



Friday, December 4, to Saturday, December 5, 2020

Zoom Videoconferencing

Zoom Link: https://us02web.zoom.us/webinar/register/WN_yK3rZOBLRzy3o6IbfOy5jw

Friday, December 4, 2020

9:00 a.m. to 1:00 p.m. | Executive Committee Cultural Competency Training
1:00 p.m. to 1:30 p.m. | Lunch
1:30 p.m. to 5:00 p.m. | Executive Committee Meeting

Saturday, December 5, 2020

9:00 a.m. to 12:00 p.m. | Executive Committee Meeting
12:00 p.m. to 1:00 p.m. | Lunch
1:00 p.m. to 3:00 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 or april@asccc.org no less than five working days prior to the meeting. Providing your request at least five business days before the meeting will help ensure availability of the requested accommodation.

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

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

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

- D. [Executive Committee Norms, pg. 4](#)**
- E. [Calendar, pg. 5](#)**
- F. [Local Senate Visits, pg. 13](#)**
- G. [Action Tracking, pg. 23](#)**
- H. One Minute Check-In**

II. CONSENT CALENDAR

- A. **November 4, 2020, Meeting Minutes, Aschenbach, forthcoming**
- B. **[Resolutions Assignments Fall 2020, Davison/Curry, pg. 24](#)**
- C. **[Updated Noncredit and Basic Skills Committee Name and Charge, Chow, pg. 27](#)**

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 – 10 mins., May, pg. 29](#)**
The Executive Committee will be updated regarding bills and other legislative actions.
- B. **[Guided Pathways Implementation and Integration to Transfer and Careers – 15 mins., Davison, pg. 51](#)**
The Executive Committee will be updated on the Guided Pathways implementation and integration to transfer and careers and discuss future direction.
- C. **[Culturally Responsive Student Services, Student Support, and Curriculum – 15 mins., Davison, pg. 52](#)**
The Executive Committee will be updated on culturally responsive student services, student support, and curriculum in the system and discuss future direction.
- D. **[Equity Driven Systems – 15 mins., Davison, pg. 53](#)**
The Executive Committee will be updated on the Equity Driven Systems in the system and discuss future direction.
- E. **[Standards & Practices Committee Policy Edits – 15 mins., Oliver/Aschenbach, pg. 54](#)**
The Executive Committee will review and provide feedback on the first reading of the edited policies.
- F. **[FELA Academy Program – 15 mins., Henderson, pg. 72](#)**
The Executive Committee will consider for approval the FELA Academy Program Outline (February 2021).
- G. **[2020-21 Periodic Review – 20 mins., May, pg. 75](#)**
The Executive Committee will consider the summary of the responses to the 2016-17 Periodic Review Committee Report recommendations.
- H. **[Career Noncredit Education Institute – 20 mins., Cruz/Chow, pg. 76](#)**
The Executive Committee will provide feedback on the dates, theme, breakouts and general sessions as well as structure of the Career Noncredit Education Institute.
- I. **[Part-time Faculty Institute Final Program – 20 mins., Bean/Chow, pg. 78](#)**
The Executive Committee will consider the final draft of the Part-time Faculty Institute for approval.

J. Referred Resolutions – 15 mins., Curry, pg. 88

The Executive Committee will discuss referred resolutions and consider appropriate next steps.

K. Events Planning for 2021-22 – 30 mins., Mica, pg. 90

The Executive Committee will discuss planning events for the 2021-22 academic year and provide guidance on events scheduled for the spring 2021 semester.

V. DISCUSSION

A. Chancellor’s Office Liaison Report – 45 mins., Davison, pg. 92

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. 93

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. 94

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

D. Fall Plenary and Meeting Debrief – 30 mins., Davison, pg. 95

The Executive Committee will debrief Fall Plenary and 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

B. Standing Committee Minutes

- i. Career Technical Education Leadership Committee, Cruz, pg. 96
- ii. Curriculum Committee, Roberson, pg. 99
- iii. Part-Time Committee, Bean, pg. 101
- iv. Relations with Local Senates Committee (RwLS), Curry, pg. 104
- v. Resolutions Committee, Curry, pg. 106
- vi. Standards and Practices Committee, Oliver, pg. 107
- vii. Transfer, Articulation, and Student Services Committee, Vélez, pg. 111

C. Liaison Reports

- i. California Community Colleges Curriculum Committee (5C), Roberson, pg. 116
- ii. Diversity, Equity, & Inclusion Implementation Statewide Workgroup, Cruz, pg. 121
- iii. Institutional Effectiveness Partnership Initiative Executive Committee Meeting, Curry, pg. 123

D. Local Senate Visits

VII. ADJOURNMENT

Executive Committee Community Norms

Approved February 2-3, 2018

Authenticity

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

Practice Self-Awareness, Presence, and Patience

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

Collegiality, Criticism, and Feedback

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

Honor the Space and the Dedication of The Committee

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



Executive Committee Agenda Item

SUBJECT: Calendar •Upcoming 2020-2021 Events •Reminders/Due Dates		Month: December	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	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	April Lonerero	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonerero	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

Upcoming Events and Meetings

- **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

December 15, 2021

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

January 19, 2021

- Agenda items for the February 5-6, 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.
- Presenters list due to Krystinne and Dolores by December 18, 2020.
- Final Program to Krystinne by January 4, 2021.

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

- 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

Spring Plenary

- First reading of draft papers due December 15, 2020 for reading at January Executive Committee Meeting.
- Breakout topics due to Dolores and Krystinne by January 19, 2021 for first reading at February Executive Committee Meeting.
- Pre-Session resolutions due to Resolutions chair February 16, 2021.
- Second draft of papers due February 16, 2020 for reading at March Executive Committee Meeting.
- Area Meeting information due to Tonya February 26, 2021.
- Any outside presenters are due to Dolores and Krystinne by March 5, 2021 for approval.
- Final resolutions due to Krystinne for circulation to Area Meetings March 8, 2021.
- Breakout session descriptions due to Krystinne by March 12, 2021.
- AV and Event Supply needs to Tonya by March 19, 2021.
- Final Program to Krystinne by March 19, 2021.
- Deadline for Area Meeting resolutions to Resolutions chair: Area A & B March 26, 2021; Area C & D March 27, 2021 – DUE March 31, 2021.
- Final program to printer March 30, 2021.
- Materials posted to ASCCC website April 5, 2021.

Career and Noncredit Education Institute

- Program outline to Executive Committee for first reading – Due December 15, 2020 for January meeting.
- Program draft to Executive Committee for first reading – January 19, 2021 for February meeting.
- Final program draft to Executive Committee for final reading – February 16, 2021 for March meeting.
- Program due to Krystinne – March 19, 2021
- AV and events supply needs to Tonya – March 31, 2021
- All hotel rooms requested by April 8, 2021.
- Final program to printer April 12, 2021.
- Materials posted to ASCCC website April 19, 2021.

Rostrum Timeline

To Krystinne	To David	To Dolores	To Katie	To the Field
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.¹

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
EVENTS				
Event Type²	Date		Hotel Location³	
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	

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

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

Academic Senate

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

Meeting Dates	Agenda Items Due	Agenda Posted and Mailed
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 |

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.

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.

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.

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.

May 2021

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.

June 2021

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
Area A			
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
Area 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
Area C			
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
	May, Parker	10/27/2020	Local Senate Visit - DEI
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, Stanskas, Bruzzese, Aschenbach	10/13/2018	Area C Meeting
	Stanskas	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	Curry	10/15/2020	Local Senate Visit - Governance
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			
Area D			
Barstow	Slattery-Farrell, Stanskas	8/29/2017	Technical Visit
	May, Fulks	3/30/2020	Technical Visit - Guided Pathways
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
	Stankas, 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 11/4/2020

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.	2.7.20: The Executive Committee discussed the proposed levels of change to the ASCCC logo and branding.		
ASCCC Coaching Model	November	2020	IV. E.	ASCCC Office		Assigned	A revised Coaching Model and it will return at a future Executive Committee Meeting.			
Local Senate Visits	November	2020	IV. E.	Relations with Local Senates		Assigned	Relations with Local Senates will consider developing recommendations for follow-up process or feedback mechanism for local senate visits, in addition to determining when a college would benefit from the Coaching Model.			



Executive Committee Agenda Item

SUBJECT: Resolutions Assignments Fall 2020		Month: December	Year: 2020
		Item No: II. B.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the resolution assignments from the 2020 Fall Plenary Session.	Urgent: Yes	
		Time Requested: N/A	
CATEGORY:	Consent Calendar	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison/Stephanie Curry	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Immediately following each plenary session, the Resolutions Committee chair is required to bring forward the resolutions for assignment to individuals or groups. Specifically, the resolution’s manual states,

The President and Executive Director meet to develop a list of draft resolution assignments to Senate committees, task forces or appropriate individuals. At the first Executive Committee meeting following the plenary session, the Resolutions Chair submits an agenda item for first reading and action of the draft resolution assignments and the resolutions referred by the body at plenary session. The Resolutions Committee will provide the Executive Committee with recommendations on how to dispose of the referred resolutions. The Executive Committee will approve the resolution assignments and act on the recommended dispositions of the referred resolutions and make assignments as appropriate to complete the tasks included in the referral instructions. Prior to the next plenary session, the Resolutions Chair will monitor the work on the referred resolutions and ensure that any revised resolutions are submitted to the Executive Committee in time for review and recommendation to Area meetings per the timeline assigned in the referral.

The President has suggested assignments for the resolutions as noted on the attached spreadsheet. The Executive Committee will consider for approval these resolution assignments.

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

Resolutions	Proposed Committee Assignment
F20 Adopt Updated ASCCC Vision, Mission, and Values Statements	Executive Director
F20 Develop a Resource to Communicate and Encourage Part-time Faculty Leadership	Part-Time Committee
F20 Senator Emeritus Status for Janet Fulks	Executive Director
F20 Support The Anti-Racism Pledge	Equity and Diversity Action Committee
F20 Recommendation to Update Title 5 Language for Section 53022	President
F20 Adopt Anti-Racism Education Paper	Executive Director
F20 Develop Resources on Effective Practices for Anti-Racist, Equitable, and Inclusive Instructional Strategies	Equity and Diversity Action Committee
F20 Adopt the paper Effective and Equitable Transfer Practices in the California Community Colleges	Executive Director
F20 Oppose the Legislation of Curriculum without Inclusion of Academic Senate Participation	President
F20 Legislative and Systemic Support for Academic Freedom	Educational Policies Committee
F20 Recommendations for the Implementation of a Zero Textbook Cost (ZTC) Designation in Course Schedules	Open Educational Resources Initiative
F20 Update Paper on Local Curriculum Committees	Curriculum Committee
F20 Ethnic Studies Graduation Requirement	President/Curriculum Committee/5C
F20 Clarify and Strengthen the Ethnic Studies General Education Requirement	President/Curriculum Committee/5C
F20 Resolution In Support of Reviewing the impact of the 2012 California Non-Repeatability Language	Transfer, Articulation, and Student Services Committee
F20 Disciplines List—Registered Behavior Technician	Executive Director
F20 Adopt the Revised and Updated Paper Equivalence to the Minimum Qualifications	Executive Director
F20 Include Meeting Times and Synchronous Designation for Synchronous Online Classes in Class Schedules	Online Education Committee
F20 Increased Support for Lab-Based and Hard-to-Convert Courses During Emergencies	President
F20 Include Academic Senate for California Community Colleges (ASCCC) Events, Courses, and Service as Pre-Approved Activities to Satisfy Flex Requirements	Relations with Local Senates/President
F20 Administrator Retreat Policies	Educational Policies Committee
F20 Noncredit Distance Education Attendance Collection Procedures for Open-Entry/Exit Courses	Noncredit Committee
F20 Integration of Guided Pathways Work and Institutional Processes and Structures	Guided Pathways Taskforce/Relations with Local Senates/Faculty Leadership Development Committee
F20 Paper and Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways	Guided Pathways Taskforce/Curriculum Committee

F20 Adopt the Paper Protecting the Future of Academic Freedom in a Time of Great Change	Executive Director
F20 The Role of Student Employees in Advancing Faculty Diversification	Relations with Local Senates/Legislative and Advocacy Committee
F20 Ensure Course Cost Transparency for Students	Open Educational Resources Initiative
F20 Critical Support for Early Childhood Education/Child Development Programs	President/Curriculum Committee
F20 Counseling Faculty and the 50% Law	Referred to Executive Committee



Executive Committee Agenda Item

SUBJECT: Updated Noncredit and Basic Skills Committee Name and Charge		Month: December	Year: 2020
		Item No: II. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider approval of Noncredit Committee Name and Charge Update.	Urgent: No	
		Time Requested: NA	
CATEGORY:	Consent Calendar	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Karen Chow	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	April Lonerio	Action	
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND: Starting in 2019-20, the ASCCC Noncredit Committee and Basic Skills Committees were consolidated as combined committees. The current committee worked on an updated name change and charge that better fits the current needs of Noncredit and continuing education, including the pre-AB 705 objective of Basic Skills, which was to support students’ success to complete transfer-level college work. The committee respectfully submits the committee name and charge update for approval from the Executive Committee.

Committee Name Change/Update:

Old/current name: (consolidated committees) Noncredit Committee and Basic Skills Committee

New committee name (for approval from Exec): Noncredit & Continuing Education Committee

Committee Charge update:

Noncredit & Continuing Education Committee Charge:

The Academic Senate Committee on Noncredit & Continuing Education gathers information on best practices in providing equitable and accessible instruction and support services to students who are engaged in extended learning, which includes transitioning to post-secondary education, workforce success, or other skill building opportunities, and the Committee conveys this information to the field through breakout sessions at institutes and conferences, workshops, and papers. The Committee will: 1) serve as a resource to the President and Executive Committee on issues related to instruction, counseling, student services, and program development in noncredit and the role of faculty in noncredit instruction as related to governance and local participation in academic and professional activities; and 2) review policies and make recommendations to the Executive Committee. Members of the Noncredit & Continuing Committee represent the Academic Senate on such bodies as the Student Equity and Achievement Workgroup.

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

2020-21 Noncredit and Continuing Education Committee Members:

Karen Chow (Chair)

Samuel Foster (2nd Chair)

Wendy Brill-Wynkoop

Emma Diaz

Ingrid Greenberg

Mary Legner

Dana Miho

Kimberly Stiemke

Elizabeth Walker

Respectfully submitted,

Karen

Executive Committee Agenda Item

SUBJECT: Legislative Report		Month: December	Year: 2020
		Item No: IV. A.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	The Executive Committee will receive a final update on the 2019-20 legislative session.	Urgent:	
		Time Requested: 10 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

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

Useful Websites:

CA Assemblymembers: <https://www.assembly.ca.gov/assemblymembers>

CA Senators: <https://www.senate.ca.gov/senators>

California Legislative Information: <https://leginfo.legislature.ca.gov/faces/home.xhtml>

Legislative Analyst's Office (LAO): <https://lao.ca.gov>

California Department of Finance: <http://www.dof.ca.gov>

Glossary of Terms: <https://leginfo.legislature.ca.gov/faces/glossaryTemplate.xhtml>

New Laws Report: <https://leginfo.legislature.ca.gov/faces/newLawTemplate.xhtml>

Attachments:

- A Plan for an Equitable Recovery: California Community Colleges 2021-21 System Budget and Legislative Request
- A Plan for an Equitable Economic Recovery: CCC 2021-22 Budget and Legislative Request Summary

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



California Community Colleges

A PLAN FOR AN EQUITABLE RECOVERY
2021-22 SYSTEM BUDGET &
LEGISLATIVE REQUEST

October 2020

CALIFORNIA COMMUNITY COLLEGES

2021-22 SYSTEM BUDGET & LEGISLATIVE REQUEST

INTRODUCTION

The California Community Colleges is the largest system of higher education in the nation, made up of 73 districts and 116 colleges. In 2020, the California Community Colleges Chancellor's Office (CCCCO) and local districts leaders mobilized to help 2.1 million students maintain access to education in the middle of a global pandemic. The state's community colleges provide a range of educational needs aimed at supporting Californians' social and economic mobility, with students seeking to build foundational skills, gain career-related skills and certificates to enter or advance in their careers, or earn a degree or transfer to a four-year university.

In 2017, the Board of Governors embraced the *Vision for Success (Vision)*, which identifies the North Star our system must follow if we are to meet California's needs. The California Community Colleges' *Vision* guides interrelated reforms that will make higher education more accessible and equitable for millions of Californians at a time when the state needs it most.

Specifically, to intensify the focus on students' end goals, the Board of Governors adopted the following systemwide goals, which were built off the most recent data when the *Vision* was initially developed:

- Increase by at least 20 percent the number of students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for in-demand jobs.
- Increase by 35 percent the number of students transferring annually to a University of California (UC) or a California State University (CSU).
- Decrease the average number of units accumulated by students earning an associate degree, from approximately 87 total units to 79 total units.
- Increase the percentage of exiting CTE students who report being employed in their field of study, from 60 percent to an improved rate of 69 percent.
- Reduce equity gaps across all of the above measures by 40 percent by 2022 and closing those achievement gaps for good by 2027.

- Reduce regional achievement gaps across all of the above measures, with the ultimate goal of closing regional achievement gaps for good by 2027.

California Community Colleges have initiated innovative and student-centered disruption focused on achieving these goals. California restructured the way community colleges are funded to reward community colleges that improve outcomes for low-income students; phasing out high-stakes placement exams and develop for-credit alternatives to remedial classes; expanding access to structured academic and career pathways; and

“Community colleges are at the vanguard for preparing Californians who are on the front lines of protecting public health. Now is the time to support and strengthen colleges’ efforts to provide instruction to students who will lead our state to economic recovery.”

— Chancellor Eloy Ortiz Oakley

A PLAN FOR AN EQUITABLE RECOVERY

As the world continues to grapple with the consequences of the COVID-19 pandemic, the uneven impact and inequities of the economic recession have become grossly apparent. An estimated five million people will find it difficult to get new work after the pandemic is over because their old jobs have disappeared or changed entirely (Irwin, 2020). California faces the dichotomy of an economic recovery that exacerbates inequalities for our most vulnerable residents while further enriching the wealthy. The state needs a plan for an equitable recovery and such a plan should include a commitment and investment in California’s Community Colleges. The California Community Colleges system has proven critical to the state’s fight against COVID-19. The state’s 116 community colleges, with adaptable workforce education programs and quality transfer pathways, will be crucial in helping California navigate the new economy emerging from the current public health crisis. State leaders can heed “The Great Recession Lesson” of ten years ago that limited the system’s ability to meet a growing demand for higher education. Community colleges can support a *California for All* toward economic recovery.

The Board of Governors’ Budget and Legislative Request for 2021-21 furthers the *Vision* by proposing budget adjustments and policy changes that respond to these clear signals from state leaders about the outcomes necessary to support the state’s future. It largely prioritizes additional resources in programs that allow local leaders to respond to local level district

priorities that advance equity and student success. The request responds to the input received from educators, advocates, and students themselves about what support is necessary to further the implementation of recent reforms and achieve the *Vision* goals. It also emphasizes the need for continual review of existing laws and policies to determine whether they are advancing—or constraining—colleges’ ability to achieve the *Vision*.

This request also recognizes that per-student resources for the California Community Colleges has long been far too low, even as costs increase oftentimes faster than inflation, making it more difficult for colleges to even maintain existing programs. Historically, the Governor and the Legislature have not appropriated resources above the minimum guarantee of appropriations to schools and community colleges enacted in Proposition 98 and related laws. The impacts are real: for each student enrolled, the California Community Colleges receive less funding than the UC and the CSU do, even though the community colleges are likelier to enroll students who have faced the greatest barriers to educational attainment, including students from low-income families, first generation students, and black and Latinx students. State leaders must grapple with what this budget reality means for California’s future. As a system, we strongly request both adequacy and equity. The state can make progress incrementally. It can expand support for programs that have historically been funded outside of the minimum guarantee, including financial aid for students, districts’ retirement costs, and infrastructure.

This request also aims to build on the work Governor Newsom and the Legislature have advanced to create a California for All and support the state through the response and recovery from the COVID-19 pandemic. Today, too many Californians have faced systemic barriers to postsecondary educational attainment, and they now face greater risks as the state grapples with a pandemic, an economic recession, and a future of work characterized by rapid change and instability. The California Community Colleges have always enrolled the most vulnerable Californians, and this request is designed to better support that work. At the same time, we recognize that our colleges must be adaptive to coming budgets in which revenues will be more constrained. This request asks that existing obligations be preserved first and that the Governor and Legislature give the Board of Governors and the Chancellor’s Office the tools to provide support most effectively.

Process

Existing law requires the Board of Governors, in consultation with institutional representatives of the California Community Colleges and statewide faculty and staff

organizations, to develop criteria and standards for the purpose of making the annual budget request for the California Community Colleges to the Governor and the Legislature.

Similarly, existing law requires the Chancellor's Office to prepare a five-year capital outlay plan identifying the statewide needs and priorities of the California Community Colleges. To allow the Chancellor's Office to meet this requirement, existing law also requires the governing board of each community college district to both prepare and submit to the Board of Governors of the California Community Colleges a systemwide five-year plan for capital construction annually. The Chancellor's Office reviews and approves the districts' five-year capital outlay plans as part of the annual capital outlay grant application process. The California Community Colleges Five-Year Capital Outlay Plan is compiled using information from the districts' approved plans.

Outside of the budget process, the Legislature also makes policy through bills and resolutions considered in the legislative process, with bills enacted by the Legislature presented to the Governor for consideration. The standing orders of the Board of Governors also generally require the Chancellor to seek the advice of the Consultation Council regarding positions on state legislation.

During the May 2020 Consultation Council meeting, the Chancellor's Office began the process to develop the Board of Governors' budget and legislative request for the 2021-22 fiscal year, with a working session and discussion with members of the Consultation Council about concepts for inclusion in the proposal. During those discussions, members engaged in a review of unmet 2020-21 budget and legislative priorities. In addition to discussions at Consultation Council meetings, Chancellor's Office staff distributed a survey to stakeholders and Council members in late July requesting a priority ranking of all potential Budget and Legislative Request items. In light of historic economic conditions and changing legislative dynamics, members of the Consultation Council and stakeholders sought an approach that focused on the fundamental needs for the system and a strategy preserve already limited resources.

From those working sessions and survey rankings, the Chancellor's Office developed a draft proposal to distribute broadly for comments and considerations. The public comment period yielded responses from a wide ranging representation of community college stakeholder. The Chancellor's Office has incorporated feedback from that consultative process into this document.

The table on the following pages summarizes categories and specific proposals included in the 2021-22 Budget and Legislative Request. The report articulates existing challenges and opportunities motivating the requests and the specific details of the requested actions.

2021-22 REQUEST SUMMARY

PROPOSITION 98 FUNDS	REQUEST AMOUNT
Foundational Resources	
Funding to Meet Current Obligations and Provide Cost Adjustments	\$150 million ongoing
Supporting Faculty and Staff	
Implementation of Faculty and Staff Diversity, Equity and Inclusion Taskforce Recommendations	\$77 million (one-time and ongoing)
Part-Time Faculty Support	\$15 million ongoing
Targeted Resources to Address Student Needs	
Student Emergency Supports & Emergency Response Block Grant	\$50 million one-time
Expansion of State Supports to Serve System Needs	
Online Education & Supports Infrastructure	\$31.5 million ongoing
CCC Library System	\$4 million ongoing

NON-PROPOSITION 98 Funds	REQUEST AMOUNT
Foundational Resources	
Board of Governors' Capital Outlay Program	\$727 million (one-time bond funds)
Targeted Resources to Address Student Needs	
Expansion of Mental Health Services (Proposition 63)	\$10 Million ongoing
Cal Grant Reform	Policy Adjustments
Expansion of State Supports to Serve System Needs	
Core Support for CCCCCO Operations	\$850,000 ongoing

2021-22 REQUEST NARRATIVE

Funding to Meet Fundamental Needs and Growing Obligations

Across the system, there is near-universal recognition of the insufficient level of funding provided to the California Community Colleges, even as faculty, staff, and other leaders work to do the vital work of preparing millions of students for active participation in our society and our economy. To achieve the *Vision*, colleges must be able to access greater levels of resources.

The Century Foundation, in a report released in 2019, noted the need for greater discussions around adequacy of community college funding. The report notes:

“Today, higher education tends to shower the greatest resources on wealthy and high-achieving students with the fewest educational needs, and devotes the fewest resources to economically disadvantaged students with the greatest educational needs. At the most selective four-year colleges, students from the wealthiest socioeconomic quartile outnumber those from the poorest quartile by 14 to 1, yet at community colleges disadvantaged students outnumber those from the richest quarter by 2 to 1...”

The report presents an important caution, based on a large body of evidence on education finance, for policy discussions moving forward:

“It simply is inefficient to enroll students in programs that are not adequately supported with institutional resources.”
— *The Century Foundation, 2019*

California Community Colleges rapidly mobilized in response to the coronavirus pandemic, converting from in-person to remote or online instruction for nearly every course while continuing to provide hands-on training for over 20,000 first responders and essential health care professionals who will be ready to enter the workforce this year. However, as a system of 2.1 million students, the largest in the nation, we still face many challenges in adapting to multiple technologies and strategies to serve the state’s most vulnerable and deeply affected populations. In light of rising unemployment rates, historical trends indicate that Californians will turn to community colleges to improve their career prospects. It is critical for colleges to

be positioned and sufficiently funded to support the upskilling and reemployment needs of the millions of Californians displaced by the public health crisis.

California Community Colleges recognize that state revenues are expected to be scarce for the foreseeable future. Yet, it's important to see community colleges as an investment that can support Californians most vulnerable populations when they need it most. From that lens, the Board of Governors requests that, at a minimum, the state fund the costs of existing obligations and other workload adjustments that are typically made for community college apportionments as part of the budget process. Base resources would help colleges keep pace with growing costs. In total, this request requires an additional \$150 million in Proposition 98 resources. This request assumes funding for categorical programs is maintained at current levels, consistent with the commitment and intent expressed by the Administration and the Legislature during 2020-21 budget negotiations.

The Board of Governors request protection from year-over-year cuts. Funding protections would enable continuity of quality, responsive education and ensure we can meet increased demand and prepare the workforce needed for California's economic recovery.

In approving this request, the state would recognize increases in the districts' operating expenses while providing them with discretionary resources to meet their students' needs.

Property Tax Backfill

California Community Colleges continues to request that the Governor and Legislature enact statutes to authorize adjustments of state General Fund appropriations to account for revised estimates of costs and offsetting revenues. That is, if costs are higher than budgeted, General Fund appropriations would increase. Further, if offsetting revenues are lower than budgeted, General Fund appropriations would also increase. This change would provide districts with necessary stability in their budgets and avoid mid-year changes that disrupt programs in the short-term and create challenges for a district's fiscal health over a longer term.

Further, the Board of Governors continues to request that the Governor and Legislature enact statutes to authorize adjustments of state General Fund appropriations for Apportionments to account for revised estimates of costs and offsetting revenues. That is, if costs are higher than budgeted, General Fund appropriations would increase. Further, if offsetting revenues are lower than budgeted, General Fund appropriations would also increase. This change would provide districts with necessary stability in their budgets and avoid mid-year changes

that disrupt programs in the short-term and create challenges for a district's fiscal health over a longer term.

Implementation of Faculty and Staff Diversity, Equity and Inclusion Task Force Recommendations

California's community college students attend campuses across a diverse system in which 73 percent of students are students of color, immigrants, or both, yet the majority of college faculty and staff are white. Improving faculty and staff diversity is vital to ensure that students can identify with faculty and staff, and faculty and staff can connect with students from diverse backgrounds to help them succeed.

In November 2018, the Board of Governors requested that the Chancellor's Office establish a Faculty and Staff Diversity, Equity and Inclusion Taskforce (Taskforce) in response to a statewide study that found that the demographics of campus faculty and leadership are not representative of the students they serve. The Taskforce has presented a set of statewide recommendations on structural changes, including policies, practices, and tools that will improve system equal employment opportunity (EEO) implementation and support diversity initiatives. Concurrent to the work of the Taskforce, the California Community Colleges Dreamers Project, a collaborative effort between the Chancellor's Office, Immigrants Rising, and the Foundation for California Community Colleges, released a report outlining six challenges institutions face in effectively serving undocumented community college students. One specific challenge was the need for guidance from the Chancellor's Office in effectively building institutional capacity for supporting undocumented students' academic success.

Currently, colleges receive \$50,000 annually in EEO funds to support efforts and comply with reporting requirements. However, additional funding would support stronger integration of faculty and staff diversity initiatives into the *Vision* and integrate the recommendations made by the Taskforce and Dreamers Project into Chancellor's Office workload and local practices.

The Board of Governors requests \$77 million, as outlined below, to support the implementation of the Taskforce recommendations:

- **EEO Implementation.** \$20 million ongoing to expand district EEO implementation. This includes \$10 million ongoing for professional development for full-time faculty, part-time faculty and classified staff to drive individual and systemic cultural change

to improve the equal educational opportunity for all students. This is an augmentation to the existing EEO fund allocation.

- **Statewide Pilot Fellowship.** \$15 million one-time to establish a Statewide Pilot Fellowship program to improve faculty diversity hiring. This program has been proposed by the Consultation Council for several years. Establishing a statewide fellowship program has been proven nationally as a successful strategy to diversify worksites in the public and private sector.
- **Modernize the CCC Registry.** \$1 million one-time to modernize the CCC Registry and add system-wide online trainings such as cultural competency and unconscious bias training.
- **Full-Time Faculty Hiring.** \$40 million ongoing for full-time faculty hiring.
- **Capacity for EEO Implementation.** \$407,699 ongoing general fund to provide additional support for Chancellor’s Office positions that will provide leadership in statewide best practices and closely monitor EEO plan implementation and district reporting obligations.
- **Anti-Racism in Academia.** \$600,000 one-time resources to implement AB 1460 (2020, Weber) to enable seamless transfer of community college students with ethnic studies general education credits to CSU, and to advance anti-racism in curriculum and instruction.

Part-Time Faculty Support

California Community Colleges requests \$15 million ongoing to support programs for part-time faculty, which will help these faculty be included in college efforts to implement the Guided Pathways framework and achieve the goals of the *Vision*. Part-time faculty are key to the success of California 2.1 million community college students. In 2018, the Faculty Association of California Community Colleges (FACCC) published a literature review titled, “Why Faculty Matter: The Role of Faculty in the Success of Community College Students” pointing to “the importance of full-time tenured faculty as an essential and necessary component for student success.” Equally important, as the research collected in that publication shows, part-time faculty, in order to be fully effective in helping students reach their goals, “must be included more fully in all aspects of institutional work and the faculty/student support network.” Similar conclusions around the link between part-time faculty support and student success have been reached by the Academic Senate of California Community Colleges, the Accrediting Commission for Community and Junior Colleges, the American Association of University Professors, the American Federation of Teachers, the

National Education Association, as well as dozens of independent researchers. The annual budget includes \$38 million for three programs targeted at part-time faculty—for compensation, office hours, and health benefits.

System Wide Broadband Connectivity

The Corporation for Educational Network Initiatives in California (CENIC) is a nonprofit organization which operates California Research and Education Network (CalREN), a high-bandwidth, high-capacity computer network across California supporting all public education in California. Both CENIC Membership and requisite broadband connectivity through CalREN, is funded for all California Community College Campuses at the direction of the California Community Colleges Chancellor’s Office (CCCCO). The Board of Governors of the California Community Colleges requests \$8 million in Proposition 98 funds to continue providing essential infrastructure broadband connectivity to all California Community Colleges on an ongoing basis. Immediate needs include circuit upgrades and critical backup circuits for a number of colleges and centers. Without these funds internet broadband connectivity for the California Community College System will be significantly at risk and affect access for faculty, staff, administrators and students. This need is further exasperated by current COVID-19 conditions and the lack of access to broadband in at- rural areas of California. This request will allow California Community Colleges with the tools to provide this services to at-risk student populations and address regional equity gaps that present barriers to ensuring equitable educational access for all students.

Online Education Infrastructure

This suite of investments would provide a robust and equitable online infrastructure for all CCC students and faculty during the statewide emergency.

- **Expand Canvas Daytime Support to Colleges Without Daytime Coverage:** With a significant portion of faculty moving courses to Canvas, coupled with the fact that their students in remote instruction courses have the highest need, local daytime help desk resources are being overwhelmed. Additional daytime telephone Canvas support is necessary and will address this capacity gap, which acts as a barrier to student accessing online education.
- **Increase Access to Online Tutoring for to All CCCs:** Many colleges do not currently have an online tutoring option available to students. Online tutoring services would

provide 24x7 tutoring, including multi-lingual tutoring in core subjects such as English and math, and integrate directly into Canvas.

- **Extend Online Proctoring Platform to Unlimited Use for All CCCs:** Colleges are grappling with instructional continuity and a core consideration is academic integrity of exams and student authentication of identity. Online proctoring service use will be in higher demand than anticipated and all colleges would be provided with access.
- **Extend Counseling, Student Services, and Mental Health Delivery to Online Platforms for All CCCs:** Canvas includes a fully integrated platform for counseling and general student services use that is available at 57 colleges. This platform also provides a HIPAA-compliant method for mental health or telemedicine sessions. Without downloading any software, a student can have access to virtual drop-in or scheduled services with counselors, Financial Aid staff, Admissions and Records staff, mental health services, tutors, and professors. As need for online student services grows, especially for students in remote locations, expansion of these platforms would provide a suite of services to all colleges.
- **ADA/508 Compliant Remediation Support:** Colleges and faculty are struggling with ensuring that courses and instructional materials converted to online instruction meet the Americans with Disabilities Act (ADA) and Section 508 compliance requirements. Many colleges have a single individual on campus tasked with assisting faculty with web accessibility and/or alternate media for students. A critical, yet often overlooked, way to support students and faculty is to enable an automated tool to detect non-accessible content and remediate it. This software would be available to all colleges and become integrated into Canvas to immediately index and convert uploaded content to accessible formats.

Expansion of Proposition 63 Funded Mental Health Services

Nearly half of community college students report suffering from at least one mental health condition. For many young adults, the California Community Colleges represents their best, and perhaps only, access point for mental health services. In 2019, AB 74 provided \$7 million one-time from Mental Health Service Act (Proposition 63) funds for colleges to improve access to mental health services and early identification or intervention programs. While these one-time funds have been beneficial in supporting mental health services at California Community Colleges, challenges remain with the ability to hire staff and continue to provide

a consistent level of service without the guarantee of ongoing funding. While colleges have put these prior allocations to good use, the mental health needs of community college students continue to persist because a long-term investment is lacking. California Community Colleges requests \$10 million ongoing from Proposition 63 funds to provide students with quality mental health services. These resources would allow colleges to make the commitment to hiring the staff necessary to provide students with high-quality mental health services on an ongoing basis.

Student Emergency Supports and Emergency Response Block Grant

Although learning looks different during this emergency, our core principles remain the same and student success continues to be at the center of everything we do. With equity at the forefront of decision-making, our faculty, staff, student leaders, administrators and trustees have responded with emergency resources such as, Wi-Fi, laptops, hot meals, emergency loans and online education for our students. Unfortunately, many students still lack access to laptops, internet, or other basic needs key to succeeding academically in this new environment and resources are limited to meet these ongoing needs. The 2020-21 Budget Act included a COVID-19 Response Block Grant to help colleges maintain quality educational access and support vulnerable populations through the unprecedented challenges of the pandemic. That investment was invaluable, yet much work lies ahead to ensure course quality is maintained and can meet the learning needs of all students. California Community Colleges request a flexible block grant for costs associated with addressing the COVID-19 pandemic. These flexible resources would allow for scaling of innovating education models, direct supports for students, equipment needs, professional development of faculty and staff, and facilities sanitation and disinfecting. These resources enable continuity of education, assist colleges in support students through their education path, and allow college to play a critical role in our state's recovery. Such investment can also prevent the pandemic from interrupting students' educational dreams.

Targeted Resources to Address Student Needs – Categorical Programs

Historically, the Legislature and the Board of Governors have attempted to address the needs of special populations through narrow categorical or grant funds that often specify restrictions on program design and expenditures. The *Vision* calls on the Chancellor's Office and the system to change this approach and provide a greater focus on student journeys and outcomes. Under the approach outlined in the *Vision*, the Chancellor's Office works to ensure

colleges have the ability to use data to identify equity gaps among students and the resources necessary to target evidence-based interventions to close those gaps for students.

During the 2021-21 budget and legislative request development process, the Chancellor's Office received several individual requests to expand funding for specific programs, including:

- Protecting the Student Equity and Achievement Program and the Strong Workforce Program against cuts in the 2021-22 budget process.
- \$3.5 million ongoing for Umoja to provide grants to each of the 66 Umoja Affiliated programs across the system. Umoja currently receives \$2.5 million ongoing; the request would bring annual funding to \$6 million ongoing.
- Funding for full implementation of the *California Community College Transfer Guarantee to HBCU* program.
- \$1.1 million in funding for expansion of A2MEND Student Charters (from 16 to 50) to have a greater impact on the academic success of African American males in higher education in California.
- Protect all categorical programs from cuts during the 2021-22 budget process.

Library Services Platform

The 2017 Budget Act appropriated \$6 million one-time for the Library Services Platform to create a stronger systemwide technology platform and operational approach that would allow the libraries in the California Community Colleges to better manage and deliver digital information to support teaching and learning. Those funds were used for the selection of a vendor and the beginning phases of implementation of the new system. The project is completing the first year of implementation at 110 colleges. In addition to improve educational quality, the project creates the opportunity for cost savings by leveraging the system's size and reducing duplicative procurements.

Cal Grant Reform

A postsecondary education is key for Californians to unlock social mobility and economic prosperity. Students' ability to afford college plays a major role in their decision to attend and their ability to graduate. California policymakers have worked hard to ensure that tuition is not a barrier for community college students. The California College Promise Grant (formerly the BOG Fee Waiver) pays tuition for all students with financial need in our system. The California College Promise provides tuition coverage for up to two years for students who do

not meet the income threshold for the Promise Grant, and who are first-time and attending full-time. For those students who do not qualify for either the Promise Grant or the Promise program, they pay, by far, the lowest fees in the nation: less than \$1,400 annually. However, the total cost to attend a community college is much more than tuition. Costs like food, housing, and textbooks can exceed \$19,000 annually. Because so little grant aid is available to cover those non-tuition costs, it can be less affordable for low-income students to attend the community colleges than to attend the University of California in their region.

This inequity exists largely because the Cal Grant program, the state's primary financial aid program, is not designed to serve students who begin their educational journeys in the California Community Colleges. Under the existing structure, the Cal Grant program provides entitlement awards only to recent high school graduates who meet certain age, income, and high school performance eligibility requirements. Many community college students come to our system several years after high school. More 40 percent of California's community college students are over the age of 25, making them ineligible for a Cal Grant entitlement award. Students who are ineligible for the entitlement award may be eligible for a competitive award, but the demand for those awards far exceeds the supply. These constraints in the Cal Grant program mean that, although nearly half of all community college students meet the low-income standard to receive the system fee waiver, only about 5 percent receive a Cal Grant. Further, for those community college students that do receive a Cal Grant, the actual dollar value of that grant is significantly less than for students attending the CSU, UC, or nonprofit universities.

Across the state, community college leaders support a meaningful commitment to community college student affordability and request a new Cal Grant framework which focuses resources on our most financially vulnerable students. California Community Colleges request and strongly support Cal Grant reform aligned to the following principles:

- Promote Cal Grant reforms that base aid on the total cost of attendance, not just tuition, including costs for room and board, transportation, textbooks, and total available aid.
- Focus implementation resources on serving students with the greatest financial need, including our lowest income students with a zero EFC.
- Aid should be based on student need, not the institution the student is attending.

The Board of Governors requests reform of California’s financial aid programs to achieve these principles. The Board of Governors continues to advocate for changes and investments in the Cal Grant program that increase both the number of grants available to community college students and the amount of those grant awards to offset the total cost of attendance.

Board of Governors’ Capital Outlay Program

The state’s 73 community college districts are responsible for properties that include more than 25,000 acres of land, 5,956 buildings, and 87 million gross square feet of space, including 54 million assignable square feet (ASF) of space available for educational programs. In addition, many districts operate off-campus outreach centers not included in the system’s facilities counts.

The Five-Year Capital Outlay Plan, covering 2021-22 through 2025-26, projects facilities need of \$21.2 billion for the system. Of this amount, \$8.6 billion is for construction of new facilities and \$12.6 billion is for modernization of existing facilities. Taken together, addressing this need would require construction of an additional 5.3 million ASF for new facilities and 29.3 million ASF for modernization of existing facilities.

The plan includes individual projects submitted by districts for all five years of the plan, with some systemwide facilities needs also noted. Specifically, needs created by enrollment growth are determined by converting the estimated enrollment needs (after assuming some needs will be addressed by alternative delivery methods) to space needs based on space standards previously adopted by the Board of Governors. The modernization needs for the system are established based on the need to modernize existing buildings that are over 40 years old. Approximately 62 percent of the California Community Colleges facilities are 25 years or older, with 49 percent more than 40 years old.

The Board of Governors of the California Community Colleges requests \$707,665,000 Proposition 51 General Obligation Funds (Prop 51) for the construction phase of 44 projects anticipated to proceed to bid in the budget year, and Prop 51 resources for 10 new projects for the preliminary plans and working drawings phase.

Core Support for CCCCCO Operations

The Chancellor’s Office continues to play a critical role in supporting districts and colleges through unprecedented times. To meet growing capacity needs additional capacity needs and enable continued support of colleges and the students they serve, the Chancellor’s

Office's operations needs ongoing resources for unfunded positions and related operating expenses.

The Chancellor's Office needs additional capacity to maintain core operations given the many reforms the system is undertaking and recent changes in state government aiming to improve operations. Notably:

- The Chancellor's Office called on system leaders and stakeholders to take action against structural racism. The "Call to Action" is a bold agenda across six key areas. To implement this important work plan, the Chancellor's Office needs additional positions to support this complex systemic change, integrate existing diversity, equity, and inclusion efforts, identify best practices, and closely monitor EEO plan implementation and district reporting obligations.
- The Chancellor's Office has long championed data-informed decisions. This requires valid and reliable data to calculate benchmarks and metrics accurately and reliable simulations to help districts understand and plan for local goals, success metrics, and the SCFF budgetary impacts. This need has driven up internal workload and a need to develop further internal controls to maintain data integrity. The volume and pace of these new demands has surpassed the capacity of the system office. Data challenges and limited capacity risk undermining key reforms that advance student success.
- The Chancellor's Office must reach a range of stakeholders across the state. It uses websites and social media to communicate broad messages but only has one person to manage this digital communication workload. This Chancellor's Office webmaster manages 20 public-facing websites. This presents the Chancellor's Office with a challenge of keeping web products on point with trends. Further, with the implementation of AB 434, workload around web accessibility has increased significantly. AB 434 requires the chief information officer of each state agency to post on the home page of its public website a signed certification that it is in compliance with specified accessibility standards. They must also provide a phone number for any inquiries. Additionally, state agency directors and their chief information officers are required to self-certify their websites are within compliance.
- The Chancellor's Office issues significant numbers of grants and contracts compared with similarly-sized agencies. Given the risks associated with large amounts of funds, the Chancellor's Office needs additional capacity to support the development of these agreements and to provide oversight.

To improve the Chancellor’s Office’s operations, which ultimately have an impact on colleges and the students they serve, the Board of Governors requests \$850,000 ongoing to support six positions and to fund related operating expenses.



California Community Colleges

For more information or question, please contact: lnavarette@cccco.edu.



A PLAN FOR AN EQUITABLE ECONOMIC RECOVERY



California needs an equitable economic recovery, not one that favors the wealthy and leaves our most vulnerable residents even further behind. The California Community Colleges system is playing a critical role in the state’s fight against COVID-19, educating first responders and essential workers. Now is the time to support and strengthen colleges’ efforts to provide instruction to students who will lead our economic recovery.

“Community colleges are at the vanguard for preparing Californians who are on the front lines of protecting public health. Now is the time to support and strengthen colleges’ efforts to provide instruction to students who will lead our state to economic recovery.”

— Chancellor Eloy Ortiz Oakley

2021-22 REQUEST SUMMARY

Proposition 98 Funds	Request Amount
Foundational Resources	
Funding to Meet Current Obligations and Provide Cost Adjustments	\$150 million ongoing
Supporting Faculty and Staff	
Implementation of Faculty and Staff Diversity, Equity and Inclusion Taskforce Recommendations	\$77 million (one-time and ongoing)
Part-Time Faculty Support	\$15 million ongoing
Targeted Resources to Address Student Needs	
Student Emergency Supports & Emergency Response Block Grant	\$50 million one-time
Expansion of State Supports to Serve System Needs	
Online Education & Supports Infrastructure	\$31.5 million ongoing
CCC Library System	\$4 million ongoing

Non-Proposition 98 Funds	Request Amount
Foundational Resources	
Board of Governors’ Capital Outlay Program	\$727 million (one-time bond funds)
Targeted Resources to Address Student Needs	
Expansion of Mental Health Services (Proposition 63)	\$10 million ongoing
Cal Grant Reform	Policy Adjustments
Expansion of State Supports to Serve System Needs	
Core Support for CCCCO Operations	\$850,000 ongoing



*“It simply is inefficient to enroll students in programs that are not adequately supported with institutional resources.”
— The Century Foundation, 2019*

PROTECT 2.1 MILLION STUDENTS FROM BUDGET CUTS

Funding protections would enable responsive education, improve the online education ecosystem, and prepare the workforce needed for California’s recovery.

INVEST IN THE DIVERSIFICATION OF FACULTY AND STAFF

Improving faculty and staff diversity is vital to ensuring students can identify with faculty and staff to help them succeed. This means accelerating Equal Employment Opportunity implementation, including a pilot fellowship program to improve faculty diversity hiring, expanding full-time faculty, and support for part-time faculty. We need to advance anti-racism in curriculum while keeping transfer pathways seamless.

SYSTEM WIDE BROADBAND CONNECTIVITY

Support California Community Colleges in addressing the digital divide through investment in essential infrastructure for broadband connectivity.

ONLINE EDUCATION INFRASTRUCTURE

Provide a robust and equitable online infrastructure for all CCC students and faculty during the statewide emergency by expanding technical support, increasing online tutoring, and other critical student support services.

EXPANSION OF MENTAL HEALTH SERVICES

For many young adults, the California Community Colleges represents their best, and perhaps only, access point for mental health services. It’s time to provide more Proposition 63 funds to deliver quality mental health services to students.

EMERGENCY RESPONSE BLOCK GRANTS

Community Colleges need flexible block grant for costs associated with addressing the COVID-19 pandemic. These grants will help scale innovative education models, direct supports for students, meet equipment needs, improve professional development of faculty and staff, and insure continuity of education.

SOCIAL MEDIA ADVOCACY

#CACommunityColleges | #SupportCCEducation | #CCCStrongforCalifornia | #CAHigherEd | #CommunityCollege
#CAworkforce | #CAleg | #CAbudget | #truecostofcollege





Executive Committee Agenda Item

SUBJECT: Guided Pathways Implementation and Integration to Transfer and Careers		Month: December	Year: 2020
		Item No: IV. B.	
		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	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonerio	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

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

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



Executive Committee Agenda Item

SUBJECT: Culturally Responsive Student Services, Student Support, and Curriculum		Month: December	Year: 2020
		Item No: IV. C.	
		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	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

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

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



Executive Committee Agenda Item

SUBJECT: Equity Driven Systems		Month: December	Year: 2020
		Item No: IV. D.	
		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	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

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

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



Executive Committee Agenda Item

SUBJECT: Standards & Practices Committee Policy Edits		Month: December	Year: 2020
		Item No: IV. E.	
		Attachment: Yes (6)	
DESIRED OUTCOME:	The Executive Committee will review and provide feedback on the first reading of the edited policies.	Urgent: NO	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Oliver/Cheryl Aschenbach	Consent/Routine	
		First Reading	X
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Standards & Practices Committee has conducted a full review of six ASCCC Policies. Each policy was carefully reviewed for structural, organizational, grammatical edits, and any needed or suggested content changes.

10.01 Open Meetings

- Brown Act & Bagley-Keen and Spring 2014 Resolution 1.03 language.
- Teleconference or remote connection language.
- Proxy voting not allowed, and abstention votes only recorded during roll call votes not voice votes.
- Paragraph added about motions.
- Policy and procedure documents were added as first and second reading items.
- Clarification of note taker during closed sessions.
- Addition of statement about recording meetings.

10.05 Surveys and Disseminating Information

- No content changes

10.06 Inclusivity Statement

- Reorganizing and splitting of paragraphs. No content changes.

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

20.01 Code of Ethics

- No content changes

20.05 Removal of a Member of the Board of Directors

- Substantive restructuring and general editing, but no change to the content.

30.01 Conflict of Interest

- No content changes

Current Policy language may be found on the [ASCCC website](#).

10.01 Open Meetings

ASCCC Philosophical Statement for Open Meetings

The Executive Committee of the Academic Senate for California Community Colleges shares and enacts the values that are important to the organization, including dedication to the public good and accountability to the public. While the ASCCC Executive Committee is not legally bound by the Ralph M. Brown Open Meetings Act or the Bagley-Keen Open Meeting Act, the ASCCC recognizes the importance of the spirit of transparency and openness upon which the acts are based. Therefore, in Spring 2014, the ASCCC passed Resolution 1.03, which directed the Executive Committee to “work to revise its bylaws to incorporate the requirements of the Brown Act for all its Executive Committee meetings.” With full dedication to the spirit and principles of openness and inclusion, the ASCCC Executive Committee therefore conducts its meetings in adherence to the tenets of the Ralph M. Brown Act and other open meetings acts as fully as is possible and practical.

Executive Committee Meetings

The Academic Senate staff will publish a calendar of all Executive Committee meetings by August 1st of each year. The agenda for each meeting will be posted to the ASCCC website and distributed to member senates using the ASCCC Senate Presidents’ Listserv at least three working days prior to the beginning of the meeting. Agendas will include the location of the meeting, the start and end times for the meeting, and contact information for those seeking additional information about the meetings.

A teleconference or other remote connection can be established for any Executive Committee meeting with prior notice. Any interested guest or other individual requiring the availability of a remote connection for an Executive Committee meeting must notify the ASCCC Office at least 48 hours prior to the beginning of the meeting.

The Academic Senate will choose meeting locations that are capable of accommodating individuals with disabilities. Individuals that may need special assistance should contact the ASCCC Office at least 48 hours before the meeting in order for staff to make arrangements. Additionally, documents included in the agenda can be made available in alternative formats. Requests for alternative formats should be submitted to the ASCCC Office at least 48 hours prior to the meeting.

Executive Committee Meeting Agendas

All items to be discussed at Executive Committee meetings will appear on the published agenda. Each agenda item will be submitted by an Executive Committee member on an approved agenda item form that will include a brief description of the item, the action required, and the approximate time for the discussion. All agenda item forms must be submitted to the ASCCC Office prior to the agenda deadline. Agenda deadlines for each academic year are available in the calendar of previous agendas. Any agenda item submitted with an incomplete or incorrect agenda form will be returned to the requestor.

Urgent agenda items may be added to the agenda at the time of the meeting if 2/3 of the Executive Committee members present agree. An urgent agenda item must require an action by the Executive Committee prior to the next scheduled meeting and must be a matter of which the Executive Committee could not have been aware at the time that the agenda was published. Items that are deemed to not be urgent may be included on the next meeting's agenda.

Executive Committee Decision Making

All items requiring action by the Executive Committee will be listed as such in the agenda. A motion and a second is required prior to any Executive Committee action. The approval by a majority of voting members present is required for the approval of any motion. Proxy votes by members who are not present for the meeting, either physically for in-person meetings or by real-time connection to virtual meetings, are not allowed.

Voting is normally done by a voice vote. For any vote, a member of the Executive Committee may request a roll call. The requestor of the roll call vote and the votes of each individual member will be recorded in the minutes. Abstentions will only be called for and recorded when the individual votes of members are being counted, not on voice votes.

Motions will normally require a simple majority for approval. Exceptions include decisions that would require a greater majority under Robert's Rules of Order and the amendment or creation of formal policy or procedure documents of the ASCCC or its Executive Committee.

Discussion items do not require a motion and consensus will be used when providing guidance on discussion items.

First and second readings

Most items require only one reading before the Executive Committee takes action. Items that require a first and second reading include the following:

- ASCCC papers being considered for adoption;
- programs for plenary sessions, institutes, and regional meetings; and
- formal policy or procedure documents of the ASCCC or its Executive Committee.

Other items may require a first and second reading at the discretion of the Executive Committee.

Closed Session of Executive Committee

While the majority of the discussions and decisions of the Executive Committee should be held in public, under certain circumstances the Executive Committee will meet in closed session. The Executive Committee may go into closed session to discuss personnel matters, to interview candidates for the Board of Governors, to discuss possible, pending, or current legal action, and for the discussions of regarding removal of a member of the Executive Committee pursuant to the ASCCC policy on the Removal of a Member of the Board of Directors.

Any item to be discussed in closed session must be listed as a closed session item on the meeting agenda. Should a circumstance that warrants a closed session be identified outside of the regular meeting schedule, a special closed session meeting will be called and properly noticed with the closed session as the only agenda item.

Any individuals involved in an item being discussed during a closed session will be notified when the agenda is posted and no later than five working days prior to the meeting. All members of the Executive Committee, as specified in Article IV, Section I of the ASCCC Bylaws, will be invited to participate in closed session discussions. Any individual involved in a closed session matter may request an open meeting hearing or ask to be included in the closed session. Requests to move a closed session item into an open meeting require a simple majority vote of the Executive Committee members present.

Due to the nature of items discussed during a closed session, the procedure for the taking and reporting of minutes is different than during open session. In general practice, the ASCCC Secretary will take minutes for the closed session. If the secretary

is the subject of the closed session discussion, the executive director will select a minute taker. Printed copies of the minutes will be reviewed and approved at the next meeting of the Executive Committee as a closed session item. All copies of the minutes will be collected and maintained by the Secretary or Executive Director.

Any action taken during closed session will be reported during an open session at the Executive Committee meeting where the action took place.

Minutes

With the exception of closed sessions, minutes are recorded by staff to document the information provided on salient issues as well as the deliberations of and actions taken by the members of the Executive Committee. The minutes are descriptive in nature and provide an explanation of the issues. Additional comprehensive detail may be provided on policy and action items. Members may request that more detail be included at any time during deliberation on an item.

Draft minutes are distributed to the Executive Committee with the current meeting agenda. The draft minutes will be disseminated to facilitate edits. Members may submit typographical errors and edits to the secretary or executive director, which will be corrected immediately unless the edit significantly changes the meaning or content of the section. Any substantive changes, including additional information or details to provide context or intent, will be submitted to staff. Staff will merge all changes and comments submitted by Executive Committee members into one document to facilitate discussion at the next meeting when the minutes are scheduled for approval.

Public Comment

The “public” is defined as any member of the Academic Senate for California Community Colleges who is not a member of the Executive Committee, as well as individuals not affiliated with the organization. Individuals serving as liaisons to system partners and other organizations are not considered “public” and may be called upon to provide information necessary to the Executive Committee’s deliberation of an issue.

The public may comment on agenda items at the time the items are entertained. Public comments on an item will normally be taken at the beginning of the discussion of the item to ensure appropriate time management of the agenda. The meeting chair has the discretion to allow the public to speak if and when appropriate during Executive Committee deliberations. An Executive Committee member may also make a motion to suspend the rules to allow comment from the public during the Executive Committee’s

deliberation on an agenda item. In all cases, opportunity for public comment on any item will be provided prior to any Executive Committee action on the item.

The public may comment on items not included on the agenda during the “Public Comments” agenda item only. The Executive Committee members may not discuss nor may they take action on public comments associated with items not on the agenda. If an Executive Committee member determines that the issue needs further discussion, the member may submit an agenda item dedicated to the issue at a subsequent meeting.

Public Comments are typically limited to three minutes per individual and thirty minutes per agenda item; however, the meeting chair may allow further time as necessary. Executive Committee members may make a motion to extend the time for public comments for individuals and per agenda item.

Any individual wishing to make public comments will submit a comment card with his or her name and the organization or entity that he or she represents, which will be included in the minutes. A summary of public comments will be captured in the minutes. Written documentation of oral comments and written documents submitted to the Executive Committee at a meeting will be noted in the minutes and will be included in an addendum or an appendix to the minutes on the website.

Recording of Executive Committee Meetings

Executive Committee meetings may not be recorded by members of the Executive Committee, ASCCC staff, guests, or members of the public.

10.05 - Surveys and Disseminating Information

The ASCCC or its committees or task forces may conduct surveys for a number of reasons, including but not limited to the following:

- Local Senate Profile (conducted every 2 years)
- Addressing Resolutions
- Gathering information for Senate papers, presentations, sessions
- Evaluation of events
- Evaluation of the ASCCC Annual Plan
- Requirement of a grant

Survey instruments are created by the ASCCC or its committees or task forces. The survey instruments must be approved by the ASCCC Executive Committee before being conducted unless the survey is necessary for a grant requirement. In such cases, the surveys will be generated by the grant and approved by the ASCCC president and executive director. A standardized type of format or report for survey results will be used.

Survey results may be disseminated by a variety of means, including but not limited to the following:

- Use of the “Surveys” ASCCC webpage
- Rostrum articles
- Senate papers
- ASCCC Weekly Newsletter
- ASCCC listservs
- Presentations and discussions at plenary sessions, institutes, and other events.

Privacy Concerns

The ASCCC strives to preserve anonymity in survey data and findings that are reported; however, the names and colleges of respondents are collected in the event that further information or clarification is needed.

Approved by ASCCC Executive Committee April 2019

10.06 - Inclusivity Statement

As a collective community of individual colleges, the Academic Senate for California Community Colleges is invested in cultivating and maintaining a climate where equity and mutual respect are both intrinsic and explicit by valuing individuals and groups from all backgrounds, demographics, and experiences. Individual and group differences can include but are not limited to the following dimensions: race, ethnicity, national origin or ancestry, citizenship, immigration status, sex, gender, sexual orientation, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, political beliefs, religion, creed, military or veteran status, socioeconomic status, and any other basis protected by federal, state or local law or ordinance or regulation. We acknowledge that the concept of diversity and inclusion is ever evolving, and thus we create space to allow for our understanding to grow through the periodic review of this statement.

With the goal of ensuring the equal educational opportunity of all students, the ASCCC embraces diversity among students, faculty, staff, and the communities we serve as an integral part of our history, a recognition of the complexity of our present state, and a call to action for a better future. Embracing diversity means that we must intentionally practice acceptance and respect towards one another and understand that discrimination and prejudices create and sustain privileges for some while creating and sustaining disadvantages for others.

In order to embrace diversity, we also acknowledge that institutional discrimination and implicit bias exist and that our goal is to eradicate those elements from our system. Our commitment to diversity requires that we strive to eliminate those barriers to equity and that we act deliberately to create a safe and inclusive environment of excellence where individual and group differences are valued and leveraged for our growth and understanding as an educational community.

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

[1]

Approved Fall 2019 [Resolution 3.03](#)

20.01 - Code of Ethics

The Academic Senate for California Community Colleges (ASCCC) code of ethics identifies a set of values that includes commitment to the public good, accountability to the public, and commitment beyond the minimum requirements of the law. It also outlines broad ethical principles in the following eight areas: personal and professional integrity, mission, governance, legal compliance, responsible stewardship, openness and disclosure, program evaluation and improvement, and inclusiveness and diversity.

1. **Mission.** The ASCCC has a clearly stated mission and values approved by the delegates to the ASCCC plenary sessions. All of its programs support that mission, and all who work for or on behalf of the ASCCC understand and act in accord with that mission and purpose. The mission is responsive to the constituency and communities served by the ASCCC and of value to the higher education community at large.
2. **Governance.** The ASCCC has an active governing body in its Executive Committee that is responsible for setting the mission and strategic direction of the organization and oversight of the finances, operations, and policies. The Executive Committee does the following:
 - Maintains a policy that ensures that conflicts of interest or the appearance thereof are avoided or appropriately managed through disclosure, recusal, or other means;
 - Ensures that the ASCCC is fair and inclusive in all of its hiring, in its promotion policies and practices for all staff positions, and in its recruitment and selection of all its Executive Committee members and volunteers;
 - Ensures that the ASCCC conducts all transactions and dealings with integrity and honesty;
 - Ensures that policies of the ASCCC are recorded in writing, clearly articulated, officially adopted, and available to the public;
 - Ensures that the resources of the ASCCC are responsibly and prudently managed; and,
 - Ensures that the ASCCC carries out its work based on mutual respect, fairness, and transparency in order to protect public resources.
3. **Personal and Professional Integrity.** The ASCCC promotes an environment that values respect, fairness, and integrity. All staff, Executive Committee members, and volunteers of the organization shall act with honesty, integrity, and openness in all their dealings as representatives of the Executive Committee

members shall adhere to the Code of Ethics for Executive Committee members and comply with the ASCCC's Conflict of Interest Policy.

4. **Legal Compliance.** The ASCCC is knowledgeable of and complies with all applicable federal and state laws and regulations. The ASCCC Executive Committee is regularly trained on its fiduciary responsibilities.
5. **Responsible Fiscal Stewardship.** The ASCCC and its associated programs, projects, and committees manage their funds responsibly and prudently, including the following considerations:
 - o The ASCCC spends a reasonable percentage of its annual budget directly on programs in pursuance of its mission;
 - o The ASCCC spends an adequate amount on administrative expenses to ensure effective accounting systems, internal controls, competent staff, and other expenditures critical to professional management;
 - o The ASCCC compensates staff and any others who may receive compensation reasonably and appropriately;
 - o The ASCCC does not accumulate excessive operating funds;
 - o The ASCCC ensures that all spending practices and policies are fair, reasonable and appropriate to fulfill the mission of the Academic Senate; and,
 - o The ASCCC follows General Accepted Accounting Principles (GAAP) and ensures that all financial reports are factually accurate and complete in all material respects.
6. **Openness and Disclosure.** The ASCCC provides comprehensive and timely information to the public, the media, member senates, and constituent groups and is responsive in a timely manner to reasonable requests for information. All information provided by the ASCCC fully and honestly reflects the policies and practices of the organization. Basic informational data about the organization, such as the Executive Committee minutes, agendas, Federal Tax Form 990, and audited financial statements, are available to the public. Informational materials accurately represent the organization's policies and practices. All financial, organizational, and program reports are complete and accurate in all material respects.
7. **Inclusiveness and Diversity.** The ASCCC maintains a policy of promoting diversity and inclusion and actively pursues that policy in a manner that is consistent with its mission, its constitution and bylaws, its values, and this code of ethics and with a high degree of professionalism, fairness, and equality. The ASCCC takes an active, meaningful, and consistent role in promoting diversity and inclusion in its hiring and promotion of staff, retention of volunteers, committee recruitment, and constituencies served.

Code of Conduct for Executive Committee Members. The ASCCC, in an effort to provide clear expectations and appropriate accountability processes regarding those expectations and to foster and maintain a professional status of the faculty volunteers to the Executive Committee, establishes the following code of conduct for its members. The goal of the code of conduct is to establish a set of principles and practices that will set parameters and provide guidance and direction for board conduct and decision-making.

Members of the Executive Committee of the ASCCC are committed to observing and promoting the highest standards of ethical conduct in the performance of their responsibilities. Members pledge to accept this code as a minimum guideline for conduct and shall do the following:

1. Accountability

1. Faithfully abide by the Articles of Incorporation, Constitution, By-laws, and policies of ASCCC.
2. Exercise reasonable care, good faith, and due diligence in ASCCC affairs.
3. Fully disclose, at the earliest opportunity, any facts that would have significance in decision-making.
4. Remain accountable for prudent fiscal management to the ASCCC's member senates, the Executive Committee, and, when applicable, to government and funding bodies.
5. Agree to uphold the official positions taken by the ASCCC through resolutions and position papers adopted at plenary sessions.
6. Maintain regular and informed attendance at Executive Committee meetings. Follow through and complete accepted tasks.

2. Professional Excellence

1. Maintain a professional level of courtesy, respect, and commitment in all ASCCC activities.
2. Strive to uphold those practices and assist other members of the Executive Committee in upholding the highest standards of conduct.
3. Strive to perform all responsibilities as directed in the Executive Committee Policy Manual under Executive Committee responsibilities.
4. Display respect of and courtesy for all elected, appointed, and hired individuals.
5. Represent the organization with professionalism and be responsible for conduct that is courteous and with appropriate behavior.
6. Keep personal opinions and actions separate from those made as a representative of the organization.

3. **Personal Gain/Conflict of Interest**

1. Exercise the powers invested for the good of the ASCCC rather than for personal benefit or that of the local campuses the members represent.
2. Respect the requirement to inform the Executive Committee of any prospective conflict of interest. Refrain from discussing, voting, or otherwise exerting influence regarding decisions to participate or not participate in other activities that may result in a personal conflict of interest.
3. Fully disclose, at the earliest opportunity, information that may result in a perceived or actual conflict of interest.

4. **Equal Opportunity**

Ensure the right of all Executive Committee members, staff, volunteers, constituents, and member senates to appropriate and effective services without discrimination on the basis of race, ethnicity, gender, sex, sexual orientation, sexual identity, and expression (transsexual/transgender), disability status, religious and political affiliations, age, cultural background, socioeconomic status, academic and vocational disciplines, full- and part-time status, and the types of colleges that exist throughout the system in accordance with all applicable legal and regulatory requirements.

5. **Confidential Information**

Respect the confidentiality of sensitive information known due to service on the Executive Committee. Respect the privacy of persons served by the organization and hold in confidence sensitive, private, and personal information. Sensitive information comes to the Executive Committee in many forms, including but not limited to email, verbal, and written communication, and all should be treated as equally confidential.

6. **Collaboration and Cooperation**

1. Respect the diversity of opinions as expressed or acted upon by the Executive Committee, committees, and member senates and formally provide access to those opinions with a dissenting voice as appropriate.
2. Promote collaboration, cooperation, and partnership within the ASCCC and among member senates.

20.05 - Removal of a Member of the Board of Directors

Members of the Executive Committee (Board of Directors) of the Academic Senate for California Community Colleges are expected to act ethically and professionally during their time serving on the Executive Committee.

Members of the Executive Committee of the ASCCC are expected to act in accordance with all laws and the bylaws, rules, and policies of the ASCCC Academic Senate and to fulfill all duties of their office which include modeling ethical and professional conduct.

The ASCCC stands firm in their commitment to address any allegations filed against an Executive Committee member. This policy will be applicable when, the accusation involves transgressions against any laws or bylaws, rules, and policies of the ASCCC or a failure to fulfill the duties of a member of the Executive Committee.

The following steps will be taken:

1. The ASCCC Academic Senate President will review the allegations with the Executive Committee member to reach a resolution.
2. An ad hoc investigation team will be created, if a resolution is not achieved and further investigation is deemed necessary,
3. The ASCCC Academic Senate President or ASCCC Academic Senate Vice President will establish an investigative team. The responsibility for creating the investigation team will pass to the highest-ranking officer in situations where the alleged violation concerns of the ASCCC not considered part of the complaint.

Investigation Team

1. The investigation team will consist of two members of the Executive Committee and three active ASCCC faculty member representatives serving on any statewide committee or taskforce.
2. The Executive Committee officer leading the investigation and the Executive Committee member being investigated will mutually agree on the membership of

the investigation team. If mutual agreement cannot be reached, the team will be randomly selected from the eligible faculty and Executive Committee members .

3. The Executive Committee officer creating the investigation team cannot serve as a member of the team.
4. The investigation team has no power to mandate the appearance of the member under investigation or other members of the Executive Committee. However, the team should make every effort to meet with the member under investigation and hear the member's side.

Investigative Process

1. The team will make decisions by consensus, and, when consensus is not achievable, four out of five team members must support any action by the team.
2. Upon conclusion of the investigation, the team presents its findings to the officer charged with overseeing the investigation.
3. There are two plausible outcomes
 - a. The team finds no evidence to substantiate the allegations, which closes the investigation.
 - b. The team finds evidence to substantiate the allegations, prepares a written summary of findings, and presents this report to the Executive Committee.

Report Submission and Presentation

1. If the investigation team finds sufficient evidence to support the allegations against an Executive Committee member, the team's completed report will be submitted to the officer overseeing the investigation and to the Executive Committee member being investigated.
2. A special meeting of the Executive Committee will be scheduled to discuss the team's findings. The meeting will occur no less than two weeks after the team's report has been submitted.
3. The meeting will take place in closed session, due to the confidential nature of the investigation. If the Executive Committee member under investigation would prefer to have the report and its findings discussed in open session, the member may make the request pursuant to the Senate's Policy 10.01 on Open Meetings, and the request will be granted.

4. All members of the investigation team will be invited to attend the special Executive Committee meeting to present the group's findings and answer any questions from the Executive Committee members. Team members are expected to make every possible effort to attend the special meeting.
5. Following the presentation by and questioning of the investigation team, the Executive Committee member under investigation may refute the findings and present evidence and witnesses to speak on the member's behalf. Once both groups have presented all information, the members of the investigation team that are not members of the Executive Committee will leave the meeting.

Removal of an Executive Committee Member

Following the presentation of all information and discussion, one of two possible motions will be considered.

1. A motion to close the investigation due to lack of evidence.
2. A motion to remove the member from the Executive Committee.

If the motion is to close the investigation, the motion may be approved by a simple majority vote of the Executive Committee members present. If such a motion is approved, the Executive Committee will determine whether a public apology is necessary. A public apology requires a motion and a simple majority vote for approval.

If the motion is to remove the member of the Executive Committee, the motion may be approved by a 2/3 vote of the Executive Committee members present. If the motion fails, the investigation is closed, the accused member of the Executive Committee remains in office, and no further action will be taken. If the motion is approved, the member is formally removed from the Executive Committee and loses all rights granted to members of the Executive Committee.

If a member of the Executive Committee has been removed, the vacancy may be filled in accordance with Section II of the ASCCC Rules.

30.01 - Conflict of Interest

The Academic Senate for California Community Colleges (ASCCC), its officers, executive director, Executive Committee members, and staff shall avoid any conflict between their own respective personal, professional, or business interests and the interests of the ASCCC in any and all actions taken by them on behalf of the ASCCC in their respective capacities. For this purpose, the term "interest" means any financial, fiduciary, or other interest which conflicts with the service of the individual because it (1) could significantly impair the individual's objectivity or (2) could create an unfair advantage for any person or organization. When representing the ASCCC, Executive Committee members will refrain from unduly advocating on behalf of their own colleges or districts, whether the situations involved are concerned with local, regional, or statewide issues. In the event that any officer, director, or committee member of the ASCCC shall have any direct or indirect interest in or relationship with any individual or organization that proposes to enter into any transaction with the ASCCC, that person shall inform the Executive Committee of such interest or relationship in a manner that shall include the name of the individual, the name of the institutional interest, and the nature of the relationship the person has with each interest. The person shall thereafter refrain from discussing or voting on the particular transaction in which the person has an interest or otherwise attempting to exert any influence on the ASCCC to affect a decision to participate or not participate in the transaction., Situations involving this responsibility include but are not limited to transactions involving the following:

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

All Executive Committee members are expected to maintain the highest standards of conduct and ethical behavior and to adhere to the Executive Committee Code of Ethics. The ASCCC President and the Executive Committee will be prepared to investigate the factual basis behind any charge or complaint of conduct that is not in keeping with the Executive Committee Code of Ethics. Violations of the Executive Committee's Code of Ethics policy will be addressed by the ASCCC President, who will first discuss the violation with the Executive Committee member to reach a resolution. If a resolution is not achieved and further action is deemed necessary, the president may appoint an ad hoc committee to examine the matter and recommend a further course of action to the

Executive Committee. In situations where the violation concerns the ASCCC President or ASCCC Vice President, the responsibility for investigation and resolution will pass to the highest-ranking officer of the ASCCC not considered part of the complaint.



Executive Committee Agenda Item

SUBJECT: FELA Academy Program Outline		Month: December	Year: 2020
		Item No: IV. F.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the FELA Academy Program Outline (February 2021).	Urgent: Yes	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Silvester Henderson	Consent/Routine	
		First Reading	X
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND: The ASCCC FLDC Committee is seeking “Approval “ for the FELA Academy Program Outline (February 2021).

The ASCCC proudly introduces the new **Faculty Empowerment and Leadership Academy (FELA)**, a one-to-one mentoring program designed to meet the needs of our diverse faculty in the California community college system. The program will provide opportunities for participants to engage in empowerment for personal and professional development, including networking opportunities and support through an entire year (starting in Spring 2021 and ending in summer 2022).

FELA will focus on the development of faculty from historically underrepresented groups in higher education. The academy will provide opportunities to connect with leaders from across the state, to empower faculty to seek leadership roles, and to provide regular contact with mentors. All activities in this leadership development program are designed to ensure participants are ready to meet the challenges of engaging in transformative leadership and equity-minded approaches to working with diverse student populations.

Program Mission:

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

ASCCC Mentor & Mentee Symposium

Day 1 (3 Hours) THE MENTOR

9:00 am – 9:25 am	Welcome (Silvester & Team) Introductions
9:25 am – 10:10 am	General Session Opening (Joseph Williams -Contact/Statement of Purpose) (Power-point) Guest Speaker/Discussion
10:15 am – 10:50 am	The Role and Responsibilities of a Mentor: The Value of Communication Before, During and After Coaching (Anna/Silvester) - Powerpoint (Topic: Mentoring During and After the Pandemic (Silvester & Team) Focus: Understanding & Working Within a 100%/Hybrid Workplace
10:55 am – 11:40 am	Set-up a Communication Plan (Guidelines Established) (Silvester – Team) (Power-point)
11:45 am – 12:05 pm	General Session Closing Take-a-Ways/Discussions Closing Remarks

Day 2 (6 Hours) THE MENTOR AND MENTEE WORKSHOPS

9:00 am – 10:00 am	Personal Development (Emily Berg/Dr. Linda Cooley) <ul style="list-style-type: none"> ● Personal Road Map ● Goal setting and career time frames ● Networking and Professional Growth ● Imposter syndrome ● Service in Preparation for Leadership ● Advocacy and Self Advocacy ● Emotional Intelligence, Growth and Challenges ● Understanding a typical org chart and administrative roles, duties, and titles
10:05 am 11:00 am	Communication (Anna/Rochelle) <ul style="list-style-type: none"> ● Empathy, Vulnerability and Listening ● Confidentiality and Openness in communication ● Professionalism and microaggressions ● Conflict Management
11:05 am – 12:00 pm	Networking (Silvester) <ul style="list-style-type: none"> ● Networking and Conversation as Learning ● Networking, Information, and the Community College ● Fostering Community of Support
12:00 pm – 12:30 pm	LUNCH (Eat & Drink your favorite food while chatting and talking to a friend)
12:35 pm – 1:30 pm	Systemic Barriers (Cheryl/Rochelle) <ul style="list-style-type: none"> ● Navigating spaces and what “fit” means ● Dominant Culture and Power Dynamics ● Barriers to Success ● Are we Equitable and Inclusive?
1:35 pm – 2:35 pm	Equity, Racial and Social Justice (Jay/Sean) <ul style="list-style-type: none"> ● Breaking from the status quo and cultural taxation ● People vs. policy in anti-racism activism ● The Awareness of Diversity and its impact on Equity ● Gender and Leadership

	<ul style="list-style-type: none">• Gas Lighting
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Executive Committee Agenda Item

SUBJECT: 2020-21 Periodic Review		Month: December	Year: 2020
		Item No: IV. G.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will consider the summary of the responses to the 2016-17 Periodic Review Committee Report recommendations.	Urgent: Yes	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The 2016-17 Periodic Review Committee Report was presented at the 2017 Spring Plenary Session. The Executive Committee members from the 2018-19, 2019-20, and 2020-21 Executive Committees have been provided an opportunity to review the report and comment on the recommendations. Attached is a summary of the comments. The Executive Committee will review the summary, provide feedback, and consider approving the summary of responses to be provided to the 2020-21 Periodic Review Committee.

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



Executive Committee Agenda Item

SUBJECT: Career Noncredit Education Institute		Month: December	Year: 2020
		Item No: IV. H.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will provide feedback on the dates, theme, breakouts and general sessions as well as structure of the Career Noncredit Education Institute.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Mayra Cruz/Karen Chow	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

ASCCC Career and Technical Education Leadership (CTELC) and Noncredit Committees are pleased to announce the 2021 Career and Noncredit Education Institute (CNEI) designed for all faculty, 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? How are Career and Technical Education and Noncredit responding?

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.

DATES

2 full days: Friday, April 30 and Saturday, May 1st

THEME

Transforming CTE and NonCredit Education Through An Equity and Anti-Racism Lens

BREAKOUTS/GENERAL SESSIONS (building on the 2020 CNEI draft program) :

- CTE, Noncredit and Adult Education
- Data
- Equity driven systems

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

- Partnerships and collaboration
- Budget and resource allocation
- Curriculum
- Counseling
- Guided Career Pathways
- Grow Your Own
- -CTE Liaisons
- Credit for Prior Learning (General session)
- CTE Toolkit (Pre-session)
- And more...

BREAKOUT GUIDELINES

Innovator: Introduce new ways and ideas

Trendsetter: Lead the way

Groundbreaker: Change culture, policy and practice

Trailblazer: Risk-taker in new paths



Executive Committee Agenda Item

SUBJECT: Part-time Faculty Institute Final Program		Month: December	Year: 2020-2021
		Item No: IV. I.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider the final draft of the Part-time Faculty Institute for approval.	Urgent: Yes	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Michelle Bean/Karen Chow	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	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 attached final program for approval.

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

2021 Part-time Faculty Leadership Institute

Driving Change: Building Unity, Culture, and Equity-mindedness

Thursday, February 18

3:00--4:00 p.m. General Session 1: Welcome

Part-time Faculty Driving Change by Building Unity, Culture, and Equity-mindedness

ASCCC Part-time Committee members

Student Senate for California Community Colleges members

Part-time faculty make up almost seventy percent of the California community college system. As we think about driving our system to be more equitable, diverse, and inclusive, part-time faculty are integral to this mission. Your dedication to our students is valued and your contributions to the California community college system cannot be overstated. Building unity and celebrating culture is important to fostering equitable classrooms. This general session will highlight student voices to help faculty frame the equity-driven work that we do daily and provide the much-needed sustenance to continue to do this imperative work on our campuses. We have invited student leaders to share their stories, needs, and encouragement to faculty. Together, we have the opportunity to fundamentally change the experiences of our students as we approach this work with an open mind and empathy for ourselves and others.

4:00--4:30 p.m. Break

4:30--5:30 p.m. Breakout Session 1

Academic Senate, Shared Governance, and Voting Rights for Part-Time Faculty

Grace Chee, ASCCC Part-time Committee

Virginia "Ginni" May, ASCCC Vice President

California Education Code, especially AB1725 guarantees all faculty, staff and students the right to effective participation in community college governance. In addition, the ASCCC is recognized "to serve as the voice of the faculty" which includes both part- and full-time faculty. However, across many California community college academic senates part-time faculty experienced "very little or no participation," from the 2012 survey, as directed by the ASCCC delegates in the ASCCC Resolution 13.09 F10: Best Practices: Integrating Part-time Faculty into Shared Governance. Join this robust discussion on the varying practices of local academic senates and their inclusion of part-time faculty, ancillary findings and voting rights, and how part-time faculty inclusion promotes both diversity and student success. Hear stories from at least one local academic senate who achieved adjunct faculty suffrage in 2020.

Navigating Adjunct Gigs: Practical Tips I Wish Someone Told Me Sooner

Luis Zanartu, ASCCC Part-time Committee
Beth Au, CCC Registry

Adjunct faculty make a significant and vital percentage of the faculty employed in the California community college system. This session will focus on the procedures, processes, and requirements to remain a viable adjunct and to find opportunities for full-time positions. We will also discuss formal and informal processes that can make adjunct careers successful.

Attracting Veterans Towards Noncredit Courses

Ted Kagan, ASCCC Part-time Committee
Jacqueline Chacon, CCCCCO Veterans Services Lead

In 1944, the United States Congress enacted the Servicemen's Readjustment Act, commonly called the GI Bill, providing benefits to veterans of World War II. Since then, the Act of 1944 has been improved through the 9/11 Veterans Educational Assistance Act of 2008 and the passage of the Forever GI Bill of 2017. These bills currently cover Veterans who are full-time degree students; however, many Veterans have already completed their degree programs, or may be looking to take refresher courses in their chosen professions to help with the transition back into civilian life, or perhaps wish to take a fun class in photography, health and wellness, or storytelling. In this session, we will provide examples of how to attract Veterans towards these valuable noncredit courses.

Moving Beyond Buzzwords: Implementing Diversity, Equity, Inclusion, and Anti-racism

Emilie Mitchell, ASCCC Part-time Committee
La Quisha Beckham, American River College
Star Glover, Cal State Northridge
Linda Dove, Woodbury University

As an academy, we are beginning to recognize the need to change our institutions to better serve our students. Words such as diversity, equity, inclusion, and anti-racism pepper email chains and communications from college administrators and colleagues, but what do these words really mean? Please join us for a deeper dive into these concepts with a particular focus on strategies to use your role on campus to affect change.

5:30--6:00 p.m. Table Talk 1

Conversations and Debrief

Karen Chow, ASCCC Area B Representative
Emilie Mitchell, ASCCC Part-time Committee

Join us for an informal chat around the virtual table. We will provide a safe space to engage in smaller group discussions to debrief sessions, ask questions, and share insights with colleagues in Zoom breakout rooms.

6:00--7:00 p.m. Socializing and Networking Day 1

Game Night: Acronym Trivia

Dolores Davison, ASCCC President

Steven Chang, ASCCC Part-time Committee

Michelle Velasquez Bean, ASCCC At-large Representative

As part of the California community college system, we are awash in acronyms for virtually every aspect of what we do. Acronyms are often used as catchy ways to represent an idea and are many times more memorable than the idea itself! Please join us for a lighthearted rendition of Acronym Kahoot! Who knows, we might even learn something useful! If you would like to take part in the competitive fun, please download the Kahoot! app to your smart phone or tablet or just come listen, learn, and have a blast with us. See you then!

5:30--7:00 p.m. Curriculum Vitae Review Day 1

Sign up in Pathable

ASCCC Executive Committee

Sign up for this opportunity to have your curriculum vitae, resume, cover letter, or teaching philosophy reviewed by faculty leaders who regularly participate in hiring committees for community colleges. Appointments will be fifteen-minute one-on-one Zoom room meetings where participants may screen share documents with seasoned faculty volunteers to receive feedback. Visit Pathable to register for an appointment.

Friday, February 19

9:00--10:00 a.m. Breakout Session 2

What's Your Why? Practical Ways to Infuse Your Story Into Your Classroom

Emilie Mitchell, ASCCC Part-time Committee

Ted Kagan, ASCCC Part-time Committee

In Zaretta Hammond's fabulous book "Culturally Responsive Teaching and the Brain" the author provides us with many strategies for building learning partnerships with our students focusing on techniques that generate trust in the classroom. In this workshop, we will discuss how we can use our own personal study to generate trust and build relationships with our students.

Seeking Pipelines and Preparing for the Hiring Process

Chelsea Hull, ASCCC Part-time Committee
Mike Harutunian, College of the Canyons

As an adjunct, have you ever wondered how the hiring process works behind the scenes? Sometimes it seems like there are secrets to being a successful adjunct or landing a full-time tenure track interview that no one wants to discuss. Being an adjunct, part-time or full-time, has always been complicated. Join us in this session to discuss the history of how the adjunct profession came to be what it is today, explore avenues for prospective employment, and get some practical knowledge to help you stand out in the deepest of part-time pools.

The Local Academic Senate and the Union or Collective Bargaining Agent

Grace Chee, ASCCC Part-time Committee
Virginia "Ginni" May, ASCCC Vice President
Karen Chow, ASCCC Area B Representative
Wendy Brill-Wynkoop, College of the Canyons

The California Code of Regulations Title 5 provides academic senates with the authority as the primary voice in recommendations on all academic and professional matters, while unions or collective bargaining agents address wages and working conditions. Join this session to examine the purviews of the local academic senate and the union or bargaining agent, areas in which the two institutions overlap, and opportunities for part-time faculty involvement.

Curricular Trauma and Decolonizing Your Syllabus

Luis Zanartu, ASCCC Part-time Committee
Susan Turner Jones, Santa Monica College

The constant development of the syllabus can be an onerous process, especially for new adjunct faculty, who are often compelled to quickly adapt to changing requirements. The process of matching Student Learning Outcomes and shifting the focus intentionally to include multiple perspectives and to celebrate communities of color may seem complicated but is necessary to avoid the harm and trauma of Eurocentric curriculum on students of color. Giving students opportunities to see themselves and to voice their perspective is critical. This session will discuss ways to meet the requirements, using Canvas tools and curated curriculum, to make the syllabus student-centered, while challenging traditional ideas to meet the important need to decolonize the syllabus.

10:00--10:30 a.m. Break

10:30--11:30 a.m. General Session 2

Understanding the False Dichotomy of Theory and Praxis: Delightful Enigmas Facing Part-time Faculty

Chelsea Hull, ASCCC Part-time Committee

Mayra Cruz, ASCCC Treasurer

The concept of the false dichotomy centers around disproving the “either / or” idea. How many times have you found yourself in “either / or” situations? Should you finish grading or sleep? Should you take the longer commute for a slightly better pay or should you do volunteer for academic governance and try to get a publication? Part-Time faculty members are constantly being thrown into “either / or” situations, and this session discusses how we can navigate the ambiguity of our field with clarity.

11:30 a.m.--12:00 p.m. Table Talk 2

Conversations and Debrief

Michelle Velasquez Bean, ASCCC At-large Representative

Ted Kagan, ASCCC Part-time Committee

Join us for an informal chat around the virtual table. We will provide a safe space to engage in smaller group discussions to debrief sessions, ask questions, and share insights with colleagues in Zoom breakout rooms.

12:00--12:30 p.m. Break

12:30--1:30 p.m. Breakout Session 3

Active Learning in the Online Environment and Motivating Your Students

Alpha Lewis, ASCCC Part-time Committee

Monica Serafin, Rio Hondo College

Active learning in the online environment is essential during this pandemic, as online learning and remote instruction have become the primary delivery method for instruction. Culturally relevant methodologies and innovative techniques can make the online learning experience engaging. Building active learning into your course shell and including it in your curriculum is an effective way to motivate students. Active learning engages the student on multiple levels by

involving them in the course learning and encouraging higher-order thinking tasks such as analysis, synthesis, and evaluation.

Undervalued: Increasing Camaraderie Among Part-Time Faculty

Steven Chang, ASCCC Part-time Committee

Geoffrey Dyer, Taft College

Kevin Lovelace, CCCCCO Curriculum and Intersegmental Support Services

As you may already know, part-time faculty are often undervalued at the institutions they serve. Often, the ones that most accurately recognize the value of part-timers, are other part-timers. As in so many other things, those that understand your situation best are those that are in the same situation. The goal of this session is to build positive relationships and camaraderie with others. Meet colleagues from your institution or perhaps one you may work with in the future, form supportive groups with other part-timers in your region, and learn about the Vision Resource Center online community available to you.

What's Cultural Relevance in a Classroom?

Karen Chow, ASCCC Part-time Committee

Deirdre Mendoza, Glendale Community College

What are we teaching? What are students learning? How can we consider inclusion, diversity, equity, and anti-racist curriculum to support the success of students throughout the California community college system? Join this interactive session to consider the basics of curriculum to the complexities of how it intersects in the classroom dynamic. How can we ensure that part-time faculty have the same freedoms and protections of academic freedom as full-time faculty when discussing timely topics such as Black Lives Matter.

Student Services and Care in a Pandemic

Emilie Mitchell, ASCCC Part-time Committee

Martin Gomez, ASCCC Transfer, Articulation, Student Services Committee

As educators and researchers know, students do better and are more likely to complete their education goals if they feel connected to their campus. In these unprecedented times when our students are disproportionately impacted by Covid 19, how do we provide much needed student services in the virtual realm? This session will focus on practical steps and strategies we can take as educators and student service professionals to provide much needed services and care online.

1:30--2:00 p.m. Break

2:00--3:00 p.m. Breakout Session 4

Hot Topics in CTE and Career Pathways

Alpha Lewis, ASCCC Part-time Committee

Mayra Cruz, ASCCC Treasurer

Dr. Olivia Herriford, Regional Director, Bay Area Community College Consortium

California is witnessing a seismic shift throughout all sectors of the economy. Community colleges will continue to play a significant role in preparing our current and future workforce to navigate the changing landscape. These changes will require an adaptive approach to student preparedness. Part-time faculty play a unique role as industry experts. Join us for in an engaging conversation on Career and Technical Education, looking at the role that ASCCC, industry partners, advisory committees, and regional consortiums play in promoting career preparation opportunities for student success.

Unapologetically Passionate: Expressing Emotions and Emotional Labor as a Leader

Michelle Velasquez Bean, ASCCC At-large Representative

Sara Beth Rapson, Santa Monica College

Angelo Antonio, Santa Monica College

Jacqueline "Jake" Kozak, East Los Angeles College

How often do you politely smile, nod in compliance, and adjust to situations that just don't feel right? As we navigate various systems, institutions, campus climates, and classroom situations, the emotional labor it takes to keep an academic job goes unnoticed, and thus, calls for re-attention. With new considerations of emotion, perhaps we recognize our upkeep of professionalism and collegiality as disallowing the possibility for more meaningful labor — labor that better serves us, our students, and our institutions. Join us for a courageous conversation on embracing emotions and finding ways to refuel and assert your voice.

The 411 on Guided Pathways

Virginia "Ginni" May, ASCCC Vice President

Jake Kevari, RP Group, Moreno Valley College

Bri Hays, RP Group, Cuyamaca College

Guided Pathways is a student-centered, equity-focused approach designed to increase the number of students meeting their educational goals by providing clearly defined programs with high-touch student support throughout the entire college experience. Guided Pathways is really an institutional redesign that affects all faculty and students perhaps more than any other institutional initiative. Join this session to get the 411 on the Guided Pathways framework, to learn effective practices ensuring learning for Guided Pathways Pillar IV, and to discover the role part-time faculty can play in a college's Guided Pathways efforts.

Formerly Known as Freeway Flyers: Addressing the Myths of Balancing the Challenges of Multiple Campuses

Chelsea Hull, ASCCC Part-time Committee
John Lynch, Santa Monica College

Let's face it--most jobs don't require you to factor in 3+ hours of commuting between different job sites in a single day. Between sitting in traffic, keeping milk crates in your car to cultivate an office space, or missing your beloved car nap, the "freeway flyer" membership is more common than we think. Join us for this session where we address how to talk about the challenges your job poses with coworkers and family, crafting positive mental health practices for yourself, and reminding you that just because you can travel over 100 miles in a day to teach at three campuses, doesn't mean you should.

3:00--3:30 p.m. Break

3:30--4:30 p.m. General Session 3: Closing

Driving Forward: The Adjunct Life--Navigating Your Needs, Background, and Challenges

Michelle Velasquez Bean, ASCCC At-large Representative
Steven Chang, ASCCC Part-time Committee
Grace Chee, ASCCC Part-time Committee
Chelsea Hull, ASCCC Part-time Committee
Ted Kagan, ASCCC Part-time Committee
Alpha Lewis, ASCCC Part-time Committee
Luis Zanartu, ASCCC Part-time Committee

Navigating the challenges of working at multiple colleges and within various campus cultures can feel overwhelming. Join us for this session where members of the ASCCC Part-time Committee will share how they draw from their personal and professional backgrounds to empathize, empower, and affirm students and their voices, while balancing and navigating cultures that are not always mindful of how the complicated life of an adjunct influences their communities and students. Part-time faculty leaders on this panel will highlight their struggles, stories, and perspectives to invigorate and encourage you.

4:30--5:30 p.m. Socializing and Networking Day 2

Social Hour: Convos with New Friends

Michelle Velasquez Bean, ASCCC At-large Representative
ASCCC Part-time Committee members

Grab your snacks and join us to cheer and celebrate each other at the close of this successful institute. We are excited to have Friday night fun with you all and connect in this informal conversational networking opportunity.

11:30 a.m.--5:30 p.m. Curriculum Vitae Review Day 2

Sign up in Pathable

ASCCC Executive Committee

Sign up for this opportunity to have your curriculum vitae, resume, cover letter, or teaching philosophy reviewed by faculty leaders who regularly participate in hiring committees for community colleges. Appointments will be fifteen-minute one-on-one Zoom room meetings where participants may screen share documents with seasoned faculty volunteers to receive feedback. Visit Pathable to register for an appointment.



Executive Committee Agenda Item

SUBJECT: Referred Resolutions		Month: December	Year: 2020
		Item No: IV. J.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will discuss referred resolutions and consider appropriate next steps.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY: First Read	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Stephanie Curry	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

The Executive committee will discuss the referred resolution and consider appropriate next steps.

REFERRED RESOLUTIONS

8.01 F20 Counseling Faculty and the 50% Law

Whereas, The primary function of The Academic Senate for California Community Colleges is to make recommendations with respect to academic and professional matters as defined in Title 5 §53200, which includes standards or policies regarding student preparation and success, in order to help students meet their educational goals such as earning a certificate, degree, or transfer to a baccalaureate institution;

Whereas, Counseling faculty play an integral role in facilitating student preparation and success by providing appropriate and necessary support programs and services that not only help students find their educational pathways but also stay on their educational pathways, helping to fulfill two of the four pillars of the guided pathways frameworks as referenced in the California Community Colleges Chancellor’s Office *Vision for Success*², which is vital to ensuring that students are able to meet their goals;

Whereas, During times of economic recession, programs such as student services and counseling often experience heavy decreases in funding since they are not considered instructional programs under California Education Code §84362, also known as the 50% Law: and

Whereas, Goal 2 in the California Community Colleges Chancellor’s Office *Vision for Success*³ is to “Over 5 years, increase by 35 percent the number of CCC students system-wide transferring annually to a UC or CSU,” Chancellor Oakley requested that a workgroup of stakeholders making recommendations to

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

² https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess_web_2019.pdf

³ https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess_web_2019.pdf

the 50% Law “reconvene and consider revisions to its original proposal in order to align it with the California Community Colleges’ *Vision for Success* document accepted by the Board of Governors in July 2017.” and the recommendations were presented to the CCCCCO Consultation Council in April in 2019⁴ ⁵;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and other stakeholders to explore means to include counselor salaries and benefits as instructional expenses under California Education Code §84362, also known as the 50% Law, in order to provide the support that students need for successful certificate or degree attainment or transfer to baccalaureate institutions.

Contact: David Morse, Long Beach City College

MSR Referred to the Executive Committee to review for inclusion of all non-instructional faculty and to return to the body by Spring 2021

⁴ May 2016 Rostrum article, *The 50% Law and Faculty Obligation Number: A Proposal*: <https://asccc.org/content/50-law-and-faculty-obligation-number-proposal>

⁵ <https://drive.google.com/file/d/1zjUkO5P2LsFiFM8zBaRsRiWYtIHxkUj/view?usp=sharing>



Executive Committee Agenda Item

SUBJECT: Events Planning for 2021-22		Month: December	Year: 2020
		Item No: IV.K.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will discuss planning events for the 2021-22 academic year and provide guidance on events scheduled for the spring 2021 semester.	Urgent: Yes	
		Time Requested: 30 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The COVID-19 pandemic has changed the way in which the Academic Senate has done events and meetings, forcing all of the events in 2020 to be conducted virtually. As our state, country, and the world continues to grapple with containing the COVID-19 virus, it is important for the ASCCC to review and begin planning for how to hold events and meetings for the coming year, 2021-22. Most critically, the ASCCC still has hotel and venue contracts for three main events and three Executive Committee meetings during the spring 2021 semester, of which the Executive Committee will need to decide on cancelling or transitioning each to a virtual event or meeting. There are of course financial implications to such decisions.

The Executive Committee is being presented with information on the spring 2021 events/meetings and is being asked to approve the transition the events/meetings to a virtual platform OR approve keeping the events/meetings in-person. The Executive Committee will also begin discussion on events for 2021-22 for a draft calendar to be brought back at the January 2021 meeting for approval.

Executive Committee Meetings – spring 2021:

February 5-6: Residence Inn San Jose Airport
80% cancellation, \$3,600

May 7: Resident Inn San Jose Airport
80% cancellation, \$1,500

June 4-6: Marriott Coronado Island

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

Prior to 181 days - December 4, 2020 - 50% of Total Room Revenue* + 40% of the Minimum F&B
(Total Revenue \$5,153.00)

180 days to 91 days - March 5, 2021, 75% of Total Room Revenue* + 40% of the Minimum F&B
(Total Revenue \$6,929.50)

90 days to 4 days - May 31, 2021, 90% of Total Room Revenue* + 40% of the Minimum F&B (Total
Revenue: \$7,995.40)

Institutes – spring 2021:

April 15-17: Spring Plenary Session – Los Angeles Marriott, Burbank
91 – 180 days prior to arrival – 80% of estimated total: \$100,290

April 30 – May 2: Career and Noncredit Education Institute – San Mateo Marriott (contract moved
from CNEI 2020 Institute)

181 days prior to arrival – 50% of estimated total: \$76,220

180 days to 90 days prior to arrival – 75% of estimated total: \$114,330

89 days or less prior to arrival – 100% of estimated total: \$154,440

June 17-19: Faculty Leadership Institute – The Citizen Hotel, Sacramento

Date of agreement to 31 days prior – 80% of estimated total: \$41,988.80

From 30 days to Arrival – 100% of estimated total: \$54,486.00

Summer 2021 (different fiscal year)

July 7-10: Curriculum Institute – Pasadena Convention Center

12 months prior to arrival – 100% base rental fee: \$7,050

12 months to 90 days prior to arrival – 100% base rental fee + 25% F&B minimum: \$7,500++ =
\$14,550

89 days or less prior to arrival – 100% base rental fee + 50% F&B minimum: \$15,000++ = \$20,050

(Estimates do not currently include 4 hotels we have contracted sleeping rooms for the event)



Executive Committee Agenda Item

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

Please note: Staff will complete the grey areas.

BACKGROUND:

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

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



Executive Committee Agenda Item

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

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



Executive Committee Agenda Item

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

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



Executive Committee Agenda Item

SUBJECT: Fall Plenary and Meeting Debrief		Month: December	Year: 2020
		Item No: V. D.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will debrief Fall Plenary and the meeting to assess what is working well and where improvements may be implemented.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

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

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



Career Technical Education Leadership Committee

October 14, 2020

12:45-2:30pm

Meeting Minutes

- 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 9th**
 - **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 19th 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.



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

ASCCC CURRICULUM COMMITTEE

October 29th, 2020 9:00AM – 10:15AM

ZOOM

Meeting Summary

- I. Call to order at 9:01 a.m.
 - a. Welcome—members did quick check in.
 - b. Attendance—Carrie Roberson (chair), Michelle Bean (2nd chair), Randy Beach, Alexandra Diamant (SSCCC), Michelle Plug, Josefina Gomez, Jeff Waller, Rose Giordano
- II. Adoption of the agenda by consensus with addition of resolution updates.
- III. Approval of Minutes
 - a. 9.24.2020 meeting summary approved by consensus.
- IV. ASCCC Information
 - a. ASCCC [Curriculum Committee](#) Charter- update: Being pulled from Exec consent agenda and holding to address the our committee's intent and inclusion of the resolution to include librarians.
 - b. ASCCC [2018 – 2023 Strategic Plan](#)—chair reviewed overall goals with committee and a member asked about Objective 1 on national conversations and legislation. Discussion on the partnership such as ACCJC and RP Group who publish and seek national conversations. Member suggested that the details of whom and how objectives are being met be clearly noted for clarity for the body of faculty.
 - c. [ASCCC EVENTS](#)—chair highlighted upcoming virtual Part-time Institute in February that is free to part-time faculty, as well as the Curriculum Institute, which still may be virtual. Shared that SSCCC has a robust PD plan for students as well.
- V. ASCCC Curriculum Committee
 - a. [Google Drive](#)
 - b. 2020-2021 Committee Priorities/Tasks: event planning, student voice, Ethnic Studies
 - c. Member suggested considering writing a Rostrum article that gives initial info and guidance on how to begin conversations around Ethnic Studies requirement. CCCO is interested in doing an informational webinar on ES.
 - d. ASCCC Curriculum Institute
 - i. Save the Date! July 7th – 10th 2021
 - ii. Planning: theme, strands, general sessions, “event planning” date
 - e. ASCCC Curriculum VIRTUAL event
 - i. Tentative: January 19th – 22nd
 - ii. ASCCC feedback TBDFor all events, the following considerations were asked:
 - iii. Member asked if ASCCC would consider offering a partial attendance rate to be able to send more participants for one session or one day. Or maybe just a rate for the pre-sessions.

- iv. Another member suggested pivoting to be mindful of college's budget crisis as well. Some may not have access to full conference funding and adjustable rates would be helpful.
 - v. Another member shared concern about travel restrictions from the college, but also personal reasons as being a limiting factor in travel.
 - vi. Chair indicated that these are all aspects that will be shared with the ASCCC Executive Committee the November ASCCC meeting,
 - f. Ethnic Studies—robust discussion.
 - i. Bean provided brief updates from GEAC and 5Cs workgroup discussions.
 - ii. Plug asked questions based on transfer and ADT impacts.
 - iii. Chair reviewed the shared Google doc where members could drop in questions and provided a doc for resources and articles to read.
 - iv. Plug asked about the legislation for CCs—will we see that come back at next leg cycle? Beach shared the concerns around the K12 legislation for ES.
 - g. Chair submitted a resolution asking to update the Curriculum paper. Shared link for open comment period to contribute if interested.
- VI. Announcements/ Updates
- a. CCC System Reports (ASCCC Committees, SSSCC, CCCCCO, other)
 - i. SSSCC—Alexandra shared her work sitting in committees discussing ethnic studies in curriculum, along with making students feel comfortable in Zoom and remote learning. Planning on how to make college welcoming and students successful.
- VII. Adjournment at 10:20 a.m.

Status of Previous Action Items

In Progress

Completed

SSSCC Representative



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Part-time Committee

Thursday, October 22, 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 (asterisk indicates who was present)

Michelle Bean—Chair *	Grace Chee	Alpha Lewis*
Karen Chow—2 nd Chair*	Chelsea Hull*	Emilie Mitchell*
Steven Chang*	Theodore Kagan*	Luis Zanartu*

II. Call to order and agenda adoption at 11:33 a.m.

III. Minutes

- A. Volunteer: Karen Chow
- B. [September Summary](#) approval--no objections to approval.

IV. Shout Outs, Affirmations, and Lean-in

- A. Lean-in: Michelle went around the group for brief check-ins and appreciations to current members.
- B. Introduction to new PT committee member, Alpha Lewis (Skyline and Contra Costa Colleges).
- C. Thank you for the [PT Conference marketing paragraph](#)!
 - o ASCCC suggested slight changed to the version submitted from Michelle on behalf of our committee, but the bulk of the posted marketing paragraph is what was drafted by Chelsea and updated with input from others.
- D. Quick review of agreed community norms: empathy, communication, responsibility.
- E. Shout-outs: Michelle solicited/encouraged additional shout-outs. Members all working hard on remote teaching. Shout out to Chelsea working on her book chapters and Emilie planning the LGBTQ+ Summit.

V. Part-time Institute: February 18-19, 2021 (virtual)

- A. [Institute Outline](#) (Exec reviewing at Nov 4 meeting):
 - o Much time in the meeting was spent reviewing the Institute Outline together and members stepping up to volunteer as leads. Please refer to the Institute Outline for the latest updates made during the meeting by discussion and consensus amongst those present.
 - o Michelle clarified that by the time Exec reviews our Outline after Nov 4, we'll have until Nov. 16 to submit Breakout session titles, descriptions, and co-presenters (item V.B. below).
 - o Please DO NOT reach out to invite anyone to co-present until after Michelle sends out

confirmation of session titles approved by Exec Committee on or after November 4.

1. Asked for name change from Part-Time Institute to Part-time Conference
2. Asked to consider conference proceedings
 - Both above items (V.A.1 and 2) to be approved by ASCCC Exec Committee at Nov. 4 meeting.
3. Need breakout session commitments
 - We have general sessions and breakout sessions (including Table Talks, which are sessions set up for conversation in smaller groups).
 - All PT Committee members are confirmed to be approved as session leads (Item V.B.2 below). Please note deadlines for co-presenter requests and descriptions.
- B. Breakout session titles, descriptions, and presenters due Nov 16
 1. Email Michelle any co-presenter requests by Nov 12
 2. Session lead—communicate with co-presenters and ensure registration; plan meeting(s) to design session slides
 3. Virtual platform (Pathable) training for presenters on Feb 2 or Feb 3
- C. Any other ideas or questions—agreed each PT Committee member should sign up for a minimum of two sessions to lead—click [HERE](#) to sign-up by Nov. 4. A few of us will have to take on three.

VI. Committee Goals and Priorities

- A. [Resolutions assigned](#): Mentor Program
- B. Review [PTC work plan](#)
 - Michelle reviewed these items in the PTC work plan, which also have committee members assigned as leads
 1. Assigned actions: Please email Michelle if you want to be added to an activity o the workplan or be switched to another one.
 2. Regionals: Possibly plan PTC regional meetings with CV review component and mentoring—will discuss more at later meetings.
 3. Other ideas: Google unofficial listserv—Chelsea interested in started this with someone else. President Davison has said we should investigate and start such a listserv, which would be in addition to the ASCCC/CCCCO part-time listserv where info goes only one way.

VII. Plenary Fall 2020 (November 5-7)

- Michelle reviewed these items. Follow up with Michelle on any questions.
- A. Break-out sessions
 1. Mentorship Programs as a Recruitment and Retention Strategy of Faculty of Color (Chelsea)
 2. Introduction to ASCCC Model Hiring Principles and Practices Canvas Tool (Emilie)
- B. Ideas on increasing participation
 1. Email went out from president on Sept 29 to part-time listserv and local senate presidents
 2. Did you all sign up for Plenary and invite a friend?
- C. PTC Resolution (Steven)
 - Latest version of the resolutions showed no amendments submitted by any of the regional ASCCC Area meetings that were held on October 16-17.
 1. [Resolution packet](#)
 2. Info on resolution process found [HERE](#)

VIII. Highlights of Meetings

- A. Area meetings

- Area C meeting report from Michelle: Chancellor Oakley attended and acknowledged that PT faculty have been hit hard in COVID and he's working on PT benefits, as well as campus policing. He was also asked about Calbright and Student Centered Funding Formula (SCFF) and basically expressed that the system continues to support Calbright and that the Hold Harmless funding extensions in SCFF continue to support CCCs through a period of enrollment declines. President Davison gave updates about CID faculty needed, OERI initiative funding, new library platform, Guided Pathways webinars, and ethnic studies requirement in AB1460.
 - B. Part-time hiring webinar hosted by San Diego City
 - Michelle attended this and she reported there were few takeaways, but the webinar was great in sharing lived experiences of faculty of color and the importance of faculty diversification in part-time hiring.
- IX. Rostrum
- A. Articles due to ASCCC by January 4—email Michelle before January 1
 - B. Length—average around 700 words but could be up to 1,500 words
- X. Announcements
- A. Sign up for [FELA mentoring program](#)—applications due November 1
 - Michelle encouraged us to encourage others to sign up to be mentees and mentors for the [FELA program](#). FELA needs more mentors to apply.
 - B. Check for upcoming ASCCC events at [here](#)
 - C. Sign up for [ASCCC listservs](#)—Part-time listserv available
 - D. Forward [Application for Statewide Service](#) to peers
 - E. Use Amazon Smile (smile.amazon.com)—select Foundation of the Academic Senate for California Community Colleges
- XI. Closing Comments
- A. In Progress items reviewed (see below)
 - B. Any other final comments or suggestions?
 - Chelsea reported on changes just recently proposed by current U.S. administration to significantly curtail/limit the time that F1 and F2 student visas would be approved for, to 4 years maximum, and require federal appeals to be granted for time extensions of approved visas. She shared these links for more information and for the 30-day comment period on proposed changes: <https://www.presidentsalliance.org/wp-content/uploads/2020/09/FJISummary9-27-1.pdf> and <https://www.regulations.gov/>
- XII. Adjournment at 1:05 p.m.

In Progress:

- Part-time Institute Planning
- Plenary sessions: Mentoring Programs and Hiring Principles Canvas Tool

Completed Tasks:

- Resolution Fall 2020 1.02: Develop a Resource to Communicate and Encourage Part-time Faculty Leadership
- *Rostrum* article: Faculty recommendations to second level interviews—focusing on diversifying the faculty
- ASCCC President Special Plenary Invitation Email (on 9/29/20 to local senate presidents and part-time listserv)
- PTC Workplan and Goals
- Updated ASCCC Part-time Committee Charge



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ASCCC Relations with Local Senates Committee (RwLS)

October 23, 2020

TIME 2-3:30pm

Attendees: Stephanie Curry, Robert L. Stewart Jr., Nickawanna Shaw, Hossna Sadat Ahadi, Howard Eskew, Katherine Krolikowski, Cheri Fortin

MINUTES

- I. Call to Order and Adoption of the Agenda.
The meeting was called to order at 2:04pm. The agenda was approved by consensus

II. Action Items

a. Assigned Tasks

i. [DEI](#) Recommendations

The committee brainstormed themes and ideas for a series of equity focused leadership workshops.

Themes:

- Leadership in an inequitable system - building power among marginalized faculty populations
- Metacognition of senate leadership - What's behind the curtain in shepherding our system of faculty's role in college governance.
- Taking ownership of the 10 + 1 and evaluating systems and intuitions
- Empowered leaders empowering leaders
- Being in the room where it happens and reaching back: Empowering Leadership Mentorship and Development
- Flipping positions of power

Proposed changes to leadership series to reflect themes

Part I: Basics of being a senate leader - common skillsets needed by all AS leaders- social capital for faculty to become a senate leader.

Part II: Using essential repositories of information- don't reinvent the wheel- great equity praxis in various colleges.

Part III: Valuing small steps- identify inequities and taking action

Part IV: Changing perspectives - look at positive accomplishments instead of giving a defeat power

Part V: Don't just discuss it, do it! Case studies of ideas in equity and antiracist action

Part VI: Measuring your work – Voices of invisible leaders becoming visible?

Part VII: Self-reflect and diversify your leadership

Part VIII: Transformational Leadership in Practice?

Stephanie will set up a google doc with themes and workshop ideas. Committee members before the next meeting will brainstorm on a vision statement for the series, outcomes and workshop descriptions.

ii. November workshop on Running and Effective Senate Meeting (Brown,

Parliamentary Procedures, Agendas)

1. Proposed Date/Time: November 17, 2020 (2-3pm). Need to confirm time and date with ASCCC
2. Stephanie, Katie and Nickawanna offered to present
3. Stephanie will send out a Doodle Poll for a planning meeting

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

The committee discussed the need to make the process more transparent and provide a feedback loop for applicants for statewide service.

The committee discussed breaking down the process/ Opportunity Gaps Getting involved in Statewide Service

- Getting more people to the table
- Breaking down barriers
- Opening up opportunities
- Time/Terms for appointments
- Mentorship for committee members
- What will you learn in committees/Committee expectations
- Preparation for Committees
- Feedback Loops on applications
- Applicants as resources for expertise on topics

Stephanie and Robert will detail out the process at the next meeting and the committee will discuss recommended changes

iv. Update on Local Senate Connections

The committee confirmed email contact with senate presidents but had received no responses for assistance.

III. Announcements

- a. Fall Plenary November 5-7, 2020

IV. Adjournment

The meeting adjourned at 3:26pm



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ASCCC Resolutions Committee

October 30, 2020

TIME 1:30-3pm

Attendees: Stephanie Curry, Sam Foster, David Morse

Not able to attend: Amber Gillis, CJ. Johnson

MINUTES

I. Call to Order and Adoption of the Agenda

The meeting was called to order at 1:32pm and the agenda was adopted by consensus

II. Area Meetings and Open Comment Period Debrief

The group reviewed the area meeting and open comment period for Resolutions. There were some issues with people adding to the document and it not showing changes. Will review for potential spring use.

III. Final Resolutions Packet due to field on November 4, 2020

The group discussed the distribution of the final packet by November 4. Stephanie will update on November 2 with any new resolutions or amendments. Resolutions Committee will review quickly before it is sent to ASCCC for distribution.

IV. Planning for Plenary

The committee went over the plan for Plenary including the PPT for the Friday General Session and Stephanie will send an email with details and reminders

V. Adjournment

The Committee adjourned at 2:03pm



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Standards and Practices Committee

Friday Sept 25, 2020

3:30-5:00pm

MINUTES

I. Call to Order

Present: Julie Oliver, Cheryl Aschenbach, Eric Narveson, Eric Thompson, David Morse, Chantal Lamourelle, Angela Echeverri, Sharon Sampson

II. Agenda Approved

III. Approval of Sept 8, 2020 Minutes

IV. Julie welcomed everyone to the meeting

V. **Plenary Fall 2020 November 5-7, 2020 (virtual)**

a. **Disciplines List Proposals**

Julie gave an update on submissions received for consideration at the Disciplines List Hearing at Fall Plenary. For the hearing, David suggested using a GoogleForm to collect feedback for the record.

i. Second Hearing at Fall Plenary (**Fri Nov 6th 5:15-6:00pm**)

1. Registered Behavior Technician—need to ask for Fall 2019 feedback from first hearing to add to summary sheet.

ii. Two new proposals need to be reviewed by committee.

1. Film & Media Studies—revised proposal received. This is an updated proposal based on feedback given in 2019. Reviewed the summary sheet for this proposal.
2. Medical & Health Sciences—new proposal received. This is a new proposal. Julie and Cheryl met with the proposer on Tues Sept 22nd to provide feedback. He will decide whether to make the requested edits in time for Sept 30th deadline. Julie will check in with him on Mon Sept 28th.

VI. **Work on Edits to ASCCC Executive Committee Policies**

Committee reviewed the comments and suggested edits in GoogleDocs for each policy. Additional notes were added to GoogleDocs.

- 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).—inquire with ASCCC President and Executive Director about what they are thinking for the content of this area*
- b. *10.06 Inclusivity Statement—need to update website with Fall 2019 approved resolution language.*
- c. *20.01 Code of Ethics—approved some suggested edits; more to consider at next meeting*
- d. *20.05 Removal of a Member of the Board of Directors – No substantive feedback from committee members beyond grammatical changes*
- e. *30.01 Conflict of Interest – No substantive feedback from committee members beyond grammatical changes*
- f. *40.01 Honoring Faculty Leaders – Revisions considered. Members encouraged to revisit to review and provide more feedback.*
- g. *10.01 Open Meetings policy (Consider adding a separate policy on no recording of meetings or adding into 10.01)—held for discussion at the next meeting*
- h. *Consider adding a policy on Advocacy and the Role of the ASCCC—search for previous ASCCC papers and other statements on this topic*

VII. **ASCCC DEI Integration Plan S&P**

- a. Develop guidance for local senates about their role in the revision of faculty evaluation including the establishment of a diversity component.
 - i. Review ASCCC positions and publications. (by October 10)
 - ii. Research on how academic senates consult with a union prior to entering negotiations on faculty evaluation.

Sharon agreed to search for previous ASCCC papers and other documents on this topic.

- **Rostrum article “Sound Principles for Faculty Evaluation”**
https://www.asccc.org/sites/default/files/publications/Principles-Faculty-Evaluation2013_0.pdf

VIII. **Fall 2019 Disciplines List Resolution**

- a. 10.01 Minimum Qualifications for Campus Americans with Disabilities Act Coordinators
 - i. Per Sept 8th meeting, Angela, Chantal, and Julie will work on a Rostrum article to address the first resolved in Resolution 10.01 (Fall 2019). Check on progress.

Julie and Chantal have sent emails to DSPS faculty at their colleges asking for more information.

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;

IX. **Resolutions Honoring Faculty Leaders**

- a. John Stanskas
- b. Geoffrey Dyer
- c. Anna Bruzzese

Ask ASCCC President and Executive Director for information on process.

X. Awards

a. Readers will need to be identified for each award. Timetable for three awards...

Award Information

Award	Call	Due in Office	Sent to Readers	Selection Due to Office	Award Presented
Exemplary	October 1 st week	November 2 nd week	November 2 nd week	November 4 th week	January BOG Meeting
	October 5, 2020	November 9, 2020	November 13, 2020	November 30, 2020	TBD (BoG staff 1 st week of Dec)
Hayward	November 1 st week	December 2 nd week	December 3 rd week	February 1 st week	March BOG Meeting
	November 2, 2020	December 11, 2020	December 18, 2020	February 1, 2021	TBD (BoG staff 3 rd week of Feb)
Diversity	December 1 st week	February 2 nd week	February 3 rd week	March 2 nd 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. *Equitable Practices in a Virtual Educational Environment*

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.

XI. Brainstorming Topics for ASCCC Webinars

- COVID-19 Update
- CSU Ethnic Studies GE Graduation Requirement
- Ensuring Regular and Effective Contact
- Advancing Equity in Online Learning
- Ensuring Online Accessibility
- Implementing Antiracism Strategies
- Zoom Gloom and CANVAS Funk: Tips and Strategies to Staying Motivated in the Online Environment
- Faculty Hiring: Equity, MQs, and Equivalency
- Self-Care and Wellness
- Student and Teacher Engagement

- Strategies and Effective Practices for Conducting Labs and Activities Online (Hard-to-Convert Courses)
- Equity-Focused Guided Pathways: From Ideas to Actions, Moving Toward Institutionalization
- OER (Open Educational Resources): Equity and Opportunity
- Credit for Prior Learning
- Equitable Opportunities in Local, Districtwide and Statewide Academic Senate Service and Leadership
- Understanding, Fostering, and Sustaining Inclusive Classrooms for Students of Color
- Science and CTE remote
- Ethnic Studies requirement
- Student panel; SSCCC joint listening sessions
- Collegiality; senate-union-admin-classified; working with other constituencies
- Conflict resolution
- Development of local board policy/regulation revisions; guidance
- Local senate constitution and bylaws development and revisions
- Reflect on positives from remote times to carry over; greater participation which grooms new leadership; reinventing ourselves; taking a good look at how we do things; but need balance

XII. Adjournment

**TASSC Meeting
September 13th, 2020
10:00AM - 11:00AM
Meeting Minutes**

I. Attendance:

Present: Manuel Velez (co-chair), LaTonya Parker (co-chair), Ted Blake, Nohemy Chavez, Ty Simpson, Martin Gomez

Absent: Julie Clark (excused)

II. Projects from previous year

A. Veterans Resource Center: Discussed this project from last year. The committee agreed that, because this project is based on a resolution, that we will continue to work on it. It was agreed that Manuel would reach out to Sam Foster prior to the meeting in order to get a detailed update on where last year's committee left off on this project. It was also suggested to invite Sam to our next meeting.

B. CCC Apply Technical Limitations: The committee discussed this briefly. Much of the conversation focused on whether this fits within our committee or if any other committees are taking this on. It was agreed that Manuel would get more information this project and whether any other committees are taking it on.

III. Discussion on possible projects for the coming year

C. Equity-mindedness in wrap-around services: This project was suggested from the previous year. The group discussed centering this project around "equity-minded" practices and ideas when considering these services. It was noted that data shows students of color are in need of these services more. Data may also be a way to determine effectiveness of services. It was agreed to continue discussing this project and possible ways of addressing it via a Google Doc

D. Transfer Center Innovations: This was another project suggested from the previous year. Several members expressed interest in this project and pointed to the need for promotion and recognition of our Transfer Centers. However, the group also agreed that this may not be a priority given the other issues we're currently facing. The committee agreed to table this project for the time-being.

E. Ethnic Studies requirements at CSUs: The committee discussed the signing of AB 1460 and the new ethnic studies requirement that it creates. We also discussed the possible impact of this requirement for the CCs and agreed that we must be prepared to deal with the implications of this requirement. The committee agreed that we should address this new requirement in some way. It was also agreed to share concrete ideas via a Google Doc.

IV. Time and dates for future meetings: After brief discussion it was agreed that our committee will meet once a month on the second Friday at 10:00AM. Our next meeting is scheduled for October 9th.

TASSC Monthly Meeting: 10/9/2020

Present: Manuel, Dr. Latonya Parker, Ted Blake, Martin, Tahirah

Guest: Sam Foster (previous chair of TASSC)

- I. Call to Order & Approval of the Minutes
 - A. Call to order at 10:03 am
 - B. Latonya motion to approve minutes
 - C. Ted seconds
 - D. All members approve, motion passes
- II. Adoption of the Agenda
- III. Brief Check-In
 - A. Latonya shared campus construction news
 - B. Martin: just keep swimming!
- IV. Projects from last year (see TASSC Project Worksheet)
 - A. Update on VRC
 1. Resolution: research effective practices and models that exist in CA and other CC nationwide; Create guidelines for the establishment of VRC's at all 114
 2. Connected to resolution so we will need to prioritize
 3. Look at resolution and start to work on fulfilling this
 4. All members voted to make this 2nd priority for committee
 5. Martin's suggestions: 1) I recommend we contact two-three VRC supervisors and ask for their input about VRC recommendations. 2) if about 40 CC currently have Ethnic Studies disciplines, a survey to those faculty may ask how to implement these disciplines into those colleges that do not--for instance, suggestions/practices to implement a ES discipline.
 6. Need for student input/feedback, needs, challenges, recommendations
 7. Idea: Produce a Tool Kit
 8. All committee members have a VRC of sorts on their respective campuses
 9. Update from Sam Foster:
 - a) See document "Possible Survey Questions for VRC"
 - (1) Submitted to Executive Committee
 - (2) Suggested this gets shared with local VRC's first before going statewide
 - (3) Has not been shared, data has not been collected because Exec didn't approve sending out survey
 - (4) Do not have a list of VRC's
 - (5) Were working on a paper that is in the resolution packet; paper is up for approval by the body (status: in progress)
 - (6) Thinks is a chancellor's office/academic senate task force group for veterans services (Manuel will need to ask

Dolores about connection to Veteran group and see if we can get info from them before distributing survey)

- (7) Missing from survey: demographic questions; evaluate questions or start from scratch;
- (8) Sam's suggestion: Best practices of VRC's (because most colleges already have one) particularly fortifying in COVID era; if we have to do a survey, the questions may need to be tailored to this online environment. When they did this survey was a year ago and things were different during that time.
- (9) Action: Manuel will reach out to Dolores; add the survey question to our existing Google Doc;

B. Updates on CCC Apply (3rd project)

1. Update from Sam: Also a resolution (#11.01, spring 2019, contact is Randy Beach, assigned to TASSC): work with CCCCO for equitable admissions process, modification or possible replacement tool, need for ability to disaggregate data; more flexibility for campuses to customize particularly for guided pathways innovations; goal is to make it easier & address limitations within process (matriculation to class registration)
2. Ty said that some parts are not allowed due to a lawsuit
3. Action: Ty will sketch up from the student services side and rest will contribute
4. Sam's suggestion: come up with a list of challenges, share it with Dolores, then ask how we can and who we can connect with at Chancellor's Office
5. Martin: ARC developed a Globe feature on the CCCApply to allow for the CCCApply to be in 20+ languages whereas CCCApply main page is only in English/Spanish; add COVID resources, remote best practices/resources to main CCCApply page
6. Ty will look to see what CCCCO is calling COVID resources webpage (they changed the name)
 - a) Dr. Parker found it: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Communications-and-Marketing/Novel-Coronavirus/student>^[P]_[SEP]

V. New Project

A. AB 1460 & Ethnic Studies Requirement/Mandate at CSU's (high priority)

1. 40 CCC's have ES disciplines so CCC's and CSU's are not equipped to fulfill the requirement
 - a) Direct on defining what is ES, it is its own discipline; it has its own ADT
 - b) Suggestion on how to help build ES depts
 - c) All committee members voted to make this top priority for Fall 2020

- d) Must go through curriculum
- e) Idea: Tool Kit, clear guidelines, check list, action items (Ted)
- f) Do we need to go through a process to get it approved by Executive

2. Need for us as a committee to provide clarity on this

- B. Resolution on clarifying the role of learning center faculty (Ted willing to work on this if it comes forward; Ted put a resolution forward in Fall 2019)
 - 1. <https://www.asccc.org/resolutions/develop-standards-practice-resource-learning-assistance-and-tutoring-california>
- VI. Announcements/Roundtable
- A. How will we prioritize our 3 projects?
 - 1. VRCs already exist (priority 3)
 - 2. CCCApply is out of our control for changes (priority 2)
 - 3. ES is taking effect next fall (priority 1)
 - B. Action Items for all:
 - 1. Brainstorm survey questions/ideas for the shared google doc Manuel will send out this weekend
- VII. Adjournment
- A. 11:00 AM

**TASSC Meeting
November 13th, 2020
10:00AM - 11:00AM
Meeting Minutes**

I. Attendance:

Present: Manuel Velez (co-chair), LaTonya Parker (co-chair), Ted Blake, Nohemy Chavez, Ty Simpson, Martin Gomez, Julie Clark

II. Brief Update on Fall Plenary

- A. Manuel updated the group on the Fall Plenary, specifically on the resolutions that were passed. Manuel noted that two resolutions (9.04 and 9.05) pertained to Ethnic Studies requirements and would certainly impact our work on the Ethnic Studies Tool kit. It was agreed to revisit our Tool kit as a result of this

III. Brief Project Updates

- A. Veterans Resource Center Best Practices:** Manuel reported that he received a message from Ted Blake regarding the VRC project. Ted had heard that the RP Group was in the process of developing their own VRC Resource packet and wondered if our project would overlap. Manuel reached out to Dolores Davison to get more clarification on this. Dolores' suggestion was to collaborate with the RP Group over the projects (update: After the meeting, Manuel received an e-mail from Alyssa Nguyen and is currently working with her to begin collaboration).
- B. Learning Resource Best Practices:** Manuel reported that he and Ted Blake would work together to write a paper on best practices for LRCs in order to fulfill the resolution on this. Ted will take the lead on this.
- C. CCC Apply:** Nohemy stated that she has been compiling a list of issues regarding CCC Apply and shared it with the group. Ty reported that she could help to continue developing the list. The group discussed possible ways of addressing the issue. It was agreed that Manuel and Nohemy would work on a Rostrum article and develop a resolution to present at the Spring Plenary regarding CCC Apply.

IV. Ethnic Studies Tool kit

- A. The group discussed the fact that many colleges are already in the process of submitting courses for transfer consideration and as such our tool kit may be moot unless we developed it quickly. For this reason the group agreed to change the project from developing a toolkit to developing a position paper on the implications of AB1460 to CCCs. Conversation also focused on whether we should address the impact of resolutions 9.04 and 9.05 in the paper, however it was agreed that it would be better to not discuss them given they still have to go through a long process that may change them.
1. The group took 15 minutes to brainstorm and begin developing a broad outline for the paper, then assigned sections of the paper to each member.
 2. It was agreed that a rough draft of the paper would be ready for our meeting in January.

V. Time and dates for future meetings: After brief discussion it was agreed that our committee will not meet in December. Instead we'll focus on writing each of our sections of the position paper.

- A. We also discussed ways of staying in touch with each other informally. It was agreed to use the Google docs comment tools as well as to begin a text-message. thread.
- B. Our next meeting is scheduled for January, 8th at 10:00AM.



Educational Services and Support Division
California Community Colleges Curriculum Committee (5C)

October 9th, 2020
9:00 AM – 12:00 PM
ZOOM

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, David Williams, Jennifer Zellet **CCCCO:** Raul Arambula, Aisha Lowe **ACCE:** Jan Young **CCCCSSO:** Alketa Wojcik **SSCCC:** Ethan Black (Kelly Li (absent) – Alternate) **CCCAOE:** Jennifer Patel

1. **Welcome and Attendance** – 9:02 am

2. **Approval of Agenda**
Approved by consensus

3. **Approval of Minutes**
Corrections were made to the CCCAOE Leadership Academy dates and enrollment in the CCCAOE report.

The meeting minutes were approved as amended by consensus

4. **Constituent Group Reports**

ASCCC: The ASCCC Academic Academy is being held on October 8-9th and it centered around open educational resources (OER) and distance education (DE). The Fall Plenary Session will be held on November 5-7th with a focus on how to infuse anti-racist practices and ideologies into academic and professional matters. Area meetings will be held on October 16-17th and there are currently two curriculum-related resolutions slated for discussion: (1) 9.01 F20 Recommendations for the Implementation of a No-Cost Designation in Course Schedules (2) 9.02 F20 Strengthen the Ethnic Studies Requirement. The Executive Committee met in September and discussed the ethnic studies requirement and the importance of including ethnic studies faculty in the discussion.

The ASCCC Professional Development College (PDC) is now live and includes a five-course series on curriculum development. The ASCCC has charged various components of the DEI Integration Work Plan to five standing committees and priorities are being established.

4CS: Agostino reported that they are looking for ways to improve engagement and asked

the group to suggest any ideas or feedback.

CCCCIO: CCCCIO is holding several conferences in October and November on a variety of topics including equity, DE, professional development, and ethnic studies. Pre-Conference I: The Randy Lawson CIO Leadership Institute will be held on October 19, 2020, Pre-Conference II: The African American Leadership Institute held on October 20-21, 2020, and the Fall 2020 Virtual conference: Building Toolkits for Equity and Justice on our Campuses will be held on November 2-4, 2020.

The African American Leadership Institute is focused on cultivating leaders of color and all interested parties are encouraged to attend.

CCCCO: The CCCCCO is currently working through the budget request for the legislature. The Diversity, Equity, and Inclusion workgroup is meeting regularly. Undocumented Student Action week is October 19-23, 2020. The CCCCCO has also been releasing its weekly newsletter highlighting events and activities every Thursday.

ACCE: ACCE's virtual conference has been rescheduled to Thursday, November 12th and will include a session on competency-based education (CBE). A webinar addressing accounting issues for non-credit and credit will be held on October 20th at 1:00 pm.

CCCCSSO: The CCCCCSSO is working with the CCCCCO on workgroups centered around DEI and reaching out to their constituency to get more details on what schools are currently facing. They are also examining their role regarding ethnic studies and credit for prior learning (CPL). The CCCCCO presented on technology longevity and priorities at a recent board meeting. CCCCCSSO is expecting to receive the financial aid for non-resident studies memo from the Department of Education soon.

SSCCC: No report was made.

CCCAOE: The CCCAOE's Fall Virtual Conference kicked off on September 30th and 325 attendees registered. The conference will continue for the next 3 weeks. Efforts were put into targeting classified staff including providing a reduced rate and specific program tracks within the conference. Level 1 of the Leadership Academy has concluded, and Level 2 begins on October 25th. The group's goals are membership engagement, advocacy, and professional development. Several positions are up for election including the President-Elect, Communications Director, and Regional VPs for Los Angeles Orange County, South Central Coast, and the San Francisco Bay Area.

5. Potential changes to Title 5 § 55063

The group discussed how asked to examine the regulations holistically, including the implementation of the ethnic studies requirement, with a lens of diversity, equity, and inclusion. A suggestion was made for the Title 5 § 55063 General Education Requirements workgroup to identify guiding principles to ground their work. The group also discussed what data could be leveraged to capture the number of ethnic studies courses per campus and across the system.

Bean reported that the General Education Advisory Committee (GEAC) is working on updates to the Guiding Notes including revisions to reflect the ethnic studies requirements. This will be on the GEAC's November agenda and Bean will report back to 5C following the meeting.

Executive Order 1100 draft is currently out for comment. A short-term workgroup comprised of Bean, Daar, Lowe, Narrie, Osea, Roberson, and Zellet will review EO 1110 and provide feedback.

6. Updates

a. Curriculum Inventory RFP Process

The research team is continuing to perform a qualitative analysis of the field data. A cost-benefit analysis is also underway to evaluate whether a new system should be put in place or if improvements to the current system. This process is expected to be concluded by the end of the term.

b. DRAFT California Community College General Education Advanced Placement (CCC GE AP) List

Arambula shared the CCC GE AP List and memo with the group. The CCC GE AP List has not changed.

c. CCCCCO Executive Orders- policy extensions

Six CCCCCO Executive Orders have extended existing policies developed in response to the ongoing COVID-19 pandemic. EO 2020-08 has extended EO 2020-07, EO 2020-09 has extended EO 2020-05, EO 2020-10 has extended EO 2020-06, EO 2020-11 has extended EO 2020-04, EO 2020-12 has extended EO 2020-02, and EO 2020-13 has partially extended EO 2020-03 but includes additional regulations.

d. AB 705 Guidance and Information

The English/Math adoption plans and the equitable placement toolkit were sent to the field on the week of October 5th. The CCCCCO is working with RP Group to create a validation data template and it is currently undergoing revisions based on ASCCC leadership's feedback. The template will be released to the field alongside an informational webinar. An 1805 data template is undergoing the same process. There are plans for this template to generate an info-graphic that colleges can include on their website.

The CCCCCO will be working with the ESL workgroup and ASCCC leadership to finalize a guidance memorandum for the ESL adoption plan template. These will be released in the near future. The CCCCCO will be working with RP Group to conduct a case study of GSP processes, research placement among non-US high school graduates, and research colleges with high throughput to identify models, establish default placement, and identify best practices.

The Assessment Committee will be reconstituted by spring 2021. Additional efforts for overall AB 705 implementation include creating an equitable placement evaluation plan, updating the AB 705 website, and coordinating additional policy and research efforts with system partners.

7. Workgroups –

a. Catalog Rights/ PCAH

The workgroup reported that they determined the best place for supplementary materials for the PCAH would be in a companion document or depository outside of the PCAH itself. The depository would be accessible through the Vision Resource Center (VRC) and all other areas where the PCAH is posted. A similar companion document was developed for a previous edition of the PCAH but was not finalized. Shearer will share the draft document with Roberson and Daar. A suggestion was also made to receive feedback from the field regarding potential resources.

5C will review the PCAH and make note of areas where questions may arise and identify what resources are needed or currently exist to fill the gaps.

b. Title 5 § 55253 Work Experience

The group is currently evaluating federal and state regulations surrounding non-credit internships with the CCCCO legal team. Legal will discuss their findings with the workgroup in 3-4 weeks. The workgroup is continuing to prioritize clarifying accounting methodology for non-credit courses including non-credit internships. For credit programs, the workgroup is identifying areas of Title 5 that need revision including the 2009 paper *Alternatives to “In-Person” Consultations*. Discussion is also centering around how modern technology can be integrated into regulations and possible revisions to CE program requirements. The group also identified a need to further define internships versus cooperative work experience within Title 5.

c. Title 5 § 55063 General Education Requirements

The workgroup reported that they would like to recruit a student to join the group. Additional prospective goals include identifying principles to guide decision making and pinpointing data or additional resources that may be relevant to the group. College dynamics and impacts on C-ID will also guide the workgroup.

The Title 5 § 55063 General Education Requirements workgroup will now be comprised of Bean (Lead), Black, Curry, Cruz, Daar, Narrie, Osea, Reese, Roberson, and Shearer.

8. Key Areas of Focus/ Goals

The scope of the Key Areas of Focus/Goals alignment document has shifted into a long-term guiding framework with annual revisions and has been renamed to 5C Priorities and Areas of Focus. The group reviewed the document and suggested identifying additional

areas of Title 5 for review and revision be added to Priority 1. The goal under Priority 2 was revised to be more specific.

The committee will evaluate each section and identify additional goals for the year. A suggestion was also made to create a workflow spreadsheet to track progress on each goal throughout the year.

9. Adjournment

The meeting adjourned at 12:02 p.m.

Future Agenda Items:

- 5C Priorities and Areas of Focus
- Implementation around Title 5 § 55063
- UC Transfer Pathways & ADTs – future update from ICAS?



MEETING MINUTES

Diversity, Equity, & Inclusion Implementation Statewide Workgroup

Monday, October 5, 2020

11:00a.m.-2:00p.m. via zoom

I. Welcome and Meeting Goals

- A. Finalize Edits to the DEI Master Plan
- B. Communal learning about the SSSCC Anti-racism Action Plan and ways to integrate their recommendations into the statewide DEI Integration Plan

II. DEI Master Plan Activity Continued

- Additional follow-up will occur after the October 22nd meeting with union partners.

III. Student Senate for California Community Colleges (SSCC) Presentation

1. Hiring and Evaluation Standards
2. Professional Development Training (for student leaders)
3. Curriculum
4. Support Services for Students for reporting microaggressions and grievances.
5. Support for Faculty to learn how to handle microaggressions and racial situations in the classroom.
6. College Governance structure changes to include participatory governance on local campuses to address dei.

IV. DEI Implementation Workgroup Reports

- a. ACBO
- b. ACHRO
 - ACHRO has met with Trustee and CIO workgroups and will be coordinating our work and collaborating on developing recommendations and templates. We have created a template to document strategy recommendations and have initial drafts for strategies to increase student participation on screening and interviewing committees and increase diversity of participation on committees.
- c. ASCCC
 - ASCCC Committees are working on prioritizing over the next 3 months and 6 months.



- The Standards & Practices Committee was added as a committee to prioritize the development of guidance for local senates about their role in the revision of faculty evaluation diversity component.
- d. Campaign for College Opportunity
- e. CCCT
- f. CEOCCC
 - Finalizing CEO DEI Taskforce end of this week and scheduling fall meetings.
 - Still soliciting responses to EEO Plan Survey.
- g. CIO
- h. FACCC
 - FACCC had their first cultural humility training as a board and approved of the DEI work plan. Our People of Color committee is also linking our DEI activities to the goals of the POC and FACCC's values. I met with Dr. Martinez, and we have a plan with our union leaders for our study session on Oct. 22. We hope the study session will be productive for all!
- i. SSCCC
 - SSCCC held a workshop to for student leaders where they released a toolkit including the DEI glossary and a template for creating a DEI statement. They also walked leaders through the SSCCC Anti-racism Action plan and went over prop 16 and voter advocacy.

V. Parking Lot Items

- October 22nd will be dedicated to our labor partners



Agenda
Institutional Effectiveness Partnership Initiative
Executive Committee Meeting
July 16, 2020 | 2:00PM-5:00PM

Attendees: Matthew Lee, Stephanie Curry, Jasmine Nguyen, Marty Alvarado, Jackie Caro Sena, Madeleine Kerrick, Breanna Alexander, Elizabeth Delgado, Krista Rindell, Arthur Golovey, Daisy Gonzales, Alketa Wojcik, Siria Martinez, Diane Fiero, Andrew LaManque, Valerie Lundy-Wagner, Julia Dozier, Iris Ingram, Sean Madden.

1. Welcome and Introductions (10 minutes)
 - a. What was one of your first jobs?
2. Review and Approve Notes from 3/12/20 Meeting (5 minutes)
 - a. Notes approved.
3. CCCCCO Updates (Dr. Daisy Gonzales) (10 minutes)
 - a. Introduction given for Dr. Martinez.
 - b. June 3rd call to action. not a separate call to action - only one Vision for Success. Diversity Task Force (7/16 meeting re Title V). LACCD integration of Vision, DEI, and call to action a great example for the rest of the system as a best practice. August 6 will see part II of Call to Action (see email at the end of July).
 - c. Transition of system webinars to twice a month. We will hold these webinars through end of calendar year. After that, we might transition to once a month webinars. We'll be focusing on best practices on COVID going forward. Next Wednesday topic is safe reopening considerations and two campuses wrestling with career technical programs and remaining open.
 - d. No reduction to IEPI set aside in this year's budget. We need not to fall asleep at the wheel and continue to be vigilant about providing necessary resources to the colleges. Daisy would like IEPI to create two briefings for the fall: how to advance GP and AB 705 and another on the PRTs and how they're operating during COVID.



4. Technical Assistance: Review and Approve Letters of Interest (Dr. Matthew Lee) (10 minutes)
 - a. The following submissions have already been reviewed and approved by the subcommittee, and Fall 2020 PRT process preparations are well underway:
 - i. Siskiyou
 - ii. LA Trade-Tech
 - iii. Ohlone
 - iv. Santa Rosa
 - b. The following submission was recently received for PRT assistance starting in Spring 2021:
 - i. San Jose City (AoF: Improve and scale equity-focused professional learning.)
 - c. Leaders of the following institution have expressed the intent to submit a Letter of Interest for PRT assistance starting in Spring 2021:
 - i. San Jose-Evergreen CCD (AoF: Reengineering of fiscal services and operations across the district.)
 - d. Question regarding the existence of a repository of PRT information from past PRTs. Answer is that PRT harvest database is compendium of information drawn from menu of options, innovation and effectiveness plans, and summaries from PRTs. Includes some models and examples of how PRTs have dealt with various AoFs. Matthew can share the database with whoever is interested. He is interested in taking the database and producing some thematic materials based on AoF. These materials would have to be continually updated to remain current. Database is very large.
5. Technical Assistance: Information Items (Dr. Matthew Lee) (10 minutes)
 - a. Brief status report on PRT Cycles 6A, 6B, and 7A
 - i. All PRT visits have been via Zoom after March 3, 2020. All PRTs have a lead, and all PRTs include faculty representation.
 - b. Brief status report on evaluation of longer-term effects of the PRT process, fourth edition



- i. Bob Pacheco is our external evaluator. He is currently working on surveys of PRT participants; this is happening earlier this year in order to meet 12/31/20 deadline of IEPI legislative report.
 - ii. Question re learning via teleconference and learning in-person (not everyone is an expert in educating via Zoom) and how that has played out with PRT visits. Matthew is working to ensure that the teleconferencing is getting as close to the quality of the in-person visits as possible.
- 6. EdInsights Presentation on June Report (Dr. Madeleine Kerrick) (30 minutes)
 - a. Madeleine and Jackie share findings from their June report.
 - b. Question regarding posting of full report. Draft version currently with IE division team. Siria expects the finalized report to be available within the next couple of weeks. Question regarding where the report will be posted. Siria has to make that determination.
 - c. Praise given for presentation.
 - d. Question regarding number of institutions interviewed. Answer is that there were 9 institutions. Tried for a 10th institution in San Diego, but was unsuccessful. Comment regarding that targeted PD is not always inclusive in how its advertised, it doesn't explicitly include everybody. In other words, we need to reflect on how we're advertising PD and how do we attract the real power players to the PD events. The higher-ups are not always the movers and shakers; there are other staff who make things happen who should be at PD events and would most benefit from PD.
 - e. Comment that we need to reach personnel on the colleges and make personnel understand how IEPI can help them. Everyone needs to know how IEPI can help them and what they do on campus, whether it's GP or fiscal viability or what have you.
- 7. Professional Development and Evaluations (Dr. Valerie Lundy-Wagner & Dr. Siria Martinez) (15 minutes)
 - a. three goals for research and data unit
 - i. ensure that CCCCCO understands performance (at regional, district, and college level) and how does equity get infused



- ii. help agency make better evidence-based decisions and how to maximize use of research and TA partners
 - iii. serve as in-house expertise on research and evaluation
 - b. Going forward, we need to be very clear about what our theory of change is in terms of PD and TA and how we can serve the colleges. That's what the IEPI and research and data partnership will work to define.
- 8. Professional Development Needs in the System (Group Activity) (1 hour)
 - a. Overview
 - i. IEPI's professional development training model includes both in-person workshops and broadcast webinars across all seven California regions. IEPI strives to provide learning opportunities (including team attendance, engagement, and action plans) that will help colleges/districts in their efforts to support and advance the *Vision for Success* goals.
 - b. Purpose of Item
 - i. As a result of our group activity in November, the CCCCCO has identified three main professional development areas for the system for the 2020-21 academic year. This Executive Committee meeting provides an opportunity for the CCCCCO to consult stakeholders and determine how best to move forward (partners, content experts required, desired outcomes, most effective delivery vehicles/strategies/timing, etc.).
 - 1. Area #1 is Fiscal Health/SCFF Implementation. We have served or are currently serving this area by:
 - a. Conducting webinars on apportionments
 - b. Conducting FCMAT audits and visits
 - c. Conducting the *Vision for Success* Summit
 - d. Utilizing Fiscal Health Monitors
 - 2. What are the system needs within Area #1? What methods should we be using to meet these needs? Who would be our partners in these efforts?



- a. Comment that faculty should be encouraged to attend PD on fiscal health.
- b. Comment about how do we support colleges in area of data auditing. Colleges are struggling with data, especially those colleges who lack an IR department. Comment that CCCCCO is developing coaching for colleges to continuously improve on their ability to manage, analyse, and use data to make decisions. Reality is that we're not hitting it out of the park in terms of student success. We can't improve student success unless we have good data to drive those needed improvements. We need to also ensure that all colleges have some baseline capacity for research and data. Comment that IEPI will consult with CCCCCO Fiscal to see how IEPI can help and not replicate resources that are already in existence. Comment that faculty need to understand state budget process because they are the drivers of revenue. There is basic training offered by ACBO that can be tailored for those in the system who are not business officers. Comment that a potential topic for PD could be how does SCFF impact investments across colleges. Comment that SCFF might not be the focus at the moment, given COVID; DEI is the big topic right now, and should be given a lot of attention per PD offerings. Comment that the budget and DEI are intertwined. Question about how we get our topic ideas from the field. Answer is that we have 42 statewide associations that help to



inform our PD topics. These three topics vary much align with the priorities of the Vision for Success.

3. Area #2 is Diversity, Equity, and Inclusion. Currently, we are serving this area by:
 - a. Creating an EEO module for the Vision Resource Center
 - b. Hosting two Faculty & Staff Diversification webinars in spring 2020
 - c. Conducting implicit bias trainings for the field
 - d. Comment re equity impacts of online education. Also, how do you do online assessments in a positive manner?
 - e. Comment that Tier 1 of DEI implementation work plan will lend themselves to additional PD.
 - f. Comment re student voice. Student perspective on faculty and staff diversity. Students should be included in our PD on this topic.
 - g. Comment that people need guidance on how to effectively do distance education.
 - h. Comment that even after the pandemic goes away we might still rely quite a bit on distance education and how we need to focus on access and effectiveness with distance education; that way we can better support all students, reach students with distance ed, etc.
4. What are the system needs within Area #2? What methods should we be using to meet these needs? Who would be our partners in these efforts?
5. Area #3 is Data Literacy. We have served this area by:
 - a. Hosting the Student Success Metrics Workgroup
 - b. Comment that many colleges are working on data coaching. We could contact providers of



this training to come up with implementation ideas and how can we use CCCCCO data to support coaching. Reedley, Cerro Cosa, and Santa Monica are all involved in this.

- c. Comment that Vision Resource Center has a module on data literacy. There is a difference between exposure and long-term change. On research and evaluation side, we are interested in whether coaching brought about any change.
 - d. Question if there has been any PRT requests for data literacy. Answer is yes, data literacy is a popular AoF; it is third most desired area in Cycle 7A. 38% of colleges approved for PRTs have cited this area as AoF. Comment that data literacy is pertinent to every PRT she has been on.
6. What are the system needs within Area #3? What methods should we be using to meet these needs? Who would be our partners in these efforts?
- c. Outcome
 - i. Using the committee's input, the CCCCCO will be able to move forward on meeting the system's needs within these three main areas for PD in the coming academic year.
9. Future Executive Committee Meetings
- a. September 24, 2020
 - b. November 13, 2020
 - c. January 14, 2021
 - d. March 11, 2021
 - e. May 13, 2021
 - f. July 16, 2021
10. Parking lot items
- a. Matthew expects more letters of interest.



California
Community
Colleges

- b. We should change all meeting times from 12:00-5:00pm to 2:00-5:00pm.
- c. It is key to market effectively to the districts our services.
- d. IEPI should share success stories with general public of what has worked well with PD and TA and how change has been made. We should try to get these stories into various publications. Comment that Spotlights used to be posted on IEPI website. These Spotlights could be circulated more broadly than they are now. We need to ensure continuity of branding and continuity of listservs we're contacting.



VISION FOR SUCCESS

Goals

1. Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
2. Increase by 35 percent the number of CCC students transferring annually to a UC or CSU.
3. Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.
4. Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure and ensure the median earning gains of the exiting students are at least twice the statewide consumer price index.
5. Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.
6. Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years

Core Commitments

1. Focus relentlessly on students' end goals.
2. Always design and decide with the student in mind.
3. Pair high expectations with high support.
4. Foster the use of data, inquiry, and evidence.
5. Take ownership of goals and performance.
6. Enable action and thoughtful innovation.
7. Lead the work of partnering across systems.