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

EXECUTIVE COMMITTEE MEETING

Friday, January 8, to Saturday, January 9, 2021

Zoom Videoconferencing
Zoom Link: https://us02web.zoom.us/webinar/register/WN_RxLs3k9-R9u64iZZQjvzUg

Friday, January 8, 2021
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 5:00 p.m. | Executive Committee Meeting

Saturday, January 9, 2021
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. 5
E. Calendar, pg. 6
F. Local Senate Visits, pg. 14
G. Action Tracking, pg. 24
H. One Minute Check-In

II. CONSENT CALENDAR

A. December 4-5, 2020, Meeting Minutes, Aschenbach, forthcoming

B. Asian Pacific Islander Caucus - Recognition of Caucus, Mica, pg. 25

C. Updated Noncredit and Basic Skills Committee Name and Charge, Chow/ Foster, pg. 30

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.

D. Chancellor's Office Liaison Report – 45 mins., Davison, pg. 32
A liaison from the Chancellor's Office will provide Executive Committee members with an update of system-wide issues and projects.

IV. ACTION ITEMS

A. Legislative Report – 20 mins., May, pg. 33
The Executive Committee will receive a first report on the 2021-22 (two-year) legislative session and consider the Legislative Advocacy Day Schedule.

B. Culturally Responsive Student Services, Student Support, and Curriculum –15 mins., Davison, pg. 42
The Executive Committee will be updated on culturally responsive student services, student support, and curriculum in the system and discuss future direction.

C. Equity Driven Systems – 15 mins., Davison, pg. 43
The Executive Committee will be updated on the Equity Driven Systems in the system and discuss future direction.

D. Guided Pathways Implementation and Integration to Transfer and Careers –15 mins., Davison, pg. 44
The Executive Committee will be updated on the Guided Pathways implementation and integration to transfer and careers and discuss future direction.

E. Disciplines List Revision Proposals – 30 mins., Oliver/Aschenbach, pg. 45
The Executive Committee will review the disciplines list revision proposals and determine if they should go forward for a second hearing and consideration for action by the body at spring plenary.

F. Part-time Institute Name Change – 15 mins., Bean/Chow, pg. 57
The Executive Committee will consider officially approving the name change of the Part-time Faculty Leadership Institute to Part-time Faculty Leadership Conference.

G. CVC Independent Course Alignment – 30 mins., Stewart Jr./Oliver, pg. 58
The Executive Committee will review the CVC-OEI's proposal for Independent Course Alignment and consider supporting the proposal or provide guidance on how to improve the proposal.

H. ASCCC Local Senate Visit Follow Up Survey – 15 mins., Curry, pg. 66
The Executive Committee will review and consider for approval a proposed

follow up survey for ASCCC Local Senate Visits.

I. **ASCCC Curriculum Institute Call for Breakout Sessions – 20 mins., Roberson/Bean, pg. 68**
The Executive Committee will be updated on the ASCCC Curriculum Institute theme, strands, and programming and consider contributions from the ASCCC committees and task forces as well as Executive Committee members.

J. **DEI Survey to Local Senates – 30 mins., Curry, pg. 69**
The Executive Committee will review and consider for approval the proposed DEI Survey.

K. **Inclusion of a Land Acknowledgement and Statement in ASCCC Events and Meetings – 30 mins., Cruz, pg. 73**
The Executive Committee will discuss and consider for approval the request to include in ASCCC plenaries, main events, and Executive Committee meetings a land acknowledgment and statement as a new tradition.

L. **FELA Introductory Session – 20 mins., Henderson, pg. 76**
The Executive Committee will consider for approval the FELA "Introductory" Session.

M. **ASFCCC Breakout Session at ASCCC Events – 15 mins., Henderson, pg. 79**
The Executive Committee will consider approval for a breakout session spot at ASCCC Events for the Innovation Scholarship recipients.

N. **ASCCC Branding Review – 20 mins., Mica, pg. 86**
The Executive Committee will receive an update and consider for approval a new logo for the ASCCC.

O. **2020-21 Periodic Review – 20 mins., May, pg. 87**
The Executive Committee will consider the summary of the responses to the 2016-17 Periodic Review Committee Report recommendations.

V. DISCUSSION

A. **Assigning and Answering of 'info@asccc.org' Questions – 25 mins., Oliver/Roberson, pg. 88**
The Executive Committee will discuss the current practice of answering questions from the field and will discuss possible ways to improve the process.

B. **C-ID Update – 15 mins., Mica, pg. 89**
The Executive Committee will receive an update on the Course Identification Numbering (C-ID) System.

C. **OERI Update – 20 mins., Mica, pg. 90**
The Executive Committee will receive an update on the Open Educational Resources Initiative (OERI).

D. **SSCCC Student Plan of Action Presentation – 30 mins., Mica, pg. 91**
The Executive Committee will receive an update from the SSCCC regarding their Student Plan of Action.

E. **Executive Committee Meeting Dates 2020-2021 – 30 mins., Mica, pg. 92**
The Executive Committee will begin discussion on the 2021 – 22 Executive Committee meeting dates.

F. **Board of Governors/Consultation Council – 15 mins., Davison/May, pg. 95**
The Executive Committee will receive an update on the recent Board of Governors and Consultation meetings.

G. **Meeting Debrief – 15 mins., Davison, pg. 96**

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

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

A. Senate and Grant Reports

i. Guided Pathways Task Force, May, pg. 97
ii. Periodic Review Committee, May, pg. 101

B. Standing Committee Minutes

i. Accreditation Committee, Aschenbach, pg. 106
ii. Career Technical Education Leadership Committee, Cruz, pg. 111
iii. Curriculum Committee, Roberson, pg. 115
iv. Equity and Diversity Action Committee, Parker, pg. 118
v. Legislative and Advocacy Committee, May, pg. 127
vi. Part-time Committee, Bean, pg. 135
vii. Relations with Local Senates Committee, Curry, pg. 139
viii. Resolutions Committee, Curry, pg. 141

C. Liaison Reports

i. ASSIST Policy Advisory Committee (PAC), Stanskas. pg. 142
ii. CCC Bachelor's Degree Program Steering Committee, Aschenbach, pg. 153
iii. CCCCO Rising Scholars Advisory Committee for Currently and Formerly Incarcerated Students, Aschenbach, pg. 167

D. Local Senate Visits

VII. ADJOURNMENT

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Executive Committee Community Norms
Approved February 2-3, 2018

Authenticity

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

Practice Self-Awareness, Presence, and Patience

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

Collegiality, Criticism, and Feedback

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

Honor the Space and the Dedication of The Committee

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

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Executive Committee Agenda Item

SUBJECT: Calendar •Upcoming 2020-2021 Events •Reminders/Due Dates		Month: January	Year: 2021
		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 Lonero	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

Upcoming Events and Meetings

- **Executive Committee Meeting** – Virtual Meeting – February 5-6, 2021
- **Part-Time Institute** – Virtual Conference – February 18-19, 2021
- **Executive Committee Meeting** – Virtual Meeting – March 5-6, 2021

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

Reminders/Due Dates

January 19, 2021

- Agenda items for the February 5-6, 2021 meeting
- Committee reports, if applicable

February 16, 2021

- Agenda items for the March 5-6, 2021 meeting
- Committee reports, if applicable

Part-Time Institute Deadlines

- Final Program to Krystinne by January 4, 2021.
- Program to Events Team and Visual Designer January 19, 2021.
- Presenter's Virtual Event Platform Training: February 2 & 3, 2021
- Virtual Event Platform goes live for all attendees: February 10, 2021

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

Spring Plenary

- 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 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

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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		Virtual Meeting	January 19, 2021
Executive Meeting	March 5-6, 2021	AREA C	Virtual Meeting	February 16, 2021
Area Meetings	March 26-27, 2021		Various Locations	
Executive Meeting	April 14, 2021**		Virtual Meeting	March 26, 2021
Executive Meeting	May 7, 2021		Virtual Meeting	April 19, 2021
Executive Committee/ Orientation	June 4-6, 2021		Coronado Island Marriott Resort & Spa, Coronado, CA	May 17, 2021
EVENTS				
Event Type[2]	**Date**		**Hotel Location[3]**	
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		Virtual Conference	
Career and Noncredit Education Institute	April 30- May 2, 2021		Virtual Conference	
Faculty Leadership Institute	June 17-19, 2021		Virtual Conference	
Curriculum Institute	July 7-10, 2021		Virtual Conference	

[1] Times may be adjusted to accommodate flight schedules to minimize early travel times.
[2] Executive Committee members are not expected to attend these events, other than the Faculty Leadership Institute. +North or South location may changes based on hotel availability.

Academic Senate

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	Stanskas, Davison	1/31/2020	Collegiality in Action
Merced	May, Aschenbach, Roberson, Stanskas	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, Stanskas	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, Stanskas	3/22/2019	Area A Meeting
	Stanskas	9/25/2019	Collegiality in Action
	May, Cruz	2/24/2020	GP Equity
Sequoias, College of the	Dyer, Davison, May, Roberson	10/12/2018	Area A Meeting
	Fulks, Selden	1/31/2020	Guided Pathways Visit
Shasta	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, Stanskas	12/3/2019	ICAS
Siskiyous, 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
	Stanskas	9/26/2018	Collegiality in Action
	Davison	8/23/2019	Governance/Local Senate
Peralta CCD	Parker	11/4/2019	Local Senate Visit - Noncredit
San Francisco, City College of	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
	Stanskas, 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)
	Parker, Curry	11/13/2020	Local Senate Visit - Governance
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, Stanskas	2/28/2019	GP and Local Senate Visit
	Executive Committee	3/1/2019	Executive Committee Meeting
	Stanskas	5/9/2019	Collegiality in Action
LA Trade-Technical			
LA Valley	Rutan, Aschenbach	12/9/2017	Curriculum Committee Meeting
	Aschenbach	3/17/2018	Curriculum Committee Meeting
	May	12/14/2018	Curriculum Committee Meeting
Moorpark	Freitas, Stanskas, Eikey	10/14/2017	Area C Meeting
	Eikey	5/8/2019	CTE Minimum Qualification Toolkit Regional Meeting
Mt. San Antonio	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	Stanskas	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
	Stanskas, Davison, Aschenbach. May, Bean, Mica	9/12/2019	ICAS
MiraCosta	Foster, Freitas	8/10/2017	Educational Policies Committee Meeting
	May, Aschenbach	3/13/2019	Recoding Regional Meeting
Moreno Valley	Executive Committee	9/29-30/2017	Executive Committee Meeting
	May	2/27/2020	Guided Pathways Visit
Mt. San Jacinto	Foster	11/17/2017	SI Institute
	Rutan	1/30/2019	Chemistry
	May	1/15/2020	Chemistry/Curriculum Visit
Norco	Davison, Slattery-Farrell, Eikey, Aschenbach	1/11/2018	RWLS Committee Meeting
	Cruz, Henderson	2/28/2019	Faculty Diversification Regional
	Foster, Rutan, Parker, Stanskas	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
	Stanskas	4/15/2019	Collegiality in Action
Riverside City	Davison, Stanskas	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.			

Academic Senate
for California Community Colleges

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Executive Committee Agenda Item

SUBJECT: Asian Pacific Islander Caucus - Recognition of Caucus		Month: January	Year: 2021
		Item No: II. B.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the Asian Pacific Islander Caucus	Urgent: No	
		Time Requested: NA	
CATEGORY:	Consent Calendar	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Krystinne Mica	Consent/Routine	X
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

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

The Academic Senate has received an application to start an Asian Pacific Islander Caucus. The purpose of the caucus is to:

- Advocate for issues central to API individuals in the Community College System including, but not limited to:
    - API representation in all levels and constituencies of College and District employment
    - API student access to full range of educational and institutional services, programs, and benefits
    - Interrogation and dismantling of API stereotypes in College systems and institutions
    - Advancing agenda on racial equity and social justice work within institutions and system wide
- Amplify API participation and voice
- Connect API Community College Professionals throughout California
- Promote knowledge about the specific histories and identities of API populations in Higher Education

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

- Study the impact of higher educational initiatives on API student populations, and advocate for change in institutional teaching and learning practices
- Understand the experiences and challenges of API student populations in California Community Colleges

The Executive Committee will consider for approval the formation of the Asian Pacific Islander Caucus for the 20-21 academic year.

Academic Senate for California Community Colleges

Recognition of Caucus Application

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

Please be advised of the following approval process [approximately two (2) months]:

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

RECOGNITION OF CAUCUS FOR FIVE (5) ACADEMIC YEARS: Spring 2021-Spring 2026

Caucus Name: **Asian Pacific Islander Caucus**

*Caucus Contact: **Michael Takeda**

Email: **michael.takeda@fresnocitycollege.edu** Phone: **415-244-4212 (cell)**

*By providing this information you allow your email address to be given to faculty, staff, students, and other persons/groups seeking caucus information.

Purpose of the caucus:

- Advocate for issues central to API individuals in the Community College System including, but not limited to:
    - API representation in all levels and constituencies of College and District employment
    - API student access to full range of educational and institutional services, programs, and benefits
    - Interrogation and dismantling of API stereotypes in College systems and institutions
    - Advancing agenda on racial equity and social justice work within institutions and system wide
- Amplify API participation and voice
- Connect API Community College Professionals throughout California
- Promote knowledge about the specific histories and identities of API populations in Higher Education
- Study the impact of higher educational initiatives on API student populations, and advocate for change in institutional teaching and learning practices
- Understand the experiences and challenges of API student populations in California Community Colleges

Anticipated activities and objectives:

- Meet at least once per semester to establish goals, priorities, and action plans
- Mobilize and act as necessary
- Meet during Fall and Spring Plenary sessions to address Resolutions and Issues
- Networking opportunities with API colleagues throughout California
- Establish allyship with ASCCC Black, Latinx, LGBTQIA+, and Womyn's Caucuses

***Caucus Members Section:**

#	Name	College	E-Mail
1	Michael Takeda	Fresno City College (FCC)	Michael.takeda@fresnocitycollege.edu
2	John Cho	FCC	John.cho@fresnocitycollege.edu
3	Lee Herrick	FCC	Lee.herrick@fresnocitycollege.edu
4	Tchay Her	FCC	Tchay.her@fresnocitycollege.edu
5	Victor Yang	FCC	Victor.yang@fresnocitycollege.edu
6	Jack Yang	FCC	Jack.yang@fresnocitycollege.edu
8	Melissa Flores	FCC	Melissa.flores@fresnocitycollege.edu
9	Kami Thepphavong	FCC	Kami.thepphavong@fresnocitycollege.edu
10	Kau Vue	FCC	Kau.vue@fresnocitycollege.edu
11	Mai Yang	FCC	Mai.yang@fresnocitycollege.edu
12	Channie Phantharath	Reedley College	Channie.phantharath@reedleycollege.edu
13	Mai Soua Lee	Reedley College	Maisoua.lee@reedleycollege.edu
14	Karen Kwan	Madera Community College	Karen.kwan@scccd,edu
15	Chloe De Los Reyes	Crafton Hills College	Cdelosreyes@craftonhills.edu
16	Bethany Tasaka	San Bernardino Valley College	Btasaka@valleycollege.edu
17	Eric Wada	Folsom Lake College	Eric.wada@flc.losrios.edu
19	Vandana Gavaskar	Santa Barbara City College	Vsgavaskar@pipeline.sbcc.edu
20	Robert Stevenson	Modesto College	Stevenson@yosemite.edu
21	Rebecca Wong	West Valley College	Rebecca.wong@westvalley.edu
22			
23			
24			
25			

*By providing this information you allow your email address to be given to faculty, staff, students, and other persons/groups seeking caucus information.

Caucus Contact Section:

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

Caucus Contact (signature): Michael K Takeda Type text here Date: 11/30/2020

Executive Committee Section:

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

_____

Executive Committee Approval Meeting Date

_____ _____

ASCCC Executive Director **Date**

Academic Senate
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Executive Committee Agenda Item

SUBJECT: Updated Noncredit and Basic Skills Committee Name and Charge		Month: January	Year: 2021
		Item No: II. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval the updated Noncredit Committee Name and Charge.	Urgent: No	
		Time Requested: NA	
CATEGORY:	Consent Calendar	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Karen Chow/Samuel Foster	Consent/Routine	X
		First Reading	
STAFF REVIEW[1]:	April Lonero	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, Pre-Transfer, & Continuing Education Committee

Committee Charge update:
The Academic Senate Committee on Noncredit, Pre-Transfer, & 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, including support for pre-transfer pathways, workforce success, and/or other skill building opportunities. 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 Executive Committee on issues related to instruction, counseling, student services, and program development in noncredit education, pre-transfer pathways, and continuing education, including how they are embedded in institutional initiatives to ensure student success and learning, as well as the role of faculty engaged in this work, as related to governance and local participation in academic and

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

professional activities; and 2) review policies and make recommendations to the Executive Committee.
Members of the Noncredit, Pre-Transfer, & Continuing Education Committee may represent the Academic Senate on such bodies as the Student Equity and Achievement Workgroup.

The Association of Community and Continuing Education (ACCE) appoints a member to serve as a liaison to this committee.

2020-21 Noncredit and Continuing Education Committee Members:
Karen Chow (Chair)
Samuel Foster (2nd)
Wendy Brill-Wynkoop
Emma Diaz
Ingrid Greenberg
Mary Legner
Dana Miho
Kimberly Stiemke
Elizabeth Walker

Academic Senate
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Executive Committee Agenda Item

SUBJECT: Chancellor's Office Liaison Report		Month: January	Year: 2021
		Item No: III. D.	
		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:	Reports	**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.

Academic Senate for California Community Colleges

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Executive Committee Agenda Item

SUBJECT: Legislative Report		Month: January	Year: 2021
		Item No: IV. A.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	The Executive Committee will receive a first report on the 2021-22 (two-year) legislative session and consider the Legislative Advocacy Day Schedule.	Urgent: No	
		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 2021-22 (two-year) Regular Session convened for Organizational Session at 12 noon on December 7, 2020.

Useful Websites:
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

Report as of December 15, 2020:
Attached is the Legislative Report as of December 15, 2020. An update including any requested action will be provided in early January before the January Executive Committee Meeting.

2021 Legislative Advocacy Day (virtual) Draft/Shell Schedule for consideration:

- Legislative Training: Monday, February 22, late afternoon/early evening – formal training followed by informal discussion/social hour – the training is required for all Executive Committee and Legislative and Advocacy Committee members that have not participated in the training in prior years.
- Legislative and Advocacy Day: Tuesday, February 23
  - 8:30 – 9:00: Large Group and Team meetings
  - 9:00 – 4:00: Legislative Visits
  - 12:00 – 12:30: Lunch/Informal check-in
  - 4:00 – 4:15: Debrief

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

Legislative Report

ASCCC Executive Committee Meeting
January 8-9, 2021
Last update: December 15, 2020

The following legislation has implications for academic and professional matters or may impact an area of academic and professional matters peripherally. Suggestions of additional bills for the ASCCC to follow are welcome – please email info@asccc.org with suggestions. Full text of all bills can be found at https://leginfo.legislature.ca.gov.

2020-21 Two-Year Cycle

2021 Tentative Legislative Calendar:
https://www.senate.ca.gov/sites/senate.ca.gov/files/2021_senate_legislative_deadlines_calendar.pdf

- January 4 – Legislature reconvenes
- January 10 – Budget must be submitted by Governor
- January 22 – Last day to submit bill requests to the Office of the Legislative Council
- February 19 – Last days for bills to be introduced
- March 25 – Spring recess begins upon adjournment of this day's session

Legislative Process: https://clerk.assembly.ca.gov/content/process

Due to COVID-19 Pandemic, bills will be limited and prioritized for 2021:

- Health and Economy
- Reduced number of bills
- Less controversial topics may be captured in omnibus or trailer bills

Assembly Bills (AB)

AB 5 (Fong) – Greenhouse Gas Reduction Fund: High Speed Rail Authority: K-12 Education: transfer and loan.

This bill would suspend the appropriation to the High-Speed Rail Authority for the 2021–22 and 2022–23 fiscal years and would require the transfer of those amounts from moneys collected by the state board to the General Fund. The bill would specify that the transferred amounts shall be available, upon appropriation, to support K–12 education and to offset any funding reduction for K–12 education.

This bill would require the transfer of a sum of $2,400,000,000, as a loan, from the unencumbered moneys appropriated to the authority before the 2020-21 fiscal year from the Greenhouse Gas Reduction Fund to the General Fund. The bill would specify that the transferred

moneys, upon appropriation, are available to support K–12 education and to offset any funding reductions for K–12 education in the 2021–22 Budget Act.

Official ASCCC Position/Resolutions: The ASCCC supports funding for education.

Status: Read first time 12-7-20

Notes: This bill was included to share some legislators interest in funding education.

AB 89 (Jones-Sawyer) – Peace Officers: minimum qualifications.

This bill would increase the minimum qualifying age from 18 to 25 years of age. This bill would permit an individual under 25 years of age to qualify for employment as a peace officer if the individual has a bachelor's or advanced degree from an accredited college or university. The bill would provide legislative findings in support of the measure.

Official ASCCC Position/Resolutions:

Status: Read first time 12-7-20

Notes: This bill could affect Peace Officer Standards and Training programs at community colleges.

AB 101 (Medina) – Pupil instruction: high school graduation requirements: ethnic studies.

This bill would add the completion of a one-semester course in ethnic studies, meeting specified requirements, to the high school graduation requirements commencing with pupils graduating in the 2029–30 school year, including for pupils enrolled in a charter school. The bill would expressly authorize local educational agencies, including charter schools, to require a full-year course in ethnic studies at their discretion. The bill would require local educational agencies, including charter schools, to offer an ethnic studies course commencing with the 2025–26 school year, as specified.

Official ASCCC Position/Resolutions: The ASCCC has numerous resolutions supporting an ethnic studies requirement.

Status: Introduced 12/11/20

Notes: A similar bill, AB 331 was vetoed by the Governor in September 2020. The Governor's response included:

> This bill, however, would require ethnic studies to be taught in high school at a time when there is much uncertainty about the appropriate K-12 model curriculum for ethnic studies. I have been closely monitoring the progress of the development of the K-12 ethnic studies model curriculum. Last year, I expressed concern that the initial draft of the

model curriculum was insufficiently balanced and inclusive and needed to be substantially amended. In my opinion, the latest draft, which is currently out for review, still needs revision.

I am directing staff in my Administration to work with State Board of Education President Linda Darling-Hammond and State Superintendent of Public Instruction Tony Thurmond to ensure that the draft ethnic studies model curriculum achieves balance, fairness, and is inclusive of all communities.

AB 102 (Holden) – College and Career Access Pathways partnerships.

This bill would extend those provisions related to CCAP partnerships indefinitely. The bill would also make nonsubstantive changes.

Official ASCCC Position/Resolutions: The ASCCC has supported CCAP in the past.

Status: Introduced 12/11/20

Notes:

AB 103 (Holden) – College and Career Access Pathways partnerships: county offices of education.

This bill would specify that "high school," as used in the bill, includes a community school, continuation high school, or juvenile court school. The bill would also authorize county offices of education to enter into CCAP partnerships with the governing boards of community college districts in accordance with these provisions. The bill would make conforming changes.

Official ASCCC Position/Resolutions: The ASCCC has supported CCAP in the past.

Status: Introduced 12/11/20

Notes:

Senate Bills (SB)

SB 20 (Dodd) – Student nutrition: Eligibility for Calfresh benefits

This bill would require the board of governors to adopt regulations so that a student who qualifies for this fee waiver, and whose household income is below 200% of the federal poverty level, may also qualify for CalFresh benefits to the maximum extent permitted by federal law.

Official ASCCC Position/Resolutions: The ASCCC supports services to meet the basic needs of students.

Status: Introduced and read first time 12/7/20.

Notes:

SB 26 (Skinner and Bradford) – Collegiate athletics: student athlete compensation and presentation. [Fair Pay to Play Act]

This bill, the Fair Pay to Play Act, would make these provisions operative on January 1, 2022, or when specified rules changes adopted by the Board of Governors of the National Collegiate Athletic Association take effect, whichever occurs first. The bill would prohibit California postsecondary educational institutions except community colleges, and every athletic association, conference, or other group or organization with authority over intercollegiate athletics, from providing a prospective intercollegiate student athlete with compensation in relation to the athlete's athletic reputation, or preventing a student participating in intercollegiate athletics from earning compensation as a result of the use of the student's athletic reputation. The bill would prohibit an athletic association, conference, or other group or organization with authority over intercollegiate athletics from preventing a postsecondary educational institution other than a community college from participating in intercollegiate athletics as a result of the compensation of a student athlete for the use of the student's athletic reputation. The bill would prohibit the revocation of a student's scholarship as a result of earning compensation for the use of the student's athletic reputation.

The bill would prohibit a student athlete from entering into a contract providing compensation to the athlete for use of the athlete's athletic reputation if a provision of the contract is in conflict with a provision of the athlete's team contract. The bill would prohibit a team contract from preventing a student athlete from using the athlete's athletic reputation for a commercial purpose when the athlete is not engaged in official team activities, as specified. The bill would authorize a student athlete who prevails in an action brought against an institution for a violation of these provisions to recover reasonable attorney's fees and court costs, in addition to any damages or equitable relief, against the institution.

The bill would prohibit a postsecondary educational institution from denying a student athlete any rights provided to other college students at the institution, except as provided. The bill would make these provisions severable, as specified.

Official ASCCC Position/Resolutions: The ASCCC appointed a faculty member to serve on the work group required of SB 206 (Skinner, 2019).

Status: Introduced and read 12/7/20.

Notes: SB 206 (Skinner, 2019) – Collegiate athletics: student athlete compensation and presentation made California the first state in the nation to enact a law to restore to college athletes the right to earn compensation from their name, image, and likeness (NIL), or athletic

reputation. The CCCCO convened a community college athlete name, image, and likeness working group composed of individuals appointed on or before July 1, 2020. The bill requires the working group to review various athletic association bylaws and state and federal laws regarding a college athlete's use of the athlete's name, image, and likeness for compensation and, on or before July 1, 2021, submit to the Legislature and the California Community College Athletic Association a report containing its findings and policy recommendations in connection with this review. This is in progress.

SB 40 (Hurtado) – Healthcare workforce development: California Medicine Scholars Program.

This bill would create the California Medicine Scholars Program, a 5-year pilot program commencing January 1, 2023, and would require the Office of Statewide Health Planning and Development to establish and facilitate the pilot program. The bill would require the pilot program to establish a regional pipeline program for community college students to pursue premedical training and enter medical school, in an effort to address the shortage of primary care physicians in California and the widening disparities in access to care in vulnerable and underserved communities, including building a comprehensive statewide approach to increasing the number and representation of minority primary care physicians in the state. The bill would require the office to contract with a managing agency for the pilot program, as specified. The bill would require the pilot program to consist of 4 Regional Hubs of Health Care Opportunity (RHHO) to achieve its objectives, and would require each RHHO to include, at a minimum, 3 community colleges, one public or nonprofit, as defined, 4-year undergraduate institution, one public or nonprofit, as defined, medical school, and 3 local community organizations. The bill would require the managing agency to appoint an objective selection committee, with specified membership, to evaluate prospective RHHO applications and select the RHHOs to participate in the pilot program. The bill would require each selected RHHO to enter into memoranda of understanding between the partnering entities setting forth participation requirements, and to perform other specified duties, including establishing an advisory board to oversee and guide the programmatic direction of the RHHO. The bill would require the selection process to be completed by June 30, 2022.

Official ASCCC Position/Resolutions: The ASCCC supports pathways and partnerships to improve the educational opportunities for community colleges students.

Status: Introduced and read 12/7/20.

Notes:

SB 61 (Hurtado) – Workforce training programs: supportive services.

This bill would require the California Workforce Development Board to establish and administer the Lifting Families Out of Poverty Supportive Services Program. The bill would require the board, upon appropriation by the Legislature for that purpose, to make $50,000,000 in grants available to consortia, composed of combinations of local workforce development boards,

community colleges, or other stakeholders, that apply for funding to provide supportive services, as defined, and are approved in accordance with the bill.

Official ASCCC Position/Resolutions: The ASCCC supports pathways and partnerships to improve the educational opportunities for community colleges students.

Status: Introduced and read 12/7/20.

Notes:

Bills of Interest

See CCCCO 2021 Legislative Tracking Matrix (Last Updated: 12/11/2020) attached.

California Community Colleges Chancellor's Office 2021 Legislative Tracking Matrix (Last Updated: 12/11/2020)														
HOUSE	**BILL**	**AUTHOR**	**SUBJECT**	**Position**	**1st Policy Cmte**	**1st Fiscal Cmte**	**1st Floor**	**2nd Desk/Rules**	**2nd Policy Cmte**	**2nd Fiscal Cmte**	**2nd Floor**	**Concurrence**	**STATUS**
TIER 1: Direct Effect on California Community Colleges or Priority Issue Area													
AB	75	O'Donnell	Kindergarten-Community Colleges Facilities Bond Act of 2022	UR									Introduced
AB	89	Jones-Sawyer	Peace officers: minimum qualifications.	UR									Introduced
SB	20	Dodd	Student eligibility for CalFresh benefits	UR									Introduced
SB	22	Glazer	Public Preschool, K–12, and College Health and Safety Bond Act of 2022.	UR									Introduced
SB	26	Skinner	Collegiate athletics: student athlete compensation and representation.	UR									Introduced
TIER 2: Direct Effect on State or Local Agency Operations													
AB	2	Fong	Regulations: legislative review: regulatory reform	UR									Introduced
AB	14	Aguiar-Curry	Broadband services: California Advanced Services Fund	UR									Introduced
AB	17	Cooper	Peace officers: disqualification from employment	UR									Introduced
AB	18	Lackey	Sexual assault forensic evidence: testing.	UR									Introduced
AB	25	Kiley	Worker classification: employees and independent contractors.	UR									Introduced
AB	26	Holden	Peace officers: use of force.	UR									Introduced
AB	29	Cooper	State bodies: meetings (Bagley-Keene)	UR									Introduced
AB	47	Reyes	Human services: coordinated immigration support services.	UR									Introduced
AB	48	L. Gonzalez	Law enforcement: kinetic energy projectiles and chemical agents.	UR									Introduced
AB	53	Low	Election day holiday	UR									Introduced
AB	60	Salas	Peace officers: disqualification from employment	UR									Introduced
SB	16	Skinner	Peace officers: release of records.	UR									Introduced
SB	40	Hurtado	Health care workforce development: California Medicine Scholars Program.	UR									Introduced
SB	61	Hurtado	Workforce training programs: supportive services.	UR									Introduced
SB	71	McGuire	Infractions: community service: education programs.	UR									Introduced
TIER 3: No Direct Effect on California Community Colleges (Chancellor's Office generally does not take positions)													
AB	5	Fong	High Speed Rail Authority: K–12 education: transfer and loan	UR									Introduced
PLACEHOLDER LEGISLATION (SPOT) **SPOT bills are placeholders, often containing intent language or nonsubstantive statutory changes, to give legislators time to research issues of**													
AB	17	Cooper	Peace officers: disqualification from employment	UR									Introduced
AB	34	Muratsuchi	Broadband for All Act of 2022	UR									Introduced
AB	57	Gabriel	Hate Crime	UR									Introduced

Position: SP- Sponsor; S - Support; SA - Support if Amended; PS- Proposed Support; UR - Under Review; C- Concern; OA - Oppose Unless Amended; O - Oppose; W - Watch

California Community Colleges Chancellor's Office 2021 Legislative Tracking Matrix (Last Updated: 12/11/2020)														
HOUSE	**BILL**	**AUTHOR**	**SUBJECT**	**Position**	**1st Policy Cmte**	**1st Fiscal Cmte**	**1st Floor**	**2nd Desk/Rules**	**2nd Policy Cmte**	**2nd Fiscal Cmte**	**2nd Floor**	**Concurrence**	**STATUS**
AB	94	Jones-Sawyer	Correctional officers.	UR									Introduced
AB	92	Reyes	Preschool and childcare and development services: family fees.	UR									Introduced
SB	2	Bradford	Peace officers: certification: civil rights.	UR									Introduced

Notes and Key

Contact: Justin Salenik, Governmental Relations - jsalenik@cccco.edu; (916) 324-2547

Held = The bill was placed in the inactive file, kept in the committee w/o a vote, its hearing was cancelled, or it did not meet legislative deadlines.

Failed = The bill was heard in committee or on the floor and did not pass. Reconsideration may have been granted.

(SP) Sponsor = Approved for Sponsorship by the Board of Governors.						
(S) Support = Aligns with Board priorities and CCCCO has taken formal support position.						
(SA) Support if Amended = Requires amendment(s) to secure CCCCO support.						
(PS) Proposed Support = Identified for support, pending in review and approval process.						
(UR) Under Review = CCCCO is gathering information before recommending a position.						
(W) Watch = CCCCO has determined insignificant impact on the system and does not warrant an official position.						
(C) Concern = Potentially negative impacts on the system and may require amendments.						
(OA) Oppose unless Amended = Negative impacts on the system and requires amendments; this is a formal Oppose position.						
(O) Oppose = Negative impact on the system and no amendments will alleviate; this is a formal Oppose position.						

Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Executive Committee Agenda Item

SUBJECT: Culturally Responsive Student Services, Student Support, and Curriculum		Month: January	Year: 2021
		Item No: IV. B.	
		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.

Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Executive Committee Agenda Item

SUBJECT: Equity Driven Systems		Month: January	Year: 2021
		Item No: IV. C.	
		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.

Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Executive Committee Agenda Item

SUBJECT: Guided Pathways Implementation and Integration to Transfer and Careers		Month: January	Year: 2021
		Item No: IV. D.	
		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 Lonero	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.

Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Executive Committee Agenda Item

SUBJECT: Disciplines List Revision Proposals		Month: January	Year: 2021
		Item No: IV. E.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	The Executive Committee will review the disciplines list revision proposals and determine if they should go forward for a second hearing and consideration for action by the body at spring plenary.	Urgent: Yes	
		Time Requested: 30 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Julie Oliver/Cheryl Aschenbach	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

In 2020, the Standards and Practices Committee received disciplines list revision proposals in the disciplines of **Film and Media Studies** and **Digital Fabrication Technology**. The Film and Media Studies proposal seeks to revise the current minimum qualifications, and the Digital Fabrication Technology seeks to establish a new discipline. Submitters of both proposals included the required documentation and support in their proposals. The summary documents were publicly posted prior to the fall area meetings and discussed at area meetings. Julie Oliver and Cheryl Aschenbach, Standards and Practices Committee chairs, facilitated the first hearing for these proposals during fall plenary along with members of the committee.

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

Attached are the summary sheets for each proposal, including first hearing testimony.

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

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES
DISCIPLINES LIST REVISION PROPOSALS
2020

Information for Proposed Disciplines List Changes

Italics indicate a proposed addition -- ~~Strikeout~~ indicates a proposed deletion

Notation of "Senate" or department name after listing of position indicates that the college senate or department took a position; otherwise position is that of an individual.

SECTION I: REVISIONS TO DISCIPLINES (MASTER'S)

PROPOSAL #1:

Proposed Revision Discipline: Film and Media Studies
Organization: Santa Barbara City College Academic Senate

Current Minimum Qualifications:

Master's degree in film, drama/theater arts or mass communication
OR
Bachelor's degree in any of the above

AND

Master's degree in media studies, English or communication
OR
the equivalent.

Proposed Change:

Master's degree in Film/Cinema and Media Studies, Film, Television, and Media Studies, Drama/Theater, Mass Communication
OR
Bachelor's degree in any of the above

AND

Master's degree in Visual Studies, Media Studies, English, or Communication
OR
the equivalent.

Rationale:

The Minimum Qualifications for Film Studies are out-of-date and need to be updated to reflect the current changes in the field of Film and Media Studies in the last 20-30 years. In the 1960s and 1970s, Film Studies courses were developed throughout colleges and universities in departments that had an affinity with film: English, Theater, Drama, Communication, for

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

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

An argument against this proposal could be that too many candidates will apply for Film Studies positions thus expanding candidate pools for colleges and departments. This argument does not consider the vast changes in the field of Film and Media Studies in the United States but even more specifically in California. There are multiple graduate degree departments in Film and Media Studies available in California that have expanded and grown graduating many potential candidates for Film Studies departments at community colleges. The change in minimum qualifications will expand the quantity of candidates who apply for a position and will focus the pool of candidates to those who are specifically qualified to teach in Film Studies.

Departments and academic fields have become more specialized in the last 10-20 years with specific departments for Theater, Film and TV Production, Communication Studies, and Media Production, all with specific requirements and degrees. Film Studies is a separate field and needs to have updated minimum requirements that match that include past MQs but also includes appropriate department titles.

Consultation with Professional Organizations

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

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

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

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

- **Moorpark College, Ventura County Community College District: Rolland Petrello, Chair of Communication Studies and Media Arts**

- **Long Beach City College: Alison Hoffman-Han, Assistant Professor, Film Studies, Visual & Media Arts Department**

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

Testimonies:

Testimonies can be in the form of written email, letters sent to the ASCCC Office, or oral testimonies made by individuals at the Fall 2020 Plenary Session.

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

		Thank you for doing this work. I hope you will keep me posted about your progress"	
Dr. Jennifer Holt	Associate Professor and Director of Graduate Studies, Department of Film and Media Studies, University of California Santa Barbara	"I am absolutely willing to support the proposal!"	Support
Roland C. Petrello	Chair, Communication Studies and Media Arts Director of Forensics Moorpark College	"We have a Board Policy called "List B" which allows us to add minimum quals to the list for our hires, if we justify it and it gets approved. That's what we are doing right now in advance of our FT hiring this Spring. I love that you are working on this at the State level. It just makes sense"	Support
Alison Hoffman-Han, Ph.D.	Assistant Professor, Film Studies, Visual & Media Arts Department, Long Beach City College	"Thank you, thank you, thank you for pushing forward in the hopes of getting those ridiculous minimum qualifications changed. I agree with the changes you're proposing wholeheartedly!"	Support

First Hearing Testimonies Friday November 6, 2020 5-6pm ASCCC Fall Plenary:

Name	Discipline	College	Representing	Position	Testimony
Jacky Rangel	Articulation Officer	Cypress College	Our delegate could not be here and I am sharing feedback from our faculty regarding the Film and Media Studies proposed changes	Do not support	From our Theater Faculty, Donny Jackson: My personal take is not that I mind the inclusion of Media, but rather I question continuing the inclusion of Theatre Arts. As someone whose focus is behind the scenes, I am in no way qualified to teach Film courses. Acting is just one of many focuses of study in Theatre and it does not automatically equal Film training although that seems to be the presumption. The rest of our industry, namely directing, playwriting, design, theory, and history, have essentially no crossover, with the possible exception of costuming.
Jacky Rangel	Articulation Officer	Cypress College	Our delegate could not be here and I am sharing feedback from our	Do not support	From our Media Arts Design Faculty, Ian Holmes: CTE FSAs for Media Production(pg. 20) /Broadcasting Technology(pg. 12) currently remain the same: Any Degree and Professional Experience. It states: film making/video, media production, radio/TV. I feel it's important for

			faculty regarding the Film and Media Studies proposed changes		everyone involved to understand that there is a practical difference between “Film and Media Studies” which fall under an academic area traditionally listed on the “Master’s” list of disciplines and the CTE vocational area of film, video, television, radio, and electronic media production which does not require a Master’s degree. Film Studies can be mostly theory but community colleges also teach CTE vocational film, TV and video production which would not fall under the Master’ s discipline of Film and Media Studies.
Angela C. Echeverri	Biological Sciences	Los Angeles Mission College	Individual	Support	
Trevor Fox Passage		Allan Hancock College	Discipline Faculty or related Discipline Faculty	support	
Hector Alvarez	Counseling	Allan Hancock College	senate	support	

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES
DISCIPLINES LIST REVISION PROPOSALS
2020

Information for Proposed Disciplines List Changes

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NEW DISCIPLINE PROPOSAL

PROPOSAL #2:

Proposed Revision Discipline: Digital Fabrication Technician
Organization: Laney College, Oakland

Proposed Minimum Qualifications:

2 years professional experience
AND
Any bachelor's degree or higher

OR

6 years of professional experience

AND
Any associate's degree

Rationale:

The field of Digital Fabrication Technology is an emerging but established field within Advanced Manufacturing that combines a wide variety of manufacturing techniques, machines, software, materials, and hand skills to create consumer and industrial parts and assemblies. Technicians specialize in prototyping and rapidly producing parts and projects for clients in a small to medium scale, with high attention to detail and turn around. The industry works with all mediums such as wood, plastic, metal, composites, and textiles. Digital Fabrication shops expect their technicians to have basic machining, wood working, and carpentry skills, as well as advanced 3D design software programming abilities. The average rate of pay for a Digital Fabrication Technician in California is $25 per hour. The short-term nature of this training combined with its potential for gainful employment in a meaningful career make Digital Fabrication Technology a highly demanded skill.

The current list of minimum qualifications does not include Digital Fabrication Technology. The fields of

machining, carpentry, and cabinet making do not fully encompass the broad set of skills and expertise needed to teach Digital Fabrication Technology. For state programs to succeed, we need a refined and acknowledged set of minimum qualifications that institutions can use to hire the most effective teachers for our students.

Consultation with Professional Organizations:

Shop Leaders, a large consortium of digital fabrication technology shops and services in Northern California, has guided the development of our programs and strongly supports our need to refine the hiring process for Digital Fabrication Technology and create minimum qualifications. Their letter of support is attached.

The Fab Foundation is a national organization that supports the development of FabLab programs in Digital Fabrication Technology. It is a network of resources for professionals, educational institutions, and community hubs. You can quickly check it out here:

https://fabfoundation.org/about/#about-intro Their letter of support is attached.

To analyze the needs of the regional industry, the Laney College Career and Technical Education (CTE) department conducted a Discovery of Curriculum (DACUM) performed by PROPOSAL #1: Proposed New Discipline: Digital Fabrication Technician Organization: Laney College, Oakland The Ohio State University in 2018. Regional members from the Digital Fabrication trade outlined the skills and qualities required in a proficient Digital Fabrication Technician. The results of the DACUM led to the creation of three certificates of achievement for Digital Fabrication, each with their own emphasis on machining, wood technology, and engineering.

Impact of proposal across the state

Minimum qualifications for Digital Fabrication Technology do not currently exist. We expect a submission into the minimum qualifications handbook will allow schools from across the state to more accurately find and hire the proper personnel and faculty for their programs.

Pro:

• The field of Digital Fabrication Technology gains legitimacy as a growing field and industry that will impact our students in the next 10 years

• Identifying the proper minimum qualifications for faculty will help get people who have the most current knowledge of the subject to educate our students with the current industry needs

Con:

• Some schools may find it challenging to find proficient hiring candidates if the minimum qualifications are too stringent. However, due to the nature of Digital Fabrication Technology, a broad set of skills from a variety of advanced manufacturing industries may be constituted as someone working in Digital Fabrication Technology

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

The proposal is seconded by Thomas Cappelletti (Faculty Project Director, SCC Maker Space, Sacramento City College) as well as Payson McNett from Cabrillo College. Additional support has been indicated, and Karen Cook (Drafting Instructor, Maker Space Coordinator at Solano Community College) and Alina Varona (Dean of Workforce and Career Education, College of Marin)

Testimonies:

Name	College/Organization	Testimony	Position
Laney College Faculty Senate	Laney College	Unanimous resolution of support	Support
Bay Area Consortium of Community Colleges	BACCC		Support
Thomas Cappelletti	Faculty Project Director, SCC Maker Space, Sacramento City College	"By all means yes we support this proposal to the ASCCC."	Support
Karen Cook	Drafting Instructor, Maker Space Coordinator	"Good idea. Our classes are under Industrial Technology because we didn't know where else to put them."	Support
Payson McNett	Art, Cabrillo College		Support
Alina Varona	Dean, Workforce and CTE	"Given the evolving nature of the manufacturing sectors (both pre and post Covid), College of Marin (COM) is thrilled to see the leadership of our colleagues at Laney College."	Support

First Hearing Testimonies Friday November 6, 2020 5-6pm ASCCC Fall Plenary:

Name	Discipline	College	Representing	Position	Testimony
Trevor Fox Passage		Allan Hancock College	Discipline Faculty or related Discipline Faculty	support	
Hector Alvarez	Counseling	Allan Hancock College	senate	support	

From:

Jim Krehl
Production Manager
SPM Design

Letter of support for Laney College's Digital Fabrication Technology program

To Whom it May Concern,

SPM Design is a full service interdisciplinary design studio and fabrication company, based in Orange County. SPMD has worked with architecture firms and other clients throughout the country to design and fabricate sculptures, graphic environments, and large-scale architectural installations. Digital fabrication is critical to every project we work on, from graphics for building exteriors and interiors to CNC fabrication of public furniture and art. Digital fabrication requires thorough training that is difficult to achieve by experience alone. As a result, finding qualified technicians, designers, and engineers is not easy.

As our industry grows throughout California, and as our displaced local workforce seeks employment in our sector, it is important that we partner with California community colleges that provide fast and effective workforce training programs. Laney College's Digital Fabrication certificate is a program we believe satisfies that goal, and we hope to similar programs created throughout the state in the future.

California is the nation's largest state, and getting our workforce trained, retrained and back to work is critical for the economic recovery of the nation. California community colleges are in the best position to retrain our currently weakened workforce because they provide easy access to affordable and excellent faculty, facilities, and established programs that have shown their ability to get students hired for well paid jobs. Laney College's CTE program has proven to be one of the best workforce training divisions in the Bay Area, and we are excited to support them.

Thank you for your time,

Jim Krehl
Production Manager / Senior Fabrication Lead
jim@spm-design.com
857 829 0837

Shop Leaders Group

Letter of support for Laney College's Digital Fabrication Technology program

To Whom it May Concern,

The Shop Leaders Group is a collection of people that focus on managing and leading fabrication shops across CA. We began meeting with a handful of people over 4 years ago and today our membership has grown beyond 50 people to include professionals across the state of California from private industry and education. This group formed to crowdsource solutions and share best practices for a myriad of challenges that our industry faces. One of the primary areas of focus is finding, training and retaining talent, as there is a huge lack of appropriately skilled people available. As the use of Digital Fabrication technologies in nearly every industry increases, we will continue to have a hard time hiring qualified people unless there is a large increase in training and education.

As our industry grows in California, and as our displaced local workforce seeks employment in our sector, it is important that we partner with California community colleges that provide fast and effective workforce training programs. Laney College's Digital Fabrication certificate is a program we believe satisfies that goal, and we hope to similar programs created throughout the state in the future.

California is the nation's largest state, and getting our workforce trained, retrained and back to work is critical for the economic recovery of the nation. California community colleges are in the best position to retrain our currently weakened workforce because they provide easy access to affordable and excellent faculty, facilities, and established programs that have shown their ability to get students hired for well paid jobs. Laney College's CTE program has proven to be one of the best workforce training divisions in the Bay Area, and we are excited to support them.

Thank you for your time,

Tim Oliver
Kreysler and Associates
Founder and Organizer
Shop Leaders Group
tim@kreysler.com
707-552-3500

fabfoundation

October 7, 2020

Letter of support for Laney College's Digital Fabrication Technology program

To Whom it May Concern,

The Fab Foundation formed in 2009 to facilitate and support the growth of the international fab lab network as well as the development of regional capacity-building organizations. The Fab Foundation is a US non-profit 501(c) 3 organization that emerged from MIT's Center for Bits & Atoms Fab Lab Program. Our mission is to provide access to the tools, the knowledge and the financial means to educate, innovate and invent using technology and digital fabrication to allow anyone to make (almost) anything, and thereby creating opportunities to improve lives and livelihoods around the world. Community organizations, educational institutions and non-profit concerns are our primary beneficiaries.

As our industry grows nationwide, and as our displaced local workforce seeks employment in our sector, it is important that we partner with California community colleges that provide fast and effective workforce training programs. Laney College's Digital Fabrication certificate is a program we believe satisfies that goal, and we hope to see similar programs created throughout the state in the future.

California is the nation's largest state, and getting our workforce trained, retrained and back to work is critical for the economic recovery of the nation. California community colleges are in the best position to retrain our currently weakened workforce because they provide easy access to affordable and excellent faculty, facilities, and established programs that have shown their ability to get students hired for well paid jobs. Laney College's CTE program has proven to be one of the best workforce training divisions in the Bay Area, and we are excited to support them.

Thank you for your time,

Sincerely,

Sherry J. Lassiter, Ed.M.
President and CEO

The Fab Foundation 50 Milk Street, 16th Floor Boston, MA 02109 USA +1 857-333-7777

Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Executive Committee Agenda Item

SUBJECT: Part-time Institute Name Change		Month: January	Year: 2021
		Item No: IV. F.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider officially approving the name change of the Part-time Faculty Leadership Institute to Part-time Faculty Leadership Conference.	Urgent: No	
		Time Requested: 15 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 following request:

- Name change of the Part-time Faculty Leadership Institute to the Part-time Faculty Leadership Conference beginning in 2022.
- Rationale:
  - *Conference* conveys a more collaborative spirit.
  - *Conference* resonates more favorably with part-time faculty on the 2020-2021 ASCCC PTC and other colleagues.
  - *Conference* is less of a militarized term than "institute." PTC members have concerns with such terminology in light of current popular online militarized role-playing games called "institutes."

Academic Senate
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Executive Committee Agenda Item

SUBJECT: CVC Independent Course Alignment		Month: January	Year: 2021
		Item No: IV. G.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will review the CVC-OEI's proposal for Independent Course Alignment and consider supporting the proposal or provide guidance on how to improve the proposal.	Urgent: No	
		Time Requested: 30 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Robert L. Stewart Jr./Julie Oliver	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

On CVC.edu, courses are badged as "quality reviewed" and filter to the top of search results if an individual faculty member brings the course through @One's Course Design Academy or if an individual instructor completes local peer online course review (POCR) at a POCR Certified Campus. As professional development is essential to the review process, these means of earning a quality reviewed badge are specific to a single instructor teaching a course. Faculty and CIOs have inquired about instances in which instructors use the same Canvas shell and materials and have expressed frustration that in cases which a course is already quality reviewed for one instructor, another instructor using the identical course and Canvas shell still must complete the entire process for the section to be badged as quality reviewed, even if that instructor has brought other courses through the process. At the December 9, 2020 CVC-OEI Advisory Committee meeting, independent course alignment was proposed as a means of appropriately badging quality reviewed courses in cases in which a course is reviewed and fully CVC-OEI Course Design Rubric-aligned and faculty have already received a badge for a course by completing the Course Design Academy, undergoing local POCR, or obtaining the CVC/@One Online Teaching & Design Certificate.

In the proposed model, each faculty member teaching a badged course would still receive professional development focusing on the rubric in any of the three ways currently available, but every section of every course by every faculty member would not need to go through the full process. Instead, the proposal indicates the following:

POCR Certified Colleges [would] *submit fully aligned courses not tied to (independent of) individual instructors.*

- *Course is reviewed and fully aligned through the college's local, certified process.*
- *Sections of the aligned course taught by eligible faculty can display the Quality Reviewed badge:*
  - *Earned a Quality Reviewed badge for a course aligned through CDA.*
  - *Earned a badge for a course aligned through Local POCR at a POCR Certified school.*

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

•*Certified to teach online through CVC/@ONE (The Online Teaching & Design certificate)*

At colleges where multiple faculty in a discipline share identical Canvas courses, the current process exhausts time and resources unnecessarily by requiring that the same course be reviewed separately for each faculty member teaching it. The rationale behind the current process is that each faculty member should experience the professional development of aligning their course to the rubric to inform their pedagogy and approach. The proposed model accounts for this consideration by requiring that through independent course alignment, while the course itself would only need to be reviewed once to be quality badged, each section of the shared course could only be badged once instructors completed one of the three requirements that still apply in the status quo.

During the December, 2020 CVC-OEI Advisory Committee meeting, some shared enthusiasm for this proposal, given historical requests surrounding the unique obstacle in attaining quality review badges at institutions where multiple faculty share identical course materials. The proposal would also assist CVC-OEI consortium colleges in achieving their requirement of aligning a certain percentage of their courses with the rubric per the CVC-OEI Master Agreement. However, one member raised a question about intellectual property.

For this model to succeed, local considerations should be taken into account, and faculty should be responsible for determining if they want to submit a shared course for independent course alignment. The proposal should not be construed as the ASCCC's or CVC-OEI's endorsement that a college's administration can dictate to their faculty curricular requirements or detailed course content. Independent course alignment would not be applicable in cases in which different sections of the same course have different Canvas shells or present the material differently. Independent course alignment can serve as an asset to colleges at which faculty share Canvas courses already and can help better inform students on CVC.edu of the quality of the course, but it should augment, not replace, the existing means of achieving quality review badging. The CVC-OEI Advisory Committee Co-Chair indicated that committee members should take the proposal back to their constituencies for careful consideration before the CVC-OEI Advisory Committee would act.

Resolution 11.02 S17 asserts that "high standards, including review of courses by trained faculty reviewers and determination of alignment with the OEI Course Design Rubric by those same faculty reviewers, remain in place to ensure that courses offered on the OEI Course Exchange are of superior quality, of appropriate rigor, and offered and supported locally prior to being offered on the OEI Course Exchange." The CVC-OEI leadership and project staff have consistently been responsive to ASCCC's direction on academic and professional matters and have acted as collegial and respectful partners.

The Executive Committee should take action to endorse the proposal or provide direction on how to improve the proposal to inform the discussion of independent course alignment at the next CVC-OEI Advisory Committee meeting.

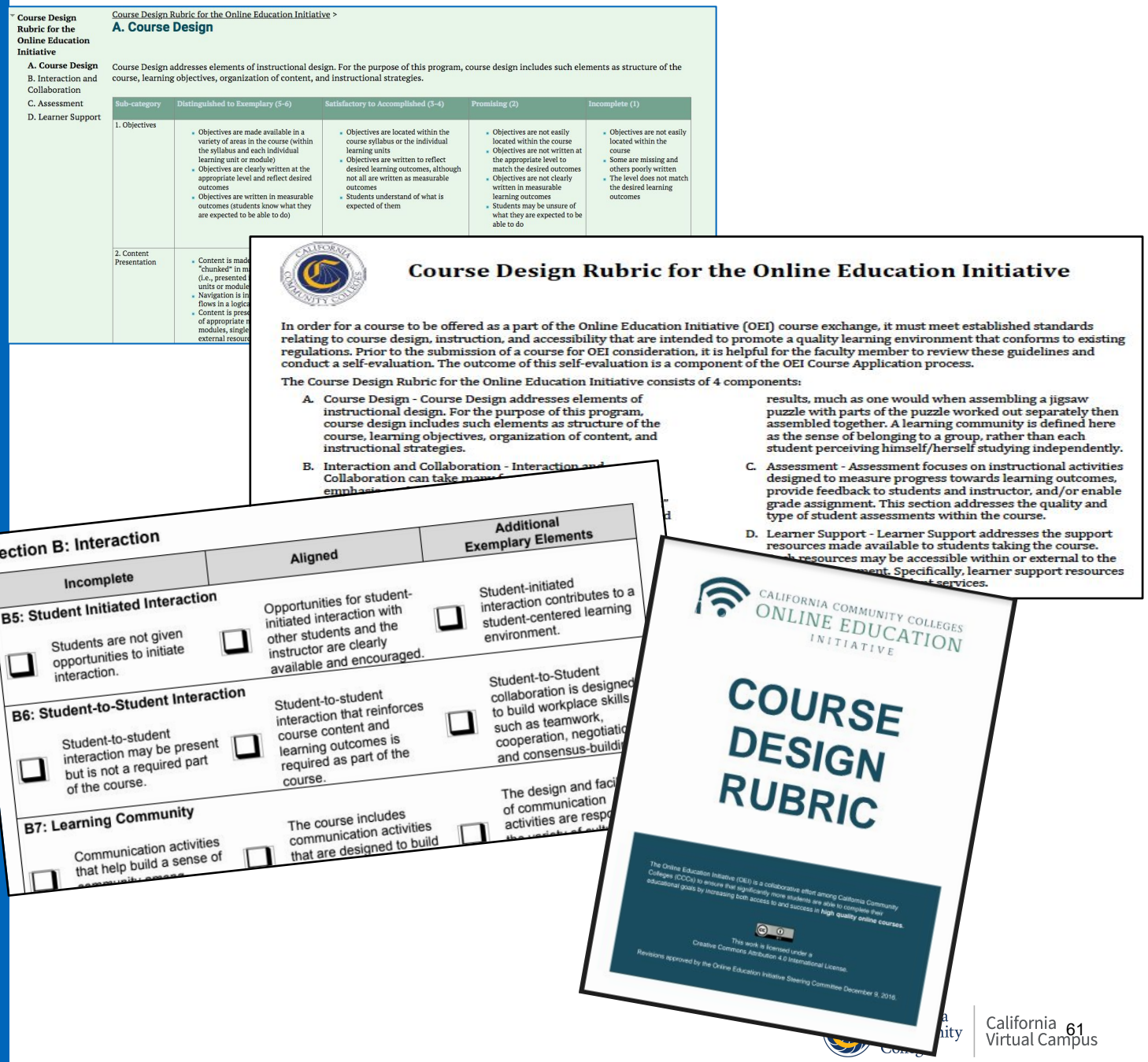
Course Design Rubric & Local POCR Updates

CVC Advisory Committee Meeting
12-9-2020

California Community Colleges | California Virtual Campus

The Rubric has had 3 significant revisions since it was created in 2014.

Revisions are based on feedback from instructors, faculty reviewers, instructional designers, and accessibility specialists.



Rubric Revisions

A major revision was explored in Fall 2019 but was put on hold based on feedback from Campus POCR Leads and DE Coordinators.

- Instead, a minor revision was released in April 2020.

Rubric revisions are based on:

- Emerging issues raised by reviewers, instructors and Instructional Designers.
- Input from our pool of lead reviewers and POCR facilitators.
- Results of testing in draft form before wide release.
- Major revisions are brought to ASCCC members on the CVC Advisory Committee.

Local POCR Certification

450 Quality Reviewed Courses -

91 through Local POCR

C=Consortium School;

IOP= Improving Online CTE Pathways Grant recipient

POCR Certified -12	In the Certification Process - 11	Working with an ID - 13 (Courses not yet in the queue)
Chaffey (IOP)	College of the Desert (C/IOP)	Mt San Jacinto (C/IOP)
Evergreen (C/IOP)	Foothill College (C/IOP)	Woodland (C/IOP)
American River (C/IOP)	Gavilan (C/IOP)	West LA (C)
Consumnes (C/IOP)	Taft (C/IOP)	Alameda (IOP)
Folsom Lake (C/IOP)	Chabot (IOP)	Glendale (C)
Sacramento City (C/IOP)	Monterey Peninsula (C/IOP)	City College of San Francisco (C)
Santa Ana (C)	LA Valley (IOP)	San Bernardino (C/IOP)
Las Positas (C/IOP)	Modesto (C/IOP)	Berkeley (IOP)
Rio Hondo (C/IOP)	Hartnell (C/IOP)	Santa Monica (IOP)
Moorpark (C/IOP)	Bakersfield (C/IOP)	Merritt (IOP)
Saddleback (C/IOP)	Compton (C)	LA Trade Tech (IOP)
Mt. San Antonio (C/IOP)		Contra Costa (C/IOP)
		San Joaquin Delta (IOP)

Quality Reviewed Courses at CVC.edu

Currently two ways for a course to display a Quality Reviewed badge at cvc.edu:

- Through completion of Course Design Academy.
- By participating in Local Peer Online Course Review at a POCR Certified Campus.

- In both pathways, an instructor takes a specific course he/she teaches through the review, feedback, and alignment process.
- This serves as important professional development in Canvas, course design, student engagement, digital assessment, and accessibility.

Potential: Independent Course Alignment

Possible third pathway - *Independent Course Alignment*:
POCR Certified Colleges submit fully aligned courses not tied to (independent of) individual instructors.

- Course is reviewed and fully aligned through the college's local, certified process.
- Sections of the aligned course taught by **eligible faculty** can display the Quality Reviewed badge:
  - Earned a Quality Reviewed badge for a course aligned through CDA.
  - Earned a badge for a course aligned through Local POCR at a POCR Certified school.
  - Certified to teach online through CVC/@ONE (The *Online Teaching & Design* certificate)

Academic Senate
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Executive Committee Agenda Item

SUBJECT: ASCCC Local Senate Visit Follow Up Survey		Month: January	Year: 2021
		Item No: IV. H.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will review and consider for approval a proposed follow up survey for ASCCC Local Senate Visits.	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.

Currently the ASCCC does not have a formal way to follow up with local academic senate presidents after requested Local Senate Visits. The Relations with Local Senates Committee (RwLS) was tasked with creating a survey to send to Colleges after a visit. The committee requests that the Executive committee review, provide input and potentially approve the survey. The goal would be to start using the survey for Spring 2021 visits.

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

ASCCC Local Senate Visit Follow Up Survey

Senate President,

As part of our process of continual improvement the ASCCC would appreciate you filling out this quick survey regarding your recent ASCCC Local Senate Visit. We appreciate your input and insights into making our visits effective.

ASCCC Executive Committee

General Information

Institution _____

Date of Visit _____

What was the topic of your local senate visit

- Accrediation
- Guided Pathways
- Governance
- Curriculum
- Budget
- Disciplines List/Equivalency/Minimum Qualifications
- Open Educational Resources (OER)
- Equity
- Collegiality in Action
- Other _____

How many Local Senate Visits has your college had in the past 3 years

0, 1, 2, 3 or more

Satisfaction Questions

Please rate your satisfaction on your recent ASCCC Local Senate Visit

Very Unsatisfied, Unsatisfied, Neutral, Satisfied, Very Satisfied

1) The presentation addressed your college/senates identified needs?
2) The opportunity to work with the visit team members to customize the presentation to the college needs
3) The presentation was well timed
4) The presentation provided examples and best practices related to your topic
5) There were clear outcomes for the presentation
6) The outcomes of the presentation were accomplished

Open Questions

Would you recommend to other Senate Presidents a Local Senate Visit? (Yes, No)

If yes why and if not why not? (Textbox)

What worked best in the presentation or process?

What could be improved on the presentation or process?

Would you like the ASCCC to follow up with you for additional or follow up visits? (Yes, No)

If yes please provide your email _____

Academic Senate
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Executive Committee Agenda Item

SUBJECT: ASCCC Curriculum Institute Call for Breakout Sessions		Month: January	Year: 2021
		Item No: IV. I.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on the ASCCC Curriculum Institute theme, strands, and programming and consider contributions from the ASCCC committees and taskforces as well as Executive Committee members.	Urgent: Yes	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Carrie Roberson/Michelle Bean	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Ensuring Learning: Accessibility & Flexibility in Equity-Driven Curriculum

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

This year's Curriculum Institute will be held from **July 7th – 9th**, 2021 in a virtual format.

The Executive Committee will be updated on the ASCCC Curriculum Institute and determine contributions from the ASCCC committees and taskforces as well as Executive Committee members for this event. In addition, the Executive committee will generate ideas for the general sessions to be considered by the ASCCC Curriculum Committee during planning.

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

Academic Senate
for California Community Colleges

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Executive Committee Agenda Item

SUBJECT: DEI Survey to Local Senates		Month: January	Year: 2021
		Item No: IV. J.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will review and consider for approval the proposed DEI Survey.	Urgent: No	
		Time Requested: 30 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 Relations with Local Senates (RwLS) committee was tasked with drafting a DEI survey to be sent out to local academic senate presidents in conjunction with the local senates survey. The goal of this survey is to gather data on the DEI work being done at colleges. The questions in the survey are based on

1) *CCCCO DEI Taskforce Recommendations*
2) *Chancellors Oakley' Call to Action*
3) *Special Message from Past ASCCC President John Stanskas (2020)*

As part of the process of drafting this survey the RwLS committee consulted with John Stanskas and Mayra Cruz, ASCCC representatives on the CCCCO DEI Task Force.

The committee has purposely suggested questions with follow up questions on action rather than just a scale. The committee felt that, although this would make the survey more complex, that DEI work was worth the extra time and effort.

The RwLS proposes to hold a couple of "let's work on the survey together" webinars for ASCCC presidents to get together online to fill out the survey and get a chance to talk to and bounce ideas of each other.

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

DEI Survey Draft

Academic Senate Presidents,

As part of the ASCCC Commitment to Diversity, Equity and Inclusion (DEI) and Anti-Racism we ask you to fill out this survey on your college/senate's work centered on DEI. These questions were designed to align with the CCCCO DEI Taskforce Recommendations, Chancellors Oakley' Call to Action and the Special Message from Past ASCCC President John Stanskas.

The ASCCC understands that DEI and Anti-Racism work is systemic work and takes time, we don't expect your college to have completed all the areas of this survey. The intent of the survey is to see what progress had been made in our system. Since DEI questions cannot be answered just with a yes or no we ask that you take the time to share with us your progress and barriers in the text boxes. Share with us what is being implemented at your college, barriers you have faced or are now facing, and how the ASCCC can support your DEI and Anti-Racism goals. We know this will take a few more minutes but the DEI work we do at our colleges is essential to changing structures, systems and supporting our faculty and students.

Thank you for your participation,

ASCCC Executive Committee

Information

College, Area

Questions

Range: Accomplished, In progress, not started yet

1) Has your senate/college agendized or sponsored open dialog about DEI and campus climate?
    a. Please describe facilitation strategies and successes?
2) Has your colleges/senate created a shared understanding of the terms and purpose of Diversity, Equity, Inclusion and anti-racism
    a. If so how?
3) Has your senate/college created a plan to address campus climate (such as racist behavior, microaggressions) and to create an inclusive and safe college environment?
    a. Please share any specific strategies
4) Has your senate/college focused discussions on addressing anti-racism, equity-focused and culturally relevant curriculum re-design?
    a. Please share what your college/senate has done?
5) Has your college/senate included students in your DEI work?
    a. Share some of the ways your college has included students, including students not involved in ASG leadership?
6) If your college has a first responder/law enforcement program, has there been a review of training and curriculum as described in Chancellor Oakley's Call To Action?

    a. If so, what were the results?
7) Has your college/senate reviewed its processes for appointing faculty to committees and hiring search groups to increase the racial diversity of those committees?
    a. What was the result?
8) Has your college/senate evaluated hiring processes to increase faculty racial diversity
    a. If so what has been found and what changes are being recommended/implemented?
9) Has your college/senate reviewed its processes for appointing faculty to committees and hiring search groups to increase the racial diversity and perspectives of those committees?
    a. What steps have been taken and what was the result?
10) Has your college/senate discussed making a recommendation to the bargaining unit and or administration to revise faculty evaluation criteria that supports serving diverse and racially-minoritized student population and applying a culturally responsive and racial equity lens?
    a. If so, what were the results?
11) Has your college/senate has engaged in conversations about addressing racial bias, stereotyping and discrimination at your college?
    a. If so how and what was the result?
12) Has your college/senate promoted professional development in the areas of DEI (for example, antiracism and decolonization in instruction and student services)
    a. If so what types of professional development activities have been offered and what feedback has been received?
13) Has your college/senate approved an actionable statement or resolution regarding DEI and Ani-Racism?
    a. What has been the action taken in response to the statement/resolution?
14) Has your college/senate included a DEI and Anti-Racism focus in your program review processes?
    a. If so how?
15) Has your colleges/senate broadly shared and discussed disaggregated student equity data?
    a. If so how and what was the result? What changes are reflected in the review of the equity data (longitudinal review of at least 3 years)?

Click any activities that your college has been involved in focused on DEI work (Click all that apply)

- Mentoring
- Curriculum Audit/Review
- Town Halls
- Healing Circles
- Webinars
- External Speakers
- Land Acknowledgements
- Resolutions
- Student Panels
- Forums
- Policy, Processes and Procedures Revision
- Learning Circles
- Reading Circles/Book Clubs

- Student Town Halls (by racial group or other diversity category)
- Other _____

Open Questions

Share a success story about the DEI and Anti-Racism work at your college thus far?

What have been the barriers at your college engage in meaningful DEI and Ant-Racism work?

What kinds of Professional Development/Policy support would you like to see from the ASCCC around DEI and Anti-Racism?

Support for Survey

Due to the length and detail in this survey we would like to support AS Presidents in the completion of the survey. The RwLS would like to host a couple of

"Let's work on the survey together" Zoom sessions so local Academic Senate Presidents can work and talk with their colleagues.

Academic Senate
for California Community Colleges

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Executive Committee Agenda Item

SUBJECT: Inclusion of a Land Acknowledgement and Statement in ASCCC Events and Meetings		Month: January	Year: 2021
		Item No: IV. K.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will discuss and consider for approval the request to include in ASCCC plenaries, main events, and Executive Committee meetings a land acknowledgement and statement as a new tradition.	Urgent: No	
		Time Requested: 30 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Mayra Cruz	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND: In responding to the movement to eradicate racism and advance equity, diversity and inclusion, the ASCCC and the California Community Colleges must acknowledge and honor the five hundred and seventy-three (573) federally recognized Native tribes in addition to all terminated and unrecognized tribes. California's historical record shows that the first Governor of the State of California explicitly called for the extermination of Native peoples, and there continue to be eighteen (18) unratified treaties with California tribes that the federal and state governments refused to honor. The Community College Chancellor's Office, ASCCC Office, and every one of the 116 colleges are situated on and were built on Native land contributing to erasure, displacement, dispossession and attempted eradication of all original and tribal peoples to this land.

The Executive Committee is asked to discuss and approve the request to include a land acknowledgement and statement as a new practice in ASCCC plenaries, main events, and Executive Committee meetings.

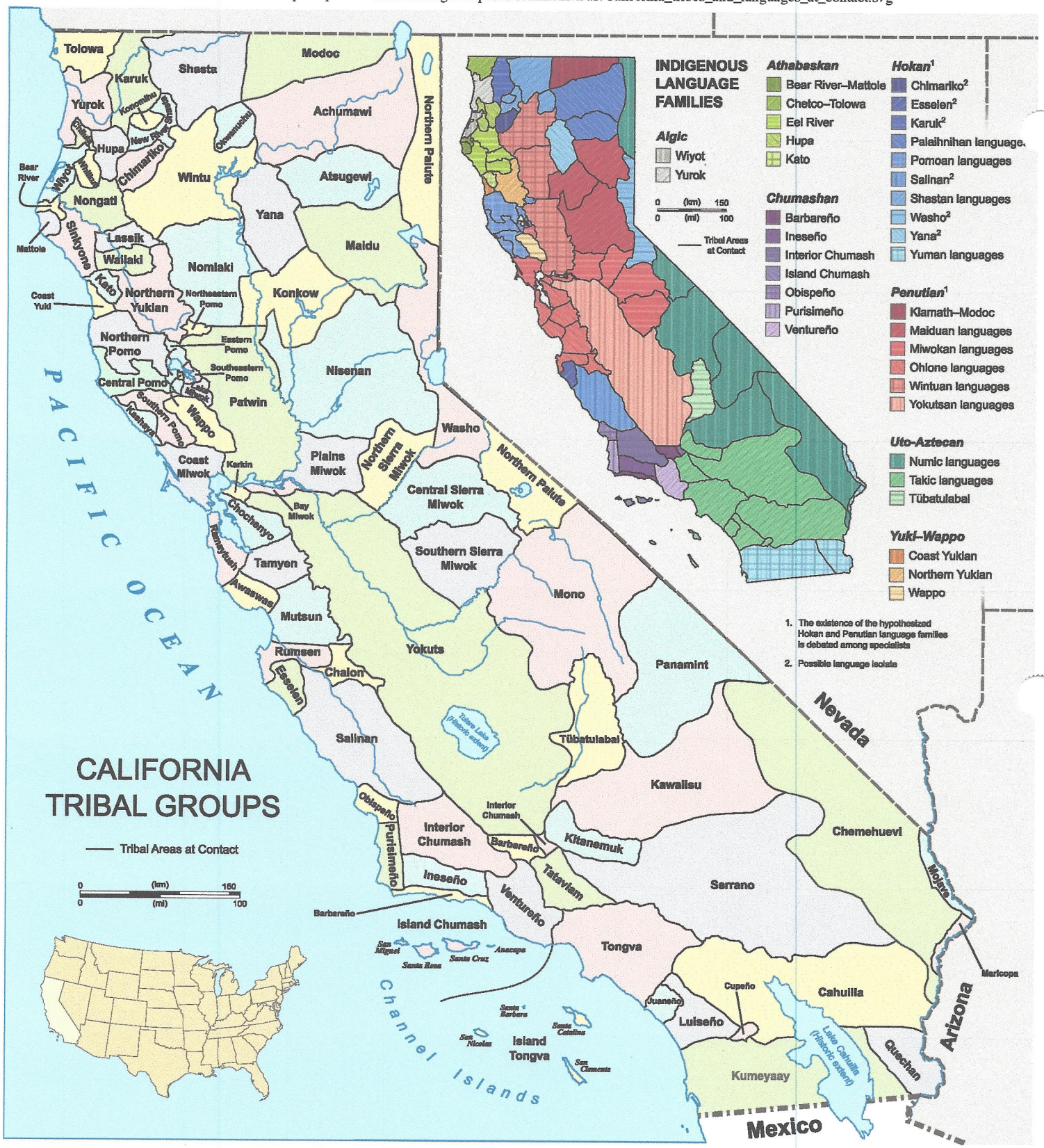
This is a sample of a land acknowledgment and statement.

> *We begin today by acknowledging that we are holding our gathering on the land of the "name" the Nations who have lived and continue to live here. We recognize the "name" the Nations and their spiritual connection to "name" the land as the first stewards and the traditional caretakers*

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

of this area we now call "name area or the state". As we begin we thank them for their strength, perseverance and resistance.

The California Tribal Groups handout is attached.


CALIFORNIA TRIBAL GROUPS
Tribal Areas at Contact
0 (km) 150
0 (mi) 100
INDIGENOUS LANGUAGE FAMILIES
Tribal Areas at Contact
Algic
Wiyot
Yurok
Athabaskan
Bear River–Mattole
Chetco–Tolowa
Eel River
Hupa
Kato
Chumashan
Barbareño
Ineseño
Interior Chumash
Island Chumash
Obispeño
Purisimeño
Ventureño
Hokan[1]
Chimariko[2]
Esselen[2]
Karuk[2]
Palaihnihan language
Pomoan languages
Salinan[2]
Shastan languages
Washo[2]
Yana[2]
Yuman languages
Penutian[1]
Klamath–Modoc
Maiduan languages
Miwokan languages
Ohlone languages
Wintuan languages
Yokutsan languages
Uto-Aztecan
Numic languages
Takic languages
Tübatulabal
Yuki–Wappo
Coast Yukian
Northern Yukian
Wappo
1. The existence of the hypothesized Hokan and Penutian language families is debated among specialists
2. Possible language isolate
Tolowa
Shasta
Modoc
Karuk
Yurok
Konomihu
Chimariko
Hupa
Achumawi
Northern Paiute
Wintu
Atsugewi
Yana
Maidu
Nongatl
Lassik
Wailaki
Nomlaki
Sinkyone
Mattole
Coast Yuki
Northern Yukian
Northeastern Pomo
Konkow
Northern Pomo
Eastern Pomo
Southeastern Pomo
Central Pomo
Lake Miwok
Southern Pomo
Kashaya
Wappo
Patwin
Nisenan
Coast Miwok
Karkin
Plains Miwok
Northern Sierra Miwok
Washo
Northern Paiute
Central Sierra Miwok
Chochenyo
Bay Miwok
Southern Sierra Miwok
Tamyen
Awaswas
Mutsun
Mono
Yokuts
Rumsen
Chalon
Esselen
Panamint
Salinan
Tübatulabal
Kawaiisu
Obispeño
Purisimeño
Interior Chumash
Barbareño
Kitanemuk
Chemehuevi
Ineseño
Tataviam
Serrano
Venturéño
Barbareño
Island Chumash
Tongva
Cupeño
Cahuilla
Juaneño
Luiseño
Kumeyaay
Quechan
Maricopa
Mojave
Nevada
Arizona
Mexico
PACIFIC OCEAN
Channel Islands
San Miguel
Santa Rosa
Santa Cruz
Anacapa
Santa Barbara
Santa Catalina
San Nicolas
San Clemente
Island Tongva
Tulare Lake (historic extent)
Lake Cahuilla (historic extent)

Academic Senate
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Executive Committee Agenda Item

SUBJECT: FELA Introductory Session		Month: January	Year: 2021
		Item No: IV. L.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the FELA "Introductory" Session.	Urgent: Yes	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Silvester Henderson	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

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

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

FELA Introductory Session
2-17-2020

Proposed 3.5 hour sessions (12-3:30)

Opening Session (45 minutes)
- Welcome (5 mins)
- Introductions (15 mins)
- Meet & Greet / Icebreaker activity (25 mins)

FELA Overview (30 mins)
- Overview of Program Purpose, Goals, Outcomes (10 mins)
- Mentor/Mentee dialog (pairs): Purpose for participating; general goals (10 mins)
  - (more specific goal setting later)
- Debrief/Sharing (10)

Special Guest: Joseph Williams (inspire re: mentoring, personal growth, and leadership) (30 mins)

BREAK (15 minutes)

Communication Plans (30 mins)
- Overview (10 mins)
- Partner Activity (10 mins)
- Debrief (10 mins)

Goal Setting (15 mins)
- Overview (15 mins)
- Partner Activity (Homework)

Closing (30 mins)
- Group Debrief Activity (20 mins)
- Next Steps (incl. dates) (10 mins)

Future Plans
Based on approved structure for FELA, 2 sessions attached to ASCCC events plus occasional sessions
Suggest:
- 3.5 hours in advance of Faculty Leadership (June 2021) and Fall Plenary (November 2021)
- 1.5 hour sessions March 2021, May 2021, September 2021, February 2022, May 2022

If we moved forward with this schedule, the current FLDC committee would plan for the March & May 1.5 hour sessions and the June extended session. The remaining dates would be supported by the next FLDC.

- **Orientation Session for the Mentor** – To discuss guidelines and academic expectations. Prior to the FELA Opening Day! – Set Expectations! (1.5 Hour) **TBA**

Approved by the ASCCC FELA Steering Committee: 12-11-2020

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Executive Committee Agenda Item

SUBJECT: ASFCCC Breakout Session at ASCCC Events		Month: January	Year: 2021
		Item No: IV. M.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	The Executive Committee will consider approval for a breakout session spot at ASCCC Events for the Innovation Scholarship recipients.	Urgent: Yes	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Silvester Henderson	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Innovation Scholarship Application

The Foundation for the Academic Senate for California Community Colleges (ASFCCC) is proud to offer scholarships to professional development opportunities for faculty to help expand their understanding of best practices, apply them at their local colleges, and share those results with the field and college. Special consideration will be given to applications that enhance and support Diversity, Equity, Inclusion, and Anti-racism.

Any faculty (full- and part- time faculty) from all disciplines are encouraged to apply. The scholarship awarded to the selected faculty will cover the cost of registration up to $1500. Eligible conference/events include workshops, classes, webinars, institutes, and conferences that are organized by a recognized and reputable organization.

In order for applications to be processed in time, applicants must submit their scholarship application no less than 8 weeks prior to the start of the conference/event. Applications are accepted on a rolling basis up to April 30th each year, and applicants will be notified 4 weeks prior to the start of the conference/event whether they will receive funding to attend. The number of scholarships awarded per academic year are subject to availability of funds for the ASFCCC. An application for the scholarship does not guarantee awarding of the funds.

Innovation Scholarship winners are being asked to share what they've learned with community college faculty via a breakout session at an ASCCC event. The Executive Committee will discuss for approval reserving a breakout session spot at an ASCCC institute or conference for a presentation from an Innovation Scholarship winner.

(Please view the attachment)

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

Innovation Scholarship Application

The Foundation for the Academic Senate for California Community Colleges (ASFCCC) is proud to offer scholarships to professional development opportunities for faculty to help expand their understanding of best practices, apply them at their local colleges, and share those results with the field and college. Special consideration will be given to applications that enhance and support Diversity, Equity, Inclusion, and Anti-racism.

Any faculty (full- and part- time faculty) from all disciplines are encouraged to apply. The scholarship awarded to the selected faculty will cover the cost of registration up to $1500. Eligible conference/events include workshops, classes, webinars, institutes, and conferences that are organized by a recognized and reputable organization.

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Submit your completed application to: foundation@asccc.org. Questions should be directed to Krystinne Mica, executive director – Krystinne@asccc.org

Please fill out the form completely.

Faculty Name: _____

Discipline: _____

College: _____

Cell Phone: _____

Email: _____

Please answer the following questions and include additional attachments as needed.

1. What is the name of the event or professional development activity you are applying for and what is the focus of the event? Please provide a link to the event/conference page.

2. How does the conference/event align with the work of diversity, equity, and inclusion and support faculty who are addressing these opportunity gaps for historically marginalized populations?

3. What are you hoping to gain from attending the conference/event and how will you apply that to your current work at your college?

4. How will what you learn at the conference/event align and support the mission and purpose of the ASFCCC?

5. Please provide a breakdown of the cost of attendance to the conference. Provide information on the registration fee, as well as any other associated fees to attend.

6. Are you willing to present the information you've learned from the conference/event at a future Academic Senate for California Community Colleges event?

7. How did you hear about this scholarship opportunity?

Optional Information:

The ASCCC aims to intentionally support the increase of development opportunities for diverse faculty, as called for in the ASCCC Strategic Plan 2018-2023 Goal 2 Objective 2.1. In order to design and lead professional development opportunities for diverse faculty, it is essential to begin gathering data to identify and meet the needs of the diverse faculty in our community college system. We ask that you please consider answering the following optional questions to help us identify the needs of our diverse

faculty and also to effectively and thoughtfully match mentors with mentees. Please know that we value your voice and confidentiality, and this information will be secure and not shared or published without permission.

Foundation Innovation Scholarship recipients will work with the foundation to pay for the identified professional development.

8. With which racial/ethnic group(s) do you identify? (check all that apply)

African American/Black ☐
American Indian/Alaskan Native ☐
Asian/Asian American ☐
Caucasian/White ☐
Latino/a/x/Chicano/a/x ☐
Middle Eastern ☐
Native American/First Nations ☐
Pacific Islander ☐
Other: _____
Decline to state ☐

9. What is your sexual orientation? (check all that apply)

Asexual ☐
Bisexual, pansexual or fluid ☐
Gay or lesbian ☐
Heterosexual or straight ☐
Queer ☐
Other: _____
Decline to state ☐

10. What is your current gender identity? (check all that apply)

*Cisgender man ☐
*Cisgender woman ☐
*(Cisgender is defined as a person whose gender identity aligns with their sex assigned at birth)
**Gender non-conforming ☐
**(Gender non-conforming is defined as a person whose behavior or appearance does not conform to traditional gender expectations)
**Genderqueer/non-binary ☐
**(Non-binary is defined as a person whose gender identity is not exclusively male or female)
***Trans man ☐
***Trans woman ☐

***(Transgender is defined as a person whose gender identity and/or expression is different from their sex assigned at birth)

Other: _____

Decline to state ☐

ASFCCC Innovation Scholarships Proposal

Description:
The Foundation for the Academic Senate for California Community colleges proposes to create a process for Innovation Scholarships to further the professional development goals of California Community College faculty (full and part time).

The goal of these grants would be for faculty to expand their understanding of best practices and apply them at their local colleges and share those results with the field and college. Special consideration will be given to grants that promote and enhance Diversity, Equity, Inclusion, and Anti-racism.

Awardees would be expected to complete a short written follow up with the ASFCCC on what ideas or practices they have applied and be willing to share that information with the field.

The ASFCCC board will identify a sum of funding each year for Innovation Scholarships and put out a public call to all faculty members. The ASFCCC board can vote to increase the amount if additional scholarships are approved

Summaries of completed projects will be shared by the ASFCCC and made available online to facilitate dialogue and sharing among faculty.

Outcomes:

- ASFCCC will expand its commitment to supporting professional development
- ASFCCC will support the areas if emphasis of the ASCCC by supporting innovative professional development that aligns with its mission and strategic plan
- ASFCCC will create a repository of resources and experts funded by the Foundation
- Recipients will be able to participate in professional development opportunities beyond what their local college budget fund
- Recipients will learn new ideas and share those with their local and statewide colleagues, and are strongly encouraged to present at an ASCCC event.
- Recipients will have the professional development support to innovate in teaching, student support and learning

Funding Information

Applicants can apply for a grant of up to $1,500 to participate in professional development (workshops, classes, webinars, institutes and conferences).

Faculty can apply for funds once every 3 years.

Process:

The ASFCCC will create a application process that will include

- Summary of the proposal
- Address how this proposal will address equity/opportunity gaps for historically marginalized populations.
- Outcomes of the proposal
- Detailed Budget
- Alignment of the proposal to the mission/strategic plan of the ASCCC and/or yearly focus areas.
- Plan for sharing information learned as part of the process
- Demographic Questions (as approved by ASCCC)

ASFCCC will also create a follow up report for the recipient to detail achievement of application outcomes. The follow up report includes a summary of the proposal, outcomes achieved, method for sharing what was learned and reflections on what was learned.

Faculty can apply for funds once every 2 years.

Rubric:
ASFCCC will create a rubric for evaluation based on the application and provide the rubric to applicants with the application

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Executive Committee Agenda Item

SUBJECT: ASCCC Branding Review		Month: January	Year: 2021
		Item No: IV. N.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will receive an update and considered for approval a new logo for the ASCCC.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

Throughout the last year, the ASCCC office team has been working on redesigning the logo of the Academic Senate as well as updating/migrating the existing Academic Senate website, due to the end-of-life of the existing Drupal platform. In January 2020 and February 2020, the Executive Committee was asked to provide input and weigh in on the level of change to the logo, selecting from the four tiers below. In addition, a survey was sent to the field seeking input on how external users use the Academic Senate website.

Level 1: No change to the existing logo

Level 2: No change to the logo, but an addition to enhance

Level 3: Change to the logo, and additions to enhance

Level 4: Complete change to the logo – new direction

At the February 2020 meeting, the committee agreed on either a Level 2 or Level 3 change for the logo. There have been several iterations of the logo variation and the Executive Committee is being asked to review the most current iteration of the logo and to decide whether the direction is the direction the organization should continue to go, or if changes are necessary to the design. The Executive Committee may also choose to approve a logo variation if desired.

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

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Executive Committee Agenda Item

SUBJECT: 2020-21 Periodic Review		Month: January	Year: 2021
		Item No: IV. O.	
		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:

This agenda item was moved from the December Executive Committee Meeting to the January Executive Committee to provide more opportunity to respond.

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.

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SUBJECT: Assigning and Answering of 'info@asccc.org' Questions		Month: January	Year: 2021
		Item No: V. A.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will discuss the current practice of answering questions from the field and will discuss possible ways to improve the process.	Urgent: No	
		Time Requested: 25 mins.	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Julie Oliver/Carrie Roberson	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	
		Discussion	X

Executive Committee Agenda Item

Please note: Staff will complete the grey areas.

BACKGROUND:

At the December meeting of the ASCCC Executive Committee meeting it was suggested that the process for responding to the info@asccc.org questions from the field and addressed by committees be reviewed for effectiveness. At this time, the process includes general information under:

ASCCC Services

https://www.asccc.org/services/local-senate-visits

ASCCC Procedure on Requests for Information

The ASCCC represents all California community college faculty in academic and professional matters, and all faculty are welcome to submit inquiries. The ASCCC also recognizes academic senate presidents as the officially recognized representatives of their senates to the ASCCC. Therefore, senate presidents will be included in all responses to inquiries submitted to the ASCCC.

The ASCCC Executive Committee will review and discuss the current practice of answering questions from the field and consider how to empower academic senate leaders and support timely and useful responses and possible ways to improve the process.

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

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Executive Committee Agenda Item

SUBJECT: C-ID Update		Month: January	Year: 2021
		Item No: V. B.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will receive an update on the Course Identification Numbering (C-ID) System.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

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

The Executive Committee will receive an update on the C-ID system, including highlights from the work done in Fall 2020.

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

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Executive Committee Agenda Item

SUBJECT: OERI Update		Month: January	Year: 2021
		Item No: V. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will receive an update on the Open Educational Resources Initiative (OERI).	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will receive an update on the ASCCC Open Educational Resources Initiative (OERI). The ASCCC OERI was funded in trailer bill language during the summer of 2018. The ASCCC OERI Team has been working on implementing goals and objectives of the initiative and will include highlights for the fall 2020 term and upcoming work for spring 2021.

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

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Executive Committee Agenda Item

SUBJECT: SSCCC Student Plan of Action Presentation		Month: January	Year: 2021
		Item No: V. D.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will receive an update from the SSCCC regarding their Student Plan of Action.	Urgent: No	
		Time Requested: 30 mins.	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The Student Senate for California Community Colleges (SSCCC) will present information on the Student Plan of Action and will have a discussion with the Executive Committee on ways in which both organizations can work together towards addressing common goals.

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

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Executive Committee Agenda Item

SUBJECT: Executive Committee Meeting Dates 2020-2021		Month: January	Year: 2021
		Item No: V. E.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will begin discussion on the 2021 – 22 Executive Committee meeting dates.	Urgent: No	
		Time Requested: 30 mins.	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will begin discussion on planning for events and meetings for 2021-2022.

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

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2021-2022 PROPOSED ASCCC INSTITUTES AND PLENARY SESSION DATES

Approved December 6, 2019 Executive Committee Meeting

MSC (Aschenbach/Curry) to authorize the office to contract hotels for Fall Plenary Session, Spring Plenary Session, Faculty Leadership Institute, and Curriculum Institute for up to five years in the future, taking into account the area rotation of Plenary Session and to authorize the office to enter into MOUs with partner organizations for institutes dependent on external funding.

MSC (Curry/Aschenbach) to approve the following parameters for selecting event dates: (1) Fall Plenary Session will be held in the first half of November, Spring Plenary Session will be held in April, Faculty Leadership Institute will be held in the first half of June, and Curriculum Institute will be held in the first half of July, and (2) dates are chosen with awareness of holidays, Executive Committee Orientation, and system partner events.

> MSC (May/Parker) to reconsider the motion at the December 6-7, 2019, Executive Committee Meeting regarding Faculty Leadership Institute, and allow for all of June to be considered when planning Faculty Leadership Institute.

MSC (Aschenbach/May) to approve a Thursday through Saturday day pattern for Plenary Sessions for the next five academic years.

SESSION	**APPROVED DATE**	**LOCATION**
Fall Plenary Session	November 5-7, 2021	Under Contract: The Westin Long Beach, Long Beach CA
Spring Plenary Session	TBD 2022	Los Angeles Marriott Burbank Airport **Contract amended from 2021 SS
INSTITUTES	**PROPOSED DATE**	**LOCATION**
Curriculum Institute	July 7-10, 2021	VIRTUAL
Academic Academy	October 7-9, 2021	Embassy Suites San Francisco Airport-Waterfront **Contract Amended from 2020 AA
Part-Time Institute	February 2022	
Accreditation Institute	March 2022	
Career and Noncredit Education Institute	TBD 2022	San Mateo Marriott San Francisco Airport**Contract amended from 2021 CNCI
Faculty Leadership Institute	TBD 2022	Citizen Hotel Sacramento**Contract amended from 2021 FLI

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2021-2022 PROPOSED EXECUTIVE COMMITTEE MEETING DATES

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

Meeting Type	Proposed Date	Campus Location	Hotel Location	Agenda Deadline
Executive Meeting	August 12-14, 2021		Format TBD (north, south, virtual)	TBD
Executive Meeting	September 17-18, 2021	AREA B+	Format TBD (north, south, virtual)	TBD
Area Meetings	October 15-16, 2021		Various Locations or virtual	TBD
Executive Meeting	November 3, 2021**		The Westin Long Beach	TBD
Executive Meeting	December 3-4, 2021		Format TBD (north, south, virtual)	TBD
Executive Meeting	January 7-8, 2022		South	TBD
Executive Meeting	February 4-5, 2022		North	TBD
Executive Meeting	March 4-5, 2022	AREA C+	South	TBD
Area Meetings	March 18-19, 2022		Various Locations	TBD
Executive Meeting	TBD++		LA Marriott Burbank	
Executive Meeting	May 6, 2022		North	TBD
Executive Committee/ Orientation	June 3-5, 2022		TBD by President	TBD

**Approved based on Fall 2020 and Spring 2021 dates

+Was unable to hold any in-person meetings; carried over from 20-21

++Contract carried over from 2021 but dates have not been finalized with hotel for amendment

[1] Times may be adjusted to accommodate flight schedules to minimize early travel times.
[2] Executive Committee members are not expected to attend these events, other than the Faculty Leadership Institute. +North or South location may changes based on hotel availability.

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Executive Committee Agenda Item

SUBJECT: Board of Governors/Consultation Council		Month: January	Year: 2021
		Item No: V. F.	
		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.

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Executive Committee Agenda Item

SUBJECT: Meeting Debrief		Month: January	Year: 2021
		Item No: V. G.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will debrief the meeting to assess what is working well and where improvements may be implemented.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	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.

Guided Pathways Task Force Meeting
MEETING NOTES
Tuesday, November 10, 2020
10:00 a.m. – 1:00 p.m.

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

Action	Item	
Discussion	**I.**	**Welcome and Check-in (25 min)** Members shared the state of Guided Pathways at their colleges as well as something they each are excited or thankful for.
Information/ Report	**II.**	**Webinars (15 min)** Erik provided a Fall 2020 webinars update. Two remaining webinars: Nov 17 and Dec 1. Positive feedback from the last webinar where College of the Canyons and Cuesta shared their progress and practices. Good participation in the Coffee, Tea and GP meetings as well.
Information/ Report	**III.**	**Technical Visits (15 min)** a. Technical visits update (Hernandez) – Cerritos College Jeff will pull together a meeting of the tech visits team. b. Upcoming report (Hernandez, Fulks, May) No upcoming requests. Jeffrey expressed concern that we might not be getting requests because some colleges are shifting from faculty-led to administrative-driven as GP efforts move closer to Year 5. Ginni suggested that maybe we invite colleges to visit with us and determine college needs from those conversations. Janet shared that she Michelle Pilati began facilitating visits with the RP Group involving a review of curriculum in COCI as a means of discussing pathways and potential meta majors. To date, the Janet and the group have met with 25 colleges. Janet noted that faculty have been more ready to discuss the data recently. Ginni has been invited, but there are schedule

conflicts. Janet is a little concerned that RP has offered the last few colleges a chance to follow-up for meta major conversations, but ASCCC hasn't been invited for those follow-up curricular conversations yet. The project uses algorithms to cluster courses by overlap, but they need to be viewed in relation to prerequisites and other factors, which the algorithm doesn't capture as well but senate and curriculum folks would be able to reflect on and insert into the conversation. Ginni suggested that we present to the RP Group that we want to pick up the coordination of these efforts in partnership with them in order to include faculty more deliberately in the conversations. Sarah also pointed out that curriculum specialists are an important presence in those conversations as they're most familiar with the curriculum data and can point out problems in the results. Janet also suggested the possibility of reaching out to Randy at ACCJC to integrate accreditation into the conversation with colleges as well.

Information/ Report **IV. Resources (20 min)**

Meridith provided updates on the Canvas website. It is now live. Meridith will update the latest webinars and Michelle Pilati's help in moving things to the live content.

Discussion **V. Optimizing Student Success Paper and Follow up (May/Fulks) (35 min)**

The paper was approved and distributed by Exec. A follow up paper on placement and success, was adopted by Plenary delegates on Saturday. Ginni met with Chancellor's Office, and there a lot of data sources emerging from the CO and partner groups. One is Cradle to Career (WestEd is a partner). With RP, Chancellor's Office is developing a template for reporting out AB705 & AB1805 implementations. Another is Launchboard (WestEd again is a partner).

Break – 10 mins

Discussion **VI. Exploration of the Guided Pathways Launchboard (10 min)**

Janet provided an update on the updated Launchboard. ASCCC folks, including Janet, were included in the conversations last year about metrics definition changes. Overall, Janet feels the data in the updated Launchboard is good, although there are still some issues.

https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics
The Guided Pathways LaunchBoard is new, so Janet encourages all GPTF members to review their college's data as well as the technical definitions being used. https://www.calpassplus.org/LaunchBoard/GuidedPathways.aspx
Janet also proposes that we share the successes within the GP data and suggested writing a one-pager about how to use the Launchboard information. Krystinne supported the idea of promoting successes seen within the data, with a focus toward external groups who often look at the data from a more critical perspective. It was agreed that if a one-page summary of successes is developed, it could be distributed after being sunshined with Dolores Davison, ASCCC President, rather than needing Executive Committee approval, which could slow down the effort to get the information out to the public. Cheryl suggested this would be good with the legislature and the Board of Governors.

Discussion/ Action

VII. Fall Plenary Session/November Exec Meeting (May/Mica/others) (30 min)

a. Report – Ginni shared that Plenary went well and ASCCC has been hearing positive comments. Others shared appreciation for the topics discussed.
b. Guided Pathways Integration (May/Mica) – Ginni shared that the GPTF proposal to integrate GP work into existing committees was discussed by Exec but no action was taken. Chairs were encouraged to have conversations with committees about the integration of GP work with on-going committee work. GPTF supported the idea that there is on-going reflection and discussion on the part of ASCCC chairs and committees and expressed confidence with the likely outcome. Janet shared survey information from the GP integration Plenary breakout; largely, results indicated there is a lot of work to be done at local colleges to completely integrate GP into committees and into planning and budgeting processes.
c. Resolutions – both resolutions submitted by GPTF were adopted by the delegates. The Faculty Emeritus resolution for Janet was debated so that more folks could express their appreciation and gratitude for Janet.
d. Professional Development – lots of good stuff happening with ASCCC PD efforts. Janet reflected that

it will be important to have asynchronous learning opportunities for faculty, not just synchronous webinars or meetings.

e. Periodic Review – ASCCC is required to undertake a periodic review every four years, with this year being the second review. The review team has been composed from a random selection of attendees at ASCCC events and has started their work. They will provide an initial report to Exec in February, and then a final report will be presented to the field at Spring Plenary 2021.

Action

VIII. Potential Canvas Courses and Webinar Topics (20 min)

We don't know yet what the GPTF structure or actions will be in spring 2021, but this is a list of potential topics that could be developed as synchronous PD options in Canvas. There was also conversation about using the PDC as a means of faculty certifying and potentially earning FLEX hours. We should also publish links to our GP Resources in the Vision Resource Center. Members were encouraged to consider ideas for potential courses. Janet will reach out to see if anyone has specific topics they'd like to collaborate on at least to get storyboards done, and we'll have an update in December at the next GPTF.

a. GP 101
b. Metamajors
c. Program Mapping
d. Data coaching
e. Onboarding
f. Support
g. Ensuring Learning

Periodic Review Committee (PRC) Minutes
Zoom Videoconferencing
October 22, 2020
9:00 a.m. – 12:00 p.m.

In Attendance:
Shelley Eckvahl, Chaffey College
Ric Epps, Imperial Valley College
Rhonda Farley, Cosumnes River College
George Hanna, Diablo Valley College
Christie Howell, Bakersfield College
Jose Lara, Rio Hondo College
Judy Marasco, Santa Monica College
Virginia May, ASCCC Executive Committee Vice President
Yvonne Reed, Victor Valley College
Ryan Sullivan, Mt San Jacinto College
Nikki Visveshwara, Fresno City College

Staff:
April Lonero, ASCCC Executive Assistant

I. Welcome and Introductions

The committee members introduced themselves and May called the meeting to order. May informed the group that she would chair the initial meeting of the Periodic Review Committee, but will step down from this role after a chair is identified and voted in by the members.

II. Review Criteria and Guidelines for Committee

May provided an overview of how the Periodic Review Committee, including the history, purpose, and content of the review. May identified the seven criteria of the review: Mission, Governance, Responsible Fiscal Stewardship, Professional Integrity, Openness and Disclosure, Inclusivity and Diversity, and Grants, Programs, and Planning. May reviewed the committee appointment process and responsibilities of the committee members. May discussed the role of the Executive Committee in the review process and the final report content and presentation.

a. Sign Statement of Responsibilities

The members were provided the *Statement of Responsibilities* prior to the meeting and given the opportunity to ask questions regarding the documents. The committee will complete digitally sign the statement of responsibilities and return to Lonero.

III. Election of Committee Chair

May reviewed the role of the chair, including the responsibilities of convening the group and working with the ASCCC Executive Director on budgeting and planning for the committee. The members discussed that all fall meetings will be held virtually and will likely be the same in the spring. The committee discussed selecting a chair who has served as a local senate president or on a local senate. Epps was nominated by the committee to serve as chair and accepted the nomination. Epps was unanimously approved as the chair by secret ballot.

IV. Determine Meeting Attendance

a. **Determine meeting attendance of ASCCC Staff, ASCCC Vice President, and/or ASCCC Executive Director**
May informed the committee that they can choose to invite the ASCCC Vice President, ASCCC Executive Assistant, and/or the ASCCC Executive Director to any committee meeting and can also ask said participants to leave or not attend any meeting at the discretion of the committee. Members discussed including the ASCCC Vice President and ASCCC Executive Assistant at the first several meetings and evaluate as needed. The committee noted the possibility of including the Executive Director in a future meeting as well.

V. Review of LiveBinder Materials & General Discussion
Lonero reviewed the LiveBinder materials, and briefly explained each category and the different materials and resources available to the group for review. The committee discussed the composition of the report and if there was a requirement to follow the format of the previous report.

VI. General Discussion

a. **Review of Executive Committee**
May provided an overview of the Executive Committee Members, member responsibilities and duties, and re-assign time.
b. **Review of ASCCC Staff**
Lonero reviewed the Academic Senate Office Team Members' roles and responsibilities.

The committee asked for clarification on where to find information on the Academic Senate's responses to inquires from the field. May notes that the committee priorities' document, action tracking document, and end of year committee reports would provide information on how the Academic Senate is responding to concerns from the field and the resolutions process.

VII. Fall Plenary Breakout
The committee discussed who was available to attend the 2020 Fall Plenary breakout session and reviewed the overall layout of the session. Members noted the importance of allowing time for the session attendees to ask questions of the committee and be able to voice comments and concerns.

VIII. Committee Next Steps
The committee discussed delivering the report to the Executive Committee by January 22, 2021, and will discuss workload division at a future meeting.

IX. Future Meeting Dates
The committee will meet on October 27, 2020, at 7:30 pm and November 1, 2020, at 8 picked next dates 10/27 at 7:30 pm, 11/1 at 8:00 pm. Additional dates will be determined using a Doodle Poll.

X. Adjournment

The committee adjourned at 11:00 am.

Respectfully submitted
April Lonero, Executive Assistant

Periodic Review Committee (PRC) Minutes
Zoom Videoconferencing
November 1, 2020
8:00 p.m. – 9:00 p.m.

In Attendance:
Ric Epps, Imperial Valley College
Rhonda Farley, Cosumnes River College
Judy Marasco, Santa Monica College
Virginia May, ASCCC Executive Committee Vice President
Yvonne Reed, Victor Valley College
Ryan Sullivan, Mt San Jacinto College
Nikki Visveshwara, Fresno City College

Staff:
April Lonero, ASCCC Executive Assistant

The committee reviewed the assigned group responsibilities. The committee reviewed the breakout powerpoint for the Fall Plenary Session and discussed the direction of the breakout in addition to what feedback the committee would like from the participants. At the breakout, the committee will provide a general update on the work of the committee thus far and areas of consideration moving forward. A report out of current work includes reviewing the recommendations from the 2016-2017 Periodic Review Report and forming teams to analyze the periodic review criteria.

The committee adjourned at 9:00 pm.

Respectfully submitted
April Lonero, Executive Assistant

Periodic Review Committee (PRC) Minutes
Zoom Videoconferencing
November 10, 2020
8:00 a.m. – 9:00 a.m.

In Attendance:
Lourdes Brent, Los Angeles Trade Technical College
Shelley Eckvahl, Chaffey College
Ric Epps, Imperial Valley College
Rhonda Farley, Cosumnes River College
George Hanna, Diablo Valley College
Christie Howell, Bakersfield College
Judy Marasco, Santa Monica College
Virginia May, ASCCC Executive Committee Vice President
Yvonne Reed, Victor Valley College
Ryan Sullivan, Mt San Jacinto College
Nikki Visveshwara, Fresno City College

Staff:
April Lonero, ASCCC Executive Assistant

The committee discussed the attendance and participation at the November 6, 2020 breakout session at the 2020 Fall Plenary Session. The committee addressed ways the review process could be modified to support the committee members in their effort, including beginning the review process earlier. The committee discussed the scope of the work in the allotted timeframe and building from the 2016-2017 report. Members stressed the importance of evaluating the status of the previous recommendations. The committee discussed next steps and selected November 24, 2020 at 8:00 am as the next meeting date.

The committee adjourned at 9:00 am.

Respectfully submitted
April Lonero, Executive Assistant

Academic Senate
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ASCCC Accreditation Committee
Minutes
September 11, 2020
12:00pm-1:00pm

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1. Present:
   - ✓ Cheryl Aschenbach, Chair
   - ✓ Laura Adams
   - ✓ Sheri Berger, CCCCIO Representative (ALO)
   - ✓ Kevin Bontenbal, ACCJC Representative
   - ✓ Claudia De La Toba
   - ✓ Amber Gillis
   - ✓ Nili Kirschner
   - ✓ Roy Shahbazian
   - ✓ Manuel Vélez, ASCCC 2nd Chair

2. Meeting Business:
   a. Cheryl will take notes.
   b. Agenda Approved

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

4. 2020-2021 ASCCC Accreditation Event(s)
   Background: https://www.asccc.org/content/what-happened-2019-asccc-accreditation-institute
   Cheryl explained that with ACCJC having a virtual event rather than traditional conference and the uncertainty around ASCCC's role, for spring 2021 we may need to consider either planning and holding an Accreditation Institute, having a one-day virtual event (in lieu of regional meetings), or a webinar series. The committee agreed that having a webinar series or half- to one-day virtual events, or elements of both, would work the best, plus we'll see how we can contribute to ACCJC's virtual event.

5. Committee Priorities
   Cheryl discussed how committee work is assigned and tasks identified. For 2020-2021, the Accreditation Committee's priorities will likely be developing and facilitating professional development on faculty-related aspects of accreditation and in working with the Guided Pathways Task Force and other committees to address related efforts.
   a. Respond to assigned resolutions (none currently assigned)
   b. Collaborate on Guided Pathways Task Force goals (See attached)
      (assess and improve program review and related processes)
   c. Address ASCCC Strategic Plan
   d. Address 2020-2021 ASCCC Areas of Focus:
      - Guided Pathways to Transfer and Careers
      - Culturally Responsive Student Services/Support and Curriculum
      - Equity Driven Practices, including faculty diversification and Faculty Empowerment Leadership Academy (FELA)

The Accreditation Committee advises the Academic Senate Executive Committee and the faculty regarding accreditation and continuous quality improvement. The committee identifies and disseminates knowledge and information regarding faculty roles and effective practices in conducting comprehensive college-wide assessment, meeting and documenting accountability standards, self-evaluation methods and reports, attaining and maintaining accreditation status, and in supporting faculty as they reflect on outcomes and set goals for improvement. The committee receives input from, and collaborates with, pertinent outside groups including regional accreditors and federal agencies, their policies, and processes. Under the direction of the president, designated committee assist faculty and local academic senates with matters related to accreditation and institutional evaluation. The committee also plans the annual Accreditation Institute that offers professional development on accreditation issues, policies, and effective practices.

6. Professional Development & Resources
   Cheryl provided a number of resources for committee members to consider should they want to expand their knowledge of accreditation.
   - ACCJC Webinars (Future + Past Recordings): https://accjc.org/webinar/?mc_cid=746771f23a&mc_eid=49dd64e1e0
   - ACCJC Eligibility Requirements, Standards, and Policies: https://accjc.org/eligibility-requirements-standards-policies/
   - ASCCC Accreditation Committee (Past Minutes plus related Rostrum articles and papers) https://www.asccc.org/directory/accreditation-committee-0
   - ASCCC Student Learning Outcome (SLO) Glossary (2019) https://www.asccc.org/sites/default/files/SLOs.pdf

7. Determine Future Meeting Dates
   The committee set the following dates for its remaining fall meetings:
   -October 9, 2020 12:00pm-1:00pm
   -November 13, 2020 12:00pm-1:00pm
   -December 11, 2020 12:00pm-1:00pm

8. Other
   Related to professional development, the following topics were raised for future consideration:
   - How to do accreditation work in times of crisis (has applications to Standard IV)
   - Guided pathways, enrollment management, and accreditation
   - Focus on introductory content to draw in new attendees/participants
   - Accreditation and equity (follow-up on whether a Rostrum article was written after 2020 Accred. Institute)

9. Adjourn

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

The Accreditation Committee advises the Academic Senate Executive Committee and the faculty regarding accreditation and continuous quality improvement. The committee identifies and disseminates knowledge and information regarding faculty roles and effective practices in conducting comprehensive college-wide assessment, meeting and documenting accountability standards, self-evaluation methods and reports, attaining and maintaining accreditation status, and in supporting faculty as they reflect on outcomes and set goals for improvement. The committee receives input from, and collaborates with, pertinent outside groups including regional accreditors and federal agencies, their policies, and processes. Under the direction of the president, designated committee assist faculty and local academic senates with matters related to accreditation and institutional evaluation. The committee also plans the annual Accreditation Institute that offers professional development on accreditation issues, policies, and effective practices.

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ASCCC Accreditation Committee
Minutes
October 9, 2020
12:00pm-1:00pm

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1. Present:
   - ✓ Cheryl Aschenbach, Chair
   - ✓ Laura Adams
   - X Sheri Berger, CCCCIO Representative (ALO)
   - ✓ Kevin Bontenbal, ACCJC Representative
   - ✓ Claudia De La Toba
   - ✓ Amber Gillis
   - ✓ Nili Kirschner
   - ✓ Roy Shahbazian
   - ✓ Manuel Vélez, ASCCC 2nd Chair

2. Meeting Business:
   a. Cheryl will take notes.
   b. Agenda Approved

3. Discussions:

A. Full accreditation institute versus webinars: the committee agrees not to hold a full institute due to COVID-19 pandemic. Date is currently being held by ASCCC; however, ASCCC Executive Committee understands that it is likely that an institute will not be held. Discussion regarding other events such as webinar series ensued.

B. 1) The Guided Pathways Taskforce (GPT) will likely include the Accreditation Committee in some tasks to support their work and efforts. One GPT goal is to integrate guided pathways into senate curriculum. They are working with ASCCC committees (Accreditation, Curriculum) to determine the best approach/best practices. Typically, as an organization, we do not focus on the last pillar of "ensuring learning." Cheryl argues that this has an accreditation aspect from various standards that question the processes around learning. We need to think holistically about that pillar – perhaps consider outcomes assessment – and looking for some other ideas where ensuring learning touches the each of the guided pathways and classes therein.

2) December 1 – Be on the lookout for a webinar on guided pathways.
3) Laura Adams would like to see more of a focus on outcomes assessment. Typically, there is a focus on PD only, so she'd like to see a greater focus on outcomes and their assessment.
4) Cheryl: Jarek Janio from Santa Ana College is conducting a series of webinars around outcomes assessments. They are held Fridays 10-12. Usually we focus on SLOs for accreditation purposes, but there is a growing frustration because we are not asking whether students are learning or not. We are about compliance and not using data to make informed decisions.

The Accreditation Committee advises the Academic Senate Executive Committee and the faculty regarding accreditation and continuous quality improvement. The committee identifies and disseminates knowledge and information regarding faculty roles and effective practices in conducting comprehensive college-wide assessment, meeting and documenting accountability standards, self-evaluation methods and reports, attaining and maintaining accreditation status, and in supporting faculty as they reflect on outcomes and set goals for improvement. The committee receives input from, and collaborates with, pertinent outside groups including regional accreditors and federal agencies, their policies, and processes. Under the direction of the president, designated committee assist faculty and local academic senates with matters related to accreditation and institutional evaluation. The committee also plans the annual Accreditation Institute that offers professional development on accreditation issues, policies, and effective practices.

C. Continued conversation from last time – ideas for accreditation in the spring:

c. Cheryl discussed topics that we covered, including the faculty role in accreditation processes. Nili: Questions about what programs are online (coming from the Curriculum ListSERV) and which ones need DE addendums and how we notify ACCJC. Cheryl: There are usually breakout sessions at the curriculum institute that marry curriculum and accreditation.
d. Amber: What about substantive changes for programs that are moving completely online? Kevin: Colleges were all given an extension for the fall, but we (the Commission) are waiting on the Department of Education for direction about what we are doing in the spring. Colleges can do one of two things: they can submit a memo to ACCJC to notify which programs will be online (if they haven't already submitted one) or they would have to do a substantive change.
e. Nili: Is it core courses or is it the 50% of the program? KEVIN: If the program includes GE courses and these are online, then this would push more programs over the 50% threshold and would require a SubChange. Cheryl: I will follow up on this.
f. NILI: Every academy she's been to has a focus on equity. Where can we take the equity lens and apply it to accreditation? Has there been an equity framework to the standards? KEVIN: The standards don't address equity directly, but we will be exploring how to integrate equity more into the standards. Cheryl: Perhaps for our next meeting we will take a standard and see if we can revise it to include an equity lens. HOMEWORK: Pull a few standards and consider some ideas for revising them to include an equity perspective.
g. Roy: Regarding ISERS: is it safe for a college to identify areas for self-improvement? Perhaps we could talk about how colleges can do this without a punitive mindset and fear of consequence from the Commission. Maybe this should come from ACCJC and not ASCCC. Amber: We took a transparent perspective with our community and identified several areas of improvement. This made for a stronger accreditation visit, in our opinion.
h. Cheryl: Is lack of faculty involvement still a problem? Kevin: Yes, but the virtual environment has helped because folks are able to work something virtually. Cheryl: Are there still going to be trainings? Perhaps virtual? Kevin: We are still doing team trainings – about a half-day, virtually, so that they are ready for the visits. Kevin: we are starting to put together short training videos for future team members. These will explain the homework, requirements, and will provide some resources. Cheryl: Perhaps some faculty members can also offer their perspectives in the videos.

Cheryl: Perhaps we can take some of these topics above and write a Rostrum article(s). We have four Rostrums that come out per year, so think about these topics and or any other ideas that might help others in a writing format, so we can proceed.

Action Items:

1. March dates have been cleared for an accreditation institute/in-person event. These are on the senate calendar as a possibility.
2. Next meeting 11/13/20

The Accreditation Committee advises the Academic Senate Executive Committee and the faculty regarding accreditation and continuous quality improvement. The committee identifies and disseminates knowledge and information regarding faculty roles and effective practices in conducting comprehensive college-wide assessment, meeting and documenting accountability standards, self-evaluation methods and reports, attaining and maintaining accreditation status, and in supporting faculty as they reflect on outcomes and set goals for improvement. The committee receives input from, and collaborates with, pertinent outside groups including regional accreditors and federal agencies, their policies, and processes. Under the direction of the president, designated committee assist faculty and local academic senates with matters related to accreditation and institutional evaluation. The committee also plans the annual Accreditation Institute that offers professional development on accreditation issues, policies, and effective practices.

Meeting Adjourned 12:40pm..

Upcoming ASCCC Events

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

The Accreditation Committee advises the Academic Senate Executive Committee and the faculty regarding accreditation and continuous quality improvement. The committee identifies and disseminates knowledge and information regarding faculty roles and effective practices in conducting comprehensive college-wide assessment, meeting and documenting accountability standards, self-evaluation methods and reports, attaining and maintaining accreditation status, and in supporting faculty as they reflect on outcomes and set goals for improvement. The committee receives input from, and collaborates with, pertinent outside groups including regional accreditors and federal agencies, their policies, and processes. Under the direction of the president, designated committee assist faculty and local academic senates with matters related to accreditation and institutional evaluation. The committee also plans the annual Accreditation Institute that offers professional development on accreditation issues, policies, and effective practices.

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Career Technical Education Leadership Committee

November 18, 2020

2:30-4:00pm

MEETING MINUTES

I. Welcome

II. Call to Order, Roll Call and Adoption of the Agenda

In attendance:

Kristina Perkins	**Olivia Herriford**	**Lynn Shaw**
Donald Laird	**Tina McClurkin**	**Jim Bowen**
Violeta Wenger	**Robby Bodden**	**Mayra Cruz**
David Ramirez (student)	**Christie Dam**	**Julie Oliver**
	Christy Coobatis	

III. Check-in and group photo(All)

IV. Consent Agenda-**Approved**

a. Approval of the October 14, 2020 meeting minutes (Attachment 1)
b. Committee Priorities recommendations

V. Reports

A. Student Senate CCC new rep

- **a. Antiracism Action Plan has been released**
  - **i. request made for David to share highlights from this plan at the next meeting**
- **b. Looking at how SSCCC policies and programs may be racist**

B. Academic Senate CCC November 4th meeting highlights (Mayra/Julie)

1. Approval of the CTELC revised charge
2. Guided Pathways Work with ASCCC Structures
   - **a. Consider integration of GP work into CTELC charge in the spring**
3. **Part Time Conference in February-free to all**
   - a. **request for this committee to present**
4. **. Curriculum Institute in the summer**

C. Fall 2020 Plenary Highlights (Mayra/Julie)

Fall Virtual Plenary was a success with a timely theme "Addressing Anti-Blackness and IDEAs (Inclusion, Diversity, Equity, Anti-Racism) in Academic and Professional Matters

1. Adopted resolutions
   - a. CTE faculty diversification- F20 3.02 Recommendation to update Title 5 language for Minimum Qualifications
   - -**Reviewed the Resolve language with the committee**

VI. Rostrum articles (due to Mayra Jan 2)

a. Topic/s and writers

i. **Encourage all work groups to consider a Rostrum article for Jan 2nd deadline; maybe a topic from one of the resolutions assigned to CTELC**

ii. **Communication & Support group working on an article related to topic of CTE faculty voice at the state level**

VII. Focus Areas Teams Report (Leads and members)

1. Committee priorities

a) Review the priorities and determine next steps (Attachment 2)

a. **Grid sent out with the agenda and in Base Camp**
b. **A review of all the resolutions and Strong Workforce tasks to identify what needs to be worked on.**
c. **Checking on the relevance of the older resolutions**
d. **Updated those that are complete**
e. **Grid with be shared with Davison and Mica to determine how to move forward**

2. Communication and Support to CTE Liaisons

a) Coffee Hour Calendar/Facilitators/Topics (Lynn)

- **Topics are mirrored to the newsletter that is sent each month**
- **Each session has a topic, but also open to general conversation from the field**
- **Looking for co-hosts for each session to help facilitate the conversations.**
- **Please email Lynn and Mayra if you are able to co-host.**

November 18	4-5	CTE Survey-**Lynn & Mayra hosting**
February 9	11-12	Perkins Funding
March 18	11-12	Credit for Prior Learning
April 6	2-3	Minimum Qualifications
May 6	1-2	Preparing for the next academic year

b) November Memo (Attachment 3)

a. Being finalized now, need survey responses from everyone

3. Professional Development and Learning

a) 20-21 Program Working document (Attachment 4)

b) Career NonCredit Education Institute (April 30-May 2, 2021)

1. Report on the 11/13 Chairs Planning meeting

a. Career NonCredit Education Institute (CNEI) Tentative Program
b. **Chairs met and decided it will be a virtual session**
c. **Recommending a two-day event, not 2.5 day event. Either Fri-Sat or Sat-Sun**.
d. **Members of this committee and Noncredit committee will be presenting at the institute**

2. **Reminder- Joint meeting with NonCredit Committee on 11/19, 10am-12noon-need outline of topics by this Friday**
    a. Discuss and agree on a theme
    b. Discuss and finalize the program outline
    c. Schedule of joint meetings

c) Update Canvas module: Focus on Career/Technical Education
    a. **Reviewed the Canvas shell and recognized there were many adjustments that are needed.**
    b. **Moved all pages into a GoogleDoc to work on updates and make more useful.**

d) *New potential item*: CTELC role in informing the review of law enforcement officers and first responder training and curriculum (CO June 2020 Call for Action, item #1)

VIII. Next meeting (Mayra)
December 7, 2020 9-10:30am [check Basecamp times which are not correct]

IX. Next meeting topics (All)
A. Spring Plenary Resolutions topics
    i. **Think about topics for resolutions that this committee may want to proposed**
B. Jan- May 2021 calendar of meetings
    i. **Request for days/times when people are not available**

X. Upcoming events
A. Part-Time Institute Affirming Our Voice Jan 24-25, 2021

XI. Announcements
A. Events
B. Application for Statewide Service
C. Other (from members)

XII. Adjournment

Status of Previous Action Items

A. In Progress (include details about pending items such as resolutions, papers, *Rostrums*, etc.)
- ◊ CTE Liaison coffee hour schedule
- ◊ PD Program for 20-21
- ◊ Committee priorities update
- ◊ CNEI program- titles/descriptions and presenters

B. Completed (include a list of those items that have been completed as a way to build the end of year report).
-
- CNEI program outline
- 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)
- Focus area team plans
- Focus area team lead role

Career Technical Education Leadership Committee (CTELC)
approved 11/4/20

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

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ASCCC CURRICULUM COMMITTEE
November 19th, 2020 9:00AM – 10:15AM
Via Zoom
Notes

I. Call to Order 9:02
   a. Attendance : Randy Beach, Rose Giordano, Josefina Gomez, Alexandra Diamant, Michelle Plug, Michelle Bean, Jennifer Zellet

II. Adoption of the Agenda: Adopted by consensus

III. Approval of Minutes
   a. 10.29.2020 – Approved by consensus with no changes

IV. Announcements/ Updates
   a. Title 5- 55063 Workgroup UPDATE
      i. Workgroup is meeting on Monday, November 23, and will meet regularly in the coming months. CSU Board of Trustees met in the past week and accepted revision to the core competencies, primarily to change the language of the core competencies from referencing the four groups described in the legislation to a reference to "communities of color." The CSU FAQs will be amended and any relevant CSU executive orders. Workgroup now turning to a discussion of how community colleges could respond. CSU due date to submit courses for Area F review is February 5. Workgroup is drafting a timeline for reviewing further issues related to the Ethnic Studies change by working backwards and taking into account local college needs.
   b. Fall 2020 Adopted Resolutions
      i. Resolutions packet is linked on the agenda. The Curriculum Committee will likely be working on an update to a paper on curriculum procedures based on an approved resolution, pending Exec assignment. At a future meeting, the committee will review the current paper and develop an outline for revisions. Committee will develop a timeline for writing and approval, which may straddle academic years.
      ii. Ethnic Studies resolutions: it is unclear if these will come to the Curriculum Committee or 5C. Much discussion is happening around the system. Michelle Bean provided a distinction between the adopted Ethnic Studies resolutions: one focuses on a graduation requirement, the other a specific general education requirement for local degrees.

c. CCC System Reports (ASCCC Committees, SSCCC, CCCCO, other)
    i. SSCCCC-Curriculum Committee meeting on Friday. Topic of Ethnic Studies will be discussed.
    ii. CIOs- Jennifer expressed her appreciation for the work and collaboration ASCCC is engaged in with the CIOs and other organizations in the system. Carrie attended the CIO meeting recently and Ethnic Studies is a primary topic of discussion.
    iii. Articulation: Looking at Ethnic Studies and Credit for Prior Learning. Mandates to approve policies for credit for prior learning have not been extended.

V. Announcements/Updates
a. ASCCC Curriculum Committee Charter
    i. Carrie reviewed a request from the ASCCC Guided Pathways Task Force to begin a discussion around integration of guided pathways innovations into the ASCCC structure, including the Curriculum Committee. The topics mentioned for the Curriculum Committee include Meta Majors, AB 705, Program Mapping, and curriculum-related topics in all Pillars I, II,. III, and IV. The committee discussed if the integration at the ASCCC level could provide guidance to local colleges for how to integrate locally. Changes to the Curriculum Committee's membership might be needed based on what innovations are integrated. Josefina mentioned that different colleges are at different places, and it is important to look at local curriculum and make decisions to support the guided pathways approach. The committee discussed how future committee work could revolve around guided pathways including professional development for the field, a possible paper, and other ways to support local curriculum committees, including the topic of technology and curriculum.
b. ASCCC 2018 – 2023 Strategic Plan
    i. Chair reminded the members that our tasks and priorities align with the 2018-2023 Strategic Plan
c. ASCCC EVENTS
    i. Chair indicated that events are being discussed at the ASCCC Executive Committee, no further discussion

VI. ASCCC Curriculum Committee
a. Google Drive
    i. Reviewed documents, further discussion to be had on Curriculum Institute
b. 2020-2021 Committee Priorities/ Tasks
    i. Reviewed document and established priorities/tasks, no further discussion
c. ASCCC Curriculum Institute
    i. The institute will be July 7th – 10th 2021. Carrie will be discussing with ASCCC staff logistical concerns around a virtual event versus an in-person event including travel costs and restrictions during a time of financial distress at colleges, attendees' and presenters' comfort levels and other concerns. The committee reviewed potential themes. Committee agreed to propose the theme "Ensuring Learning: Accessibility & Flexibility in Equity-Driven Curriculum." This theme ties in guided pathways, concerns of students who are struggling with new changes in curriculum and instruction, and the need for colleges to be flexible and focused on meeting students where they are in an equitable way. There will be opportunities in the strands and a welcome letter to expand on and explain the theme.

d. ASCCC Curriculum VIRTUAL event
    i. ASCCC Exec provided additional feedback on the topics of committee-proposed virtual events. Executive Committee was reluctant around additional virtual events. There were concerns over capacity to hold a January event and concern over webinar fatigue. Chair mentioned approaching the CCCCO on a webinar on the Ethnic Studies topic. Committee felt comfortable moving ahead on that topic with the CCCCO. Expect more information on the Ethnic Studies topic by the December 3 ASCCC Curriculum Committee meeting.

VII. Adjournment
    i. Meeting adjourned at 10:26 AM. Next meeting on December 3, 2020

Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Equity and Diversity Action Committee
September 2, 2020
1:30 pm-3:00 pm

ConferZoom

MINUTES

Members Present: LaTonya Parker (chair), Ginni May (2nd), Peggy Campo, Abdimalik Buul, Jamar London, LaTanga Hardy

1. Call to Order at 1:33 pm

2. Approval of Agenda: M/S/P – Campo/London

3. Check-in: Committee members introduced themselves and shared the areas in which they work.

4. Committee Responsibilities: The committee chaired outlined the priorities and scope of work for EDAC this fall. In particular the following were highlighted:

   A. ASCCC Areas of Focus for 2020-21
      - Guided Pathways Implementation and Integration to Transfer and Careers
      - Culturally Responsive Student Services, Student Support, and Curriculum;
      - Equity Driven Systems

   B. From the Chancellor's Office Diversity, Equity, and Inclusion (DEI) Workgroup:
      - ASCCC, HR, and local union to review existing evaluation procedures. (Tier 1)*
      - ASCCC, HR, and local union to create a process where conversations about cultural competencies can happen outside the evaluation process. (Tier 1)*

*Tier 1 and Tier 2 activities are strategies that involve policy changes, changes to existing procedures, and or activities that promote supportive and inclusive behaviors. Aligned to the Vision for Success commitments, Tier 1 activities can be achieved in a 6-12 months' timeline (CCCCO Call for Action June 2020)

   C. Fall Plenary
      The committee chair submitted proposed breakout topics on August 13, 2020 for consideration by the ASCCC President and Executive Director.
      - Anti-Racism Professional Development
      - Active Anti-Racism Leadership Development
      - Culturally Reflective Pedagogy and Student Services
      - Anti-Racism and Transforming Institutional Policies and Practices

D. Regional Meetings – The ASCCC Guided Pathways Task Force (GPTF) has offered to partner with EDAC if EDAC opts to provide regional meetings this fall. One of the continuing overarching goals of the GPTF is to "amplify equity work".
E. Rostrum Article (s) – committee members were invited to submit a Rostrum article if desired. The due date for the first Rostrum is September 25.
F. Resolutions – https://asccc.org/resources/resolutions
The committee chair discussed passed resolutions by EDAC and how the resolutions are being addressed.
- 3.02 (Anti-Racism Paper) and
- 10.02 (Minimum Qualifications) Action Taken

In addition, the ASCCC resolution process was detailed.

5. Action Item: Tier 1 Recommendations

i. ASCCC, HR, and local union to review existing evaluation procedures.

Committee members discussed ways to examine and modify review processes, procedures, and structures. Discussion included topics around accountability, explicit training, measurable outcomes, onboarding, tenure process, eradicating systemic injustices, creating equity minded syllabi, inquire/interrogate/integrate, mentoring, clarity about what faculty are being assessed on.
Possible recommendations:

- Faculty evaluation should be two-sided with a growth focus as opposed to a punitive focus and one of checking boxes.
- Academic senate and union representatives need to work together and have some power to make recommendations for real change.
- Improvement of Instruction assessment of meaningful areas to include, but not limited to the following:
  - Cultural competencies in the classroom
  - Identify what is missing
  - Identify what is needed
  - Holistic analysis
  - Autonomy
  - Accountability
  - Tangible

ii. ASCCC, HR, and local union to create a process where conversations about cultural competencies can happen outside the evaluation process.

Committee members shared ideas. Possible recommendations:

- Mentor program: although there were concerns that it could be a burden on the few faculty that understand how to create a culturally competent learning environment.
- Toolkit for creating equity-minded syllabus with a repository of examples
- Discipline specific webinars for creating a culturally competent environment
- Toolkit (i.e. resource on eradicating systemic racism)
- Mandatory equity minded syllabus training
- Trained evaluators
- Collaborations with bargaining units
- Task Force / Committee under local senate with the authority to carry out the ongoing work

- Communities of practice
    - Remote Academic
    - Rate Matters Model (i.e. Integration of self, self and others and Systems.)

6. Resources – The committee chair explained about the ASCCC and EDAC resources and where to find them.

7. Fall 2020 Committee Meeting Dates were agreed on by all committee members.
    - Wednesday, October 7, 2020 11:30-12:30
    - Wednesday, November 18, 2020 11:30-12:30
    - Wednesday, December 2, 2020 11:30-12:30

8. Forms – Travel reimbursement forms were discussed in case travel should resume.

9. Upcoming Events – ASCCC and system-wide events were shared.

10. Announcements – no announcements

11. Adjourned Meeting at 2:44 pm

Academic Senate
for California Community Colleges

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Equity and Diversity Action Committee
October 7, 2020
11:30 am-12:30 pm

ConferZoom

MINUTES

Members Present: LaTonya Parker (chair), Ginni May (2nd), Peggy Campo, Abdimalik Buul, Jamar London, LaTanga Hardy

1. Call to Order at 11:33 am

2. Approval of Agenda: M/S/P – Peggy/LaTanga

3. Check-in: Committee members checked-in and shared a highlight about their current lives.

4. Committee Responsibilities: The committee chair reminded the committee of the priorities and scope of work for EDAC this fall:

   A. ASCCC Areas of Focus for 2020-21
      - Guided Pathways Implementation and Integration to Transfer and Careers
      - Culturally Responsive Student Services, Student Support, and Curriculum;
      - Equity Driven Systems

   B. From the Chancellor's Office Diversity, Equity, and Inclusion (DEI) Workgroup:
      - ASCCC, HR, and local union to review existing evaluation procedures. (Tier 1)*
      - ASCCC, HR, and local union to create a process where conversations about cultural competencies can happen outside the evaluation process. (Tier 1)*

*Tier 1 and Tier 2 activities are strategies that involve policy changes, changes to existing procedures, and or activities that promote supportive and inclusive behaviors. Aligned to the Vision for Success commitments, Tier 1 activities can be achieved in a 6-12 months' timeline (CCCCO Call for Action June 2020)

The committee was reminded of the discussion during last month's meeting:

- Ways to examine and modify review processes, procedures, and structures.

- Topics around accountability, explicit training, measurable outcomes, onboarding, eradicating systemic injustices, creating equity minded syllabi, inquire/interrogate/integrate, mentoring, and clarity about what faculty are being assessed on.

- ASCCC, HR, and local union to review existing evaluation procedures.

- Recommendations:
    - Faculty evaluation should be two-sided with a growth focus as opposed to a punitive focus and one of checking boxes.
    - Academic senate and union representatives need to work together and have some power to make recommendations for real change.
    - ASCCC, HR, and local union to create a process where conversations about cultural competencies can happen outside the evaluation process.
    - Mentor program: although there were concerns that it could be a burden on the few faculty that understand how to create a culturally competent learning environment.
    - Toolkit for creating equity-minded syllabus with a repository of examples
    - Discipline specific webinars for creating a culturally competent environment

- The committee discussed the recommendations that could be prioritized in order to begin to address? Prioritized work is in bold font.
    - The Toolkit
    - **Webinars – discipline specific near spring FLEX days for faculty professional development**
    - EDAC will work with GPTF
    - Some homework will be assigned during the November meeting to bring ideas for the webinars and planning at the December meeting.
    - **Mentor program – provide a recommendation to the FELA; Could come out of the panel Q&A from the webinars from those that interested in following up, and especially discipline specific; Peggy volunteered to research some mentor models and bring some resources to the December meeting**

C. Fall Plenary
Sessions assigned to the committee chair were shared, and committee members were invited to join one of the sessions.

D. Regional Meetings – Updates regarding partnerships with ASCCC Guided Pathways Task Force. Ginni briefly shared some of the proposed plans of the GPTF for integrating GP work into the ASCCC Standing Committees. More information will be provided during the November meeting.

E. Rostrum Article(s) – articles for consideration are due in January. Bring ideas to the November meeting. One idea shared was “Getting to the why”.

F. Resolutions

a. https://www.asccc.org/resolutions-fall-2020
b. The committee chair shared two proposed resolutions regarding an ethnic studies requirement.

5. Action Item: Tier 1 Recommendations

a. ASCCC, HR, and local union to review existing evaluation procedures.

b. ASCCC, HR, and local union to create a process where conversations about cultural competencies can happen outside the evaluation process.

6. Resources:
   Resource 1—Equity and Diversity Action Committee Resolutions Report Dec 2019 Revisions
   Resource 2— THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGE ADOPTED FALL 2019 EQUITY-DRIVEN SYSTEMS Student Equity and Achievement in the California Community Colleges
   Resource 3— Summer 2020 ASCCC Rostrum
   Resource 4—II. E. (1) EDAC Charge, ASCCC Inclusivity Statement Revise.pdf
   Resource 5—II. E. (2) EDAC ACTION PLAN draft.pdf
   Resource 6— https://www.asccc.org/directory/equity-and-diversity-action-committee

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7. Fall 2020 Committee Meeting Dates were agreed on by all committee members.
   - Wednesday, November 18, 2020 11:30-12:30
   - Wednesday, December 2, 2020 11:00-2:00 – **this meeting time was extended**.

8. Forms (when travel resumes):
   ASCCC Flight and Travel Request Link
   ASCCC 2020 Expense Reimbursement Form

9. Upcoming Events – ASCCC and system-wide events were shared.

10. Announcements – none

11. Adjourned Meeting at 12: 28pm

Academic Senate
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Equity and Diversity Action Committee
November 18, 2020
11:30 am-12:30 pm

ConferZoom

MINUTES

Members Present: LaTonya Parker (chair), Ginni May (2nd), Jamar London, LaTanga Hardy

1. Call to Order at 12:02 pm

2. Approval of Agenda: M/S/P – Ginni/Jamar

3. Check-in: Committee members checked-in

4. Action Minutes:
   October 7, 2020: M/S/P – Jamar/Ginni
   September 2, 2020: M/S/P – Jamar/LaTanga

5. Committee Responsibilities: The committee chair informed the committee that keeping this information helps to remind us of our work.

   A. ASCCC Areas of Focus for 2020-21
      - Guided Pathways Implementation and Integration to Transfer and Careers
      - Culturally Responsive Student Services, Student Support, and Curriculum;
      - Equity Driven Systems

   B. From the Chancellor's Office Diversity, Equity, and Inclusion (DEI) Workgroup:
      - ASCCC, HR, and local union to review existing evaluation procedures. (Tier 1)*
      - ASCCC, HR, and local union to create a process where conversations about cultural competencies can happen outside the evaluation process. (Tier 1)*

*Tier 1 and Tier 2 activities are strategies that involve policy changes, changes to existing procedures, and or activities that promote supportive and inclusive behaviors. Aligned to the Vision for Success commitments, Tier 1 activities can be achieved in a 6-12 months' timeline (CCCCO Call for Action June 2020)

The committee continued discussion from October meeting on responding to the DEI recommendations:
- Ways to examine and modify review processes, procedures, and structures.
- Topics around accountability, explicit training, measurable outcomes, onboarding, eradicating systemic injustices, creating equity minded syllabi, inquire/interrogate/integrate, mentoring, and clarity about what faculty are being assessed on.

- ASCCC, HR, and local union to review existing evaluation procedures.
    - **Discussion Item - Recommendations:**
    - Webinars – discipline specific near spring FLEX days for faculty professional development
        1. LaTanga Hardy – ECE and DEI Education one-hour webinar in mid-January
        2. Jamar London – STEM and DEI Education one-hour webinar in mid-February, Sam Foster, Janet Fulks, Peggy Campo
        3. one-hour webinar in mid-March
    - EDAC and GPTF Recommendations
      Webinar Ideas – webinar suggestion #2 from above, and possibly #3
    - Mentor program – Recommendation to the FELA

C. Regional Meetings – Updates regarding partnerships with ASCCC Guided Pathways Task Force. Ginni shared some of the recommendations provided to the ASCCC Executive Committee during the November meeting. No action was taken by the Executive Committee. However, each of the Standing Committees were encouraged to examine the recommendations, consider modifications that could be made to their charges to incorporate the work of Guided Pathways and report back to the ASCCC Executive Committee.

D. Rostrum Article(s) – articles for consideration are due in January. Bring ideas to the November meeting. One idea shared was "Getting to the why".

E. Resolutions

The committee chair shared some of the passed resolutions during the 2020 Fall Plenary Session: **https://www.asccc.org/resources/resolutions**

03.01 2020 Fall	Support The Anti-Racism Pledge	Diversity and Equity
03.02 2020 Fall	Recommendation to Update Title 5 Language for Section 53022	Diversity and Equity
03.03 2020 Fall	Adopt Anti-Racism Education Paper	Diversity and Equity
03.04 2020 Fall	Develop Resources on Effective Practices for Anti-Racist, Equitable, and Inclusive Instructional Strategies	Diversity and Equity

It should be noted that these resolutions will be assigned to a committee, several committees, individuals, or other groups by the ASCCC President and Executive Director and then confirmed by the Executive Committee during the December 2020 Executive Committee meeting.

6. Action Item: Tier 1 Recommendations

    a. ASCCC, HR, and local union to review existing evaluation procedures.
    b. ASCCC, HR, and local union to create a process where conversations about cultural competencies can happen outside the evaluation process.

7. Resources:
   Resource 1—Equity and Diversity Action Committee Resolutions Report Dec 2019 Revisions

Resource 2— THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGE ADOPTED FALL 2019 EQUITY-DRIVEN SYSTEMS Student Equity and Achievement in the California Community Colleges
Resource 3— Summer 2020 ASCCC Rostrum
Resource 4— II. E. (1) EDAC Charge, ASCCC Inclusivity Statement Revise.pdf
Resource 5— II. E. (2) EDAC ACTION PLAN draft.pdf
Resource 6— https://www.asccc.org/directory/equity-and-diversity-action-committee

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8. Final Fall 2020 Committee Meeting:
   Wednesday, December 2, 2020 11:00-2:00 – **this meeting time was extended**.

9. Forms (when travel resumes):
   ASCCC Flight and Travel Request Link
   ASCCC 2020 Expense Reimbursement Form

10. Upcoming Events – https://www.asccc.org/calendar/list/events

11. Announcements
    College Visit – Santa Rosa Junior College
    Friday, November 13, 2020 LaTonya Parker Ed. D. and Stephanie Curry

12. Adjourned Meeting at 12:34 pm

Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Legislative and Advocacy Committee
October 22, 2020
1:00 pm-2:00 pm

ConferZoom

MINUTES

Members Present: Ginni May (chair), Adrienne Brown, Geoffrey Dyer, Christopher Howerton, Alexis Litzky, Eric Wada, Andrew Nickens (Chair of Legislative Affairs Committee for the Student Senate)

Members Absent: Stephanie Curry (2nd)

Guests: Andrew Nickens, SSCCC Liaison

1. Minutes taken by Alexis Litzky.

2. Approval of last meeting Minutes via email.

3. Approved Agenda.

4. Announcements
    a. Rostrum article should be getting published soon but there has not been confirmation.
    b. The Student Senate has requested a position for a student on this committee. Andrew Nickens, Folsom Lake College, joined the meeting will serve as a liaison to the Student Senate.

5. Plenary Session Breakout
    a. Reviewed and edited PowerPoint draft as a group. We will review this again at next meeting.
        i. Added legislative information from below to the 2019-20 Leg cycle in review and 2021-22 Leg cycle looking ahead.
        ii. Adrienne Brown suggested adding a slide tying things together that tie legislation advocacy to the Chancellor's office call to action. Adrienne will create the additional slide and send it to Ginni May.
    b. Discussed slides and presenters:
        i. Confirmed that everyone except Stephanie Curry will be presenting.
        ii. Ginni May thought new members of the committee might have some local examples of advocacy on Academic and Professional matters.
        iii. Dolores Davison, Ginni May, and Geoffrey Dyer will speak to State Advocacy.
        iv. All can participate by monitoring the chat.

6. Resolutions – Discussion:
    a. We have 2 up for discussion: 6.01, 9.02

b. 9.04 and 9.05 are both also about Ethnic Studies and might be worth reviewing before to the Plenary
    i. There was a question about whether or not these new resolutions are in conflict with our resolutions or not. The other 2 resolutions have more specific changes but it's usually CCCCC (5C) who develops those specifics.

7. Legislative and Advocacy Day at the Capitol – Information
    a. Proposed Dates: February 22/23 on Executive Committee Consent Agenda for November 5, 2020 consideration
    b. If in person:
        i. Day 1: late afternoon training; group dinner
            1. Wendy Brill-Wynkoop, FACCC and ASCCC Exec Committee will join us
        ii. Day 2: visits with legislators/staff
    c. In Person or Virtual: to be determined

8. Committee Priorities – After the fall plenary session, we will have more.

9. Events and Important Dates (*Events in fall 2020 are virtual*)
    a. Executive Committee Meeting, November 4
    b. 2020 Fall Plenary Session, November 5-7

10. Adjournment at 1:52pm.

Status of Previous Action Items

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

An article was submitted for consideration regarding the legislation of curriculum for the October/November Rostrum edition.

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

F17 7.06 Access to Noncredit Courses for Undocumented Students
The committee reviewed the title 5 section 58003.3 and its 2018 amendment which has addressed the concern in the resolution.

S18 5.01 Funding for Apprenticeship Courses
Committee reviewed resolution and 1st resolve on Montoya Funds (recommendation to augment) and 2nd resolve have been completed

S19 7.05 Explore Allowing Refunds Beyond Regulatory Deadline
Committee determined that the resolution has been addressed through Spring 2020 Professional Development Webinars with impact of COVID-19 and Executive Orders which included discussion of student fees.

F17 7.02 Identify and Remove Barriers to Offering Noncredit Distance Education Courses
Geoffrey Dyer reviewed this and it is consistent with 58003.1 and 58009(c). There is a group working on the attendance accounting manual. Committee may look at how the COVID-19 pandemic changes may impact this resolution in the future.

Committee Priorities – Tracking Resolutions and other Assignments

Legislative Information

Links:

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

Remaining days for the 2020 Calendar:

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

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

Bills for 2020 (2nd year of the two-year cycle):
The messaging from the legislature is that bills that will be heard will be limited this year. Priority will be given to bills that:

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

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

- AB 1460 (Weber, 2020): CSU Ethnic Studies, Signed into law by Governor Newsom on August 17, 2020
- AB 3310 (Muratsuchi, 2020): CCC Ethnic Studies, *dead this year – expect it to come back*
- AB 331 (Medina): Pupil instruction: high school graduation requirements: ethnic studies – *vetoed by the Governor September 30, 2020*
- AB 3137 (Voepel, 2020) – Community Colleges: California College Promise: members of the Armed Forces of the United States – *approved by the governor and chaptered September 28, 2020*
- AB 3374 (Committee on Higher Ed, 2020): Nursing – *approved by the governor and chaptered September 24, 2020*

Academic Senate
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Legislative and Advocacy Committee
October 29, 2020
4:00 pm-5:00 pm
MINUTES

Members Present: Ginni May (chair), Stephanie Curry (2nd), Adrienne Brown, Geoffrey Dyer, Christopher Howerton, Eric Wada

Members Absent: Alexis Litzky

Guests: Andrew Nickens, SSCCC Liaison, Dolores Davidson, ASCCC President

Meeting was called to order at 4:05pm

1. Minutes taken by: Stephanie Curry

2. Approval of Agenda

   The agenda was approved by consensus

3. Approval of minutes

   The minutes were approved by consensus

4. Announcements

   No current announcement.

5. Plenary Session Breakout – edit ppt, discuss presentation, assign slides
   - The committee reviewed the breakout presentation and assigned slides to committee members for the presentation at Plenary.
   - Alexis has volunteered to monitor the chat and be the timekeeper
   - Ginni will send the PPT to ASCCC for posting to Pathable

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

7. The committee was informed of upcoming ASCCC events
   a. Executive Committee Meeting, November 4
   b. 2020 Fall Plenary Session, November 5-7

8. Adjourn

   The committee adjourned at 4:43pm

Status of Previous Action Items

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

An article was submitted for consideration regarding the legislation of curriculum for the October/November Rostrum edition.

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

F17 7.06 Access to Noncredit Courses for Undocumented Students
The committee reviewed the title 5 section 58003.3 and its 2018 amendment which has addressed the concern in the resolution.

S18 5.01 Funding for Apprenticeship Courses
Committee reviewed resolution and 1st resolve on Montoya Funds (recommendation to augment) and 2nd resolve have been completed

S19 7.05 Explore Allowing Refunds Beyond Regulatory Deadline
Committee determined that the resolution has been addressed through Spring 2020 Professional Development Webinars with impact of COVID-19 and Executive Orders which included discussion of student fees.

F17 7.02 Identify and Remove Barriers to Offering Noncredit Distance Education Courses
Geoffrey Dyer reviewed this and it is consistent with 58003.1 and 58009(c). There is a group working on the attendance accounting manual. Committee may look at how the COVID-19 pandemic changes may impact this resolution in the future.

Committee Priorities – Tracking Resolutions and other Assignments

Legislative Information

Links:

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

Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Legislative and Advocacy Committee
November 20, 2020
12:00 pm-1:00 pm

MINUTES

Members Present: Ginni May (chair), Adrienne Brown, Geoffrey Dyer, Christopher Howerton, Alexis Litzky, Eric Wada, Stephanie Curry

Guests: Andrew Nickens, SSCCC Liaison

1. Minutes taken by Stephanie Curry

2. Approval of Agenda
   The meeting was called to order at 12:02pm. The agenda was approved by consensus.

3. Approval of Minutes
   The minutes were approved by consensus.

4. Announcements
   The committee checked-in and provided personal/college updates
   ASCCC does not have any firm information on Ethnic Studies Requirement for the field.
   Whatever is required for us regarding AB1460 will most likely not have required implementation until fall 2022.

5. Plenary Session Debrief
   - Over 500 attended 2020 Fall Plenary Session (largest plenary session ever)
   - Passed a number of Resolutions during Virtual Resolutions Session
   - ASCCC received a lot of positive comments on the Plenary Session
   - ASCCC will review process to make improvements
   - Legislative breakout presentation was successful (great job team!)

6. Resolutions – Final Adopted Resolutions
   - Final Adopted Resolutions are available on the ASCCC Website, go to Events>Plenary Sessions> 2020 Fall Plenary Session>Resolutions

7. Legislative and Advocacy Day at the Capitol
   - February 22/23 approved by the Executive Committee on November 4, 2020
   - Typical Plan:
     Day 1: late afternoon training; group dinner (if in-person)/maybe group zoom dinner if remote
     Day 2: visits with legislators/staff
   - In Person or Virtual to be determined

- **At next meeting**: Make recommendations of legislators to visit, new legislative session begins December 7:
  CA Assembly members: https://www.assembly.ca.gov/assemblymembers
  CA Senators: https://www.senate.ca.gov/senators

8. Committee Priorities – Resolution assignments will be confirmed at the December Executive Committee meeting.
   - Resolutions Assignments will be assigned at the ASCCC Executive Committee in December
   - All resolutions in the Legislative Category may not necessarily be assigned to the LAC

9. **Rostrum Articles** Due January 4, 2021
   - History of Transfer Legislation and What's Next – AB 440, SB 1440, SB 440, ASCCC Resolution F17 15.01, UCTP, UCTP Pilot, Transfer Alignment (7+3+3 disciplines), C-ID
     - Provide some historical background
     - Looking for multiple perspectives on transfer in the paper
     - Volunteers: Ginni, Eric, Adrienne
   - 50% Law, What is it and who's on which side?
     - Resolution on topic was referred at the Plenary
     - Looking at student support and the support for counseling faculty especially during budget crises
     - Importance of student support in Guided Pathways
     - Address implications for Transfer
     - Suggest work with David Morse as resource and expert on 50% law
     - Volunteers: Christopher, Stephanie, Alexis

   Send completed articles to Ginni by January 3rd and will forward them to Krystinne from the LAC Committee.

10. Events and Important Dates (*Events in fall 2020 are virtual, events in spring 2021 starting as virtual…*)
    Committee was updated on upcoming dates. Spring events will start virtual. There has been no decision on Spring Plenary format.
    - Executive Committee Meeting, December 4-5, January 8-9, February 5-6
    - Part-Time Faculty Leadership Institute, February 18-19 – this event is **free**
    - 2021 Spring Plenary Session, April 15-17

11. Next meeting: Establish Spring meeting dates
    December 11, 11:00-12:00
    Bring calendars so we can set up Spring Meeting dates.

12. 705 Implementation
    Committee had a brief discussion on AB 705 implementation including, importance of talking to students, DI groups and impact, co-requisites and the importance of the role of Counselors.

13. Adjourn
    The meeting adjourned at 1pm

Status of Previous Action Items

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

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

- *Legislation and Curriculum: Maintaining the Faculty Voice*, November 2020 Rostrum

- F17 7.06 Access to Noncredit Courses for Undocumented Students

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

- S18 5.01 Funding for Apprenticeship Courses

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

- S19 7.05 Explore Allowing Refunds Beyond Regulatory Deadline

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

- F17 7.02 Identify and Remove Barriers to Offering Noncredit Distance Education Courses

Geoffrey Dyer reviewed this and it is consistent with 58003.1 and 58009(c). There is a group working on the attendance accounting manual. Committee may look at how the COVID-19 pandemic changes may impact this resolution in the future.

Committee Priorities – Tracking Resolutions and other Assignments

Legislative Information

Links:

- California Legislative Information Home page: https://leginfo.legislature.ca.gov
- ASCCC Legislative and Advocacy Committee page: https://asccc.org/directory/legislative-and-advocacy-committee

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

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

-

Academic Senate
for California Community Colleges

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Part-time Committee

Thursday, November 19, 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 that affect part-time faculty members. The committee recognizes that part-time faculty make up the majority of California community college faculty and serve disproportionately-impacted students. This committee advocates for diverse part-time faculty colleagues, ensuring their access to professional and leadership development offerings as well as shared governance opportunities at the local and statewide levels. The part-time faculty committee collaborates with the executive committee to develop and provide opportunities where part-time faculty gain additional insight on issues germane to academic and professional needs. This committee is also focused on promoting diversity within part-time faculty pools with the goal of having educators who reflect the student population, and this committee further commits to empowering part-time faculty voices who have been historically excluded (e.g., colleagues of color).

I. Members Roll Call * = present

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

II. Call to order and agenda adoption at 11:37 a.m.

III. Minutes
- A. Volunteer—Chelsea from 11:30—12:00; Karen from 12:00—adjournment.
- B. October Summary approval with no corrections.

IV. Shout Outs, Affirmations, and Lean-in
- A. Community norms: empathy, communication, responsibility.
- B. Part-time Committee charge approved by Exec—cheers to us!
- C. Thank you for completing the institute session descriptions!
  1. Everyone did a great job with the new charge and institute work! (meeting with exec is first week of December for feedback on session descriptions/presenters)
  2. Shout-Outs from the committee members: for all of us for staying strong and keeping promises to our students this semester; for the students who have been doing their own advocacy throughout this time; possible next agenda item: encourage local campus to support part-time technology access.

V. Part-time Institute: February 18-19, 2021 (virtual)
- A. Institute Outline approved
  1. Name change to Part-time Faculty Conference will happen for 2022.
  2. President Davison approved the consideration of conference proceedings e-publication—will need a lead volunteer to create a call to presenters for papers.
     a. Karen and Chelsea will volunteer for the CFP & marketing paragraph.
  3. All co-presenters approved on current institute outline—taking no other outside ASCCC presenter requests.
     a. All interested attendees are free of charge.

B. Breakout session titles, descriptions, and presenters verified through email on Nov 16.
   1. Session leads—please communicate with co-presenters and ensure they register (free event—use PRESENTER ticket); and plan meeting(s) to design session slides.
   2. Option—use Google slides template to work with co-presenters; slide decks due one week before the event. Consider sending a Doodle poll for meeting dates to plan slides.
   3. Save the date: virtual platform (Pathable) training for presenters will be on Feb 2 or Feb 3.
   4. Be sure you register—use COMMITTEE ticket: https://www.eventbrite.com/e/2021-part-time-faculty-institute-virtual-event-registration-101241706670?ref=elink.

C. Any other ideas or questions:
   1. Extra notes: For Steven's session – bring up the Chancellor's Office Vision Resource Center and potentially discuss the concern with the VRC (user-friendliness, cumbersome, etc.).
   2. Disseminating information for the part-time faculty: encouraging people to explore their union options for technology access.
   3. Everyone is encouraged to attend the networking event after the final panel "Driving Forward"; for the closing session Michelle will post some questions for panelists to answer (all PTC adjunct members are panelists); all committee members should attend the opening session featuring the Student Senate.
   4. Grace's suggestion: because we saved ASCCC money for hotels, can we do an Uber Eats coupon for the participants. Response: true cost is lowered; however, normally 3CSN sponsors the event – this year they did not. Without the sponsorship there isn't enough money in the budget to have food for attendees and participants. Instead, the Thursday Game Night social will possibly have Uber Eats cards as prizes to incentivize participation.
   5. Michelle reviewed "best practices" for organizing breakout slides using the PPT template, and how to use the Pathable platform for presentation. At the end of each session, recommend to attendees that they can email info@asccc.org, if there are any questions about specific topics.
   6. ASCCC communications regarding Pathable and institutes is sent through "ASCCC SANDBOX." This is not junk mail, so please make sure to look out for these emails about the Pathable training/access.
   7. Michelle needs to do a workshop for PT Committee on her MAIL MERGE timesaving tips!
   8. Reach out to Michelle for any questions about how to plan and organize the breakout slides, co-presenters, any Institute-related questions.

VI. Committee Goals and Priorities--review PTC work plan
   A. See the workplan for your assigned actions. Michelle briefly reviewed actions in progress.
   B. Regionals in spring—CV review component and mentoring could be explored (tabled to next meeting).
   C. Other ideas: Google unofficial listserv volunteers (Chelsea and Steven); more discussion after Institute (tabled).

VII. Plenary Fall 2020 Review
   A. Break-out sessions recap and success:
      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. Increasing PT faculty participation:
      1. Will send Plenary survey data when received from ASCCC office (Michelle)
      2. How did Caucus participation go for PT faculty? (Emilie)
         a. Emilie reported that PT faculty had to pay for Plenary registration in order to participate

in the PT faculty Caucus inside the Pathable. Karen: a workaround I noticed that other Caucuses did is they created a Zoom link outside of Pathable to make it accessible without having to go into Pathable.

b. Michelle: Caucuses are in our ASCCC By-Laws, and they state that Caucuses should charge no fees to participate.
c. Grace: ancillary funding for ASCCC events does not count towards the 67% compensation for PT faculty. Michelle said that the Resolution that Steven authored and was supported by our committee successfully passed in the Resolution voting at Plenary and should result in resources created for PT faculty for clarification around these issues of PT participation in ASCCC.
d. Emilie reported that there was a lot of positive feedback to the session that she and Michelle presented on Model Hiring Procedures (a publicly accessible Canvas shell) at Plenary. Can these tools be taken to other conferences to benefit from this great work? e.g., how can we keep this information from just being shelved and moved on?

C. PTC Resolution 1.02 (Steven)—click Adopted Resolutions packet for all passed resolutions.

VIII. *Rostrum*

A. Click HERE for fall *Rostrum*
B. PTC Articles—articles are due by Jan 4
   1. Mentoring programs
      a. Chelsie will write.
   2. Part-time voting rights and seniority rights
      a. Grace will aim to submit draft by Dec. 29, 2020. Luis will partner with Grace.
   3. Email articles to Michelle before January 1
   4. Length—average around 700 words but could be up to 1,500 words

IX. Announcements

A. Sign up for CCC Anti Racism Opportunity (due Nov 20)
B. Upcoming CCC LGBTQ+ Summit— Emilie announced that registrations for CCC LGBTQI+ conference are strong. We have 9 paid professionals total in the field of 115 CCC's to provide services for LGBTQI+ students and employees. Please continue to spread the word. Contact Emilie for more information.
C. Check for ASCCC upcoming events at here
D. Sign up for ASCCC listservs—Part-time listserv available
   1. The part-time listerv is the formal listerv through the Chancellor's office. Everyone should register for it; we can send emails out from it but it's a one-way message. Different from an informal Google listserv. Everyone on the listerv is volunteer basis for enrollment.
E. Project Match applications open
   http://www.cccregistry.org/recruit_events/eventDetails.aspx?eventID=73
F. CCC Registry Job Fair-virtual Jan 28—Feb 25

X. Closing Comments

A. In Progress Review—future item: Guided Pathways into our charge. Guided Pathways ASCCC looking for ideas to infuse GP into systemwide work, as funding is ending for ASCCC work on GP.
B. Any other final comments or suggestions—none.

XI. Adjournment—1:04 p.m.

In Progress:

- Part-time Institute Planning
- *Rostrum* articles: Mentoring Programs and PT Voting and Seniority Rights

Completed Tasks:

- Resolution Fall 2020 1.02: Develop a Resource to Communicate and Encourage Part-time Faculty Leadership
- Plenary sessions: Mentoring Programs and Hiring Principles Canvas Tool
- *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)

November 20, 2020
TIME 2-3:30pm

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

Minutes

I. Call to Order and Adoption of the Agenda

II. Reviewing Process for Choosing Faculty for ASCCC Committees
   a. Stephanie and Robert shared the current ASCCC Committee selection processes
   b. Committee discussed the need to open transparency of process to applicants and field including
      i. A Written Process
      ii. Articulated Goal of Statewide Service/ Professional Growth
      iii. Review Placement of application on website
      iv. Understanding logistics
      v. Clear timeline
      vi. Highlight contextualize skills (click all that apply) and committee Selection
      vii. Discussed the need for Context within application
      viii. Need to update demographic info and Pronoun need definition. Change # 3 to Pronoun on demographics and take out decline to state. Disaggregate Asian populations. Adding context to the demographic questions celebrating inclusiveness. Look at adding political affiliation (broad) to support more inclusivity in voices
      ix. Turn the new ASCCC mission into the checklist/rubric for decisions and operationalize.
      x. Guidance on which skills are desired by or would be helpful for which committees.
   c. Committee discussed idea for a thank you note to applicants after ASCCC committees approved for better communication and follow-up
      i. Maybe, like thank you for applying to ASCCC committee, since you were not selected on the statewide committee, we would like to offer opportunities such as attending plenary, speaking at plenary, rostrum, etc. (options for them to still be engaged and plugged).
   d. Reaching out beyond Senate Events (Presidents bring nominee during Plenary). Nominations for Statewide Committees and ASCCC send out application to nominated faculty—Go through the Senate President/Delegate. Go beyond self-nomination and broaden leadership opportunities
   e. Can use Listservs to support broad representation. (make sure all send out so broad representation through ASCCC)
   f. Suggestion to celebrate the work of committees at the end of the year. Celebrations to the field. Lift the stories up. Present it as best practice to field.

Rostrum potential article Due January 4, 2020

How can committee application and appointment follow an equity-minded process?

My experience on a Statewide committee.

Breakout Session (Plenary 2020)
Equitizing Statewide Service

Next Steps

1. Stephanie will put together a draft of application process to review at next meeting.

2. At next meeting the committee will write a Thank you note and Stephanie will bring this to Senate Exec in January 2021

3. Turn ASCCC mission into a checklist/rubric look at it next meeting. Citrus College Example https://drive.google.com/file/d/1s-gA_Woy2FCqOMwrHVnwK6_Zhc0ILy-G/view?usp=sharing

4. Discuss Committee end of year celebrations shared with the field. Can we celebrate the work of members?

III. Planning for Equity Leadership Workshops (Spring 2021)
Moved to next agenda

IV. Follow up Process for Local Senate Visits
Moved to next agenda

V. Review Committee Charge (Aligning with GP)
Moved to next agenda

VI. Announcements
The committee reviewed upcoming events.
a. Part Time Institute February 18-19, 2021
b. Spring Plenary April 15-17, 2021
c. Career and Non-Credit Institute April 30-May 2, 2021

VII. Adjournment
The committee adjourned at 3:36pm

Academic Senate
for California Community Colleges

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ASCCC Resolutions Committee

December 3, 2020
TIME 10-11am

Attendees: Stephanie Curry, David Morse, Amber Gillis
Not able to attend: Sam Foster

MINUTES

I. Call to Order and Adoption of the Agenda
The meeting was called to order at 10:00 am
The committee approved the agenda by consensus

II. Debrief on Virtual Resolutions Process
The committee debriefed on the virtual resolutions process. The committee felt that it went as well as it could considering the virtual environment.
One area that committee members heard from attendees was missing the opportunity to add resolutions and amendments during the plenary when topics came up during breakouts.
Committee members discussed the open comment period and felt that that process did not work well and that faculty would rather have opportunities at plenary to discuss resolutions.

III. Review Virtual Resolutions Process for inclusion in the Resolutions Handbook
The committee reviewed the written processes for the virtual resolutions process to be submitted to Exec for possible inclusion in the Resolutions Handbook so if there needs to be future virtual resolution processes that there is an approved model. The committee modified the process to recommend the change to the resolutions due date to Thursday of Plenary and Amendments to Friday. Stephanie will consult with Dolores, Krystinne and April as to the feasibility of making the proposed changes.

IV. Next Meeting Scheduled
No additional meeting scheduled due to vacant Area B member. Stephanie will contact the committee in January to schedule the next meeting.

V. Events
Stephanie reminded committee member to save the date for Area Meetings and Spring Plenary
a. Area Meetings March 26 & 27, 2020
b. Spring Plenary April 5-7, 2020

VI. Adjournment
The meeting adjourned at 10:21am

ASSIST Policy Advisory Committee Meeting
November 17, 2020 | 9:30 am – 11:00 am
Zoom Meeting

9:30 am – Welcome & Introductions
Participants: Karen Simpson-Alisca, Holly Demé, Lindsey Caputo, Bob Quinn, Shannon Stanley, John Stanskas, Rene Lozano, Kelly Li, Kara Maas, Alvin Quach, Kristin A. Van Gaasbeck, Melissa Chavez, Aurelia Long, Barbara Knowlton, Jose Marquez Cuevas, Natasha Lopez, Eric Roodenburg.

9:40 am – ASSIST Updates (H. Demé)

- Why a new ASSIST system was required, including resolving gap in capturing and sharing ASSIST data in order to meet growing ASSIST stakeholder needs
- Phased release of system features, highly experienced current software development vendor, availability of more than 1.8 million agreements on ASSIST
- Development of three-year strategic plan and data governance policy, focus on data integrity and uniformity, user support, and continued system improvements
- Looking ahead – continue development, further modernization, plan for Explore Majors development, and gathering input for data sharing improvements such as web services
- See Presentation slides
- Follow-up questions
    - Potential availability of Google data analytics related to ASSIST user types, site traffic
        - For the last year, almost 13,000 unique users visited www.assist.org each day
        - 85% of site activity related to articulation agreements with approximately 22,000 articulation agreements accessed each day
    - Plans to integrate ASSIST with C-ID
        - Potential has been discussed, would require resource support, current focus on core functionality

9:50 am – ASSIST Articulation Modernization – Articulation Agreements (H. Demé, L. Caputo)

Desired Outcomes:

- Explanation and purpose for new articulation agreements
- Shared understanding of general format of the agreements
- Feedback/questions/concerns from PAC members regarding agreements

- See presentation slides and agreement examples
- Input & discussion:
    - PAC member noted that not all campuses have department agreements
        - Type of agreements available determined by four-year institutions
    - Discussion regarding public website tailoring for intended target audience

- Desire for student focused public site design while acknowledging ASSIST serves various stakeholders
- Institution drop down menu labeling could be more personalized ('your institution' or ask the type of user)
- Concern regarding whether intuitive enough for a student, and helping student understand the role of ASSIST and still needing further advising/admission information

- Department Agreement Feedback
  - General, positive comments regarding agreement redesign/colors with banding, clear definition of conjunctions, and breaks between items
  - Indications that agreement is easier to read
  - Recommendation that column be a different color for better differentiation between segments
  - Some confusion expressed regarding unit numbers and need to clarify perhaps with addition of decimal (3.00)
- Major Agreement Feedback
  - Indicated that agreements are much improved
  - Suggestions regarding color tone, bolding of text
  - Need for clarification regarding language of 'complete all rows in A or B', perhaps "OR" between the sections, for example, combine set A and B if all are required
  - Discussion regarding preference for brackets around courses and placement of conjunctions

10:50 am – Wrap-Up & Looking Ahead (K. Simpson-Alisca)

- Summary of Action Items & Next Steps
  - Articulation agreement feedback to be organized, summarized, and conveyed to vendor or documented for future discussion
- Future Meetings
  - March 2, 2021, 9:30 to 11:00 am
  - Issue a call mid-February for meeting agenda items

11:00 am – Adjourn

ASSIST Policy Advisory Committee (PAC)
2020-21 Members

California Community Colleges

Name	Title	College/Campus	Email	Phone
Shannon Stanley	Articulation Officer	Chabot College	sstanley@chabotcollege.edu	510-723-6738
John Stanskas	Professor of Chemistry	San Bernardino Valley College	pstanska@valleycollege.edu	909-384-8268
Rene Lozano	Transfer Center Director	El Camino College	rlozano@elcamino.edu	424-254-8122
Brianna Ross	Student Representative	Student Senate for California Community Colleges Irvine Valley College	LADRegionviii@studentsenateccc.org	
Kelly Li	Student Representative *(Alternate)*	Student Senate for California Community Colleges Pasadena City College	RADRegionvii@studentsenateccc.org	

California State University

Name	Title	College/Campus	Email	Phone
Kara Maas	Articulation Officer	Chico	kmmaas@csuchico.edu	530-898-4280
Alvin Quach	Assistant Director, Transfer Credit	East Bay	alvin.quach@csueastbay.edu	510-885-2021
Kristin A. Van Gaasbeck	Associate Professor, Economics	Sacramento	kavan@csus.edu	916-278-6194
TBD	Student Representative			

University of California

Name	Title	College/Campus	Email	Phone
Melissa Chavez	Assistant Director, Transfer Services	Santa Barbara	melissa.chavez@sa.ucsb.edu	805-893-2599
Aurelia Long	University Articulation Officer	Berkeley	aplong@berkeley.edu	
Barbara Knowlton	Professor of Psychology	Los Angeles	knowlton@psych.ucla.edu	310-825-5917
Jose Marquez Cuevas	Student Representative	University of California Student Association UC Santa Cruz	jmarqu26@ucsc.edu	

ASSIST Policy Advisory Committee
Ex-Officio Members

ASSIST Central Services (ACS) Team

Name	Title	Affiliation	Email	Phone
Holly Demé	Co-Chair, PAC ASSIST Program Director	ACS	holly@assist.org	510-287-3303
Lindsey Caputo	ASSIST Program Coordinator	ACS	lindsey@assist.org	510-287-3325
Ryan Novero	ASSIST Senior Articulation Analyst	ACS	ryan@assist.org	949-824-4624

ASSIST Executive Management & Oversight Committee (EMOC)

Name	Title	Affiliation	Email	Phone
Monica Lin	UC EMOC Representative & Chair Director, A-G and Transfer Policy Analysis & Coordination	UCOP	monica.lin@ucop.edu	510-987-9592
Karen Simpson-Alisca	Co-Chair, PAC CSU EMOC Representative Associate Director, Undergraduate Transfer Programs & Policy	CSU Office of the Chancellor	ksimpson-alisca@calstate.edu	562-951-4715
Raul Arambula	CCC EMOC Representative Dean of Intersegmental Support	CCC Chancellor's Office	rarambula@cccco.edu	916-322-1440
Bob Quinn	CCC EMOC Representative (*Alternate*) Specialist, Transfer & Articulation	CCC Chancellor's Office	bquinn@cccco.edu	916-324-2358

ASSIST POLICY ADVISORY COMMITTEE MEETING

Presented by
Karen Simpson-Alisca, Holly Demé & Lindsey Caputo
November 17, 2020

WELCOME

LOGISTICS

- The Power of Silence
- Picturing You
- Helpful Tools

INTRODUCTIONS

- Name
- Institution/Role
- Your Story

ASSIST UPDATES

WHERE WE HAVE BEEN

THE JOURNEY

- New System
- New Software Developer
- Phased Release
- Agreement Availability
- Data Governance
- Stakeholder Feedback

WHERE WE ARE NOW

2020-2021

- Strategic Plan
- System Maintenance
- Articulation Modernization
- Data Integrity
- Support
  - Public Site/Backend
  - Course Review
  - Accenture

WHERE WE ARE GOING

POTENTIAL

- Further Modernization
- New Features
- Data Sharing & Web Services
- Explore Majors

>> QUESTIONS >> COMMENTS?

ASSIST Articulation Modernization
New Articulation Agreements

Why new agreements?

About

Yowza! Finally. Huh? WooHoo! Umm. LOL.

First Impressions

Articulation is complex but let's not work too hard.

Understanding

Formatting & Features

Colors, directional arrows, fonts, size of elements, etc.

Instructions

How to read the agreement.

Organization

Numbering, alpha sections, flow, connection.

WRAP UP & LOOKING AHEAD

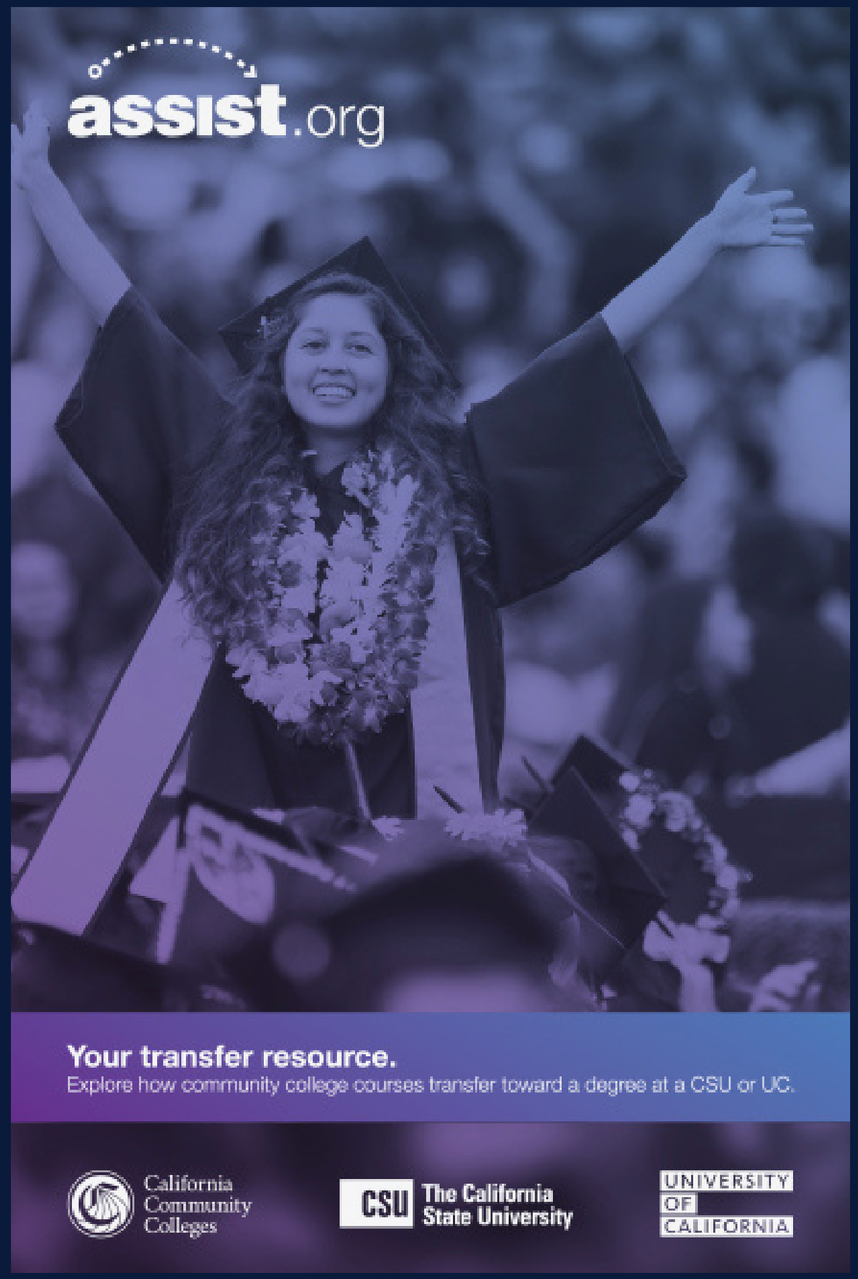
I was multi-tasking. What did we talk about?

That was a lot of conversation. What happens next?

We miss you already. When's the next meeting?

What about me? Opportunity to suggest topics.

THANK YOU!


assist.org
Your transfer resource.
Explore how community college courses transfer toward a degree at a CSU or UC.
California Community Colleges
CSU The California State University
UNIVERSITY OF CALIFORNIA

Steering Committee Meeting Notes

August 19, 2020

10:00a.m. – 11:00 a.m.

Roll Call – The following colleges were in attendance ASCCC, CCCCO, Antelope Valley, Cypress, Feather River, Foothill, MiraCosta, Modesto, Rio Hondo, San Diego Mesa, Santa Ana, Shasta, Skyline, West Los Angeles

1) Review of minutes: July

   Russell Reid made a motion to approve. Second by Tina Recalde. Motion passed.

2) ASCCC Update (Cheryl Aschenbach) Cheryl Aschenbach provided an update for ASCCC:

   Cheryl Aschenbach reported the following:

   a) ASCCC has three focus areas for 2020-2021:

      i) Guided Pathways Implementation and Integration to Transfer and Careers

      ii) Culturally Responsive Student Services, Student Support, and Curriculum

      iii) Equity Driven Systems

         (1) Faculty Diversification

         (2) Faculty Empowerment Leadership Academy

   b) ASCCC will hold the 2020 Academic Academy (virtual event)
   Theme: Redefining Education w/ focus on use of open and online approaches and technology
   Oct. 8-9, $150 until Sept. 18, then $200

   c) The Fall Plenary will be a virtual event
   Theme: Anti-Blackness: IDEAs in Academic and Professional Matters
   (IDEA = Inclusion, Diversity, Equity, and Anti-Racism) Nov. 5-7

3) CCCCO Update

   Kevin Lovelace reported the CCCCO won't know anything regarding graduation rates until October.

4) Introduction of Jennifer Zellot, new CIO Representative (Mike Slavich)

Jennifer Zellot is from Modesto College. Unable to attend today due to short notice.

Still looking for a CBO and VPSS representatives.

5) BDP Pre-Survey (Hai Hoang)

Hai Hoang reported he has data from all 15 colleges. He will be reaching out to some of the researchers at the campuses for assistance with evaluating the data. The following questions were addressed:

How they used the data from the Employment survey?

Maria Clinton from Antelope Valley College reported 90% of the respondents are already working in the industry. Students are being promoted while in the program and immediately after graduation.

How do you plan to use data from the Exit survey?

Russell Reid from Feather River said they use the exit survey to look at the curriculum design. They aren't able to obtain positive feedback until students work for a while. Then they are able to determine what was effective in the curriculum and what needs to be added or changed to the curriculum. They use the feedback to improve curriculum.

Dr. Bonnie Hunt, Modesto College, also uses an exit survey to get information about the program. This is one of the requirements of their accrediting body. They do not use an entry survey.

Maria Clinton, Antelope Valley College, said 90% of their students are already working in the industry. Students are promoted while they are in the program or immediately after graduation.

Hai asked if there is anything we can improve from our process?

Maria Clinton, Antelope Valley, asked if there should be a question related to COVID to look how it affected graduation rates?

Hai asked if colleges see a value in an Entry survey? Why or why not?

Rio Hondo uses an entry survey.

Russell Reid recommended a separate meeting to review the handbook, especially related to data definitions. He said this is important when the CCCCO asks for specific information. Campuses define the terms differently. We need to work together to have common definitions.

Hai Hoang said he has been using the data definitions that Edgar provided in preparation for the LAO

report.

Russell would like to work to support that document and send it forward to everyone.

Mike Slavich recommended Hai send the document out to everyone. We can approve 4-5 definitions at each meeting.

Dr. Bonnie Hunt stated they have been relying on their data analyst (Amanda Cannon) to provide the information.

Hai recommended that faculty and researchers have these definition discussions on their campuses so that we can all be on the same page.

Tina Recalde spoke to the history and need for consistent data.

Mike Slavich mentioned that Edgar and the LAO did not look at lower division classes in the baccalaureate degree program to show we actually had tremendous growth in lower division classes as we were building the pipeline.

James Dekloe, Solano College said MIS data was incorrect for the graduation rate. Solano's graduation rate was reported as 66% in MIS, but they had a 100% graduation rate.

Hai explained the information regarding BDP survey development. Backwards design.

Tina Recalde and Holly Jagielinski spoke about the value of having a pre-survey. Russell Reid agreed with the value as they relate to learning outcomes, but think developing the questions will be a challenge.

Cynthia Quintanilla, Bakersfield College, agreed a pre-survey would be beneficial as the LAO, legislators, and others are really looking at our programs to determine if we are improving their lives and adding value. We need to show value has been added.

Russell Reid said BDP programs are said we are giving students opportunities. Their students had not even thought about getting a four-year degree until they started there.

Cynthia Quintanilla said that a number of her students have told her they would have never gone for a bachelor's degree if it hadn't been in their technical program.

Jolena Grande, Cypress College, agreed that the same was true for her students.

Elayne Rodriquez at Skyline College said we should conduct the pre-survey.

Cynthia said this is the time for us to be proactive as CCCCO usually asks for retroactive information.

It was recommended colleges send Hai ideas of questions that should be used in the pre-survey. This will ensure the information will be useful for the college.

6) Updating Distribution List (Shelly Hess)

Shelly Hess, San Diego Community College District, sent out the link to the distribution list. She asked representatives to update the information for their college. Complete prior to the next meeting.

7) Fall 2020 Cohort Update (Tina Recalde)

It was reported that all the colleges have accepted a full cohort this coming fall. Some of the programs are fully online. A few students in programs withdrew as they didn't think they could balance program during COVID. Some programs, like Rio Hondo, have the highest enrollment they have ever had.

8) Other

Rio Hondo will demo the BDP website during the next meeting. A test site is being prepared now.

Next meeting on September 16th.

Beatriz Qura del Rio, Skyline College, reported the dean stepped down and is serving as an advisor, but is still supporting the program and the baccalaureate students.

Hai posted a link in the chat for the survey.
https://docs.google.com/document/d/1YvA0YUmY0npUjRA30b0-ii94NTF95x6Atkl6kx_XE5o/edit

Future meetings: Third Wednesday

Aug 19, 2020 10:00 AM

Sep 16, 2020 10:00 AM

Oct 21, 2020 10:00 AM

Nov 18, 2020 10:00 AM

Dec 16, 2020 10:00 AM

Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/153672480

Or iPhone one-tap (US Toll): +16699006833,153672480# or +16468769923,153672480#

Or Telephone:

Dial: +1 669 900 6833 (US Toll); +1 646 876 9923 (US Toll)

Meeting ID: 153 672 480

International numbers available: https://cccconfer.zoom.us/u/ai7syZUsE

Or Skype for Business (Lync): SIP:153672480@lync.zoom.us

Steering Committee Meeting Notes

September 16, 2020

10:00a.m. – 11:00 a.m.

Roll Call:

ASCCC, CCCCO, Antelope Valley, Bakersfield, Cypress, Feather River, Foothill, Mira Costa, Modesto, Rio Hondo, San Diego Mesa, Santa Ana, Santa Monica, Shasta, Skyline, West Los Angeles

1. Review of minutes: August

   Anthony Cordova, Bakersfield College, moved approval. Carmen Dones, West Los Angeles, seconded the motion.

   Abstain: Jennifer Zellet, Estella Narrie, Marilyn Flores

2. ASCCC Update (Cheryl Aschenbach)

   Cheryl Aschenbach reported the ASCCC will follow new legislation that has been proposed. ASCCC Members are busy working on preparation for Fall Plenary

3. CCCCO Update

   Shelly Hess inquired if the process has changed to submit changes to baccalaureate degrees. Kevin Lovelace confirmed they are following the same process—colleges should email upper division revisions to the CCCCO.

4. Introduction of Jennifer Zellet, new CIO Representative (Mike Slavich)
   Mike Slavich introduced and welcomed Jennifer Zellet, the new CIO representative.

5. Website: https://bsc.rhccte.com/

   Manuel Halim, Rio Hondo, presented the draft website. He said the domain name is temporary and asked members to please name contacts. Some features include:

   - Added videos of website
   - All programs sorted by college
   - Short descriptions of each college/program
   - Google map with directions to each college (zoom in or out, interactive map with pop-ups
   - Our mission

- Video

Considerations for layout, design, content:

- Logo
- Background of header
- Link to
- Annual Report
- Links to CCCCO and college websites (members will check with their administration)
- Legislation and Advocacy Information
- Agendas and Minutes

Discussion continued regarding URL—many members would like the page to have an Edu URL; however, the process to secure one is quite extensive.

6. Building the Pipeline

Tina Recalde led the discussion how to be more strategic as a group to advocate for our baccalaureate degree programs, ensure we have sufficient enrollments, and students throughout the state can actually find our programs and have the opportunity to participate in them. She mentioned some programs are completely online and have flexibility for students to attend from their current location, providing there are no issues with clinical rotations. She proposed the colleges market their programs to the pipeline of associate degree students statewide. For example, students who complete the automotive program at San Diego Miramar could go directly into Rio Hondo's programs for the last two years.

Tina opened the floor for discussion.

Cynthia Quintanilla reported Bakersfield has articulated their courses with 6 other campuses throughout California and they are working on expanding the agreements with additional colleges. She explained they work with the civ.net and they've articulated their electronics courses. The courses have been approved, they are posted, campuses can refer to the civ.net website to see what would match up on their campuses.

Jolena Grande, Cypress College, reported they have reached out to all of the accredited funeral service education programs across the United States. Particularly, the program at American River College. They can offer ARC associate degree graduates a pathway to completion into the Cypress baccalaureate program that takes only three semesters.

Tina recommended the colleges share their articulation agreements and unique opportunities on the new website so that students and faculty at other colleges are aware of the opportunities available

Claudia Roma, Rio Hondo College, reported during the summer they went through all of the college catalogs and websites and downloaded the information for approximately 60 community college automotive degrees. They can easily develop agreements with colleges that have ASE certified programs. She said they will connect with the articulation officers at the colleges with similar programs

within the next few weeks.

Cynthia Quintanilla also shared they have started providing outreach to their early college students. This enables students to complete all of their prerequisites while they're still in high school come out with their associate degree. When these students graduate from high school, they will be ready to the upper division program, industrial automation.

Russell Reid, Feather River College, reported they are fortunate enough and some of your campuses already have AG program. He explained the AG program has a pretty active California Teachers Association, which is a strong organization that meets regularly. They also include two-year colleges and de four-year colleges in the organization. Additionally, they attend FFA conventions, which provides another opportunity for marketing. They have some competition from Chico State, Cal Poly, and Fresno State.

Jim Dekloe, Solano College, reported they have negotiated a guaranteed admission. Students who complete a bachelor's degree at Solano College have a guaranteed admission to a Ph.D. program with a master's degree on track to the Ph.D. at Thomas Jefferson University. Solano also has an articulated pathway with high schools which provides a pathway from high school through a Ph.D.

Jim also reported Solano College and Mira Costa College are working with the statewide biotechnology directors and have developed a clear pathway from other colleges that have a biotech associate degree

Elayne M. Rodriguez, Skyline College, reported they have an agreement with Loma Linda University. Students receive a discount to earn a master's degree. Additionally, they have a guided pathway from high school to the baccalaureate program.

Estela Narrie, Santa Monica College, shared they have various articulation agreements with CCC and FIDM.

Tina Recalde, San Diego Mesa College, shared many of their students have moved on to master degree programs. She recommended all of the pathways are shared on the website.

7. BDP Entry-Survey (Hai Hoang)

Hai Hong, San Diego Mesa College, walked the committee through pre-survey. He sent a draft of the survey, received feedback from Antelope Valley.

Hai asked what type of identifying information should be collected: name, ID, email, college name, email, etc. There was a recommendation to ask students for a personal email address or a second email. It was agreed to collect Student ID information.

Hai requested recommendations for changes to the multiple-choice questions. Recommendations included:

- Additional options for work, degree, salary advancement information, etc. As well as the ability to select more than one option for career, i.e., job promotion;

- Currently employed question: if students yes, add a new set of questions, salary, where living, etc.;
- Question 11—finish within 2 years—add military obligations as one of the barriers
- Add more specific information to the work question—are students working in the field or an unrelated field. Everyone agreed it is important to collect all work-related information as it may show improvement.
- Add student services questions—i.e., does a feeling of belonginess predict success. Claudia Romo will reach out to the transfer/counseling groups for sample questions.
- Include demographic information: age, gender, race/ethnicity, etc.

8. Distribution List (Shelly Hess)
   Shelly Hess, San Diego Community College District, shared the distribution list. She encouraged members to continue to update the list.

   https://drive.google.com/file/d/17hU9ME3QAKPzz0IJtsTGYFCRpJTJ1JsU/view?usp=sharing

9. Legislative Update (Tina Recalde)

   Tina Recalde, San Diego Mesa College, shared information regarding SB 874. Chancellor Carroll and Chancellor Minor are working with Jose Medina on the new bill which asks for current programs to become permanent and removes the limit of maximum number of programs. Shelly Hess emailed the bill to the members. Tina recommended members share the information with their campuses and develop strategies for advocacy.

10. Other

Future meetings: Third Wednesday

Oct 21, 2020 10:00 AM

Nov 18, 2020 10:00 AM

Dec 16, 2020 10:00 AM

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Meeting ID: 153 672 480

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Steering Committee Meeting Agenda

October 21, 2020

10:00a.m. – 11:00 a.m.

Roll Call: ASCCC, CCCIO, CCCCO, Antelope Valley, Bakersfield, Cypress, Feather River, Foothill, MiraCosta, Modesto, Rio Hondo, San Diego Mesa, Santa Ana, Santa Monica, Skyline, Solano, West Los Angeles

1. Review of minutes: September

   Cheryl Aschenbach, ASCCC, moved approval. Cynthia Quintanilla, Bakersfield College, seconded the motion.

   Abstain: Adriana Martinez , West Los Angeles.

2. ASCCC Update (Cheryl Aschenbach)
   Cheryl Aschenbach reported ASCCC is watching legislation and preparing for Fall Plenary.

3. CCCCO Update
   Njeri Griffin reported Higher Learning for Higher Earning website has been discontinued. The new website: https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Curriculum-and-Instruction-Unit/Curriculum/Baccalaureate-Degree-Pilot-Program

4. Website: BDPCCC

   a. Name of Website

   b. Logo

   c. Content/Purpose

   d. Enrollment Data

   Mike Slavich reported continued development of the new website. Key highlights of the discussion included:

   - Recommendations for a password protected section to include agendas and minutes;
   - Email Manuel Halim (mhalim@riohondo.edu) regarding any issues you find;
   - Email Mike Slavich (mslavich@riohondo.edu) recommendations for the title of the URL or

ideas for a new logo; and

- Recommendations to house enrollment data.

5. Building the Pipeline: Mike Slavich led the discussion. He suggested a college may be able to offer upper division general education courses to students from another college to help them get through the system quicker; i.e., online or as short session. Some challenges offer upper division general education specific to the award; however, many of the programs have already exchanged upper division general education. For example, Rio Hondo requires a technical writing course, but will accept others; Cypress College welcomes any BDP student to take their upper division general education offerings; West Los Angeles College has opened their upper division general education courses; Antelope Valley has space available, and some colleges have developed upper division general education articulation agreements.

   Everyone agreed this model would benefit students and the colleges. Some campuses are at capacity and others have lower enrollment.

   Jennifer Zellet said the website could be used to show support and advance the idea. Models we can shared and matches can be made behind the scenes.

   Mike Slavich volunteered to compile all of the upper division general education for analysis.

6. BDP Entry-Survey (Hai Hoang0

   Hai Hong reported the entry survey is up. Five to six colleges have started reporting. He proposed downloading the list and identify who has or has not responded or send a reminder to everyone.

   Foothill College has received 46 responses. Hai Hong asked if Foothill has any recommendations for the other colleges. Lisa Ly reported she not involved in release of survey, Patti Chan sends it out. She will inquire and bring back recommendations.

   Russell Reid, Feather River College, clarified they do not have cohorts. He asked how they should define entry-level and who should be included. Currently they count each new students enrolling in an upper division course for the first time as an entry-student. Students who have not taken upper division courses are not considered baccalaureate, level. Once they take an upper-division course they are considered baccalaureate student. He said they may be defining it differently than the CCCCO.

   Rio Hondo also reported they do not have cohorts. They offer a set of classes, students can start taking classes at any time.

   Hai agreed it is a challenge. He will have a separate conversation with Rio Hondo and Feather River.

   Solano College starts a new cohort every fall. They have a cohort model where the same students took all of the same classes every semester. They recently introduced a part-time pathway so some students take courses “out of the standard order”

Modesto Junior College starts multiple cohort every year.

It was recommended to show upper division on website to illustrate the pipeline towards upper-division. A lot of students start taking lower division courses and in their mind they will be accepted.

Hai requested some flexibility, we need to establish a clear start and end date to illustrate the beginning of their journey. He also mentioned the importance of an exit survey. The entry survey may be different. He requested a separate meeting to discuss protocols. He also said they should develop a process and develop good documentation.

Beatriz Qura del Rio, Skyline College, ask Hai if the survey is for a cohort that started Fall during 2020 and not for 2nd year students. She explained she sent the survey via campus inbox and was advised during the first synchronous meeting to give students some time to complete the survey.

7. Legislative Update (Tina Recalde)
   Shelly Hess reminded the members during our last meeting Tina Recalde shared Chancellor Carroll and Chancellor Minor are working with Jose Medina on new legislations for baccalaureate degrees in California. Although we have not received additional information regarding the legislation, Tina recommends the colleges begin collecting letters from employers, student testimonials, pictures, videos, etc., for advocacy.

8. California Community Colleges Baccalaureate Association (Tina Recalde)
   No report

9. Distribution List (Mike Slavich/Shelly Hess)
   The distribution list was reviewed and updated. Shelly Hess recommended members email additional changes.

10. Other

Future meetings: Third Wednesday

Nov 18, 2020 10:00 AM

Dec 16, 2020 10:00 AM

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Steering Committee Meeting Agenda

November 18, 2020

10:00a.m.–11:00 a.m.

Roll Call

1. Review of minutes: October
   Minor edits
   Russell Reid, Feather River College, moved approval. Carmen Dones, West Los Angeles College, seconded the motion.

2. ASCCC Update (Cheryl Aschenbach)

   Cheryl Aschenbach reported ASCCC held the Fall Plenary Session. Conversations were centered around the theme of ideas around academic and professional matters, inclusion, diversity, equity and anti-racism. ASCCC is trying to put faculty in a space to lead some of these difficult discussions on our campuses. She also reported John Stanska is very support of the idea of the BDP programs developing pathways to help streamline the upper division general education pathway.

3. CCCCIO Update
   Jennifer Zellett reported the equity theme was at the core of the CIO conference. She said breakout sessions included discussion regarding equitable practices, equity infused practices, up and coming African American leaders of colors, faculty interested in administration. They are trying to broaden the scope and diversity of the CIO ranks.

4. CCCCO Update
   Njeri Griffin reported the CCCCO has $36,000 left for the baccalaureate degree programs from money received. She reminded the group that Rio Hondo is fiscal agent. BDP members need to decide what the money should be spent on. Some ideas include: online brochure, radio spot, social media, or commercial.

   Members were asked to email ideas to Shelly Hess. We need to complete the list before we leave for break in January and spend the funds before March 2021.

5. Website Update: BDPCCC
   Mike Slavich, Rio Hondo College reported the website development is on track. They are finalizing the URL and background. BDP members should send feedback to Mike Slavich.

6. Building the Pipeline
   Elizabeth Ramirez, Rio Hondo College, reported the AOs had a meeting a few weeks ago. They created a Google Drive folder accessible to everyone. She requested AOs to upload course outlines of records for upper division general education. Faculty will be asked to review the outlines and determine which courses they will accept.

   BDP members should contact Elizabeth Ramirez to add their college articulation officer to the listerv. Shelly Hess requested to be added to the list.

7. BDP Data Collection Plan (Hai Hoang)
   Hải Hoàng shared the evaluation plan for collecting data. He explained the plan is needed to help support the new version of SB 874 when it is brought back this year—due to Covid 19, it was deemed as non-essential last year. Furthermore, data collection is needed because some elements of the LAO report were incorrect. We have an opportunity to update the data.

   Hoàng explained the first data point is to update the data: cohort count, ethnicity, gender, 2-year graduation rate, accepted, and enrolled. He explained the new cohort in the fall should be analyzed. Survey data—2 years, last 2 years before baccalaureate degree (upper division) courses.

   We need to collect data on the new cohort in fall: exit survey at the end of year 2 and an employer survey.

   Carmen Dones, West Los Angeles College, asked—if two years includes the time after prerequisites are completed. Specifically, are they interested in the 2-year graduation rate or 3-year graduation rate. The challenge is trying to be consistent with LAO so our data will more closely match their data.

   Additionally, the Community College Baccalaureate Association may request research from us.

   Bridget Herrin, San Diego Mesa College, reported we need researchers to assist Hoàng. He has become the central coordination point and he is beyond capacity. Hoàng has to be local support and lead the research subgroup. He receives permission and priority from his dean.

   Mike Slavich, Rio Hondo College, volunteered to help pay overtime.

   Russell Reid, Feather River College asked is the additional $36,000 could be used to address some of these needs.

   Carmen Dones, Los Angeles West College, requested Hoàng coordinate a meeting with the researchers, to delegate responsibilities,

   Shelly, Hess, Tina Recalde, and Mike Slavich will set up a meeting with the researchers. Kevin Lovelace will be added to the group

   Jennifer Zellet, also volunteered to ask for assistance during the next CIO meeting. She will communicate the importance of research involvement. Zellet will survey the administrators

and request support on the back end.

Kevin—Mem= BDP and where data aligns—may reach out to Information Technology regarding some of the data elements.

8. Legislative Update (Tina Recalde)
   Tina Recalde reported new baccalaureate degree legislation will be launched in next session. She reminded everyone to start collecting letters from employers, pictures, and videos. Would need to demonstrate how we provide value in the community.

   Additionally, the CCCAOE legislative visit will be March. We will need member of colleges to support it and provide the same momentum as we did this year.

9. Distribution List and BDP Organization Chart (Mike Slavich/Shelly Hess)
   Shelly Hess and Mike Slavich shared the Distribution list. Hess reported she will use it to finalize the BDP organization chart.

10. BDP Steering Committee
    Mike Slavich asked the committee how they feel about the current structure of the BDP Steering Committee. Members should email their recommendations to Mike Slavich or Shelly Hess.

11. Other
    Beatrice Qura del Rio, Skyline College, shared they would be having their site visit for permanent accreditation.

    Jim Dekloe, Solano College, shared Solano College and MiraCosta College will be giving a presentation at Community College League of California conference.

Adjourn 10:58

Future meetings: Third Wednesday

January 20, 2021 10:00 AM
February 17, 2021 10:00 AM
March 17, 2021 10:00 AM
April 21, 2021 10:00 AM
May 19, 2021 10:00 AM

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Summary Notes from the California Community Colleges Chancellor's Office Rising Scholars Advisory Committee for Currently and Formerly Incarcerated Students Thursday, May 28, 2020 (9:30 a.m. – 12:00 p.m.) Co-Chairs: Raul Arambula and Martin Griffin

The meeting started at 9:30 a.m.

Updates and Discussion
The group discussed updates to correspondence education and what the committee plans to do to work around and prepare for effects of COVID-19 on budgets and programming.

New Appointments
Aisha Lowe, Vice Chancellor of ESS
Matthew Mark Macias, Student Representative
Heather Ostash, CSSO Representative

Chancellor Office Updates

1. Rising Scholars team update – the Foundation For California Community Colleges (FCCC) IT and Communications departments have been merging the Corrections to College website to the FCCC website. The focus is putting the directory to the Community Colleges throughout the state accessible, and also focused on rebranding to 'Rising Scholars'.
2. We are working to make our students a part of the equity work within the Chancellor's Office and ensuring that our students are a part of the communication and visible.
3. The Rising Scholars team is working with CDCR to create a warm hand-off from students in CTE programs. Working on making a link for these students.
4. We are dedicated and continuing to meet with all the colleges online; we have been running zoom conferences with over 100 people to keep everyone connected. Next conferences are Monday and Tuesday (June 1st and 2nd), is our next Zoom meeting. We coordinate a platform for the colleges to come together to talk about problem solving and issues faced.
5. Aiming to create a question to collect on-campus student data. We are being very cautious to ask the question, ensure confidentiality and provide the 'why' behind it.
6. Correspondence education - This committee is perfect for writing this language to support students and define what it means to support students and eventually have an article in title 5. We are still working to define what correspondence is and what it requires and have worked on a draft that is still being edited; but it is coming.
7. Updates from Regional Coordinators:
    a. Kellie Nadler – working with northern CA colleges and participates in local college conversations; answering questions and working with the CO to respond to questions. In the prisons, colleges are coming up with creative ways, like summer book clubs, and staying in consistent communication and continuing efforts around correspondence classes. On campus, working to connect students to resources and keep students enrolled.

   b. Chelsea Esquibias – collaborating with schools and prisons on the obstacles and assisting in problem solving. Working with colleges to plan for summer and fall. Obstacles – collecting assignments and working to overcome these logistic issues. On campus – future funding and issues with technology; gaining access to tech and knowing how to use it. Also working to strengthen student clubs and support on campus.
   c. Javier Rodriguez – on campus programming. Working with retaining students and supporting students to continue to stay on course and participating in local committees. Working with the CO on fall classes and providing guidance and assistance to colleges around correspondence education.
8. Planning for fall and thinking about spring.
9. Working with the community college network to come up with ideas that support students on-campus and incarcerated.

CDCR Updates

1. Main goal is to continue working to ensure students keep learning; facilitating exchange of packets through correspondence education
2. Working to increase usage and acceptance of technology
3. Developing new high school diploma curriculum OCE
4. Closure of prison institutions – not sure which one, not speculating
5. Working on developing relationships with CSUs LA and CSU Sacramento to allow for these colleges to teach face-to-face in the fall
6. Technology budget was slashed, but thankfully rehabilitative programs were not cut.
7. Working to pilot online registration in labs. This would allow access to CCCApply in real time.
8. Purchased 2,400 computers that are wireless and access internet. On pause, IT is working to keep up with demands of prisons and have put this on the backburner.

DJJ updates:

1. May revise includes money that will allow DJJ to send students back to their counties. Plan is tentative and the finalized budget will show what programs will have funding.
2. Jan 1 – stop intake and return students to their communities.

Committee Goals and Charter

1. Keeping these goals broad and open on what we want to highlight
2. Data collection
3. Establish guiding principles
4. Advocate for AB 109 funding
5. Vision goal #1 – change ‘youth authority’ to ‘Division of Youth Justice’
6. Modify courses on canvas so they are prison safe

Future Meeting Dates

The upcoming meeting are as follows:

September 24, 2020, 9:30 a.m

Summary Notes from the California Community Colleges Chancellor's Office Rising Scholars Advisory Committee for Currently and Formerly Incarcerated Students Thursday, September 24, 2020 (9:30 a.m. – 12:00 p.m.) Co-Chairs: Raul Arambula and Martin Griffin

This meeting started at 9:30 a.m.

Discussion Summary

The group discussed correspondence education updates and how the new distance education method has impacted programming in prisons, jails, and juvenile facilities, how COVID has changed programs functionality on/off campus, and reviewed documents that define the work and mission of the committee.

New Appointments/ members

Dr. Emilie Michelle – Professor/ lead planner for LGBTQ summit
Cheryl Aschenbach – Secretary for Academic Senate / Professor
Alec Griffin – Cerro Coso Community College Professor and Lead
Shane Reynolds – Lake Tahoe Community College Professor / Director of Incarcerated Students program
Andrew Nickens – Student Representative; VP of Student Affairs

Rollcall

Alec Griffin	Javier Rodriguez	Raul Arambula
Andrew Nickens	Justin Salenik	Rebecca Silbert
Brant Choate	Keith Curry	Shane Reynolds
Chelsea Esquibias	Kellie Nadler	Shannon Swain
Cheryl Aschenbach	Leslie LeBlanc	Troy Fennel
Dr. Emilie Michelle	Marissa Anderson	Whitney Yamamura
Heather Ostash	Martha Garcia	
James Todd	Peter Fulks	

Chancellor Office Updates

1. Conference of Colleges – the in-person conference, originally re-scheduled for October 2020, was cancelled due to COVID. We have been holding online conferences and plan on hosting an online statewide conference on October 18th and 19th. Email Marissa Anderson at Manderson@cccco.edu if you're interested in attending.
2. AB2341 – The bill would have established and funded the Rising Scholars program, but was unfortunately stalled due to COVID; we attempted to get it into trailer bill language, but that also didn't work. There is a lot of interest and support for the bill and hopefully it will get passed in the future
3. We have continued to host monthly zoom meetings with the colleges for both inside and on-campus programs. Attendance has been strong with 80 and 90 people signing on; we encourage student participation and have gotten student engagement and input. During meetings we seek to provide Chancellor Office updates and brainstorm / facilitate conversations around problems and solutions that have come up.
4. We are working to collect data on the number of students on-campus for the legislative report that is due in 2022.
5. CCCApply question – it is a challenge to answer how many students are on-campus; the most convenient way to collect this information is through crafting a question to be placed on CCCApply. We need this information to report to the legislature and as a mechanism to provide our students with a voice, but we need to create a question that makes them feel safe in answering this. We will be

conducting student-centered testing on how to formulate this question so that they feel comfortable in disclosing this sensitive information.

6. We are partnering with the academic senate to decrease faculty turnover and create a faculty focused training module.
7. Communications push – we want our students to appear in regular communication channels in the CO, FCCC and CC campus communications. We want to highlight that our students are apart of the CC community. If you have anything to share, please send it to Regional Coordinators so we can send these stories out.
8. Hosting a student centered webinar – hoping to get approval to have a broader conversation with students (possibly in November)
9. The Corrections to College website is moving onto the Foundation for California Community Colleges page. It will be an independent website that has links on the FCCC and CO page; it is being reworked to be focused on the Community Colleges. This should be done in a couple weeks
10. We are working to crosswalk CDCR CTE courses with CCC CTE courses in the hopes of linking the two and providing credit for prior learning to thousands of students that have taken CDCR's CTE courses
11. Most colleges will remain remote in the spring, but that is a local decision. If a prison opens up, but a college is operating remotely it would be a local decision to go into the prison. However, it's a decision to be made by unions and local districts if schools will go in.
12. Regional Coordinator updates:
    a. Chelsea Esquibias – Central Valley and San Diego – colleges are facing obstacles in ensuring students voices are heard in an online platform. Students may be struggling with technology access or knowledge of how to operate programs – to overcome this, college on-campus programs have set up workshops and mentor programs for students. On the inside, colleges are struggling collecting coursework via correspondence; successful programs have expanded partnerships with prisons/jails to get coursework back to students/professors. Organization is also essential in ensuring timely and easy distribution of materials.
    b. Kellie Nadler – Northern California + Bay Area – colleges have really showed up and are committed to support students during this time. Colleges have shown promising practices in supporting students that are missing the face-to-face classroom connection; one college has created tutoring units that provides incarcerated students with interaction opportunities. Skyline College's on-campus program has created an ally institute to better involve justice-involved students in equity programming. Overall, the most successful programs are those that hire a previously incarcerated student lead to their on-campus program.
    c. Javier Rodriguez – Orange County + Los Angeles areas– retention has impacted on-campus programs. Computer literacy/ adjusting to online courses has been difficult to for students, but colleges are hosting study sessions, providing laptops/ access to Wi-Fi helps to help those struggling. Collaboration between districts and colleges have helped students with transferring and getting needed units. Unfortunately, colleges inside have seen a decrease in course offerings, but colleges/professors are still committed to the students.

CDCR Updates

1. Institutional schools are beginning the process of re-opening – this is dependent on number of COVID cases; all re-opening plans include distance and hygiene efforts. This information is available on CDCR's website.
2. If a college is struggling with drop-off/delivery, contact Shannon Swain and she can assist

3. Martin Griffin is in charge of Distinguished School (DS) program; CDCR met the qualifications in San Diego to open the 2nd DS program.
4. Shannon Swain is speaking to high school counselors to address school to prison pipeline
    a. Working on a new steering committee, 'Government Alliance on Race and Equity' to address challenges with race/gender challenges within CDCR
    b. Met with University of California, Irvine to create a bachelor program at RJD to offer BA degree
5. ASL courses – designed an ASL pathway with Southwestern at RJD to provide courses
6. Working with fire camps to move towards a fire safety certificate at more locations throughout the state (Ventura had a successful program that they hope to duplicate)
7. Technology update – CDCR hopes to have security issues fixed soon; working through hiccups with CANVAS mainly surrounding privacy and contractual issues

DJJ updates:

1. Ventura College has recently become a part of the Rising Scholar network and serves students in DJJ and are working on building an on-campus program
2. This week, DJJ brought students back into the classroom (they are able to do so because of smaller class sizes and are following mandated social distance guidelines)
3. In January they hope to introduce CANVAS at DJJ to provide courses/distance learning opportunities

Charter Statement

The Rising Scholars Advisory Committee edited the Charter Statement and will continue to provide edits to this document.

Correspondence update

1. There are new Federal changes to correspondence regulations that are to go into effect in 2021
2. CCCCC (5C) is the official recommending body of any Title 5 curriculum changes – 5C and other faculty realized that there was a void in recommendations made to correspondence education
3. The correspondence regulations address our expectations of our faculty and staff to uphold the promise of a quality education to our incarcerated students; the expectations are the same of those teaching correspondence as they are of those teaching on campus
4. Alignment of faculty around the Chancellor's call to action on equity/anti-racist instruction and how that will be delivered/received through correspondence education. We are working to be proactive of potential issues and what we can do to address the need for curriculum that is manageable. Training faculty around this sensitive curriculum is essential and we will be moving that direction in the future

Guiding Principles for Rising Scholars

The committee discussed what it means to be apart of the RS network and how we envision serving our student population. A draft document was shared and was discussed; it is meant to serve as a guiding document that gets passed on to continue having an effective guiding committee.

Future Meeting Dates

The group decided it be more efficient to go back to meeting four times a year as opposed to three. The upcoming meetings are as follow:

- December 3rd, 2020 9:30 – 12:00
- March 3rd, 2021 9:30 – 12:00
- June 10th, 2021 9:30 – 12:00
- September 9th, 2021 – 9:30 – 12:00