalde from San Diego Mesa, Motion 2<sup>nd</sup> by Steve Tomory from Rio Hondo,  
Approved with abstention from Bakersfield

2. ASCCC Update (Cheryl Ashenbach):

No report

3. CCCCCO Update:

Njeri Griffin reported Rhonda Mor retired, Aisha Lowe is the new Vice Chancellor of Educational Services and Support.

4. BDP Exit Survey: Hai Hong

Hai reported he added column D to the survey see how many students persisted to the end of the program at the 2-year mark. Please let him know the number that should be entered in column D or enter it into the spreadsheet

Hai explained worksheet 2 reports the graduation rate. Steve Tomory asked if there would there be value in knowing why students don't completed. Hai agreed there is value in this information.

Hai asked Santa Monica about their plan to resolve the situation with survey responses. Specifically, would the project manager be redoing the survey and sending in the information. Santa Monica reported they will be sending the survey to the students. They will check on the timeline and follow-up with Hai.

Hai shared he sent an email to researchers asking for assistance with analysis of the data. A couple of people will be helping Hai and they will come up with a plan for the analysis of the data. He intends to have the information by next month.

Russell Reid from Feather River explained they sent the survey only to students that have been there for two years. The students may still have a few classes left to complete prior to graduating.

Lisa Kamibayashi from West LA College explained they are currently closed and not able to do any clinical service. Still not back on campus to finish classes. Only 2 are technically graduating due to COVID. Have not yet discussed how to handle the effect of COVID on the data.



Kevin Lovelace from CCCC said he will follow-up on impact of COVID on the graduation rate.

Patti Chan from Foothill College shared they have two tracks of students. The full-time group is easy to track. Other tracks allow students to start at any time online. Some graduate in four quarters and others take longer. She asked Hai if these groups should be reported separately? They appreciate the flexibility for students, but recognize the importance of being consistent with how you assign these students to cohorts. Hai is open to a one on one conversation to discuss the reporting.

Hai closed by saying he will send the spreadsheet out later.

## 5. Updating Distribution List

Mike Slavich from Rio Hondo explained the need to update the current contact list. It was requested a representative from each college go in and update the list for this coming academic year on the Google Docs spreadsheet provided by Shelly Hess from San Diego Mesa College:

<https://drive.google.com/file/d/17hU9ME3QAKPzz0IJtsTGYFCRpJTJ1JsU/view?usp=sharing>

She requested everyone to put in the college information, contact information, and position.

Rebecca Gomez said her president likes to get the information. Steve Tomory agreed that it would be beneficial.

Ray Hernandez agreed we need to update list because there are a lot of people coming in and going out.

It was recommended the list be updated every six months.

## 6. CSSO, CIO, and CBO Representation

Mike Slavich reminded the committee the original structure included Chief Student Services Officer (CSSSO), Chief Instructional Officer (CIO), and Chief Business Officer (CBO) representation.

Njeri Griffin from CCCC mentioned Jennifer Zealot from Modesto expressed interest in the CIO position. She said she would send Mike her contact information.

Steve Tomory from Rio Hondo asked if we have we looked into having a point person that is involved with what is going on at the state level or in the chancellor's office

Russell Reid from Feather River said have some administrators that are very active in state and regional issues, whereas others are working with their heads down; need to have people that are active at the state level

Steve agreed with Russell's comments

Mike asked everyone to send forward names of the individuals that are interested and active at the state wide level. He and Tina will follow-up with these individuals and keep in mind the importance of their engagement at the statewide level.

## 7. Other

Steve Tomory from Rio Hondo asked what is currently happening with legislation.

Tina Recalde from San Diego Mesa College responded that legislative cycle has stopped due to COVID. Only certain legislation moved forward when the cycle reopened. The baccalaureate legislation did not move forward. Chancellor Carroll from the San Diego Community College District and Chancellor Minor from Foothill De Anza Community College District are looking for a new legislator to move legislation forward during the next cycle.

Next meeting is scheduled at 10:00 am on Wednesday, August 19, 2020.

### Future meetings: Third Wednesday

Sep 16, 2020 10:00 AM

Oct 21, 2020 10:00 AM

Nov 18, 2020 10:00 AM

Dec 16, 2020 10:00 AM

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# **BACHELOR'S DEGREE PROGRAM**

**CALIFORNIA COMMUNITY COLLEGES**

## **Steering Committee Meeting Notes**

August 19, 2020

10:00a.m. – 11:00 a.m.

Roll Call – The following colleges were in attendance ASCCC, CCCC, Antelope Valley, Cypress, Feather River, Foothill, MiraCosta, Modesto, Rio Hondo, San Diego Mesa, Santa Ana, Shasta, Skyline, West Los Angeles

### 1) Review of minutes: July

Russell Reid made a motion to approve. Second by Tina Recalde. Motion passed.

### 2) ASCCC Update (Cheryl Aschenbach) Cheryl Aschenbach provided an update for ASCCC:

Cheryl Aschenbach reported the following:

#### a) ASCCC has three focus areas for 2020-2021:

- i) Guided Pathways Implementation and Integration to Transfer and Careers
- ii) Culturally Responsive Student Services, Student Support, and Curriculum
- iii) Equity Driven Systems

(1) Faculty Diversification

(2) Faculty Empowerment Leadership Academy

#### b) ASCCC will hold the 2020 Academic Academy (virtual event)

Theme: Redefining Education w/ focus on use of open and online approaches and technology  
Oct. 8-9, \$150 until Sept. 18, then \$200

#### c) The Fall Plenary will be a virtual event

Theme: Anti-Blackness: IDEAs in Academic and Professional Matters  
(IDEA = Inclusion, Diversity, Equity, and Anti-Racism) Nov. 5-7

### 3) CCCC Update

Kevin Lovelace reported the CCCC won't know anything regarding graduation rates until October.

4) Introduction of Jennifer Zellot, new CIO Representative (Mike Slavich)

Jennifer Zellot is from Modesto College. Unable to attend today due to short notice.

Still looking for a CBO and VPSS representatives.

5) BDP Pre-Survey (Hai Hoang)

Hai Hoang reported he has data from all 15 colleges. He will be reaching out to some of the researchers at the campuses for assistance with evaluating the data. The following questions were addressed:

How they used the data from the Employment survey?

Maria Clinton from Antelope Valley College reported 90% of the respondents are already working in the industry. Students are being promoted while in the program and immediately after graduation.

How do you plan to use data from the Exit survey?

Russell Reid from Feather River said they use the exit survey to look at the curriculum design. They aren't able to obtain positive feedback until students work for a while. Then they are able to determine what was effective in the curriculum and what needs to be added or changed to the curriculum. They use the feedback to improve curriculum.

Dr. Bonnie Hunt, Modesto College, also uses an exit survey to get information about the program. This is one of the requirements of their accrediting body. They do not use an entry survey.

Maria Clinton, Antelope Valley College, said 90% of their students are already working in the industry. Students are promoted while they are in the program or immediately after graduation.

Hai asked if there is anything we can improve from our process?

Maria Clinton, Antelope Valley, asked if there should be a question related to COVID to look how it affected graduation rates?

Hai asked if colleges see a value in an Entry survey? Why or why not?

Rio Hondo uses an entry survey.

Russell Reid recommended a separate meeting to review the handbook, especially related to data definitions. He said this is important when the CCCCCO asks for specific information. Campuses define the terms differently. We need to work together to have common definitions.

Hai Hoang said he has been using the data definitions that Edgar provided in preparation for the LAO

report.

Russell would like to work to support that document and send it forward to everyone.

Mike Slavich recommended Hai send the document out to everyone. We can approve 4-5 definitions at each meeting.

Dr. Bonnie Hunt stated they have been relying on their data analyst (Amanda Cannon) to provide the information.

Hai recommended that faculty and researchers have these definition discussions on their campuses so that we can all be on the same page.

Tina Recalde spoke to the history and need for consistent data.

Mike Slavich mentioned that Edgar and the LAO did not look at lower division classes in the baccalaureate degree program to show we actually had tremendous growth in lower division classes as we were building the pipeline.

James Dekloe, Solano College said MIS data was incorrect for the graduation rate. Solano's graduation rate was reported as 66% in MIS, but they had a 100% graduation rate.

Hai explained the information regarding BDP survey development. Backwards design.

Tina Recalde and Holly Jagielinski spoke about the value of having a pre-survey. Russell Reid agreed with the value as they relate to learning outcomes, but think developing the questions will be a challenge.

Cynthia Quintanilla, Bakersfield College, agreed a pre-survey would be beneficial as the LAO, legislators, and others are really looking at our programs to determine if we are improving their lives and adding value. We need to show value has been added.

Russell Reid said BDP programs are said we are giving students opportunities. Their students had not even thought about getting a four-year degree until they started there.

Cynthia Quintanilla said that a number of her students have told her they would have never gone for a bachelor's degree if it hadn't been in their technical program.

Jolena Grande, Cypress College, agreed that the same was true for her students.

Elayne Rodriguez at Skyline College said we should conduct the pre-survey.

Cynthia said this is the time for us to be proactive as CCCC usually asks for retroactive information.

It was recommended colleges send Hai ideas of questions that should be used in the pre-survey. This will ensure the information will be useful for the college.

## 6) Updating Distribution List (Shelly Hess)

Shelly Hess, San Diego Community College District, sent out the link to the distribution list. She asked representatives to update the information for their college. Complete prior to the next meeting.

#### 7) Fall 2020 Cohort Update (Tina Recalde)

It was reported that all the colleges have accepted a full cohort this coming fall. Some of the programs are fully online. A few students in programs withdrew as they didn't think they could balance program during COVID. Some programs, like Rio Hondo, have the highest enrollment they have ever had.

#### 8) Other

Rio Hondo will demo the BDP website during the next meeting. A test site is being prepared now.

Next meeting on September 16<sup>th</sup>.

Beatriz Qura del Rio, Skyline College, reported the dean stepped down and is serving as an advisor, but is still supporting the program and the baccalaureate students.

Hai posted a link in the chat for the survey.

[https://docs.google.com/document/d/1YvA0YUmY0npUjRA30b0-ii94NTF95x6Atkl6kx\\_XE5o/edit](https://docs.google.com/document/d/1YvA0YUmY0npUjRA30b0-ii94NTF95x6Atkl6kx_XE5o/edit)

#### Future meetings: Third Wednesday

Aug 19, 2020 10:00 AM

Sep 16, 2020 10:00 AM

Oct 21, 2020 10:00 AM

Nov 18, 2020 10:00 AM

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# BACHELOR'S DEGREE PROGRAM

CALIFORNIA COMMUNITY COLLEGES

## Steering Committee Meeting Notes

September 16, 2020

10:00a.m. – 11:00 a.m.

### Roll Call:

ASCCC, CCCCCO, Antelope Valley, Bakersfield, Cypress, Feather River, Foothill, Mira Costa, Modesto, Rio Hondo, San Diego Mesa, Santa Ana, Santa Monica, Shasta, Skyline, West Los Angeles

#### 1. Review of minutes: August

Anthony Cordova, Bakersfield College, moved approval. Carmen Dones, West Los Angeles, seconded the motion.

Abstain: Jennifer Zellet, Estella Narrie, Marilyn Flores

#### 2. ASCCC Update (Cheryl Aschenbach)

Cheryl Aschenbach reported the ASCCC will follow new legislation that has been proposed. ASCCC Members are busy working on preparation for Fall Plenary

#### 3. CCCCCO Update

Shelly Hess inquired if the process has changed to submit changes to baccalaureate degrees. Kevin Lovelace confirmed they are following the same process—colleges should email upper division revisions to the CCCCCO.

#### 4. Introduction of Jennifer Zellet, new CIO Representative (Mike Slavich)

Mike Slavich introduced and welcomed Jennifer Zellet, the new CIO representative.

#### 5. Website: <https://bsc.rhccte.com/>

Manuel Halim, Rio Hondo, presented the draft website. He said the domain name is temporary and asked members to please name contacts. Some features include:

- Added videos of website
- All programs sorted by college
- Short descriptions of each college/program
- Google map with directions to each college (zoom in or out, interactive map with pop-ups)
- Our mission

- Video

Considerations for layout, design, content:

- Logo
- Background of header
- Link to
- Annual Report
- Links to CCCCO and college websites (members will check with their administration)
- Legislation and Advocacy Information
- Agendas and Minutes

Discussion continued regarding URL—many members would like the page to have an Edu URL; however, the process to secure one is quite extensive.

## 6. Building the Pipeline

Tina Recalde led the discussion how to be more strategic as a group to advocate for our baccalaureate degree programs, ensure we have sufficient enrollments, and students throughout the state can actually find our programs and have the opportunity to participate in them. She mentioned some programs are completely online and have flexibility for students to attend from their current location, providing there are no issues with clinical rotations. She proposed the colleges market their programs to the pipeline of associate degree students statewide. For example, students who complete the automotive program at San Diego Miramar could go directly into Rio Hondo's programs for the last two years.

Tina opened the floor for discussion.

Cynthia Quintanilla reported Bakersfield has articulated their courses with 6 other campuses throughout California and they are working on expanding the agreements with additional colleges. She explained they work with the civ.net and they've articulated their electronics courses. The courses have been approved, they are posted, campuses can refer to the civ.net website to see what would match up on their campuses.

Jolena Grande, Cypress College, reported they have reached out to all of the accredited funeral service education programs across the United States. Particularly, the program at American River College. They can offer ARC associate degree graduates a pathway to completion into the Cypress baccalaureate program that takes only three semesters.

Tina recommended the colleges share their articulation agreements and unique opportunities on the new website so that students and faculty at other colleges are aware of the opportunities available

Claudia Roma, Rio Hondo College, reported during the summer they went through all of the college catalogs and websites and downloaded the information for approximately 60 community college automotive degrees. They can easily develop agreements with colleges that have ASE certified programs. She said they will connect with the articulation officers at the colleges with similar programs



within the next few weeks.

Cynthia Quintanilla also shared they have started providing outreach to their early college students. This enables students to complete all of their prerequisites while they're still in high school come out with their associate degree. When these students graduate from high school, they will be ready to the upper division program, industrial automation.

Russell Reid, Feather River College, reported they are fortunate enough and some of your campuses already have AG program. He explained the AG program has a pretty active California Teachers Association, which is a strong organization that meets regularly. They also include two-year colleges and de four-year colleges in the organization. Additionally, they attend FFA conventions, which provides another opportunity for marketing. They have some competition from Chico State, Cal Poly, and Fresno State.

Jim Dekloe, Solano College, reported they have negotiated a guaranteed admission. Students who complete a bachelor's degree at Solano College have a guaranteed admission to a Ph.D. program with a master's degree on track to the Ph.D. at Thomas Jefferson University. Solano also has an articulated pathway with high schools which provides a pathway from high school through a Ph.D.

Jim also reported Solano College and Mira Costa College are working with the statewide biotechnology directors and have developed a clear pathway from other colleges that have a biotech associate degree

Elayne M. Rodriguez, Skyline College, reported they have an agreement with Loma Linda University. Students receive a discount to earn a master's degree. Additionally, they have a guided pathway from high school to the baccalaureate program.

Estela Narrie, Santa Monica College, shared they have various articulation agreements with CCC and FIDM.

Tina Recalde, San Diego Mesa College, shared many of their students have moved on to master degree programs. She recommended all of the pathways are shared on the website.

## 7. BDP Entry-Survey (Hai Hoang)

Hai Hong, San Diego Mesa College, walked the committee through pre-survey. He sent a draft of the survey, received feedback from Antelope Valley.

Hai asked what type of identifying information should be collected: name, ID, email, college name, email, etc. There was a recommendation to ask students for a personal email address or a second email. It was agreed to collect Student ID information.

Hai requested recommendations for changes to the multiple-choice questions. Recommendations included:

- Additional options for work, degree, salary advancement information, etc. As well as the ability to select more than one option for career, i.e., job promotion;

- Currently employed question: if students yes, add a new set of questions, salary, where living, etc.;
- Question 11—finish within 2 years—add military obligations as one of the barriers
- Add more specific information to the work question—are students working in the field or an unrelated field. Everyone agreed it is important to collect all work-related information as it may show improvement.
- Add student services questions—i.e., does a feeling of belongingness predict success. Claudia Romo will reach out to the transfer/counseling groups for sample questions.
- Include demographic information: age, gender, race/ethnicity, etc.

#### 8. Distribution List (Shelly Hess)

Shelly Hess, San Diego Community College District, shared the distribution list. She encouraged members to continue to update the list.

<https://drive.google.com/file/d/17hU9ME3QAKPzz0IJtsTGYFCRpJTJ1JsU/view?usp=sharing>

#### 9. Legislative Update (Tina Recalde)

Tina Recalde, San Diego Mesa College, shared information regarding SB 874. Chancellor Carroll and Chancellor Minor are working with Jose Medina on the new bill which asks for current programs to become permanent and removes the limit of maximum number of programs. Shelly Hess emailed the bill to the members. Tina recommended members share the information with their campuses and develop strategies for advocacy.

#### 10. Other

Future meetings: Third Wednesday

Oct 21, 2020 10:00 AM

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**Educational Services and Support Division  
California Community Colleges Curriculum Committee (5C)  
August 21, 2020  
9:00 AM – 12:00 PM**

**2020-2021 5C Membership**

**ASCCC:** Carrie Roberson (Co-Chair), Michelle Bean, Mayra Cruz, Stephanie Curry, Estela Narrie (absent), Mark Osea, Erik Reese, Erik Shearer      **4CS:** Lesley Agostino  
**CCCCIO:** Karen Daar (Co-Chair), Kelly Fowler, Don Miller (absent), David Williams  
**CCCCO:** Raul Arambula, Aisha Lowe      **ACCE:** Jan Young  
**CCCCSSO:** Alketa Wojcik      **SSCCC:** Ethan Black (Kelly Li – Alternate) **CCCAOE:** TBD

Others: Chantee Guiney, Erin Larson, Gina Browne

1. Welcome and Introductions – 9:05 a.m.
2. Approval of Agenda  
MSC (Shearer/Curry) to approve the agenda as presented.
3. Approval of Minutes  
MSC (Daar/Bean) to approve the minutes as presented.
4. Who We Are and What We Do
  - a. Looking back and looking ahead  
Roberson provided background information on 5C for newly appointed members.
  - b. 5C Charter  
The group reviewed the 5C Charter including committee history, leadership, membership, purpose, and decision-making processes.
  - c. 5C Key Areas of Focus  
Members reviewed the 5C 2020-2021 Key Areas of Focus and the group discussed the importance of more direct language to emphasize anti-racist curriculum, policies, and institutional structures. It was suggested to revise the first key area of focus by removing “sensitive” after “relevant” and adding “with an anti-racism focus and in support of our disproportionately impacted students” after “content”. The group also proposed adding an additional key area of focus after the previously discussed area to address policies and

institutional structures: “Recommend policy changes and additions that remove systemic barriers to student success and equity”.

Revisions to the fourth key area of focus were suggested to better integrate the ideas of continued learning for all stakeholders and further define outcomes to include equitable access. Members proposed removing “faculty” after “ongoing”, adding “and learning” after “development”, and adding “and access,” after “outcomes” in the fourth key area of focus.

The revisions to the 2020-2021 Key Areas of Focus were approved by consensus.

d. 5C Goals

Members reviewed the 2020-2021 Goals and provided feedback. Goal #4 will be revised to include anti-racism language. A revision was also suggested for Goal #10 to include non-credit programs by adding “non-credit” after “work-study”. The group identified a need for additional goals to address the impacts of: (1) COVID-19 and distance education continuation (2) ethnic studies requirements.

Daar, Lowe, and Roberson will review the alignment between the key areas of focus and goals and integrate the group’s revisions.

5. Logistics

a. 5C Membership

Members will send any edits or corrections to Lowe.

b. 5C Calendar

Members will indicate availability on calendar invites and dates will be adjusted accordingly

6. Constituent Group Reports

a. SSSCC – No report made.

b. CCCCSSO – CCCCSSO has been having weekly meetings with a large focus on supportive technology and curriculum diversification. They have been examining programs with a high success rate (Umjoa, PUENTE, etc.) to use them as model to improve curriculum diversification in courses that are not part of these programs.

c. CCCCIO - The CCCCIO board has been meeting weekly and CCCCIO representatives have been involved as well. Three major goals have been identified: (1) Implement innovative hiring practices and diversify search committees (2) Provide leadership for the recent Call to Action (3) Identify friction points in Title 5, outside of COVID-19, and identify methods to address and remove them. The CCCCIO Fall 2020 virtual conference is currently being planned.

- d. ACCE – ACCE has been meeting with Executive Vice Chancellor for Educational Services Mary Alvarado concerning the future of non-credit. There is confusion regarding accounting for non-credit courses. There are plans to provide a webinar in collaboration with the CCCCCO focused on non-credit distance education (DE) accounting for synchronous vs. asynchronous delivery. ACCE is hosting their regional meeting on November 13, 2020.
- e. 4CS – Agostino reported that 4CS’s Institute went well and that their efforts have been focused getting DE supplements in place quickly and up to sufficient standards.
- f. ASCCC – The ASCCC has transitioned in new appointments for the 2020-2021 Academic year including the Executive Committee. ASCCC events will continue to be held in a virtual format including the upcoming Academic Academy and Fall Plenary Session. Roberson shared the Fall Plenary Sessions theme has been confirmed: “Addressing Anti-Blackness & IDEAs (Inclusion, Diversity, Equity, and Anti-Racism) in Academic and Professional Matters.” As a body, the ASCCC has committed to these goals and are using this opportunity to take action through resolutions this fall. Cruz shared that there is a diverse Executive Committee and over half of the members are people of color. The ASCCC also released a new model of hiring principles and procedures and a *Summer Rostrum* consisting of articles written by black faculty to focus on the amplification of black voices. Key focus areas identified by the ASCCC include guided pathways integration and implementation, curriculum responsive to student support, equity and faculty diversification, and are working on the creation of a new program, the Faculty Leadership Academy, to support faculty in the field.
- g. CCCCCO COVID-19 Updates – CCCCCO continues to host COVID-19 resources and updates under the COVID-19 banner on their website.

## 7. Updates

- a. Competency Based Education (CBE)  
CBE regulations are undergoing the consultation process and are expected to go through Consultation Council in September. Revisions will be completed by Daar, Lowe, Roberson, ASCCC President Dolores Davison, and ASCCC Vice President Virginia May. A CBE pilot is currently under development where a group of colleges will be walking through the CBE program creation process together.
- b. Credit for Prior Learning (CPL)  
A webinar focused on the Palomar College pilot program was recently held and the CCCCCO released a guidance memorandum on August 14<sup>th</sup>. They are advocating for an extension of the program’s deadline to July 1<sup>st</sup> from the current December 31<sup>st</sup> deadline.
- c. Correspondence Education GE IB/CLEP policy  
Standards have been established by the ASCCC and CCCCCO. Correspondence education (CE) has been removed from DE Title 5 regulations for alignment with federal statutes.

CE language is currently being revised and is anticipated to be presented to the Board of Governors (BoG) in September.

d. Curriculum Inventory RFP Process

A qualitative assessment of comments received is underway and a draft will be brought to the review committee.

e. DE Guidelines

The draft DE guidelines are being separated into two documents to clarify mandatory requirements and suggested requirements. The revised version will be presented to 5C after review by Distance Education & Education Technology Advisory Committee (DEETAC). It is anticipated to be finalized and approved by the Consultation Council before the November Board of Governors meeting.

8. Workgroups

a. Catalog Rights: Draft Memo

The guidance memo for student services dates and deadlines were put on hold in response to needs brought on by the COVID-19 outbreak. Browne is currently developing two memos. The first outlines the process and requirements for new program eligibility for federal student aid. The second is a larger document that provides details on program eligibility and requirements for veteran education benefits. This information may be better suited for a handout or larger attachment as opposed to a memo.

Browne will share the draft documents with Lowe who will provide them to the group. Members will provide any feedback to Browne to generate a comprehensive draft.

b. *CWE & Alternatives to In-Person Consultation*

ASCCC Resolution F19 21.01 resolved the ASCCC work with CCCCCO and the CIWEA to update the May 2009 document *Alternatives to In-Person Consultation: Cooperative Work Experience Education* by December 2020. Progress and future goals will be evaluated.

9. Future Agenda Items

a. Potential changes to Ethnic Studies Title 5- 55603

b. 5C Key focus areas and goals alignment

10. Adjournment

The meeting adjourned at 12:08 p.m.



**Educational Services and Support Division  
California Community Colleges Curriculum Committee (5C)**

September 11<sup>th</sup>, 2020

9:00 AM – 12:00 PM

**2020-2021 5C Membership**

**ASCCC:** Carrie Roberson (Co-Chair), Michelle Bean, Mayra Cruz, Stephanie Curry, Estela Narrie, Mark Osea, Erik Reese, Erik Shearer **4CS:** Lesley Agostino **CCCCIO:** Karen Daar (Co-Chair), Kelly Fowler, Don Miller (absent), David Williams **CCCCO:** Raul Arambula, Aisha Lowe **ACCE:** Jan Young **CCCCSSO:** Alketa Wojcik **SSCCC:** Ethan Black (absent) (Kelly Li – Alternate (absent)) **CCCAOE:** Jennifer Patel  
Others: Gina Browne, Njeri Griffin, Chantee Guiney, Kevin Lovelace, Virginia May

- 1. Welcome and Attendance** – 9:02 a.m.
- 2. Approval of Agenda** – approved by consensus.
- 3. Approval of Minutes**

**MSC (Shearer/Curry) to approve the minutes as presented.**

**4. 5C Key Areas of Focus and Goals**

The group reviewed the Key Areas of Focus and Goals alignment chart created by Daar, Lowe, and Roberson. A suggestion was made to identify where each agenda item will fall in the committee's focus areas and goals and list the designations on future meeting agendas. Members also discussed the value of using the alignment chart designations as a way to track the committee's efforts. A workgroup may be created to track the group's progression and ensure that future work is aligned with the approved areas of focus and goals.

**5. Constituent Group Reports**

- a. ASCCC** – No report was made.
- b. 4CS** – The CCCCCO is currently offering COCI training for new curriculum specialists and many campuses have resumed their curriculum meetings.
- c. CCCCCIO** – The CCCCCIO has focused their efforts on their goals surrounding diversity, equity, and inclusion with a particular emphasis on classroom environments and hiring practices. Fowler also reported that the system is experiencing a decline in enrollment and retention. They are working together with the CCCCCO on a campaign to encourage staying enrolled with a focus on late start, short term courses and reaching out to prospective students with incomplete applications.

- d. **CCCCO** – No report was made.
- e. **ACCE** – Young reported that ACCE is continuing conversations surrounding asynchronous course reporting and the distance education formula for non-credit courses. ACCE is holding their virtual conference on November 13 to address hot-button issues in non-credit.
- f. **CCCCSSO** – The CCCCCSSO held their annual conference from September 8<sup>th</sup> – September 10<sup>th</sup> and had roughly 450 attendees. The group has also been meeting with CCCCCO Executive Vice Chancellor Marty Alvarado regarding the long-term sustainability of new technology deployed during the emergency transition to distance education.
- g. **SSCCC** – No report was made.
- h. **CCCAOE** – The CCCAOE will be holding their Fall Conference virtually starting on September 30<sup>th</sup>. The conference will begin with the traditional 3-day conference but will continue to provide attendees with additional webinar and discussion content until October 23<sup>rd</sup>. All conference materials will be available to attendees for a year. Patel reported on timelines and intended outcomes of CCCAOE Leadership Academy I and Leadership Academy II offerings.

## 6. Revised Competency-Based Education (CBE) Regulations

Lowe presented the revised CBE regulations to the group, explained the substantial revisions, and noted that sections are pending fiscal review. A suggestion was made to discontinue the use of deficit minded language and remove the term “underrepresented students” and “underserved students” from the regulations. The CBE regulations will move forward to Consultation Council and the Board of Governors (BoG) for 1<sup>st</sup> read in September. The CBE Pilot Program application will be released alongside a webinar introducing the program in the coming weeks.

## 7. Updates

### a. Credit for Prior Learning (CPL)

Cruz reported that the draft policy certification form is in the process of being finalized as an online survey and will be reviewed at the next CPL Workgroup meeting. The workgroup has established the following timeline for the fall semester:

- August 2020 – Development of draft policy certification survey
- September – Mobilize Guided Pathways Regional Coordinators and finalize the survey tool
- October 2020 – Launch the survey tool and collect district policies by December 31, 2020

Cruz also shared that Norco College is hosting a military training for college pathways webinar on September 18<sup>th</sup>.



**b. Curriculum Inventory RFP Process**

There are no new updates.

**c. Internship Opportunities for Students Enrolled in Noncredit Courses and Programs**

Young provided background on Senate Resolution 7.04 F17 Internship Opportunities for Students Enrolled in Noncredit Courses and Programs to the group and asked for suggestions on how to move forward. Lowe will schedule a meeting between Young, CCCC General Counsel Marc LeForestier, and California Internship & Work Experience Association (CIWEA) President Brook Oliver. The group also suggested the creation of a workgroup focused on Title 5 revisions for both credit and non-credit programs once legal has reviewed. Committee members interested in serving include Cruz, Fowler, Roberson, Shearer, and Young. Oliver will be contacted as a possible member.

**MSC (Cruz/Young) to create a credit and non-credit Title 5 revision workgroup.**

**d. Baccalaureate Programs**

Members reviewed the strengths and challenges of the Baccalaureate Degree Pilot Program. The next suggested steps would be to take the 15 BDPs out of pilot status through legislation. Lowe will be meeting with the team to discuss data collection and strategies for program expansion.

**e. Potential changes to Title 5 § 55063 changes - Ethnic Studies**

ASCCC Vice President Virginia May reported that the ASCCC Executive Committee would be considering a recommendation for a modification to the Ethnic Studies requirement in Title 5 § 55063 during their upcoming meeting in September. The committee suggested developing a workgroup to make recommendations. Interested members include Curry, Cruz, Daar, Narrie, Osea, Reese, and Shearer.

**MSC (Reese/Curry) to approve the creation of a workgroup to form recommended changes for Title 5 55063, including ethnic studies requirements.**

**8. Workgroups**

**a. Catalog Rights: Purpose and draft memo**

The group reviewed the draft memos and discussed where the information should live to be accessible for the field. A suggestion was made to include them as an appendix in the PCAH and form a workgroup to recommend annual changes to the PCAH. Interested committee members include Browne, Daar, Osea, Reese, Shearer, and Young.

**MSC (Shearer/Young) to approve creation of a workgroup to recommend**

**changes to the PCAH.**

**b. ASCCC Resolution F19 21.01**

- i. This item was moved to the next agenda.

**9. Adjournment**

The meeting adjourned at 12:06 p.m.

**Future Agenda Items:**

- ASCCC Resolution F19 21.01
- AB 705- additional guidance to the system
- Key Areas of Focus and Goals Tracking

**CA EDGE Coalition**  
**Flexible Learning Approaches Advisory Committee Meeting**  
**August 21, 2020 | 10:00 am – 11:00 am**  
**Zoom Meeting**

**Agenda**

1. Welcome – Zima Creason
2. Report Introduction – Feedback on definition of terms that will be used in the report – Linda Collins
3. Assistance with Identifying/Recruiting Interviewees -  
<https://drive.google.com/file/d/1W0QL0xNDUyNbKYcUcXZQUzeBkF7-wqdF/view?usp=sharing> - Linda Collins
  - Employer, Labor, Workforce Development
  - Colleges/Practitioners Implementing/Planning to Implement Flexible Approaches
  - University Stakeholders – UCs and CSUs
  - Others – suggestions?
4. Update on Field Research Activities and Initial Observations – Marcy Drummond
5. Adjourn

Dear CVC-OEI Advisory Committee members,

I want to personally welcome returning members and those who are new to the committee! I am looking forward to our first virtual meeting of the year on Wednesday, October 14. In order to provide extended time for discussion of agenda items, I am providing a written status update which you can review in advance of the upcoming meeting. As the pandemic has up-ended our normal college operations and rapidly accelerated the growth of online learning, we find ourselves in a new paradigm. I am committed to continuing to work collaboratively alongside our system partners and State Chancellor's Office leadership to support our colleges to the greatest extent possible. Thank you for your participation in our Advisory Committee and for representing the voices of your colleagues as we continue to engage in this important work together. I hope that you find the updates below to be helpful and informative.

Respectfully,

Jory Hadsell, EdD  
Executive Director

### **October 2020 Executive Director's Report**

#### **CVC Student-Centered Exchange**

- Currently, 12 districts/30 colleges are in production with Phase One of the Exchange, which includes live schedule availability and seat counts. Another seven districts/11 colleges are in-process of implementing the Phase One (read-only) connectivity.
- Progress continues on implementation of Phase Two - the new CVC Student-Centered Exchange, which is launching in October. Coast CCD will be the first district with live Teaching Colleges in the new model, which will allow students to cross-enroll from all CCCs as Home Colleges.
- Additional districts slated to go live before Spring 2021 are Foothill - De Anza, Los Rios, and Lake Tahoe. Combined, these districts will represent 10 colleges in production with additional colleges moving from Phase One to Phase Two.
- The CVC continues to work with colleges across the entire CCC system to achieve readiness for supporting their students through cross-enrollment as Home Colleges. One of the critical preparation pieces is for Home Colleges to authorize Instructure to establish trust relationships with the first four cross enrollment district instances of Canvas. Additionally, Home Colleges must also create a Canvas API user to allow for students' home school Canvas information to be shared with the Teaching College, so a student's enrollment can be tied to their Home College Canvas account. To date, 44 colleges have established a trust relationship, while 49 have completed the API user setup.
- A comprehensive CVC Exchange section of the [cvc.edu](http://cvc.edu) website is currently under development and will launch the first week of November. Information will be organized by functional user groups and include manuals, FAQs, and video tutorials.
- With support from the CCC Foundation, a digital CVC Exchange toolkit is under development. The toolkit will include a Home College Readiness Checklist and background information on the CVC Exchange and its role within the Vision for Success. Sample collateral, including social media graphics, newsletter



articles, and presentations, will be included as well. The Chancellor’s Office will distribute the toolkit to various constituent groups the first week of November.

- An updated Federal Financial Aid Consortium Agreement has been distributed to all CCCs and 51 have signed to date. In order for students to be eligible to combine units when participating in cross enrollment, colleges must sign the agreement. Students from colleges that do not participate in the Federal Financial Aid Consortium will not be eligible for a combined aid package, but will still be able to utilize cross-enrollment through CVC Exchange.
- Financial aid and admissions staff are currently undergoing Exchange training. To date, ten colleges participated in the training and more are being scheduled. Training materials, including videos, will be added to the CVC Exchange portion of the website.

### Online Support Ecosystem

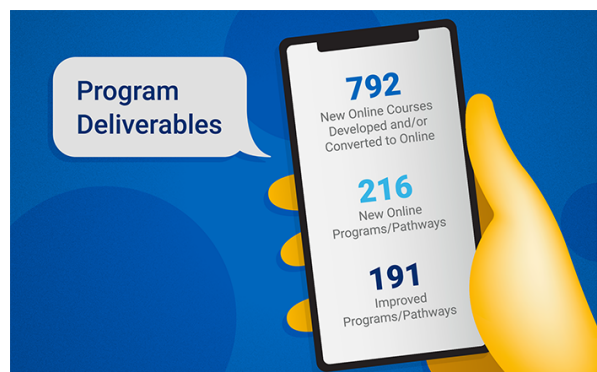
- Discussions regarding what platforms and services from the online support ecosystem can be funded post-December 31, 2020 have been taking place with the Chancellor’s Office. The CVC leadership is keenly aware of the time colleges need for planning. More information will be provided at the meeting with the latest updates.

### Online Student Services

- The CVC-OEI is currently focusing on the Online Support Ecosystem and how tools can enhance equity efforts. This summer and early fall, several equity-focused webinars have been offered, including Creating Equity-Minded Tutoring Sessions, Addressing Different Learning Styles in the Online Tutoring Environment, Authentic Assessment in STEM, and Equity in Online Counseling. Several more webinars are being scheduled for the remainder of the fall term.
- The Online Counseling Network continues to be an active and valuable resource for more than 800 counselors across the state. Additionally, over the summer, 577 counselors attended a Cranium Cafe Counselor Quick Start Training and another 195 completed the six-week Online Counseling Course.

### Improving Online CTE Pathways Grants

- The *Developing and Strengthening Online Career Education* Improving Online CTE Pathways Speaker Series begins October 27 and runs through November 18, 2020. We are excited to feature a sampling of the excellent work being accomplished by our 70 college grantees across the state. There will be a number of project presentations via webinar, live panel discussions, as well as blog posts available on [cvc.edu](http://cvc.edu). You are encouraged to share this information with your colleagues and register for the session(s) [here](https://cvc.edu/speakerseries/) (<https://cvc.edu/speakerseries/>).
- The *Improving Online CTE Pathways* grant program has officially hit one of its last major milestones - the final quarter (Q6)! With college projects wrapping up by December 31, the CVC team is working closely with the Principal Investigators on the submission of the Q5 progress reports and preparation for the final report due in January 2021. This will include providing individual CTE pathways information similar to the [ADTs](#) and [COAs](#) currently featured on [cvc.edu](http://cvc.edu).



### Peer Online Course Review (POCR)

- A total of nine CCC campuses are now POCR certified and eleven more have applied and are going through the process. Recent adjustments have been made to the certification process and colleges are



no longer required to have an external review for each course. The professional development team is offering a series of supplemental accessibility training sessions for Local PO CR reviewers.

- More than 400 courses have been aligned to the CVC-OEI Course Design Rubric; 88 of those came through a college's Local PO CR process. We are excited about the progress colleges are making and the long-term quality implications for our system with an expanded set of PO CR Certified campuses.

#### **New Canvas Support Model**

- Beginning January 1, 2021, paid Canvas phone support for students and faculty will convert to 24x7 chat-based support at all colleges, funded ongoing by CVC-OEI. In addition to 24/7 live chat, Instructure is creating customizable and searchable knowledge bases for each Canvas instance. Each college is able to customize its knowledge base with articles and answers to assist users with common local issues. Several colleges are currently piloting knowledge bases and initial feedback is largely positive. These changes allow expansion of 24x7 student and faculty support equitably to all colleges by converting from phone to chat, and better aligns with the standard support model used by Instructure. Colleges wanting to retain telephone support may purchase additional tiers of phone or other support under terms of our system-wide agreement.
- A webinar was held in September outlining these changes and providing the opportunity for additional input and Q&A from college/district Canvas administrators. [You may view the recording here.](#)

#### **Common Course Management System (CCMS) Workgroup**

- The CCMS Workgroup has several workgroups focused on various aspects of Canvas. The Discussions Workgroup has provided a list of prioritized requests for Canvas Discussions that have been forwarded to Instructure. These requests include multiple due dates, visually distinct threading, plagiarism checking, and grading in discussion view. The Outcomes Workgroup deployed system-wide surveys to determine which upgrades should be prioritized. Results of the survey were also shared with Instructure. Finally, the Noncredit Workgroup is reviewing third party tools that may help record positive attendance.

**California Community Colleges Chancellor's Office**  
**Credit for Prior Learning (CPL) Workgroup**  
**Meeting Notes**  
**August 20, 2020 | 1 p.m. – 3 p.m.**

**Workgroup Meeting Member and Guest Attendance**

<b>Workgroup Members</b>	<b>Organization</b>	<b>In Attendance</b>
Arambula, Raul	CCCCO, Dean	N
Cruz, Mayra (Co-chair)	ASCCC, 5C	Y
Finch, Wilson	CAEL	Y
Guiney, Chantee (Co-chair)	CCCCO, Specialist	Y
Henderson, Silvester	ASCCC	N
Justice, Lilian	CACCRAO	N
Lowe, Aisha	CCCCO, Vice Chancellor	Y
Matykiewicz, Edward	ASCCC	N
Nash, Bob	CVC-OEI	N
Nelson, Terence	ASCCC	Y
Plug, Michelle	ASCCC	Y
Sampson, Sharon	ASCCC	Y

<b>Guests in Attendance</b>	
<b>Name</b>	<b>Organization</b>
Chapman, Quajuana	CSUCO
Lavitt, Melissa	CSUCO
Lewis, Jodi	Success Center, Foundation CCC
Rodriguez, Devin	CCCCO
Thomas, Marshall	CSUCO

**Workgroup Meeting Recording:**

Please click [here](#) to access the **meeting recording** (agenda discussion items on next page) with the integrated audio transcript (note: audio transcription is from a separate speech recognition software; please pardon grammatical errors in the audio transcript). Complete URL provided below.

[https://cccconfer.zoom.us/rec/play/tJlqIr2t\\_Do3E9GTtwSDVPZ\\_W9Xrffms1HUe\\_PZcmk3kVnQANgCIY7AbauVMDKjWdn0ZIPwgCEIJz\\_Vr?continueMode=true& x zm rtaid=MhhVt5ldRw2raDWrqK9hMg.1598316365246.7dd7428b1a93afd5bee742cb2862e5c4& x zm rhtaid=944](https://cccconfer.zoom.us/rec/play/tJlqIr2t_Do3E9GTtwSDVPZ_W9Xrffms1HUe_PZcmk3kVnQANgCIY7AbauVMDKjWdn0ZIPwgCEIJz_Vr?continueMode=true& x zm rtaid=MhhVt5ldRw2raDWrqK9hMg.1598316365246.7dd7428b1a93afd5bee742cb2862e5c4& x zm rhtaid=944)

**California Community Colleges Chancellor's Office**  
**Credit for Prior Learning (CPL) Workgroup**  
**Meeting Notes**  
**August 20, 2020 | 1 p.m. – 3 p.m.**

<a href="#">Workgroup Agenda &amp; Discussion Highlights</a>	
<b>Agenda Item</b>	<b>Recording Link &amp; Audio Transcript (approx. time mark)</b>
Meeting agenda overview	00:01:11
Updates: Guidance memo, toolkit, webinar, timeline	00:03:10
Draft CPL policy certification form [Re: title 5, section 55050 (n)]	00:12:58
Workgroup focus “tiger teams” & menu of options	01:14:23
Report-out/wrap-up	01:46:21



**California Community Colleges Chancellor's Office**  
**Credit for Prior Learning (CPL) Workgroup**  
**Meeting Notes**  
**August 20, 2020 | 1 p.m. – 3 p.m.**

**Stakeholder Updates**

Have an update pertinent to CPL? Please email the update to Chantee Guiney ([cguiney@cccco.edu](mailto:cguiney@cccco.edu)) within one week after each meeting, for inclusion in the meeting summary notes. In the email subject line please include: *CPL Stakeholder Update* and the *Name of the Organization* you represent.

*Sample Email Subject Line: CPL Stakeholder Update – Association of CPL Gurus*

<b>Organization</b> (or workgroup rep.)	<b>Update</b>
Terence Nelson	<ul style="list-style-type: none"> <li>○ Save the date invitation to ACE (American Council on Education) CPL training, Friday, Sept 18th 9am-12pm. RSVP: <a href="https://forms.gle/SxXdRx2VDQekoBHW7">https://forms.gle/SxXdRx2VDQekoBHW7</a>.</li> <li>○ Please direct inquiries to Terence Nelson, (<a href="mailto:Terence.Nelson@norcollege.edu">Terence.Nelson@norcollege.edu</a>)</li> </ul>

**Optional Workgroup Feedback Survey**

Please take a moment to complete this short survey to share feedback on the workgroup meeting experience <https://www.surveymzmo.com/s3/5572651/CPL-Work-Group-Participant-Feedback-Survey>



## MEETING MINUTES

*Diversity, Equity, & Inclusion Implementation Statewide Workgroup*

Wednesday, August 12, 2020

11:00a.m.-1:00p.m. via zoom

### I. Welcome and Meeting Goals

- A. Goal 1: Communal Learning about the implementation of the DEI Integration Plan by workgroup members.
- B. Goal 2: Final changes and consensus around the glossary of terms
- C. Goal 3: Clarity on the expectation for the first implementation report to the Board of Governors.

### II. DEI Implementation Workgroup Member Reports

#### A. ACBO

- Workplan for ACBO presented to their board for review on August 8<sup>th</sup>. Will go back to the board for adoption.
- ACBO discussing making the topic of professional development front and center at annual conferences and workshops.

#### B. ACHRO

- Achro created 10 workgroups and sent out a call for volunteers via the Achro listserv asking for three levels of volunteers.
- Levels for volunteers: people to create templates, policies and new ideas; people to share practices, policies, and procedures that are working well at their district/college that can be included in a best practices handbook; and passive volunteers that can't join a workgroup, but would like to offer suggestions.
- Achro will partner with ASCCC to build out Canvas module.

#### C. ASCCC

- ASCCC executive committee meeting to discuss how they will execute the items remaining on their work plan.
- Proposal for the Strengthening Student Success Conference was accepted. (Conference in October). They would like examples of colleges that have modified faculty hiring processes to create more diverse hiring pools and more diverse results.



- Note: Martha Garcia suggests connecting with Dr. Keith Curry, Dr. Jose Fiero, and Dr. Tammeil Gilkerson who previously presented on best practices in regard to hiring, recruitment and hiring of diverse employees including their data collection methods.

**D. Campaign for College Opportunity**

- The Campaign has been heavily focused on ballot initiatives. Thus far, polling illustrates that it will be a tight race for prop 16. There has been opposition particularly focused and gaining steam in the Latin X Community.

**E. CCCT**

- CCCT has broken the work down into 4 workgroups with weekly steering meetings. The workgroups have begun to meet and discuss how they will tackle their portion of the work plan.
- Impediments to progress: Not having a full Zoom account.
- Trustees are coordinating efforts in a policy and fiduciary responsibility.

**F. CEOCCC**

- A survey will be sent to CEO's regarding where they are in the EEO plan approval process. They would like to coordinate with ACHRO's workgroup 10 in regard to EEO.

**G. CIO**

- CIO's hosted their third town hall focused on anti-racist curriculum.
- A draft work plan has been submitted; strategy leads have been identified for the CIO DEI committee and will meet the following week.

**H. FACCC**

- People of color committee met to discuss the work plan; adjustment were made based on the conversation at the meeting.
- FACCC inquired on bringing labor unions to the DEI workgroup table to assist in conversations related to labor negotiations identified in the work plans.
- Note: instead of adding additional members to the workgroup, it is important for us to think through how we engage our union colleagues.

**I. SSSCC**

- SSSCC Town Hall discussing the student experience



- SSSCC will continue to host town halls to provide the student perspective and elevate the student voice.

### **III. Chancellor's Office Updates**

#### **A. Draft Glossary of Terms**

#### **B. Chancellor's Office Disaggregated Integration Plan**

### **IV. Implementation Report to the Board of Governors**

- Template provided for each organization to include a 500 word update for the Board of Governors on the progress of their organization.

### **V. Parking Lot**

- How do we bring in and engage our union partners into this work (ie: presenting at their conferences, inviting them to a DEI workgroup meeting, having a brainstorm session).
- Progress update on the communication plan.



## MEETING MINUTES

*Diversity, Equity, & Inclusion Implementation Statewide Workgroup*

Thursday, September 24, 2020

12:00p.m.-2:00p.m. via zoom

### I. Board of Governors Meeting Debrief

#### A. Comments/ Questions from the Board

- How are we connecting DEI back to curriculum?
- Advocacy for new funding
- How are we providing data and tools
- What is the professional development happening around this work?
- How are we including students in the hiring process? Is there data we can provide and report back to the BOG?

#### B. Post Meeting Discussion

- Four things we will tackle as a workgroup:
  1. How do we embed DEI into performance evaluations in the tenure process?
  2. Curriculum and campus climate
  3. Regulations related to the hiring process
  4. Equivalency
  5. Accountability
  6. Integrating DEI into our resource allocation

#### C. Challenges we are seeing with this work:

- Continuity of people involved in this work and how to build capacity within the organizations.
- If we look at DEI from a funding perspective it is something all 116 colleges can rally behind because our system is disproportionately underfunded and funding is directly tied to outcomes.

### II. DEI Master Workplan Walk Through

#### III. Next Steps/Next Meeting

- Continue walking through the master work plan.
- Presentation from the SSCCC to see how we can feature their antiracism work.
- October 22<sup>nd</sup> will be dedicated to our labor partners

## Diversity, Equity, and Inclusion Glossary of Terms

The purpose of the Diversity, Equity and Inclusion (DEI) Glossary of Terms is to serve as a reference guide of DEI terms that are critical to our shared understanding for the need to advance efforts to address systemic racism in our system. While the list of terms is not exhaustive, the glossary identifies key terms informed by the DEI Workgroup to help individuals engage in meaningful conversations on equity. This glossary is a living document and will continue to be updated to reflect the evolution of our understanding of diversity, equity and inclusion.

### DEI TERMS

Ally: Person in a dominant position of power actively working in solidarity with individuals that do not hold that same power or they do not share a social identity with to end oppressive systems and practices. In the context of racial justice, allyship often refers to White people working to end the systemic oppression of people of color.<sup>1</sup>

Anti-Racist: Person who actively opposes racism and the unfair treatment of people who belong to other races. They recognize that all racial groups are equal (i.e. nothing inherently superior or inferior about specific racial groups) and that racist policies have caused racial inequities. They also understand that racism is pervasive and has been embedded into all societal structures. An anti-racist challenges the values, structures, policies, and behaviors that perpetuate systemic racism.<sup>2</sup>

Anti-Racism: A powerful collection of antiracist policies that lead to racial equity and are substantiated by antiracist ideas. Practicing antiracism requires constantly identifying, challenging, and upending existing racist policies to replace them with antiracist policies that foster equity between racial groups.<sup>3</sup>

Bias: Is an inclination, feeling, or opinion, especially one that is preconceived or unreasoned. Biases are unreasonably negative feelings, preferences, or opinions about a social group. It is grounded in stereotypes and prejudices.<sup>4</sup>

Co-conspirators: Are people who take risks and use their privilege to disband systems of oppression. In contrast to allyship, co-conspirators do not just educate themselves about oppression and injustice but take meaningful action.<sup>5</sup>

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<sup>1</sup> Patel, V.S. (2011). Moving toward an inclusive model of allyship for racial justice. *The Vermont Connection* 32, 78-88; Reason, R. Millar, E.A., & Scales T.C. (2005). Toward a model of racial justice ally development. *Journal of College Student Development*, 46(5), 530-546.

<sup>2</sup> Kendi, I.X. (2019). *How to be an antiracist*. One World.

<sup>3</sup> Kendi, I.X. (2019). *How to be an antiracist*. One World.

<sup>4</sup> American Psychological Association Dictionary. Citation: Bias (n.d.) Retrieved from <https://dictionary.apa.org/bias>; Friarman, S.E. (2016). Unconscious bias: when good intentions aren't enough. *Educational Leadership*, 74(3), 10-15. Moule, J. (2009); Understanding unconscious bias and unintentional racism. *Phi Delta Kappan* (January), 320-326.

<sup>5</sup> (2020, January 8). *Ally vs. co-conspirator: What it means to be an abolitionist teacher* [Video]. C-SPAN. <https://www.c-span.org/video/?c4844082/user-clip-ally-vs-conspirator-means-abolitionist-teacher>; Stolfus, K. (2019, December). Abolitionist teaching in action: Q & a with Bettina L. Love. *ASCD Education Update*, 61(12).

Color Blindness: Is a racial ideology that assumes the best way to end prejudice and discrimination is by treating individuals as equally as possible, without regard to race, culture, or ethnicity. Grounded in the belief that race-based differences do not matter and should not be considered for decisions, impressions, and behaviors. However, the term “colorblind” de-emphasizes, or ignores, race and ethnicity, a large part of one’s identity and lived experience .<sup>6</sup>

Color-Evasiveness: Is a racial ideology that describes the same concept as color-blindness where individuals reject or minimize the significance of race. Color-evasiveness, however, avoids describing people with disabilities as problematic or deficient by using blindness as a metaphor for ignorance.<sup>7</sup>

Covert Racism: A form of racial discrimination that is disguised and indirect, rather than public or obvious. Covert racism discriminates against individuals through often evasive or seemingly passive methods. Since racism is viewed as socially unacceptable by mainstream society, people engage in covert racism in subtle ways, and therefore it may go unchallenged or unrecognized.<sup>8</sup>

Culture: The values, beliefs, traditions, behavioral norms, linguistic expression, knowledge, memories, and collective identities that are shared by a group of people and give meaning to their social environments.<sup>9</sup>

Discrimination: The unequal treatment of members of various groups based on race, ethnicity, gender, social class, sexual orientation, physical ability, religion, national origin, age, physical/mental abilities and other categories that may result in disadvantages and differences in provision of goods, services or opportunities.<sup>10</sup>

Diversity: The myriad of ways in which people differ, including the psychological, physical, cognitive, and social differences that occur among all individuals, such as race, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, marital status, mental and physical ability, and learning styles. Diversity is all inclusive and supportive of the proposition that everyone and every group should be valued. It is about understanding these differences and moving beyond simple tolerance to embracing and celebrating the rich dimensions of our differences.<sup>11</sup>

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<sup>6</sup> Apfelbaum, E.P., Norton M. I., & Sommers S.R. (2012). Racial color blindness: Emergence, practice, and implications.

*Psychological Science*, 21(3), 205-209; Plaut, V.C., Thomas K.M., & Goren, M.J. (2009). Is Multiculturalism or Color Blindness Better for Minorities? *Psychological Science*, 20(4), 444-446.

<sup>7</sup> Annamma S.A., Jackson D.D., & Morrison D. (2017). Conceptualizing color-evasiveness: Using dis/ability critical race theory to expand a color-blind racial ideology in education and society. *Race Ethnicity and Education*, 20(2), 147-162.

<sup>8</sup> Bonilla-Silva, E. (1997). Rethinking racism: toward a structural interpretation. *American Sociological Association*, 62(3),465-

480; Sniderman, P.M., Piazza, T., Tetlock P.E., & Kendrick A. (1991). The new racism. *American Journal of Political Science*, 35(2), 423-447.

<sup>9</sup> Culture. American Sociological Association. <https://www.asanet.org/topics/culture>.

<sup>10</sup> Lang, K. (2007). *Poverty and discrimination*. Princeton University Press. Blank, R.M., Dabady, M., & Citro, C.F. (Ed.). (2004). *Measuring Racial Discrimination*. The National Academies Press.

<sup>11</sup> Esty, K., Griffin, R., & Hirsch, M.S. (1995). *Workplace Diversity. A manager’s guide to solving problems and turning diversity*

*into a competitive advantage*. Adams Media Corp; Susser, I. and Patterson, T. (Ed.). (2001). *Cultural Diversity in the United*

*States: A Critical Reader*. Wiley-Blackwell. Pincus, F.L. (2011). *Understanding Diversity: An Introduction to Class, Race, Gender, and Sexual Orientation, and Disability*. Lynne Rienner Publishers.

Equality: The condition under which every individual is treated in the same way, and is granted the same access, rights, and responsibilities, regardless of their individual differences. People who support equality believe that different circumstances and identities should not prescribe social disadvantage; therefore, equality is the elimination of this disadvantage.<sup>12</sup>

Equity: The condition under which individuals are provided the resources they need to have access to the same opportunities, as the general population. Equity accounts for systematic inequalities, meaning the distribution of resources provides more for those who need it most. Conversely equality indicates uniformity where everything is evenly distributed among people.<sup>13</sup>

Educational Equity Gap: The condition where there is a significant and persistent disparity in educational attainment between different groups of students.<sup>14</sup>

Equity-Minded: A schema that provides an alternative framework for understanding the causes of equity gaps in outcomes and the action needed to close them. Equity-mindedness encompasses being (1) race conscious, (2) institutionally focused, (3) evidence based, (4) systemically aware, and (5) action oriented.<sup>15</sup>

Ethnicity: Is a category of people who identify as a social group on the basis of a shared culture, origins, social background, and traditions that are distinctive, maintained between generations, and lead to a sense of identity, common language or religious traditions.<sup>16</sup>

Gender: Is separate from ‘sex’, which is the biological classification of male or female based on physiological and biological features. Gender is socially constructed roles, behavior, activities, and attributes that society considers “appropriate” for men and women. A person’s gender may not necessarily correspond to their birth assigned sex or be limited to the gender binary (woman/man).<sup>17</sup>

Gender Identity: One’s internal sense of being a man, woman, both, in between, or outside of the gender binary which may or may not correspond with sex assigned at birth. Gender identity is internal and personally defined, it is not visible to others, which differentiates it from gender expression (i.e., how people display their gender to the world around them).<sup>18</sup>

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<sup>12</sup> Spicker, P. (2006). *Liberty, equality, fraternity*. Policy Press.; Mann, B. (2014). *Equity and equality are not equal*. The Education Trust. <https://edtrust.org/the-equity-line/equity-and-equality-are-not-equal/>

<sup>13</sup> Equity Definition. (n.d.). Www.Naceweb.Org. <https://www.naceweb.org/about-us/equity-definition/>. *Equity and equality are not equal*. The Education Trust. <https://edtrust.org/the-equity-line/equity-and-equality-are-not-equal/>

<sup>14</sup> 101: Equity gaps in higher education. (2019, October 18). <https://higherlearningadvocates.org/resource/higher-ed-101/101-equity-gaps-in-higher-education/>

<sup>15</sup> Malcom-Piqueux, L., & Bensimon, E. M. (2017). Taking equity-minded action to close equity gaps. *Peer Review*, 19(2), 5–8.

<sup>16</sup> Dein, S. (2006). Race, culture and ethnicity in minority research: A critical discussion. *Journal of Cultural Diversity*, 13(2), 68–67; Senior, P, & Bohpal, R. (1994). Ethnicity as a variable in epidemiological research. *British Medical Journal*, 309,327-328.

<sup>17</sup> Torgimson, B. N., & Minson, C. T. (2005). Sex and gender: What is the difference? *Journal of Applied Physiology*, 99(3), 785–787. <https://doi.org/10.1152/jappphysiol.00376.2005>

<sup>18</sup> Sex? Sexual Orientation? Gender Identity? Gender Expression? (2015). *Teaching Tolerance*.

<https://www.tolerance.org/magazine/summer-2015/sex-sexual-orientation-gender-identity-gender-expression>



**Implicit Bias:** Bias that results from the tendency to process information based on unconscious associations and feelings, even when these are contrary to one's conscious or declared beliefs.<sup>19</sup>

**Inclusion:** Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.<sup>20</sup>

**Intersectionality:** The acknowledgement that within groups of people with a common identity, whether it be gender, sexuality, religion, race, or one of the many other defining aspects of identity, there exist intragroup differences. In other words, each individual experience social structure slightly differently because the intersection of their identities reflects an intersection of overlapping oppressions. Therefore, sweeping generalizations about the struggle or power of a particular social group fail to recognize that individuals in the group also belong to other social groups and may experience other forms of marginalization. Unfortunately, institutions and social movements based on a commonly shared identity tend to disregard the presence of other marginalized identities within the group.<sup>21</sup>

**Institutional Racism:** Particular and general instances of racial discrimination, inequality, exploitation, and domination in organizational or institutional contexts. While institutional racism can be overt (e.g., a firm with a formal policy of excluding applicants of a particular race), it is more often used to explain cases of disparate impact, where organizations or societies distribute more resources to one group than another without overtly racist intent (e.g., a firm with an informal policy of excluding applicants from a low income, minority neighborhood due to its reputation for gangs). The rules, processes, and opportunity structures that enable such disparate impacts are what constitute institutional racism (and variants such as 'structural racism', 'systemic racism', etc.).<sup>22</sup>

**Low Income:** Is defined per federal guidelines as household incomes that are or below 100% of their poverty threshold. These households are considered "in poverty." Household incomes that are below 50% of their poverty threshold are considered "severe" or "deep poverty." Low income persons have less disposable income than others and may sometimes struggle to cover their basic needs. In addition, low income persons also face housing, food, transportation, and health disparities.<sup>23</sup>

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<sup>19</sup> Harrison-Bernard, L. M., Augustus-Wallace, A. C., Souza-Smith, F. M., Tsien, F., Casey, G. P., & Gunaldo, T. P. (2020). Knowledge gains in a professional development workshop on diversity, equity, inclusion, and implicit bias in academia. *Advances in Physiology Education*, 44(3), 286–294. <https://doi.org/10.1152/advan.00164.2019>

<sup>20</sup> Gilson, C. B., Gushanas, C. M., Yi-Fan Li, Foster, K., & Li, Y.-F. (2020). Defining inclusion: Faculty and student attitudes regarding postsecondary education for students with intellectual and developmental disabilities. *Intellectual & Developmental Disabilities*, 58(1), 65–81. <https://doi-org.ezproxy.losrios.edu/10.1352/1934-9556-58.1.65>

<sup>21</sup> Intersectionality – Subcultures and Sociology. (n.d.). <https://Haenfler.Sites.Grinnell.Edu/Subcultural-Theory-and-Theorists/Intersectionality/>

<sup>22</sup> Clair, Matthew, and Jeffrey S. Denis. (2015). Sociology of racism. *The International Encyclopedia of the Social and Behavioral Sciences*, 19:857-863.

<sup>23</sup> Center for Poverty Research. (2017, December 18). How is poverty measured in the United States? The University of California at Davis, CA. Retrieved August 7, 2020, from <https://poverty.ucdavis.edu/faq/how-poverty-measured-united-states>.

Marginalized/Marginalization: The process by which minority groups/cultures are excluded, ignored, or relegated to the outer edge of a group/society/community. A tactic used to devalue those that vary from the norm of the mainstream, sometimes to the point of denigrating them as deviant and regressive. Marginalized (groups) have restricted access to resources like education and healthcare for achieving their aims.<sup>24</sup>

Microaggression: Brief and commonplace daily verbal, behavioral and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory or negative racial slights and insults that potentially have harmful or unpleasant psychological impact on the target person or group.<sup>25</sup>

Oppression: The systemic and pervasive nature of social inequality woven throughout social institutions as well as embedded within individual consciousness. Oppression fuses institutional and systemic discrimination, personal bias, bigotry and social prejudice in a complex web of relationships and structures that saturate most aspects of life in our society. Oppression also signifies a hierarchical relationship in which dominant or privileged groups benefit, often in unconscious ways, from the disempowerment of subordinated or targeted groups.<sup>26</sup>

Overt Racism: Is an unapologetic form of ethnocentrism and racial discrimination that is observable and operates in unconcealed. Historically, overt racism is a creation and product of white supremacy. Characterized by blatant use of negative and/or intentionally harmful attitudes, ideas, or symbols and actions directed at a specific racial group or groups deemed nonwhite or colored, overt racism persists in many forms throughout contemporary society. Overt racism occurs in individual and group interactions, institutions, nations, and international relations, spanning micro- and macro-level social realities.<sup>27</sup>

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<sup>24</sup> Lassiter, C., Norasakkunkit, V., Shuman, B., & Toivonen, T. (2018). Diversity and resistance to change: Macro conditions for marginalization in post-industrial societies. *Frontiers in Psychology, 9*, 812; University of Washington Department of Epidemiology Equity, Diversity, and Inclusion Committee. Glossary of Equity, Diversity, and Inclusion Terms. 2019. [Retrieved August 5, 2020].

<sup>25</sup> Solorzano, D., Ceja, M., & Yosso, T. (2000). Critical race theory, racial microaggressions, and campus racial climate: The experiences of African American college students. *The Journal of Negro Education, 69*, pp 60-73.

<sup>26</sup> Definitions of oppression. (n.d.). <http://www-personal.umich.edu/~mdover/website/Oppression%20Compendium%20and%20Materials/Definitions%20of%20Oppression.pdf>

<sup>27</sup> Elias, Sean. (2015). Racism, Overt. 10.1002/9781118663202.wberen398.

Power: Is the ability to exercise one's will over others. Power occurs when some individuals or groups wield greater power than others, thereby allowing them greater access to and control over resources. There are six bases of power: reward power (i.e., the ability to mediate rewards), coercive power (i.e., the ability to mediate punishments), legitimate power (i.e., based on the perception that the person or group in power has the right to make demands and expects others to comply), referent power (i.e., the perceived attractiveness and worthiness of the individual or group in power), expert power (i.e., the level of skill and knowledge held by the person or group in power) and informational power (i.e., the ability to control information). Wealth, Whiteness, citizenship, patriarchy, heterosexism, and education are a few key social mechanisms through which power operates.<sup>28</sup>

Prejudice: A hostile attitude or feeling toward a person solely because he or she belongs to a group to which one has assigned objectionable qualities. Prejudice refers to a preconceived judgment, opinion or attitude directed toward certain people based on their membership in a particular group. It is a set of attitudes, which supports, causes, or justifies discrimination. Prejudice is a tendency to over categorize.<sup>29</sup>

Privilege: Is unearned social power (set of advantages, entitlements, and benefits) accorded by the formal and informal institutions of society to the members of a dominant group (e.g., White/Caucasian people with respect to people of color, men with respect to women, heterosexuals with respect to homosexuals, adults with respect to children, and rich people with respect to poor people). Privilege tends to be invisible to those who possess it, because its absence (lack of privilege) is what calls attention to it.<sup>30</sup>

Race: A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly skin color), cultural affiliation, cultural history, ethnic classification, and the social, economic and political needs of a society at a given period of time. There are no distinctive genetic characteristics that truly distinguish between groups of people. Race presumes human worth and social status for the purpose of establishing and maintaining privilege and power. Race is independent of ethnicity.<sup>31</sup>

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<sup>28</sup> Raven, B.H. (2008). The bases of power and the power/interaction model of interpersonal influence. *Analyses of Social Issues and Public Policy*, 8(1), pp. 1-22. doi: 10.1111/j.1530-2415.2008.00159.x  
University of Washington Department of Epidemiology Equity, Diversity, and Inclusion Committee. Glossary of Equity, Diversity, and Inclusion Terms. 2019. [Retrieved August 5, 2020]. Weber, Max. 1947 [1922]. *The Theory of Social and Economic Organization*. Translated by A. M. Henderson and T. Parsons. New York: Oxford University Press.

<sup>29</sup> Allport, G. W., Clark, K., & Pettigrew, T. (1954). The nature of prejudice.

<sup>30</sup> University of Washington Department of Epidemiology Equity, Diversity, and Inclusion Committee. Glossary of Equity, Diversity, and Inclusion Terms. 2019. [Retrieved August 5, 2020].

<sup>31</sup> University of Washington Department of Epidemiology Equity, Diversity, and Inclusion Committee. Glossary of Equity, Diversity, and Inclusion Terms. 2019. [Retrieved August 5, 2020].

Racial Justice: The systematic fair treatment of people of all races, resulting in equitable opportunities and outcomes for all. Racial justice—or racial equity—goes beyond “anti-racism.” It is not just the absence of discrimination and inequities, but also the presence of deliberate systems and supports to achieve and sustain racial equity through proactive and preventative measures.<sup>32</sup>

Racism: Is the intentional or unintentional use of power to isolate, separate and exploit others on the basis of race. Racism refers to a variety of practices, beliefs, social relations, and phenomena that work to reproduce a racial hierarchy and social structure that yield superiority, power, and privilege for some, and discrimination and oppression for others. It can take several forms, including representational, ideological, discursive, interactional, institutional, structural, and systemic. Racism exists when ideas and assumptions about racial categories are used to justify and reproduce a racial hierarchy and racially structured society that unjustly limits access to resources, rights, and privileges on the basis of race.<sup>33</sup>

Sex: The biological classification of male or female based on physiological and biological features. A person’s sex may differ from their gender identity.<sup>34</sup>

Structural Racism: Is the normalization and legitimization of an array of dynamics – historical, cultural, institutional and interpersonal – that routinely advantage Whites while producing cumulative and chronic adverse outcomes for people of color. Structural racism encompasses the entire system of White domination, diffused and infused in all aspects of society including its history, culture, politics, economics and entire social fabric. Structural racism is more difficult to locate in a particular institution because it involves the reinforcing effects of multiple institutions and cultural norms, past and present, continually reproducing old and producing new forms of racism. Structural racism is the most profound and pervasive form of racism – all other forms of racism emerge from structural racism.<sup>35</sup>

Transgender: An umbrella term for people whose gender identity and/or gender expression differs from their assigned sex at birth (i.e. the sex listed on their birth certificates). Transgender people may or may not choose to alter their bodies through the use of hormones and/or gender affirmation surgery. Transgender people may identify with any sexual orientation, and their

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<sup>32</sup> National Education Association. (2017). Racial Justice in Education. Retrieved August 05, 2020, from <https://neaedjustice.org/wp-content/uploads/2018/11/Racial-Justice-in-Education.pdf>

<sup>33</sup> Cole, N.L. (2019, July 14). *Defining racism beyond its dictionary meaning*. ThoughtCo. <https://www.thoughtco.com/racism-definition-3026511>; Pacific University Oregon. (2019, October 19). Equity, Diversity & Inclusion Glossary of Terms.

Retrieved August 06, 2020, from <https://www.pacificu.edu/life-pacific/support-safety/office-equity-diversity-inclusion/glossary-terms>

<sup>34</sup> University of Washington Department of Epidemiology Equity, Diversity, and Inclusion Committee. Glossary of Equity, Diversity, and Inclusion Terms. 2019. [Retrieved August 5,2020].

<sup>35</sup> University of Washington Department of Epidemiology Equity, Diversity, and Inclusion Committee. Glossary of Equity, Diversity, and Inclusion Terms. 2019. [Retrieved August 5,2020].

sexual orientation may or may not change before, during, or after transition. Use "transgender," not "transgendered."<sup>36</sup>

White Privilege: Refers to the unquestioned and unearned set of advantages, entitlements, benefits and choices bestowed on people solely because they are White. Generally White people who experience such privilege do so without being conscious of it.<sup>37</sup>

White Supremacy: Is a historically based, institutionally perpetuated system of exploitation and oppression of continents, nations and peoples of color by White peoples and nations of the European continent; for the purpose of maintaining and defending a system of wealth, power and privilege.<sup>38</sup>

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<sup>36</sup> University of Washington Department of Epidemiology Equity, Diversity, and Inclusion Committee. Glossary of Equity, Diversity, and Inclusion Terms. 2019. [Retrieved August 5,2020].

<sup>37</sup> University of Washington Department of Epidemiology Equity, Diversity, and Inclusion Committee. Glossary of Equity, Diversity, and Inclusion Terms. 2019. [Retrieved August 5,2020].

<sup>38</sup> University of Washington Department of Epidemiology Equity, Diversity, and Inclusion Committee. Glossary of Equity, Diversity, and Inclusion Terms. 2019. [Retrieved August 5,2020].



**Economic & Workforce Development Advisory Committee (EWDAC)**

**October 8, 2020**

**9:30 a.m. to 12:00 p.m.**

**Agenda**

Sheneui Weber  
Vice Chancellor, Workforce & Economic Development Division  
Chair, EWDAC

- |                   |   |
|-------------------|---|
| <b>9:30 a.m.</b>  | <b>Welcome</b>  |
|                   | <b>Special Guest Speaker</b><br><b>Isabel Guzman</b><br><b>Director, Office of the Small Business Advocate (CalOSBA)</b><br>Governor's Office of Business & Economic Development (GO-Biz) |
| <b>10:15 a.m.</b> | <b>Discussion on Entrepreneurship and Economic Recovery</b>   |
| <b>11:40 a.m.</b> | <b>Chancellor's Office Updates</b>  |
| <b>11:50 a.m.</b> | <b>Public Comments</b>  |
| <b>12:00 p.m.</b> | <b>Meeting Adjourn</b>  |

Members of the public wishing to comment on an agenda item may submit comments via email to [EWDAC@cccco.edu](mailto:EWDAC@cccco.edu) during the meeting prior to the public comment item. Public Comments are limited to 2 minutes and will be read by staff during the public comment period.

## GEAC Meeting Summary Notes

**Meeting Date:** September 15, 2020

**Submitted By:** Michelle Velasquez Bean

### Reports:

#### CSUCO and AOs

- Awaiting approval of Ethnic Studies learning outcomes.
- Updated Title 5 language to be parallel with legislation.
- Considering an Area F lower-division requirement for the Ethnic Studies course with Area D moving from 9 units to 6 units.
- Updating EO 1036 for Credit for Prior Learning and thankful to CCCCCO to be included in the work group for CCCs CPL.

#### CCC AOs

- Concerns about Ethnic Studies requirement and not wanting the ADTs to be affected.
- Will there be double-counting allowed for the Ethnic Studies course requirement?

#### CCCCO

- Working on Title 5 language for Competency Based Education and Credit for Prior Learning.

#### ASCCC

- Shared our areas of focus for 2020-2021.
- Highlighted our summer *Rostrum* and curricular trauma article.

### Discussion:

- ADT Awarding Concern
  - CSU AOs concerned about seeing more regularly that **CCCs are awarding ADTs without Area A1—misadvising students**. Dean Arambula noted that a CCCCCO memo has gone out to the colleges regarding this concern, especially for those who may have been seeking UC and ended up going to CSU.
- Credit for Prior Learning
  - Questions on CPL GE approval process: CSU AO asking **how will CPL be transcribed**—what details will be noted to ensure system consistency?
- GE Course Review Appeal Process
  - CSUCO **will continue new GE Appeals Process**. Was a process created in response to ASCCC Resolution 15.03 from Spring 2019 “Encourage Accelerating Timeline for General Education Articulation.”

- 44 courses were submitted during the appeal window in June. 33 of those were given approval due to minor technical issues such as missing lab manual or incorrect checkboxes marked. CCCs were notified of resubmission approval in July.
  
- Ethnic Studies
  - GEAC will discuss implementation of requirement per GE review process next meeting
  - Any **new CCC courses will need approval in spring 2021** to meet the legislated deadline. CSUCO looking at creating a February 7 due date for new ES courses.
  - GEAC Special Meeting added—October 6, to review approved ES requirements approved by ASCSU at its Sept meeting and create the official timeline for GE review process.
  
- GE Guiding Notes
  - Considering updating language for clarity on required vs. recommended.
  - Will add learning outcomes for Ethnic Studies once approved.
  - Considering updates to science area—often most of the questions from field.
  
- ESL Courses GE Review
  - ASCSU President Collins expressed concerns he received regarding inconsistency in ESL courses GE approval. CCCs conveyed to him the inequity of the inconsistency of the advanced ESL courses.
  - Chair Van Selts created a work group to review the concerns. Michelle Bean to lead and Quajuana Chapman from CSUCO and Eniko Csomay from SDSU Linguistics dept. will be members.



## GEAC Meeting Summary Notes

**Meeting Date:** October 6, 2020

**Submitted By:** Michelle Velasquez Bean

**Focused Discussion on Ethnic Studies Area F Requirement:**

- CSU Executive Order being drafted but not yet available; discussion around how to influence clarity for the EO based on GEAC recommendations.
- CSUCO Dr. Melissa Lavitt will consider GEAC **concerns for updating the FAQs**, particularly “no one GE area owns a discipline.”
- ASCSU President Collins noted that the Ethnic Studies Council will be part of the decision-making process regularly.
- CCC AOs submitted a list of concerns to CSUCO and GEAC.
- CSUCO confirmed **new CCC courses in Ethnic Studies will need approval in spring 2021** to meet the legislated deadline.
- CSUCO creating a **February 7 due date for new ES courses**.
- Many questions regarding PREFIXES: CSUCO confirmed that **Ethnic Studies prefixes are needed** for GE approval, but that does not dictate that a college needs to have an Ethnic Studies department; however, the course must meet the adopted learning outcomes.
- Prefixes should be in Ethnic Studies and not too broad (e.g., including gender or sexuality studies), according to CSUCO.
- Some questions around **catalog rights**: issues on updating ASSIST, updating ADTs, option consideration to certify partial GE package, catalog rights without Area F as long as maintained continuous enrollment, when will older GE certification phase out?
- CSUs acknowledged the work of ICW and CID in discussing updates needed to TMCs as a result of the new requirement. Also, noted that some disciplines need faculty representatives.

# Technology and Telecommunications Advisory Committee

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## Quarterly Meeting

Wednesday, January 23, 2020,  
California Community Colleges Chancellor's Office, Sacramento  
10:00 am – 3:00 pm

## Attendees

In-person: Tim Kyllingstad, Bryan Miller, Gregg Atkins, Craig Rutan, Deb Barker-Garcia, Geoffery Dyer, Cheryl Aschenbach, LeBaron Woodyard, Jennifer Coleman, Rick Snodgrass, Tim Calhoon, Gary Bird, Steven Duart, Rico Bianchi, Fred Rocha, Gary Moser, Joe Moreau, Susan Chou, Lindsay McHugh, Stephen Heath, David Kendall, Alex Jackl, Russell Grant, Christopher Anderson, Daryl Lol, Erin Larson, Barney Gomez, Paul Feist, Mojdeh Mehdizadeh, Elaine Kuo, Daniel Kaufman

Zoom: Bill Scroggins, Laurie Vasquez, Ben Seaberry, Robert Coutts

## 10:00am – 10:15am | Welcome and Introductions | Bill Scroggins and Cheryl Aschenbach

## 10:06am – 10:08am | TAP Team Update | David Kendall

Brought on to help with project management across the portfolio and standardize. Developed a set of standards that will be provided as support for grantees. Last year, initiated a new approach to grant planning – bringing together CO and grantees to determine outcomes for the fiscal year. More to do, gearing up for doing it again – before May. Plan ahead of fiscal year instead of during fiscal year. Learned a lot this last fiscal year and will continue.

Each of the disciplines is putting together standards; supporting specific projects; working hard to hold CO accountable to our roles.

## 10:09am – 11:15am | Data Governance Discussion | Alex Jackl

Data governance council didn't really exist before a year ago.

Role of Data Governance Council (DGC):

- Support the Vision for Success
- Manage the data universe of the CCC information ecosystem
- Provide guidance to the CO Enterprise Data Strategy
- Being a centralized organizing body of all the feeder organizations
- Acting as supporting body of the CO exec staff on info strategy and data decisions

TAP team did a Maturity Model analysis

- Need a reliable way to assess

Need to build something sustainable over the next 20+ years.

What metrics matter to the colleges and the CO divisions? What are the data elements that are collected? Business metrics will matter the most as we get feedback.

The folks in the system need room to create consistent data policies between:

Local colleges and CO.

DGC and potential feeder organizations

Calendar scheduled out about 6 months

**Action Item: More to come, I'd like feedback for the TAP team from TTAC. Any recommendations?**

## DISCUSSION

Barney: Back in October of last year, hosted incident response activity. Produced a playbook that will increase our maturity level.

Stephen Heath: We had 25 in person and about 40 people online, well attended. Barney and I are strategizing to do something similar in the future.

Bill Scroggins: Data that the CO has, has been used for purposes that it wasn't designed for.

For example, we reported financial aid info (Pell Grants, etc) and then used for other funding. There's often a data element that's dropped on us that hasn't been used before.

For example, Student Centered Funding Formula – gives a definition of students with parents with Bachelor's Degrees. None of that info in the field is reliable enough. Seems like this should be on your list of standards for this group to review for CO and BOG.

Alex Jackl: Agreed. To get to maturity level 2, you have to have a process to create data definitions and a way to track them. **This is a High priority item.**

It's not going to be fast. It's been done division by division. Personal goal, within a year – all changes are vetted with the divisions and the field. Look at the way data is used - for example Pell Grant, the data governance council will need to address. We don't address that right away but have to start with smaller issues first.

**Action Item: TAP Team request: By July 1, our goal is that the alpha structures for decision making processes are identified and that the Data Governance Council agrees to them.**

Bill Scroggins: There should be explicit language on what you mentioned. Gatekeeper role to avoid issues in future.

Barney: It's going to continue to evolve. Especially as the new CO research team is stood up. New research VC starting next month. She will want to weigh-in on this process.

Cheryl: Who is on the council?

Alex: I'll speak to that.

Bill Scroggins: What about owners of data?

Alex: We'll have to have a master data agreement, someone will have to say changes are allowed. All of the colleges have similar problems at a bigger scale. We don't have an answer, but it will definitely be on the table for the council to deal with.

Alex: RP Group, positioned in a weird grey area. They're not a college, but they're not stakeholders either.

Elaine Kou: We represent the interest of all the IRs across the state. RP Group has really struggled with the items implemented, such as success metrics. It was a short timeframe. We didn't feel confident with the data. We are the champions. If we're not included, we can't be evangelists.

Joe Moreau: Thank you for doing this. Now that there's momentum, we have to broaden the scope of stakeholders or we're not going to get buy in.

Alex: The goal would be in the March meeting that all stakeholders involved.

Tim Calhoon: In the past we've talked about TTAC being the governing body. Not good to get grantee approval.

Cheryl: Likely needs to be a difference of constituent members and grantee reps.

Alex: One of the concerns is that we have to overcome a bulky review process. Trying not to include 40 people in review.

Cheryl: But we also need groups to feel that their voice is being heard.

Tim Calhoon: I think 1 rep from each group would be at most 20-25 people.

Barney: What we need to do is get the foundation of the governance council first. Then we can scale out. Still evolving, especially data/MOU requests. How we manage those. We have tons in the queue because we just don't have the staff.

Bill Scroggins: There was fund for basic skills. Colleges weren't focused on accurate representation of their curriculum. Rhonda reported that there are issues with funding formula for DSPS.

Alex: The model I've proposed, includes senior people with day jobs. They might not be the ones crunching numbers. I think we'll need working data groups. I'm not sure clear if the data governance committee should be the umbrella over this group. Maybe TTAC should be that umbrella.

Bill Scroggins: I didn't say sub groups. I said Rhonda Mohr would have sub groups under DSPS, etc that would be the experts.

Alex: I misunderstood. The working groups would have multiple members.

Barney: The data governance council is to help manage MOUs. We're far from the model. We're focusing on how to make decisions on the request of our data from our MIS system. We need to broaden it out.

Craig R: The colleges have to have a voice in the discussions.

LeBaron: It's not about the competition it's about the quantity. Research supports groups of 20 or less. My encouragement keep it smaller. When you start reaching 20, large groups don't form well.

Tim Calhoon: Most of the data, student data exists in a legislative environment. The exec level doesn't recognize the laws. The people that do know that are in CACCRAO (admissions and records) from a regulatory fashion.

Susan: From the fiscal perspective, is it an access or metrics group? So that concerns are brought up that they're not aware of.

Alex: There's work being done for student success metrics. This group does not supersede or replace that. It's filling an empty slot. This group will take the recommendations back. Adding a filter for the CO to look at this work more strategically.

Joe Moreau: As we move through this, as we find leg or regulatory requirements around data, that do not make sense – irrelevant, improper, etc – an outcome should be to push back on this.

Jennifer Coleman: It's important to note that confusion just within the group, so more confusion out in the field. There is a need for guidance for the colleges.

Alex: The reason why I'm presenting this is to get better ways to do it.

Tim Calhoon: Get list of all constituents and go through/mark off who should be included.

Elaine Kuo: Would be good to have definitions of the groups. How we discuss the policy and language is important. At the local level, they're not at the CO. Need translation so people have a clear sense what this group is to do.

Joe Moreau: In light of a student centered funding formula, there's some urgency to this. The stakes regarding the accuracy of our data have never been higher. We would be so much better off if there was some guidance.

Alex: I feel that urgency, I am pushing as hard as it.

Gary Moser: I'd echo, need clear communications. Do not need misuse of data. Be succinct.

## ACTION ITEM(S)

Add RP Group and [California Association of Community College Registrars and Admissions Officers](#) , (CACCRAO) to council

Work with Foundation for communications strategy

**TTAC to provide Alex list of all priority groups for possible constituents .Done!**

**Note from Alex Jackl: COVID-19 and the new AVC of Research threw a wrench in all of this. We suspended the last two meetings as people were dealing with the new reality; the new AVC is reviewing our approach**

11:17am – 11:27am | DE Guidelines | Erin Larson

Provide recommendations to the Chancellor about policy and Distance Ed and technology.

DEETAC – reference Distance Education Guidelines – edits made in December

## DISCUSSION

Gary Moser: What is your timeline for feedback?

Erin: Document is under review with the CO exec team. Then have to take it back to 5C. The Consultation Council has already seen it. Bring to BOG as an informational item – BOG does not have to vote on this item. There really isn't a timeline, but we'll wait to get all the info.

Joe Moreau: The field is eager for these guidelines. So we need to get these updated.

Gregg Akins: I recommended taking out your name when you provided feedback.

**ACTION ITEM(S)** RICK SNODGRASS TO ADD DOCUMENT LINKED IN TODAY'S TTAC SLIDE DECK TO CONFLUENCE

DONE SEE LINK:

[Distance Education Guidelines - 2019](#)

RECOMMENDED CHANGES BEFORE NEXT DEETAC MEETING ON FEB 5

## 11:28am – 11:41am | ERP Sub-Committee Report/Update | Tim Calhoon

Goal to begin work for planning. Basic work to move forward. SAC committed, met last week. Decided to get a charter in place so we don't get too far. Basic items that could be included in the survey, what ERPs are colleges using? When do your licenses expire? How much do you spend on this? Basic survey questions to get going.

## DISCUSSION

Joe Moreau: Been doing some research on different ERP firms for higher ed implementation.

Tim Calhoon: Next step is to draft a survey and get feedback from SAC. Spoke to Enabling Services; they said that they're prodding and getting the survey out.

Joe Moreau: Engage with a firm, ask them to customize the view of the market in relation to the *Vision for Success*. So we can apply the ERP system back to the Vision.

Tim Calhoon: Want an environmental scan outside of our system. What challenges they faced, etc.

Gary Moser: Also this shouldn't take too long.

Tim Calhoon: Trying to push the ball forward as we can. But this is a much bigger discussion. This is how we can get going.

Bill Scroggins: This was a joint meeting. It went over very well. Colleges are facing challenges in having technology that's current, funded, and reliable. Good visibility for the system.

## ACTION ITEM(S)

None

## 11:41am – 11:46am | CDE MOU Update | Barney Gomez

It's an ongoing challenge. Trying to get this in a good place.

### DISCUSSION

Jennifer Coleman: This is specific to AB 705 and multiple measures placement, with CDE. Already have Cal PASS Plus and CCGI data. MOU was signed last April. Been working with them on actual connectivity. Need the right points of data setup. They just build API. Delay in API connection. We're ready to role once we get that set up.

Barney: One might think "why do we need to get into the technicals of API?" But we need to understand the construct of the API. Validate as needed. We did establish a higher-level working group with execs at CO and CDE so we can ensure working. My hope is that we can finalize 90 days to 6 months.

Jennifer: Partnership with CCGI has been great. Great numbers through the service. Hope that CDE fills in the gaps for the high schools that don't participate with CCGI.

### ACTION ITEM(S)

None

## 11:47am– 11:57am | COCI Update | Barney Gomez

We produced a RFP. Did the review and scoring of the responses. 5C, Academic Senate, CO members, Foundation, CISOA, TechCenter, etc

Doing another round of reviews with CO executives. Barney is recommending that the top 2 or 3 vendors should be demoed with specialists at schools. To show what the vendor can actually do.

### DISCUSSION

Mojdeh: Is there a timeline?

Barney: Less than 60 days we'll be ready to get to the next step. It's challenging to get everyone in the room. Travel and semester beginning is hard. 60-90- days. We want to streamline across system. Systemwide approach is to take advantage of economies of scale. Approach things from an enterprise.

Jennifer Coleman: 109 colleges on LSP and tomorrow 110

Gregg Akins: 2 of 4 colleges not part of LSP, will likely be joining. Other 2 have regional reasons not to join.

Barney: Good point, LSP is a good example of a systemwide enterprise.

Gregg Akins: Make it possible for all districts,

Barney: We have to identify what we're doing and how it ties back to *Vision for Success*.

**ACTION ITEM: WHERE ARE WE WITH THE COCI VENDOR RFP SELECTION PROCESS, IF ANY?**

**11:58am – 12:30pm | Lunch**

**12:35pm – 12:48pm | Accessibility: Standards & VRC Modules | Daniel Kaufman**

A couple of years ago, TTAC recommended a standard. The standard needs to be slightly amended. A couple of years ago, the state auditor made 2 recommendations. Recommendations 4 and 5 were direct to the CO – guidance to colleges on establishing policies/procedures for monitoring the accessibility of instructional materials and college websites.

The revised standard was sent out. Changes requested are:

- Periodically monitoring the accessibility of college websites; and
- Periodically monitoring the accessibility of instructional websites and materials

Implementations

- CO recommends that districts establish written procedures for the compliance process for above requested changes

## DISCUSSION

Alex Jackl: Are those all the changes?

Daniel: Update college number and add “district” between CCC parties

Elaine Kuo: Who defines periodically?

Daniel: This whole effort came from TTAC. Identified gaps, ITC accessibility. Should be an institutional responsibility. CO needed to be explicit on expectations. Basically all of it says that colleges and districts need to follow the law.

Laurie Vasquez: There is a staff person at the Accessibility Center who provides guidance to the colleges.

Joe Moreau: The resources in our colleges are not dedicated to faculty and staff support. Accessibility requirements are hard to meet when that’s the case.

Daniel: Well taken point. The working group is really working to build out the training modules on the VRC. 16 training modules being built to raise understanding and awareness of all parties in the system – what they’re expected to do and resources to do this work.

Tim K: You put in here that we’re monitoring the college websites and instructional websites. But we’re not looking at the full spectrum of software and IT. Libraries are being told they’re not compliant.

Daniel: This is really about responding to the state auditor’s office.

Gregg Akins: Make the assumption on our campuses that these guidelines are for all Library items.



Laurie: I do want to note that these modules on VRC will be available systemwide which will help communication of this much easier. For example, our campus is becoming a partner in the VRC portal. The purpose is really to connect us all.

Gregg Akins: LA is fighting a lawsuit and using an outside law firm.

Cheryl: What's the timeline on the VRC modules.

Daniel: First modules this spring, the production cycle is over 2 years. Fully wrapped summer of 2021. There's a matrix of stakeholders, modules, with a scaffolded learning model.

## ACTION ITEM(S)

### Motion to accept changes to Accessibility Standards document

- **Motion: Gregg Akins**
- **Second: Joe Moreau**
- **Unanimously accept standard changes**
- **Daniel to send cleaned version for Rick to post on Confluence**

## 12:59pm – 1:50pm | OKTA Single Sign-On Solution | Fred Rocha/Joe Moreau/Ben Orenca (from OKTA)

Big thanks to Barney. Barney recognized that we could have a big impact in certain areas. We can help colleges and districts with a malware attack. Sharing what we've learned and the value and potential that we see with this solution. All of the colleges aren't funded equitably for security.

Ben from OKTA working on higher education.

Offers a role-based experience.

SSO dashboard, standard across the board, but as a user can move items around. And as an administrator, can control what certain users see. Multi factor included.

Coast Colleges were looking for one platform, secure password management, security with **Multi-factor authentication**, identity application suite adoption and usage rates, and lowest TCO with ability to scale and standardize across CCC system.

## DISCUSSION

Rico: How would SSO work for adjunct faculty?

Joe Moreau: To echo Tim Calhoon, we need a CCC-ID.

Tim Calhoon: But before that we need infrastructure.

Joe Moreau: As a student, you can see all courses in Canvas. Need it for faculty too.

Tim Calhoon: It wouldn't be hard. It's a policy challenge?

Alex Jackl: Is it policy or political?

Tim Calhoon: Faculty fear that you're going to track performance. Would have to have data governance – are you using data correctly?

Joe Moreau: We've had some conversations with CSU. Would like more frictionless transfers.

Barney: This is one of the values we gain.

Mojdeh: It's a per student cost, which is a lot.

Ben: We do it based on the user, so you don't pay per user. Pay per usage.

Tim Calhoon: Thinking about how this works with our systemwide account. A big point is not letting students create duplicate accounts. During the initial setup, something would have to detect that there isn't a duplication.

Ben: Yes, OKTA doing the validation.

Tim Calhoon: Then there's the account recovery process. To make this really valuable, the student's unique identifier would have to go with them.

Barney: We haven't fully baked this. (Half-baked?) But the advantages across the system will help students.

Joe Moreau: This is just a glimpse of how this could align the Vision.

Tim Calhoon: Is OKTA able to pull down the data from Uncommon? The metadata

Ben: Need a third party like Unicon.

Tim Calhoon: I see at the local level the huge advantage. Just want to make sure it works for our current system.

Ben: Just have to determine from local level and how to scale.

Tim K: On your website, looking for a VPAT.

Joe Moreau: Working on it!

Ben: End user experience - WCAG 2.3 complaint, Section 508 compliant, VPAT will be provided with details

Tim K: They're not posted?

Ben: Not yet.

Joe Moreau: We know you'd ask.

Bill Scroggins: My IT security guy, my security measures are only as good as the user complies. What does it have for training, automated processes, automated scanning of user workspaces?

Jack - Rep from OKTA: We're a cloud service so there's no on prem. Putting in other security layers. Leverage intelligence from OKTA, can look at what's happening in the infrastructure and increase questions and security to get access to the resources.

Barney: It doesn't satisfy everything at the local level. There's never going to be a single solution.

Joe Moreau: We don't say this publicly, but you can't fix stupid.

Barney: No, but it does detect bad IP addresses, black listed IP addresses, OKTA offers a monitoring system. This doesn't negate security in layers.

Ben: We also integrate with other technologies like Spunk {sic.} SPLUNK. You can even move people within high risk in OKTA.

Fred: Took about 30 hours to get everything setup. Team members were excited to get adoption. Used the train the trainer method.

Tim Calhoun: Are there any stats from a help desk?

Fred: The password reset was huge for us. The types of calls coming in are different.

Joe Moreau: So Barney, you're going to find money for this?

Barney: I'm going to try. We'll include some colleges and the CO.

Tim Calhoun: Implementing on campus will be easy, but it will be the integration that's difficult.

Barney: It doesn't have to go to RFP process, \$20 million is the threshold, but we have authority not to. – under public code: 6202.

Craig: You may want to look at a District that doesn't have an IT infrastructure.

## ACTION ITEM(S)

DID BARNEY FIND FUNDS FOR OKTA AND WHAT IS THE STATUS OF THIS VENDOR COMING ONBOARD?

## 1:50pm – 2:08pm | OpenGov Discussion | Barney Gomez/Steven Duarte/Alex Jackl

We have 8 web portals right now, including LaunchBoard. It's a front-end portal so you can gain access to all data. The site requires some accessibility updates. The CO is engaged at looking at the concept. Barney has used it for MediCal. It would be one standard portal instead of multiple portals. This would be public, CO, all access to data marts.

Alex: This is our idealistic view. We recognize there are limitations. This would just be the visual access to the data. In the middle of the data rationalization conversation. We will provide recommendations on how to consolidate.

Looking at proof of concept. We'll create an overview of all the portals. Then we'll shop it around to groups like TTAC.

## DISCUSSION

Tim K: We need to get an inventory of the ICT landscape out at colleges. It would give better talking points to all these projects.

Bryan: General survey out to the field.

Tim K: Where will the survey results go?

Barney: It will help drive our decisions. Doesn't make sense to add to Data Lake.

Bryan: We'll generate a report and share.

Tim K: How many districts are on Windows 7 or 8?

Barney: I can't solve everything for everyone at the local level.

Tim K: Is the survey going to help with this?

Barney: This is systemwide, not local level.

Joe Moreau: We do have agreements with Microsoft through the Foundation. So it's up to the local colleges to prioritize.

Bryan: This initial survey could help further surveys.

Joe Moreau: Could a system be operated by the CO system at the local level? Probably not. Might be a distinguished difference.

Bill Scoggins: Is there room in the conversations for systemwide tech solutions that have been piloted at a college?

Barney: I think that's a great question. Let me touch base with you offline.

## ACTION ITEM(S)

WE NEED TO GET AN INVENTORY OF THE ICT LANDSCAPE OUT AT THE COLLEGES. IT WOULD GIVE BETTER TALKING POINTS TO ALL THESE PROJECTS. (FOUNDATION?)

SHARE SYSTEMWIDE EMAIL WITH TTAC CHAIRS

## 2:08pm – 2:20pm | MOU/Data Request | Alex Jackl

On the MOU tracking side, we've completed that task. Automatically triggers general council. Working on putting historical data in it.

## DISCUSSION

Tim Calhoun: There used to be a clause in the MOU that they were supposed to delete data. Is that part of the new system?

Alex: The data request was at the TechCenter.

Tim Calhoun: Who/what is there to make a request?

Alex: There will be a link on the cccco.edu website to a form. We don't process the data request until the form is filled out.

Tim Calhoun: There are levels of requests based on who's making the request. Internal (CO/Foundation) vs external.

Alex: No matter what the source is, they all go through the requests. If it's MIS data, then Todd Hoig needs to determine. If it's something else other people will need to see. For unitary data, you have to

submit a justification document with a templated doc that is filled out. Hoping to get this out the next couple of months. As we approve policies, they can be applied to the process.

XX: Are these public requests?

Alex: Many times yes. Tried to create several streams so they can be as low resource usage as possible. I don't anticipate this is going to be smooth. We're doing internal testing. Trying to balance it all out.

Tim Calhoun: Who is making the form to the data in the Data Lake/

**ACTION ITEM(S)**ALEX: WE'LL SHARE THE "NEAR TO PRODUCTION FORM" AT THE NEXT TTAC MEETING. JUST WANTED TO PROVIDE AN UPDATE THAT THIS IS HAPPENING. TRACKING SHEET IS DONE.

**\*\*SHARE FORM AT NEXT TTAC MEETING.**

## **2:21pm – 2:33pm | Recap and Adjourn | Bill Scroggins and Cheryl Aschenbach**

### **DISCUSSION**

Gregg Atkins: We've come up with OneSearch logo that CSU uses. Each college has access to change logo colors to match college and add college name. We've branded this so that students are recognized across CCC colleges and at CSU. The UCs announced that their remaining 5 colleges will be on ExLibris.

Bill Scroggins: Who is responsible for the Data Mart?

Alex: Todd Hoig and his team owns Datamart. This review will make sure these are aligned. Strong implications for changes.

Bill Scroggins: Sounds like colleges are not following data definitions? Is it really going to be that long to have access to data system-wide? Need to slow down policy.

Alex: That's a conversation for the Chancellor and BOG.

Bill Scroggins: I'd like to reflect on a few years ago where a previous CO leader made some changes without this group. Advisory committees were under scrutiny for adding value, the fact that we're working together to resolve them with a systemwide solution to technology – we all owe each other a vote of confidence with the progress we've made under Barney's guidance. We're thriving with new initiatives on the table.

## **ACTION ITEM(S)**

FOUNDATION TO WORK WITH TECHCENTER/LSP ON PR

110 CCC COLLEGES ONBOARD, BRANDING STREAMLINED TO MATCH CSU, 5 REMAINING UCs TO INTEGRATE WITH LSP

\*\*\*NEXT MEETING IS A 2-DAY RETREAT, TTAC CHAIRS, GARY BIRD TO DETERMINE DATES AND ADVISE RICK FOR LOGISTICS.

DUE TO THE COVID-19 SITUATION, THE NEXT MEETING IS VISTUAL - MAY 18TH - DONE!

## **Adjournment**

The meeting was adjourned on Wednesday, January 23 at 2:35pm.



## Technology and Telecommunications Advisory Committee

September 10, 2020 10:00am - 12:00pm

Online via Zoom

<https://zoom.us/j/8764309242?pwd=TW9PYVE3a0VvVUdMN0FiYkY3NVVMxZz09>

Zoom Remote Access Information:

**Meeting ID: 876 430 9242**

Passcode: TTAC1248

PH: 1-669-900-6833 or 1-253-215-8782

**Meeting ID: 876 430 9242**

Passcode: 36175264

September 10, 2020

[TTAC Charter](#) link:

10:00 – 10:15	Welcome and Introductions	Co-Chairs
10:15 – 10:40	TTAC Goals and VFS Alignment	Barney Gomez and All
10:40 – 10:55	Security Discussion	Barney Gomez and Stephen Heath
10:55 – 11:20	DII Strategy	Barney Gomez and TAP team
11:20 – 11:50	Updates – Review and Feedback	All
11:50 – 12:00	Next Steps and Close	Co-Chairs



## RP Group Liaison Report

**Meeting Date:** October 14-15, 2020

**Submitted By:** Michelle Velasquez Bean

### Meeting Highlights:

- Common regional concerns reported were on the following topics: COVID-19 enrollment and funding reductions, technology needs and barriers in COVID-19, DEI and anti-racism work, and college professional development engagement and membership with RP
- RP focusing on garnering more national recognition and publishing with national organizations
- Continuing Leading from the Middle professional development activities
- Drafted a Code of Ethics (and used ASCCC as one of the models to inform their draft)

### ASCCC Report:

- Reviewed upcoming Executive Committee meeting dates and Plenary
- Shared Executive Committee events based on Areas of Focus:
  - Guided Pathways webinars and Coffee, Tea, and GP
  - Invited members to apply for FELA mentoring
  - New PDC and OERI resources
  - Model Hiring Principles and Practices Canvas module and “How to Start an Anti-racist Work at a Colorblind Institute”