



**Thursday, August 13 to Friday, August 14, 2020**

*Zoom Videoconferencing*

*Zoom Link: [https://us02web.zoom.us/webinar/register/WN\\_Za8VGm\\_bSZCrGWB0Et3cwg](https://us02web.zoom.us/webinar/register/WN_Za8VGm_bSZCrGWB0Et3cwg)*

**Thursday, August 13, 2020**

10:00 a.m. to 12:00 p.m. | Executive Committee Meeting  
12:30 p.m. to 1:00 p.m. | Lunch  
1:00 p.m. to 4:30 p.m. | Executive Committee Meeting  
4:30 p.m. to 5:00 p.m. | Closed Session

**Friday, August 14, 2020**

10:00 a.m. to 12:00 p.m. | Executive Committee Legal Orientation  
12:30 p.m. to 1:00 p.m. | Lunch  
1:00 p.m. to 5:00 p.m. | Executive Committee Meeting

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

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

**I. ORDER OF BUSINESS**

**A. Roll Call**

**B. Approval of the Agenda**

**C. Public Comment**

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

**D. Executive Committee Norms, pg. 5**

**E. Calendar, pg. 6**

**F. Local Senate Visits, pg. 10**

**G. Action Tracking, pg. 21**

**H. One Minute Check-In**

## II. CONSENT CALENDAR

- A. **June 5, 2020 Meeting Minutes, Aschenbach, pg. 22**
- B. **June 17, 2020 Meeting Minutes, Aschenbach, pg. 30**
- C. **Deactivation of WhoDoUWant2B Website, Mica, pg. 34**

## III. REPORTS

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

## IV. ACTION ITEMS

- A. **Legislative Report – 20 mins., May, pg. 35**  
The Executive Committee will be updated regarding bills and other legislative actions.
- B. **Guided Pathways Implementation and Integration to Transfer and Careers – 15 mins., Davison, pg. 48**  
The Executive Committee will be updated on the Guided Pathways implementation and integration to transfer and careers and discuss future direction.
- C. **Culturally Responsive Student Services, Student Support, and Curriculum – 15 mins., Davison, pg. 49**  
The Executive Committee will be updated on culturally responsive student services, student support, and curriculum in the system and discuss future direction.
- D. **Equity Driven Systems – 15 mins., Davison, pg. 50**  
The Executive Committee will be updated on the Equity Driven Systems in the system and discuss future direction.
- E. **Academic Freedom Paper: Second Read – 20 mins., Curry, pg. 51**  
The Executive Committee will consider for approval the Second Read of Academic Freedom Paper.
- F. **2020 Fall Executive and Committee Resolutions Request and Spring Plenary 2020 Resolutions Packet – 20 mins., Curry, pg. 97**  
The Executive Committee will discuss and consider action regarding the Spring 2020 resolutions packet.
- G. **ASCCC 2020-21 Budget – 20 mins., Mica, pg. 108**  
The Executive Committee will review and consider for approval the 2020-21 budget.
- H. **Fall Plenary Planning – 30 mins., Mica, pg. 112**  
The Executive Committee will consider for approval the modality of the upcoming Fall Plenary Session as well as review the timing and outline of the event.
- I. **Second Reading of “Effective and Equitable Transfer Practices in California Community Colleges” paper – 15 mins., Bean/Davison/Foster, pg. 113**  
The Executive Committee will consider approval for the paper to be moved

forward to the delegates for adoption at the Fall 2020 plenary.

**J. CCCCCO DEI Implementation Plan – ASCCC Proposed Assignments (6-12months) – 20 mins., Cruz/Stanskas, pg. 153**

The Executive Committee will consider for approval the DEI Implementation Plan proposed ASCCC committee assignments.

**K. Anti-Racism Paper – 30 mins., Cruz/Aschenbach/Parker/Lara, pg. 158**

The Executive Committee will review and consider for approval the first draft of Anti-Racism Education in California Community Colleges Paper.

**L. 2020 Academic Academy Draft Program – 20 mins., Pilati/Mica, pg. 208**  
(*Time certain, Friday, August 14, 1:00 pm*)

The Executive Committee will consider for approval the draft of the Academic Academy Program.

**M. Standing Committee Assignments – 10 mins., Davison/Mica, pg. 215**

The Executive Committee will consider for approval the 2020-2021 standing committee assignments.

**N. Board of Governors Interview Questions – Closed Session, Mica, pg. 216**

The Executive Committee will review and revise as needed the interview questions for the Board of Governors Candidates.

**V. DISCUSSION**

**A. Chancellor’s Office Liaison Report – 45 mins., Davison, pg. 217**

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

**B. Board of Governors/Consultation Council – 15 mins., Davison/May, pg. 218**

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

**C. Online Community College District Board of Trustees Meeting – 15 mins., Davison/May, pg. 219**

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

**D. Guided Pathways Task Force Report – 15 mins., May, pg. 220**

The Executive Committee will discuss: *Optimizing Student Success – A Report on Placement in English and Mathematics Pathways*

**E. OERI Update – 15 mins., Mica/Pilati, pg. 275** (*Time certain, Friday, August 14, 1:00 pm*)

The Executive Committee will receive an update on the Open Educational Resources Initiative (OERI).

**F. C-ID Update – 15 mins., Mica, pg. 276** (*Date certain, Thursday, August 13*)

The Executive Committee will receive an update on the Course Identification Numbering (C-ID) System.

**G. Meeting Debrief – 15 mins., Davison, pg. 277**

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

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

**A. Standing Committee Minutes**

**B. Liaison Reports**

- i. Credit for Prior Learning (CPL) Workgroup, Cruz, pg. 278
- ii. Diversity, Equity, & Inclusion Implementation Workgroup, Cruz, pg. 298
- iii. Economic & Workforce Development Advisory Committee (EWDAC), Cruz, pg. 319
- iv. Equal Employment Opportunity (EEO) and Diversity Advisory Committee, Cruz, pg. 320
- v. RP Group Liaison Report, Bean, pg. 380

**C. Senate and Grant Reports**

**D. Local Senate Visits**

**VII. ADJOURNMENT**



## **Executive Committee Community Norms**

Approved February 2-3, 2018

### **Authenticity**

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

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

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

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

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

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

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



## Executive Committee Agenda Item

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

Please note: Staff will complete the grey areas.

### BACKGROUND:

#### Upcoming Events and Meetings

- **Executive Committee Meeting** – Sacramento – September 17-19, 2020
- **Academic Academy** – Virtual Conference – October 8-10, 2020
- **Executive Committee Meeting** – Costa Mesa – November 4, 2020
- **Fall Plenary Session** – Costa Mesa – November 5-7, 2020

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

#### Reminders/Due Dates

##### August 28, 2020

- Agenda items for the September 17-19, 2020 meeting
- Committee reports, if applicable

##### October 16, 2020

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

#### Fall Plenary Session Deadlines

July 27, 2020

- Area Representatives update Area Meetings page (Area meetings online)

August 28, 2020

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

- Breakout topics due to Dolores for approval at September 17-19, 2020 Executive Committee meeting.
  - Draft papers due for second reading at September 17-19, 2020 Executive Committee Meeting.
- Other Deadlines:

- Pre-Session resolutions due to Resolutions Chair **September 1, 2020.**
- Final resolutions due to Krystinne for circulation to Area Meetings **October 1, 2020.**
- AV and event supply needs to Tonya by **October 1, 2020.**
- Approval of outside presenters due to Dolores and Krystinne **October 1, 2020.**
- Presenters list and breakout session descriptions due to Krystinne by **October 9, 2020.**
- Deadline for Area Meeting resolutions to Resolutions chair: **October 20, 2020.**

**Rostrum Timeline**

<b>To Krystinne</b>	<b>To David</b>	<b>To Dolores</b>	<b>To Katie</b>	<b>To the Field</b>
September 25	October 2	October 12	October 19	November 4
January 4	January 8	January 15	January 22	February 8
March 8	March 15	March 22	March 29	April 14

## 2020-2021 EXECUTIVE COMMITTEE MEETING DATES

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

Meeting Type	Date	Campus Location	Hotel Location	Agenda Deadline
Executive Meeting – Orientation	June 17, 2020		NA	NA
Executive Meeting	August 13-15, 2020		Virtual Meeting	July 27, 2020
Executive Meeting	September 17-19, 2020		The Citizen Hotel, Sacramento, CA	August 28, 2020
Area Meetings	October 16-17, 2020		Various Locations	
Executive Meeting	November 4, 2020**		The Westin South Coast Plaza, Costa Mesa, CA	October 16, 2020
Executive Meeting	December 4-5, 2020		The Kimpton Sawyer, Sacramento, CA	November 16, 2020
Executive Meeting	January 8-9, 2021		Hotel Maya, Long Beach, CA	December 15, 2020
Executive Meeting	February 5-6, 2021		Residence Inn San Jose Airport, San Jose, CA	January 19, 2021
Executive Meeting	March 5-6, 2021	AREA C	South	February 16, 2021
Area Meetings	March 26-27, 2021		Various Locations	
Executive Meeting	April 14, 2021**		Los Angeles Marriott Burbank Airport, Burbank	March 26, 2021
Executive Meeting	May 7, 2021		Residence Inn San Jose Airport, San Jose, CA	April 19, 2021
Executive Committee/ Orientation	June 4-6, 2021		Coronado Island Marriott Resort & Spa, Coronado, CA	May 17, 2021
<b>EVENTS</b>				
<b>Event Type<sup>2</sup></b>	<b>Date</b>		<b>Hotel Location<sup>3</sup></b>	
Academic Academy	October 8-10, 2020		Virtual Conference	
Fall Plenary Session	November 5-7, 2020		The Westin South Coast Plaza, Costa Mesa, CA	
Part-Time Institute	February 18-20, 2021		Southern California	
Spring Plenary Session	April 15-17, 2021		Los Angeles Marriott Burbank Airport, Burbank, CA	
Career and Noncredit Education Institute	April 30- May 2, 2021		San Mateo Marriot, San Mateo, CA	
Faculty Leadership Institute	June 17-19, 2021		The Citizen Hotel, Sacramento, CA	
Curriculum Institute	July 7-10, 2021		Pasadena Convention Center, Pasadena, CA	

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

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

## Academic Senate

2020 - 2021

### Executive Committee Meeting Agenda Deadlines

#### Reminder Timeline:

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

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

## Local Senate Campus Visits 2017-2020

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

COLLEGE	VISITOR	DATE OF VISIT	REASON
<b>Area A</b>			
American River	May	9/21/2018	AB 705 Presentation with Network for Equity in Math Education
Bakersfield	Bruno	11/28/2017	Collegiality in Action
	Cruz, Henderson	2/21/2019	Faculty Diversification Regionals
Butte	Davison	5/12/2017	Butte Chico Center/ Curriculum Streamlining Workshop
	Executive Committee	3/2/2018	Executive Committee Meeting
Cerro Coso	Henderson	5/8/2019	Cal City Prison Graduation
	Executive Committee	9/6/2019	Executive Committee Meeting
	Stanskas	1/30/2020	Collegiality in Action
Clovis	Davison	5/3/2017	Member/Curriculum Streamlining Workshop
	Aschenbach, May, Curry	9/5/2019	ESL Recoding Regional
Columbia			
Cosumnes River	Beach, Parker	3/8/2018	TASCC Regional
	Rutan, May	10/6/2018	AB 705 Regional
	Aschenbach	1/16/2019	Governance
Feather River	Beach	3/11-14/2018	ACCJC Team Visit
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
Los Rios CCD	May, Mica, Rother	3/7/2019	Recoding Regional Meeting
Madera	Stankas, Davison	1/31/2020	Collegiality in Action
Merced	Aschenbach	4/27/2017	PDC Visit for Julie Clark
	May, Aschenbach, Roberson, Stankas	3/23/2018	Area A Meeting
	Aschenbach, Eikey	2/6/2019	Technical Visit – MQs and Equivalency
Modesto	May	3/24/2017	Area A Meeting
Porterville			
Redwoods, College of the			
Reedley	Aschenbach	5/3/2019	CTE Minimum Qualification Toolkit Regional Meeting
Sacramento City	Beach, A. Foster, Smith	2/19/2017	Diversity in Hiring Regional Meeting
	Foster, Davison	10/18/2017	Part Time Faculty Committee Meeting
	Freitas, Slattery-Farrell, Stankas	4/3/2018	CTE MQ Workgroup Faculty Meeting
	Cruz, Henderson, Parker, Eikey	11/29/2018	FDC/ EDAC Hiring Regional Planning Meeting
	Parker, Roberson	12/11/2019	CTE / Noncredit Committee Meeting
San Joaquin Delta	Rutan	1/29-30/2018	Curriculum Visit
	Dyer, Aschenbach, May, Stankas	3/22/2019	Area A Meeting
	Stankas	9/25/2019	Collegiality in Action
	May, Cruz	2/24/2020	GP Equity
Sequoias, College of the	Dyer, Davison, May, Roberson	10/12/2018	Area A Meeting
	Fulks, Selden	1/31/2020	Guided Pathways Visit
Shasta	Dyer	5/29/2020	Local Senate Visit - Governance, Brown Act Compliance

Sierra	Freitas, May	10/4/2017	10+1
	May, Aschenbach, Bruno, Roberson	10/13/2017	Area A Meeting
	Bean, Bruzzese	8/15/2019	Technical Visit - Building Relationships in Governance
	Bean, Foster	9/19/2019	Faculty Leadership Development College
	Aschenbach, Bean, Davison, May, 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
<b>Area B</b>			
Alameda, College of	Aschenbach	10/20/2017	ISF (CTE Regional)
Berkeley City			
Cabrillo	Davison	4/28/2017	Curriculum Streamlining Workshop
	Bruno	2/5/2018	Collegiality in Action
	May, Aschenbach	10/5/2018	Curriculum Certificates
	Aschenbach, Parker	10/30/2019	Local Senate Visit - Noncredit
Cañada	Rutan	2/9/2018	Curriculum Technical Assistance



Chabot	Smith	3/21/2017	Area B Meeting
	Davison	9/13/2018	
	Bruno, Davison		FACCC Meeting
	Rutan	11/6/2018	Noncredit Visit
	Davison, Roberson	1/31/2019	Governance
	Aschenbach	4/28/2020	IEPI PRT - Virtual
Chabot – Las Positas District	Davison	5/23/2017	Curriculum Streamlining Workshop
Contra Costa	Aschenbach	1/22/2020	Curriculum Visit/Presentation
DeAnza	Cruz	10/12/2018	Area B Meeting
	Stankas, Davison, Aschenbac, May, Bean, Mica	2/6/2020	ICAS Meeting
Diablo Valley	May, Rutan	1/22/2019	Noncredit Curriculum
	Davison	11/12/2019	RP Leading Versus Lagging Convening
Evergreen Valley	Roberson, Eikey, Beach, May	5/12/2018	Guided Pathways Regional Meeting
	Parker, Cruz, Eikey	9/19/2018	Faculty Development Committee Meeting
Foothill	Executive Committee	3/3/2017	Executive Committee Meeting
	Davison	6/4/2019	Curriculum Committee - CPL
	Foster	10/24/2019	Local Senate Visit - Counseling Service Area Outcome Support
	Aschenbach	2/24/2020	Assistance Visit Governance
Gavilan	Executive Committee	9/6-7/2018	Executive Committee Meeting
Hartnell			
Laney	May	3/6/2017	District (PCCD) Enrollment Mgmt.
	Corrina Evett		
	Stankas	8/28/2018	Peralta District Collegiality in Action
Las Positas	May	8/16/2018	CLCCD Speaker at Convocation
Los Medanos			

Marin, College of	Davison	3/17/2017	Curriculum Streamlining
	Davison	9/15/2017	OER Regional
	Eikey	1/15/2019	Minimum Qualifications Equivalency
Mendocino	Bruno	9/22/2017	Collegiality in Action
Merritt	Davison	3/17/2017	Curriculum Streamlining
Mission	May, Roberson	3/15/2019	Curriculum Regionals
	Cruz	9/26/2019	FACCC SouthBay Advocacy Summit
Monterey Peninsula	McKay	2/7/2018	IEPI PRT
	Henderson, Cruz, Davison	3/22/2019	Area B Meeting
	Aschenbach	4/29/2020	Technical Assistance Visit - Virtual
Napa Valley			
Ohlone	McKay, Davison	10/19/2017	Local Senate Visit
	Stankas	9/26/2018	Collegiality in Action
	Davison	8/23/2019	Governance/Local Senate
Peralta CCD	Parker	11/4/2019	Local Senate Visit - Noncredit
San Francisco, City College of	Davison	3/8/2017	Technical Curriculum
	Rutan	2/5/2019	AB 705
	Parker	4/26/2019	FACCC Counselor's Conference
San José City	Davison	5/24/2017	Curriculum Streamlining Workshop
	Rutan, May	5/18/2018	Curriculum Regional
	Foster, Bruzzese	8/30/2019	TASSC In-person Meeting
San Mateo, College of	McKay, Rutan	10/12/2018	AB 705 Workshop
	Stankas, Davison, Aschenbach, May, Bean, Mica	10/4/2019	ICAS

Santa Rosa Junior	Slattery-Farrell, Foster	3/10/2017	MQ
	May, Roberson	1/24/2018	GP Resource Team
	McKay	3/23/2018	Area B Meeting
	Aschenbach	10/3/2018	Tech Visit - Gov and Consultation
	Aschenbach, Roberson		Counselor Conference (Petaluma Campus)
Skyline	Stankas	1/25/2017	BDP Articulation
	McKay, Davison	10/13/2017	Area B Meeting
	May	3/5/2019	Recoding Regional Meeting
	Aschenbach	9/23/2019	AB 705 ESL Recoding Regional
	Aschenbach	12/14/2019	Curriculum Committee Meeting
Solano	Rutan	2/16/2017	BDP Accreditation
	Foster, Davison	10/27/2017	EDAC Regional
	Aschenbach, Davison, May, McKay	10/24/2018	WEDPAC/EDAC Tour
	Cruz, Davison	10/11/2019	Area B Meeting (Off-site due to PG&E power shut down)
West Valley	Bruno	2/6/2018	Collegiality in Action
	Davison	8/24/2018	Local Senate Accreditation
<b>Area C</b>			
Allan Hancock	Cruz	10/25/2019	Guided Pathways Regional Meeting
Antelope Valley			
Canyons, College of the	Davison	10/5-6/2017	Civic Engagement Summit
	May, Roberson, Eikey	12/18/2017	Resolutions Committee Meeting
	Aschenbach	10/18/2018	Tech Visit, Advisory Committees
	May	3/18/2019	Recoding Regional Meeting
	May	9/20/2019	Guided Pathways and Governance
Cerritos	Rutan, May	5/19/2018	Curriculum Regional
	Davison	1/18/2019	FACCC Policy Forum
	Cruz	5/9/2019	Faculty-Employee Diversification Action Planning Session

Citrus	Roberson	8/23/2018	Local Senate Visit, Guided Pathways
	Eikey, Davison, Bruzzese, Bean	3/23/2019	Area C Meeting
Cuesta	Fulks	11/14/2019	Local Senate Visit, Guided Pathways
	Cruz	11/15/2019	CEO Training, with ACHRO
East LA	Freitas, Foster, Bruno	3/25/2017	Area C Meeting
	Davison		Mini PRT
El Camino	Executive Committee	2/3/2017	Executive Committee Meeting, Governance
	Freitas	10/20/2017	Presentation for ECC PRIDE P.D. Meeting
	May, Roberson	1/18/2018	GP Resource Team
	Parker, Eikey	10/19/2018	ECC Pride Leadership Presenters
Compton College	May, Roberson	8/25/2017	Guided Pathways
	Eikey, Stankas, Bruzzese, Aschenbach	10/13/2018	Area C Meeting
	Stankas	2/8/2019	Collegiality in Action
Glendale	Freitas, Slattery-Farrell, Stankas	6/9/2017	
	Freitas, Eikey, Bruno	3/24/2018	Area C Meeting
LA District	Davison	3/10/2017	Curriculum Workshop
	May	10/18/2019	Local Senate Visit - AB 705
LA City	Rutan	9/22/2017	LACCD District Academic Senate Summit
	McKay, Freitas	1/5/2018	Online Education Committee Meeting
	Beach	3/9/2018	TASCC Regional
LA Harbor	Rutan	5/5/2017	TOP Code Alignment
LA Mission	Eikey, Aschenbach	3/16/2018	Governance
	Dyer, Velasquez Bean	2/15/2020	Standards and Practice Committee Meeting
LA Pierce	Roberson	8/23/2018	Guided Pathways Visit
	Aschenbach	11/2/2019	Curriculum Regional Meeting

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

Area D			
Barstow	Rutan, Stankas, S. Foster, Beach, Slattery-Farrell	3/25/2017	Area D Meeting
	Slattery-Farrell, Stankas	8/29/2017	Technical Visit
Chaffey	Slattery-Farrel, Freitas, S. Foster	3/10/2017	MQ Regional
		10/21/2017	CTE Regional
	Beach, Eikey	12/13/2017	Educational Policies Committee Meeting
Coastline			
Copper Mountain			
Crafton Hills	Rutan, Beach, Foster, Parker, Slattery-Farrell, Stankas	3/24/2018	Area D Meeting
Cuyamaca			
Cypress	Freitas, Stankas	1/20/2017	
	May	8/3/2019	GP, Local Senate. Curriculum
	Aschenbach, May	9/11/2019	AB 705 ESL Recoding Regional
Desert, College of the	Rutan, Fulks	1/24/2019	Guided Pathways/AB 705
Fullerton	Davison, Foster	10/28/2017	EDAC Regional
Golden West			
Grossmont	May, Eikey	4/30/2018	Governance
	May	5/13/2019	Curriculum and Guided Pathways
Imperial Valley	Beach	4/7/2017	Governance Presentation
	Donahue	11/21/2019	Guided Pathways Regional Meeting
Irvine Valley	Davison, Rutan	5/15/2017	Curriculum Streamlining Workshop
	May	3/16/2019	Curriculum Regional

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

Saddleback	Davison	3/15/2017	Curriculum Tech Visit
	Rutan	1/30/2019	Noncredit
San Bernardino Valley	Rutan	5/11/2018	AB 705 Implementation
	Rutan, Parker	9/20/2018	AB 705 Regional
	Foster, Davison	2/19/2019	Accreditation Committee Meeting
	Dyer, Bruzzese	10/30/2019	Local Senate Visit - Brown Act/Roberts Rules
	May, Mica, Cruz, Donahue	1/30/2020	Guided Pathways Taskforce
San Diego City	Beach	1/19/2018	FACCC Board
San Diego Cont. Ed.	Stanskas, A. Foster	5/2/2017	Tech Visit
	Foster, Davison		PT Faculty Meeting
San Diego Mesa	Davison, Rutan	5/22/2017	Curriculum Streamlining Workshop
	May	9/22/2018	MQRTF Meeting
	Curry, Donahue	1/16/2020	Educational Policies Committee Meeting
San Diego Miramar	Bruno	5/1/2018	Collegiality in Action
Santa Ana	Beach	8/23/2017	Presentation on Role of Local ASCCC Senates Governance
	Foster, May, Bruzzese	1/25/2019	SLO Symposium
Santiago Canyon	Davison, Beach, Rutan	12/8/2017	Basic Skills Committee Meeting
	Rutan, Parker	1/10/2019	Noncredit Committee Meeting
Southwestern	Beach, A. Foster, Smith	2/10/2017	Diversity in Faculty Hiring Regional Meeting
	Davison, Foster, Beach	4/7/2018	EDAC Regional
	Parker	9/17/2018	TASCC Meeting
	Davison, Stanskas	9/17-18/2018	Board of Governors and Trustee for California Online CCD
Victor Valley	Fulks	11/1/2019	Guided Pathways Regional Meeting



Action Tracking as of 6/5/2020

Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Status	Description	Status Notes	Month Complete	Year Complete
Revision of Data 101 Paper	June	2019	IV. H.	Educational Policies Committee; Lead: Nathaniel Donahue	Nov-19	In Progress	A revised Data 101: Guiding Principles for Faculty will be brought to the November 6, 2019 Executive Committee Meeting for review.	<b>7.9.19:</b> Can/Should this be delegated? <b>8.10.19:</b> Reassigned from Roberson/Davison to the Educational Policies Committee. <b>9.27.19:</b> Reviewed by Educational Policies Committee, recommended a new paper and Rostrum article on Data 101 and 10 years. Item will return in December based on the direction of Plenary Resolutions.		
Legislative Report	December	2019	IV. A.	FACCC Liaison and Legislative and Advocacy Committee Chair		Assigned	The FACCC Liaison and Legislative and Advocacy Committee Chair to communicate the Executive Committee's concerns to FACCC regarding AB 705 cleanup language and that reopening the law in this legislative cycle is premature.			
Referred Resolutions From Fall Plenary	December	2019	IV. H.	The President and Guided Pathways Chair		Assigned	The President and Guided Pathways Chair request time at the CATESOL Spring Workshop to provide information regarding CB 25 coding and the inclusion of ESL courses.			
ASCCC Brand Survey	January	2020	V. D.	ASCCC Office		Assigned	The Visual Designer will develop mock concepts based on the feedback from the discussion to be discussed at a future Executive Committee Meeting.	<b>2.7.20:</b> The Executive Committee discussed the proposed levels of change to the ASCCC logo and branding.		

**EXECUTIVE COMMITTEE MEETING**

**Friday, June 5, 2020**  
Zoom and Teleconference

**I. ORDER OF BUSINESS**

**A. Roll Call**

President Stankas called the meeting to order at 10:00 AM. and welcomed members and guests.

C. Aschenbach, M. Bean, A. Bruzzese, M. Cruz, S. Curry, D. Davison, N. Donahue, G. Dyer, S. Foster, S. Henderson, G. May, K. Mica, L. Parker, and C. Roberson.

Liaisons: Marty Alvarado, Executive Vice Chancellor for Educational Services, California Community Colleges Chancellor's Office (CCCCO); Erik Cooper, President Elect, The Research and Planning (RP) Group; Dan Crump, Liaison, Council of Chief Librarians (CCL); Debbie Klein, President, Faculty Association of California Community Colleges; Aisha Lowe, Vice Chancellor for Educational Services and Support, California Community College Chancellor's Office; (SSCCC); and Leandra Martin, President, California Community College Chief Instructional Officers (CCCCIO).

Guests: Karen Chow, incoming Area B Representative; Julie Oliver, incoming Area A Representative; Robert Stewart, incoming Area C Representative; Manuel Vélez, incoming South Representative.

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

**B. Approval of the Agenda**

**MSC (Aschenbach/Curry) to approve the agenda and consent calendar with the addition of IV. K. Executive Committee Periodic Review Question.**

**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.*

Roy Shahbazian, Santa Ana College, was in attendance.

No formal public comment was entered.

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

Members were reminded about the Executive Committee Norms.

**E. Calendar, pg. 5**

Members were updated on deadlines.

**F. Local Senate Visits, pg. 14**

Members updated the Local Senate Visits record.

**G. Action Tracking, pg. 27**

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

**H. One Minute Check-In**

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

**II. CONSENT CALENDAR**

**B. May 8, 2020, Meeting Minutes, Aschenbach.**

**C. Hayward Award and Exemplary Program Award Rubrics, Dyer/Bean, pg. 29**

**D. Deactivation of Basic Skills Initiative Website, Mica, pg. 34**

**III. REPORTS**

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

Mica provided an update on the event platform and registration numbers for the Faculty Leadership and Curriculum Institutes. Mica shared that the open educational resources (OER) from the first round of funding are now available for use. The Model Curriculum Workgroup Chair and Career Technical Education (CTE) Course Identification Numbering System (C-ID) Director will meet to discuss the 2020-2021 work plan for CTE C-ID.

Stankas updated the committee on the Governor's Budget May Revision that includes proposed cuts to the California Community College System and Academic Senate, and reviewed the joint budget proposal from the Assembly and Senate that includes the use of deferrals to prevent deeper budgetary cuts to higher education, as well as the proposed reallocation of resources from Calbright College. Stankas remarked on the recognition of the faculty voice at the state level and the implications of a changing budget for local academic senates. Stankas discussed the work regarding transfer begun by the Intersegmental Committee of Academic Senates (ICAS) and the continued efforts needed in 2020-2021. Stankas summarized the work of the Council of Faculty Organizations in 2019-2020 and shared that it will be chaired by the California Federation of Teachers next year.

**C. Foundation President's Report – 10 mins., Aschenbach**

Aschenbach reviewed the work of the Foundation Board regarding event scholarships and thanked the members of the Foundation Board and the Academic

Senate Office for their service to the Foundation.

**D. 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.

Erik Cooper, The Research and Planning (RP) Group President Elect, provided an oral report. The RP Group Board elections will close on June 12, 2020. The 2020 Strengthening Student Success Conference in October 2020 will be held in a virtual format as a series of online events, and content from the postponed Spring RP Conference will be delivered as professional development throughout Fall 2020. Cooper shared that the report “Students Speak Their Truth About Transfer!” was released, and that PIER to PIER events will be monthly starting June 25, 2020. The RP Group has partnered with the Chancellor’s Office to distribute surveys to faculty, staff, and students regarding their needs.

Dan Crump, Council of Chief Librarians (CCL) Liaison, provided an oral report. The CCL will hold its Board Retreat in July 2020 and will include discussions of the Chancellor’s Office Call to Action and review of library practices, processes, and operations with a focus on equity lens, anti-racism, and inclusiveness. Crump shared that the CCL is discussing strategies to provide students access to textbook reserves during the closure of physical library locations. The CCL is reviewing the annual library survey to ensure colleges can complete them with library closures.

Debbie Klein, Faculty Association of California Community Colleges (FACCC) President, provided an oral report. Klein shared the budget advocacy efforts of FACCC and the Council of Faculty Organizations (CoFO). The FACCC Board of Governors will have six new members beginning their terms on June 15, 2020. Klein updated the committee on the Student Centered Funding Formula (SCFF) Oversight Committee and shared that FACCC will present a faculty perspective on amending the funding formula during a recession. Klein provided an update on FACCC events: the FACCC Board Retreat was moved to a virtual event, the Great Teachers Seminar was canceled, and the Professional Development Committee is developing virtual events for summer and fall.

Leandra Martin, California Community College Chief Instructional Officers (CCCCIO) President, provided an oral report. Martin shared that the CIO Executive Board will meet June 25, 2020, to discuss strategies to support the Chancellor’s Office Call to Action. The CIO Fall Conference will be held on October 21-23, 2020, focused on the practical applications of equity. Martin shared the CIOs involvement in the Academic Senate’s Curriculum Institute.

**IV. ACTION ITEMS**

**A. Legislative Report – 20 mins., Davison, pg. 35**

The Executive Committee received an update on current bills and legislative actions. Davison shared that only bills that address any of the following issues

will be considered during the upcoming legislative cycle: COVID-19, homelessness, or PG&E. Davison provided an update on the status of AB 2388 (Berman) Public postsecondary education: basic needs of students, AB 3310 (Muratsuchi) Community colleges: ethnic studies, SB 874 (Hill) Public postsecondary education: community colleges: statewide baccalaureate degree pilot program, and ACA 5 (Weber) Government preferences. The committee discussed the typical legislative and budget cycles and noted differences this year in the process due to COVID-19.

No action by motion was taken on this item.

**B. Guided Pathways Implementation – 10 mins., Stankas, pg. 36**

The Executive Committee received an update on the implementation of the CCC Guided Pathways Award Program. May shared the Guided Pathways Taskforce (GPTF) goals and structure for 2020-2021 and noted the aim to integrate fully Guided Pathways into the work of the Academic Senate Standing Committees by 2022. May provided an update on the work of the GPTF during 2019-2020, including the Guided Pathways COVID-19 Status Reports, the White Paper on English and Mathematics Placement, the Guided Self-Placement tool, and faculty professional development webinars and local senate visits.

**MSC (Roberson/Curry) to approve the 2020-2021 Guided Pathways Taskforce goals and committee structure.**

**C. Faculty Role in Governance – 15 mins., Stankas, pg. 37**

The Executive Committee received an update on the Faculty Role in Governance in the system. The committee reviewed the work on faculty governance during 2019-2020, including revising the Academic Senate caucus structure, updating the election rules, and clarifying the role of the local academic senate in the curriculum process. The committee discussed the updated “Scenarios to Illustrate Effective Participation in District and College Governance” developed by the Community College League of California (CCLC) and the Academic Senate and is used during Collegiality in Actions Visits. The committee will consider the document for approval at the June 17, 2020, Executive Committee Meeting. Stankas updated the committee on the development of a process for a Level 2 Collegiality in Action Visit. Members discussed supporting local senate leaders in the Academic Senate’s Call to Action.

No action by motion was taken on this item.

**D. Faculty Diversification – 15 mins., Stankas, pg. 38**

The Executive Committee received an update on Faculty Diversification in the system. The committee reviewed the work on faculty diversification during 2019-2020 including the adoption of the paper *Equity-Driven Systems: Student Equity and Achievement in the California Community Colleges*, the development of the Model Hiring Processes and Guiding Principles Canvas Learning Module and Tools for Dialogue, and the work towards revising the Equal Employment Opportunity (EEO) guidelines.

No action by motion was taken on this item.

**E. Faculty Leadership Institute Program (Final) – 20 mins., Davison, pg. 39**

The Executive Committee reviewed and provided feedback on the 2020 Faculty Leadership Institute program. Davison and Mica provided an update on the institute program and technology solutions.

**MSC (May/Curry) to approve the Faculty Leadership Institute program.**

**F. Effective and Equitable Transfer Paper – 15 mins., Davison/Morse, pg. 40**

The Executive Committee received an update on the Effective and Equitable Transfer Paper. The committee discussed narrowing the focus of the paper and suggested incorporating newly available data from the RP Group’s “Through the Gate Transfer Study.”

No action by motion was taken on this item.

**G. Curriculum Institute – Final Program – 20 mins., Aschenbach, pg. 41**

The Executive Committee reviewed and provided feedback on the 2020 Curriculum Institute program. Aschenbach provided an overview of the revisions to the draft program and requested participation from the Executive Committee.

**MSC (Henderson/Cruz) to approve the 2020 Curriculum Institute program.**

**H. Equivalency Paper Update First Reading – 20 mins.,**

**Dyer/Davison/Roberson, pg. 42**

The Executive Committee reviewed the updated paper *Equivalence to the Minimum Qualifications*. Dyer provided an update on the revisions to the paper based on Executive Committee feedback.

**MSC (Bean/May) to approve the paper *Equivalence to the Minimum Qualifications*.**

**I. 2020 Academic Academy Draft Program – 20 mins., Pilati/Mica, pg. 112**

The Executive Committee reviewed the 2020 Academic Academy Draft program. Pilati shared that the Open Educational Resources Initiative (OERI) and California Virtual Campus - Online Education Initiative are partnering on this event to explore the impact of COVID-19 on education and using open and online approaches to promote equitable learning and student success. Pilati noted that the event could be transitioned to a virtual platform if needed. The committee provided suggestions including incorporating the Vision Resource Center, culturally responsive teaching and OER, and keynote sessions on anti-racism and humanized education by experts in the field. Members discussed holding a separate event with a broader audience regarding anti-racism education, culturally responsive teaching, and faculty diversification.

**MSC (Roberson/Cruz) to approve the 2020 Academic Academy outline with**

**considerations from the discussion, including keynote speakers on culturally responsive OER practices.**

**J. Model Hiring Processes and Guiding Principles Canvas – 15 mins., Bean/Foster, pg. 119**

The Executive Committee reviewed the Model Hiring Processes and Guiding Principles Canvas learning module, and Bean provided an overview of the modules' creation, components, and intended use. The committee discussed the inclusion of a welcome video, revisions to increase the visibility of particular resources, and the process to update the module as needed.

**MSC (Aschenbach/Foster) to adopt the Model Hiring Processes and Guiding Principles Canvas learning module.**

**K. Executive Committee Periodic Review Questions – 5 mins., Mica**

The Executive Committee reviewed and provided feedback on the Periodic Review evaluation questions. Mica provided an overview of the Periodic Review Survey and evaluation. The committee will provide comments to Mica by June 10, 2020 and will consider the questions for approval at the June 17, 2020, Executive Committee Meeting.

No action by motion was taken on this item.

**V. DISCUSSION**

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

Marty Alvarado, California Community Colleges Chancellor's Office (CCCCO) Executive Vice Chancellor for Educational Services, and Aisha Lowe, Vice Chancellor for Educational Services and Support, provided an oral report. Lowe and Alvarado reviewed the Chancellor's Office's Call to Action and partnership with the Academic Senate for these goals. Alvarado discussed the Chancellor's Office budget and allocation of resources to support the Call to Action and COVID-19 relief. Lowe shared the advocacy efforts to preserve system funding. Lowe updated the committee on the Distance Education (DE) Addendums for Summer 2020 and noted that the deadline for Fall 2020 DE Addendums is July 1, 2020. Lowe reported that guidance is forthcoming for AB 705 for English as a Second Language (ESL), correspondence education emergency addendums, and dual enrollment. Lowe noted the re-constitution of the Assessment Committee to review assessments in the placement process. The Chancellor's Office Curriculum Inventory (COCI) Review Committee met to review the feedback regarding each vendor; an additional meeting will be scheduled for an in-depth review of the qualitative data, and discussion of the timing and relevance of a COCI update. Lowe shared with the committee the creation of a faculty community within the Vision Resource Center as a place for faculty to share resources and best practices.

**B. Board of Governors/Consultation Council – 15 mins., Stankas/Davison, pg. 121**

The Executive Committee received an update on the recent Board of Governors

and Consultation meetings. The Board of Governors meeting on May 18-19, 2020, included a discussion of Apportionment for Correspondence Courses, a State of the System update, and the first reading of Title 5 Amendments Related to the Student Senate for California Community Colleges.

The next Consultation Council meeting will be held on June 18, 2020, and include a discussion regarding minimum qualifications for online teaching and begin developing the 2021-22 Budget and Legislative System Request.

**C. Online Community College District Board of Trustees Meeting – 15 mins., Stankas/Davison, pg. 122**

The Executive Committee received an update on the May 18, 2020, Online Community College District Board of Trustees Meeting. Davison shared that the Board of Trustees discussed a public relations contract and a pilot program with Bakersfield College.

**D. Online Education— *outstanding* faculty/course recognition – 15 mins., Dyer/Roberson, pg. 123**

The Executive Committee discussed recognizing faculty and online courses in partnership with CVC-OEI, including the nomination process, selection process, and various forms of recognition such as opportunities to host webinars, faculty spotlights, and showcases. The Online Education and Standards and Practices Committees will consider developing a means to recognize outstanding online education faculty and courses.

**E. Distance Education Guidelines – 10 mins., Dyer/Aschenbach, pg. 124**

The Executive Committee reviewed the status of the Distance Education (DE) Guidelines. Dyer shared that the chair of Distance Education and Educational Technology Advisory Committee (DEETAC) informed the committee that a review of the DE Guidelines by the California Community Colleges Chancellor's Office Educational Services Division found that parts of the recommendations exceeded the scope of regulatory guidelines, and DEETAC has formed a task force to address these concerns. Members discussed creating a separate document for additional guidance.

**F. Year-End Debrief – 30 mins., Stankas, pg. 126**

The Executive Committee debriefed the 2019-2020 academic year to assess what is worked well and where improvements may be implemented.

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

**A. Standing Committee Minutes**

- i. Accreditation Committee, Curry, pg. 127
- ii. CTE Leadership Committee, Roberson, pg. 129
- iii. Equity and Diversity Action Committee, Cruz, pg. 131
- iv. Faculty Leadership Development Committee, Bean, pg. 136
- v. Online Education Committee, Roberson, pg. 143
- vi. Standards and Practices Committee, Dyer, pg. 145



- vii. Transfer, Articulation and Student Services Committee, Foster, pg. 147

**B. Liaison Reports**

- i. African American Student Virtual Town Hall and Success Week, Bean/Cruz, pg. 152
- ii. CCLA19 Meeting, Bean, pg. 153
- iii. Chancellor's General Education Advisory Committee (GEAC), Bean, pg. 154
- iv. Distance Education & Educational Technology Advisory Committee (DEETAC), Dyer, pg. 155
- v. Latinx Student Success and COVID-19 Virtual Town Hall, Bean/Cruz, pg. 178

**C. Senate and Grant Reports**

- i. C-ID Advisory Committee, Aschenbach, pg. 179
- ii. Guided Pathways Task Force Meeting, May, pg. 184
- iii. Intersegmental Curriculum Workgroup (ICW), Davison, pg. 188

**D. Local Senate Visits**

**VII. ADJOURNMENT**

The Executive Committee adjourned at 4:25 PM

Respectfully submitted by:

April Lonerio, Executive Assistant

Cheryl Aschenbach, Secretary



**EXECUTIVE COMMITTEE MEETING**

**Wednesday, June 17, 2020**

Zoom and Teleconference

**I. ORDER OF BUSINESS**

**A. Roll Call**

President Davison called the meeting to order at 2:35 and welcomed members and guests.

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

Liaisons: Julie Adams, Executive Director, Student Senate for California Community Colleges (SSCCC); Debbie Klein, President, Faculty Association of California Community Colleges (FACCC); Stephen Kodur, President Elect, Student Senate for California Community Colleges (SSCCC); Aisha Lowe, Vice Chancellor for Educational Services and Support, California Community College Chancellor's Office (CCCCO); Danny Thirakul, President, Student Senate for California Community Colleges (SSCCC); and Jennifer Vega La Serna, President Elect, California Community College Chief Instructional Officers (CCCCIO)

Staff: April Lonerio, Executive Assistant.

**B. Approval of the Agenda**

**MSC (Foster/Curry) to approve the agenda as presented.**

**MSC (Vélez/Bean) to amend the agenda to include III. C. Liaison Oral Reports.**

**C. Public Comment**

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

No formal public comment was entered.

Danny Thirakul, Student Senate for California Community Colleges (SSCCC) President, provided an oral report. Thirakul introduced Stephen Kodur, incoming SSCCC President, and the 2020-2021 Executive Board, and reported that Julie Adams has been hired as the SSCCC Executive Director. Thirakul noted that the SSCCC is creating a task force to address the needs of community college students of color. Kodur introduced himself and shared that the SSCCC would like to continue an active partnership with the Academic Senate.

**D. Executive Committee Norms, pg. 3**

Members were reminded about the Executive Committee Norms.

**E. Calendar, pg. 4**

Members were updated on deadlines. Clarification questions and discussion

**F. Local Senate Visits, pg. 7**

Members updated the Local Senate Visits record.

**G. Action Tracking, pg. 21**

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

**H. One Minute Check-In**

Members and liaisons shared a one word check-in.

**II. CONSENT CALENDAR**

**III. REPORTS**

**A. President's/Executive Director's Report – 20 mins., Davison/Mica**

Mica updated the committee on the Academic Senate Office's preparation for the 2020-2021 academic year, including the event timelines, the event structures, the annual audit, and the annual budget.

Davison provided an update on the first day of the 2020 Faculty Leadership Institute and shared she will meet with the Deputy Chancellor, Executive Vice Chancellor, and various system partners this summer. Davison reported that the California State University and University of California systems have expressed support for ACA 5 (Weber) Government preferences. Davison indicated that the Intersegmental Committee of Academic Senates (ICAS) will continue to work on improving transfer for community college students during 2020-2021.

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

Henderson shared he is looking forward to leading the Academic Senate Foundation in 2020-2021 and noted that the Foundation may discuss fundraising strategies for the upcoming year.

**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.

Aisha Lowe, California Community Colleges Chancellor's Office (CCCCO) Vice Chancellor for Educational Services and Support, provided an oral report. Lowe reported that AB 705 for English as a Second Language (ESL) guidance is forthcoming and that the Chancellor's Office is evaluating their internal budget. Lowe shared the federal court decision to issue a preliminary injunction that

prevents the U.S. Department of Education from imposing any student eligibility requirement upon the distribution of emergency relief assistance under the CARES Act. Lowe noted that several Chancellor's Office staff will be presenting at the 2020 Curriculum Institute.

Debbie Klein, Faculty Association of California Community Colleges (FACCC) President, provided an oral report. Klein shared that FACCC will be hosting a webinar regarding the updates to the state budget on July 1, 2020.

Jennifer Vega La Serna, California Community College Chief Instructional Officers (CCCCIO) President Elect, provided an oral report. Vega La Serna noted the CIO participation in the Curriculum Institute and discussed the ongoing partnership between the Academic Senate and CIOs.

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

##### **A. Adoption of 2020-2021 Executive Committee Areas of Focus, – 30 mins., Davison, pg. 22**

The Executive Committee reviewed the proposed 2020-2021 Executive Committee areas of focus and activities, including Guided Pathways Implementation and Integration to Transfer and Careers; Culturally Responsive Student Services, Student Support, and Curriculum; and Equity and Inclusion Driven Practices. Members suggested revising the third goal to “Equity Driven Systems” for consistency with past Academic Senate language. The committee discussed the role of the areas of focus in communicating to the field and system partners and in guiding the work of the Executive Committee.

##### **MSC (Cruz/May) to adopt the 2020-2021 Executive Committee Areas of Focus.**

##### **B. Governance Scenarios – 10 mins., Davison, pg. 23**

The Executive Committee reviewed the updated “Scenarios to Illustrate Effective Participation in District and College Governance” developed by the Community College League of California (CCLC) and the Academic Senate. Members suggested grammatical and word choice revisions. The committee discussed operationalizing the definition of equity, developing additional equity-minded scenarios, and reviewing the scenarios at regular intervals.

##### **MSC (Stewart Jr./Bean) to approve the “Scenarios to Illustrate Effective Participation in District and College Governance.”**

##### **C. Executive Committee Periodic Review Questions – 20 mins., Mica, pg. 63**

The Executive Committee reviewed the Periodic Review evaluation questions. Mica provided an overview of the periodic review process and the use of the Executive Committee Internal Evaluation survey. The committee discussed the intent and language of the survey, the use of the survey results, and the potential for longitudinal data collection. Members noted the different levels of expertise and familiarity with the organization within the Executive Committee and suggested the evaluation of the survey and periodic review criteria in future

review cycles through the resolution process.

**MSC (Roberson/May) to approve the 2020-21 ASCCC Executive Committee Internal Evaluation survey and review the considerations from the discussion in Fall 2020.**

**V. DISCUSSION**

**A. Standing Committee Assignments – 60 mins., Davison/Mica, pg. 64**

The Executive Committee discussed the 2020-2021 standing committee assignments and their relation to the areas of focus. Davison reviewed the committee member appointment process to Academic Senate standing committees, and Mica reviewed the process for appointments to certain Academic Senate committees from external organizations. Members discussed the committee member selection process, ensuring a broad representation of voices, and the inclusion of additional representatives as appropriate.

**VI. ADJOURNMENT**

The Executive Committee adjourned at 4:25 PM

Respectfully submitted by:

April Lonero, Executive Assistant

Cheryl Aschenbach, Secretary



## Executive Committee Agenda Item

SUBJECT: Deactivation of WhoDoUWant2B Website		Month: August	Year: 2020
		Item No: II. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval the deactivation of the WhoDoUWant2B website	Urgent: Yes	
		Time Requested: NA	
CATEGORY:	Consent	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Krystinne Mica	Consent/Routine	X
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Discussion	

Please note: Staff will complete the grey areas.

### BACKGROUND:

The WhoDoUWant2B website (<https://www.whodouwant2b.com/student/pathways>) was a website developed by the Academic Senate for California Community Colleges to provide Information on California high school and community college courses, career options, and financial assistance to students. It was meant to help students make decisions about the right courses to take in high school and community college so that they have the opportunity to turn “their passion of into a great job and a great future”. This website is the companion website to the Statewide Career Pathways website, which was recently approved for deactivation and meant to be for faculty and counselors to use at community colleges.

Similar to the Statewidepathways.org website, the funding for this project was unfortunately discontinued in 2014-15 when Doing What Matters received the funding that was previously allocated for Statewide Career Pathways. The ASCCC, through the help of marketing firm BKWLD has been able to make small updates to the website, but the content has not had significant updates since the integration of Strong Workforce with the principles of Guided Pathways.

The Executive Committee will consider for approval deactivating the WhoDoUWant2B.com website and archiving the information contained in the website via the ASCCC’s shared drive.

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



## Executive Committee Agenda Item

SUBJECT: Legislative Report		Month: August	Year: 2020
		Item No: IV. A.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will be updated regarding bills and other legislative actions.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Information	

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

### BACKGROUND:

The legislature has reconvened and is considering/has considered bills for the remainder of the 2020 legislative session. Legislative priorities and updates will be discussed and considered.

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

# ASCCC Legislative Report

## Executive Committee Meeting August 13, 2020

(updated as of July 28, 2020)

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

### Calendar (revised July 24, 2020):

July 27, 2020: Legislature reconvenes

August 14, 2020: Last day for policy committees to meet and report bills.

August 21, 2020: Last day for fiscal committee to meet and report bills.

August 24, 2020: Last day to amend bills on the floor.

August 24-31, 2020: Floor session only.

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

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

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

### Summary:

The messaging from the legislature is that bills that will be heard will be limited this year.

Priority will be given to bills that:

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

## Legislation – Assembly

### AB1460 (Weber) – CSU Graduation Requirement – Ethnic Studies

Official ASCCC Position/Resolutions: If this is a lower division requirement it will make it difficult to fit within the strict sixty units of the ADT construction, but the ASCCC does not have a position on this bill.

Status: July 28, 2020 – Concurrence in Senate Amendments, no information as of 7-28

AB1512 (Carrillo) – ~~IB Examinations~~ – changed to Security Officers: rest periods, no longer an education bill



Official ASCCC Position/Resolutions: Resolution 9.01 (F2019) encourages local senates to determine criteria around IB and CLEP exams: <https://asccc.org/resolutions/local-determination-international-baccalaureate-credit-california-community-colleges>

Status: Re-referred to Committee on Labor, Public Employment and Retirement (July 27, 2020)

### **AB1862 (Santiago): CSU Tuition**

This bill would prohibit the charging of tuition or mandatory systemwide fees for enrollment at a campus of the California State University for any academic year, up to 2 academic years, to a California Community College resident transfer student who has completed an associate degree for transfer or has received a fee waiver pursuant to the California College Promise.

ASCCC Positions/Resolutions: The ASCCC has always opposed fees for education in the CCC system.

Status: Referred to Committee on Higher Education (January 17, 2020).

Bill appears to be dead for this year

### **AB1930 (Medina): Student Eligibility Requirements**

This bill would require the trustees, and request the regents, before making any change in student eligibility policy that adds eligibility requirements that impact students across its segment, to coordinate with the other segment to align their respective student eligibility policies and to commission an independent study by a third-party research organization to assess the impact of the change in student eligibility policy on the eligibility rates of the graduates of public secondary schools who are members of underrepresented student groups.

The bill would also require, if either the trustees or the regents approve a change in student eligibility policy that adds eligibility requirements that impact students across its segment, that an implementation committee be convened to develop a multiyear plan for that segment to work with the public elementary and secondary school system, the California Community Colleges, and the governing body of the other segment to implement the change, and would require in those circumstances annual progress reports to the Governor, the Legislature, and the governing body of the other segment, as specified.

Status: Referred to Committee on Education (July 1, 2020).

### **AB1970 (Jones-Sawyer): Pilot Program for Free Tuition and Fees: Working Group**

This bill would establish a working group consisting of representatives from the State Department of Education, the Board of Governors of the California Community Colleges, the Trustees of the California State University, and the Regents of the University of California to consider the creation of a pilot program, as specified, that would provide free postsecondary education in the state by replacing the system of charging students tuition and fees for enrollment at a public postsecondary institution. The bill would require the working group to submit a report to the Legislature on the pilot program.

ASCCC Positions/Resolutions: The ASCCC has always opposed fees for education in the CCC system.

Status: In Committee: hearing postponed by committee (April 6, 2020).  
Bill appears to be dead for this year

#### **AB2009 (Cunningham): Human Trafficking Awareness Training**

This bill would require, no later than July 1, 2021, the Chancellor's Office of the California Community Colleges to enter into an agreement with an experienced provider of training for persons preparing for licensing and employment as professional commercial truck drivers for the development and provision of instructional material necessary to add human trafficking awareness training to the curriculum of students pursuing this course of study and to disseminate information about how to obtain and use this instructional material to community colleges and private postsecondary educational institutions offering these programs.

ASCCC Positions/Resolutions: There are currently 5 CCCs that offer truck driving as part of their curriculum under TOP Code 0947.50

Status: Referred to Committee on Higher Education (February, 14 2020).  
Bill appears to be dead for this year

#### **AB2019 (Holden): CCAP Agreements**

This 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.

ASCCC Positions/Resolutions: ASCCC has multiple resolutions supporting dual enrollment; this bill would expand dual enrollment opportunities to incarcerated youth. The CCCCO is proposing to support this bill

Status: Referred to Committee on Education (June 23, 2020)

**AB2156 (E. Garcia): Concurrent award of associate degree and high school diploma**

This bill would provide that, notwithstanding the provisions referenced above or any other law, a community college district may establish and offer to students a course of study leading to the concurrent award of an associate degree and a high school diploma.

ASCCC Positions/Resolutions: Resolution 13.01 (F12) asked the ASCCC to examine the impacts of auto-awarding degrees and report back; a Rostrum was published in Feb 2015 regarding this issue: <https://asccc.org/content/automatic-awarding-degrees-and-certificates—considerations-local-senates>

Status: In Committee: hearing postponed by committee (April 6, 2020).

Bill appears to be dead for this year

**AB2335 (Rivas): Community Colleges: Student Equity Plans**

This bill would require student equity plans to include campus-based research as to the extent of student equity for students who are currently or were formally in the juvenile justice system.

ASCCC Positions/Resolutions: At the F19 Plenary, the delegates passed resolution 03.06 (F19) which called for the ASCCC to work with the CCCCCO to including currently and formerly incarcerated youth in equity plans: <https://asccc.org/resolutions/include-currently-and-formerly-incarcerated-youth-equity-plans>

Status: In Committee: hearing postponed by committee (April 6, 2020).

Bill appears to be dead for this year

**AB2494 (Choi): Course credit for prior military education, training, and service.**

This bill would require the Office of the Chancellor of the California State University, in collaboration with the Academic Senate of the California State University, and request the Office of the President of the University of California, in collaboration with the University of California, Academic Senate, to develop, by September 1, 2021, a consistent policy to award military personnel and veterans who have an official Joint Services Transcript course credit similar to the policy developed by the Office of the Chancellor of the California Community Colleges under existing law. The bill would also require that each campus of the California State University, and request that each campus of the University of California, have, by December 31, 2022, a policy consistent with the respective policies developed by the Office of the Chancellor of the California State University and the office of the president and post on its internet website the most recent policy adopted pursuant to the bill.

Status: From committee chair, with author's amendments: Amend, and re-refer to committee. Read second time, amended, and re-referred to Committee on Education (July 7, 2020).

**AB2764 (Gloria): Waiver of Open Course Provisions: military personnel**

This bill would waive open course provisions in statute or regulations of the board of governors for any governing board of a community college district for classes the district provides to military personnel on a military base, and would authorize the board of governors to include the units of full-time equivalent students generated in those classes for purposes of state apportionments.

Status: In Committee: hearing postponed by committee (April 6, 2020).

Bill appears to be dead for this year

**AB2776 (Lackey): Statewide baccalaureate pilot program**

This bill would express the intent of the Legislature to enact subsequent legislation pertaining to the statewide baccalaureate degree pilot program.

Status: In Committee: hearing postponed by committee (April 6, 2020).

Bill appears to be dead for this year

**AB2982 (Salas): Textbook Affordability**

This bill would establish the Fair Access to College Textbooks Act as part of the Donahoe Higher Education Act.

ASCCC Positions/Resolutions: The ASCCC has multiple resolutions supporting the increase in OER and the creation of the OERI, and around textbook affordability as a whole.

Status: Re-referred to Committee on Higher Education (May 5, 2020).

Bill appears to be dead for this year

**AB3000 (Frazier): Credit for Prior Learning**

This bill would change the statutory deadline for the chancellor to submit the report on Credit for Prior Learning to January 1, 2022 (two-year extension)

Status: In Committee: hearing postponed by committee (April 6, 2020).

Bill appears to be dead for this year

### **AB3310 (Muratsuchi): Ethnic Studies**

This bill would, commencing with the 2021–22 academic year, require each community college district to offer courses in ethnic studies at each of its campuses. The bill would require that the units earned by students for successful completion of these courses would be eligible for transfer and, if applicable, would meet ethnic studies graduation requirements at the California State University. The bill would also, commencing with the 2023–24 academic year, require each community college district to require the completion of at least one course in ethnic studies of at least 3 units as a requirement for a student to obtain an associate degree. The bill would require the Chancellor of the California Community Colleges to develop and adopt appropriate regulations for the implementation of these provisions.

ASCCC Positions/Resolutions: ASCCC wrote a letter taking an oppose position on this bill, mainly around concerns about curriculum being written into law. The letter is here: <https://asccc.org/sites/default/files/AB%203310%20%28Muratsuchi%29%20-%20Letter%20of%20Oppose.pdf>

Status: In Committee: hearing postponed by committee (April 6, 2020).

Bill appears to be dead for this year

## **Legislation – Senate**

### **SB874 (Hill): Baccalaureate Degrees**

Currently language is spot bill language; may be acted on 21 February 2020.

ASCCC Positions/Resolutions: At its Fall 2019 plenary session, the ASCCC voted to support baccalaureate degrees in the CCC system, to remove the pilot designation from the 15 colleges currently offering these programs, and to expand the current offerings with a prioritization in allied health. See resolutions 6.01 (F19) and 6.02 (F19).

Status: Re-referred to Committee on Education (March 16, 2020).

Bill appears to be dead for this year

### **SB987 (Hurtado): Premedical Pathway Pilot Program**

This bill would express the intent of the Legislature to enact legislation that would establish a pilot program for purposes of facilitating premedical pathways to medical school for students attending community colleges.

Status: Re-referred to Committee on Committee on Rules (February 20, 2020).

Bill appears to be dead for this year

**SB1026 (Wilk): Statewide Baccalaureate Degree Pilot Program**

This bill would make a non-substantive change in a provision related to the statewide baccalaureate degree pilot program. (Spot bill)

ASCCC Positions/Resolutions: At its Fall 2019 plenary session, the ASCCC voted to support baccalaureate degrees in the CCC system, to remove the pilot designation from the 15 colleges currently offering these programs, and to expand the current offerings with a prioritization in allied health. See resolutions 6.01 (F19) and 6.02 (F19).

Status: Re-referred to Committee on Committee on Rules (February 27, 2020).

Bill appears to be dead for this year

**SB1083 (Pan): Mental Health Counselors**

This bill would express the intent of the Legislature to enact later legislation that would require the Trustees of the California State University and the governing board of each community college district to have one full-time equivalent mental health counselor with an applicable California license per 1,500 students enrolled at each of their respective campuses to the extent consistent with state and federal law.

ASCCC Positions/Resolutions: The ASCCC has repeatedly called for the inclusion of more counselors, and supported the intent of previous legislation around mental health services (see resolution 06.04 (S16): <https://asccc.org/resolutions/mental-health-services>)

Status: Re-referred to Committee on Committee on Rules (February 27, 2020).

Bill appears to be dead for this year

**SB1104 (Hill): Statewide Baccalaureate Degree Program**

This bill would make a non-substantive change in a provision related to the statewide baccalaureate degree pilot program. (Spot bill)

ASCCC Positions/Resolutions: At its Fall 2019 plenary session, the ASCCC voted to support baccalaureate degrees in the CCC system, to remove the pilot designation from the 15 colleges currently offering these programs, and to expand the current offerings with a prioritization in allied health. See resolutions 6.01 (F19) and 6.02 (F19).

Status: Re-referred to Committee on Committee on Rules (February 27, 2020).

Bill appears to be dead for this year

**SB1155 (Hertzberg): LACCD Pilot Program**

This bill would establish the Los Angeles County Community Colleges Common Course Numbering Pilot Project, and would require the chancellor to convene a pilot project task force. The bill would require the task force to develop a common course numbering system in the subjects of mathematics and language arts. The bill would require the chancellor to invite designated community college districts, all of which are located in Los Angeles County, to participate in the task force. The bill would require the task force to complete its work no later than December 31, 2021, and would require the chancellor to submit a report on that work to the Legislature no later than March 31, 2022, as specified.

**Status:** March 25 hearing postponed by committee (March 18, 2020).

**Bill appears to be dead for this year**

## **Other Bills of Interest**

### **AB 2003 (Cristina Garcia): Feminine Hygiene Products**

This bill would require a community college to stock 50% of the school's restrooms with feminine hygiene products, as defined. The bill would prohibit a community college from charging for any menstrual products, including feminine hygiene products, provided to students.

**Status:** In Committee: Hearing postponed by committee (April 6, 2020).

**Bill appears to be dead for this year**

### **AB2023 (Chiu): Name and Gender Changes**

This bill would require a campus of the University of California, California State University, or California Community Colleges to update a former student's records to include the student's updated legal name or gender if the institution receives government-issued documentation, as described, from the student demonstrating that the former student's legal name or gender has been changed.

**Status:** In Committee: Hearing postponed by committee (April 6, 2020).

**Bill appears to be dead for this year**

### **AB2190 (Medina): Board of Governors of the CCCs**

This bill would eliminate the prohibition against a student member voting during the student member's first year on the board. It is supported by the SSCCC.

**Status:** Referred to Committee on Education (June 23, 2020).

**AB2353 (McCarty)**

This bill would require the California School Finance Authority to administer a competitive grant program to provide planning grants to California community colleges that are exploring or determining if they can offer affordable student rental housing, as defined. The bill would require the authority to ensure that the selection process meets certain requirements, and to provide technical assistance to community colleges that receive planning grant funds for the purpose of exploring and determining if they can offer affordable student rental housing. The bill would make the implementation of these provisions contingent upon an appropriation by the Legislature in the annual Budget Act or another statute for these purposes.

**Status:** Re-referred to Committee on Higher Education (May 5, 2020).

**Bill appears to be dead for this year**

**AB 2388 (Berman): Housing and Basic Needs**

Bill was amended to only encourage hiring Basic Needs Coordinators and delete the Chancellor's Office reporting requirements

ASCCC Positions/Resolutions: The ASCCC supported Berman's initial bill (AB 302, 2019) to allow for students to park in their cars; there have also been presentations about student housing insecurity and food insecurity at a range of events attended by the ASCCC Executive Committee.

**Status:** From committee chair with author's amendments: Amend and re-refer to committee. Read second time, amended, and re-referred to Committee on Education (July 7, 2020).

**AB2578 (Irwin): CSU: Proficiency level of entering students**

This bill would require the California State University to provide specified information to the Legislature about the placement of freshmen at each of its campuses for purposes of certain general education requirements in one report to be submitted by April 1 of each year. This placement information would include the numbers of freshmen at each campus, the freshmen's levels of general education written communication and mathematics and quantitative reasoning placement, an analysis of the factors used by the university in its determination of freshmen's levels of that placement, an analysis of any equity gaps by income, race, or ethnicity within and across the university's levels of that placement, and the university's plan to address any such gaps.

**Status:** Referred to Committee on Education (June 23, 2020).



**AB2910 (Weber) – Board of Trustees Student Members**

This bill would entitle each student member of the governing board to make and second motions and to receive the same compensation as a regular board member without further authorization of the governing board.

This bill is supported by the SSCCC.

**Status: In Committee: Hearing postponed by committee (April 6, 2020). Bill appears to be dead for this year**

**AB2972 (Limon): Undocumented Students**

This bill would require the Board of Governors of the California Community Colleges and the Trustees of the California State University, and encourage the Regents of the University of California, to create a systemwide training program, for the administrators, as defined, of those respective segments to complete annually, relating to undocumented students, Deferred Action for Childhood Arrivals (DACA), federal and state laws related to immigration generally, state law relating to exemption from nonresident tuition, and resources that the system or campus has for undocumented students. The bill would specify that these online training programs would be available to all faculty and staff of the segments, and would require the governing bodies of the segments to encourage faculty and staff, particularly advisors, counselors, and human resources specialists, to take the training.

ASCCC Positions/Resolutions: The ASCCC has multiple resolutions supporting DACA students.

**Status: Referred to Committee on Education (June 23, 2020).**

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

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

**Status: Referred to Committee on Education (June 23, 2020).**

**AB3189 (Medina): Donahue Higher Education Act: Student Housing**

This bill would add to the act a provision declaring a finding of the Legislature that there is a need for more housing to be provided for students at the campuses of the postsecondary educational institutions of this state.

Status: Read first time (February 24, 2020).

Bill appears to be dead for this year

### **AB3207 (Gipson): Community College Student Housing**

This bill would provide that the governing board of a community college district is authorized to construct and maintain, instead of dormitories, student housing in connection with any community college campus within the district. The bill would further provide that, notwithstanding any other law, a community college district is authorized to expend, for the construction and maintenance of student housing, funds allocated pursuant to the Community College Facility Deferred Maintenance and Special Repair Program. To the extent that this bill would authorize the expenditure, for student housing, of funds previously allocated under the program for deferred maintenance and special repair, the bill would make an appropriation.

Status: In Committee: Hearing postponed by committee (April 6, 2020).

Bill appears to be dead for this year

### **AB3299 (Gipson): CCC Chancellor**

This bill would make non-substantive changes to provisions on pertaining to the appointment, compensation, duties, and responsibilities of the chancellor.

Status: Read first time (February 24, 2020).

Bill appears to be dead for this year

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

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

Status: Referred to Committee on Education (June 23, 2020).

## **Assembly Constitutional Amendments**

### **ACA 5 (Weber): Governmental Preferences**

The California Constitution, pursuant to provisions enacted by the initiative Proposition 209 in 1996, prohibits the state from discriminating against, or granting preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting. The California Constitution defines the state for these purposes to include the state, any city, county, public university system, community college district, school district, special district, or any other political subdivision or governmental instrumentality of, or within, the state.

This measure would repeal these provisions. The measure would also make a statement of legislative findings in this regard.

This ACA has been gaining momentum and has the support of the CCCCCO among other groups. The ASCCC Executive Committee, in the absence of plenary, can choose to take a position on this if it is the will of the committee.

ASCCC Positions/Resolutions: The ASCCC passed a number of resolutions around Prop 209 after the initial passage; those can be found here:

<https://asccc.org/search/node/209%20type%3Aresolution>

The Executive Committee agreed at its 15 May 2020 meeting to support ACA 5; a letter of support was sent to the author's office.

**Status: On November 2020 ballot as Proposition 16**

### **Legend**

ACR = Assembly Concurrent Resolution      ACA = Assembly Constitutional Amendment  
AB = Assembly Bill                              SB = Senate Bill

A glossary of commonly used terms can be found on the ASCCC Legislative Updates page:  
<https://asccc.org/sites/default/files/A%20GLOSSARY%20OF%20LEGISLATIVE%20TERMS.pdf>



## Executive Committee Agenda Item

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

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

### BACKGROUND:

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

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



## Executive Committee Agenda Item

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

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

### BACKGROUND:

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

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



## Executive Committee Agenda Item

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

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

### BACKGROUND:

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

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



## Executive Committee Agenda Item

SUBJECT: Academic Freedom Paper: Second Read		Month: August	Year: 2020
		Item No: IV. E.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the Second Read of Academic Freedom Paper.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Stephanie Curry	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

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

### BACKGROUND:

The 2019-2020 ASCCC Ed Policy Committee drafted an Academic Freedom Paper in response to [Resolution 01.03 \(F18\): Academic Freedom: ASCCC and Local Senate Recommendations](#). The ASCCC Executive Committee reviewed the first draft of this paper in January 2020. The paper was revised and expanded upon due to that feedback. The committee now requests a second read and approval of the document to be put before the body at the Fall 2020 Plenary.

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

*Academic Senate for California*

*Community Colleges*

**Protecting the future of Academic  
Freedom during at time of significant  
change**



## **Educational Policies Committee 2019-2020**

Nathaniel Donahue, ASCCC At Large Representative (Chair)

Stephanie Curry, ASCCC North Representative

Wendy-Brill-Wynkoop, College of the Canyons

Julie Bruno, Sierra College

Angela Echeverri, Los Angeles Mission College

Manuel Velez, San Diego Mesa College

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## **Introduction**

### **Academic Freedom Defined**

Academic Freedom is a fundamental concept which exists to ensure that our institutions of higher education function for the public good, and assures that our colleges are constructed on the foundations of genuine trust. For over a century, members of The American Association of University Professors (AAUP) have been the agile guardians, careful stewards, and erudite experts regarding the principle of academic freedom and its application in the faculty profession. In their historic “Statement on Academic Freedom and Tenure”<sup>1</sup> from 1940 ([Appendix 1](#)), the AAUP provides the definitive definition of academic freedom. Their major parameters state that the privilege and responsibility of academic freedom guarantees faculty “freedom in the classroom in discussing their subject,” “full freedom of research and in the publication of the results,” and the freedom from “institutional censorship or discipline” in their extramural speech. These three foundational principles protect discipline-based academic work from being corrupted or conducted for any other reason than the advancement of the public good.

### **California Community College Changing Demographics**

When the AAUP first presented their “Statement of Principles on Academic Freedom and Tenure” in 1940 the community college campus was certainly a different place in terms of student and faculty demographics. In fact, in the California Community Colleges during that

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<sup>1</sup> <https://www.aaup.org/file/1940%20Statement.pdf>

time, students of color (Latinx, Black, Native American, and Asian students) collectively made up less than half of the students enrolled in courses, while White students made up the largest group. Today, our student makeup is quite different. In terms of ethnicity, for example, according to demographic data from the CCC Chancellor's office, students of color make up close to 65% of our student body while our White students represent 26%.

For faculty the shift has not been as significant, however changes in faculty demographics have been noticeable. Whereas in the 1940s faculty of color on college campuses were severely under-represented, today that representation has improved slightly. In fact, in the California community colleges today, tenured or tenure-track faculty of color make up over 34% of the total faculty while White faculty make up over 58% (adjunct demographics are similar to tenure). Similarly, when looking over demographics of faculty in relation to gender, a significant difference can be seen between 1940 and today. Whereas in the 1940s women made up only a small fraction of faculty on our campuses, today they represent well over 50% of our tenured and adjunct faculty. According to the Chancellor's Office, 54% of all full-time tenured or tenure track faculty identify as female. Finally, in reference to LGBTQ faculty and students, noticeable changes can also be discerned despite the fact that little data currently exists in this area (while California's AB 620 encourages CCCs to collect aggregate data on gender identity and sexual orientation, it doesn't require it). However, it's important to recognize that the passage of AB 620 in 2011 as well as the establishment and increase of LGBTQ centers/alliances on college campuses certainly indicates positive trends in recognizing and creating space for LGBTQ faculty and students. In the CCCs alone, at least 17 colleges have established LGBTQ safe-zones and alliances reflecting this trend.

All of this indicates that today's college campus is vastly different in terms of "diversity" than it was certainly in the 1940s when the AAUP presented their "Statement of Principles on Academic Freedom and Tenure" and raises important questions of the role of Academic Freedom in relation to these historically and currently marginalized communities. Can a concept developed during a time when these communities were minimally considered (if at all) apply equally to them today? Are there other considerations that must be identified and addressed in regards to Academic Freedom given the changes in diversity of today's campus community?

In considering these questions, the Academic Senate for California Community Colleges begins a deep and sustained conversation on academic freedom. California Community Colleges are in a period of significant and systemic change. Faculty are engaging with and challenging each other to act in adopting culturally responsive teaching, in eliminating racism in all its forms (interpersonal, institutional, systemic), and in serving the whole student in ways that provide care and support as well as ensure a clear and direct path toward reaching their educational goal. At this time of great change in our system, academic freedom may not be on the minds of many faculty. However, the principles in academic freedom are at the core of what we do as professionals in our classrooms, at our colleges, and in our communities. The purpose of this paper is not to be the definitive word on academic freedom in our system. Rather, it is to begin an exploration of what academic freedom means and how it should be protected and implemented in the California Community Colleges. This paper does not attempt to cover every aspect or nuance of academic freedom and its practice by faculty. (In fact, this should be one in a series of papers.) Rather this paper strives to lay a foundation to ensure the

principles remain strong and flexible to adapt to the changing environment in the California Community Colleges and academia.

### **Academic Freedom and Free Speech**

Sometimes the concept of academic freedom is confused with the Constitutional Right to Free Speech<sup>2</sup>, presumably because both concepts regard principles of free expression. But these rights differ both in those who possess them, and what they guarantee. Free Speech is the right of every individual in the United States, and enshrined by the First Amendment. The freedom of speech protects a wide range of all-encompassing expression, including “the right to one’s own opinion, however unfounded, however ungrounded, and extends to every venue and institution.”<sup>3</sup> Furthermore, first amendment freedom of speech guarantees the right of all people in the United States “the expression of their ideas, no matter how true or false they may be.”<sup>4</sup> Academic Freedom is different, and in many ways more restrictive. It is a right held by “educators in pursuit of their discipline,”<sup>5</sup> and “addresses rights within the education contexts of teaching, learning, and research both in and outside the classroom for individuals at private as well as public institutions” and is “based in the pursuit of truth.”<sup>6</sup> Whereas, freedom of speech makes no requirement on the quality and type of expression, and indeed protects all forms of expression almost unconditionally, academic freedom is very concerned with the

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<sup>2</sup> <https://constitution.congress.gov/constitution/amendment-1/#:~:text=Constitution%20of%20the%20United%20States&text=Congress%20shall%20make%20no%20law,for%20a%20redress%20of%20grievances.>

<sup>3</sup> <https://www.amacad.org/news/free-speech-and-academic-freedom.>

<sup>4</sup> <https://www.aaup.org/sites/default/files/Dutt-Ballerstadt.pdf>

<sup>5</sup> <https://www.oah.org/about/governance/policies/academic-freedom-guidelines-and-best-practices/>

<sup>6</sup> <https://www.oah.org/about/governance/policies/academic-freedom-guidelines-and-best-practices/>

quality and context of expression in order that it may contribute to both the academic discipline and the public good in “the pursuit of truth.” The absence of strong academic freedom policies and practices with protection of those practices leave knowledge, teaching, learning, and our students at risk of corruption from outside forces who would like to harness the power and promise of education for motives focused on profit, social oppression, and the political suppression of critical thinking and informed dialogue.

Academic Freedom is preserved and strengthened by the tenure process, which like academic freedom exists to ensure the public trust in institutions of higher education and the public servants who work in them. Without the professional security that tenure provides, faculty, their teaching and their research, may be subject to influences that possess motivations misaligned with the stewardship of the public good and the “pursuit of truth.”

### **The Practice of Academic Freedom**

The practice of academic freedom assures that the conditions are created for the unfettered advancement of knowledge “in the pursuit of truth.” It promises that the contributions faculty make to their disciplines, in teaching and research, are uncorrupted by outside forces who would seek to harness the power of education, and the students who seek it, for their own self-centered selfish ends or to maintain the status quo. These motivations may not necessarily be in alignment with the creation of an informed citizenry and an educated society. Indeed, this point deserves emphasis right away: Academic Freedom is required so that the faculty professionals who teach and research are protected from external forces that might try to influence the development of culture, science, and knowledge in order to serve any



interest other than the intellectual, socioeconomic, and socioemotional advancement of students through the attainment of an education. Often misunderstood and nefariously cast as a principle that exists to advance the political opinions or interests of a learned elite, on the contrary, academic freedom is a requisite that protects against the political, economic, moral, and intellectual corruption of our institutions of higher education. It does not give teachers the right to impose their personal or political views upon students, ignore college or university regulations, to defend any form of professional incompetence, or to teach outside their subject matter or the official course outline of record. Academic Freedom is a fundamental concept that exists to ensure that our institutions of higher education function for the public good, and assures that our colleges are constructed on the foundations of genuine trust.

### **Academic Freedom and Marginalized Communities**

When we discuss diversity in a campus community we refer to a demographic perspective of it that reflects the diverse nature of those communities and those students. In this sense, discussions such as hiring, retention, and support of faculty are important but are only indirectly related to academic freedom. Instead, academic freedom, as defined by the AAUP, relates to freedom of research and publication, freedom in the classroom to discuss their subjects, and freedom to have public discussions. In this sense then, while discussions of retention and hiring are certainly important in terms of diversity, discussions on academic freedom in relation to these communities should focus more on issues related to these three “freedoms” and how they relate to them.

## **Freedom of Research and Publication**

It's important to consider the demographic change on our campuses not only as one that has created a more diverse population, but more importantly one that has introduced diverse concepts and ideas into an academic environment that has and continues to be dominated by patriarchal euro-centric paradigms. This is evident especially in CCCs where the growth of Ethnic Studies related programs has continued to increase yearly and the introduction of General Education courses with emphases on marginalized communities has as well. These are strong indications of the growing influence of a diverse faculty on the academic discourse in our colleges and certainly a benefit for our students. In many ways academic freedom has played an important role in ensuring that this influence could exist. Not only is this evident in the establishment of Ethnic Studies programs but perhaps even more so in the proliferation of publications and research related to marginalized communities. Scholars in the recent years have placed much emphasis on researching communities who have once been ignored by academia. Scholarly texts on Black, Latinx, Women's and LGBTQ History are beginning to fill our bookshelves as faculty exercise their freedom to research what they believe to be relevant. This proliferation in publications leads to more exposure of these communities and ideas to our students as faculty introduce them in their curriculum and, as indicated in extensive research, provide our students with a stronger education.

However, this change does not come without resistance. Because the focus on historically marginalized communities must also include an analysis of the forces responsible for that marginalization, research from these communities tends to challenge and undermine long-held academic paradigms which are based on patriarchal and Eurocentric notions, and which

still dictate academic discourse and curriculum today. For this reason, the introduction of this research tends to come with controversy and resistance. Historically, examples of this can be found as far back as the early 1900s when faculty were fired for writing about topics such as pre-marital sex or socialist movements. Today, this controversy can be found in the focus on “Decolonization of curriculum” a growing academic concept that attempts to challenge the long-established traditional notions of pedagogy and academics by focusing on paradigms that replace and undermine those established by colonization. As discussions of “decolonization” grow, attempts to dismiss it can also be found. Opponents of this concept dismiss it as “political activism” or attempts at “political correctness” and as such remove it from the realm of academic discourse. This “trivialization” often serves to discourage faculty from pursuing research in these areas and serves to protect patriarchal and Eurocentric paradigms. In this sense then, academic freedom serves a function counter to what it was intended to serve. Rather than encouraging the freedom to research and publish, academic freedom can be used by those opposed to new paradigms and focuses as a means of protecting traditional ones and discourage faculty from marginalized communities from introducing concepts which may address and improve the campus experience for all faculty and students.

Another area where academic freedom in research and publication has been an engine for progress and the common good is in medicine and the sciences. The ability to challenge prevailing wisdom or the status quo always has been instrumental to great advances in our understanding of the natural world. In many cases new ways of thinking and free inquiry were initially vehemently opposed by other scholars and society at large, but when the truth eventually prevailed, it led to monumental paradigm shifts. Whether it involved challenging

creationism, geocentrism, Lamarkism, spontaneous generation, or the etiology of infectious diseases, history is replete with cases in which the pursuit of knowledge and progress have been hindered by the lack of academic freedom in research and publication. For example, Ignaz Semmelweis' groundbreaking studies in the 1840s on the cause of childbirth fever in obstetric wards and the importance of handwashing in its prevention, was met with such ridicule, hostility, and resistance from his fellow physicians, that he was forced to leave his job<sup>7</sup>. An untold number of women and children tragically and unnecessarily lost their lives as a result of the initial suppression of his findings. While today most of us understand that handwashing is essential in preventing the spread of infectious disease, at one point in history making doctors wash their hands was considered a radical notion. Clearly this is one example where academic freedom could have protected not only Semmelweis' job and right to publish his research, but also the pursuit of knowledge and the common good.

### **Freedom in the Classroom**

The second freedom identified by the AAUP recognizes the freedom of faculty to teach and discuss the subjects they choose within the classroom. This freedom is of special relevance for students in that it directly relates to their rights to learn, a right also specifically identified by the AAUP. This freedom has allowed for faculty to introduce concepts to their students that are free from political, administrative, or monetary influence and recently has also allowed for a more diverse perspective in regards to marginalized communities within the classroom directly. By introducing concepts and topics into an academic setting such as a classroom,

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<sup>7</sup> <https://www.npr.org/sections/health-shots/2015/01/12/375663920/the-doctor-who-championed-hand-washing-and-saved-women-s-lives>

faculty in essence validate those concepts and topics as worthy of academic discourse for their students. In cases where topics reflect the students' own background and cultural history this validation serves to validate their own presence on campus and give them a sense of belonging. Examples of this have become more and more common since the beginning of the early 1900s. One such example is the publication of the book, *With His Pistol in His Hand* by Dr. Americo Paredes. This book focused on the role of the *Corrido* in Mexican-American society in the early 1900s and represented thorough research on the Mexican-American experience in the Southwest at that time. Dr. Paredes' work became the first extensive research of Mexican-American folklore in the United States and served as the foundation for continued research in that culture. Today, Paredes' book is still widely read and discussed in college courses throughout California as are other topics related to Mexican-American and other ethnic cultures. Such teachings help to give students a well-rounded and comprehensive perspective of their societies and a stronger education overall and once again academic freedom has served as a driving force in its proliferation. In fact, today the number of courses that focus on marginalized communities continues to increase and academic freedom can be directly attributed to this increase

Unfortunately, as with the freedom to research and publish, the freedom to teach and introduce these new concepts and topics can come with resistance as well. This resistance may come in the form of administrative support at the campus level or even from within the faculty itself. Once again, because the study and as such the teaching of marginalized communities necessarily includes a discussion of the conditions that cause their marginalization, it is often challenged and discouraged by those who embrace more traditional paradigms and trivialized

by those who don't see it as fitting within the traditional paradigms of academia. In his article, "How and Why is Academic Freedom Important for Ethnic Studies" David Palumbo-Liu echoes this idea:

"Ethnic studies is particularly vulnerable to denials of or infringements upon academic freedom not only because the kinds of knowledge it generates are considered peripheral to the core mission of the university, but also because its modality of opposition and contestation wins it no friends among most administrators."<sup>8</sup>

At the administrative level this may mean that courses with focus on such communities are given less priority and as such offered less than other courses. It may also mean less priority on hiring of faculty who emphasize these communities in their research. Resistance may also come from faculty who oppose these new concepts and perspectives. This resistance often comes as challenges to the academic integrity of the concepts or topics and thus removes them from the protection of academic freedom.

### **Freedom for Public Discussion**

Perhaps no other freedom as defined by the AAUP has been most impacted by modern developments than the freedom for public discussion. Twenty-first Century technological advancements have enabled a level of public discourse never even imaginable in the 1940s. This advancement certainly comes with myriad advantages in regards to freedom of expression for everyone, however in regards to academic freedom it has added layers of complexities and challenges that cannot be completely addressed in this paper. However, it is important to note

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<sup>8</sup>[https://www.researchgate.net/publication/298209175\\_Why\\_and\\_How\\_Is\\_Academic\\_Freedom\\_Important\\_for\\_Ethnic\\_Studies](https://www.researchgate.net/publication/298209175_Why_and_How_Is_Academic_Freedom_Important_for_Ethnic_Studies)

the important role that these advancements have played in the evolution of college curriculum and the inclusion of new and dynamic pedagogical approaches that challenge long-standing academic norms. While social media sites such as Twitter and Facebook can serve as volatile spaces for discussion, nevertheless they offer a level of discursive engagement for marginalized communities that did not previously exist.

Unfortunately, the volatility of social media can also threaten academic freedom. The case Steven Salaita, a newly-hired tenured faculty member of the Indian Studies department at the University of Illinois in Urbana-Champaign, is a clear example of this threat. In 2014 Salaita criticized U.S. policy in regards to Israel and Palestine via social media platforms. This criticism, along with growing public demands, drove the University of Illinois to rescind its offer of employment<sup>9</sup>. Certainly, this case exemplifies the complexities of academic freedom in this social media age. While Salaita's comments weren't made in an academic environment nor in a peer-reviewed article clearly, they still fall under the definition of "public discussion" and as such can be categorized as academic freedom. However, given that social media is a recent phenomenon it is something that deserves and necessitates stronger focus.

### **Academic freedom, tenure, and shared governance for full and part time faculty**

In the California Community College system, college governance must adhere to Education Code and Title 5 regulation, as codified in local policies, procedures, and practices.<sup>10</sup> Academic senates spend an extraordinary amount of time and energy ensuring that governance as it relates to academic and professional matters, follows the law and is effective for the

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<sup>9</sup> <https://www.insidehighered.com/news/2015/04/28/aaup-slams-u-illinois-handling-steven-salaita-case>

<sup>10</sup> For more information, see the ASCCC Local Senates Handbook, <https://www.asccc.org/papers/handbook2015>

institution. However, in focusing on the effectiveness of college governance, faculty tend not to pay as close attention to academic freedom as the “indispensable requisite for unfettered teaching and research in institutions of higher education”<sup>11</sup> nor to the role that tenure affords in safeguarding the protections of academic freedom. The principles inherent in both academic freedom and tenure provide not only protections for the profession but also delineate the responsibilities faculty have to their disciplines, the students, the institution, the public, and each other. Since the strength of the protection of academic freedom and tenure affects all faculty, it is an issue that should be of deep concern for both academic senates and unions. As such, it is imperative that both organizations work together to ensure the vitality and survival of academic freedom and tenure in our system. In recognizing how important academic freedom is to our profession, we must also recognize that its very existence is inextricably dependent upon tenure. As confirmed by AAUP, a principle purpose of tenure is to safeguard academic freedom.<sup>12</sup>

### **Academic Freedom and Tenure**

In 1988, AB 1725 (Vasconcellos)<sup>13</sup> included mention of the importance of full-time faculty to the community colleges. This sentiment was later included in Title 5 as an aspirational goal (frequently referred to as 75/25) for 75% of instruction to be performed by full time, tenured or tenure track faculty. The goal is also referenced in Education Code 87482.6<sup>14</sup> and

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<sup>11</sup> Protecting Academic Freedom, <https://www.aaup.org/our-work/protecting-academic-freedom>

<sup>12</sup> Tenure, <https://www.aaup.org/issues/tenure>

<sup>13</sup> <https://edsource.org/wp-content/uploads/old/ab1725.PDF>

<sup>14</sup> [http://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=87482.6#:~:text=\(1\)%20In%20computing%20the%20percentage,instruction%20taught%20by%20full%2Dtime](http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=87482.6#:~:text=(1)%20In%20computing%20the%20percentage,instruction%20taught%20by%20full%2Dtime)



details the use of full-time obligation number (FON) and funding in an effort to make progress on the goal. Regardless of the support of both Education Code and Title 5, the community college system has never met that goal, which has critical implications for tenure, academic freedom, and governance, particularly in regards to collegial consultation.

Tenure in the California Community Colleges is threatened and has been for many years and consequently so has academic freedom. Funding for the California Community College system has always been unstable, dependent upon state allocations, property taxes, and political will. Overall, the state allocation per student had declined over time<sup>15</sup> and with the 2018 alteration in the system funding formula to include performance-based funding, district budgets have gone through considerable change both in the amount of funding colleges receive as well as the predictability of that funding. That uncertainty has only been exacerbated in recent times by the economic fallout caused by a global pandemic. In response to these financial uncertainties, historically community colleges have increasingly relied on part-time faculty who by the very nature of their employment status are easily hired or terminated depending on fluctuation in funding, in student headcount, course offerings, and staffing needs. Additionally, the community college system continues to rely on the Full-time Obligation Number (FON) to determine the minimum number of full-time faculty per district as required by the Board of Governors. Unfortunately, the FON has remained relatively unchanged since its inception in 1989. Rather than making progress toward the 75/25 goal, districts tend to use the FON as a ceiling rather than the floor to benchmark the number of full-time faculty to hire each

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<sup>15</sup> 2019 – CCCCO data mart funding per student funding remained relatively flat over past 10 years.

year resulting in stagnant and even decreasing numbers of tenure track faculty in the CCC system.<sup>16</sup> Currently, the community colleges have approximately 16,451 full-time faculty and 37,918 part time faculty.<sup>17</sup> Thus, approximately 70% of faculty within the system are not protected by tenure. The static number of full-time tenured faculty and the necessary corollary of reliance on part-time faculty has left colleges and the in a weakened position regarding tenure. This weakening of tenure adversely affects the protection and benefits of academic freedom, including participation in governance, for all faculty.

The numbers of full and part time faculty have a direct impact on academic freedom and the ability of faculty and colleges to engage in robust participatory or shared governance. Although academic senates represent all faculty in academic and professional matters, regardless of employment status, and all faculty share a commitment to fulfilling academic and professional responsibilities outlined in Title 5 (the 10+1), there exist structural barriers for part time faculty to participate in the governance of the college. One of the fundamental purposes of tenure is to protect faculty member's ability to speak truth to power without retribution. Although the strength of this protection varies widely across the system since it is frequently dependent upon college policies, contract language (Appendix 2), and due process procedures, the fact that tenure provides some protection for full time faculty is a privilege not experienced by part time faculty. Even if some, albeit weaker, form of tenured protection extends to part time faculty through seniority or rehire rights or due process rights under law, there still exists the pervasive threat of losing employment and minimal or nonexistent processes to grieve the

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<sup>16</sup> <https://www.asccc.org/sites/default/files/50-percent-Law-and-FON-Updated-Proposal.pdf>

<sup>17</sup> (Fall 2019 CCCCCO Data mart)

encroachment into areas of academic freedom. This threat has a chilling effect on participation in college governance. Furthermore, part time faculty are frequently unable to participate in governance due to their workload and if they are able, are rarely compensated for governance work. This burden was recognized as far back as 1988 in a passage from AB1725 (Vasconcellos):

“If the community colleges are to respond creatively to the challenges of the coming decades, they must have a strong and stable core of full-time faculty with long-term commitments to their colleges. There is proper concern about the effect of an over-reliance upon part-time faculty, particularly in the core transfer curricula. Under current conditions, part-time faculty, no matter how talented as teachers, rarely participate in college programs, design departmental curricula, or advise and counsel students. Even if they were invited to do so by their colleagues, it may be impossible if they are simultaneously teaching at other colleges in order to make a decent living” (AB 1725 Vasconcellos 1988 Section 4.b)<sup>18</sup>

If the majority of faculty within the community college system are uncompensated and unable to participate in college governance, then that burden falls solely on the full-time faculty. As the total number of full-time, tenure track faculty remains static, the full-time faculty that are involved are frequently overwhelmed with governance responsibilities since they come in addition to full teaching loads as well as being directly responsible for the implementation of statewide efforts such as the guided pathways frameworks which calls for a complete redesign of our colleges.

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<sup>18</sup>[http://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=87482.6#:~:text=\(1\)%20in%20computing%20the%20percentage,instruction%20taught%20by%20full%2Dtime](http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=87482.6#:~:text=(1)%20in%20computing%20the%20percentage,instruction%20taught%20by%20full%2Dtime)

## **Importance of academic senates and unions working together**

In assessing the state of academic freedom, tenure and governance within the community college system, it is obvious that faculty organizations must collaborate to improve the status of all three for the benefit of faculty, students, and the community at large. Although there may be times that a local academic senate has found itself at odds with interests or positions taken by the local collective bargaining unit or union, these conflicts, pitting one faculty group against another, do not serve faculty nor the institution well. It is important for both academic senates and unions to be clear of their purview in governance of the college and it benefits all for both entities to “stay in their respective lanes” and yet continue to collaborate on shared interests and issues. Academic freedom is one shared issue that is frequently neglected by both academic senates and unions. Although colleges have academic freedom policies and some unions have negotiated language into the contract, it may not be enough as faculty face direct threats to academic freedom.

## **ASCCC Academic Freedom Survey**

An Academic Senate for California Community Colleges survey on Academic Freedom (Appendix 3) showed that more than 50% of those responding indicated that their contract did not contain a robust policy on academic freedom with due process for both full and part time faculty. In another finding, approximately 47% of those survey indicated that their academic senate had not created a strong statement that defined the parameters of academic freedom for faculty. Only about half of respondents agreed that their local Academic Freedom statement and Board Policy were widely distributed and easily accessible to all faculty. More than 90% of respondents indicated that faculty did not receive training on academic freedom at their campuses. Respondents identified several topics that had been

debated with regards to academic freedom on their campuses including textbook selection, teaching methodology, implementation of statewide initiatives, faculty evaluations, grading policies, freedom of speech (in and out of the classroom), and curriculum offerings. More than 13% of those surveyed reported that outside organizations had been involved with the surveillance and censoring of college faculty and/or others on their campus. The survey results support the need for unions and senates to work together to protect academic freedom, tenure, and shared governance for all faculty.

### **Academic Freedom Policies and Collective Bargaining Agreements**

There are eighty-three faculty collective bargaining agreements in the California Community College system yet only forty have some mention of Academic Freedom. Many simply include reference to the local district board policy on academic freedom noting that faculty have a contractual obligation to observe all policies. When Academic Freedom is included in the collective bargaining agreement, this is the default. However, listing Academic Freedom in collective bargaining agreements, not as a right of faculty, but yet as another task that they must absorb as part of their work load is insufficient. The recent ASCCC survey on Academic Freedom revealed that only 45% of respondents agreed or strongly agreed that their contract contained a robust policy on Academic Freedom and due process for Academic Freedom for both full-time and part-time faculty. In order to protect academic freedom, the collective bargaining agreement should strive to assert the unique right of academia particularly in the area of tenure, evaluation, and due process. The agreements must acknowledge academic freedom as a right of a profession of the faculty and reference the standard definition in the 1940's AAUP statement of principles. In the AFT Guild Local 1931

2020-2022 Collective Bargaining agreement with San Diego Community College District<sup>19</sup> the faculty rights to academic freedom permeate the document not only by acknowledging the 1940 Statement of Principles but specifically called out in the right to faculty privacy including use of email and a noted expectation of the faculty to protect student's academic freedom. The collective bargaining agreement stands out in particular as an example incorporating the importance of academic freedom in the faculty evaluation process.

### **Academic Senate and Union Partnerships regarding Academic Freedom**

Academic senates must recognize that unions can be a powerful force to help combat the erosion of academic freedom and ensure faculty certain protections under academic freedom. According to the 2005 AAUP Academic Unionism Statement, there are a number of benefits from being a member of a union that complement the benefits of being a member of the academic senate including:

- Unions enable faculty and other members of the academic community, who would be powerless alone, to safeguard their teaching and working conditions by pooling their strengths.
- Unions make it possible for different sectors of the academic community to secure contractual, legally enforceable claims on college administrations, at a time when reliance on traditional advice and consent has proved inadequate.
- Unions may provide members with critical institutional analyses—of budget figures, enrollment trends, and policy formulations—that would be unavailable without the resources provided by member dues and national experts.
- Unions increase the legislative influence and political impact of the academic community as a whole by maintaining regular relations with state and federal governments and collaborating with affiliated labor organizations.

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<sup>19</sup> <https://aftguild.org/contracts/contracts.html>

- Unions reinforce the collegiality necessary to preserve the vitality of academic life under such threats as de-professionalization and fractionalization of the faculty, privatization of public services, and the expanding claims of managerial primacy in governance.<sup>20</sup>

In support of academic senates and unions working together, the 2005 AAUP statement goes on to say that “[s]trong senates and strong union chapters can work together to preserve and protect academic freedom on campus. Together, they establish the institutional terrain and precedents on which individual rights are defined, defended, and sometimes adjudicated.”<sup>21</sup>

### **Protecting Academic Freedom Together: Effective practices for Academic Senates and Unions**

In order to effectively represent faculty, local academic senates and unions should strive to create a collegial and collaborative relationship – one that delineates and respects the unique role of each entity and strives to support the other. Faculty are best served when both the academic senate and the union are strong. A faculty divided against itself undermines faculty academic and professional standards, impairs working conditions, and damages the educational integrity of the institution.

In defining the relationship, faculty need to be aware of the different approaches used by academic senates and unions. Negotiation is the primary tool used by unions to draft the contract between faculty and the district to determine the conditions of employment, such as but not limited to, wages, working hours, overtime, safety conditions, class size, evaluations procedures, due process for discipline, seniority, academic calendar, sick leave, retirement benefits, health benefits, professional development, grievance methods, and participation in

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<sup>20</sup> <https://www.aaup.org/academic-unionism-statement>

<sup>21</sup> <https://www.aaup.org/academic-unionism-statement>

the academic senate. On the other hand, academic senates develop policies and processes regarding academic and professional matters through collegial consultation with the board of trustees (or its designee). Collegial Consultation is defined as either or both: relying primarily upon the advice and judgment of the academic senate or by reaching mutual agreement.<sup>22</sup> Although very different, the approaches work as counterbalances to each other. When the union and the academic senate collaborate, the benefits of both approaches are clearly visible in the strengthening of the faculty as a whole and support the design of mutually beneficial college policies and processes, that are culturally informed and responsive to our diverse students, their dreams, goals and needs.

To reach a beneficial state, it may be helpful to create a joint agreement or memorandum of understanding between the academic senate and the union(s) to clearly define the role and purview of each entity and the working relationship between the two. In developing the agreement, it is best to do so when the entities are not in conflict or stressed in dealing with major concerns (Appendix 4). A collegial relationship between the academic senate and the union is critical so that each entity may represent faculty within its purview. A written agreement is one way to ensure the effectiveness of working together particularly as a road map to continue collaboration in the future through the change of faculty leaders of both bodies.<sup>23</sup>

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<sup>22</sup> Title 5 Section 53200

<sup>23</sup> For more information on establishing a collegial working relationship between the academic senate and union, refer to ASCCC Developing a Model for Effective Senate/Union Relations [https://www.asccc.org/sites/default/files/publications/senate\\_union\\_relations\\_1996\\_0.pdf](https://www.asccc.org/sites/default/files/publications/senate_union_relations_1996_0.pdf)



As academic senates and unions establish strong working relationships, one of the first items on the collective agenda should be to review the institution's policy on academic freedom and ensure that it is codified in the contract to protect both full and part time faculty. Academic senates should take the lead on defining the parameters of academic freedom (e.g. instructional methodology, textbook selection, syllabi, etc.) through resolution, policy, or other means as dictated by local process. These parameters will help to support and inform contractual agreements on academic freedom negotiated by the union. The unions should negotiate protections for both full and part time faculty, including due process for violations and ensuring the faculty evaluation process does not encroach on academic freedom.

Once the union has negotiated robust protections for academic freedom into the collective bargaining agreement, professional development for faculty is crucial. Again, this is an area where the academic senate and the union should collaborate. Training should be provided for all faculty, part time, tenure-track and tenured, on academic freedom and participating in the evaluation process. Special consideration should be given to how faculty evaluate faculty in the classroom, both on-ground and on-line. It is important to note that the tenure process for faculty in community colleges relies heavily on student evaluations. According to one recent study of tenure-track faculty, the factors most associated with higher student ratings were the attractiveness of the faculty and the student's interest in the class; the factors most associated with lower student ratings were course difficulty and whether student comments mentioned an accent or a teaching assistant. Not surprisingly, faculty tended to be

rated more highly when they were young, male, White, in the Humanities, and held a rank of full professor.<sup>24</sup>

Faculty should be aware of the scope of evaluations and how to ensure that the evaluation does not infringe upon the academic freedom of the faculty member being evaluated. If a faculty member has questions about what another faculty member is doing regarding anything that is within the faculty members academic freedom parameters as established by the academic senate, those conversations must be collegial and nonevaluative. They should be professional with the goal of understanding different ways of teaching and should in no way be brought up during the evaluation process. Ultimately, the academic senate and the union should work together so that all faculty understand and protect the academic freedom rights and responsibilities of all faculty.

Once protections are in place, it is important to consider who or what will be the arbiter in a case where there is a perceived violation of a faculty member's academic freedom. As an academic and professional matter, it is important that these violations go before a duly constituted (appointed or elected) faculty committee to review and recommend action. The committee should be composed of members who are knowledgeable of both the parameters of academic freedom as determined by the academic senate and members who know the contract and due process for violations of those parameters. Committee members should undergo

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<sup>24</sup> Citation: Murray D, Boothby C, Zhao H, Minik V, Be'rube' N, Larivière V, et al. (2020) Exploring the personal and professional factors associated with student evaluations of tenure-track faculty. PLoS ONE 15(6): e0233515. <https://doi.org/10.1371/journal.pone.0233515>

regular training on the academic freedom parameters and due process to remain current and effective. Such a committee may act as a source of campus expertise on academic freedom.

### **Other Considerations in Protecting Academic Freedom**

Other areas that the senate and union should collaborate regarding academic freedom include providing joint union and academic senate professional development and training for faculty and academic senate leaders. In a survey on Academic Freedom conducted by the ASCCC (Appendix C), an overwhelming majority of respondents, 93% indicated that their college provided no professional development on academic freedom for faculty. Ideally, professional development regarding academic freedom should be provided for all faculty locally including implementing local board policies and procedures in light of the parameters set by academic senates and the contract obligations negotiated by the union. Academic senates, with the assistance of union colleagues, should review their own procedures and those of their standing committees for possible constraining or incursion into areas of academic freedom.

Finally, senates and unions should educate administrators, board members, and the campus community as well as the larger community on the importance of academic freedom, tenure and shared governance as the most effective methods in ensuring the integrity of the institution and enduring public trust.

### **Supporting the Academic Freedom of Colleagues**

Faculty can take many actions to strengthen and support the academic freedom of their colleagues across the system and indeed across the nation. First, local academic senates can encourage the creation and adoption of a supportive board policy delineating the parameters

of academic freedom on each campus. Further, each local senate can create their own statement regarding the practice of academic freedom at a variety of levels, including the generation of new curriculum and retirement of older courses, professional development, the implementation of diverse and innovative pedagogies in the individual classroom, evaluations, and grading policy, among others.

Sometimes supporting the academic freedom of colleagues at the department level can become fraught, especially because individual academic freedom can find itself in tension with local departmental policies, procedures, and the collective decision-making process. Decisions regarding common course materials and textbooks can often intersect with individual academic freedom. For example, what if a faculty member desires to use open educational resources (OER) for a course that makes use of a common print textbook chosen by the department. In this case, the department may have chosen a common text in order so that students do not have to purchase additional course materials (though the use of an OER would not require them to do so). Oftentimes there are departmental questions regarding the quality and rigor of the materials, and can inspire intense feelings among discipline faculty who are passionate about their subjects and student success. As long as the faculty are choosing course materials that are in alignment with the course outline of record, individual faculty do in fact have the right to choose their course materials under the tenets of academic freedom.

In the aforementioned example, robust discussion should take place within the department, and ideally a consensus solution could be found. The same type of discussion may be had for student learning outcomes (SLOs) another area in which departments also adopted common standards and policies across courses. Another intra-faculty issue that can sometimes

cause consternation among colleagues regarding the practice of academic freedom is grading policies. Academic freedom allows faculty to evaluate student work in a manner that they best see fit in order to teach the material. This is an especially important point to acknowledge, because commentary surrounding grading policies can often appear in evaluations of faculty work within the classroom by their peers during the tenure process. Some faculty equate rigor with a standard bell curve, while others believe that courses may be rigorously designed in ways in which most students master the material and earn high marks. In either case, it would infringe upon the parameters of academic freedom to use grade distribution in the evaluation of faculty work. Ideally, local academic senates and communities of practice within departments would set suggested guidelines for the evaluation of student work and grading policies, but not act as bodies of surveillance and enforcement.

One of the best and most important ways faculty can support the academic freedom of their peers is for local academic senates along with their union colleagues to develop robust professional development opportunities regarding the parameters and practice of academic freedom. Without a clear understanding of the boundaries and responsibilities attendant on the privilege of academic freedom, without a clear delineation of why academic freedom is practiced in service of our students and the public good in order to create a foundation of trust in our public institutions of education, and without a sound articulation of how the tenure process is the essential basis of academic freedom, then the future of academic freedom will teeter in jeopardy.

## **Academic Freedom and Systemwide Initiatives**

Our system is constantly engaged in a process of continuous improvement, in order so that we may educate the whole student in the best way possible. As faculty we are always interrogating our pedagogies, improving our services, and innovating change so that we can be as effective as possible. The dialectic of continuous improvement may take place at a variety of levels in which faculty take the lead: the individual classroom, the department, or on local and statewide academic senate committees.

Sometimes, however, change knocks on our doors from outside our system, and is encouraged by entities who have different prerogatives and intentions than faculty. However, because academic freedom exists to protect education for the public good, and to ensure that students are allowed free inquiry, it must be the faculty, whose expertise is teaching and student engagement, who lead the effort to improve the quality and delivery of the education we deliver. Faculty must be properly resourced so that they may have the time and space to genuinely collaborate with administrators and system partners in a meaningful way that reflects the best principles of participatory governance and collegial consultation. We, as faculty engaged in a constant process of improvement, welcome the suggestions, expertise, and help of enthusiastic partners in student success, both because we believe through the process of collaboration and shared governance we can achieve the best results, and we require financial support in order to achieve the mission of the system for our students and for the state. But most of all, the faculty of our system understand that we are living in the “fierce urgency of now,” and will not be satisfied until all of our students are achieving their self-stated goals, and that the system is achieving equitable results. However, when the goals of system

partners intersect with the responsibilities of faculty as delineated in the 10+1, then academic freedom may become threatened.

Many well-intentioned system initiatives and grant-funded projects can inadvertently encroach upon the boundaries of academic freedom, and it is incumbent upon faculty not only to be vigilant, but to step up and take ownership of the change management process in a meaningful way. This means that resources must be devoted to some faculty with pertinent expertise regarding whatever innovation is being implemented or project is at hand, and that they have access to robust professional development which ensures that they become leaders and agents of systemic change.

Specifically, in the area of curriculum development there are many pitfalls which can be avoided in order to protect the integrity of academic freedom. Take, for example, the recent implementation of AB 705, a well-intentioned law designed to support students completing transfer level Math, English, and/or ESL in their first year (or three years in the case of ESL). Nowhere in the law did it necessarily recommend curricular changes; it was intended to change the placement of students in courses in order to increase their timely success. However, a variety of external organizations campaigned and applied significant political pressure with varying degrees of effectiveness to eliminate entry-level courses, and many districts followed suit. Because each campus in our system is so different, and because our student bodies are so diverse in their needs and composition, careful and intentional collaboration is instead needed to make sure we have considered all of the implications for equity and student success on each individual campus as we engage with systemic change. Early results on AB 705 implementation for Math, Statistics, and English courses indicate troubling declines in course success rates,

growing equity gaps, and disparities among colleges. Unfortunately, the significant disruptions to the K-12 educational system in the face of a global pandemic, will likely result in many more future college students being underprepared for college-level work and exacerbate these trends for traditionally underserved students.

For these reasons, reform and redesign movements like Guided Pathways must be firmly grounded in the “10+1” as outlined in Ed Code and Title 5. Specifically, curriculum development, student learning outcomes, the organization of programs within clusters, and the way that we deliver counseling services, among many others, require a strong process of collaboration grounded in the principles of shared governance in order to preserve the essential tenets of academic freedom.

## **Conclusion**

Academic freedom is an essential aspect of education that protects the free exchange of ideas and should be at the forefront of our Senate conversations. The opportunities afforded by Academic Freedom including areas of teaching, research and extramural speech are at the cornerstone of free education. Because faculty members have the right to teach, research and speak freely on their areas of expertise community dialogue is expanded and equitized.

Academic freedom allows new ideas and marginalized stories to be brought to the forefront of academic discussion. The tenure structure is essential to providing faculty the safety and protections to fully embrace their Academic Freedom. Senates and Unions should work together to create process, procedures and contract language to protect all faculty’s academic freedom. They should also support and train faculty in the facets of academic freedom through



multiple and systematic professional development opportunities. Below are a few specific recommendations to bring the discussion of Academic Freedom to your campus.

## **Recommendations**

### **Recommendations for local senates:**

1. Recommend that local senates create a statement on academic freedom, in addition to the board policy, that delineates the specific issues and parameters of academic freedom for faculty on its colleges. (this needs refining)
2. Recommend that local senates provide consistent and ongoing professional development for full and part-time faculty and senate leaders (curriculum, program review, policy chairs, senators, etc.) in the principles and tenets of academic freedom including in onboarding new faculty.
3. Recommend that local senates work to review, revise and strengthen shared governance processes, policies and procedures in relation to academic freedom so that shared governance protects dissenting opinions in the decision-making process. Dissent is vital to protect AF.

### **Recommendations for local senates in collaboration with union colleagues:**

4. Recommend that local senates work with union colleagues to develop due process around violations or perceived violations that fall within academic freedom that includes a duly constituted (appointed or elected) faculty committee to review and recommend action.
5. Recommend that local senates collaborate with union colleagues on codifying the protection and parameters of academic freedom in contract in light of faculty evaluations, curriculum, online instruction, dual enrollment, open educational resources, guided pathways, etc.
6. Recommend that local senates work with union colleagues to train faculty on engaging in tenure and faculty evaluations in light of academic freedom.
7. Recommend that local senates support union colleagues in negotiating compensation for adjunct faculty participation in shared governance.
8. Recommend that local senates and union colleagues review AAUP resources and recommendations

## Academic Freedom Resources

AAUP 1940 Statement of Principles on Academic Freedom and Tenure

<https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure>

AAUP Academic Unionism Statement

<https://www.aaup.org/academic-unionism-statement>

Assembly Bill 1725 Vasconcellos (1988)

<https://www.asccc.org/sites/default/files/1988%20AB%201725%20Community%20College%20Reform%20Act%20%28Vasconcellos%29.pdf>

AAUP Red Book – Policy Documents and Reports, American Association of University Professors, 2015

<https://www.aaup.org/reports-publications/publications/redbook>

Academic Freedom in the 21st-Century College and University: *Academic Freedom for All Faculty and Instructional Staff*

<https://www.aft.org/sites/default/files/academicfreedomstatement0907.pdf>

AAUP Statement on Academic Government for Institutions Engaged in Collective Bargaining

<https://www.aaup.org/report/statement-academic-government-institutions-engaged-collective-bargaining>

Messier, John “Shared Governance and Academic Freedom: Yes, This Is Union Work” 2017, NEA

[https://www.nea.org/assets/docs/TA2017S\\_Messier.pdf](https://www.nea.org/assets/docs/TA2017S_Messier.pdf)

Reichman, Henry “Professionalism and Unionism: Academic Freedom, Collective Bargaining, and the American Association of University Professors” AAUP Journal of Academic Freedom, 2015

[https://www.aaup.org/sites/default/files/Reichman\\_0.pdf](https://www.aaup.org/sites/default/files/Reichman_0.pdf)

Reichman, Henry, The Future of Academic Freedom, John Hopkins University Press, 2019

# Appendices

## Appendix 1: 1940 Statement of Principles on Academic Freedom and Tenure with 1970

### Interpretive Comments

Insert from

<https://www.aaup.org/file/1940%20Statement.pdf>

## Appendix 2: Academic Freedom Contract Language

Insert from

[https://drive.google.com/file/d/1N2vwAQRdLFSyDn6xTM5f1KffLpibh1\\_8/view?usp=sharing](https://drive.google.com/file/d/1N2vwAQRdLFSyDn6xTM5f1KffLpibh1_8/view?usp=sharing)

## Appendix 3: Executive Summary of ASCCC Academic Freedom Survey Results

- Based on a recommendation from the Educational Policies Committee, the ASCCC conducted a statewide online survey on Academic Freedom during January of 2020.
- Responses were submitted during a two-week period between 1/14/20 to 1/25/20.
- The survey contained a total of 13 questions.
  - Two questions obtained information on college demographics and faculty role.
  - Nine questions were multiple choice or True/False and are summarized below.
  - Two questions were open ended:
    - Question 7: How often do your faculty receive professional development regarding Academic Freedom?
    - Question 10: If a faculty member on your campus believes their Academic Freedom has been violated, what happens? Has your senate been involved with the creation of a due process?
- The survey elicited 66 responses from faculty representatives at 39 different colleges.
  - A total of 37 colleges submitted a single response to the survey.
  - Two institutions, Taft and LA Southwest Colleges, had multiple responses, 12 and 15 respectively.

**Figure 1 summarizes responses to the following two statements (Survey Questions 3 & 4):**

1. Our local Academic Senate participated in the creation and/or review of a **Board Policy** regarding Academic Freedom

- Our **Academic Senate** has created a strong **Statement** regarding Academic Freedom that defines the parameters of Academic Freedom on our campus.

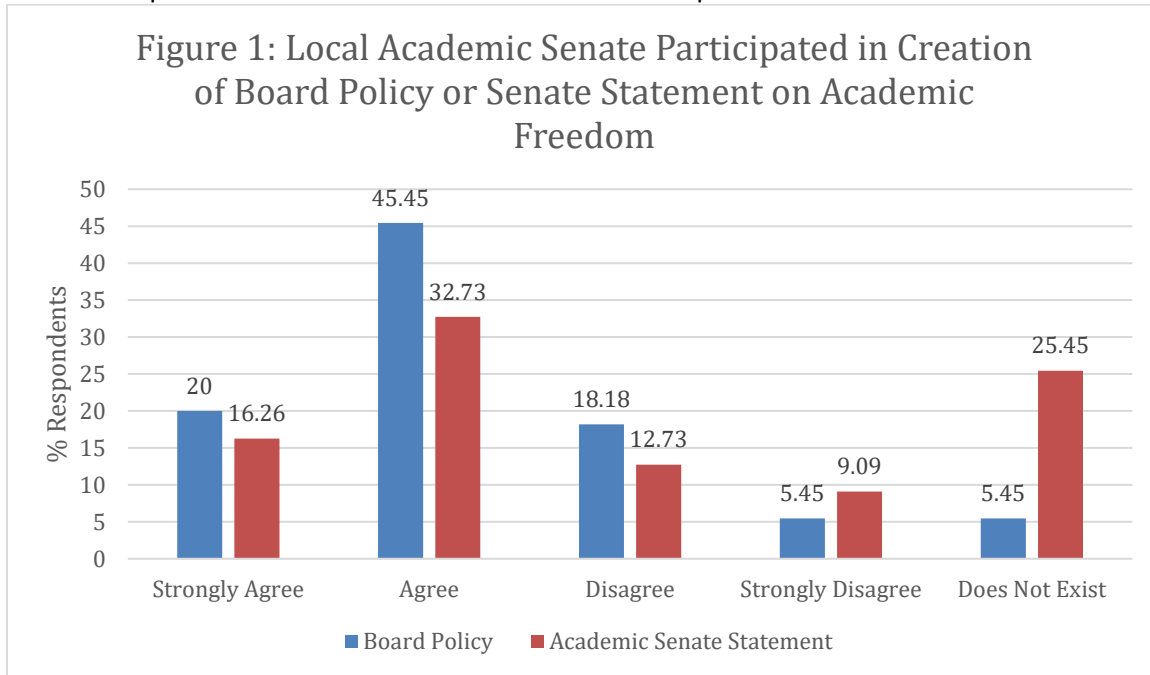
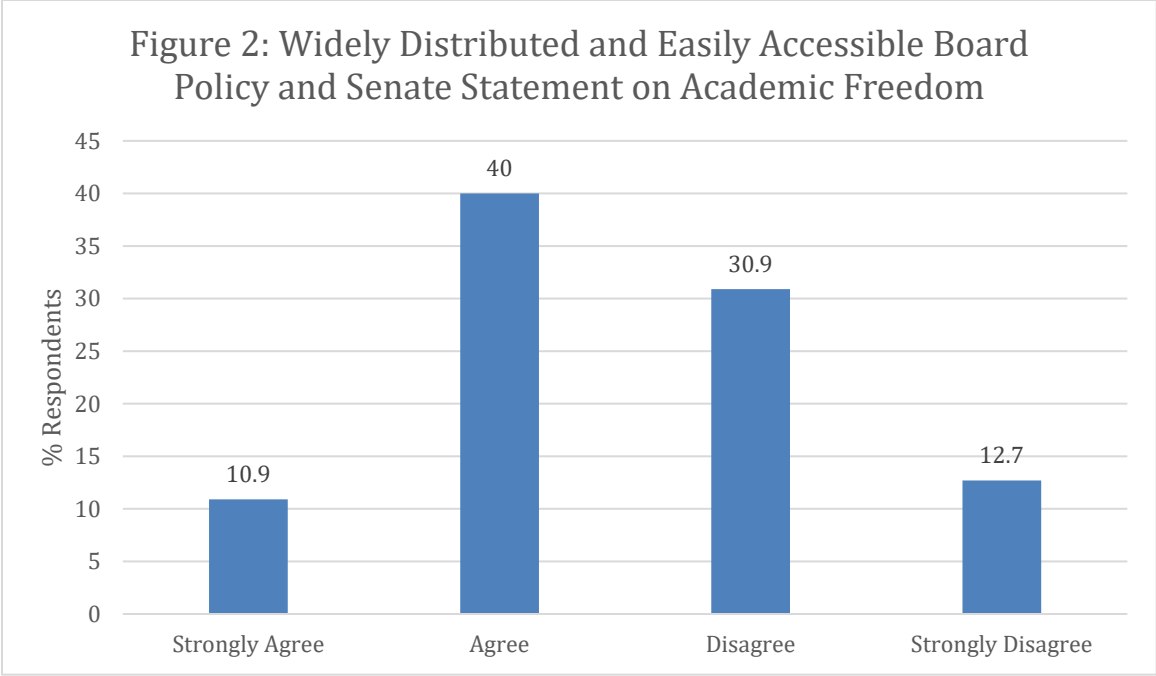


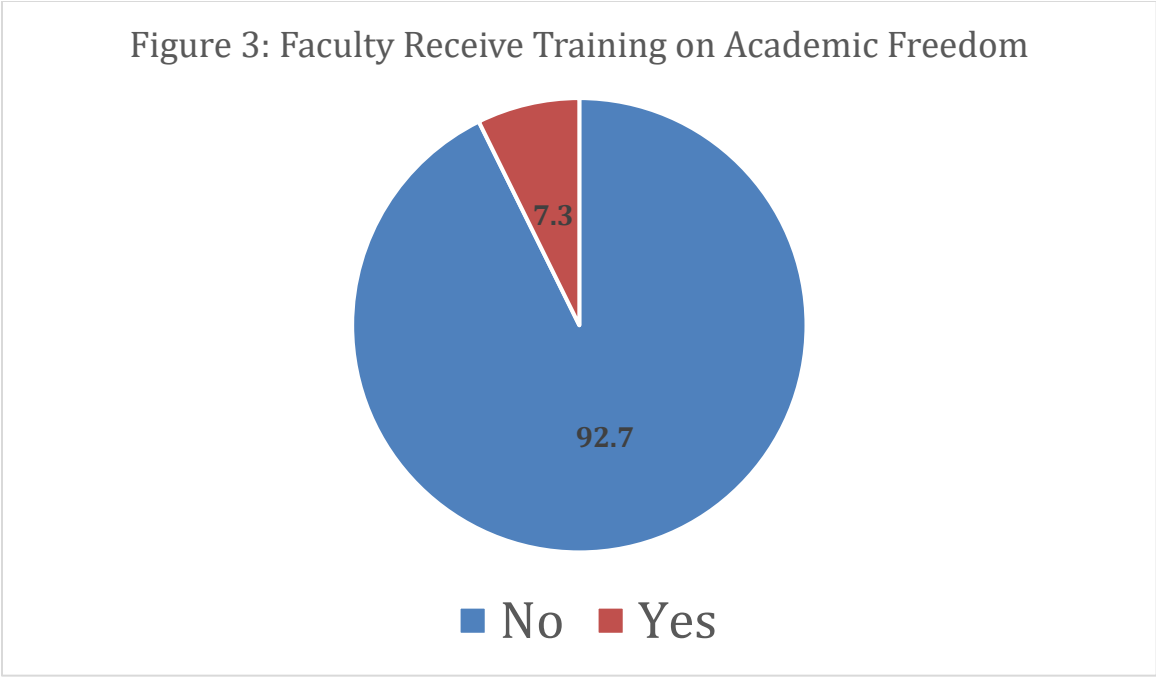
Figure 2 summarizes responses to the following statement (Survey Question 5):

Our Academic Freedom statement and Board Policy are *widely distributed and easily accessible* to full-time and part-time faculty.



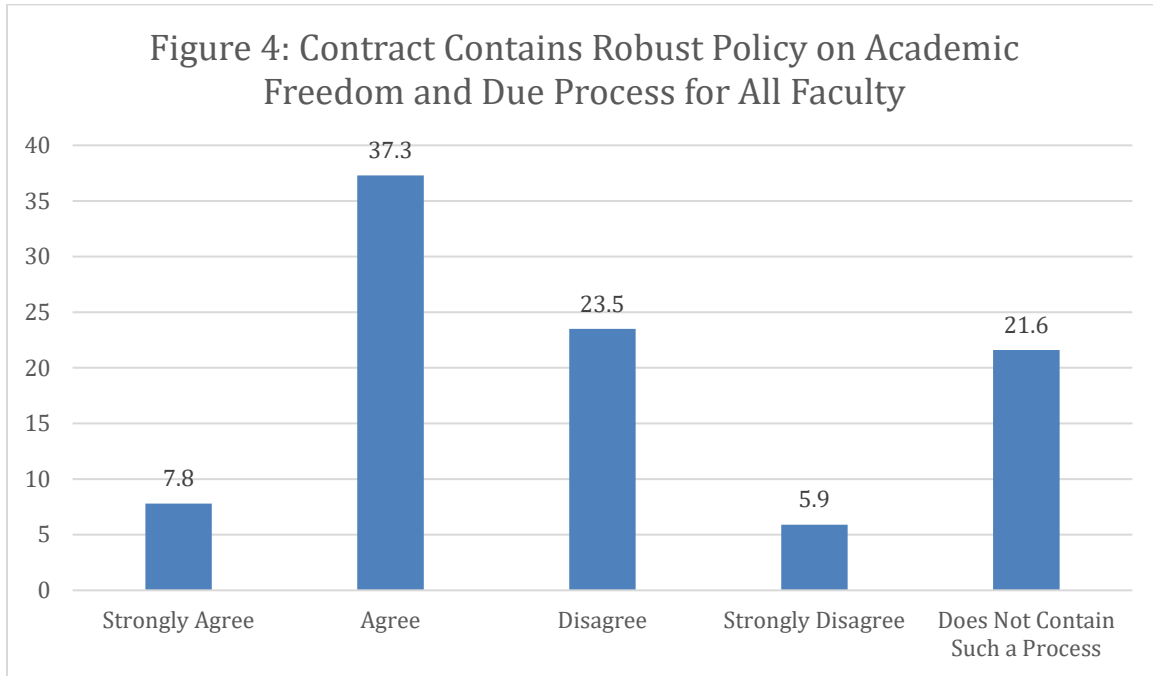
**Figure 3 summarizes responses to the statement (Survey Question 6):**

Faculty receive professional development training regarding Academic Freedom on our campus



**Figure 4 summarizes responses to the statement (Survey Question 8):**

Our **contract** contains a robust policy on Academic Freedom and **due process** for Academic Freedom for both full-time and part-time faculty:



**Figure 5 summarizes responses to the statement (Survey Question 9):**

Please indicate if any of the below subjects have been debated on your campus with regards to how they intersect with Academic Freedom (you may select more than one).

Figure 5: Topics Debated with Regards to Academic Freedom

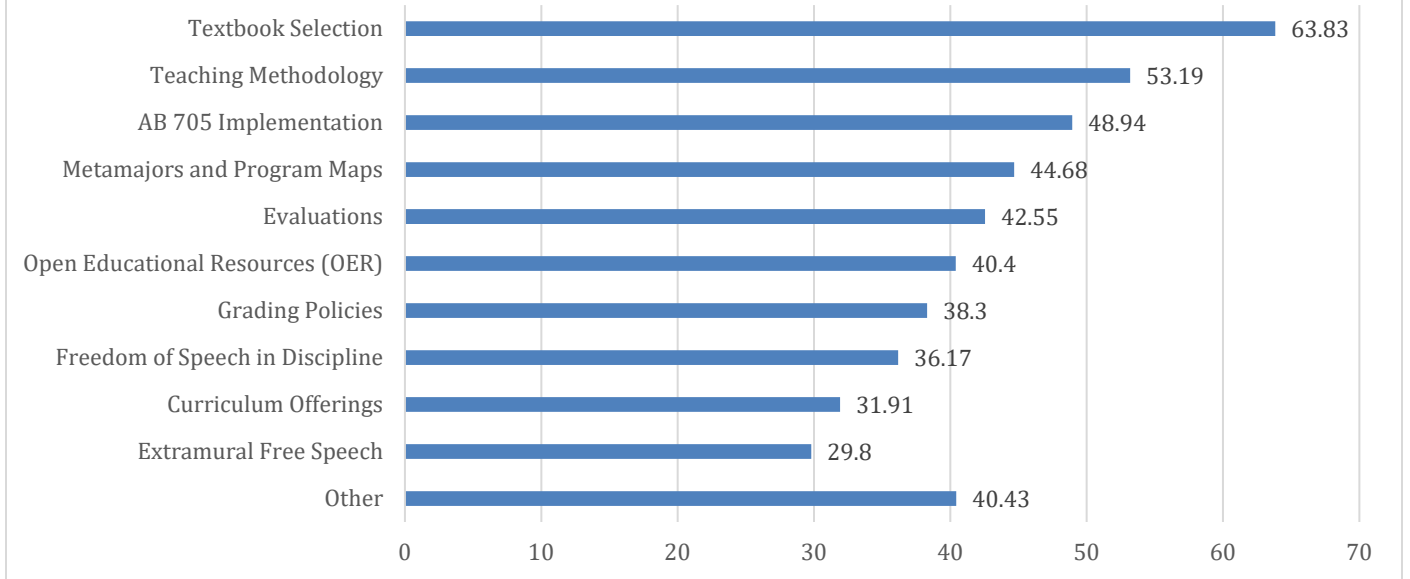
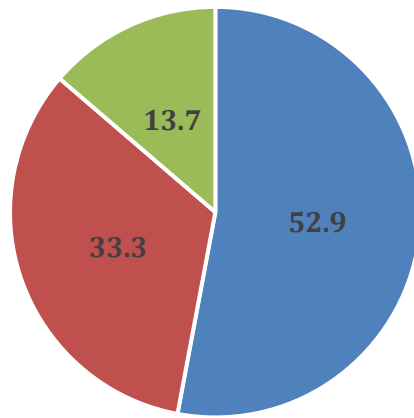


Figure 6 summarizes responses to the following question (Survey Question 11):

Have outside organizations been involved with the surveillance and censoring of college faculty and/or administrators and staff on your campus? If so, please explain.



Figure 6: Surveillance and Censuring by Outside Organizations

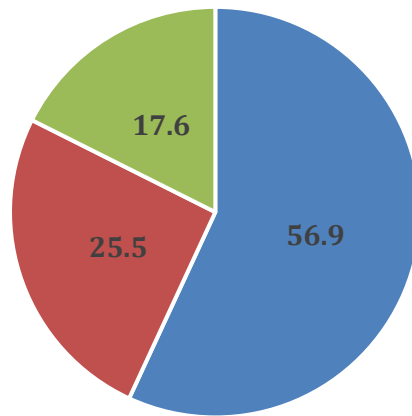


■ Not Sure ■ No ■ Yes

**Figure 7 summarizes responses to the following question (Survey Question 12):**

Has the ratio of hours taught by full-time tenure track faculty fallen in the past five years when compared with the number of hours taught by part-time faculty on your campus?

Figure 7: Has the Ratio of Hours Taught by Full-time Faculty Dropped in Last 5 years?

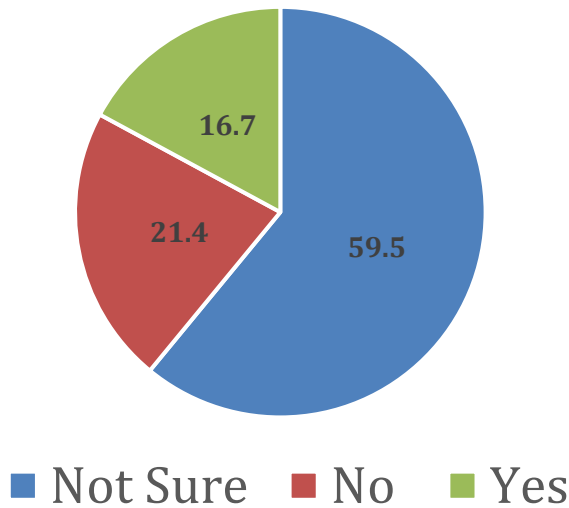


■ Not Sure ■ No ■ Yes

Figure 8 summarizes responses to the following question (Survey Question 13):

If the ratio of hours taught by full-time tenure track faculty has fallen when compared to hours taught by part-time faculty, do you believe this has had any effect on the security of academic freedom on your campus? If so, please explain.

Figure 8: Has a Lower Ratio of Hours Taught by Full-time Faculty Affected Academic Freedom on Your Campus?



### Conclusions and Findings

- **Board Policy on Academic Freedom:** 65% respondents agreed or strongly agreed that the senate had participated in Board Policy on Academic Freedom, 24% disagreed or strongly disagreed, and 5% indicate the Board had no Academic Freedom Policy.
- **Senate Statement on Academic Freedom:** 49% respondents agreed or strongly agreed that the senate had created a statement on Academic Freedom, 21.8% disagreed or strongly disagreed, and 25.5% indicate the Senate had no Academic Freedom statement.
- **Widely Distributed and Easily Accessible Academic Freedom Policy and Statement:** 50.9% agreed or strongly agreed, while 43.6% disagreed or strongly disagreed.
- **Training on Academic Freedom:** Over 92.7% of respondents indicated faculty did not receive training on Academic Freedom, only 7.3% reported faculty received training on this topic.
- **Contract Policy and Due Process for Academic Freedom:** 45.1% respondents agreed or strongly agreed that their contract had a robust policy on Academic Freedom, 29.4% disagreed or strongly disagreed, and 21.6% indicate their contract had no Academic Freedom policy.
- **Topics debated with regards to Academic Freedom:**
  1. Textbook selection: 63.8%
  2. Teaching methodology: 53.2%
  3. AB 705 implementation: 48.9%
  4. Faculty Purview in Metamajors and Program Maps Creation: 44.7%
  5. Evaluations: 42.6%
  6. Open Educational Resources Implementation or Prohibition: 40.4%
  7. Grading policies: 38.3%
  8. Freedom of Speech in Discipline: 36.2%
  9. Curriculum offerings: 31.9%
  10. Extramural Free Speech: 29.8%

11. Other: 40.4%

- **Surveillance or censoring by outside organizations:** 13.7% reported surveillance or censoring by outside groups, 33.3% reported none, and 52.9% were not sure.

#### **Appendix 4: College of the Canyons Joint Understanding Between Senate and Union**

**Insert from**

<https://www.canyons.edu/resources/documents/administration/academicsenate/documentspage/academicsenatestandingrulesandstatements/JointCollaborativeconsultationUnderstandingJCCUsigned.pdf>



## Executive Committee Agenda Item

SUBJECT: 2020 Fall Executive and Committee Resolutions Request and Spring Plenary 2020 Resolutions Packet		Month: August	Year: 2020
		Item No: IV. F.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will discuss and consider action regarding the Spring 2020 resolutions packet.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Stephanie Curry	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

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

### BACKGROUND:

*As part of the Resolutions process the Resolution chair each August and January reviews the resolutions process and request resolutions from ASCCC Committees and Executive Members. The Resolutions Chair would like Exec input regarding the process for addressing the Spring 2020 Resolutions that were submitted but not voted on due to the pandemic and the cancellation of the Spring 2020 Plenary.*

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



**Academic Senate**  
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## **55<sup>th</sup> SESSION RESOLUTIONS**

### **Spring Plenary**

***FOR DISCUSSION AT AREA MEETINGS,  
MARCH 27 & 28, 2020***

*Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at the Plenary Session on April 18, 2020.*

Resolutions Committee 2019-20

Geoffrey Dyer, ASCCC Area A Representative (Chair)

Julie Clark, Merced College, Area A

Nathaniel Donahue, ASCCC At-Large Representative, Area C

Maria Figueroa, Mira Costa College, Area D

Eric Narveson, Evergreen Valley College, Area B



## RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate uses the following resolution procedure:

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-session Area Meetings for review.
- Amendments and new pre-session resolutions are generated in the Area Meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
- Members of the Senate meet during the session in topic breakouts and give thoughtful consideration to the need for new resolutions and/or amendments.
- After all Session presentations are finished each day, members meet during the resolutions breakouts to discuss the need for new resolutions and/or amendments. Each resolution or amendment must be submitted to the Resolutions Chair before the posted deadlines each day. There are also Area meetings at the Session for discussing, writing, or amending resolutions.
- New resolutions submitted on the second day of session are held to the next session unless the resolution is declared urgent by the Executive Committee.
- The Resolutions Committee meets again to review all resolutions and amendments and to combine, re-word, append, or render moot the resolutions as necessary.
- The resolutions are debated and voted upon in the general sessions on the last day of the Plenary Session by the delegates.
- All appendices are available on the ASCCC website.

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities (link in Local Senates Handbook or click [here](#))
- Resolution Procedures (Part II in Resolutions Handbook)
- Resolution Writing and General Advice (Part III in Resolutions Handbook)

New delegates are strongly encouraged to attend the New Delegate Orientation on Thursday morning prior to the first breakout session.



## CONSENT CALENDAR

The resolutions that have been placed on the Consent Calendar 1) were believed to be noncontroversial, 2) do not potentially reverse a previous position, and 3) do not compete with another proposed resolution. Resolutions that meet these criteria and any subsequent clarifying amendments have been included on the Consent Calendar. To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the *Resolutions Procedures for the Plenary Session*.

Consent Calendar resolutions and amendments are marked with an \*.  
Resolutions and amendments submitted on Thursday are marked with a +.  
Resolutions and amendments submitted on Friday are marked with a #.

- \*1.01 S20 Adopt Updated ASCCC Vision, Mission, and Values Statements
- \*3.01 S20 Support The Anti-Racism Pledge
- \*3.02 S20 *Anti-Racism in California Community Colleges—An Academic Senate Paper*
- \*3.03 S20 Recommendation to Update Title 5 Language for Minimum Qualifications
- \*9.01 S20 Recommendations for the Implementation of a No-Cost Designation in Course Schedules
- \*10.01 S20 *Disciplines List—Registered Behavior Technician*
- \*10.02 S20 Update the Paper *Equivalence to the Minimum Qualifications*

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## **1.0 ACADEMIC SENATE**

### **\*1.01 S20 Adopt Updated ASCCC Vision, Mission, and Values Statements**

Whereas, The Academic Senate for California Community Colleges does not have a vision statement, its mission statement was created and adopted by delegates in spring 2005 (Resolution 1.03 S05) and has remained unchanged since, and its values statements were created by the Executive Committee in response to Resolution 1.02 F08 and adopted by delegates in fall 2009 (Resolution 1.02 F09);

Whereas, While the current mission and values statements remain relevant, they inadequately communicate the importance of diverse faculty representation and perspectives and inadequately emphasize student success; and

Whereas, Input was solicited in breakouts at plenaries in fall 2018, spring 2019, and fall 2019, and participant feedback significantly shaped the draft considered by the Executive Committee and proposed for adoption by delegates;

Resolved, The Academic Senate for California Community Colleges adopt the vision statement and updated mission and values statements<sup>1</sup>.

Contact: ASCCC Executive Committee

## **3.0 DIVERSITY AND EQUITY**

### **\*3.01 S20 Support *The Anti-Racism Pledge***

Whereas, The Academic Senate for California Community Colleges adopted at the Fall Plenary of 2019 resolution 3.02 F19, Support Infusing Anti-Racism/No Hate Education in Community Colleges; and

Whereas, The resolution established a commitment for the Academic Senate for California Community Colleges to “take steps to not only strive for a greater knowledge about and the celebration of diversity, but also to support deeper training that reveals the inherent racism embedded in societal institutions, including the educational system, and asks individuals to examine their personal role in the support of racist structures and the commitment to work to dismantle structural racism”;

Resolved, That the Academic Senate for California Community Colleges distribute “The Anti-Racism Pledge”<sup>2</sup>;

Resolved, That the Academic Senate for California Community Colleges ask faculty and other stakeholders to examine their personal role and commit to dismantle structural racism by signing “The Anti-Racism Pledge”; and

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<sup>1</sup> Appendix A: Proposed ASCCC Vision, Mission, and Values Statement

<sup>2</sup> Appendix B: *The Anti-Racism Pledge*

Resolved, That the Academic Senate for California Community Colleges, in order to work toward ending institutional discrimination, provide deeper training that reveals and addresses the inherent racism embedded in societal and educational institutions to faculty by spring of 2021.

Contact: Karla Kirk, Equity and Diversity Action Committee

**\*3.02 S20 *Anti-Racism in California Community Colleges—An Academic Senate Paper***

Whereas, The Academic Senate for California Community Colleges adopted at the Fall Plenary of 2019 resolution 3.02 F19, Support Infusing Anti-Racism/No Hate Education in Community Colleges; and

Whereas, Understanding of the history of discriminatory laws and racial diversification in the California Community Colleges system would inform current faculty diversification efforts;

Resolved, That the Academic Senate for California Community Colleges develop a position paper titled *Anti-Racism in California Community Colleges—An Academic Senate Paper* for consideration and adoption at the Spring 2021 Plenary Session.

Contact: Darcie McClelland, Equity and Diversity Action Committee

**\*3.03 S20 Recommendation to Update Title 5 Language for Minimum Qualifications**

Whereas, The Academic Senate for California Community Colleges adopted a new inclusivity statement in fall 2019—Resolution 3.03 F19, Replacing the Academic Senate for California Community Colleges Inclusivity Statement—that aligns with the Board of Governor’s Diversity, Equity, and Inclusion Statement;<sup>3</sup>

Whereas, The paper *Equity Driven Systems: Student Equity and Achievement in the California Community Colleges*, adopted through Resolution 3.04 F19, calls for the Academic Senate for California Community Colleges and local academic senates to move beyond individual actions to transformational system change addressing policies and procedures;

Whereas, Title 5, § 53024.1 acknowledges that “establishing and maintaining a richly diverse workforce is an on-going process that requires continued institutionalized effort”; and

Whereas, Title 5, § 53022 defines the minimum qualifications for all faculty positions and requires all faculty applicants to demonstrate “a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students”;

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<sup>3</sup>Vision for Success Diversity, Equity, and Inclusion statement passed by the Board of Governors at its September 17, 2019 meeting. <https://www.cccco.edu/-/media/CCCCO-Website/Files/BOG/2019/bog-agenda-09-16-17-2019.ashx?la=en&hash=7D1FC0B7B1D994735C9EEF66F407D82D86AE1625>

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to recommend changes for consideration regarding the minimum qualifications that may include an update to the Title 5, §53022 language to exhibit and reflect the demonstration of cultural humility,<sup>4</sup> cultural responsiveness,<sup>5</sup> and equity-mindedness<sup>6</sup> that transcend “sensitivity” and further define the knowledge, skills, and behaviors in the second minimum qualification for faculty positions.

Contact: Luke Lara, Faculty Leadership Development Committee

## 9.0 CURRICULUM

### **\*9.01 S20 Recommendations for the Implementation of a No-Cost Designation in Course Schedules**

Whereas, Resolution 13.01 S19 asked that the “Academic Senate for California Community Colleges develop suggested guidelines, policies, and practices for implementation of SB 1359 (Block, 2016) no later than Spring of 2020”;

Whereas, Most California community colleges have overcome the technical challenges associated with implementing a “no-cost” designation in their online course schedules and are now seeking to perfect this implementation by ensuring consistency in the criteria used to determine which sections are marked with this designation and establishing procedures to ensure that no qualifying sections are missed;

Whereas, The details of the legislation—i.e., the requirement that sections marked with the no-cost designation be those “that exclusively use digital course materials”—are inconsistent with how “zero textbook cost” had been defined by the California Community Colleges Chancellor’s Office and do not address how courses that have never required a text, as documented in the course outline of record, should be treated; and

Whereas, Consistency and transparency across colleges is beneficial to students, faculty, and anyone with an interest in assessing the impact of efforts to reduce textbook costs;

Resolved, That the Academic Senate for California Community Colleges recommend that colleges implement both of the following:

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<sup>4</sup> Cultural humility is a lifelong commitment to self-evaluation and self-critique, redressing the power imbalances in the student-teacher dynamic, developing mutually beneficial partnerships with communities on behalf of individuals and defined populations. Source: Tervalon M, Murray-Garcia J: “Cultural humility versus cultural competence: a critical distinction in defining physician training outcomes in multicultural education, “Journal of Health Care for the Poor and Underserved 1998; 9(2):117-124. Retrieved from [https://melanietervalon.com/wp-content/uploads/2013/08/CulturalHumility\\_Tervalon-and-Murray-Garcia-Article.pdf](https://melanietervalon.com/wp-content/uploads/2013/08/CulturalHumility_Tervalon-and-Murray-Garcia-Article.pdf)

<sup>5</sup> Culturally responsive teaching recognizes the importance of including students' cultural references in all aspects of learning, enriching classroom experiences, and keeping students engaged. Retrieved from <https://www.tolerance.org/professional-development/being-culturally-responsive>

<sup>6</sup> Equity-mindedness refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. Retrieved from <https://cue.usc.edu/about/equity/equity-mindedness/>

1. a no-cost designation for course sections that require a text but no-cost is passed on to students and
2. a separate designation to recognize those courses that do not require a text and, consequently, have no associated costs for instructional resources;

Resolved, That the Academic Senate for California Community Colleges recommend that the no-cost designation be used to recognize those sections that use digital resources (consistent with SB 1359[Block, 2016]) and those sections that require a text yet are “no-cost” due to something other than a digital alternative;

Resolved, That the Academic Senate for California Community Colleges recommend integration of identification of a course section as being no-cost into the existing textbook selection process; and

Resolved, That the Academic Senate for California Community Colleges provide additional guidance and resources related to SB 1359 (Block, 2016) no later than the Fall 2020 Plenary.

Contact: Michelle Pilati, Faculty Coordinator ASCCC Open Educational Resources Initiative

## **10.0 DISCIPLINES LIST**

### **\*10.01 S20 *Disciplines List*—Registered Behavior Technician**

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

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

*OR*

*the equivalent*

*AND*

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

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

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

Contact: Angela Echeverri, Standards & Practices Committee

**\*10.02 S20 Update the Paper *Equivalence to the Minimum Qualifications***

Whereas, In 2014, a longitudinal study of a California community college reported that “underrepresented minority students” were more likely to complete courses and more likely to complete with a grade of B or higher in sections taught by an “underrepresented instructor”<sup>7</sup>;

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

Whereas, The 2016 Academic Senate for California Community Colleges 2016 paper *Equivalence to the Minimum Qualifications* concludes that “Faculty equivalency to the minimum qualifications should be an uncommon occurrence, but it is an important mechanism to ensure a diverse group of qualified applicants is considered to engage and enhance student learning,” and at some districts equivalence is seldom or never granted or is framed in a manner that discourages applicants who might demonstrate equivalence from applying, despite the mention of equivalence in California Education Code § 87359; and

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

Resolved, That the Academic Senate for California Community Colleges revise and update the paper *Equivalence to the Minimum Qualifications* in such a manner as to clarify to the field that equivalence is not only legally permissible but necessary to broadening hiring pools as a means of promoting faculty diversification; and

Resolved, That the Academic Senate for California Community Colleges revise and update the paper *Equivalence to the Minimum Qualifications* to align with the Career Technical Education Faculty Minimum Qualifications Toolkit and bring the revised paper to the body for consideration by fall of 2021.

Contact: Eric Thompson, Standards & Practices Committee

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<sup>7</sup> Fairlie, R., et al. (2014) “A Community College Instructor Like Me: Race and Ethnicity Interactions in the Classroom.” *The American Economic Review*. V. 104, n. 8, pp. 2567-2591.



## Executive Committee Agenda Item

SUBJECT: ASCCC 2020-21 Budget		Month: August	Year: 2020
		Item No: IV. G.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will review and consider for approval the 2020-21 budget.	Urgent: Yes	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

### BACKGROUND:

At its meeting on May 8, 2020 the Executive Committee approved the tentative 2020-2021 ASCCC budget. The budget as presented is different from previous budgets due to COVID-19 and presents two budget proposals based on the status of COVID-19 in fall. On July 15, the Budget and Finance Committee approved the attached proposed budget which builds on the approved tentative budget from May. The basic principles reflected during every budget cycle are to protect reassigned time for faculty and protect ASCCC operations. The following points are important to note:

#### Revenue:

- Funding available to the ASCCC via grants decreased to roughly \$4.2 million dollars, down \$1.4 million from last year. This level of funding is consistent with funding levels from 18-19. This is due to the fact that there are no overlapping grants for Guided Pathways and the removal of the LACCD grant.
- Membership dues were increased 3% for the coming year and remains steady from the previous year.
- Revenue for events is anticipated to be less than previous years – with a best guess of roughly \$480K in income.
- Total anticipated revenue for the Senate is \$6,269,500.

#### Expenses:

- Program expenses have decreased slightly from last year. Important to note is the \$900K allocation in OERI for Outside Services to pay for the RFP proposal and \$630K for OERI technology (homework systems, and OER repository).
- Projected grant expenses remain steady in both versions of the budget.
- Operations expenses remain consistent with last year.
- Total anticipated expenses for the Senate is \$6,029,500.

The Executive Committee will consider for approval the final proposed 2020-2021 ASCCC annual budget as recommended by the Budget Committee, and grant the Budget Committee authority to revise it as anticipated revenue increases are realized.

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



Academic Senate for CA Community Colleges  
Statement of Activities - Budget Forecast  
As of June 30, 2021

As of Date:

06/30/2021

	Senate Year To Date 06/30/2021	Senate Year To Date 06/30/2021	d11 Guided Pathways Year To Date 06/30/2021	d2 C-ID Year To Date 06/30/2021	d5 OER Year To Date 06/30/2021	d7 IEPI Grant Year To Date 06/30/2021	All Departments Year To Date 06/30/2021	All Departments Year To Date 06/30/2021
	COVID Budget	BUDGET2 Status Quo	Budget	Budget	Budget	Budget	COVID Budget	BUDGET2 Status Quo
<b>Income Statement</b>								
<b>Revenue</b>								
Membership Dues	471,000.00	471,000.00	0.00	0.00	0.00	0.00	471,000.00	471,000.00
Program Fees								
Fall Session	70,000.00	150,000.00	0.00	0.00	0.00	0.00	70,000.00	150,000.00
Spring Session	150,000.00	150,000.00	0.00	0.00	0.00	0.00	150,000.00	150,000.00
Curriculum Institute	140,000.00	320,000.00	0.00	0.00	0.00	0.00	140,000.00	320,000.00
Faculty Leadership Institute	40,000.00	40,000.00	0.00	0.00	0.00	0.00	40,000.00	40,000.00
Academic Academy	45,000.00	30,000.00	0.00	0.00	0.00	0.00	45,000.00	30,000.00
Career and Noncredit Event	35,000.00	35,000.00	0.00	0.00	0.00	0.00	35,000.00	35,000.00
Total Program Fees	480,000.00	725,000.00	0.00	0.00	0.00	0.00	480,000.00	725,000.00
<b>Grant Revenue</b>								
<b>State Grants</b>								
Governor's Grant	1,000,000.00	1,000,000.00	0.00	0.00	0.00	0.00	1,000,000.00	1,000,000.00
C-ID	0.00	0.00	0.00	685,000.00	0.00	0.00	685,000.00	685,000.00
Guided Pathways	0.00	0.00	674,000.00	0.00	0.00	0.00	674,000.00	674,000.00
OER	0.00	0.00	0.00	0.00	2,800,000.00	0.00	2,800,000.00	2,800,000.00
Total State Grants	1,000,000.00	1,000,000.00	674,000.00	685,000.00	2,800,000.00	0.00	5,159,000.00	5,159,000.00
<b>District Grants</b>								
IEPI Grant	0.00	0.00	0.00	0.00	0.00	132,000.00	132,000.00	132,000.00
Total District Grants	0.00	0.00	0.00	0.00	0.00	132,000.00	132,000.00	132,000.00
Total Grant Revenue	1,000,000.00	1,000,000.00	674,000.00	685,000.00	2,800,000.00	132,000.00	5,291,000.00	5,291,000.00
<b>Other Income</b>								
In-Kind Income OSP	20,000.00	20,000.00	0.00	0.00	0.00	0.00	20,000.00	20,000.00
Technical Assist Revenue	5,000.00	5,000.00	0.00	0.00	0.00	0.00	5,000.00	5,000.00
Other Income	2,500.00	2,500.00	0.00	0.00	0.00	0.00	2,500.00	2,500.00
Total Other Income	27,500.00	27,500.00	0.00	0.00	0.00	0.00	27,500.00	27,500.00
Total Revenue	1,978,500.00	2,223,500.00	674,000.00	685,000.00	2,800,000.00	132,000.00	6,269,500.00	6,514,500.00
<b>Expenses</b>								
<b>Executive</b>								
<b>Executive Reassign Time</b>								
Executive Board	230,000.00	230,000.00	0.00	0.00	0.00	0.00	230,000.00	230,000.00
Outside Faculty Expertise, Senate	0.00	30,000.00	0.00	0.00	0.00	0.00	0.00	30,000.00
Total Executive Reassign Time	230,000.00	260,000.00	0.00	0.00	0.00	0.00	230,000.00	260,000.00
<b>Executive Activities</b>								
Exec Meetings	100,000.00	140,000.00	0.00	0.00	0.00	0.00	100,000.00	140,000.00
Technical Assistance	15,000.00	20,000.00	0.00	0.00	0.00	0.00	15,000.00	20,000.00
Local Senate Visits	15,000.00	25,000.00	0.00	0.00	0.00	0.00	15,000.00	25,000.00
Field Activities	10,000.00	10,000.00	0.00	0.00	0.00	0.00	10,000.00	10,000.00
Faculty Empowerment and Leadership Academy -PDC	10,000.00	20,000.00	0.00	0.00	0.00	0.00	10,000.00	20,000.00
Regional Meetings	15,000.00	20,000.00	0.00	0.00	0.00	0.00	15,000.00	20,000.00
Area Meetings	5,000.00	5,000.00	0.00	0.00	0.00	0.00	5,000.00	5,000.00
Committees	50,000.00	65,000.00	0.00	0.00	0.00	0.00	50,000.00	65,000.00
Task Forces	15,000.00	15,000.00	0.00	0.00	0.00	0.00	15,000.00	15,000.00

Total Executive Activities	235,000.00	320,000.00	0.00	0.00	0.00	0.00	235,000.00	320,000.00
Total Executive	465,000.00	580,000.00	0.00	0.00	0.00	0.00	465,000.00	580,000.00
Liaison								
Chancellor's Office								
CO Consultation	50,000.00	60,000.00	0.00	0.00	0.00	0.00	50,000.00	60,000.00
CO Board of Governors	10,000.00	10,000.00	0.00	0.00	0.00	0.00	10,000.00	10,000.00
Total Chancellor's Office	60,000.00	70,000.00	0.00	0.00	0.00	0.00	60,000.00	70,000.00
Groups								
FACCC	1,000.00	1,000.00	0.00	0.00	0.00	0.00	1,000.00	1,000.00
ICAS	5,000.00	5,000.00	0.00	0.00	0.00	0.00	5,000.00	5,000.00
Total Groups	6,000.00	6,000.00	0.00	0.00	0.00	0.00	6,000.00	6,000.00
Conferences, Senate	20,000.00	20,000.00	0.00	0.00	0.00	0.00	20,000.00	20,000.00
Conferences, GP	0.00	0.00	20,000.00	0.00	0.00	0.00	20,000.00	20,000.00
Conferences OER	0.00	0.00	0.00	0.00	2,500.00	0.00	2,500.00	2,500.00
Conferences C-ID	0.00	0.00	0.00	2,000.00	0.00	0.00	2,000.00	2,000.00
Total Liaison	86,000.00	96,000.00	20,000.00	2,000.00	2,500.00	0.00	110,500.00	120,500.00
Grant Expenses								
Travel								
Travel Guided Pathways	0.00	0.00	60,000.00	0.00	0.00	0.00	60,000.00	60,000.00
Total Travel	0.00	0.00	60,000.00	0.00	0.00	0.00	60,000.00	60,000.00
Initiatives Reassign Time								
Guided Pathways Expertise	0.00	0.00	200,000.00	0.00	0.00	0.00	200,000.00	200,000.00
Faculty Coordinator, C-ID	0.00	0.00	0.00	125,000.00	0.00	0.00	125,000.00	125,000.00
Initiatives OER	0.00	0.00	0.00	0.00	250,000.00	0.00	250,000.00	250,000.00
Total Initiatives Reassign Time	0.00	0.00	200,000.00	125,000.00	250,000.00	0.00	575,000.00	575,000.00
Grant Meetings								
Grant Meetings, C-ID	0.00	0.00	0.00	160,000.00	0.00	0.00	160,000.00	160,000.00
Grant Meetings, Guided Pathways	0.00	0.00	80,000.00	0.00	0.00	0.00	80,000.00	80,000.00
Grant Meetings OER	0.00	0.00	0.00	0.00	350,000.00	0.00	350,000.00	350,000.00
Total Grant Meetings	0.00	0.00	80,000.00	160,000.00	350,000.00	0.00	590,000.00	590,000.00
Stipends								
Stipends, C-ID	0.00	0.00	0.00	150,000.00	0.00	0.00	150,000.00	150,000.00
Stipends, Guided Pathways	0.00	0.00	200,000.00	0.00	0.00	0.00	200,000.00	200,000.00
Stipends, OER	0.00	0.00	0.00	0.00	450,000.00	0.00	450,000.00	450,000.00
Total Stipends	0.00	0.00	200,000.00	150,000.00	450,000.00	0.00	800,000.00	800,000.00
Total Grant Expenses	0.00	0.00	540,000.00	435,000.00	1,050,000.00	0.00	2,025,000.00	2,025,000.00
Programs								
Plenary Session								
Fall Session	15,000.00	135,000.00	0.00	0.00	0.00	0.00	15,000.00	135,000.00
Spring Session	150,000.00	150,000.00	0.00	0.00	0.00	0.00	150,000.00	150,000.00
Total Plenary Session	165,000.00	285,000.00	0.00	0.00	0.00	0.00	165,000.00	285,000.00
Institutes								
Academic Academy 20	0.00	0.00	0.00	0.00	20,000.00	0.00	20,000.00	20,000.00
Accreditation Institute 21	3,000.00	3,000.00	0.00	0.00	0.00	0.00	3,000.00	3,000.00
Curriculum Institute 20	20,000.00	20,000.00	0.00	0.00	0.00	0.00	20,000.00	20,000.00
Faculty Leadership 21	40,000.00	40,000.00	0.00	0.00	0.00	0.00	40,000.00	40,000.00
Part-Time Faculty Leadership Institute 21	12,000.00	12,000.00	0.00	0.00	0.00	0.00	12,000.00	12,000.00
Total Institutes	75,000.00	75,000.00	0.00	0.00	20,000.00	0.00	95,000.00	95,000.00
Publications, Marketing, Technology								
Website, Senate	30,000.00	50,000.00	0.00	0.00	0.00	0.00	30,000.00	50,000.00
Website, OER	0.00	0.00	0.00	0.00	10,000.00	0.00	10,000.00	10,000.00
Publications	45,000.00	45,000.00	0.00	0.00	0.00	0.00	45,000.00	45,000.00
Marketing C-ID	0.00	0.00	0.00	40,000.00	0.00	0.00	40,000.00	40,000.00
Marketing, OER	0.00	0.00	0.00	0.00	10,000.00	0.00	10,000.00	10,000.00
Technology, OER	0.00	0.00	0.00	0.00	630,000.00	0.00	630,000.00	630,000.00
Technology, Guided Pathways	0.00	0.00	2,000.00	0.00	0.00	0.00	2,000.00	2,000.00

Outside Services, OER	0.00	0.00	0.00	0.00	900,000.00	0.00	900,000.00	900,000.00
Outside Services, C-ID	0.00	0.00	0.00	30,000.00	0.00	0.00	30,000.00	30,000.00
Total Publications, Marketing, Technology	75,000.00	95,000.00	2,000.00	70,000.00	1,550,000.00	0.00	1,697,000.00	1,717,000.00
Total Programs	315,000.00	455,000.00	2,000.00	70,000.00	1,570,000.00	0.00	1,957,000.00	2,097,000.00
Salaries and Benefits								
Staff Salaries	443,000.00	443,000.00	90,000.00	155,000.00	150,000.00	0.00	838,000.00	838,000.00
Benefits	275,000.00	275,000.00	22,000.00	22,000.00	22,000.00	0.00	341,000.00	341,000.00
Staff Training/Development	10,000.00	15,000.00	0.00	0.00	0.00	0.00	10,000.00	15,000.00
Payroll Fees	3,500.00	3,500.00	0.00	0.00	0.00	0.00	3,500.00	3,500.00
Payroll Taxes - Employer	22,000.00	22,000.00	0.00	0.00	0.00	0.00	22,000.00	22,000.00
Total Salaries and Benefits	753,500.00	758,500.00	112,000.00	177,000.00	172,000.00	0.00	1,214,500.00	1,219,500.00
Nonpersonnel								
Equipment and Furniture								
Furnishings	3,000.00	3,000.00	0.00	0.00	0.00	0.00	3,000.00	3,000.00
Equipment Lease / Rental	14,000.00	14,000.00	0.00	0.00	0.00	0.00	14,000.00	14,000.00
Equipment Purchase	3,000.00	3,000.00	0.00	0.00	0.00	0.00	3,000.00	3,000.00
Total Equipment and Furniture	20,000.00	20,000.00	0.00	0.00	0.00	0.00	20,000.00	20,000.00
Office								
Insurance	10,000.00	10,000.00	0.00	0.00	0.00	0.00	10,000.00	10,000.00
Phones - Office	3,500.00	3,500.00	0.00	0.00	0.00	0.00	3,500.00	3,500.00
Internet	4,000.00	4,000.00	0.00	0.00	0.00	0.00	4,000.00	4,000.00
Postage / Shipping	1,000.00	1,000.00	0.00	0.00	0.00	0.00	1,000.00	1,000.00
Subscriptions	5,000.00	5,000.00	0.00	0.00	0.00	0.00	5,000.00	5,000.00
Rent / Lease	95,000.00	95,000.00	0.00	0.00	0.00	0.00	95,000.00	95,000.00
Supplies	19,000.00	19,000.00	0.00	0.00	0.00	0.00	19,000.00	19,000.00
Copying/Publishing OSP allowance	20,000.00	20,000.00	0.00	0.00	0.00	0.00	20,000.00	20,000.00
IT/Software	15,000.00	15,000.00	0.00	0.00	0.00	0.00	15,000.00	15,000.00
Parking-Office	15,560.00	15,560.00	0.00	0.00	0.00	0.00	15,560.00	15,560.00
Parking-Other	4,440.00	4,440.00	0.00	0.00	0.00	0.00	4,440.00	4,440.00
Total Office	192,500.00	192,500.00	0.00	0.00	0.00	0.00	192,500.00	192,500.00
Professional Services	35,000.00	35,000.00	0.00	0.00	0.00	0.00	35,000.00	35,000.00
Business Expenses								
Business Expense	10,000.00	10,000.00	0.00	0.00	0.00	0.00	10,000.00	10,000.00
Total Business Expenses	10,000.00	10,000.00	0.00	0.00	0.00	0.00	10,000.00	10,000.00
Total Nonpersonnel	257,500.00	257,500.00	0.00	0.00	0.00	0.00	257,500.00	257,500.00
Total Expenses	1,877,000.00	2,147,000.00	674,000.00	684,000.00	2,794,500.00	0.00	6,029,500.00	6,299,500.00
Total Income Statement	101,500.00	76,500.00	0.00	1,000.00	5,500.00	132,000.00	240,000.00	215,000.00
Net Assets - Ending	101,500.00	76,500.00	0.00	1,000.00	5,500.00	132,000.00	240,000.00	215,000.00



## Executive Committee Agenda Item

SUBJECT: Fall Plenary Planning		Month: August	Year: 2020
		Item No: IV. H.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will consider for approval the modality of the upcoming Fall Plenary Session as well as review the timing and outline of the event.	Urgent: Yes	
		Time Requested: 30 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonerio	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

### BACKGROUND:

With the recent resurgence of COVID-19 cases throughout California, the Executive Committee is being asked to decide how to conduct the upcoming 2020 Fall Plenary Session, which is currently scheduled to take place on November 5-7, 2020 in Newport Beach, California.

The Executive Committee will begin its planning process for developing the Session program. Members will consider for approval a theme, as well as discuss ideas for keynote speakers, breakouts, and timeline.

#### Fall Session Timeline:

##### July 27th Executive Committee deadline:

1. Draft papers due for first reading at August 13-15, 2020, Executive Committee Meeting.
2. Area Representatives update Area Meetings page (Area meetings online)

##### August 28th Executive Committee deadline:

1. Breakout topics due to Dolores for approval at September 17-19, 2020 Executive Committee meeting.
2. Draft papers due for second reading at September 17-19, 2020 Executive Committee Meeting.
3. Pre-Session resolutions due to Resolutions Chair.

#### Planning:

1. AV and event supply needs to Tonya by October 1, 2020.
2. Final resolutions due to Krystinne for circulation to Area Meetings September 30, 2020.
3. Approval of outside presenters due to Dolores and Krystinne October 1, 2020.
4. Presenters list and breakout session descriptions due to Krystinne by October 9, 2020.
5. Deadline for Area Meeting resolutions to Resolutions chair: October 20, 2020

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



## Executive Committee Agenda Item

SUBJECT: Second Reading of “Effective and Equitable Transfer Practices in California Community Colleges” paper		Month: August	Year: 2020
		Item No: IV. I.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider approval for the paper to be moved forward to the delegates for adoption at the Fall 2020 plenary.	Urgent: Yes	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Michelle Bean/Dolores Davison/Sam Foster	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

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

### BACKGROUND:

At the May 2020 Executive Committee meeting, it was requested that the second reading of “Effective and Equitable Transfer Practices in California Community Colleges” paper be delayed to August so that additional information could be included. The paper is presented here for approval by the executive committee to be sent forward to the delegates for possible adoption at the Fall 2020 plenary session.

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

# **Effective and Equitable Transfer Practices in the California Community Colleges**

PLANNED ADOPTION FALL 2020

## **Transfer, Articulation and Student Services Committee 2019-2020**

Sam Foster, ASCCC South Representative, Chair

Anna Bruzzese, ASCCC South Representative

Jose Lara, Rio Hondo College

Lorraine Burnham-Levy, San Jose City College

Mark Osea, Bakersfield College

Miles Vega, Porterville College

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## Introduction

As the California Community Colleges system strives to meet the needs of students, one important part of its mission is transfer, as this goal is the one most identified by community college students. In order to address the needs and goals of so many students, community colleges throughout the state must provide resources that can guide students through the process. Transfer should command considerable attention at community colleges for a number of reasons.

Title 5 §51027 requires that “the governing board of each community college district shall recognize transfer as one of its primary missions, and shall place priority emphasis on the preparation and transfer of underrepresented students, including African-American, Chicano/Latino, American Indian, disabled, low-income and other students historically and currently underrepresented in the transfer process.” Embedded in this Title 5 section are equity considerations. Community colleges are required to place emphasis on underrepresented students, and since these students make up the largest percentage of community college students throughout the state, effectively serving the transfer needs of the student population will partially fulfill the mandate of Title 5. Additional strategies and interventions are required for minoritized populations. This paper will discuss some of the community college infrastructure that supports transfer as well as examine a selection of effective and equitable practices around transfer.

This paper is written in part as a response to Academic Senate for California Community Colleges Resolution 4.01 Spring 2018, which stated,

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

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

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

The California Community Colleges system is focused on removing barriers to a college education and providing a wide array of opportunities for underrepresented students throughout the state. The California Community Colleges Chancellor’s Office *Vision for Success* lists as one of its goals that the system will “Over five years, increase by 35 percent the number of California

Community College students transferring annually to a UC or CSU.” This goal is critical in order for California to meet demand of an educated workforce and close the equity gap that has been created through systemic barriers. Equity in a transfer world involves removing barriers in transfer pathways, aligning curriculum across the California Community Colleges, the University of California, and California State University, and successfully supporting students from underrepresented backgrounds to achieve their goal of transfer.

## **Legislative Mandates**

In addition to the resolution, this paper is inspired and necessitated by several pieces of legislation that have had significant impact on how colleges prepare students for transfer.

### *SB 1415 (Brulte, 2004)*

Senate Bill 1415 (Brulte, 2004) mandated that “not later than June 1, 2006, the California Community Colleges and the California State University shall adopt, and the University of California and private postsecondary institutions may adopt, a common course numbering system for the 20 highest-demand majors in the respective segments.” Course numbering systems across the state vary not only from system to system but from college to college. The legislature saw a common course numbering system as a means to “provide for the effective and efficient progression of students within and among the higher education segments and to minimize duplication of coursework.” However, institutions of higher education in California were reluctant to change their course numbering for multiple reasons, including the confusion doing so would have created on student transcripts and college records.

The existence of a statewide common course numbering system is not uncommon outside of California. By the early 1990s, Texas had established the Texas Common Course Numbering System. Even earlier, in the 1970s, Florida established the Statewide Course Numbering System, a stable system that is still in use to this day. In California, however, the establishment of a common course numbering system was elusive. Several attempts to create such a system either failed or had limited effectiveness, including the California Articulation Number (CAN) project founded in 1985 and the CSU Lower-Division Transfer Project. Finally, due to the mandate created by SB 1415, the Course Identification Numbering System (C-ID) was established in 2007.

C-ID “is a faculty-driven system that was initially developed to assign identifying designations (C-ID numbers) to significant transfer courses” (“About Us,” n.d.). C-ID descriptors undergo rigorous, intersegmental discipline review. Courses are then submitted for review to see if they meet the minimum established by the descriptor. C-ID approval means that courses are comparable to the descriptor. If two courses from different institutions are approved for the same C-ID descriptor, those courses are understood to be comparable to each other. Essentially, “C-ID [addressed] the need for a ‘common course numbers’ by providing a mechanism to identify comparable courses” (“About Us,” n.d.).

The benefit C-ID has for the articulation of courses among the CCCs, CSUs, and some of the UCs cannot be overstated. When a course is approved for a C-ID designator, that course “is comparable to a specific course ‘descriptor’ that has been developed by intersegmental discipline faculty and reviewed statewide” (California Intersegmental Articulation Council, 201, p. 15). This is significant in that intersegmental and intrasegmental articulations between subscribing institutions can be established. For students taking courses at multiple community colleges, having C-ID approval for their courses means that the receiving CCC will accept the credits they have already earned, no matter which CCC they attend. As the CSUs continue the practice of establishing articulation with CCC courses on the basis of a C-ID approval, students know that their C-ID approved courses will earn them credit upon transfer. The conceptual framework from which C-ID was established can dispel the oft-heard protestations from students and alumni alike that their credits did not transfer or that they had to repeat some courses because the receiving institution did not accept them.

*SB 1440 (Padilla, 2010)*

Amid concern about the number of units students accumulate prior to transferring and about universities requiring students to repeat courses already completed at community colleges, several pieces of legislation were passed and signed into law. The most consequential of these bills was Senate Bill 1440 (Padilla, 2010). Signed into law in September 2010, SB 1440, the Student Transfer Achievement Reform Act, created a new pathway framework for students wishing to transfer from a California community college (CCC) to a California State University (CSU). The resulting associate degrees for transfer (ADTs), first awarded in 2011, offered significant benefits to students, including minimizing the risk that some of the units students earned would not transfer or count toward a bachelor’s degree and ensuring that students would not be required to repeat the courses they had successfully completed at a CCC. In addition, the bill guaranteed admission into the CSU system, though not necessarily the CSU campus of a student’s choice, with an option to complete a baccalaureate degree in a similar major in no more than 60 additional units. Due to SB 1440, students know that when they transfer, they will have junior standing and that they can progress in the attainment of a baccalaureate degree. The ADTs are intended to provide a smooth transfer pathway from the CCCs to the CSUs.

Although ADTs incentivized “students to earn an associate degree while preparing for transfer to a four-year college or university,” they are meant to provide “students encouragement and support to complete their overall educational pursuits.”<sup>1</sup> The ADTs are meant to provide for a seamless transfer and completion of the baccalaureate degree.

*SB 440 (Padilla, 2013)*

Three years after the passage of SB 1440 to create associate degrees for transfer, the follow-up legislation SB 440 (Padilla, 2013) required community colleges “to create an associate degree for

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<sup>1</sup> See the text of SB 1440 (Padilla, 2010) at [https://leginfo.ca.gov/faces/billNavClient.xhtml?bill\\_id=200920100SB1440](https://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=200920100SB1440).

transfer in every major and area of emphasis offered by that college for any approved transfer model curriculum, as prescribed, thereby imposing a state-mandated local program.” This bill had three important impacts. First, it significantly expanded the number of ADTs developed and offered in the California Community Colleges system, and colleges were now mandated to create degrees in any area in which a statewide template existed and in which the college offered a local degree. Second, whereas the initial ADTs were focused on specific major fields, SB 440 directed the creation of broader “area of emphasis” degrees that could include several major pathways. Finally, previous to this bill, submission of any specific course for inclusion in the C-ID system had been optional for colleges. However, since the ADTs had been built based on verification of C-ID descriptors and SB 440 mandated the creation of ADTs in most transfer disciplines offered by a college, participation in C-ID essentially became a requirement to a far greater degree than it had originally been.

### **Other Important Considerations**

While the ADTs are meant to streamline transfer, often, unless students know exactly where they want to transfer upon entering the community college system, they may need to take more courses because of the difference in requirements of various transfer institutions in the UC and CSU. These differences occur for a variety of reasons, including lack of alignment of degree programs where feasible and significant variations in the nature of some programs across institutions.

Regardless of how one feels about the above legislation and others affecting transfer, the mere fact that these bills were created and passed is evidence of the wide-reaching concern regarding the time it takes for students to transfer as well as the relatively low transfer rates, especially for minoritized student populations. Transfer is sufficiently important to the California Community Colleges Board of Governors that the *Vision for Success* adopted in 2017 specifically calls out transfer and sets an ambitious goal to increase the number of transfers to the California State Universities and the University of California by 35 percent. Beyond this systemwide goal, every community college is obligated to help its students reach their personal transfer goals, whether to a UC, CSU, or other institution.

Currently, nearly half of students earning a bachelor’s degree from a University of California campus in science, technology, engineering, and mathematics transferred from a California community college. Also, twenty-nine percent of University of California graduates and 51% of California State University graduates started at a community college (Key Facts| California Community College Chancellor's Office, n.d.).

## **The Value and Benefits of Transferring from a Community College**

### **A Prescribed Path and Transfer Guarantee**

Even before the broad-based adoption of a guided pathways framework, colleges provided specific guidance to students who sought transfer to four-year institutions. The creation of

associate degrees for transfer mandated by SB 1440 (Padilla, 2010) further established clear and consistent guidance for students regarding transfer to the CSU system. Through not only the ADTs but also a variety of other transfer agreements, students who completed appropriate coursework and met the qualifying grade point average could be guaranteed admission to many four-year institutions. While guaranteed admission is not available at every institution or in every major, this option remains attractive for many students, especially students who may be concerned that a four-year institution is not for them.

## **Equity and Transfer**

Community colleges can help to address transfer equity issues in a number of ways. For students who traditionally have not been considered academically college-ready, starting at a community college provides an opportunity to begin their college careers and improve both their knowledge and their confidence on their way to a bachelor's degree. For students not socially or emotionally prepared for a university and the freedoms that come with traditional college life, community colleges often provide more support services. Because of the number of community colleges in California, students who are placebound due to family or other obligations can begin their education without having to leave home. In each of these ways, community colleges can offer more equitable assistance and opportunities to some of the state's most underserved or vulnerable populations.

Transfer Centers offer critical equity programs to assist students from underrepresented backgrounds in achieving their educational goals. Multiple and various college programs can work with academic affairs, university representatives, community groups, and other constituencies to assist in meeting these goals, ensuring that equity is at the forefront of all decisions involving transfer.

With generally smaller class sizes, community college students are able to interact with instructors more easily, thus creating an environment that promotes greater equity. Furthermore, the role of community college faculty is to focus on teaching and direct personal student interaction. This type of structure can be beneficial for minoritized students and especially first-generation college students. Hence, the number of first-generation college students that graduate from the UC that originated at a community college is comparable to native UC students despite the fact that many of these community college students may not have been UC eligible upon graduation from high school (Community College League of California, 2018). Many first-generation students who are academically prepared for the university may [also](#) benefit from the more hands-on approach at the community college.

## **Students from Minoritized Groups and Intersectionality**

Colleges should take into account the specific needs of students from minoritized groups regarding the transfer process. These groups include first generation college students as well as students of color.

In supporting minoritized students, colleges must be mindful of the intersectionality of students in that they may be a part of multiple minoritized communities. One community that particularly encapsulates other minoritized students is the LGBTQ+ community. For example, seventy percent of LGBTQ+ students in the California community college system identify as people of color.<sup>2</sup> In addition, LGBTQ+ people are overrepresented among foster youth with the majority of those being people of color (Children’s Bureau, U.S. Department of Health and Human Services, 2014) forty percent of homeless youth are LGBT (Durso & Gates, 2012), and this population is more likely to be low income with nearly 27% of LGB adults 18-44 on SNAP compared to 20% of non LGB adults in the same age range (Brown, Williams Institute, & Romero, 2016). One campus reported that 19% of students visiting their food pantry identified as LGBTQ+. This illustrates that supporting LGBTQ+ students is simultaneously supporting other minoritized groups. Colleges should be mindful of the difficulties faced by all minoritized groups of students and the ways in which they intersect. The development of initiatives and programs promoting transfer should always include a consciousness of specific efforts to address the needs of such students.

## **Roles and Responsibilities in Supporting and Promoting Student Transfer**

### **The Role of the College**

The community college has a responsibility to work with students to help them reach their goals. This statement is certainly true with regard to transfer. Since students enter college with a wide range of skills and needs, colleges must find ways to engage students who list transfer as a goal along their educational path. This process requires serving the diverse needs of students through an equitable use of the limited resources available, including leveraging existing resources where possible. While the students themselves must also play an important role in their ultimate success, many of the structures of the college shoulder much of the responsibility to engage and support the students. From the local academic senate to the instructors and services designed to support instruction and student success, the college must take inventory of the roles it plays in helping students meet their transfer goals.

The Research and Planning Group of the California Community Colleges conducted a study of students who list transfer as their primary goal. The study, titled “Through the Gate,” indicates that a significant number of students who list transfer as their goal do not make it through the

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<sup>2</sup> Data obtained from a California Community Colleges Chancellor’s Office study. Gobuyan, A. C. (2018). LGBTQ+ Students at California Community Colleges.

transfer gate, including a significant number who are already at the gate—having met the requirements to transfer—or near the gate, meaning that they have enough units to transfer but are missing transferable mathematics, English, or both (Research and Planning Group, 2019). The study further finds that some students do not persist long enough to approach the transfer requirements, resulting in lower transfer rates for these groups. A variety of reasons were cited for students at the gate yet not transferring, including lack of access to their local UC or CSU campus. While some of these factors may be out of the immediate control of a community college, colleges must work to address the situations of students who are near the gate but do not transfer as well as those who list transfer as a goal but do not persist.

Scheduling of courses is another area in which colleges can come together to eliminate transfer barriers for students. Administration and faculty can work together to survey student needs and preferences regarding course scheduling. If the courses students need for a given major pathway are offered in a specific, consistent time block, the students can plan accordingly and commit to the pathway. In other cases, having required courses that overlap in times can delay a student's progress and limit the number of requirements a student can fulfill in a semester. In addition, older students depend on evening and weekend classes that are often affected by budget cuts. By committing to transfer pathways that include evenings and weekends, colleges could help support working students and those with family obligations. Having to piece a schedule together every term while also managing work and family commitments can be an additional barrier to students' success and transfer goals. A scheduling process that takes into consideration transfer needs and requirements can help to minimize such a barrier.

Understanding the importance of an associate degree is also a high indicator for transfer, as an associate degree is the foundation for understanding and completing bachelor's degree requirements (Henry and Knight, 2003). Colleges can assist students by providing associate degree sheets and mini lessons on the value of completing a degree to students in a variety of venues, which can help the students to see the path to transfer.

As colleges work to help students transfer who currently do not reach the gate and to improve transfer rates overall, special attention must be paid to the transfer rates of Black or African-American, Latinx, Pacific Islander, and other students that have been disproportionately underrepresented in transferring from the community college system.

Studies have consistently demonstrated that being part of a cohort benefits students in achieving their academic goals, whether those goals are skills acquisition, transfer, or a terminal degree for career preparation or advancement. Throughout the California Community College system programs exist that have demonstrated positive impact on traditionally underrepresented or marginalized groups through the use of cohorts. An example of one such program is the Umoja Program. Designed to assist African American and other historically underrepresented students, students enrolled in the Umoja Program outperform similar students not enrolled in several key



areas according to a 2018 study of the 2011-2014 cohorts.<sup>3</sup> Similarly, the retention rates (from fall to fall) were also much better for each Umoja cohort versus non-Umoja students with the rates of program students nearly twice that of non-Umoja students by the year two (Messier, Institute for Social Research, Williams, Hall, & Visueta, 2018, p.40). Completion rates, including associate degrees and certificates, were also enhanced for the Umoja group.

Other targeted programs such as Puente show significant improvement in transfer rates (Messier, Institute for Social Research, Williams, Hall, & Visueta, 2018; The Puente Project, n.d.). These programs share some significant components including employing high-impact practices and providing culturally relevant experiences integrated throughout. Additionally, many colleges have their own cohort programs for disproportionately impacted students which many include a variety of practices similar to those found in the programs mentioned above. Colleges must consider leveraging such practices to serve a larger population of disproportionately impacted students including historically underserved and marginalized populations in order to increase the number of students who successfully complete their stated academic goals and eliminate barriers to transfer.

## **The Role of Support Services in Transfer**

### *Counseling and Advising*

Academic advising at four-year institutions is often done by faculty advisors. While such advising is a valuable tool, discipline faculty do not provide the holistic approach used by most CCC counselors. Counselors incorporate career exploration strategies, academic assessment tools, and personal counseling to assist students in making informed decisions about their educational pursuits.

The role of highly trained counselors is a critical component in helping students to realize their transfer potential and guiding them through the process, including helping students understand the wide variety of transfer pathways and agreements available. The importance of counselors in supporting student transfer is among the catalysts for restructuring initiatives such as guided pathways that aim to break down silos between student services and instruction. Undoubtedly, students would benefit from stronger connections between these two crucial areas of the college.

### *Disability Support Services*

Students with disabilities can face additional and unique obstacles in their efforts to transfer. The transfer process is challenging, especially if a student's disability may impact the completion of a transfer requirement. Disability Support Services provide a wide range of services for such students. For example, a student with a learning disability may have difficulty in completing the

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<sup>3</sup> A student enters a cohort in the year they first enroll and are followed throughout their enrollment in the system.

quantitative reasoning requirement and may require support and advocacy from Disability Support Services. In order for students with disabilities to have success in the transfer process, a strong relationship must be established among community colleges' Disability Support Services and the Disability Support Services at four-year institutions.

### **How Instructors Can Help Promote Transfer**

At many colleges, a high student-to-counselor ratio underscores the essential role of discipline faculty, who interact with students daily, in helping students persist, complete, and transfer. While discipline faculty cannot replace the function of trained counselors, they can assist with and support student transfer in a variety of ways.

One of the best ways instructors can promote transfer is to directly encourage students in their classes to consider transferring. Some students may doubt their ability to transfer to a college or university, and the positive support of an instructor can help them reframe their self-concept. A strong correlation exists between self-esteem and self-efficacy. Genuinely expressing one's belief in a student's ability to succeed may significantly impact the student's future by providing validation that an educational goal of transfer is viable. Instructors are on the front line and can create real change.

Faculty should continuously reflect on the curriculum and its delivery and implement changes that optimize student success and transfer. In addition to staying current in their disciplines and being aware of changes to the larger educational environment, instructors should take advantage of culturally responsive training and other similar equity infused professional development programs to stay current on the most effective teaching and mentoring practices. The importance of creating an encouraging environment based on high academic expectations and authentic care for students' well-being cannot be understated in terms of its impact on students' ability to succeed . When faculty create an environment where transfer is seen as expected and attainable, an in-class transfer culture is created.

Transferring to a four-year institution may be difficult or seem impossible or insurmountable to some community college students. Professors can encourage transfer students by sharing their lived experiences and personal educational journey. Hearing about the struggles their instructors faced in college and seeing a positive outcome may help to instill confidence and decrease anxiety for some students. A large number of community college faculty are products of community colleges themselves. These instructors understand the process and can pass this information along to their students. Many faculty members have personal contacts or specific knowledge about a CSU or UC that also may benefit students. Thus, sharing personal experiences and stories not only provides emotional support, but can help students understand the intricacies of the college process. First generation students and others unfamiliar with transfer can glean insights that may help them navigate the transition from a two-year college to a four-year institution more efficiently. In this way, faculty can help create a transfer culture.

Whether designated as a faculty advisor or not, faculty can assume that role as it relates to transfer and career exploration. Faculty using office hours to meet with students about the transfer process can benefit students greatly while providing systematic exploration as opposed to blind trial and error class selection. Sharing specific information about the discipline and discussing expectations, industry standards, and other aspects of the field can help students transition.

Another effective way to promote transfer is to announce or share transfer activities in class. Students may not see bulletin boards or social media posts, but classroom faculty have consistent contact with students and have the ability to share information about transfer. Along with the announcements, faculty can also encourage students to meet with representatives from four-year institutions and hopefully develop a relationship with them.

Because contact between classroom faculty and students is frequent, providing more time for information to be shared, discipline faculty can use this opportunity to increase awareness of transfer resources such as ASSIST and C-ID. Whether an instructor links transfer sites to a class webpage or mentions them in class, having the information widely available is helpful. Some colleges may also allow counseling faculty to make guest presentations on transfer. Where this option is available, classroom faculty may consider scheduling such presentations in order to ensure that students are receiving accurate information on transfer and have an opportunity to ask questions of a counselor.

Faculty members should also engage students in understanding the importance of networking and relationship building as they complete their degrees. Faculty should inform students that references and letters of recommendation are vital when applying to scholarships, four-year university admission, and research opportunities. Some tips that faculty members may share with students are the following:

- Establish a relationship with the instructor that includes going to office hours.
- When asking for a letter or reference, students should share a resume.
- Make sure to ask multiple instructors for a letter of recommendation.
- Share a personal statement that was submitted to the college or scholarship.
- Inform the instructor of any deadlines for sending letters and provide ample lead time to assure the deadline can be met.

These recommendations may help students develop social and academic capital during their educational journeys. Writing a letter of recommendation or serving as reference will make a difference in the student's journey to accomplish their goals.

## **The Role of the Articulation Officer**

The role of the articulation officer (AO) in the implementation of transfer coursework is very significant. AOs provide oversight and input regarding their colleges' transferable courses (CSU transferable courses and UC transferable courses), general education (CSU GE Breadth and IGETC), and C-ID aligned courses. When faculty develop or revise their transferable curricula, AOs ensure that the courses align with the CSU and UC regulations and standards.

In the development of ADTs, articulation officers are vital consultants to the faculty. From articulation agreements by major to baccalaureate course lists to general education certified courses, AOs can best guide the faculty as to how their courses can be included in their ADTs.

The articulation officer is crucial in the maintenance of any college's articulation agreements with the CSUs, UCs, historically black colleges and universities, independent California colleges and universities, private four-year universities, and out-of-state universities. AOs liaise with potential partner institutions in the establishment of transfer agreements and memorandums of understanding (MOUs). Upon initial contact, AOs facilitate conversations between department chairs, deans, and vice presidents in the negotiation finalization of a transfer MOU.

## **The Role of the Local Academic Senate**

For a college to meet the needs of its diverse students, local academic senates must play a vital role in both the development and the implementation of initiatives related to student persistence, completion, and transfer. As Title 5 §53200 specifies, academic senates' primary function is to make recommendations with respect to academic and professional matters, including several areas that are directly linked to students' ability to achieve transfer goals such as curriculum, educational program development, and standards or policies regarding student preparation and success.

Local academic senates, as well as appropriate academic senate committees, task forces, other groups and representatives, should be actively involved in transfer education discussions regarding analyzing relevant trends, generating recommendations, creating plans and programs, and monitoring program implementation. Local senates should encourage, engage in, examine, and utilize disaggregated data to make informed decisions related to student transfer. Such data is helpful in determining and addressing equity concerns regarding transfer rates and developing initiatives and programs that equitably promote and support student transfer. The academic senate also plays an important part in advocating for adequate resources such as funding for programs and activities.

Moreover, academic senates play a critical role in promoting the broader professional development of faculty, including the development of an understanding of barriers to transfer

and classroom strategies for removing such barriers and helping students reach their transfer goals. To this end, academic senates should have access to research, data, and funding to support the professional development needs of the college in the area of transfer education.

## **Equipping Students for Transfer Success**

When students choose transfer as their educational goal, the college has a responsibility to provide guidance and support to help them reach that goal. This support is especially important for minoritized students, including African American, Chicano/Latino, American Indian, disabled, low-income, first generation, and other students historically and currently underrepresented in the transfer process. These students may be unfamiliar with their options, the transfer process, and the timelines involved.

Community college students have a variety of options when it comes to transferring to four-year institutions. If the student opts to remain in California, there are 23 campuses in the California State University system, nine campuses in the University of California system, and over 100 private or independent colleges and universities. As a part of orientation, students should be introduced to the college transfer center and the services and support offered. The college matriculation process should proactively provide students interested in transfer with information and access to Transfer Center services as early as possible, assisting students in learning all the nuts and bolts of the transfer process to make informed choices on their educational goals.

Transfer Centers in the community colleges offer a wide variety of services that include but are not limited to transfer exploration, college tours, access to 4-year institution representatives, transfer fairs, transfer conferences, meetings with transfer counselors, and computers to access information. Once a student has made an informed choice on a major and four-year institutions, the student should be encouraged to meet with a transfer counselor to create an updated educational plan and discuss strategies to have a successful transfer process.

The pathway to a four-year degree is facilitated through many different programs that target underrepresented students in the community college system. Various initiatives and partnerships with four-year institutions help students to transition between the two-year and four-year schools. Though still not seamless, such partnerships encourage and facilitate the transfer from CCCs to CSU/UCs and other four-year institutions.

## **Current Transfer Partnerships in the CCC System**

### **Associate Degrees for Transfer to the California State University System**

With the adoption of SB 1440 (Padilla) in 2010, the associate degree for transfer was created as a transfer pathway articulated between California Community Colleges and the California State University. A student graduating with an associate in arts for transfer or an associate in science for transfer in one of the 36 ADT majors is guaranteed admission into the CSU system in a

similar major, at junior standing, and to finish a baccalaureate degree in no more than 60 units. In addition to guaranteed admission, students that are admitted to a CSU campus using an ADT cannot be required to repeat any coursework completed at a community college after transfer. ADTs are aligned to transfer model curricula (TMCs) that are developed and agreed upon by discipline faculty from the CSUs and CCCs.

## **UC Transfer Pathways**

The UC Transfer Pathways (UCTP) program established a common set of major preparation requirements for all UC campuses that could be communicated to prospective transfer students. With each of the campuses in the UC system agreeing on the courses outlined in each transfer pathway, students only have to follow a single course pattern to be prepared to transfer to multiple UC campuses. Pathways have been established in the 21 most popular majors and are designed to provide clear, consistent course-taking advice for students and to satisfy UC campus admission requirements across the entire system for a specific major. Although the UCTP addresses academic preparation, it does not provide any admission guarantees.

## **University of California Transfer Admission Guarantees**

Transfer admission guarantees (TAGs) are currently available in some majors at six UC campuses: Irvine, Riverside, Merced, Santa Cruz, Davis, and Santa Barbara. A TAG outlines specific course and GPA requirements that students must complete in order to receive guaranteed admission. A student is only permitted to apply for one TAG, must meet the TAG application deadline, currently September 30, and must also apply for UC transfer admission by the UC application deadline, currently November 30.

TAG requirements vary by major and by UC campus, and they do not always align with the University of California Transfer Pathways. This situation may cause some confusion for students who are guaranteed admission to a UC campus because they completed a TAG but may not be prepared to begin junior level courses if they did not also complete the UCTP.

## **MOU Enhancing Student Transfer**

Signed in April of 2018, this memorandum of understanding outlines a series of activities in an effort to increase the number of qualified students transferring from the CCC system to the UC system. The goal of this agreement is to grant access and timely completion to CCC students. Recently, the UC has established a Transfer Pathway+ program that guarantees admission to students. The establishment of a guaranteed admission program was one of the activities outlined in the MOU.

## **UC Transfer Pathway+**

UC Transfer Pathway+ combines the UC Transfer Pathways program and transfer admission guarantees to ensure admission to the UC system for specified majors<sup>4</sup>. In this program, students are encouraged to complete the major preparation courses outlined in the UCTP and to apply for a TAG to one of the six campuses where they are available. A TAG is not available in all of these majors at all of the UC campuses offering TAGs.

### **Pilot UC Transfer Degrees**

The UC and the CCC system have made a concerted effort to increase transfer options for students by expanding transfer guarantees, especially in areas where an ADT that can fully prepare students has been difficult for colleges to create because of unit limitations and general education requirements. One such effort, the result of an agreement between the University of California Office of the President and the California Community Colleges Chancellor's Office, is the pilot UC transfer degrees.

As of Fall 2019, the pilot was active in chemistry and physics. While the ADT is the result of legislation, these pilot degrees have been developed through a collaboration between the two systems, allowing the degrees to align with the typical course-taking pattern that would be completed by UC students during their first two years of study. For example, the ADT in physics has significant differences with the UCTP. Physics faculty from all three segments agree that the UCTP is better preparation for junior level coursework, but the ADT is not able to include all of the major preparation courses because of the 60-unit limit.

The pilot degrees will require colleges to create an associate degree that aligns with the UCTP. The CCC Chancellor's Office has published templates similar to TMCs for colleges to use. Students pursuing one of these degrees will be required to complete the UCTP requirements plus a modified general education pattern of IGETC minus four courses. Students will also be required to meet a higher GPA requirement than those of most of the available TAGs with the UC campuses.

### **Historically Black Colleges and Universities**

The California Community Colleges Board of Governors has established a memorandum of understanding with historically black colleges and universities (HBCUs) to guarantee admission to students that complete an Associate Degree for Transfer. The objective of this agreement is to facilitate a smooth transition for students from all of the California Community Colleges to partnered HBCUs. To date, more than 35 HBCUs have signed on ("HBCU Transfer Participating HBCU," 2019). These agreements simplify the transfer process and reduce students' taking of unnecessary courses, thereby shortening the time to degree completion with a cost savings.

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<sup>4</sup> See appendix.

## **The ADT Commitment: Association of Independent California Colleges and Universities**

The ADT Commitment is the Association of Independent California Colleges and Universities (AICCU) sector's adaptation of the ADT pathway. While similar to the CSU ADT program, this agreement includes some differences due to the independent nature of the state's nonprofit institutions. For example, unlike CSU, AICCU institutions are not part of a system, and each campus has its own admission and graduation requirements. Therefore, if an ADT transfer student meets all the requirements for admission to a participating institution, admission is guaranteed only to that college as opposed to a system. The ADT Commitment guarantees admission for students meeting admission requirements, guarantees a minimum of 60 semester or 90 quarter units will transfer, and guarantees that the student will start at the transfer institution with junior standing.

### **Private Universities**

Some private universities offer community college students transfer-friendly bachelor's programs for a low cost once they transfer. These programs are often designated as California Community Colleges-Associate Degree for Transfer programs, which guarantees the associate in arts for transfer and associate in science for transfer degrees are fully transferable and are aligned to similar bachelor's degrees that can generally be completed in 90 quarter units or 60 semester units or less. This opportunity is available for CCC transfer students who have recently earned their ADT, associate of arts (AA), or associate of science (AS) degree. Additional coursework beyond the 90 quarter units or 60 semester units may be required for AA and AS degree recipients depending on the school and completed coursework. These types of programs and partnerships specifically benefit community college students who are in the military or working because many of the courses are online and therefore accessible from anywhere. This situation often makes the cost of completing a bachelor's degree completion lower than finishing a degree at a CSU or UC. Some private universities even offer programs that are fully on-line, geared for non-traditional learning and completion of degrees.

### **Transfer Within the California Community Colleges-Baccalaureate Pilot Program**

The signing of SB 850 (Block, 2014) established a baccalaureate degree pilot program for the California community colleges. As of Spring 2020, 15 colleges offer unique bachelor's degree programs in technical education fields. These programs offer a new intrasegmental transfer pathway, as students can transfer from any community college with an associate's degree or certificate program that fulfills the lower division major requirements in a given field into a bachelor's degree program at a community college that offers that program.

The following programs are approved for community college baccalaureate degrees:

- Airframe Manufacturing Technology, Antelope Valley College
- Industrial Automation, Bakersfield College



- Emergency Services and Allied Health Systems, Crafton Hills College
- Mortuary Science, Cypress College
- Equine Industry, Feather River College
- Dental Hygiene, Foothill College and West Los Angeles College
- Bio-manufacturing, Mira Costa College
- Respiratory Care, Modesto Junior College and Skyline College
- Automotive Technology, Rio Hondo College
- Health Information Management, San Diego Mesa College
- Occupational Studies, Santa Ana College
- Interaction Design, Santa Monica College
- Health Information Management, Shasta College

Discussion is currently ongoing among a variety of stakeholders and legislators about expanding the number of bachelor's degrees offered at community colleges as a way to meet workforce demand and provide increased earning opportunities for workers. For example, nurses, fire fighters, and law enforcement officers who obtain a bachelor's degree after their associate's degree may receive better pay and have greater advancement opportunities.

## **ADT Development**

The creation of associate degrees for transfer with the passage of SB 1440 (Padilla 2010) opened a new transfer pathway for students to the CSU and created a challenge for the California community colleges and the CSU system to develop a systemwide implementation of these new degrees. While SB 1440 allowed for each college to develop unique ADTs, the Academic Senates of the California Community Colleges and California State University determined that a statewide model for each degree was vital to the success of the program. The two senates determined that faculty from each system should jointly develop a template of required and elective courses that would be contained in each community college's ADT. These transfer model curricula (TMCs) are developed, vetted, and approved by discipline faculty in the CCCs and the CSU. Once a TMC has been approved, a template is developed by the California Community Colleges Chancellor's Office that allows community colleges to submit their ADTs for approval.

The TMC template outlines the required courses and electives permitted for each ADT. For a CCC course to be included in the TMC, it must satisfy one of four criteria, as shown on the TMC for the AA-T in Anthropology, which is shown below as an example:

Associate in Arts in Anth College	
TRANSFER MODEL CURRICULUM (TMC)	
Course Title (units)	C-ID Descriptor
<b>REQUIRED CORE: (9 units)</b>	
Introduction to Biological Anthropology (3)	ANTH 110
Introduction to Cultural Anthropology (3)	ANTH 120
Introduction to Archaeology (3)	ANTH 150
<b>LIST A: Select one (3 units)</b>	
Any course articulated as lower division preparation for the Anthropology major at a CSU. (See examples on TMC)	<b>AAM</b>
<b>LIST C: Select one (3 units)</b>	
Any <b>LIST A</b> or <b>B</b> course not already used.	
Any CSU transferrable Anthropology course.	<b>BCT</b>
Any non-Anthropology course from the humanities or social sciences on cultural diversity. (See examples on TMC)	<b>GECC</b>

Courses can be added to a TMC by meeting any of the following criteria:

1. A C-ID descriptor exists for the course and the course is C-ID approved, as with ANTH 110, ANTH 120, and ANTH 150.
2. The course is part of an articulation agreement by major, meaning that the CCC course is articulated in the lower division at a CSU, as verified by an articulation agreement on Assist.org.
3. The course is included on a general education certification course list, meaning that the CCC course aligns with the template course description and has been approved for either CSU GE Breadth or IGETC, as shown by “Any ‘non-Anthropology course from the humanities or social sciences on cultural diversity’” on the anthropology TMC.
4. The course is included on a baccalaureate course list. These courses are CSU transferable and align with the description on the TMC, such as “Any CSU transferable Anthropology course” on the anthropology TMC.

The template guarantees that faculty create AA-Ts and AS-Ts that align with the TMCs.

### **Aligning ADTs with UC Transfer Pathways**

Since many students may not know initially if they want to transfer to a CSU or a UC campus, students would benefit if the differences between those pathways were minimized. To facilitate this process, a transfer memo between the UC President and CCC Chancellor was agreed to and

called on the UC Academic Senate to work with ASCCC to identify alignment between the UCTPs and existing TMCs, the basis of ADTs. In some cases, the current TMC requirements are consistent with the UCTP. In these majors, alignment may simply be a matter of having the UC campuses accept the ADTs as appropriate preparation. Once these majors are identified, students can be prepared for transfer to either system by completing an ADT. Furthermore, if a guarantee can be established for students completing a UCTP, that guarantee to either system could be extended to students earning an ADT, although the GPA requirement would likely be higher for UC admission.

The ASCCC has strongly advocated for alignment of CSU and UC transfer pathways where possible to facilitate student transfer to either system, for example in Resolution 15.01 F17:

*Whereas, Preparing students to transfer into baccalaureate degree programs is one of the primary missions of the California community colleges;*

*Whereas, The majority of transfer students are transferring to either a California State University (CSU) or University of California (UC) campus, and colleges must develop courses that satisfy the expectations of and articulate to both systems;*

*Whereas, Associate Degrees for Transfer (ADTs) that guarantee student admission to the CSU system do not always align with the major preparation expected by UC campuses outlined in the UC Transfer Pathways (UCTP) for 21 majors; and*

*Whereas, The different expectations from the UC and CSU systems for transfer students often force students to choose which system they plan to transfer to, which could limit their options when they are ready to transfer;*

*Resolved, That the Academic Senate for California Community Colleges strongly encourage local senates and curriculum committees to maintain sufficient rigor in all courses to ensure that they will articulate for students transferring to the California State University or University of California systems; and*

*Resolved; That the Academic Senate for California Community Colleges work with the Academic Senates of the California State University and the University of California to identify a single pathway in each of the majors with an Associate Degree for Transfer to ensure that students will be prepared to transfer into either the California State University or the University of California systems.*

**Aligning transfer pathways among the California community colleges, the University of California system, and the California State Universities could have several significant positive outcomes for community college students.** Pathway alignment is critical from an equity perspective. This one tool could remove systemic barriers in advising, provide options in transferring, reduce the number of units taken by students, allow counseling faculty to provide robust counseling services, and help students from minoritized backgrounds graduate with an associate degree for transfer. Such alignment would also be consistent with another goal in the *Vision for Success*, to decrease the units that students need to complete their educational goals.

In some cases, alignment of the transfer paths will not be possible because the bachelor's degree in the CSU prepares the student for a particular career path while the UC degree prepares the student for a different path. Once a clear reason for lack of alignment has been established, counselors and discipline faculty must explain these options to students so that they may choose a transfer path based on their career goals. Even when the systems do not align, specific colleges may offer similar pathways that could provide students with a number of viable transfer options. In all cases, the California Community Colleges, California State Universities, and University of California continue to work together on pathways that streamline the transfer process.

### **Discipline Faculty Role in Degree Alignment**

Discipline faculty must play a critical role in the aligning the transfer degrees, as this work is inherently related to curriculum. As broader conversations continue between the California community colleges and their CSU and UC partners, discipline faculty within the community college system may need to modify degrees, create new degrees that align, and in some cases consolidate course offerings. This effort will further require partnering with counseling faculty and articulation officers to address the various options, requirements, and barriers students face when pursuing their transfer goals. As important advocates for students in the transfer process, instructional faculty are instrumental in the curriculum process and in ensuring that the courses that are offered correspond to changing student needs and allow for students to maximize their transfer options.

### **Strengthening the Transfer Paths**

#### **Recruitment and Onboarding Within a Guided Pathways Framework**

In order to strengthen the transfer paths within a guided pathways framework, the recruitment stage requires faculty and staff engagement to clarify the paths for future students. Mapping out of all programs for transfer should include detailed information on target outcomes, course sequences, critical courses, and progress milestones, with math and other coursework aligned to each program of study.

The onboarding stage requires faculty and staff engagement to help students get on the path to an identified goal. Research shows that many students arrive at college without clear goals and may not have a clear idea of the opportunities that are available to them through advising and counseling services. Studies suggest that those who need these resources the most are also the least likely to take advantage of them or seek them out.

In order to support their goals of transferring, students may wish to establish a clear idea early on in their community college studies of which four-year institution they hope to transfer to and which programs they plan to transfer into. Addressing this need can help students to avoid taking additional courses to satisfy unnecessary program requirements, as often the information on transfer requirements is complicated, hard to find, and unreliable.

Of course, not all students arrive on campus prepared to make such immediate decisions, and colleges should not force students into what may feel like a commitment to choices of which they are not certain or that may ultimately restrict options. Some students may need time to explore and evaluate their choices, and thus colleges should develop educational plans that provide flexibility for students who need it.

### **Leveraging Counseling**

Counseling is a key component in preparing students for transfer. As counselors assist students in putting together their educational plans, they may also inform students of alternative course offerings to help them meet their goals. This practice can be especially useful when limited course offerings or challenging personal schedules present difficulties for students trying to take a required course on their local campus. Despite a college's best efforts, some students may be unable to enroll in the courses they need for transfer in a timely manner at their home institutions. This situation may occur because a specific class is offered infrequently, because the student's schedule prohibits enrolling in the courses that are needed, or because the course is not offered by the college. While some students may choose to go to another campus nearby, this option is not always available, especially in rural areas or when students have limited transportation options. In these cases, students have access to the California Virtual Campus – Online Education Initiative (CVC-OEI). CVC-OEI provides resources that can facilitate timely completion of transfer goals, especially for students who need to fulfill a general education or major requirement that their home institution is not offering during the current semester. Students and counselors can visit [cvc.edu](http://cvc.edu) and search for California community college classes currently being offered online by general education area, major area, or keyword. Courses that have been quality reviewed and aligned with the CVC-OEI Course Design Rubric will populate to the top of the search results. Currently, only distance education courses with C-ID designations appear in the course finder.

In addition, colleges can leverage counseling expertise by partnering with discipline experts to reach more students in order to both encourage pursuit of transfer and provide the information necessary to prepare students. This partnership is particularly useful since counselors have unique expertise regarding transfer infrastructure but typically can see a student once a semester or less, while discipline faculty often see students several times a week for the entire semester.

### **Transfer Centers**

Title 5 directs each California community college governing board to recognize transfer as an important component of its college's mission and to prioritize the preparation and transfer of underrepresented students. To help colleges accomplish this goal, transfer centers have become an integral support program for students seeking to transfer to four-year institutions.

Transfer centers provide a variety of services and assist colleges in creating a transfer culture. Among the intensive services that transfer centers provide are the following:

- Counseling Services;
- Transfer related workshops;
- Transfer fairs;
- Transfer conferences;
- Access to university representatives;
- University tours;
- University application assistance.

Transfer centers lead all components of the transfer process and are responsible for establishing relationships with other student support programs, academic affairs, community partners, and four-year or transfer institutions to educate the college community on the transfer process.

Title 5 §51027 states that transfer centers “shall place priority emphasis on the preparation and transfer of underrepresented students, including African-American, Chicano/Latino, American Indian, disabled, low-income and other students historically and currently underrepresented in the transfer process.” Transfer centers are therefore equity programs and should place focus on providing services and resources for disproportionately affected groups on their campuses.

Title 5 §51027 further states that each district governing board shall ensure that transfer center staff is assigned to coordinate the activities of the transfer center, to coordinate underrepresented student transfer efforts, to serve as liaisons to articulation, student services, and instructional programs on campus, and to work with four-year college and university personnel. Clerical support for the transfer center must also be provided. Transfer centers usually consist of a transfer center director, one or more counselors, and support staff. Transfer center directors are either full-time faculty or middle management positions. Most faculty positions are counselor positions, and they are split with coordinating and counseling responsibilities.

The primary responsibility of the transfer center director is to lead all transfer efforts and create a transfer culture, coordinate all services, establish partnerships with four-year institutions, and train faculty and staff in all transfer practices and policies. The transfer center support staff consists of paraprofessionals that provide services for students. Their roles are critical, as they are at the front line and assess students’ needs in order to refer the students to transfer center services. They also lead many of the services and projects that are coordinated by the center. The number of support staff varies by college. Most transfer centers house at least one faculty counselor that is a specialist in all transfer related matters. These counselors will provide educational, career, and personal counseling to all students that utilize the transfer center.

The manual *California Community College Transfer Center Recommended Guidelines*, which was created in 2017 by a group of transfer center directors and the California Community Colleges Chancellor Office, offers insight into the responsibilities of the transfer center and the role of the transfer center at the college. This manual is a crucial resource for establishing or evaluating each college's transfer center. For example, the manual recommends that a transfer

center have a specific location on a California community college campus that is readily accessible and identifiable to students, faculty, and staff as the focal point of transfer activities.

### **ASSIST, the Role of Counseling Faculty, and the Role of Discipline Faculty**

From its establishment in 1985, the Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) has provided the most up-to-date and accurate information regarding student transfer in California (“General Information About ASSIST,” n.d.). This resource has proven pivotal not only for the transfer students looking to transfer to a four-year public university but also for faculty, both counseling and instructional.

The information contained on ASSIST allows counseling faculty to judiciously map out the courses a student would need for a seamless transfer to the UCs and CSUs. An articulation agreement by major (AAM) displays the lower-division preparation for a major at a public four-year institution. It also shows what courses offered at a California community college are comparable to the lower-division major preparation at four-year colleges and universities. By using this information, counseling faculty are able to show students that completion of those articulated courses at a CCC will greatly benefit the student upon transfer. ASSIST makes concrete to students that the courses they have completed will be granted credit and will count towards their unit or course requirements for the completion of the baccalaureate degree.

Additionally, within guided pathways, counseling faculty play a vital role in student success, completion, and transfer. Whereas instructional faculty are the subject-matter discipline experts, counseling faculty are the experts on certificate or degree requirements, general education requirements, and transfer requirements. The counselors interpret the information on ASSIST and a university’s selection criteria to help students create comprehensive student education plans that align with the students’ transfer goals.

For discipline faculty, ASSIST is a valuable repository of lower-division major preparation offered by the public four-year institutions in the state. It provides a resource in the development of new transfer programs and courses. Discipline faculty can see what lower-division courses would be of value to develop and offer at their colleges. If a new transfer program’s goal is to provide a pathway for students from one community college to a CSU or UC offering a similar program, developing courses that would articulate as lower-division major preparation for that major is crucial. In the development of these courses, discipline faculty consult with their college articulation officers to ensure course equivalency is established. Doing so can ensure the seamless transfer of credit to the four-year institutions.

Often the AAMs for majors found on ASSIST list the transfer institution’s selection criteria, sometimes through links that take users outside of ASSIST.org. These selection criteria include courses that are the curriculum students must complete to be eligible for admission into the major at the four-year institution. Typically these courses must be articulated. If the community college does not offer an articulated course or the course is not articulated to a selection course, students must complete that course at another college where the articulation is established in order to be competitive for admission. This situation can prove burdensome for students who

might want to transfer to a CSU or UC but are at rural or isolated colleges. In such cases, ASSIST proves invaluable to discipline faculty, as it serves as a guide for what courses should be developed and offered at the college. If a course is already offered but is not articulated, faculty can begin the discussion as to how the non-articulated course could be revised to attain that articulation. However, revising a course to be equivalent to a selection criteria course for one CSU or UC could jeopardize articulation established with other institutions. Discipline faculty and the college articulation officer must therefore determine the ramifications of the course revision in light of existing articulation and whether a course revision is the best option.

### **External Exams (AP, IB, CLEP, Credit for Prior Learning)**

The importance of external exams—Advanced Placement (AP), International Baccalaureate (IB), College Level Examination Program (CLEP), and Credit for Prior Learning (CPL)—may not be inherently evident; however, the CSUs and UCs have granted general education credit for satisfactory scores on the AP and IB, while CLEP is accepted by the CSUs for CSU GE Breadth certification. Awarding of credit for these exams benefits students in the completion of general education, as students can receive credit for what they have already completed as a result of an external exam, allowing them to focus on the lower-division major preparation courses necessary for transfer. Counseling faculty should familiarize themselves with how GE credit is awarded in order to help students avoid unnecessarily enrollment in courses for a GE area that the students have already met.

### **Challenges**

As colleges seek to increase transfer rates, one persistent challenge is the counselor to student ratio. At most campuses, this ratio is unacceptably high, causing severe restrictions on the amount of time a counselor can spend with a student. On some campuses, counseling appointments are limited to fifteen minutes in order to manage the load. Historically, colleges were funded primarily on full-time equivalent students (FTES); however, since so many students are less than full time, the actual headcount of students is much higher than the FTES. Further complicating the situation, counselors are currently not included in the minimum of 50% of a district's general fund that must be expended during each fiscal year for "salaries of classroom instructors" under Education Code §84362.<sup>5</sup> Since counselors are not included as part of that 50 percent, hiring counselors makes complying with that law more difficult for districts. These limitations on the availability of counseling services impede the ability of colleges to properly guide and advise students regarding transfer.

Some campuses, however, have successful programs that have counselors assigned to smaller ratios of students, such as Puente and Umoja programs that support traditionally marginalized or underserved student populations. These programs typically report higher transfer rates for students in those programs compared to similar students not in such programs; however, many

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<sup>5</sup> The fifty percent law as written in Education Code §84362 states that salaries include benefits and the salaries of instructional aides. Counselors and Librarians are not included.



colleges find that the cost of such programs make it difficult to expand them to serve larger numbers of students despite their success.

Another challenge that many colleges face is building a transfer community. Having a dedicated and welcoming space where students can find information and meet with counselors dedicated to transfer and interact with other students who are seeking similar goals helps to create a transfer community within the college. However, many colleges currently do not have such a dedicated space, or the transfer center may be a room or a bungalow on campus with relatively few dedicated resources.

A challenge that especially faces many smaller, more rural campuses is simply geography. With the nearest CSU or UC often more than 100 miles away, many students see their location as a barrier to transfer. According to the University of California (2016), 45% of UC transfers choose campuses within fifty miles of their homes, including 77% for UCI and a low of 16% for UC Santa Barbara. These statistics suggest a significant barrier for students who live farther away. In other cases, students with the biggest financial need find that even if the nearest four-year campus is 25-50 miles away, they lack the reliable transportation necessary to attend, especially in more rural areas where public transportation is not a viable option.

Many of the most vulnerable student populations find that moving away to transfer is not a viable option for financial or other reasons. Finances are often a barrier to education for many students. While current financial aid allocations do not fully cover the cost to attend the community college full time, many potential students, especially first-generation college students, are unaware of the financial assistance for which they qualify. Some colleges reach out to the students and their families while the students are still in high school to help them realize that post-secondary education and transfer is a real possibility through the community college. Transfer program connections, events, and community college counseling courses offered at the high schools can be ways to help students navigate the college and financial aid process, as could culturally relevant activities at college family nights targeting and supporting underserved communities. These activities are impactful but do require funding.

Another significant concern and barrier to student success and transfer, as seen also in nationwide trends, is that California community colleges have an increasing number of students who have food and housing insecurities. A 2019 study found that seventy percent of community college students nationwide experienced food insecurity, housing insecurity or homelessness (American Association of Colleges and Universities, 2019). A student's ability to succeed can be significantly impaired if these basic needs are not met. Colleges should have consistent stable forms of support for these vulnerable populations to help them meet their educational and transfer goals.

Despite these challenges, community colleges must find ways to adjust their practices to meet the needs of students seeking to transfer. As colleges leverage existing resources, they must seek additional resources as a system to serve their communities of students.

## **Recommendations for Local Academic Senates**

- Embrace new transfer partnerships, including the UC Transfer Pathways, to facilitate the transfer path for students.
- Facilitate and encourage the partnership between discipline faculty, curriculum committees, and counseling faculty to create degrees that align with new transfer pathways such as the UC Transfer Pathways.
- Regularly evaluate disaggregated student outcomes and create recommendations to enhance and support student transfer.

## **Recommendations for Colleges**

- Make scheduling decisions that accommodate UCTPs and ADTs.
- Review curriculum to ensure necessary courses exist for UCTPs and ADTs.
- Reach out to students that are transfer ready to help them reach their goals.
- Embrace the various transfer partnerships including the Pilot UC Transfer degrees. This process will require collaboration between local curriculum committees and discipline faculty to create the degrees.
- Have counselors that specialize in transfer, including an articulation officer, and whenever possible house these experts in a dedicated space that can not only help build a transfer community but can provide space for collaborations with others within the campus community.

## **Recommendations for the Board of Governors**

- Provide a dedicated and stable funding stream for transfer infrastructure such as transfer centers to facilitate increasing the number of students who are transfer ready in accordance with *the Vision for Success*.
- Direct the Chancellor's Office to work with UC and CSU partners to ensure that students who are transfer ready have access to a university that is accessible, especially to students who for financial or other reasons are unable to relocate hundreds of miles away.
- Advocate for a funding mechanism that incentivizes the hiring of more faculty counselors.

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## Appendices

### Transfer Center Directors Recommended Essential Duties as Outlined in “The California Community College Transfer Center Recommendation Guidelines”

- Serving as the primary contact person for inquiries from community college administrators, faculty, staff, students and the community concerning the college’s transfer programs and services.
- Serving as a liaison between the community college and baccalaureate-level universities in regard to admission policies and transfer requirements.
- Working with campus faculty and administration to ensure that the transfer function is clearly identified as a primary mission of the college. Is the transfer mission clearly articulated in the college’s mission statement and goals? Is transfer information clearly conveyed on the college website and in the college catalog, class schedule, newsletters and brochures? Does the campus provide for adequate transfer facilities and adequately trained staff to ensure a strong and viable transfer program? Are the fiscal needs of the transfer function considered in the budget planning process? Does the college offer a curriculum that supports transfer, and are the lower-division requirements of nearby institutions considered in curriculum development?
- Working with college administrators to coordinate the activities of the Transfer Center with other instructional and student services programs on campus and to encourage cooperative working relationships.
- Informing the college’s academic senate of critical transfer initiatives and policy changes, and encouraging the participation of instructional faculty in the development, implementation and evaluation of transfer efforts. Working with instructional faculty to incorporate the transfer function as a part of the syllabus of select courses offered at the community college.
- Establishing and chairing the Transfer Center Advisory Committee developed to assist in supporting and strengthening transfer activities on campus. This committee may include a governing board member, an academic senate representative, instructional and counseling faculty, students, administration, student services and representatives from local universities.
- Working with the campus articulation officer to monitor and encourage the development of articulation agreements and campus participation in articulation efforts.
- Directing the Transfer Center and its budget, and directing the activities of the Transfer Center staff.
- Providing ongoing information and training to counselors and Transfer Center staff regarding new transfer options and policies, changing requirements, university selection criteria, ASSIST, UC Pathways and university application procedures to ensure that accurate and up-to- date information is being conveyed to students.
- In conjunction with the Counseling Department, providing transfer counseling that supplements the counseling that takes place within the Counseling

Department. Transfer Center counseling often includes handling complex transfer cases referred to the Transfer Center by counselors, administrators or instructional faculty; the evaluation of independent and out-of-state transcripts for transfer to UC, CSU or other baccalaureate-level colleges or universities (if applicable, consult with transcript evaluators); research regarding transfer requirements to independent or out-of-state universities; or advocacy for students to educate and empower them in the admission appeal process.

- Receiving daily California Community College and university updates through the statewide Transfer Center Director's distribution list (organized through the CCC Chancellor's Office) and redirecting these updates to counselors, Transfer Center staff, and appropriate administrators and instructional faculty.
- Developing a comprehensive Transfer Center webpage that includes information on in-state and out-of-state public and private universities, and identifying and purchasing resource books and materials that assist students with their research in transitioning from a community college to a university, such as college and university catalogs, university reference guides, scholarship reference guides, college essays and other resource books and published materials.
- Directing the college's TAA or Transfer Admission Agreement (TAG) and ADT programs with universities.
- Providing transfer courses, workshops and classroom presentations that include information about university admission requirements, selection criteria, TAAs and application processes to baccalaureate-level campuses. These classes, workshops and presentations should be provided for all students, including EOPS, DSPS, foster youth, Puente, veterans and Umoja students. Note: All of these programs include large numbers of low-income and first-generation college students.
- Encouraging and participating in campus-wide efforts to identify and remove barriers to the retention and transfer of all students, including low-income, disabled and first-generation college students and other populations identified by the college's Student Equity data and to assist with the efforts of developing strategies to improve the transfer rate for these students.
- In conjunction with regional universities and the Office of Institutional Effectiveness, develop and implement methods to evaluate the effectiveness of local transfer activities.
- Encouraging staff from university admissions offices to participate in Transfer Center activities: to meet regularly with potential transfer students to discuss academic options, evaluate transcripts and assist in planning transfer coursework; to provide transfer and application workshops for students; to attend Transfer Center Advisory Committee meetings; and to attend annual Transfer Day/College Night programs. University staff have asked that a single location be identified at each community college as their point of contact for all transfer activities.
- Directing the Transfer Center's university tour program.
- Collaborating with other California Community College campuses to obtain information and best practices to develop strong Transfer Center programs and transfer activities.

- Attending regional Transfer Center Directors meetings coordinated by the CCC Chancellor's Office and attending the annual CCC statewide Transfer Center Directors meeting. In addition, attending transfer meetings and conferences sponsored by UC, CSU and independent colleges and universities.
- Collaborating with the Admissions Office/ Enrollment Services/Evaluations Offices to ensure the Associate Degree for Transfer is verified and posted on students' transcripts in a timely manner.
- Writing and submitting the annual Transfer Center Report to the CCC Chancellor's Office.
- Reporting to the college governing board annually on transfer numbers and community college or university trends or policies that are affecting transfer students
- Serving as a member of the statewide Transfer Center Director Association (i.e., WACAC) and participating on the Transfer Advocacy Committee.

Counseling Faculty: Counselors working in the Transfer Center assist the Transfer Center Director with all aspects of the counseling and teaching activities of the center. As stated in the California Community College Transfer Center Recommendation Guideline" the following are essential duties:

- In conjunction with the Counseling Department, providing transfer counseling that supplements the counseling that takes place within the Counseling Department. Transfer Center counseling often includes handling complex transfer cases referred to the Transfer Center by counselors, administrators or instructional faculty; the evaluation of independent and out-of- state transcripts for transfer to UC, CSU or other baccalaureate-level colleges or universities (if applicable, consult with the transcript evaluators); research regarding transfer requirements to independent or out-of-state universities; or advocacy for students to educate and empower them in the admission appeal process .
- Checking TAAs for completion and accuracy prior to sending them to the universities for approval. Assisting in reviewing the ADTs for the purposes of meeting the requirements for the degree and similar majors at the receiving institution.
- Providing transfer courses, workshops and classroom presentations that include information about university admission requirements, selection criteria, TAAs and application processes to baccalaureate-level campuses. These classes, workshops and presentations should be provided for all students and include special programs that serve low-income, disabled, first-generation college students, veterans, foster youth, and other populations identified by the college's Student Equity data.
- Encouraging and participating in campus-wide efforts to identify and remove barriers to the retention and transfer of low-income, disabled and first-generation college students and other populations identified by the college's Student Equity data. Assisting in campus-wide efforts to develop strategies to improve the transfer rate for these students.

- Organizing campus tours to baccalaureate-level colleges and universities and assisting with the coordination of Transfer Day/College Night.
- Assisting in the creation and operation of technology-enhanced transfer counseling, i.e., online chats with university representatives for transfer students.



## Recommended Essential Duties for Classified Staff as Outlined in “The California Community College Transfer Center Recommendation Guidelines”

- Working at the front line of the Transfer Center to greet students, answer student transfer questions and refer students to Transfer Center counselors or to the Counseling Department as appropriate.
- Publishing a calendar (both online and in print) of Transfer Center activities to inform students and the campus community of ongoing transfer activities taking place on campus.
- Assisting students with transfer research using both online and print resources.
- Assisting students with university applications.
- Monitoring and tracking all incoming and outgoing TAAs, which includes maintaining a database of mailed/approved/denied TAAs and notifying students and counseling faculty of TAA status.
- Developing communication tools to publicize Transfer Center activities to the campus, including posters, social media and any tools used on campus to promote activities.
- Scheduling appointments for visiting university representatives and Transfer Center counselors.
- Ordering and maintaining all transfer resource books and materials.
- Handling all clerical support for the Transfer Center Director and Transfer Center Counselors.
- Supervising student employees.
- Chaperoning with the University transfer tours.
- Assisting with maintaining and updating the Transfer Center webpage.

## Educational Planning Tools

An integral part of the counseling process is the creation of a comprehensive educational plan. An educational plan will consist of courses and strategies that will assist students navigate their time at the college and complete their goal. The courses consist of general education, major and elective courses that meet transfer requirements of the university they are seeking to transfer.

The following are online educational planning systems that are the commercial products commonly used in community colleges at the time of this paper:

- Star Fish Solutions
- Degree works
- PeopleSoft

Some of these online educational planning systems provide degree audits, detailed course description, draft educational plans for students navigate, course forecast demands, and prerequisite/corequisite requirements. Other than these three tools, several colleges that have home grown online educational planning tools.

## The Associate Degrees for Transfer Approved as of Fall 2019

- Administration of Justice
- Agriculture Animal Science
- Agriculture Business
- Agriculture Plant Sciences
- Anthropology
- Art history
- Biology
- Business Administration
- Chemistry
- Child and Adolescent Development
- Communication Studies
- Computer Sciences
- Early Childhood Education
- Economics
- Elementary Children Education
- English
- Environmental Science
- Film, Television, and Electronic Media
- Geography
- Geology
- Global Studies
- History
- Hospitality Management
- Journalism
- Kinesiology
- Law, Public Policy and Society
- Mathematics
- Music
- Nutrition and Dietetics
- Philosophy
- Physics
- Political Science
- Psychology
- Public Health Science
- Social Justice Studies
- Social Work and Human Services
- Sociology
- Spanish
- Studio Arts
- Theatre Arts

## The Twenty One Majors in the UC Transfer Pathways

- Anthropology
- Biochemistry
- Biology
- Business administration
- Cell biology
- Chemistry
- Communication
- Computer science
- Economics
- Electrical engineering
- English
- History
- Mathematics
- Mechanical engineering
- Molecular biology
- Philosophy
- Physics
- Political science
- Psychology
- Sociology

## The Majors in the UC Pathways+

- Anthropology
- Biochemistry
- Biology
- Business administration
- Cell biology
- Chemistry
- Communication
- Computer science
- Economics
- Electrical engineering
- English
- History
- Mathematics
- Mechanical engineering
- Molecular biology
- Philosophy
- Physics
- Political science
- Psychology
- Sociology



## Executive Committee Agenda Item

SUBJECT: CCCC DEI Implementation Plan – ASCCC Proposed Assignments (6-12months)		Month: August	Year: 2020
		Item No: IV. J.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the DEI Implementation Plan proposed ASCCC committee assignments.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Mayra Cruz/John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

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

### BACKGROUND:

The Board of Governors approved the Vision for Success Diversity, Equity and Inclusion Integration Plan at the September 2019 meeting. The plan incorporates strategies aligned to the ASCCC Faculty Diversification goal.

At the November 6, 2019 meeting, the Executive Committee was asked to review and discuss the Vision for Success Diversity, Equity and Inclusion Integration Plan proposed ASCCC assignments. The chart of assignments was submitted by the Equity and Diversity Action Committee and Faculty Leadership Development Committee.

At the July 7th CCCC DEI Workgroup meeting, each system partner received their assignments. Attached is the plan with the proposed Tier 1 ASCCC committee assignments and identified priorities. The Executive Committee is asked to review and approve the proposed committee assignments and priorities to be accomplished in 6-12 months. The plan is aligned with the ASCCC DEI-Faculty Diversification focus area.

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

## Academic Senate for California Community Colleges (ASCCC)

The integration plan developed by the *Vision for Success* Diversity, Equity and Inclusion Task force identifies recruitment, retention, and support activities organized into Tier 1 and Tier 2 to be adopted at the system and local level to increase faculty and staff diversity. In collaboration with stakeholder associations and Consultation Council, the chart below identifies strategies where the Academic Senate for California Community Colleges is needed as a partner and can play a key role. Thus, 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)** and with existing resources. Tier 2 activities can be achieved in a 3-5-year timeline and require additional funding. These multi-layered strategies represent a starting place for driving this change and are aimed at dismantling the implicit and explicit systemic barriers that negatively impact faculty and staff of color.

### 20-21 Focus Tier 1

<u>Strategy</u>	<u>Proposed DEI Activities</u>	<u>Vision for Success Alignment</u>	<u>Status</u>	<u>Proposed Committee Assignment</u>
Develop culturally responsive faculty and staff (classified and administrators) recruitment strategies.	<ul style="list-style-type: none"> <li>➤ <b>Human Resource (HR) and ASCCC to establish first-year experience support structures for employees. (Tier 1)</b></li> <li>➤ HR and ASCCC to clearly outline required Minimum Qualifications for positions. (Tier 1)</li> <li>➤ HR and ASCCC to disseminate information on how selection committees may utilize Minimum Qualifications to select candidates. (Tier 1)</li> </ul>	Commitment #2	Add to Canvas module  Ample progress -Module -CTE Min Quals toolkit -2020 Equivalency Paper	FLDC
Encourage diversity-focused criteria in employee evaluations and tenure review. Encourage boards to include diversity performance criteria in their self-evaluation.	<ul style="list-style-type: none"> <li>➤ <b>ASCCC, HR, and local union to review existing evaluation procedures. (Tier 1)</b></li> <li>➤ <b>HR to collaborate with ASCCC to review faculty evaluation procedures using existing consultative structures. (Tier 1)</b></li> <li>➤ <b>ASCCC, HR, and local union to create a process where conversations about cultural competencies can happen outside the evaluation process. (Tier 1)</b></li> <li>➤ ASCCC and HR to develop a performance evaluation criteria model and professional development opportunities to</li> </ul>	Commitment #5		EDAC  Follow-up with ACHRO (ASCCC DEI Reps)  EDAC

	successfully expand employee's capacity to serve students. (Tier 2)			
Diversify representation in search committees with members of diverse educational background, gender, and ethnicity.	<ul style="list-style-type: none"> <li>➤ Districts and colleges, Association of Chief Human Resource Officers (ACHRO), ASCCC, and Chief Instructional Officers (CIO's) to develop guidance on including staff from other disciplines, departments, divisions, etc. on hiring and screening committees. (Tier 1)</li> <li>➤ ACHRO and ASCCC collaborate to create a tool to assess diverse representation. (Tier 1)</li> <li>➤ ASCCC and ACHRO to provide guidance on hiring committees: examples to diversify committee, what these committees should look like, and models for candidate evaluation. (Tier 1)</li> <li>➤ ASCCC and HR to develop model job descriptions, vacancy announcements, screening criteria, interview questions, and other employee selection procedure language to establish the ability to successfully serve diverse student populations as a true minimum qualification for all positions. Focus on student engagement, retention, and responding to student needs. (Tier 1)</li> </ul>	<p>Commitment #5</p> <p>Commitment #5</p> <p>Commitment #7</p> <p>Commitment #7</p>	Completed Canvas Module	<p>No assignments unless identified</p> <p>Note: Discuss student representation on hiring committee.</p>
Celebrate the diversity of the California Community College System.	<b>Community College League of California (CCLC), Student Senate for California Community Colleges (SSCC), ASCCC, ACHRO, and Chief Business Officers (CBO) to publicize the accomplishments of our system by adopting a multi-cultural awareness week. (Tier 1)</b>	Commitment #5	<p>Discuss with Chancellor's Office to coordinate</p> <p>Rename "multicultural" awareness week</p>	President or designee
Imbed diversity, equity, and inclusion into all faculty and staff (classified and administrators) awards (i.e. Stanback-Stroud	➤ ASCCC to evaluate the Academic Senate Faculty award application process and imbed diversity, equity, and inclusion criteria. (Tier 1)	Commitment #6	Completed Review with S&P Chair	

<p>Diversity Award, Dr. John Rice Diversity and Equity Award; Hayward Award; CC Classified Employee of the Year Award).</p>				
<p>Revise procedures that address diversity, equity, and inclusion to reduce bias in the hiring process. Ensure every step of the hiring process relates to Minimum Qualifications.</p>	<ul style="list-style-type: none"> <li>➤ ASCCC to evaluate the 2nd Minimum Qualification for Faculty. (Tier 1)</li> <li>➤ ASCCC to look at both the minimum qualifications and preferred qualifications to ensure diversity related experience and skillsets are preferred minimum qualification. (Tier 1)</li> <li>➤ HR and ASCCC to develop model job descriptions, vacancy announcements, screening criteria, interview questions, and other employee selection procedure language to establish the ability to successfully serve diverse student populations. (Tier 2)</li> </ul>	<p>Commitment #6</p>	<p>Completed</p>	
<p>Design professional development workshops to increase knowledge and understanding of cultural competency and diversity.  (Focus in 2020-2021)</p>	<ul style="list-style-type: none"> <li>➤ <b>ASCCC, ACHRO, and Community College League of California (CCLC) to develop a series of modules on cultural humility, equity, diversity, and inclusion. (Tier 1)</b></li> </ul>	<p>Commitment #2</p>	<p>Consider other activities like a Reading Circle, webinars or podcast  General session at Plenary and Institutes</p>	<p>Relations with Local Senates coordinate with Area Representatives</p>
<p>Encourage and facilitate dialogue between ASCCC, Administration, and HR to establish a diversity component in faculty evaluations.</p>	<ul style="list-style-type: none"> <li>➤ California Community College Chancellor’s Office (CCCCO) collaborate with the ASCCC, CCLC, ACHRO, and unions to facilitate this dialogue at statewide conferences. (Tier 1)</li> <li>➤ ASCCC, Unions, Administration, and HR to collaborate to review the faculty evaluation tool. (Tier 1)</li> <li>➤ ASCCC to provide guidance for evaluation and tenure review committees. (Tier 1)</li> <li>➤ CCCCCO partner to create a model for performance evaluation criteria with ASCCC</li> </ul>	<p>Commitment #5</p>	<p>Follow-up with Chancellor’s Office to convene and facilitate (Vice Chancellor of Ed Services and Support Marty Alvarado)</p>	



	and ACHRO that holds all employees accountable for successfully serving diverse student populations. (Tier 1)			
Provide equivalency guidance and professional development.	➤ <b>CCCCO and ASCCC to partner to release statewide guidance on equivalency process and policies. (Tier 1)</b>	Commitment #5	In Progress	President or designee to facilitate with CCCCCO
Provide campus-wide cultural competency and implicit bias training.	➤ ACHRO, Association of California Community College Administrators (ACCCA), Association of Chief Business Officers (ACBO), ASCCC, classified senate leaders, and union leaders to develop principles to integrate cultural competency into all existing statewide association certificate programs (Tier 2)	Commitment #2		
Establish pipeline programs to diversify the faculty applicant pools.	➤ <b>ASCCC and CCCCCO partner to provide statewide guidance and clarity on minimum qualifications (preferred vs required). (Tier 1)</b>	Commitment #3		Follow up with CCCCCO Legal Counsel (ASCCC EDI Workgroup Reps)
Provide faculty and staff (classified and administrators) mentoring opportunities at colleges.	➤ <b>ASCCC and CCLC collaborate to educate districts, colleges, trustees, and CEO's on the impact of mentoring programs. (Tier 1)</b>	Commitment #3	Use FELA Program as a resource	President or designee to follow-up with The Coalition (Dr. Ed Vines)
Recognize and support faculty and staff (classified and administrators) contributions to diversity through their mentoring efforts and community involvement.	➤ <b>CCCCO collaborate with ASCCC and CCLC to develop a best practices approach for mentoring and add it to the EEO best practices manual. (Tier 1)</b>	Commitment #6	Use FELA Program as a resource	President/ASCCC EEO & Diversity Committee Reps Follow-up with CCCCCO EEO & Diversity Advisory Committee and EEO subcommittee



## Executive Committee Agenda Item

SUBJECT: Anti-Racism Paper		Month: August	Year: 2020
		Item No: IV. K.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will review and consider for approval the first draft of Anti-Racism Education in California Community Colleges Paper.	Urgent: Yes	
		Time Requested: 30 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Mayra Cruz/Cheryl Aschenbach/LaTonya Parker/Luke Lara	Consent/Routine	
		First Reading	X
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

### BACKGROUND:

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

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

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

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

As delineated on the workplan for April and May of 2020, Executive Committee members Cheryl Aschenbach, La Tonya Parker, Mayra Cruz with Dr. Luke Lara, were tasked to begin the paper.

In May 8th of 2020, the Executive Committee approved the outline of Anti-Racism Education in California Community Colleges Paper and the membership of the writing team.

Writing Team:

Cheryl Aschenbach, La Tonya Parker, Mayra Cruz, Dr. Luke Lara  
19-20 Equity and Diversity Action Committee Darcie McClelland, C. Kahalifa King  
Dr. Elizabeth Imhof (SBCC), Dr. Abdimalik Buul (SDCC),  
Pamela Wright, Leticia Luna-Sims and Ryan Sullivan (MSJC)

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



**Academic Senate  
for California Community Colleges**

LEADERSHIP. EMPOWERMENT. VOICE.

**Anti-Racism Education in California Community Colleges**

(Adopted Fall 2020)

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## Executive Summary

### Introduction

Over 60 thousand faculty serve nearly 2.1 million students in 116 California Community Colleges. The community college system in California strives to provide all students an excellent educational opportunity. To this end, an intentional, systematic approach to understand and address the contemporary and historical context of institutions and current students is needed. In the fall of 2019, the Academic Senate for California Community Colleges approved and published a paper on [equity-driven systems](#) to provide the community college system leaders a framework to begin this work to improve student outcomes and close equity gaps for disproportionately impacted students. The purpose of this paper is to further advance equity work through anti-racism education. This starts with listening to the voices of our students, especially our disproportionately impacted students, to learn about their lived experiences, including their journeys in and outside our institutions.

*“I am here to give you my own experience as a child of a Jamaican immigrant, as a student that has been in the system eight years now and about to transfer to UC Berkeley. This journey has not been easy for me and I recognize it has not been as difficult for me as it has been for so many of my black and brown brothers and sisters.” - Bryan Daley, student, City College of San Francisco*

As a reader, you are invited to explore with an open heart and mind the topics, questions and opportunities to advance anti-racism action and education.

In 2020, the United States and the world experienced a pandemic that will forever change the course of our lives. In the midst of this pandemic, the Black/African descent community and other communities of color have exponentially experienced the legacy of white supremacy ideology and racism. As the [COVID-19](#) pandemic unveiled, inequities have exacerbated disparities and has revealed the true depths of racial and ethnic inequities that have plagued our country for centuries. It is our current situation in which we sit, however, history is how we got here. The path forward is through anti-racist action and education.

*“Our country is suffering from two diseases. One that's novel, COVID-19, and one that is historical, the scourge of racism. And both need a cure.” – Dr. Jennifer Taylor-Mendoza, Vice-President of Instruction, Skyline Community College*

In the wake of increased murders of unarmed Black/African descent, Indigenous, and other people of color, escalated hate crimes, and the racist rhetoric, it is imperative that faculty and other system-stakeholders understand structural racism. It is critical that we learn how to apply race-consciousness and how to infuse anti-racism in daily practice to

become anti-racist practitioners. As a collective community, we are invested in cultivating and maintaining a climate where humanity, equity and mutual respect are both intrinsic and explicit by valuing individuals and groups from all backgrounds, demographics, and experiences.

*“Social and political constructions of oppression and discrimination against women and people of color—in particular, people of African descent – remain embedded in American political, economic, religious and educational institutions (hooks, 1995).” Dr. Regina Stanback Stroud, Former Academic Senate President 1993-95, Chancellor of Peralta Community College District (2009)*

The Academic Senate for California Community Colleges acknowledges that the structure of higher education and our colleges house the biases and prejudices of its founding time. We need to address systemic racism by removing barriers to student success and to the recruitment and participation of faculty from racially and ethnically minoritized populations. In addition, the Academic Senate for California Community Colleges has denounced racism for its negative psychological, social, educational and economic effects on human development throughout the lifespan.

Addressing racism and its history can be overwhelming. It is our hope that this paper provides context to empower faculty across the state to engage in identifying, describing and dismantling the structural changes required to become anti-racist institutions. The Academic Senate for California Community Colleges is committed to leading the structural change work along with community college faculty leaders and stakeholders.

In the fall of 2019, the field adopted the resolution *Support Infusing Anti-Racism/No Hate Education in Community Colleges*. This resolution stated,

“Whereas, The California Community Colleges Diversity, Equity and Inclusion Statement defines the system as, “As a collective community of individual colleges, we are invested in cultivating and maintaining a climate where equity and mutual respect are both intrinsic and explicit by valuing individuals and groups from all backgrounds, demographics, and experiences. Individual and group differences can include, but are not limited to the following dimensions: race, ethnicity, national origin or ancestry, citizenship, immigration status, sex, gender, sexual orientation, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, political beliefs, religion, creed, military or veteran status, socioeconomic status, and any other basis protected by federal, state or local law or ordinance or regulation.”

Whereas, The Academic Senate for California Community Colleges Inclusivity statement “recognizes the benefits to students, faculty, and the community college system gained from the variety of personal experiences, values, and views of a diverse group of individuals with different backgrounds. This diversity includes but is not limited to race, ethnicity, sex, gender identity, sexual orientation, disability status, age, cultural

background, veteran status, discipline or field, and experience. We also understand that the California Community College System itself is diverse in terms of the size, location, and student population of its colleges and districts, and we seek participation from faculty across the system. The Academic Senate respects and is committed to promoting equal opportunity and inclusion of diverse voices and opinions. We endeavor to have a diversity of talented faculty participate in Academic Senate activities and support local senates in recruiting and encouraging faculty with different backgrounds to serve on Academic Senate standing committees and task forces. In particular, the Academic Senate acknowledges the need to remove barriers to the recruitment and participation of talented faculty from historically excluded populations in society.”

Whereas, To eliminate institutional discrimination the Academic Senate for California Community Colleges strives to integrate an accurate portrayal of the roles and contributions of all groups throughout history across curricula, particularly groups that have been underrepresented historically ; identify how bias, stereotyping, and discrimination have limited the roles and contributions of individuals and groups, and how these limitations have challenged and continue to challenge our society; encourage all members of the educational community to examine assumptions and prejudices, including, but not limited to, racism, sexism, and homophobia, that might limit the opportunities and growth of students and employees; offer positive and diverse role models in our society, including the recruitment, hiring, and promotion of diverse employees in community colleges; coordinate with organizations and concerned agencies that promote the contributions, heritage, culture, history, and health and care needs of diverse population groups; and promote a safe and inclusive environment for all.

Whereas, Racism and racial discrimination threaten human development because of the obstacles which they pose to the fulfillment to basic human rights to survival, security, development, and social participation; Racism has been shown to have negative cognitive, behavioral, affective, and relational effects on both child and adult victims nationally and globally, historically and contemporarily; Racism, racial discrimination, xenophobia and related intolerance have been shown to be attitudes and behaviors that are learned;

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

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

Resolved, That the Academic Senate for California Community Colleges infuses Anti-Racism/No Hate Education in all its activities and professional development opportunities.”<sup>1</sup>

This paper aims to contextualize and introduce an anti-racist framework to facilitate the transformative change our community college system needs to truly embody the values of diversity, equity, and inclusion. The paper will first define critical terms to help the reader develop a shared vocabulary to have a better understanding of the historical and contemporary context of racism in the U.S. An introduction to the history of discriminatory laws in the U.S. will then lead to the exploration of the California context to examine the impact of institutional discrimination and racialized structures on the success of racially minoritized students, faculty and other employees. The reader will then learn about the role of the Academic Senate for California Community Colleges and other system stakeholders over time. In a call to dismantle structural racism, Anti-racism tenets are described and supported by explicit Anti-Racism education and professional development tools and resources. Lastly, a summary is presented along with specific recommendations for individual faculty, local senates, the Academic Senate for California Community Colleges, and other California Community College system stakeholders, including the Chancellor's office and the Board of Governors.

## Definitions

For the purpose of this paper, the terms “race”, “white supremacy”, “racism”, “anti-racism” and “equity gap” are defined to further the readers’ understanding and development of a shared vocabulary. Other terms will be defined in various sections of this paper.

**Race:** The construct of race is “not based on any real or accurate biological or scientific truth. The concept of race was created as a classification of human beings with the purpose of giving power to white people and to legitimize the dominance of white people over non-white people.” In other words, race is a power construct based on subjective social differences.

**White Supremacy:** While race is a social construct, it has a social reality, one that has real effects on those classified by race. This social structure, or white supremacy, is a racial structure “that [awards] systemic privileges to Europeans (the people who became ‘white’) over non-Europeans (the peoples who became ‘non-white’). White supremacy...became global and affected all societies where Europeans extended their reach” (Bonilla-Silva, 2018, pp. 8-9). Bonilla-Silva (2018) further defined white

<sup>1</sup>The Academic Senate for California Community Colleges resolution can be viewed at <https://asccc.org/resolutions/support-infusing-anti-racism-no-hate-education-community-colleges> supremacy as “the totality of the social relations and practices that reinforce white privilege...[including] social, economic, political, social control, and ideological mechanisms responsible for the reproduction of racial privilege in a society” (p. 9).

**Racism:** Oluo (2019) defined racism as “any prejudice against someone because of their race, when those views are reinforced by systems of power” (p. 26). This definition is essential to productive conversations about race because without including power in the analysis, racism is reduced to individual acts of prejudice versus an understanding



that racist acts are part of a larger system of oppression. This definition also explains why there is no such thing as reverse racism. People from the dominant race, who benefit from the privilege of power, cannot experience racism (Oluo, 2019).

Anti-Racism: An anti-racist analysis views racism as structural and embedded into all societal structures. This means that all people are affected by racism and hold implicit bias which allows for the sustenance of racist structures (Oluo, 2019). Kendi (2019) stated that anti-racist ideas argue that “racist policies are the cause of racial inequities” (p. 20). To be anti-racist is to see racial groups as equals in “all their apparent differences--that there is nothing right or wrong with any racial group” (Kendi, 2019, p. 20) and to focus on the policies that produce inequities among racial groups.

Equity Gap: According to the U.S. Department of Education, the term equity gap refers to “the difference between the rate at which students from low-income families and student of color are educated by excellent educators and the rate at which other students are educated by excellent educators; the difference between the rate at which students from low income families or students of color are taught by inexperienced, unqualified, or out-of-field teachers and the rate at which other students are taught by these teachers.”

At the community college level, the term refers to any disparity in a metric like graduation rate or term-to-term persistence along racial, socioeconomic, gender, or other major demographic groupings. These gaps lead the college to ask, “What processes, policies, strategies, etc. are in place that create or exacerbate these disparities?” rather than, “What is the student doing wrong?”

## **The Foundations of Racism**

As an overview to foundations of racism, it is important to consider historical processes regarding the construction of white superiority and race classification, its development, applications, and outcomes. Research produces a wealth of information that is too vast and too deep to examine in depth for this forum. However, we have selected a few pioneers that contributed to the false narrative of white superiority and racism.

The concept of Race has been considered by various scholars for centuries. A variety of researched sources were reviewed from scholarly works to articles, from book excerpts to not so-scholarly writings claiming the origins of race trace to Aristotle. People of prominence who promoted these concepts include a variety of disciplines, including leaders of religion; all contributed to these false various race narratives. Our focus here is to highlight a few of the most pivotal timelines and persons that impacted worldwide acceptability of the societal norms of white supremacy and racism. Let us briefly consider how white supremacy gained its momentum. White Supremacy is a false construction process that was created as a “culture.” This culture arbitrarily developed a race classification placing white people as the superior to all others. The process and delivery vehicle of white supremacy and minimizing non-whites birthed the term, concept and application that we call “racism” was taught to and easily adopted by

whites. The desire of acquiring wealth and power is a driving force that challenged our sense of humanity throughout the ages. The Catholic Church sanctioned white supremacy and racism during the exploitations of Spain and Portugal as evidenced in both countries barbarically conquering peoples of color around the world in the name of the crown and church. In America, racism is fueled by these early vestiges of “capitalism.” We must consider, prior to this false construct, the foundation of “classism” is also at the core of racism.

The 16<sup>th</sup> and 17<sup>th</sup> centuries these two aforementioned influences were running on parallel tracks, creating and developing white supremacy and racism: Scientist and Christianity. The scientific approach was most referred to and influenced by George-Louis Leclerc (aka) Comte de Buffon (French), Carolus Linnaeus (Swedish), and Johann Friedrich Blumenbach (German). In the 20<sup>th</sup> century, Carleton Coons (American) contributed further to constructs around race, white supremacy, and racism. We must not overlook the deep influence and investment that Christianity leveled against all non-whites around the world and particularly in the United States of America with the enslavement of Blacks. The church is one of the most segregated institutions in America much like the educational institutions. Both are major indoctrination institutions into racists Americana. The three (3) early and central race classification themes included Caucasian, Mongolian, and African, although it is important to note that there are various names used with these three created classifications.

George-Louis Leclerc (1707-1788), also known as Comte de Buffon, had a varied career portfolio, but he is known most for his work in the examination of the animal world and plants and the difference in them from their environments, which became known as “Buffon’s Law.” He suggested that species may have both “improved” and “degenerated” development after dispersing from the center of creation. He was a Monogenists, claiming there were six primary races: Caucasian Mongolian, American, Malay, African, and Australian. Of these, the Caucasian was the most beautiful and the original race (center of creation; Adam and Eve). From a religious view, Buffon believed that Adam and Eve were white and all other races came from degeneration caused by environmental factors. He also believed that pre-eminence belongs to whites and other races were the primitive race and are degenerates that can change back to white with proper environmental controls. Obviously, there is so much more to Buffon’s theories, beliefs and influences regarding his participation in creating the culture of white supremacy and racism. There are volumes of works on Buffon and his background. Unfortunately, his work was accepted and helps to solidify the culture of white supremacy.

Carolus Linnaeus (1707-1778) was a botanist, zoologist, taxonomist and physician, Linnaeus was known as the “father of modern taxonomy.” He participated by developing his work in “classifying” plants, animals. Essays on sexual reproduction influenced him to believe that plants had male and female reproductive organs, or “husbands and wives” as he put it. He also applied his theories to humans. His work was the early classification of 4 races: European, American, Asiatic, and African/Ethiopian. He believed that when “cross-breeding happens, it creates ‘infertility.’” His system for naming, ranking, and classifying organisms is still in use today, (with many changes).

We use these classifying systems today in many disciplines, including education. His classifications are embedded in most things that we do, often unconsciously, however mostly with direct purpose.

Johann Friedrich Blumenbach (1752-1840) was a physician, naturalist, physiologist, and anthropologist known for his studies of the human being as an aspect of natural history. His studies and theories in the human cranium and brain influenced him to apply those theories to humans. Blumenbach divided humans into five races: Caucasian, Mongolian, Malayan, Ethiopian, and American. He argued that physical characteristics like skin color, cranial profile, etc., depended on geography, diet, and mannerism. Like Buffon, Blumenbach believed in “degenerative hypothesis”, the Adam and Eve theory. He held specific views regarding Asians and Africans and Eskimos. Yet he seemed to have an admiration for,..... “the most civilized nations of the earth, as the Negro.” He did consider his view regarding degenerative hypothesis racists.

CARLETON COONS (1904-1981): Carleton Coons (1904-1981) was a professor of physical anthropologist at Harvard. He used the term “Caucasoid” and “White Race” synonymously, as it had become common in the United States, although not elsewhere. He believed White people superior to other races as they are more evolved with larger brains. However, Coon’s believed that Europeans were a sub-race of the Caucasoid Race. He believed in Darwin’s theory of evolution and held the same beliefs as Buffon. He also classified the races into five races: Caucasoid-Whites, Mongoloid-Oriental/Amerindian, Capoid-Bushmen/Hottentots, Australoid-Australian Aborigine and Papuan, Negroid-Black). He believed that the darker the skin, the less intelligent the people. Coons work is often used by segregationists. Like his earlier colleagues, Coons wrote many books. His book *The Origins of Race* was a highly controversial writing that spurred much consternation that fueled racism in America, especially after World War II.

In effort to provide a contrasting view of race classification, consider the views of sociologist Neely Fuller, Jr. who identifies in *The United Independent Compensatory Code/System/Concept*, a textbook/workbook for thought, speech and/or action for victims of racism (white supremacy), that there are three (3) basic types of people in the known universe:

1. *“White” people; who classify themselves as ‘White’, and have been classified as “White”, accepted as “White”, by other people, and who generally function as “White” in all nine major areas of people activity, including economics, education, entertainment, labor, law, politics, religion, sex, and war.*
2. *“Non-White” people; are people who have been classified as “Non-White” people, and/or who generally function as “Non-White” in their relationships with each other, and with people classified as “White” in all of the nine major areas of activity, including economics, education, entertainment, labor, law, politics, religion, sex, and war.*
3. *“White Supremacists (Racists)”;* are people who classify themselves as “white”, and who generally function as “white”, and who practice racial subjugation

*(based on “White”-“Non-White” classifications) against people classified as “Non-white”, at any time, in any place, in any one, or more of the nine major areas of activity, including economics, education, entertainment, labor, law, politics, religion, sex, and war.  
(Neely 2016, p.8)*

*“If you do not understand White Supremacy (Racism)\_\_\_\_\_ what it is, and how it works\_\_\_\_ everything else that you understand, will only confuse you.” (Fuller, 1971, p. A).*

This cursory overview serves as a backdrop to the development of White Supremacy as an arbitrary cultural development that led to the application of the racist mindset, which spawned the multiple concepts of structural and institutional racism prior to reaching the New World. By the time whites came to America, the dye was cast for whites to actually believe that they were justified in being “masters” and “superior” over all colored (Non-White) people of the world at all levels or functions of life. According to Fuller, the nine (9) major areas of people activity in the known universe are: *Economics, Education, Entertainment, Labor, Law, Politics, Religion, Sex, War.* (Fuller, 2016)

Ironically, these white supremacy pioneers did not think or believe themselves as racists. Why should they? The word had not been invented yet, and these classifications were considered to be the natural order of life. The research in this area reveals hundreds of scholars that not only laid the foundation; it also reveals the depth of racism presently and seeds of racism in the future. Today, after hundreds of years of white supremacy and racism, we are witnessing a worldwide challenge to white superiority and racism. However, today we also see a push back from those that wish not to change the policies, laws and practices of the status quo to all types of individual/structural racism. From *Brown vs Board of Education* to *Online Distance Learning of 2020*, America’s education system has struggled and failed to provide an anti-racism, equal opportunity and access to students of color, especially Black males, at all levels of education. This includes disproportional discipline. Unfortunately, this truth is being borne out by the necessity production of this document. Our challenge in changing policy, procedures and minds is great.

## **History of Discrimination Laws in U.S.**

The United States has a history of systemic racism, including discriminatory laws and practices. Here, we will focus on laws and legislation that shape the societal and educational environment in which we operate. Since colonists came to what is now the United States, groups of people have been excluded from basic human rights, property rights, citizenship, labor rights, education, and the ability to take part in the political process. These groups were excluded from developing and voting on laws that brought us to where we are today.

The first English settlement in the New World was in Virginia. Jamestown, Virginia was established as a colony in 1607. This area was home to the Powhatans, indigenous

people who maintained an agricultural society. (Takaki, 1993). The Powhatans provided sustenance for the starving colonists, but in 1609, Governor Thomas Gates arrived with word that the indigenous peoples should be forced into labor for the colonists. And so it began. The bloody battle for land and unpaid labor for the colonists forever changed the lives of indigenous peoples.

In 1619, “20 and odd” kidnapped Angolans arrived in Virginia via The White Lion, a Dutch ship flying a British flag. The White Lion’s crew had stolen the Angolans from a Portuguese ship. The kidnapped African people were sold to the colonists who forced them into servitude. This historical event marks the beginning of a history of dehumanization, exclusion, devaluation, murder, anti-Blackness, and racism against people of African descent in the New World that continues to present day in the United States.

The slavery of people of African descent continued in what is now the United States throughout the 17th to 19th centuries. This time was rife with laws, practices, and beliefs engineered to maintain the American institution of slavery that led the way for colonialism and a stratified society in the New World. During this time period, both the North and the South developed their law enforcement units with the Night Watch created in Boston in 1636 and Slave Patrols created in the Carolina colonies in 1704. In both the Northern and Southern states, law enforcement focused attention on returning runaway slaves, policing “dangerous classes” (including the poor, foreign immigrants, and free Blacks), enforcing the Black Codes, enforcing Jim Crow laws, and brutalizing, controlling, devaluing, and incarcerating Black people. This practice continues today.

Laws and practices related to land and home ownership played a major role in creating systemic barriers for students. Land increases in value and adds to the wealth of its owner. Land can also be passed down from generation to generation, thus providing increased wealth for the heirs of landed citizens. Restricting land ownership restricts people’s wealth and that of their descendants. Native Americans, Mexican Americans, Blacks, and other non-European immigrants experienced restrictions in land and home ownership as well as having land taken from them. The unfulfilled promises to people of Mexican descent in the Treaty of Guadalupe Hidalgo in 1848 separated Mexican people from their land, denied many of citizenship that was promised, and made them a disenfranchised, minoritized group living in poverty on what was once their land. We see other discriminatory practices codified into law with the Homestead Act and Dawes Act continuing to deny Native Americans land rights. Restrictive covenants and the Federal Housing Administration (FHA) denied home ownership to people of color.

While many White Americans enjoyed the privileges of land and home ownership, starting in the early 1900’s, restrictive covenants became a popular way of “protecting” White neighborhoods from having people of color living amongst them. Housing sales could specify restrictions such that properties could not be sold to non-Whites and non-Christians. These covenants remained legal until they were declared unconstitutional in 1966. The FHA took advantage of restrictive covenants and codified a racist practice into law – redlining. From 1934 to 1968, FHA mortgage insurance required redlining. Redlining consisted of drawing red lines on maps indicating communities of color and denying loans to residents in those areas demarcated by red lines regardless of their

creditworthiness or qualifications. The FHA gave White Christians an unprecedented opportunity to purchase homes with the new mortgage system while denying that opportunity to non-Christians and people of color. This process kept loans out of older communities of color and funneled them into new white suburbs. These laws and practices further segregated residential neighborhoods. This segregation increased with the urban renewal efforts of the 1950s and 1960s. “From 1960 to 1977, four million whites moved out of central cities, while the number of whites living in suburbs increased by twenty-two million. During the same years, the inner-city black population grew by six million, but the number of blacks living in the suburbs increased by only 500,000 people. By 1993, 86 percent of suburban whites still lived in places with a black population below 1 percent.” (Lipsitz, 1995)

These discriminatory laws and practices had, and continue to have, negative consequences in terms of reproducing inequity in public schools, particularly for those in communities of color. Public schools have been viewed as local institutions that are to serve their local communities. Hence they were traditionally supported by contributions from community members. By the end of the 19th century, the tradition of funding schools through local property taxes was widespread. Funding schools through property taxes creates a disparity in the funding that schools receive. Schools in higher-income areas receive more funding than those located in low-income areas. Low-income areas have comparatively lower property and income taxes which impacts the funding of the schools. People of color disproportionately reside in low income areas. This robs students of color from resources and opportunities that are prevalent in higher income, predominantly white communities. The California Supreme Court ruled this funding practice unconstitutional in 1971 and ordered the state to provide supplemental funding, but the damage had already been done and property taxes are still part of the funding equation for public schools. In 1973, the New Jersey Supreme Court found relying on property taxes for school funding violated the state constitutional guarantee of access to a “thorough and efficient” public education system. The rulings regarding the use of property taxes for school funding were different in other states. For example, parents of students in a school district in Texas challenged the use of property taxes to fund schools and the Texas Supreme Court found that the system did not violate the Equal Protection Clause because the system did not intentionally discriminate against a certain group of people. We see the current day impact of past land ownership inequities, restrictive covenants, and redlining in public schools.

Some salient discriminatory laws and legislation are highlighted above and there are more in the Timeline of Discriminatory Laws in the United States below; however, the timeline is not exhaustive in nature. The timeline covers laws and legislation relating to human rights, citizenship, voting, property rights, education, rights to earn a living and more. However, these only represent de jure discrimination as opposed to de facto practices. Practices and ideals including Manifest Destiny, the Black Codes, and voter suppression such as poll taxes, grandfather clauses, and automatic voter purges have contributed to building the systemic barriers our students face today.

### **Timeline of Discriminatory Laws in the United States**

We experience present effects of past discriminatory laws and practices.

- 1607 Colonists founded first American colony in Jamestown, Virginia
- 1669 Virginia legislature passed "an act about the casual [sic] killing of slaves"
- 1699 First African captives arrived in Virginia to be sold as slaves via The White Lion, a Dutch ship flying a British flag
- 1704 First Slave Patrol created in the Carolina colonies
- 1740 The Negro Law of 1740 prohibited Blacks from leaving America, congregating in groups, earning money, and learning to write
- 1776 Declaration of Independence; "All Men are Created Equal" except for those who had no legal rights, including Native Americans, indentured servants, poor White men who did not own property, slaves (Blacks), and women
- 1789 US Constitution "three-fifths compromise"; Slaves (Blacks) to be counted as 3/5 of a person for calculating representation in Congress for states
- 1790 Naturalization Act of 1790; Citizenship restricted to free Whites
- 1819 Civilization Act of 1819; Assimilation of Native Americans; Provided US government funds to subsidize Protestant missionary educators in order to convert Native Americans to Christianity
- 1830 Indian Removal Act; Legalized removal of all Native Americans east of the Mississippi
- 1831 Act Prohibiting the Teaching of Slaves to Read; stated teaching slaves to read or write is illegal.
- 1848 Treaty of Guadalupe Hidalgo; Ceded Mexican territory in the Southwest to the US (over 1 million square miles, including what is now California, New Mexico, Nevada, parts of Colorado, Arizona, and Utah). The treaty promised to protect the land, language, and culture of Mexicans living in the ceded territory. Mexicans were given the right to become US citizens if they decide to stay in the territory. Many were not granted citizenship despite adhering to the treaty. The US Congress did not pass Article X, which stipulated the protection of the ancestral lands of Mexican people. The US Congress required inhabitants to prove, in US courts, speaking English, with US lawyers that they had legitimate titles to their lands. Many became landless and disenfranchised.
- 1848 Gold found at Sutter's Mill in California; California Gold Rush 1848-1855; White miners learned mining techniques from miners of Mexican ancestry because techniques for extracting gold were developed in Mexico. Mexican mining laws in California were repealed so miners could not claim mine ownership based on the Mexican laws.
- 1848 The Great Mahele in Hawaii 1848-1855; allowed private ownership of land for the first time in Hawaii; Lands were formally divided and commoners were given an opportunity to claim their traditional family (kuleana) lands; Many claims were never established and foreigners (whites) were able to acquire large tracts of land
- 1849 California Constitutional Convention; Called by Governor Riley to draft the first California Constitution; decided not to allow slavery in California because they did not want southerners to bring their slaves to work the gold mines due to competition for gold.
- 1850 Alien Land Ownership Act in Hawaii; written by an American lawyer; allowed foreigners (non-Hawaiians) to hold title to Hawaiian Land.
- 1850 Foreign Miners Tax; California levied taxes on all "foreigners" engaged in mining (aimed at Mexicans); After a revolt it was repealed in 1851 and then reestablished in 1852 (aimed at Chinese); Remained in effect until the 1870 Civil Rights Act.
- 1850 California enters Union as a free state due to concerns over having Blacks in California and allowing Southerners to bring their slaves to California to work the gold mines
- 1851 Governor of California, John McDougall declared a "war of extermination" against Native Americans

- 1854 People v. George W. Hall; "No Black, or Mulatto person, or Indian, shall be allowed to give evidence in favor of, or against a White man"; (people of color cannot testify against White men)
- 1855 California requires all instruction to be conducted in English
- 1860 Bureau of Indian Affairs established the first Indian boarding school on the Yakima Indian Reservation in the state of Washington; Boarding schools were made to assimilate Native Americans into U.S. society
- 1862 Homestead Act; Allotted 160 acres of western land (Native American land) to anyone who could pay \$1.25 and cultivate it for five years. European immigrants and land speculators bought 50 million acres. Congress gave another 100 million acres of Native American land to the railroads for free. Since the Homestead Act applied only to US citizens, Native Americans, Blacks and non-European immigrants were excluded.
- 1862 Morrill Act also known as Land-Grant College Act of 1862; provided grants of land to states to establish federal public colleges. The land used was taken from indigenous people
- 1865 Juneteenth; Union soldiers landed at Galveston, TX with news that all slaves were free (two and a half years after the 1863 Emancipation Proclamation and a year after the 13th Amendment to the Constitution abolishing slavery).
- 1868 Treaty of Fort Laramie; Whites will not enter Black Hills without Native American permission. When gold was found there, the terms of the treaty were changed by US Congress without Native American consent.
- 1870 Naturalization Act of 1870 revises Naturalization Act of 1790 and 14th Amendment; naturalization is limited to white persons and persons of African descent, excluding Chinese and other Asian immigrants from naturalization.
- 1878 US Supreme Court ruled Chinese individuals are ineligible for naturalized citizenship.
- 1882 Chinese Exclusion Act; Prohibited Chinese immigration for 10 years, bowing to pressure from nativists on the West Coast (renewed 1892, made permanent 1902, repealed 1943).
- 1887 Dawes Act; Dissolved tribal lands, granting land allotments to individual families; Explicitly prohibited communal land ownership; Supreme Court decided in favor of the Maxwell Company and allocated millions of acres of Mexican and Native American land in New Mexico to the white-owned corporation.
- 1887 Bayonet Constitution in Hawaii; King David Kalakaua, the last reigning monarch of Hawaii, was forced at gunpoint to sign a constitution drafted by white businessmen that stripped the monarchy of much of its power; changed voting rights in the kingdom -- only men of Hawaiian, American, and European ancestry who met certain financial requirements could vote; disenfranchised thousands of Asian voters, and opened voting to thousands of non-citizens.
- 1890 Wounded Knee massacre of Native Americans by US Army
- 1893 Queen Liliuokalani is deposed in an overthrow of the Hawaiian monarchy by a group of American businessmen, led by Sanford B. Dole.
- 1896 Plessy V. Ferguson: upheld "separate but equal" doctrine among Blacks and Whites in public facilities
- 1901 US citizenship granted to the "Five Civilized Tribes" -- Cherokee, Choctaw, Seminole, Creek, and Chickasaw.



- 1910 Restrictive covenants used as a way of "protecting" White Neighborhoods. The states were barred from setting racial boundaries in housing, but private citizens could. An example of restrictive covenant language is "Racial Restrictions: No property in said Addition shall at any time be sold, conveyed, rented or leased in whole or in part to any person or persons not of the White or Caucasian race".
- 1921 *Corrigan v. Buckley*; Supreme Court upheld the rights of property owners to protect their land from being sold to non-Whites.
- 1921 The Black Wall Street Massacre occurred in Greenwood, OK., when 300 African Americans lost their lives and more than 9,000 were left homeless when the small town was attacked, looted and literally burned to the ground by Whites
- 1923 Japanese businessman, Takao Ozawa, petitioned the Supreme Court for naturalization arguing that his skin is as white as any Caucasian; Supreme Court rules Ozawa cannot be a citizen because he is not "white" within the meaning of the statute because science defined him as of the Mongolian race. In *US v Bhagat Singh Thind*, the Supreme Court recognizes that Indians are scientifically classified as Caucasians but concludes that Indians are not white in popular understanding. (Reversing the logic used in the Ozawa case in the same year)
- 1924 Realtor Code of Ethics, Article 34 said, "A Realtor should never be instrumental in introducing into a neighborhood a character of property or occupancy, members of any race or nationality, or any individual whose presence will clearly be detrimental to property values in that Neighborhood"; This clause remained in effect from 1924 to 1950.
- 1924 Indian Citizenship act; Native Americans granted US Citizenship
- 1931 *Alvarez v. Lemon Grove*; Mexican parents overturn school segregation on the grounds that separate facilities for Mexican American students were not conducive to their "Americanization" and prevented them from learning English.
- 1932 National Recovery Act; forbade more than one family member from holding a government job; removed women from the workplace who filled jobs while men were fighting in World War II
- 1934 Federal Housing Administration (FHA) created in part by the National Housing Act of 1934; The mortgage lending system we still use today was created and enabled the White masses to purchase homes while denying home loans to Blacks, other people of color, and non-Christians. The FHA took advantage of racially restrictive covenants and insisted that the properties they insured use them. Along with the Home Owner's Loan Coalition (HOLC), a federally-funded program created to help homeowners refinance their mortgages, the FHA introduced redlining policies in over 200 American cities. 1934-1968 FHA mortgage insurance requirements Utilized redlining. Redlining is the practice of denying or limiting financial services to certain neighborhoods based on racial or ethnic composition without regard to the residents' qualifications or creditworthiness. The term "redlining" refers to the practice of using a red line on a map to delineate the area where financial institutions would not invest. At the same time, the FHA was subsidizing builders who were mass-producing entire subdivisions for whites — with the requirement that none of the homes be sold to African-Americans.
- 1935 California law declares Mexican Americans are foreign-born Native Americans (not citizens).
- 1935 Social Security Act; established a system of old-age benefits for workers, benefits for victims of industrial accidents, unemployment insurance, aid for dependent mothers and children, the blind, and the physically handicapped; excluded farm workers and domestic workers from coverage, denying those disproportionately minority sectors of the workforce protections and benefits routinely distributed to Whites

- 1935 Wagner Act legalized the right to organize and create unions but excluded farm workers and domestic workers, most of whom were Latinx, Asian, and African American.
- 1942 Executive Order 9066 ordered the internment of Japanese Americans
- 1943 Zoot Suit riots; police arrested only Mexican youth, not Whites.
- 1946 Mendez v. Westminster; Court ended de jure segregation in California finding that Mexican American children were segregated based on their "Latinized" appearance and district boundaries manipulated to ensure Mexican American children attended separate schools
- 1954 Brown v. Board of Education; overturns Plessy v. Ferguson "separate but equal" doctrine; Supreme Court rules segregation in education is inherently unequal.
- 1961 Executive Order 10925 by President Kennedy; federal contractors were to take "affirmative action to ensure that applicants are treated equally without regard to race, color, religion, sex, or national origin."
- 1963 Rumford Fair Housing Act; California act which outlawed restrictive covenants and the refusal to rent or sell property on the basis of race, ethnicity, gender, marital status or physical disability.
- 1963 Martin Luther King jailed during anti-segregation protests; writes "Letter from the Birmingham Jail" arguing that individuals have a moral duty to disobey unjust laws.
- 1964 California Proposition 13 passed, amending the California Constitution and nullifying the Rumford Fair Housing Act. Proposition 13 remained in effect until it was declared unconstitutional by the California Supreme Court in 1996.
- 1964 Civil Rights Act of 1964; outlawed discrimination based on race, color, religion, sex, or national origin; prohibited discrimination in a number of settings including: employment, housing, public accommodations;
- 1965 Executive Order 11246 by President Johnson required all government contractors and subcontractors to take affirmative action to expand job opportunities for minorities
- 1971 Serrano v. Priest; California case where students of Los Angeles County public schools and their families argued that the California school finance system, which relied heavily on local property tax, disadvantaged the students in districts with lower income. The California Supreme Court found the system in violation of the Equal Protection Clause because there was too great a disparity in the funding provided for various districts.
- 1972 Lau v. Nichols; Supreme Court ruled that school programs conducted exclusively in English deny Equal access to education to students who speak other languages; determines that districts have a responsibility to help students learn English
- 1972 Title IX, a portion of the US Education Amendments of 1972; No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance
- 1973 San Antonio Independent School District v. Rodriguez; Texas case where Parents of students in a Texas school district argued that the school finance system in Texas, which relied on local property tax for funding beyond that provided by the state, disadvantaged the children whose districts were located in poorer areas. Unlike the state court in Serrano v. Priest, the Supreme Court found that the system did not violate the Equal Protection Clause after determining that the system did not intentionally or substantially discriminate against a class of people.

- 1973 Robinson v. Cahill; a New Jersey case where the public school funding system relied heavily on local property tax. The New Jersey Supreme Court found that this system violated the state constitutional guarantee of access to a “thorough and efficient” public education system.
- 1974 Milliken v. Bradley; US Supreme Court ruled schools may not be desegregated across school districts; The ruling clarified the distinction between de jure and de facto segregation, confirming that segregation was allowed if it was not considered an explicit policy of each school district
- 1978 The Indian Child Welfare Act was passed; Native American parents gained the legal right to deny their children’s placement in off-reservation schools
- 1982 Plyler v. Doe; A Texas law allowed the state to withhold school funds for undocumented children. The Supreme Court found that this law violated the Fourteenth Amendment rights of these children because it discriminated against them on the basis of a factor beyond their control, and because this discrimination could not be found to serve a large enough state interest.
- 1995 Hate Crimes Sentencing Enhancement Act; allows a judge to impose harder sentences if there is evidence showing that a victim was selected because of the “actual or perceived race, color, religion, national origin, ethnicity, gender, disability, or sexual orientation of any person”.
- 1996 California Proposition 209: prohibited state governmental institutions from considering race, sex, or ethnicity in the areas of public employment, public contracting, and public education; ended affirmative action in California;
- 2010 Development, Relief, and Education for Alien Minors Act of 2010 or DREAM Act of 2010 - Authorizes the Secretary of Homeland Security (DHS) to cancel the removal of, and adjust to conditional nonimmigrant status, an alien who: (1) entered the United States before his or her 16th birthday and has been present in the United States for at least five years immediately preceding this Act's enactment; (2) is a person of good moral character; (3) is not inadmissible or deportable under specified grounds of the Immigration and Nationality Act; (4) has not participated in the persecution of any person on account of race, religion, nationality, membership in a particular social group, or political opinion; (5) has not been convicted of certain offenses under federal or state law; (6) has been admitted to an institution of higher education (IHE) or has earned a high school diploma or general education development certificate in the United States; (7) has never been under a final order of exclusion, deportation, or removal unless the alien has remained in the United States under color of law after such order's issuance, or received the order before attaining the age of 16; and (8) was under age 30 on the date of this Act's enactment.
- 2012 Deferred Action for Childhood Arrivals (DACA) Secretary of Homeland Security announced that certain people who came to the United States as children and meet several guidelines may request consideration of deferred action for a period of two years, subject to renewal. They are also eligible for work authorization.;
- 2017 President Trump issued a series of discriminatory executive orders banning Muslims from travel to the United States; The first was Executive Order 13769 Protecting the Nation from Foreign Terrorist Entry into the United States, also known as the Muslim ban; the Supreme Court allowed the third iteration of the Muslim ban to stay in place pending further legal challenges; separates American families.
- 2018 Deferred Action for Childhood Arrivals (DACA) rescinded by President Trump leaving nearly 700,000 Dreamers eligible for deportation; rescission was to be effective as of March 2018, but a Supreme Court ruling postponed the effective date to October 2018

#### **Section IV: Racial Diversification in the California Community Colleges**

Though the California Community College (CCC) system, like all American systems of education, was born out of a culture of systemic racism that covertly privileges white Americans while saddling students of color with significant barriers along the path to success, there have been several attempts within the CCC system over the last several decades to promote equity and close achievement gaps between white students and students of color. The authors of the 1960 California Master Plan for Higher Education envisioned an educational system that offered universal accessibility in order to facilitate upward class mobility. Indeed, “the Master Plan was nothing more than a blanket commitment from the state to educate all the California students who wanted an education and, in doing so, to facilitate the kind of class mobility that has placed public education at the center of American civic life” (Bady and Konczal, 2012). Unfortunately, these ideals were never fully realized, as the structural barriers contributing to inequitable opportunities and transfer and graduation rates were not addressed through an anti-racist lens. The promise of the Master Plan was never fully realized and significant inequities and disparate opportunities remained hallmarks of the CCC system.

It would take an additional three decades for these inequities to be addressed in any meaningful, organized way. The 1988 Community College Reform Act called for an increased focus on hiring of faculty members with a sensitivity to diversity and Student Equity Plans were mandated for the first time in 1992. These plans required each CCC to report campus data on access, retention, degree/certificate completion, transfer rates, and basic skills course completion and to analyze performance gaps between majority and traditionally underrepresented groups. Furthermore, the plans required campuses to set goals, design action plans, and commit funds to address success gaps and adverse impacts of local policies on underrepresented groups and to review progress every three years and make necessary revisions. In 1996, the state further emphasized the importance of equity plans by making them a requirement for colleges to receive proposition 98 funding. In 2002, amid questions about the impact of equity plans and pressure from the ASCCC, a Chancellor’s Office task force was convened to evaluate their status. The task force report emphasized the connection between diverse faculty and success of traditionally underrepresented student populations, recommended increasing efforts to recruit and retain diverse faculty, and resulted in a strengthening of the Title 5 language around equity plan requirements. Despite these revision efforts, by 2010 equity gaps between white students and students of color were still a significant problem for the CCCs and it was clear to educational professionals and lawmakers alike that greater, more effective efforts were needed to promote equity within the system. Thus, in 2010 the legislature mandated that the CCC Board of Governors (BOG) implement a comprehensive plan to improve student success; in response a student success task force was formed. This task force produced 22

recommendations that were adopted by the BOG in 2012; these recommendations were the foundation of the Student Success Act of 2012.

The Student Success Act of 2012 mandated changes in 4 broad areas: it required assessment, orientation, and education plans for incoming CCC students, permitted time or unit accumulation limits for students to declare a major, allowed for establishment of minimum academic standards for fee waiver eligibility, and created Student Success and Support Programs (SSSP). It also led to the creation of the Student Success Report Card, a performance measurement system designed to increase transparency within the CCCs. Data in the scorecard, which can be broken down by gender, age, and ethnicity, examine campus performance in remedial instruction, job training programs, retention of students, and graduation and completion rates. While these reforms and improved transparency did lead to modest improvements in areas such as pass rates in remedial coursework, overall they failed to significantly increase completion rates, the main target of the legislation. By 2015-2016 six-year completion rates remained below 50% and educational experts in California and across the country were expressing concerns about poor success rates among community college students. Following the publication of *Redesigning America's Community Colleges – A Clearer Path to Student Success* in 2015, the Foundation for California Community Colleges launched the California Guided Pathways Project at 20 pilot campuses in late 2016. Then, in 2017-2018, the California Legislature approved \$150 million in one-time grants to provide funding for the CCCs to adopt the Guided Pathways framework systemwide. Colleges were allocated Guided Pathways funding over 5 years if they adopted a Guided Pathways plan and submitted regular reports to the CCCCO for approval. Thus, Guided Pathways became the framework for achieving the CCCCO's Vision for Success initiative in 2017 and all 114 campuses began developing programs based on this framework.

Guided Pathways provides a highly structured framework for improving student success. The four main components, or pillars, of the program are Clarify the Path, Enter the Path, Stay on the Path, and Ensure Learning. Thus, this program challenges the CCCs to ensure that students start college with a clear understanding of what they need to accomplish to reach their goals and what resources are available to help them succeed, that they choose an area of study (referred to as a metamajor) early on, and that the success team (a group of teaching faculty, counselors, and student support staff) within that metamajor track student's progress and provide the necessary, discipline-specific resources to promote the student's success in reaching his or her goals. This program is still being developed across the state and thus it is too soon to determine whether it will have any meaningful impact on closing equity gaps within the CCCs, but many across the system are hopeful that it will improve success for all students, especially those from traditionally underrepresented backgrounds.

In addition to the funding of Guided Pathways, the 2017 California legislative cycle also brought about the adoption of AB 705, a law that overhauled the assessment and placement system in the CCCs. Designed to dramatically increase the likelihood that students would enter and pass transfer level math and English coursework within their first year of enrollment, AB 705 mandated multiple measures such as high-school

coursework, high-school grades, and high-school GPA be used along with or in place of high stakes exams for initial student placement into math and English courses. California lawmakers hope that the implementation of AB 705 will promote equity by removing the barrier of remedial coursework from students' paths. As students of color are historically significantly more likely to be placed into remedial coursework than their white peers and students placed into remedial coursework face many more obstacles in their educational journeys than those placed directly into transfer level coursework, the use of multiple measures for placement along with proper support to help students succeed in transfer level coursework may help to close equity gaps for students of color. Like Guided Pathways, AB 705 is still being implemented across the system and thus long-term success data is not yet available. However, early data indicates that while more students are withdrawing from or failing individual transfer level math and English courses than during prior years, a greater number of students are completing these courses within the first year. The details of AB 705 implementation are still being worked out at many campuses, and thus it is impossible to gauge its success at this time.

Along with piloting Guided Pathways, the CCCCO also overhauled student equity programs in 2018 to integrate student success and support, basic skills, and student equity into one program named Student Equity and Achievement (SEA). Designed to erase equity gaps between disproportionately impacted groups (disproportionately impacted groups are defined locally by each campus using equity data so they can vary from college to college but typically include groups such as Black students, Latinx students, former/current foster youth, and differently abled students) and their peers, this program was designed simultaneously as Guided Pathways was being adopted and integrates well into the framework by offering students a clear path to their stated goals, developing an educational plan to meet those goals, and replacing outdated, inaccurate placement tools that were creating unnecessary barriers to success. Thus, SEA requires each college to incorporate the principles of Guided Pathways and AB 705 into a campus-wide equity plan where key success indicators will be monitored over time to determine whether the campus is making meaningful progress toward reaching equity goals. This data-driven approach will hopefully allow colleges to determine early on which equity areas are most problematic and adjust to address these concerns in a timely manner. 2017-2018 marked a monumental shift in how the CCCs approach student success and equity, and only in time will the success or failure of these reforms be elucidated.

To further promote equity and ensure that all students are able to reach their goals and help their families and communities, the California Community Colleges Board of Governors adopted a 5-year Vision for Success in 2017. This program is rooted in the Guided Pathways framework and has six measurable, aspirational goals: increase degrees and certificates by 20%, increase transfer to California State University and University of California by 35%, decrease unit accumulation, increase the number of exiting Career Technical Education (CTE) students employed in their field of study, reduce equity gaps across all of the above measures through faster improvements among disproportionately impacted student groups, and reduce regional achievement gaps across all of the above measures through faster improvements among colleges

located in regions with the lowest educational attainment of adults. To achieve these very ambitious goals, the Vision for Success includes seven core commitments on which colleges must focus: “focus relentlessly on student goals; always design with the student in mind; pair high expectations paired with high support; foster the use of data, inquiry, and evidence; take ownership of goals and performance; enable action and thoughtful innovation; and lead the work of partnering across systems.” (Foundation, *Vision for Success*, p. 19) While none of these ideas are new, each of the commitments addresses a historical challenge for the CCCs in promoting equity for traditionally underrepresented student populations. While the goals of promoting equity for all and closing achievement gaps between white students and students of color once and for all are immensely challenging and have been elusive to this point in time, they must be realized not just because allowing all students an equal chance to succeed is the right thing to do, but because in order to meet the workforce needs of the next generation, the educational system must find a way to educate and prepare all Californians to be contributing members of society who can support themselves and their families. Only by providing opportunities for all students, regardless of their race or ethnic background to succeed will the CCC system ever realize its mission of providing access to higher education for all.

As noted earlier relative to pressure on the Chancellor’s Office to review effectiveness of student equity plans in 2002, the Academic Senate for California Community Colleges (ASCCC) has long been active in promoting and supporting efforts related to equity and closing success gaps among students of color and to increasing diversity of faculty through attention to hiring practices. A review of ASCCC resolutions, which establish the positions and actions of the organization once adopted by delegates at biannual plenary sessions, provides a historical trail of equity related positions and actions that include working with the Chancellor’s Office to implement, support, or influence policy and practices to providing support to local senates engaged in equity work. Further, ASCCC papers provide more in-depth information about topics impacting student access and success, including for students and faculty of color. Each paper includes historical and background information on the target topic; most also establish positions and provide recommendations for senates, colleges and districts, and the Board of Governors. Articles in the quarterly ASCCC Senate Rostrum also address equity gaps and challenges with access and success, particularly for underserved and disproportionately impacted populations.

Despite many years of ASCCC and system efforts related to closing equity gaps, increasing access and success, and increasing diversity of faculty serving within the California community college system, not enough significant change has occurred. As an example, according to the Chancellor’s Office DataMart, between 2000 and 2019, the number of people employed by colleges increased by ten percent from 80,377 to 88,533. Employment of faculty, including tenured/tenure track and academic temporary, increased at nearly the same pace, from 53,024 to 58,187. Some change in the racial make-up of faculty has occurred, primarily through increases in the ratio of Asian and Hispanic faculty groups to all faculty (6.7% to 10.5% and 8.9% to 15.9% respectively) and decreases in the ratio of White Non-Hispanic faculty to all faculty (74.2% in 2000 to 58.4% in 2019). Employment of African American faculty has remained relatively static,

only slightly increasing from 5.3% of all faculty in 2000 to 5.8% of all faculty in 2019. While these gains may be promising, these changes have taken nearly twenty years and the racial diversity and makeup of faculty is still less than is seen in the student population of the California community college system.

Much of the effort to improve diversity, equity, and inclusion across the California community colleges has been directed at processes, practices, and curriculum. Most efforts, at least at the statewide level, have also been more focused on equity across all groups than on actions to elevate representation and performance of specific racial groups. It has largely been a color-evasive approach and has not been focused on systems and policies that were built as a result of the history of structural racism reviewed in this paper. Fortunately, that is changing. In Fall 2019, ASCCC delegates approved Resolution 3.02 Support Infusing Anti-Racism/No Hate Education in Community Colleges as a first step toward addressing racism, including developing an increased awareness of racism, its impacts, and anti-racist practices. That action has been followed by development of this paper to assist in providing faculty an overview of the impacts of historical racism as well as steps that can be taken individually, by colleges and districts, and by the system to more directly address racism.

To increase awareness of the experiences of Black faculty within the California community colleges, in Summer 2020 ASCCC called for contributions for a special edition *Senate Rostrum*. The resulting *Senate Rostrum* (ASCCC, Summer 2020) is a powerful and moving collection Black voices, experiences, and perspectives with topics ranging from personal experiences to recommended changes in hiring practices, institutional constructs, and individual disciplines.

In recent years, the ASCCC has also been a partner with the Chancellor's Office on diversity, equity, and inclusion efforts. The Chancellor's Office engaged stakeholders with the Diversity, Equity, and Inclusion Taskforce since January of 2019 and included ASCCC President John Stankas as co-chair. The taskforce led the foundational and groundwork adopted by the Board of Governors in September of 2019. This included:

1. Strategies outlined in the [Diversity, Equity and Inclusion \(DEI\) Integration Plan](#) to integrate diversity, equity and inclusion into the *Vision for Success*.
2. California Community Colleges Diversity, Equity and Inclusion Statement
3. The budget proposal to augment statewide resources that will advance the implementation of the faculty and staff diversity, equity and inclusion integration plan.

Since February of 2020, and on behalf of the Board of Governors, the taskforce evolved to the Statewide Diversity, Equity and Inclusion (DEI) Implementation Workgroup. The Workgroup is focusing on:

- Measuring progress and accountability in the implementation of the Plan. Specifically, report progress to the Board September 2020, March 2021, September 2021, and March 2022.
- Coordinating structural changes
- Coordinating to deploy professional development and technical assistance



This includes:

- Reviewing Title 5 changes (new definition for our system)
- Providing feedback on a New EEO template and multiple measures (allocation of funds)

On June 3rd, as a result of COVID-19 and the brutal killings of George Floyd and other people of Black/African descent, the Chancellor's Office called for action to establish a set of systemwide priorities. These priorities are aligned to the DEI Implementation Plan.

1. A System wide review of law enforcement officers and first responder training and curriculum.
2. Campus leaders must host open dialogue and address campus climate.
3. Campuses must audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum.
4. District Boards review and update your Equity plans with urgency.
5. Shorten the time frame for the full implementation of the Diversity, Equity and Inclusion Integration Plan.
6. Engage in the Vision Resource Center "Community Colleges for Change."

These priorities require that the community college system, colleges/districts, local academic senates as well as ASCCC, identify, describe, analyze and change racist structures that have led to inequitable outcomes. The covert focus on anti-racism is an added emphasis to original diversity, equity, and inclusion efforts and reinforces the need for all those vested in the success of community college students to become more educated in the history of racism, its effects in education, principles of anti-racism, and anti-racist actions that should be taken. The need for the information within this paper is critical.

### **Anti-Racism Tenets for Community Colleges**

For much of recent history, our education systems have valued neutrality and policies that "don't see race" and "treat all students equally" rather than working from a place of being race conscious, which requires noticing and embracing difference as the first step to ensuring that these differences do not become weaponized or used to disadvantage some. As Ibram Kendi, in *How to Be an Antiracist*, explains, "there is no neutrality in the racism struggle...One either allows racial inequities to persevere, as a racist, or confronts racial inequities, as an antiracist. There is no in between safe space of 'not racist.' The claim of 'not racist' neutrality is a mask for racism" (Kendi, 2019, p.9). The systems we are a part of have come into being over time and have long histories. In some cases, those histories are explicitly racist, shaped by explicitly racist ideas and ideologies. Even in cases that may not be explicitly racist, misguided attempts to "treat all students the same" and efforts that support color-blind neutrality can create racial disparities, or at best, uphold them.

Engaging in Anti-racist work requires one to be a race conscious leader. It requires going beyond conversations and moving towards raising questions and being reflective about how our own (in)actions reproduce racial inequity? In a 2015 presentation on "Responding to Racism on College and University Campuses," Shaun Harper introduced four steps to becoming a race-conscious leader (RCL):

- Understanding the current moment
- Authentic conversations and collaborations with people that entail feeling and hearing which leads to action
- Accurate understanding of the realities of race on campus
- Boldly confronting long-standing racial problems embedded into the structure of the institution.

Race conscious leaders know the difference between individual and systemic racism and understand that while white people may not consider themselves racist, they still benefit from a system that favors them. Race conscious leaders create change by constant questioning and critical self-reflection. They question meritocracy when they see racial inequity and segregation. They recognize that overwhelmingly white leadership teams are a sign of a malfunctioning organization and seek out other perspectives. They own their imperfections by being vulnerable. (Selzer, Evans-Phillips, Johnson, Vol. 26 No 10 p.1-3,2017)

The primary tenets of doing antiracist work, as we strive to be race-conscious leaders, are to identify racial inequities, take deliberate, targeted action to counteract inequities, and to engage in constant inquiry and improvement. Antiracism requires action as opposed to neutrality or “niceness.”

#### 1. Identify Racial Inequities

Being antiracist means that we must take a look at every aspect of our systems through a race-conscious lens that looks not just for explicit racism, but that considers the racial implications of our policies. In order to identify these inequities professional development and education can help develop race-consciousness which can be a lens to seek out implicit racism in its many forms. While the voices of people of color should be centered in these conversations, it is important to not expect or rely upon faculty of color to fix the problems of white supremacy. As racial inequities are uncovered, there will likely be resistance and denial, because as Kendi explains, “denial is the heartbeat of racism, beating across ideologies, races, and nations” (Kendi, 2019, p. 9). To be antiracist is to confront this denial and expose the inequity in order to understand how to fix it.

#### 2. Take Deliberate, Targeted Action to Counteract Racial Inequities

Once we identify policies, practices, or systems that create racial inequity, we must work to correct them. As Kendi explains, “The defining question is whether the discrimination is creating equity or inequity. If discrimination is creating equity, then it is antiracist. If discrimination is creating inequity, then it is racist.” He continues, “The only remedy to racist discrimination is antiracist discrimination. The only remedy to past discrimination is present discrimination. The only remedy to present discrimination is future discrimination” (Kendi, 2019, p. 19). These points may be confusing at first, and may seem counter to what we are normally taught to believe, but this is a foundational tenet of antiracism: we must be discriminating, in that we must take deliberate action and actively work

not toward equality but to combat inequities in our system to bring equity and do our best to ensure our systems do not create future inequities.

### 3. Engage in Constant Inquiry and Improvement

One-off professional development opportunities or meetings will not work to support antiracism. As the next section in this paper explains more in depth, antiracism is an iterative and accretive process. To be antiracist is to understand the need for cultural humility and constant growth, which necessitates continuous professional development, conversation, reflection, and work. To be antiracist is to understand that racism is not a fixed identity, and neither is antiracism: mistakes will happen, but it is important to acknowledge them and work to get it right. Most of all, to be antiracist is to resist comfort by challenging yourself, your beliefs, your assumptions, and listening openly when challenged by others.

As we engage in antiracist work, we bring much needed change to systems and structures and encourage those around us to understand their positions and roles in antiracist efforts. As we correct these inequities, too, we can work to re-create environments in culturally responsive ways. As Zaretta Hammond, in *Culturally Responsive Teaching and the Brain* (2015) explores, classrooms must be spaces of positive relationships that not just acknowledge struggles or histories, but actively affirm students' identities and give them agency. While we acknowledge the challenges and potential for a focus just on diversity to cause problems if they are stopping points or the only efforts, positive social interaction and affirmation that comes from celebrating diversity can be an integral part to culturally responsive spaces.

As we see in the graphic below, to achieve equity, we must use antiracist lenses to develop our institutions in multiple areas, and a major key that this paper focuses on is the necessity to equitize our systems and structures to enable more equitable systems and culturally responsive teaching.

# DISTINCTIONS OF EQUITY

It is important to distinguish between three key areas when engaged in equity work. We often confuse their particular purposes. As a result, we use them interchangeably when they are not. Below is a simple chart to help you understand the distinctions between them. Remember, it is NOT a continuum. You cannot begin with multicultural education and believe it will lead to culturally responsive instruction. Why? CRT is focused on the cognitive development of under-served students. Multicultural and social justice education have more of a social supporting role.

MULTICULTURAL EDUCATION	SOCIAL JUSTICE EDUCATION	CULTURALLY RESPONSIVE EDUCATION
Focuses on celebrating diversity.	Focuses on exposing the social political context that students experience.	Focuses on improving the learning capacity of diverse students who have been marginalized educationally.
Centers around creating positive social interactions across difference.  Diversity and inclusion efforts live here.	Centers around raising students' consciousness about inequity in everyday social, environmental, economic, and political situations.  Anti-racist efforts live here.	Centers around the affective & cognitive aspects of teaching and learning.  Efforts to accelerate learning live here.
Concerns itself with exposing privileged students to multiple perspectives, and other cultures. For students of color, the focus is on seeing themselves reflected in the curriculum.	Concerns itself with creating a lens to recognize and interrupt inequitable patterns and practices in society.	Concerns itself with building cognitive capacity and academic mindset by pushing back on dominant narratives about people of color.
<b>Social Harmony</b>	<b>Critical Consciousness</b>	<b>Independent Learning for Agency</b>



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As Bianca C. Williams writes, in her article “Radical Honesty,” which appears in the collection *Race, Equity, and the Learning Environment* (2016), “The forms of racism and sexism that permeate the academy frequently push women and scholars of color to question their sense of worth and belonging, which can lead to feelings of shame about perceived incapacities” (p. 75). By creating spaces of “truth-telling” and where narratives and experiences are valued and affirmed, we can develop more culturally responsive learning environments where students can be their whole selves. She argues that “truth-telling and brave vulnerability...open up space for educational moments and chip away at cultures of silence and shame.”

Thus, it is an imperative tenet of antiracism that we not only dismantle racist systems, but also develop culturally response systems in their place. This work can be difficult. As Bianca C. Williams adds, “As we gain entrance to this privileged world and earn the right to access its substantial social and economic resources, we are required to be radically honest as we acknowledge the ways we are sometimes implicated in the oppressions we seek to destroy” (p.81). Antiracist work requires that we take action with integrity, and often that can be uncomfortable. As such, it is imperative to keep seeking education and finding opportunities to grow and challenge ourselves. The next section

of this paper will provide ways to advance antiracism education in our systems and institutions as well as ways to engage in collective and individual professional development.

### **From Theory to Culturally Responsive Action- Organizational Development, Leadership and Professional Development**

*“Many practitioners have become routine in their applications; they have succumbed to management pressure for the quick fix, the emphasis on the bottom line, and the cure-all mentality....They seem to have lost sight of the core values of the field” Margulies and Raia 1990 (as cited in Anderson, 2012)*

According to Anderson (2012), the process of leading organizational change, the values of an organization are a significant part of its identity. He emphasized an organization’s values help leaders with identifying choices about how to proceed in an intervention, and provide a method for evaluating work. Moreover, he identified the following as organizational values: participation, involvement, empowerment, groups and teams, growth development, learning, thinking or organizational members as whole people, dialogue, collaboration, authenticity, openness, and trust. Organizational Development (OD) leaders provide intervention strategies for conscious organizational change. The process may include three primary change areas which include the team, organization processes, or responsibilities. The strategies encompass effective approaches and techniques to facilitate change within organizations. Implemented strategies require OD leaders to understand how to navigate challenges to holding OD values. Burke and Bradford, 2005 (as cited in Anderson, 2012) defines the practical application of these strategies as a “...systemwide process of planned change aimed toward improving overall organization effectiveness by way of enhanced congruence of such key organizational dimensions as external environment, mission, strategy, leadership, culture, structure, information and reward systems, and work policies and procedures.” (p. 3) Additionally, OD leaders provide broad behavioral science techniques applicable to organizational development. The practical application strategies that change agents use are viable for achieving organizational goals, marketing, information technology, operations, human resources, and communications. Although originally used for business organizations OD practices can be applied to the desired accountable systemic change for California community colleges. Why, you ask? OD values of quality, productivity, and efficiency direct leaders intervention techniques, and directs behavior.

The organizational development political strategies will provide a moral operating system for effective professional development approaches and techniques to facilitate universal change within the CCC system. Burke and Bradford 2005 (as cited in Anderson, 2012) defined organizational theory as a “system wide process of planned change aimed toward improving overall organization effectiveness by way of enhance congruence of such key organizational dimensions as external environment, mission, strategy, leadership, culture, structure, information and reward systems, and work policies and procedures.” The practical application of organization development theory

will serve viable for achieving organizational anti-racism goals, marketing, information technology, operations, human resources, and communications. Building on Anderson's (2012) process of leading organizational change the political strategic intervention process of organizational values model should include: participation, involvement, empowerment, groups and teams, growth development, learning, thinking of organizational members as whole people, dialogue, collaboration, authenticity, openness, and trust.

Additionally, the organizational development (OD) leadership approach will provide broad behavioral techniques applicable to "transform work". Howard & Korver (2008) identify "transform work" as skillful decision making in the workplace. The practical ethical application strategies are viable for achieving organizational anti-racism goals, marketing, information technology, operations, human resources, and communications. The OD leadership approach provides values of quality, productivity, and efficiency intervention techniques, and directs leadership behavior. "Ethical beliefs outline more and less desirable behaviors, based on a set of underlying values" (White & Wooten, 1985).

Moreover, in accomplishing the vision from the California Community Colleges Chancellor's Office "Call to Action", OD leaders may aid in providing essential professional development support to students. For example, for counseling and Student Services faculty this support is governed by a set of core counseling functions through individual and group interactions, and classroom instruction. The identified support services functions to meet the systemic change vision are broad, and are as follows: 1) academic counseling, 2) career counseling, 3) personal counseling, 4) crisis intervention, 5) outreach, 6) participation and advocacy, 7) program review and research, and 8) training and professional development. These functions are outlined in the Standards of Practice for California Community College Counseling Programs adopted in spring 1997 and revised fall 2012 by the Academic Senate for California Community Colleges and are derived from "The California Education Code" and materials from the American Counseling Association.

Furthermore as an OD leader, decision making is governed by a commitment to accept communication engagement that does not fit personal values to benefit students. It is important to note, the California community colleges' professional development expectations of cost effective anti-racism practices that produce immediate results versus valuable team consulting analysis may create tension. For example, the counseling professional operational principles identified above versus institutional practices, procedures, and values may create tension surrounding implementation strategies. This challenge is referred to as a "tension being driven by ego gratification, personal success, and financial rewards versus championing traditional humanistic values in the consulting process" according to Church et al. (as cited in Anderson, 2012, p.47). To that point, it is important as OD leaders in the California community college system transparency, modeling and strategic planning ethical sensitive action are carried out.

## **Anti-Racism Education and Professional Development**

Education must be viewed as liberation work, be it financial freedom or emancipating your mind. Being race conscious should be at the rudimentary level of any professional development as educators. The ambivalence of colorblind education, well intentioned or not, has been detrimental to minoritized students. The term colorblind itself has a negative abalistic connotation and has more recently and progressively been replaced with color-evasiveness. Due to its widespread usage and notoriety we will be utilizing both colorblind and color evasiveness interchangeably as we transition towards more equity based language. While race itself is a social construct, it is more imperative that the social construction of it be addressed at the socialization process of our educational institutions (Monroe, 2013). In constructing curriculum and teaching it in classrooms, teachers often insert their bias or regurgitate the standard colonized systematic discriminatory practices that exist. Furthermore, research is clear that instructors are often hesitant to discuss race and have open discourse about it much less incorporate it in their syllabus and lesson plans (Lewis, 2001). In actively reflecting on their positionality humans must reflect on their racial identity and its impact on the emancipation and liberation of their experiences with others (West, 1993). Likewise, the faculty who view education in this light must uplift the veils of racist stereotypes and emancipate themselves prior to beginning to emancipate the minds of their students. Thus, this causes actively reflecting on the experiences of race and its benefits and consequences such as privilege often causing uncomfortable experiences needed to move from a racist base of understanding to an anti-racist platform. The examination and interrogation of oneself and perspectives of which they view the world must be modeled in the active decolonization of self and teaching andragogy. For faculty and institutions ready to engage in this work there is a framework:

**1. Researching the Self:** It is important for faculty to respect the racial identity of their students just as it is important for them to reflect on theirs. Faculty must reflect on the experiences that shape who they are in and outside the classroom. They must interrogate their thought process and views on race and actively reflect on how those thoughts and behaviors impact them in the classroom. Some good guiding questions for this would be. What is my race and how did I come to that conclusion? How do I negotiate race outside and inside my classroom? In what ways has my racial background impacted my decision making? In what ways has my racial background informed what I emphasize in the classroom or not? How do I know? How do my beliefs about learning and pedagogy impact the race of my students in the classroom? In what ways have my beliefs about certain student's racial upbringing changed as a result of my teachings? How has teaching students of color impacted my pedagogy and curriculum?

**2. Researching the Self in Relation to Others:** In understanding race is the most salient factor in the work that is needed, there is an opportunity to dissect the many layers of experiences that exist. Understanding the intersectionality of experiences may lend itself to a



more nuanced approach connecting the complex experiences of humans from race, class, gender (Crenshaw, 1993). The lived experiences of poverty or class may sprout an opportunity of empathy in relation to their students. Some things to reflect upon here is also the potential lack of experience in relation to their students. Landson- Billings (2009) mentions perhaps growing up in privilege or wealth or a different race provides an essential learning opportunity as both differences and similarities must be analyzed. Some active questions to reflect here would be: How do I negotiate my racial experiences with those of my students? What are some political, social, historical events that have shaped my life and how do I view them differently or similarly with my students? How consistent or inconsistent is my reality from those of my students? Think of the election of Trump, or the laws and bans such as DACA, and the Travel ban and the Black Lives Matter protests, or the Dakota pipeline protest how have these events shaped your lens and those of your students? How have I emphasized or neglected these experiences in my classrooms? How have I negotiated my understanding of these events in my curriculum and pedagogy.

**3. Shifting from Self to System;** We now understand that systems are made up of people who then enact racist policy thus making racism systemic institutional. It's important to deviate from the common misnomer that racism is at the individual level. In fact, many of the deleterious miseducation teachers received are from racist colonial versions of education that most educators are now trying to augment via culturally relevant teaching and professional development (Lopez, 2003). Some guiding questions here can be; What are some systematic and organizational barriers that shape the experiences of students of color? What is the pre-school to prison pipeline? In what ways do policies and practices intentional or unintentionally produce unequitable outcomes for students of color? How have educators and policy makers contributed to unproven popular discourse regarding students of color?

*“We are living in a society that is poisoned. The history of racism and foundation of racism has intoxicated every single system including our community colleges. We are complicit. We are complicit and we need to dismantle the status quo.” Dr. Luke Lara, Academic Senate President, MiraCosta College*

**4. Understanding Curriculum and Instruction:** The shifting of the aforementioned three steps must now be enacted in shaping the classroom and curriculum. It is important for teachers to transition from theory to action and design classrooms reflective of their student's experiences. Curriculum in its broader sense is defined as what students have the opportunity to learn in schools (Eisner, 1994). Eisner classified it in three different sections, implicit, explicit and null. The implicit refers to what is emphasized and stated in policies and procedures and is actively



and visibly prominent. It is featured in the syllabus and salient across the course content. The implicit is drizzled throughout and sprinkled on unlike the implicit which is baked in. It is perhaps brought into the conversation by accident or supplemental material. Much like ethnic studies being an alternative and not a core requirement. Then there is the null which is completely negated and erased from the curriculum. Eisner eloquently argues by not learning this you are by default learning its importance and relevance. The erasure of historical figures and contributions or inventions by non-whites to the world have lasting implications. It is obligatory for educators to insert null curriculum into the explicit domains. This is economics courses covering Black wall street, Urban planning courses covering gerrymandering, Biology courses covering medical apartheid, and the Tuskegee experiment. STEM courses covering environmental racism and understanding why COVID-19 has a statistically higher probability for communities of color than White Americans. Some questions to ask here would be: How can I ensure my students see themselves in the curriculum? How can I ensure they are represented in the curriculum? How can I draw upon the experiences of my students and reflect that in my curriculum?

As we acknowledge the rise of diversity, equity, and inclusion awareness and professional development and programming across the California Community College system, we must ask ourselves why our Diversity, Equity, and Inclusion (DEI) work has done little to bridge the equity achievement gap. It is now more than ever clear that diversity-focused professional development does not address the root causes of the inequity embedded in our educational system (McNair, Bensimon, and Malcom-Piqueux, 2020). A true commitment to anti-racism requires an understanding that it is not the same thing as diversity. Diversity asks us to celebrate differences while at the same time elucidate our shared humanity. Learning to be comfortable with people who are different from us is a very good thing, but we cannot afford to continue to bask in our commonalities while people of color continue to live under the oppression of racism. Anti-racism is focused on removing systemic barriers that restrict access to resources and opportunities for people of color. It also requires us to critically consider the needs of people of color at the foundation of the development of new educational services, policies, and curriculum and it requires the reform of old systems. Most importantly, anti-racism work compels us to action and demands persistence and stamina because racist structures are insidious, formidable, and enduring (Alexander, 2012).

If we are to authentically commit to serving the students we are leaving behind, we must be willing to look more deeply into ourselves and our campus institutional structures and honestly address the documented fact that race is at the heart of educational inequity. Many white California Community College faculty members grew up in homes in which equality and “colorblindness” were fundamental values and yet the roots of racial inequity could and should not be discussed (Subini, Jackson, and Morrison, 2017). At the heart of this color evasion was often suppressed and unacknowledged white supremacist beliefs. Despite espousals of equality in American

society, white Americans new the races did in fact not hold equal status and rather than confront the shame and benefit of structural inequity, they lived under the delusion that the inequality was in fact the fault of people of color citing unsubstantiated evidence of poor family structures and a lack of value for education (Gotanda, 1991). The logic of the delusion expounded that if America provided equal opportunity and people of color were not capable of embracing what was free for the taking, there was little white America could do but continue to treat everyone the same and hope that one day people of color would be ready to share in the privileges white Americans had earned. Color evasion excused good-meaning white Americans from confronting their implicit racism and exclusive structures. The inability to acknowledge white privilege and the existence of structural racism kept the culture of white America silent on issues of race (Sue, 2015).

We must now see the limitations to colorblindness and even inherent barriers that work against an outcome of racial justice. Colorblindness keeps many campuses in the comfortable limbo of diversity work at the expense of transformational anti-racist change. Our students and colleagues of color have not experienced colorblindness and our belief that we should be colorblind impaires our ability to identify and actively work to dismantle the structures which perpetuate racism on our campuses. In order to take the deep look necessary to penetrate the heart of institutional racism, our campuses must first begin with the difficult conversation on race and racism. A key cause of tension around this conversation is a lack of shared vocabulary and common understanding regarding what is meant by race, racism, and institutional racism. In order to begin to do anti-racism work, it is important to begin with a shared definition of the term *racism*. For the purposes of anti-racism work, *racism* is defined as “any prejudice against someone because of their race, when those views are reinforced by systems of power” (Oluo, 2019 p.26). This complete definition is essential to productive conversations about race because without including power in the analysis, racism is reduced to individual acts of prejudice versus an understanding that racist acts are part of a larger system of oppression. This definition also explains why there is no such thing as reverse racism. People from the dominant race, who benefit from the privilege of power, cannot experience racism (Oluo, 2019).

One of the greatest obstacles to effective campus anti-racism work, next to color-evasion is ideas surrounding racism that are embedded in a good-bad binary where society is divided into the bad people who are racist and the good people who are color-blind and see all people as equal. An anti-racist analysis views racism as structural and embedded into all societal structures. This means that all people are affected by racism and hold implicit bias, which allows for the sustenance of racist structures. This good-bad binary prevents good-meaning people from confronting their own racism or taking action against racism because their beliefs which connect racism to their own immorality do not allow them to see or acknowledge the racism around them, nor their accountability and complacency. The moral investment in not being a racist makes people actively resistant to anti-racist change or even the starting point of anti-racism education (D’Angelo, 2018). When anti-racists declare their institution is racist, those who do not have a common understanding see this as a deep moral affront and resist

moving forward in conversation or action. This is why campuses need to begin by establishing common language and understanding. An explanation of the anti-racist perspective, with a structural perspective on racism, allows for the elimination of the diversion of the good-bad binary, and clears the way for the structural analysis necessary to set a foundation for effective and meaningful change.

Anti-racists also understand that belief in colorblindness and meritocracy, which are directly connected to the good-bad binary, also serve as an obstacle to productive anti-racism discussion. When a person claims to see and treat all people equally, regardless of race, they disregard the negative impact racism has had on the lives of people of color and the privilege and opportunity that comes with being white. This is why our institutions have moved beyond an inadequate focus on equality to a more informed aspiration of equity. We must no longer direct our efforts to providing all students with the same resources, but instead provide our students with what each one needs through an individualized assessment that takes into consideration the legacy of racism (Crenshaw, Harris, HoSang and Lipsitz, 2019). Yet, like campuses who remain stuck in diversity, there is a danger of remaining comfortable at the higher stage of equity work that does not force a structural analysis. If we are to truly provide our students of color with the resources and opportunities each needs, we must first dismantle the racist structures which have perpetuated their struggles in education.

If anti-racism professional development is going to effect real campus change, we must also include a discussion of the traditional governance structures that work in community college institutions to oppress and marginalize faculty in addition to our diverse student populations. Our colleges' governance structures have adapted to support and sustain inequity and those who work in the system have learned to adapt and for many, even thrive. For this reason, Audre Lorde's (1984) words, "The master's tools will never dismantle the master's house," must be taken into consideration. A new form of campus organizing is needed to support anti-racism work. Our traditional shared governance structures support racist structures and have historically silenced people of color and their allies as gadflies and troublemakers. In order to allow space for authentic anti-racism work, anti-racist activists must be supported to organize outside of the structures that have traditionally silenced and villainized them. Activists must be supported to organize in affinity groups that separate white colleagues from colleagues of color. There must be an understanding that self-reflective and action oriented anti-racist work is not the same for white people as it is for people of color. Also, we must be careful that as white people awaken to the realities of racism, the feelings and experiences they have during their learning process cannot be at the expense or taxation of people of color. Activist leaders must also be accountable to people of color and provided with resources and empowered to enact change, even as the structures and the status-quo that has thrived for so long resists.

An example of active leadership is found at Santa Barbara City College's Leaders for Equity, Anti-racism, and Reparations Now (LEARN) Committee, recipient of the 2019 Rice Diversity Award. LEARN is a grassroots committee composed of a variety of stakeholders from across Santa Barbara City College who came together after

independently expressing frustration about the lack of impactful diversity and inclusion training on campus and the myriad problems that students, faculty, and staff of color experience due to this lack. Before the establishment of LEARN, the focus of SBCC's campus equity training had been in celebration of diversity and did not get to the heart of the structural basis of racism at SBCC. LEARN's envisioned training model which included face to face and online professional development empowers SBCC faculty, administrators, and staff to be versed in the many forms of systemic oppression so they can act as effective and well-informed advocates, allies, and partners to our students as they actively work together to dismantle oppressive systems.

As a result of the efforts of LEARN, by spring semester 2020 more than 250 members of SBCC's faculty, staff and administration experienced intensive anti-racism training and were invited into SBCC's Anti-racism Community, an ongoing forum committed to anti-racism work. Most telling of the transformative nature of the anti-racism training at SBCC, as SBCC faced the Coronavirus pandemic, the college held fast to its commitment to anti-racist structural change. With acute knowledge that students of color and disproportionately impacted students were being the most harmed by the virus and the transition to Online learning, the campus required every faculty member to go through foundational anti-racism training and required an anti-racism guided equity plan to be embedded into its Emergency Distance Education Addendum approval process for every course taught at SBCC. This process ensured students of color and other disproportionately impacted students were foundational to the consideration of the formation of the new systems in response to the Coronavirus and the college made the commitment to continue to require an equity plan in the regular curriculum approval process to ensure equity would remain at the forefront of college planning beyond the pandemic.

For campuses ready to go beyond diversity and basic equity training and advance to anti-racist professional development, there are key elements of effective anti-racism training that should be included:

1. The Analysis of racism as an individual, cultural, systemic, and institutional problem of power that goes beyond personal prejudice. Racism should be contextualized with the historical development of systemic racism in American institutions generally, and the educational system specifically, with consideration of the link between racism and other forms of oppression.
2. Masterfully guided self-reflection about personal investment in racist structures and the actions individuals take to uphold these structures followed with skills to interrupt old patterns and inequitable practices that limit access and exclude some people of color.
3. Effective methodology for facilitating productive conversations about race including methods to build trust and clear communication and to make decisions based on multiple perspectives, especially those of people of color.
4. An examination of the ongoing realities of racism including the identity-shaping power racism has on People of Color and White people.

5. The provision of participants with tools to take personal action to disrupt racism and a strategic methodology to dismantle racism in campus institutions.
6. The practice of affinity group separation during training with the understanding that the nature of anti-racism work is not the same for white people as it is for people of color and a commitment to prevent anti-racism education for white people from taxing colleagues of color.
7. A campus commitment to view anti-racism professional development as an ongoing cycle of collegial development that takes time. Trainings should be multiple days and should be spread out over weeks or months to allow time for self reflection and growth, affinity group support, campus organizing, and anti-racist practice.

As institutions we must provide belonging for our students of color at all levels of the academic experience from the classroom to the quad. For this reason our professional development efforts must not only penetrate our services and procedures, but also the classroom experience. Academic disciplines in the California Community College system and at most American colleges and universities are organized according to European and White ways of organizing and legitimizing specific types of knowledge and ways of knowing. Many academic disciplines have foundations within the colonial systems as a means of understanding, categorizing, and subjecting other cultures. The lack of systems for recognizing and understanding other cultural and belief systems has historically caused antagonism and racism and embedded bias into many traditional American academic disciplinary methodologies (Battiste, 2017).

New research in the field of neuroscience and memory adds important scientific understanding to why this form of subjugation through knowledge is so effective in maintaining racist and biased structures in the educational system. These ways of knowing are perpetuated through the use of Eurocentric examples and images that reinforce racist and colonialist structures and delegitimize and disclude non-Eurocentric knowledge. They privilege students who are able to identify with Eurocentric reference points and examples who have an easier time correlating new information with previously held knowledge which is the foundation for long term memory storage and deep learning (Hammond 2015).

If we are to effectively address structural bias in our classrooms, we must train instructors who create space and time for students to understand new knowledge in non-Eurocentric and culturally relevant contexts in order to facilitate the learning of students from diverse cultural experiences. Culturally Responsive, also known as Culturally Reflective Pedagogy, recognizes the importance of including students' multiple cultural references in all aspects of learning (Ladson-Billings, 1994). The goal is for every student to see self in course content. Key to the success of culturally responsive pedagogy is the collaboration between faculty and students to co-produce knowledge to ensure courses are culturally responsive and emphasize cultural wealth, are relevant to students' experiences and goals, are academically rigorous, and cultivate belonging and community among students and faculty. The practice of Culturally Responsive Pedagogy in our classrooms is an effective tool for the promotion

of healing and reconciliation that will be directly and immediately experienced by our students of color and other disproportionately impacted students.

### **Professional Development for the Online Environment**

One culturally responsive implementation strategy OD must integrate in an organization is intentional professional development focused on rethinking the way faculty engage with students in learning spaces online. With the growing presence of online programs in higher education, faculty development programs have increased (Cook & Steinert, 2013; Lane, 2013; Paul & Cochran, 2013; Reilly, Vandenhouten & Gallagher-Lepak, 2012; Roehrs, Wang & Kendrick, 2013). “Faculty development refers to planned activities designed to improve the knowledge, attitudes and skills essential to the performance of the instructor role” (Reilly et al., 2012, p. 100). Paul and Cochran (2013) identified faculty technology training as critical to keeping pace with online courses. Baran, Correia & Thompson (2011) stated “it is critical to prepare and support teachers for online teaching so that they know what to expect and how to establish their online teacher persona through online pedagogies, and also develop positive attitudes towards online teaching” (p. 436). Nash’s (2015) research findings recommended that for quality education institutions should provide faculty with professional development. With the growing concern amongst faculty members in higher education regarding professional development, institutions provide various programs (Lane, 2013). Malik (2015) stated “this training should be of a specific type as interaction of teacher-student in distance education programs is of a specific nature and demands of this interaction are rather different than interaction between teacher and student in traditional face to face learning in traditional classroom” (p. 242).

Research on the implementation of technology in higher education has increased with student enrollment growth in online courses (Allen & Seaman, 2013; Jaggars, 2013; Radford, 2011; Xu & Jaggars, 2011). According to Xu and Jaggars (2011) “while the hard numbers on growth of *online* education within the community college sector were not available, information on *distance* education within community colleges suggests a stronger increase among community colleges than among four-year colleges” (p.1). A review of current studies revealed a trend towards the inclusion of faculty in the implementation process of online learning (Cornner, 2010; Flores, 2012; Paul & Cochran, 2013; Neben, 2014; Schulte, 2010; Wright, 2012). Cornner (2010) asserted the implementation of technology enriched curriculum in CCC requires transformational leadership. He stated “...faculty leaders and those with academic influence may have as great an impact on the trajectory of a change process as those administrators in formal leadership positions” (p. 46). His research evaluated organizational leadership and institutional factors related to the implementation of online educational programming in CCC. Additionally, Cornner’s study introduced research on 21<sup>st</sup> century organization characteristics for effective course implementation (Cornner, 2010). His study suggested the traits that define leadership were valuable teaching practices for technology driven pedagogy, and they influence change (Cornner, 2010).

While online faculty development has been explored due to increased student enrollment (Cook & Steinert, 2013), this growth area provides OD leaders the ability to promote race literacy competency pedagogy in online faculty development. “Critical race literacy pedagogy – a subset of the approaches known as multicultural education, culturally responsive teaching, and anti-racist teaching – is a set of tools to practice racial literacy in school settings with children, peers, colleagues, and so forth” (Mosley, 2010). Gunter (2001) researched the effectiveness of redesigning instructional strategies and implications for student learning. He stated “to prepare educators for the 21<sup>st</sup> century, colleges of education must be leaders of change by providing pre-service teachers with a technology-enriched curriculum” (p. 1). Several studies introduced leadership constructs associated with organizational change and innovation adoption (Aarons, 2006; Anderson & Ackerman-Anderson, 2010; Ashbaugh, 2013; Basham, 2012; Bass, 1990; & Ozaralli, 41 2003; Sanchez, 2014). Aarons (2006) research has shown that there were links between leadership, organizational process, consumer satisfaction, and outcome. In addition, Ozaralli (2003) investigated the effects of transformational leadership on empowerment and team effectiveness, and discovered significant correlation. Bass (1990) asserted transformational leaders challenge the organizational culture and possess the ability to share their vision. Bass (1990) also argued transformational leaders influence others and generate awareness by inspiration, intellectual stimulation, and meeting others’ emotional needs (Bass, 1990). More recently, Basham (2012) offered a unique perspective to higher education management. He identified transformational leadership as the extent to which one is able to serve, and learn across disciplines (Basham, 2012). He stated “transformational leadership is essential within higher education so that adaption can be completed to meet the constantly changing economic and academic environment” (Basham, 2012, p. 344).

According to Eberwein (2011) professional development that incorporates technology should serve as the foundation of blended online and face-to-face pedagogy in higher education. One approach to faculty online development is the engaged self-training approach (Roehrs et al., 2013). A major literature review conducted by Cook and Steinert (2013) examined faculty development programs common in online learning programs, and identified three themes: First, online faculty development appears to be at least comparable to traditional training. Second online faculty development can be, but is not always, effective in comparison with no intervention. Third, the variability in these comparative studies raises the question: what features of the intervention, topic, and learners are critical to the success (or failure) of online faculty development? (p. 932). Lane’s (2013) study pointed out that professional development focused on teaching online, but lacked web pedagogy. Her research supported pedagogy focus in online faculty development programs (Lane, 2013). In addition, her study found a major gap that Learning Management Systems (LMS) professional development programs were not sufficient in web based pedagogy (Lane, 2013). One noticeable issue in the literature is the lack of professional development in the area of technology integration for online programs. Reilly et al. (2012) in their research attempted to encourage higher education institutions to engage faculty members in an e-learning development approach. They concluded “faculty need ongoing professional development in e-learning, especially as technology changes rapidly and students are increasingly more

tech savvy” (p. 107). Johnson, Wisniewski, Kuhlemeyer, Isaacs and Krzykowski (2012) also acknowledged in their research “faculty development programs grounded in andragogy and transfer of learning theory can greatly enhance and strengthen an educator’s teaching/learning repertoire” (p. 64). This anti-racism paper may help maximize trainings in CCC and understanding to bring about transformational change for faculty.

## **Racial Reconciliation**

Racial reconciliation is considered a healing process that positively transforms the ripple effects of an enslaved people through a responsive curriculum. Racial reconciliation manifests itself in the following ways:

1. Recognizes that racism in the United States is both systemic and institutionalized.
2. Point out that racial reconciliation is engendered by empowering local colleges and academic leaders through relationship-building and truth-telling.
3. Stresses that justice is the essential component of the process, often known as restorative justice.

In recognizing America’s construction of race and re-organizing European immigrants who had a sense of identity such as Jews, Irish, Polish into Whiteness, structural barriers were created to promote white supremacy. Hence, the racial structural and systemic barriers resulted in a plethora of Jim Crow laws targeting racial minorities specifically African Americans from receiving certain inalienable rights. During that subjugation as educators we must grapple with the fact that our educational system was amongst those institutions which was weaponized by white supremacy to subjugate Blacks. It was illegal for them to read and subsequent policies and laws prohibited them from accessing education. Our educational system must reconcile with the fact that it was constructed to produce inequitable access and unjust outcomes for all. The United States Supreme Court ruled in favor of segregation in *Plessy* arguing for segregation, *Plessy v. Ferguson* (1896) asserted the underlying fallacy of the plaintiff’s argument to consist in the assumption that the enforced separation of the two races stamps a badge of inferiority. If this be so, it is not by reason of anything found in the act, but solely because the colored race chooses to put that construction upon it. (p. 551).

This is the ugly truth and the first step in any reconciliation effort be it, atonement or forgiveness in spiritual practices, or recovery in substance abuse treatments, is grappling with the truth and being honest to admitting or confessing there is a problem. The educational system is marred with inequities and injustices. White allyship must be at the forefront in providing space for reconciliation efforts as beneficiaries of white supremacy. Minoritized people in predominantly white institutions (PWI) consistently grapple to justify their existence. This often leads to psychological and physiological impacts that can be detrimental to their health and career. In seminal research on stereotype threat, Steele (1997) stated that one must surely turn first to social structure: limits on educational access that have been imposed on these groups by socioeconomic disadvantage, segregating social practices, and restrictive cultural orientations limits to both historical and ongoing effect. By diminishing one’s educational



prospects, these limitations (e.g., inadequate resources, few role models, preparational disadvantages) should make it more difficult to identify with academic domains. (p. 613).

Local academic senate leaders must provide space and mentorship as well as create leadership opportunities for people of color who may not have otherwise access to such opportunities. That requires an understanding of privilege, exercising that privilege to promote justice and supporting endeavors that may not necessarily be advantageous to them personally but beneficial to the collective betterment of the institution. This can be operationalized by ensuring they have a seat at the table in various committees that have influence both at the statewide and local level. It requires one to introspectively interrogate themselves and their positionality to conclude if it's more appropriate to take a back seat for people of color and voices who have been marginalized be heard or amplify their voice by elevating and centering their challenges. Each institution has its own unique set of challenges therefore justice is the aim and unlike the conflation of equity and equality a one size fits all approach is not appropriate. Part of seeking justice requires after seeking the truth an opportunity to repeal the harm by listening to the victim's recommendations to repair the institutional damage that has transpired. This paradigm shift required flexibility and extreme collegiality. College faculty institutional vision needs to center race and adapt to the campus community's demands. Those historically in power or have been in power must reconcile that they must now either relinquish that power or share it.

Restorative justice emphasizes repairing the harm caused or revealed by criminal behavior. "The purpose of restorative justice dialogue is to provide a safe place for the people most affected by a specific hate crime, hate incident, or criminal act (victim, offender, family members of both, and other support persons or community members) to have the opportunity to enter into a direct dialogue with each other in order to talk about the full impact of the crime upon their lives, to address any lingering questions, and to develop a plan for responding to the harm caused to the greatest extent possible." (Julie Andrus, Ken Downes, Mark Umbreit, 2001 p.1).

In the development of opportunities to address racial reconciliation, academic leaders must address the following:

1. Becoming aware of the historical context of enslaved people, Blacks/African descent;
2. Being uncomfortable with institutional change;
3. Honoring and embracing diversity and representation'
4. Gaining the intentional and deliberate knowledge by working to achieve cross-cultural/multicultural fluency, embracing ethnic diversity, taking risk, developing authentic multi-ethnic relationships;
5. Developing the institutional structures needed to create a "Culture of Care<sup>2</sup>";
6. Taking risk and developing relationships; and lastly
7. Educating and working with faculty and other stakeholders across differences.

These efforts may seem cumbersome to some and overwhelming to others. They are essential in the healing process which is what is historically sought after. The duality of relinquishing power and resources to create space at the table presents a winner vs loser paradigm which is truly inaccurate. As active agents and participants of a system that excluded African Americans the human right of literacy and enacted laws that prohibited them from accessing education as a fundamental right, part of repairing the harm and the conversation of race must explicitly include their offspring receiving those rights.

## **Section VII: Summary and Conclusion**

The roots of systemic racism in the United States higher education system are deep-seated in its history. White supremacy and white privilege systematically affect communities of color, the way they are treated, the way in which policy is enacted and

<sup>24</sup>Building a culture of caring means providing a supportive environment that is focused on the employees; it means truly wanting to take care of them." David Bruce, "[Team Culture: If You Don't Build It, Someone Else Will](#)," *EDUCAUSE Review*, September 19, 2016.

the way in which we perpetuate discrimination in the workplace. The United States is experiencing a moment of awakening and an opportunity to dismantle, deconstruct and reconstruct the systems that have created inequities in education for minoritized groups.

Local academic senates play a pivotal role in transforming institutional policies and practices. The work requires that academic faculty leaders, in partnership with other stakeholders, understand and act on the four levels of this work as noted earlier—researching self, researching self in relation to others, shifting from self to systems, and understanding curriculum and instruction. It also calls for faculty to examine the anti-racism concepts such as good-bad binary, meritocracy, color evasion and color blindness. Furthermore, professional development efforts must focus on transformative leadership, in creating the professional learning opportunities needed to respond to the times including online culturally responsive andragogy, and racial reconciliation and healing.

The Academic Senate for California Community Colleges is committed to engaging deliberately faculty and faculty leaders across the system in a call for action and education on anti-racism. The ASCCC recognizes that racist conditions impact students of color educational outcomes. Consequently, the achievement of racial equity is prioritized as an intricate part of the transformation of our community colleges system.

## **Recommendations**

Anti-Racism Education is necessary to respond to this moment in time and to ensure the community college system, colleges and districts' transformation. The following recommendations are intended to guide academic and system leaders to

facilitate the development of anti-racism education as an integral part of the equity driven systems movement. The Academic Senate for California Community Colleges offers these recommendations to the Board of Governors, colleges and district, local academic senates.

### **Recommendations for the Board of Governors**

1. Make anti-racism a focus of the Board's goals underlined in the California Community Colleges Vision for Success.
2. Incorporate anti-racism and equity minded language in the system's regulations, policies, plans, and areas such as finance, institutional effectiveness, educational services and support, digital innovation and other areas identified.
3. Establish an anti-racism policy to drive the assessment and evaluation of racial equity.
4. Support anti-racism, equity, diversity and inclusion policy making and funding allocation to provide professional development and learning at the system and local levels. Allocate resources at the state level to partner with expert organizations in the provision of professional development and learning.
5. Provide intentional incentives to institutions that move beyond complicity towards

### **Recommendations for Self Growth**

1. Engage in learning about the Mis-Education of Blacks and Up from Slavery.
2. Use the work and scholarship of Black scholars to address challenges of Black students and Black colleagues.
3. Participate in implicit bias training in the context of oppression and racism.
4. Learn the history of discriminatory laws and practices that contribute to the stratification of U.S. society by race.
5. Actively explore various methods of assessments to adapt to technological disparities exacerbated by COVID-19.

### **Recommendations for Local Academic Senates**

1. Create a local senate agenda that includes anti-racism/no-hate education.
2. Hold a series of discussions of structural racism and color blind culture and address the topics of race consciousness, lifting the veil of white supremacy, danger of the good/bad racist binary, dilemma of dismantling the masters house with the masters tools and what this means for share governance, and the need for calling-in culture.
3. Prioritize culturally responsive curricular redesign with your curriculum committee.
4. Acknowledge, without assigning blame, that the structure of the college houses the institutional biases and prejudices of its founding time. Those biases have privileged some and disadvantaged others, particularly African-American and LatinX communities.

5. Prioritize the evaluation of hiring and evaluation processes through an anti-racism lens.
6. Evaluate the local academic senate and find the voices among your faculty missing in governance. Find ways to empower those voices.
7. Work with your administration and students to find constructive ways students can express themselves about the lived experiences of Blacks, Latinx and other minoritized students and the structural and historical biases that exist.
8. Provide organizational and transformational leadership faculty training and support, ongoing online faculty development and online racial literacy.

### Recommendations for Colleges and Districts

1. Bring restorative justice and peace circles into the college/district culture.
2. Fund and create a professional development program in culturally relevant and responsive pedagogy and andragogy.
3. Scale up and appropriately fund programs and services dedicated to advancing racial equity through a holistic approach.
4. Provide professional development in equity-mindedness and anti-racism.
5. Provide resources and professional development opportunities to critically examine key discriminatory laws and practices in the U.S.
6. Examine current policies and procedures using both an equity and anti-racist lens.
7. Incorporate explicit anti racism in onboarding new faculty institutes as well as existing professional development training.

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## Executive Committee Agenda Item

SUBJECT: 2020 Academic Academy Draft Program		Month: August	Year: 2020
		Item No: IV. L.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the draft of the Academic Academy Program.	Urgent: Yes	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Michelle Pilati/Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

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

### BACKGROUND:

This year's Academic Academy was planned to be an OERI and OEI collaboration. With that in mind, and considering the current crisis, the goal is to provide an opportunity to look at what we have learned - and are learning - as we deal with COVID-19.

A survey was sent to senate presidents over the summer to determine the feasibility of conducting an in-person Academic Academy in the fall. Based on responses from the field, the OERI team determined that the Academic Academy would be best held virtually. The updated program is being planned with 3 breakouts during each session instead of the original 4 that was proposed.

The OERI team and CVC-OEI reviewed existing programs for the Career and Noncredit Education Institute as well as the Online Teaching Conference and may look to these for presenters and, possibly, different sessions. OERI and CVC-OEI may consider pulling breakouts from the programs to incorporate.

The Executive Committee will consider for approval the draft program outline of the Academic Academy.

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

# Academic Academy: Redefining ~~Distance~~ Education

A Virtual Professional Development Opportunity for all California Community College  
Faculty

Interruptions in education are not new. California's students have always faced temporary school closures due to environmental circumstances ranging from storms to riots and the extended disruption and devastating impact of fires. But a global pandemic requiring social distancing and the sudden cessation of traditional classroom instruction for an undefined time period is a force so impactful that our evolution is forced – is it education's Big Bang, where we will emerge anew? Or is it our Ice Age, leading to the extinction of select species and the rapid evolution of the survivors? This year's ASCCC Academic Academy will explore the impact of our recent history on the future of education. Join us as we explore the use of open and online approaches to finding ways to redefine instruction and assessment, create more equitable learning environments, address long-standing inequities exacerbated by reliance on technology, and improve the success of all students.

Thursday, October 8

9:00 am – 11:30 am

Pre-Session: LibreTexts Bootcamp

01:00 pm - 2:15 pm

Opening General Session/Opening Keynote Speaker

## Program Key

We've organized the breakouts into strands that are organized as follows:

- Risk-Averse (RA) – Sessions in this strand are designed for novices that are exploring a topic for the 1<sup>st</sup> time or seeking a refresher.
- Solution Seekers (SS) – New answers to old problems – or revisiting old answers to new problems – take your pick. Problem-solving will be the focus of these sessions.
- Thrill Seekers (TS) – Are you ready to try anything? Lose the safety net and the life jacket – join us for a walk on the educational wild side.

Given the diversity of our program, you are likely to find topics that inspire caution and others that compel you to throw that caution to the wind. In keeping with our theme, we hope you'll both expand your knowledge of familiar topics and explore new ones.

2:45 pm – 4:00 pm **Breakout Session 1**

### 1. **OER Basics Made Easy - Academic Freedom in Action (RA)**

(OERI – Dave Dillon, Heather Dodge)

As community college faculty, we are quick to view the use of Open Educational Resources (OER) as a means of reducing costs for our students. But OER is also a means of allowing faculty to teach what they want to teach when and how they want to. This session will provide an overview of the why and how of adopting OER.

### 2. **Ready for Anything - The Flexible Classroom (SS)**

(OERI – Amanda Taintor, OEI?)

“Flipping” the classroom - using classroom time for interaction and online time for content delivery - is an approach to teaching that is likely to see a resurgence as classroom teachers who never dreamed of using the online modality discover new ways of achieving course objectives. What does a flipped classroom look like - and what are some effective ways to structuring these learning environments?

### 3. **Are Grades Failing our Students? Equitable Grading Practices: What are you really measuring? (TS)**

(OERI - Suzanne Wakim)

Grades have been a part of our educational experience since kindergarten. But, what do they really measure? What is the difference between grading students and assessing learning? We will discuss 10 reasons grading doesn't measure learning - #3 will shock you! We will discuss assessment strategies that promote learning, are more flexible during times of crisis, and are particularly important for marginalized student populations.

Friday, October 9

9:00 am – 10:15 am: General Session 1 – Featured Keynote Speaker

10:45 am – 12:00 pm      **Breakout Session 2**

**1. UDL, SLO, OEP – The Alphabet Soup of Good Course Design (RA)**

(OERI - Amanda Taintor and Suzanne Wakim)

How can we design courses that engage diverse students and provide mechanisms for students to accurately demonstrate their learning? Universal Design for Learning (UDL) helps us build courses accessible to all students and encourages us to focus on how students acquire information and demonstrate learning. Open Educational Practices (OEP) can be a key strategy to help establish UDL in your courses. We will look at course designs that increase student choice, encourage critical thinking, and improve learning. When paired with Backwards Design, UDL and OEP strategies also help us build assignments that more accurately measure student learning outcomes (SLO). This session will demonstrate how these frameworks can be used to design effective and engaging learning activities and assessments.

**2. Assessment Pandemonium – Lessons Learned (SS)**

(Janet Fulks)

A sudden transition to remote instruction requires not only changes in teaching, but changes in how you measure learning. What can we learn from the unstructured experimentation that ensued in higher education as a consequence of COVID-19? How did faculty find effective ways to measure learning?

**3. You Did What? Implementing a Team Approach to Course Design and Service Delivery (TS)**

(OERI – Dave Dillon, OEI?)

In the post-pandemic world, how do we transition from overcoming challenges to turning identified solutions into lasting improvements? As we redesign our courses and services for students, how do we leverage the lessons learned into ways of improving the student experience and preventing our historical silos? prevent our design from being siloed? Join us for an exploration of how a team approach can result in more equitable outcomes and practices.

1:00 – 2:15 pm      **Breakout Session 3**

**1. Shouldn't Your Online Students See You? Moving Past the Fear of Filming (RA)**

(Tracy Schalen, Southwestern College)

A session on how easy it is to make short videos to share with students.

**2. Virtually Prepared – Strategies for Addressing Online Inexperience (SS)**

OEI

What can faculty do before the term starts to ensure students are truly ready for online learning? And how can effective course design increase the likelihood of success?

3. **Open Pedagogy – Who is Steering the Ship? And Where are You Going?**  
(TS)  
(OERI – Suzanne Wakim)

**2:45 pm – 4:00 pm                      Breakout Session 4**

1. **Equity Through Community: How Humanized Instruction Leads to Equity Online (RA)**

Tracy Schalen (shorten description – from OTC 2020) or OEI? (I know Michelle P-B has done work in this space)

Research shows that a caring, engaged instructor is key to supporting underserved students who learn online (Jaggars & Xu, 2016). But faculty who teach online don't always consider how important their presence is to their students. The majority of California's 2.1 million community college students are ethnic minorities (67%). Forty percent of students enrolled in California Community Colleges (CCCs) are first generation college students, nearly half experience food insecurity, and roughly one in three experience the threat of homelessness. Online classes are critical to the mission of community colleges. Today, more than 24% of CCC enrollments are generated through online courses. Through the OEI and the @ONE Project, the California Community College system offers a robust suite of free and low-cost professional development options to prepare faculty to teach online, including online courses. The online courses place faculty in the role of an online learner with a cohort of peers. One of these courses, Humanizing Online Teaching and Learning, inspires faculty to become present, aware, and empathetic online instructors and dabble in tools that enable them to cultivate their presence in their own course. Within the course, they experience the social and emotional impact of human presence, and apply research-based practices to their own course.

2. **Embracing Change - Culturally Responsive Teaching Practices (SS)**  
(Fabiola Torres, Glendale)
3. **Equity and Distance Education – Synchronous Vs Asynchronous Instruction (SS)**  
(OERI - Julie Bruno)

“Traditional” distance education emphasizes a 24/7 educational experience with learning happening at the student's convenience. “Temporary remote instruction” resulted in a new take on teaching at a distance – with many faculty choosing to teach synchronously. If your true goal is establishing an equitable learning



environment, which modality should you choose? Join us for a robust discussion of the pros and cons of both approaches.

## NOTES

Potential Keynote Speakers –

1. Title/Subject Equity-Minded Online Teaching Practices (generic message sent 7-5-20)
  - a. Description (this is a webinar they did in March): The unanticipated transition from face-to-face to online courses in response to COVID-19 presents a substantial challenge for many community college faculty, particularly those who have worked to create a teaching and learning environment that prioritizes equity and equity-mindedness. In this webinar, Drs. Frank Harris III and J. Luke Wood will present some salient trends and issues that complicate the experiences of diverse community college learners in online courses and propose equity-minded teaching and learning strategies for faculty teaching online courses. This webinar is free to the public and is hosted by the Center for Organizational Responsibility and Advancement (CORA).
  - b. Drs. Luke Wood and Frank Harris III
  - c. Also have done “Responding to Racial Bias and Microaggressions in the Online Environment”
  - d. While both are SDSU faculty, the work noted above has been done for CORA. LEARN TO TEACH PEOPLE OF COLOR - **CORA** (Center for Organizational Research and Education) is a professional education organization committed to supporting educators in improving their skills to support historically underrepresented and underserved students. We offer online certificate programs that focus on key issues facing historically underrepresented and underserved students in education including racial micro aggressions, unconscious bias, micro insults, and others.
  - e. [admin@coralearning.org](mailto:admin@coralearning.org)
2. Title/Subject – TBD - <http://robinderosa.net/higher-ed/dtl/> OER/DE - [robinderosa1@gmail.com](mailto:robinderosa1@gmail.com) - Robin Derosa (generic message sent 7-5-20) (totally prepared to tailor to our needs to do 1.5 presentation – including Q & A - \$2000
3. Title/Subject – OER, open, and CTE - **Chad Flinn** **Electrical trades instructor and edtech junkie (Amanda reaching out 7-5-20)**
4. Title/Subject - Jasmine Roberts – Wow. So spot on and timely.

<https://comm.osu.edu/people/roberts.827>

<https://www.youtube.com/watch?v=ZXynJXVRIJ0>

<https://www.youtube.com/watch?v=VQx9PukvSWY>

<https://medium.com/the-faculty/white-academia-do-better-fa96cede1fc5>

## General Session Ideas

### **Diving into the Divide I - An Examination of the Digital Divide**

In March of 2020 our colleges were forced to take actions that presumed that our students, faculty, and curriculum was universally ready for a transition to “remote instruction”. Although today’s college-age student is likely to be a “digital native”, many of our students lack the technology and/or wireless access to participate in distance education. And many of our faculty have yet to embrace today’s techno-centric world. How pervasive is the digital divide in our colleges today? Why does the divide persist in today’s smartphone world? And what approaches have been effective in bridging the gap?

#### Potential Outline

- I. Timeline and expectations – colleges acting quickly with little preparation
- II. Data on challenges (researchers gathering data; DECs documenting lack of faculty preparedness)
- III. Approaches to prepping students
- IV. Approaches to prepping faculty
- V. Approaches to increasing connectivity
- VI. Lessons learned – thoughts for the future

### **Diving into the Divide II - Designing Distance Education Experiences with Access and Bandwidth in Mind**

If distance education is to be the solution for all students for any period of time, how do you create distance learning environments that are sensitive to potential access issues that students may experience - from only having access via a mobile to device to only having limited access to the Internet?



## Executive Committee Agenda Item

SUBJECT: Standing Committee Assignments		Month: August	Year: 2020
		Item No: IV. M.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will consider for approval the 2020-2021 standing committee assignments.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Dolores Davison/Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

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

### BACKGROUND:

The Executive Committee will consider for approval the 2020-2021 standing committee assignments pending local senate review.

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



## Executive Committee Agenda Item

SUBJECT: Board of Governors Interview Questions		Month: August	Year: 2020
		Item No: IV. N.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will review and revise as needed the interview questions for the Board of Governors Candidates.	Urgent: Yes	
		Time Requested: 30 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

### BACKGROUND:

Annually the Academic Senate for California Community Colleges calls for nominations for one of the two faculty seats on the Board of Governors. Candidates for nomination submit an [online application](#), statement of intent, current resumé outlining relevant professional activities, and the letter of local senate endorsement if applicable. Nominees are then selected and interviewed by the Executive Committee at its September Executive Committee meeting.

The process is outlined as follows:

**July:** The Senate Office will screen the applications for completeness. Incomplete applications will not be considered. Applicants whose applications are deemed incomplete will be notified and be invited to apply again in the future.

**August:** The President of the Academic Senate shall present draft interview questions for review and possible revision by the Executive Committee. To preserve the confidentiality of the process and to ensure fairness to nominees, the review and revision of interview questions will be conducted in closed session. The Officers and Executive Director will then screen the applications based on the required and desirable qualifications and determine the candidates for nomination to be interviewed by the Executive Committee.

**September:** All candidates, including sitting Board of Governors members, shall be interviewed by the Executive Committee to be considered for nomination to the Governor.

The Executive Committee is being asked to review and potentially revise the questions for the Board of Governors interview.

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



## Executive Committee Agenda Item

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

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

**BACKGROUND:**

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

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



## Executive Committee Agenda Item

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

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

### BACKGROUND:

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

Full agendas and meeting summaries are available online at:

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

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

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



## Executive Committee Agenda Item

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

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

### BACKGROUND:

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

Full agendas and meeting summaries are available online at:

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

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

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

## Executive Committee Agenda Item

SUBJECT: Guided Pathways Task Force Report		Month: August	Year: 2020
		Item No: IV. D.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will discuss: <i>Optimizing Student Success – A Report on Placement in English and Mathematics Pathways.</i>	Urgent: No	
		Time Requested: 15 minutes	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Information	X

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

### BACKGROUND:

One of the areas falling under the work of the ASCCC Guided Pathways Task Force includes AB 705 implementation (more aptly described as English and mathematics pathways, onboarding, and placement) and evaluation of that implementation. During the February 28, 2020 Guided Pathways Task Force meeting, the GPTF recommended that the GPTF propose a research project to evaluate the implementation of AB705, with transparency and minimization of bias being essential to this work. This was reported to the Executive Committee during the March Executive Committee meeting. In April 2020, the Executive Committee provided feedback and approval to the GPTF of an outline for a paper on English and mathematics placement evaluation as a first step in a more in-depth research project.

The GPTF is presenting the first draft of the paper, which is really a report: *Optimizing Student Success – A Report on Placement in English and Mathematics Pathways*. Feedback especially addressing the following is requested:

- Tone – The goal of the GPTF was to present a neutral report, acknowledging successes and areas for improvement.
- Is there something major missing?
- Is something unclear?
- Are there too many, too few, or just enough data tables? Are they clear? There was hope that we would have access to data using CB codes, but alas, that did not pan out, so we used what is publicly available on Data Mart.
- Your thoughts...

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



Optimizing Student Success  
A Report on Placement in English and Mathematics Pathways  
July 2020

This report was prepared by the Academic Senate for California Community Colleges Guided Pathways Task Force with consideration of feedback from various stakeholders throughout the California Community Colleges.

## Introduction

Guided Pathways increases attention to the individual student journeys through our colleges, intentionally addressing innovations to optimize student success in completing the students' educational goals. This report is primarily about placement and success in English (including reading) and mathematics<sup>1</sup> (including all quantitative reasoning) pathways as it directly relates to AB 705 (Irwin, 2017, codified in California Education Code section 78213) implementation and evaluation of that implementation. While ESL is very important to our student population's success, data regarding implementation of AB 705 in English as a Second Language is not readily available because full implementation will not begin until fall 2021 and ESL implementation guidelines are being updated, as of the writing of this report.<sup>2</sup> AB 705 implementation was mandatory beginning fall 2019, but many colleges were in various stages of using multiple measures to place CCC students since 2017. Due to the COVID-19 pandemic all English and mathematics courses transitioned to online instruction during spring 2020. This created many issues regarding data analyses, particularly in assessing the first full year of implementation and student completion. Therefore, this report only compares trend data from fall term student course-taking and outcomes data, comparing fall 2019, the first term of system-wide implementation, with trends from fall terms 2016, 2017, 2018.

With any innovative project, especially one that implements system-wide change, both successes and challenges should be analyzed thoroughly. Unintended consequences should be addressed sooner, rather than later, so as not to lose momentum of the positive outcomes. Colleges, using a variety of placement methods, including the current Chancellor's Office default placement rules<sup>3</sup>, have reported an increase in the number of students placed into and enrolling in transfer-level English and mathematics. There has been an increase in the overall number of students succeeding in transfer-level English and mathematics. Early evidence indicates two areas of concern. First that far fewer students are enrolled in any credit math or English statewide and second that the numbers of students not successful have increased,

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<sup>1</sup> In this paper mathematics is used to include all Quantitative Reasoning in every reference. In California not all quantitative reasoning courses are coded under the mathematics TOP code, but may represent significant numbers of students, such as Behavioral Science Statistics or Biostats and there are numerous others. Without appropriate coding these cannot be counted in statewide data but require individual college analysis.

<sup>2</sup> Memo

<sup>3</sup> CCCCO Assessment website <https://assessment.cccco.edu/assessment>

particularly in historically disproportionately impacted student populations, such as some ethnic groups, foster youth, EOPS and CalWORKs<sup>4</sup>. Equity or achievement gaps are showing an increasing trend for most ethnic groups compared to the White Non-Hispanic and Asian ethnic groups. Data from transfer-level English shows increased throughput<sup>5</sup> and yet also suggests opportunities to improve success strategies to optimize success for all students. Data on transfer-level mathematics shows greater enrollment and success, particularly in contextualized pathways for areas such as behavioral science statistics and liberal studies math; but shows decreased enrollment in STEM (Science, Technology, Engineering and Mathematics) and decreased success in STEM related coursework.

With an eye on optimizing student success, this report focuses on data and information about the reform of student assessment and placement practices in the California community colleges in areas including:

- legislation, regulations, and guidance
- some early results, including both state-wide and local college analyses
- successes, challenges and
- considerations for evaluating local placement protocols.

This report is not intended to be a position paper on current legislation, nor individual college placement and curricular processes. The goal of this report is to share information on student outcomes and encourage broad and robust dialog about how best to focus on serving local student populations, especially the historically, disproportionately, impacted populations. The CCCCO default placement rules, applied by many colleges, uses only junior year high school GPA and places every student directly into transfer level courses with varying degrees of support. This paper expands considerations and asks whether multiple measures placement, customized to individual students using guided pathways, could enhance and optimize student success with a more customized attention to equity and achievement gaps.

**Discussion questions this report and the data reviewed may stimulate:**

- Should certain placement considerations, particularly within disproportionately impacted populations be more carefully examined for optimizing student success?
- How should decreasing success rates whether basic skills<sup>6</sup>, college-level, or transfer-level course work be analyzed?

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<sup>4</sup> Numbers of Special Populations and other student demographics are in Appendix A. Definitions for Special populations are found in Appendix B.

<sup>5</sup> Throughput rate is defined by the Research and Planning (RP Group) as, “The proportion of a cohort of students who complete the transferable or gateway math or English course within two primary semesters or three primary quarters of entering their first course in the sequence.”

<sup>6</sup> The term basic skills generally refers to coursework prior to transfer level and is also commonly referred to as remedial coursework in other states. ESL in California is not considered Basic Skills. “Instruction in English as a second language (ESL) is distinct from remediation in English. Students enrolled in ESL credit coursework are foreign language learners who require additional language training in English, require support to successfully complete degree and transfer requirements in English, or require both of the above. Under AB 705, a student enrolled in ESL instruction will maximize the probability that the student will enter and complete degree and transfer requirements in English **within three years.**” <https://assessment.cccco.edu/esl-subcommittee>

- How do colleges balance considerations for throughput with other student outcome variables such as success rates, unsuccessful attempt consequences, retention, and persistence?
- What are the specific factors that influence transfer or basic skills success that can be identified within special population strategies e.g. Puente, EOPS, Umoja, DSPS to better optimize success and reduce equity and achievement gaps?
- What has occurred to Statistics and Liberal Arts Mathematics (SLAM) and STEM mathematics enrollment and success and are there any implications for specific student populations?
- Are there opportunities to innovate and serve students, particularly those traditionally underserved, with better guidance and support to optimize success from an individual student perspective?
- How are fulltime and part-time students served with newly designed pathways and placement protocols?

We invite your analysis, conversation, and data at [info@asccc.org](mailto:info@asccc.org)

### Legislation, Regulations, Guidelines, and Ideas

AB 705 (Irwin, 2017) was enacted with an educational legislative intent to work collaboratively to gain access to high school data and implement processes that integrated high school performance data into placement processes. The goal of the act was to ensure that prepared students are not placed into remedial education unless they are highly unlikely to succeed in transfer-level courses. Thus, providing access to courses for which students are prepared without undo barriers. Readers should reference the actual legislation to understand the goal and thereby evaluate implementation success per the intent of the legislature. Title 5 Regulations for AB 705 implementation were written to ensure that students were not placed into remedial courses that might delay or deter their educational progress **unless** evidence suggests they are highly unlikely to succeed in the college-level course. It should be noted that the California Community Colleges (CCC) had been working on basic skills or remedial education reform including a more comprehensive use of multiple measures placement for more than a decade. More recent publications from the Public Policy Institute of California (PPIC), the Campaign for College Opportunity, Community College Research Center (CCRC), and other policy or advocacy groups suggested that community colleges were still placing **too many** students into remediation and that significantly more students would complete transfer requirements in English and mathematics if enrolled directly into transfer-level courses. Research cited suggests that when used as the primary criterion for placement, assessment tests tend to under-place students; and a student's high school performance is a stronger predictor of success in transfer-level courses rather than standardized placement tests, alone. Research also indicates that the more variables considered in the placement process, the more likely a student is to be successful in their placement.

“Multiple measures placement systems that use alternative measures alongside the traditional tests will potentially provide more accurate results and better student outcomes.” (Belfield, Crosta, 2012)

“A number of studies have examined the use of alternative or supplementary information to more accurately place community college students in English and mathematics. These studies generally indicate that high school achievement provides predictions of course outcomes in English and mathematics that are superior to predictions based solely on placement exam scores (Bahr, 2016; Ngo & Kwon, 2015; Scott-Clayton et al., 2014).”

Such conclusions ultimately resulted in AB 705, now statute which includes the following language. “A community college district or college shall maximize the probability that a student will enter and complete transfer-level<sup>7</sup> coursework in English and mathematics within a one year timeframe and use, in the placement of students into English and mathematics courses in order to achieve this goal, one or more of the following measures:

- High school coursework
- High school grades
- High school grade point average

All community colleges were given until fall 2019 to be in full compliance with the new legislation.

Debate over the law still exists throughout the CCCs, however, the ASCCC has made it clear that once the bill was written into statute, successful implementation was the goal and that the foundational level of agreement was student access and success. Debate continues around what constitutes “student success” as well as the newly introduced term, “throughput”. Throughput rate is defined by the Research and Planning (RP Group) as, “The proportion of a cohort of students who complete the transferable or gateway math or English course within two primary semesters or three primary quarters of entering their first course in the sequence.”<sup>8</sup> The focus is on a cohort within a timeframe coupled with placement that delayed completion of transfer level coursework in English and mathematics.

Section (1)(a)(4) of AB 705 addressed adverse consequences for incorrectly assigning prepared students into remediation and any barriers that excluded students from courses in which they can be successful. The California Community Colleges Chancellor’s Office (CCCCO) provided statewide default placement rules for colleges that were unable (or chose not) to create their own placement rules in compliance with the law and based on their local student populations.

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<sup>7</sup> It was also included in AB 705 that “for students who seek a goal other than transfer, and who are in certificate or degree programs with specific requirements that are not met with transfer-level coursework, a community college district or college maximizes the probability that a student will enter and complete the required college-level coursework in English and mathematics within a one-year timeframe.”

<sup>8</sup> Hayward, C. (4/13/2018) Presentation at Strengthening Student Success Conference  
<https://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/Presentations/ValidatingPlacementSystems.pdf>

The default placement rules, founded on predictive analytics, were considered baseline and predictive, and would be evaluated and updated as data is collected on current placement. Page 3 of the July 2018 AB 705 Implementation memo<sup>9</sup> states, “If a college adopts the default placement rules, the college is AB 705 compliant but that is the minimum level of compliance. There are significant opportunities for local customization and innovation in the form, delivery, and/or amount of concurrent support for students enrolled in transfer-level course work.”

Early CCC outcomes are clear. Individual colleges report that many more students have been placed in transfer-level English and mathematics courses and that more students enrolled in those transfer-level courses. However, data also indicate that overall enrollment in “any” credit English or mathematics course has declined and that while more students have completed transfer, more students have also been unsuccessful<sup>10</sup>. The goal of this report is to examine student success, intended and unintended outcomes of the new English and mathematics pathways placement protocols, and examine variables to better optimize student success and the student experience.

Passing transfer-level English and mathematics is not the sole goal of the changes taking place in higher education both statewide and nationally in regard to placement. Guided Pathways reform is about providing access to the courses that will enable students to be successful in completing their educational endeavors, without putting up unnecessary roadblocks, such as requiring prepared students to take remedial coursework in which they have already demonstrated success while being responsive to students that may choose or need to fill gaps in their education in order to avoid unintended consequences later down their educational pathway. Examining current data will enable colleges to modify placement as part of the continuous quality improvement efforts and identify student goals to better serve each student’s ability to complete a program of study and optimize their educational goals consistent with Guided Pathways. The letter of the law is to “maximize the probability that a student will enter and complete transfer-level (or the required college-level) course work with a one-year timeframe”. The ASCCC recognizes that individualized education goals, variations in resources, tools, available time, income, and many other factors make it incumbent to rely on individual plans aligned with the student’s education goal to optimize success. Faculty should take seriously the outcomes of the default placement rules based on predictive analytics for maximizing “throughput,” by rigorously collecting and analyzing data and implementing iterative placement and possibly programmatic changes, as necessary.

Colleges that have completed their own data for the fall 2019 term have varying outcomes in regard to course success. A limitation of this report is that gathering statewide data for the overall success has been complicated due to coding.<sup>11</sup> The CCCCO provided a two-year

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<sup>9</sup> Assembly Bill (AB) 705 Implementation memo AA 18-40:

<https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5b6ccfc46d2a73e48620d759/1533857732982/07.18+AB+705+Implementation+Memorandum.pdf.pdf>

<sup>10</sup> See chart of overall credit enrollment on page 12 (number charts)

<sup>11</sup> Statewide data is based on TOP code (taxonomy of program) which include all courses within a program of study, not just transfer-level freshman English or mathematics, these data cannot be generalized. For example, the

opportunity to implement specific local strategies. Identifying and validating these strategies are dependent on coding implementation and analysis. Reliance on the default placement rules alone does not relieve colleges from the need to analyze and improve practices.

Colleges were to provide reports on their first year of AB 705 implementation in regard to student placement and throughput. With spring 2020 turned upside down, data may not be indicative of the success or lack thereof of a college's placement protocols. However, after colleges collect and analyze the data, be careful not rush to sweeping conclusions. Due to COVID-19, the fall 2020 term will be very different in format from the fall 2019 term, and some are predicting that this will continue into spring 2021. Many are predicting that education may be entering a new normal, at least for a year and maybe more. The CCCCCO, in consultation with the ASCCC will continue to provide guidance to colleges on reporting requirements and implementation. In addition, the CCCCCO encourages colleges to contact them with questions or concerns, and the CCCCCO is here to assist the colleges.

## Methodology

The methodology for this report included making requests to the CCCCCO for statewide data and to colleges, primarily through local academic senate presidents and discipline faculty, for local data. Available Data Mart<sup>12</sup> information was examined using the number of students enrolled, success counts and rates in English and mathematics courses for the fall 2019, fall 2018, fall 2017, and fall 2016 terms (disaggregated by ethnicity and special populations). Only fall data were used since data from spring 2020 was unavailable at the time of writing of this report. It should be noted that when it becomes available careful considerations should be made when comparing to other spring terms due to the COVID-19 pandemic and eventual college closures and shift to online education. Although courses were examined for course basic (CB) coding (using COCI 2.0) to specify transfer-level English and mathematics courses (CB 25), there was no way to connect success based on these codes as they were not accessible in Data Mart and CCCCCO representatives have been unable to provide access to such data. For this paper, statewide success rates are based upon the broad taxonomy of programs (TOP) codes which include some coursework not relevant and may exclude other coursework that is relevant.

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mathematics TOP code 1701.00 includes all courses in the engineering calculus series, biological science calculus series, business calculus, differential equations, linear algebra, finite math and a host of other higher-level mathematics courses – not just the beginning transfer-level courses often considered to be college algebra, trigonometry, and sometimes pre-calculus, etc. Additionally, not all colleges include statistics under this TOP code. Closely examining the success of placement will require a focus on those typically freshman-level courses. The CCCCCO, WestEd and ASCCC collaborated to create previously nonexistent course basic (CB) codes to identify the courses necessary to evaluate placement and success. To date, use of these codes has not been broadly implemented impacting correct course interpretation, alternatively, this study uses a report that occurred prior to full implementation of AB705 MMAP and information from individual colleges to focus on specific courses and examined student success.

<sup>12</sup> California Community Colleges Management Information Systems Data Mart:  
<https://datamart.cccco.edu/DataMart.aspx>



Without better coding by colleges<sup>13</sup> and data accessibility through the CCCC, specific analysis is only available at local levels: districts or colleges. Success was defined as the number of students receiving an A, B, C or pass. In addition, analysis included data from a pre-AB705 Research and Planning (RP) Group Multiple Measures Assessment Project (MMAP) report which identified both access and success in percentages and numbers including disaggregation by ethnicity. Even with these limitations, there is adequate data to consider areas of opportunity to optimize placement by examining potential unintended consequences particularly in relation to other research nationwide and included in the reference section.

## The Challenge

The Academic Senate for California Community Colleges (ASCCC) has consistently recommended that implementation of AB 705 be based upon the needs of each college's student population, student's educational goals and student needs such as constraints on time, finance, educational background, family/work obligations, and the like. For colleges that were not able, or chose not to, customize placement to their student populations, the default placement rules (or chancellor's office placement method) could be used as an immediate methodology. Because student populations, educational programs, and curriculum vary across colleges and regions, the ASCCC supported colleges through guidelines and creation of the Title 5 Regulations to design, evaluate, and adjust placement within a two-year time span that would best serve their students while meeting the requirements of the law.

Currently, it is unclear the number of colleges opting rely primarily upon default placement rules. But the data is clear that AB 705 implementation greatly decreased number of sections, depth, and breadth of basic skills, preparatory, or pre-transfer course offerings and increased demand for transfer-level course offerings along with concurrent support methods. AB 705 did not require elimination of prerequisites, courses below transfer, nor require that all educational goals begin with transfer-level English and mathematics within the first term. Implementation was further complicated by confusion with the new Student-Centered Funding Formula (SCFF) that provided incentives to the colleges for students passing both transfer-level English and mathematics within the student's first year<sup>14</sup>. Some colleges substantially reduced or eliminated remedial course sections overall which has been a measure of implementation

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<sup>13</sup> Particularly updated CB 21, CB 25, and CB 26 coding which differentiates basic skills courses, relevant transfer courses and support or co-requisite courses. This coding was collaboratively developed with the CCCC but has not been implemented.

<sup>14</sup> The Student Centered Funding Formula (SCFF) identified transfer level math and English completion as a performance funding metric using the student headcount by district successfully completing **both** a transfer level mathematics course and a transfer-level English course with grades equivalent to C or better **during the first academic year** excluding special admit students. It did not include summer sessions or students starting in Spring and completing in the subsequent fall term. Only TOP codes were used to identify courses (ECS 84750.4(f)(1)(C) <https://www.cccco.edu/-/media/CCCCO-Website/Files/Finance-and-Facilities/Student-Centered-Funding-Formula/A4-scff-201920-metric-definitions-v21222019ADA.pdf>)

success by PPIC (Public Policy Institute of California)<sup>15</sup>, Campaign for College Opportunity and CAP (California Acceleration Project) articles<sup>16</sup>, although neither the ASCCC nor the CCCCC recommended any percentage reduction. Colleges should evaluate their own implementation based upon student population needs and California Ed code section 66010.4 (a)(2)(A)<sup>17</sup> – which requires remedial instruction be provided for students that need it.

English composition course placement, designed primarily to help students achieve college-level writing, research and analytical skills, is complicated by English language learning and reading skills that provide building blocks for the overall writing outcomes. Mathematics placement is nuanced by a variety of disciplines that require mathematical or quantitative reasoning skills that branch into several pathways before and after reaching transfer-level coursework. Regardless of the challenges, placement into the appropriate and most beneficial coursework begins with an understanding of the student’s educational goal, incorporates multiple measures to determine the appropriate pathway which identifies the best course options, and provides support for students to be successful. Enrolling more students in transfer-level courses results in more students successfully completing transfer-level courses. Prepared students should be able to “get through”, especially when support is provided. For students that desire or need more preparation, there should be reasonable pathways and supports available, that meet their needs, thus “meeting students where they are”. In a nutshell, it comes down to optimizing student success.

Default placement rules, based on predictive analytics, which place all students into transfer level courses regardless of their GPA, and regardless of high school coursework taken<sup>18</sup> only with differing suggestions for support. Thus, placement is not based on the necessary and specific skills needed for success (which vary with each individual student and educational goal), but rather into a college-level course where missing skills are attended to via support means within a semester. Even students who have failed English or mathematics in high school are directed to transfer-level courses and colleges are required to provide additional support in the form of additional hours, units, labs, tutoring or other means. This philosophy of putting all students into transfer-level courses is driven by a metric called throughput. The term

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<sup>15</sup> What Happens When Colleges Broaden Access to Transfer-Level Courses? Evidence from California’s Community Colleges Mejia, M.C., Rodriguez, O., Johnson, H (Oct 2019) <https://www.ppic.org/publication/what-happens-when-colleges-broaden-access-to-transfer-level-courses-evidence-from-californias-community-colleges/>

<sup>16</sup> Hern, K. (2019). Getting there: Are California community colleges maximizing student completion of transfer-level math and English? A regional progress report on implementation of AB 705. Sacramento, CA: Campaign for College Opportunity & California Acceleration Project. Retrieved from <https://collegecampaign.org/wp-content/uploads/2019/09/Getting-There-FINAL-small.pdf>

<sup>17</sup> California Ed code section 66010.4 (a)(2)(A) [https://leginfo.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=66010.4](https://leginfo.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=66010.4)

<sup>18</sup> For BSTEM placement, it was noted: The BSTEM table presumes student completion of Intermediate Algebra/Algebra 2, an equivalent such as Integrated Math III, or higher course in high school. Students who have not completed Algebra 2 or higher in high school but who enter college with intentions to major in STEM fields are rare. However, good practice suggests they should be informed that Algebra 2 is highly recommended as preparation for a STEM-oriented gateway mathematics course and that their likelihood of success will be higher in a statistics course.



“throughput” was not used in the text of AB 705 nor in the data analysis and predictive analytics research documentation, but defined by the RP Group MMAP team. “Throughput rate (AB 705): The proportion of a cohort of students who complete the transferable or gateway math or English course within two primary semesters or three primary quarters of entering their first course in the sequence.”<sup>19</sup>

This fundamentally shifts the focus from optimizing student success and scaffolding skills to addressing institutional metrics and focusing on completing a single course within a timeframe. The key here, is that “throughput rate” is based on a cohort of students, not individual students or individual skills or even individual multiple measures. Even though “throughput” is not in the legislation, this strategy has been determined to interpret the intent of the legislation, with an emphasis to maximize throughput and increase students completing transfer-level English and mathematics. In addition, these metrics are now part of a funding formula. The question becomes, is the placement of all students into transfer-level courses with expectations of addition synchronous support optimizing student success.

In an effort to provide “the opportunity for educational success, for all qualified Californians” as stated in CA Ed Code section 66010.2<sup>20</sup> this paper selectively uses the term “optimize” to reflect a student-centered consideration of throughput, access, and success. A simplified example of this can be seen in a business model where the main goal is to optimize (maximize, in this case) profit while constraints on the variables significantly impact outcomes. Profit = Revenue – Cost. To optimize or maximize profit, it seems that one would simply maximize revenue and minimize cost, and that is true, but they must be done at the same time. As profit increases subsequent to increased production, so does cost. Revenue is based on many variables such as price of the commodity, which is based on demand. As the price goes up, generally, demand will go down and vice-versa. Cost is based on the cost of labor, cost of overhead, cost of materials, and such. Thus, equilibrium points need to be determined. Setting up an optimization problem with human subjects (students) is much more complicated. Optimizing (maximizing, in this case) student success includes maximizing pass rates and numbers, minimizing unsuccessful attempt rates and numbers, maximizing retention, minimizing (and hopefully eliminating) equity and achievement gaps, maximizing the probability that a student enters and completes transfer-level (or college-level) within a one-year timeframe i.e. maximizing throughput. As one will notice, this becomes complicated quickly; something that appears simple, such as maximizing throughput is quite complicated when optimizing student success.

The current CCCC default placement rules are based on a single variable: High school GPA through the 11<sup>th</sup> grade. Some support that GPA alone is a multiple measure, consisting of multiple grades, and is the best predictor of student success when using a single variable.

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<sup>19</sup> Hayward, C. (4/13/2018) Presentation at Strengthening Student Success Conference  
<https://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/Presentations/ValidatingPlacementSystems.pdf>

<sup>20</sup> Ca Ed Code Section 66010.1-66010.7  
[https://leginfo.ca.gov/faces/codes\\_displayText.xhtml?lawCode=EDC&division=5.&title=3.&part=40.&chapter=2.&article=2](https://leginfo.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=5.&title=3.&part=40.&chapter=2.&article=2).

Others have noted that GPA is much like a Likert Scale and alone, does not indicate where a student has excelled or may benefit from support or additional preparation.

While AB 705 does not prohibit assessment instruments for placement<sup>21</sup> it prohibits colleges from using such assessment instruments that have not been approved by the Board of Governors. Currently, the Board of Governors has not approved any assessment instruments for placement. Furthermore, Title 5 section 55522<sup>22</sup> states that “The Chancellor shall establish and update, at least annually, a list of the approved assessment tests and instruments for use in placing students in English, mathematics or English as a Second Language (ESL) courses and guidelines for their use by community college districts. When using an English, mathematics or ESL assessment test for placement, it must be used with one or more other measures to comprise multiple measures.”

At this time, no skills assessment has been approved or permitted for course placement. However, since some guidance may be beneficial in helping students and determining their placement, AB 705 Guided and Self Placement Guidance and Adoption Plans Instructions AA 19-19<sup>23</sup> provided provisional approval by the Chancellor for the following Title 5 Regulations 55522. “District placement methods based upon guided placement, including self-placement, shall not: • Incorporate sample problems or assignments, assessment instruments, or tests, including those designed for skill assessment, unless approved by the Chancellor; or • Request students to solve problems, answer curricular questions, present demonstrations/examples of course work designed to show knowledge or mastery of prerequisite skills, or demonstrate skills through tests or surveys.”

The purpose of a placement process is to place students in a course or pathway of courses where the student will have the best opportunity for success based upon the student’s educational goals, preparation, and individual circumstances. Placing students too low can add a single term to several years of work on to their educational timeline that is not necessary, provide too many opportunities for the student to exit their educational path, or make the student feel as though they have been deemed not college-ready. Placing a student too high can leave gaps in a student’s trajectory, add a single term or more on to their educational timeline by having to repeat courses or back up and begin earlier in the sequence, or simply cause the student to be discouraged and feel as though they are not college material and leave altogether. Both of these lists are much longer than what is provided here. The point is, optimal placement and course taking options need to be determined.

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<sup>21</sup> AB 705, Irwin. Seymour-Campbell Student Success Act of 2012  
[https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201720180AB705](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705)

<sup>22</sup> California Code of Regulations § 55522. English and Mathematics Placement and Assessment  
[https://govt.westlaw.com/calregs/Document/I3BBA08FE209543A9A8181F0BF33CD714?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I3BBA08FE209543A9A8181F0BF33CD714?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)) )

<sup>23</sup> CCCCO Guided Self Placement Memo A19-19 April 15, 2019  
<https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5cbf8cccf9619a79feeaa657/1556057292927/ES+19-19++Memo+AB705+GSP+Guidance+and+Adoption+Plan+Instructions.pdf>

Placement recommendations based upon all opportunities to assess a student's educational background, goals, and experiences represent the most equitable and well-designed placement model optimizing the student's potential to succeed not only in a single course, but within their educational pathway. Assessing a student's preparation or "finding out where the student is" based upon course work, experiential skills, employment skills, CLEP, CELSA, AP exams, and others create the optimal situation for aligning appropriate placement and the likelihood of success. Additional measures to be considered beyond student past experiences, are the students' educational goals, fields of study, family responsibilities, noncognitive measures, time commitments and financial obligations. Thus, a student-centered placement process, meets the students where they are, sets the student squarely in the middle of the decision-making based upon all available data combined with student self-assessment.

As defined by the CCCCO (<https://assessment.cccco.edu/assessment>), "Assessment is one of the major components of the community college process known as matriculation, which was created in 1987 by the California legislative mandate Assembly Bill (AB) 3. Assessment is a holistic process through which each college collects information about students in an effort to facilitate their success by ensuring their appropriate placement into the curriculum. Examples of this information include the students' English and math skills, study skills, learning skills, aptitudes, goals, educational background/performance, and the need for special services."

The guidelines and default placement rule memo, acknowledged that colleges should be given the ability to place their students based on their local student needs. The default placement rules were intentionally not included in Title 5 Regulations so that the CCCCO through established consultative processes in regard to academic and professional matters and curriculum and instruction could regularly evaluate the effectiveness of the default placement rules or chancellor's office placement method and update them as needed to meet broad needs of students statewide. In creating the default placement rules, it was acknowledged that colleges should be given the ability to place their students based on their local student needs. The default placement rules were a starting point and provided for colleges use if they chose not to determine their own placement method. It should be noted that Title 5 section 55522 requires the CCCCO to regularly publish throughput rates based upon the best available research at the time of publication. Colleges should consider this information in determining the best placement protocols for their student populations to truly optimize student success.

### **Placement for General Education Requirements vs Placement Required for Majors**

When considering student success there is a difference between English and mathematics placement based upon what requirement is being met. General education requirements in English and mathematics seek to expose students to wide and broad topics in English and mathematics that provide students with a well-rounded educational base. This contrasts with a pathway that includes English or mathematics as a major requirement. If the course is a major degree requirement, the study is deep, not broad, the foundational course often includes topics needed for many courses throughout major and may branch into areas uncommonly pursued by other majors and not found in General Education coursework. Examples include, but are not

limited to differential equations for engineers, finite mathematics for business and computer science majors, and liberal studies mathematics for teachers. Colleges should consider that guidance and placement focused on simply getting students through English and mathematics to meet an institutional metric and complete a single course requirement, may steer students into courses not in their educational pathway. Completing an institutional *throughput* check box can add time and coursework within a student’s pathway. The pressure to have student’s complete English and mathematics within the first academic year (fall to spring), before they have settled on a major, may lead to benefitting the institution more so than the student.

### Statewide Data in Transfer-level English (TOP code 1501.00) and Mathematics (TOP Code 1701.00)

As noted earlier in this report, the data that was available is not the best data, as some courses included are not the first transfer-level course a student would take and then some courses that would be a first transfer-level course are not included. Examples:

- A psychology statistics course that meets the mathematics/quantitative reasoning general education requirement, but is not coded with a TOP Code of 1701.00
- An English course that meets a requirement for majors, but is not a general education course

College researchers have access to the data for their colleges. Hopefully broad access through the CCCCO Data Mart will be available soon, as new course codes to access the pertinent data were designed and implemented in spring 2019<sup>24</sup>.

### Change in Overall Enrollment

One area that should be examined includes the overall reduction in student enrolled in any credit English or mathematics courses, which includes courses that are both basic skills and transfer-level. While the overall enrollment in CCC’s fell 1.7% from fall 2016 to fall 2019, credit Mathematics course enrollment dropped 17.66% and credit English 9.74%. In addition, with added transfer sections and additional co-requisites or synchronous support it would appear that an even trade in either sections or enrollment did not occur. Is this the result of inadequate sections or students opting out? Are we continuing to serve students looking for course preparation prior to transfer level courses? Are current courses too unit heavy?

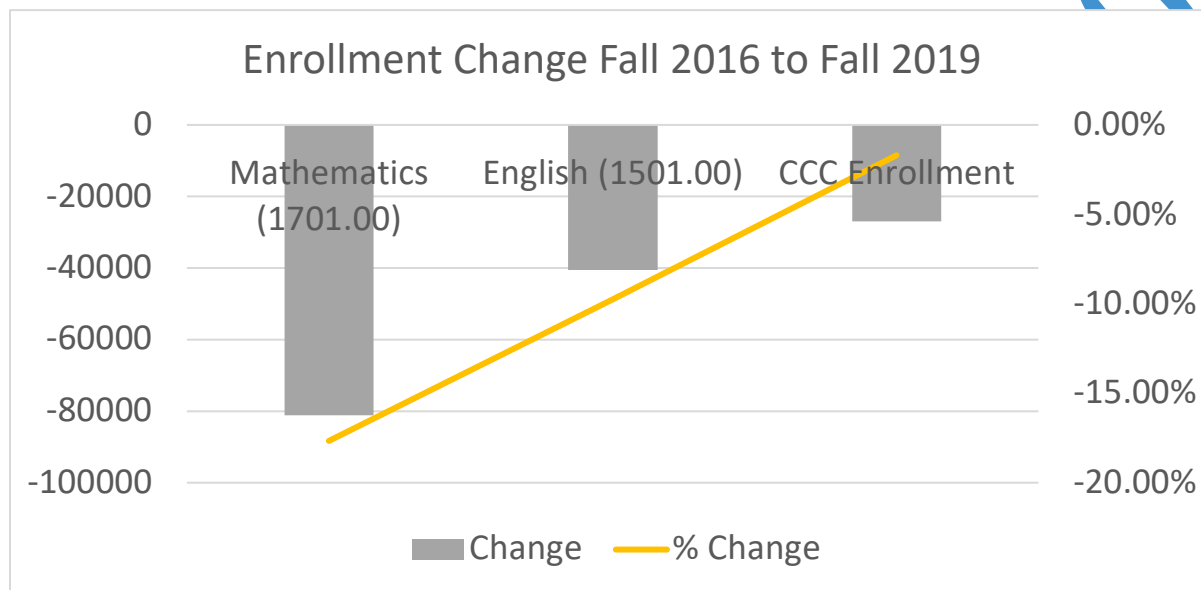
*Table 1 – Comparison of Statewide Enrollment Number Change in all Credit Courses, to Credit Mathematics and Credit English Enrollment from fall 2016 to fall 2019*

Fall Terms	Credit Enrollment Mathematics – (1701.00)	Credit Enrollment English - (1501.00)	Overall CCC Credit Course Enrollment
Fall 2016	459606	416982	1591276
Fall 2019	378429	376362	1564273
Change	-81177	-40620	-27003
% Change	-17.66%	-9.74%	-1.70%

<sup>24</sup> Data Element Dictionary: CB25 and CB26: <https://webdata.cccco.edu/ded/cb/cb.htm>

There are many potential questions that should be asked regarding this drop in enrollment in two key higher education fundamental skills. If throughput benefits only the prepared, are colleges meeting the local population needs and the CCC mission to meet students where they are, being student-ready? How will these trends effect Guided Pathways and overall completion?

Figure 1 -- Comparison of Statewide Enrollment Change (by count and percent) in all Credit Courses, to Credit Mathematics and Credit English Enrollment from fall 2016 to fall 2019



### English

Further analysis of transfer-level English (TOP code of 1501.00) success changes from fall 2016-2019, disaggregated by ethnic group (defined by the CCCCO) are shown in the chart below. Although indicated in decimal points these represent percentages, success rates, and show a declining success rate for all ethnicities which may be a trade-off for enrollment and throughput in transfer-level courses. However, specific ethnic groups (African American, Native American, Hispanic and Pacific Islander) have more rapidly decreasing success rates than others. The difference in success rate between White Non-Hispanic groups and other groups is often referenced as the equity gap. Even if more students from other ethnic groups are getting through, with declining success rates, the equity gaps will remain. Where the rate of decline is greatest the equity gaps will become larger. Figure 2 below display the trends in success and Figure 3 displays the widening equity gap when defined as success rate difference between White Non-Hispanic and other groups. Because Asians are the only group increasing in success rate, their numbers fall below the axis, exceeding White Non-Hispanic success). For context, a 5-point gap in an election cycle refers to 5% difference between two candidates or 0.5 when represented by a whole number. In the English gaps below success equity gaps are growing larger for all ethnic groups except Asian and the largest gap occurs in fall 2019. The point gap

for African Americans have grown from 14 3/4 points in fall 2016 to 18 1/2 points in 2019 (Figure 3).

Figure 2 Comparison of Statewide Success Change (percentage points) in Transfer-Level English Courses from fall 2016 to fall 2019 Disaggregated by Ethnicity

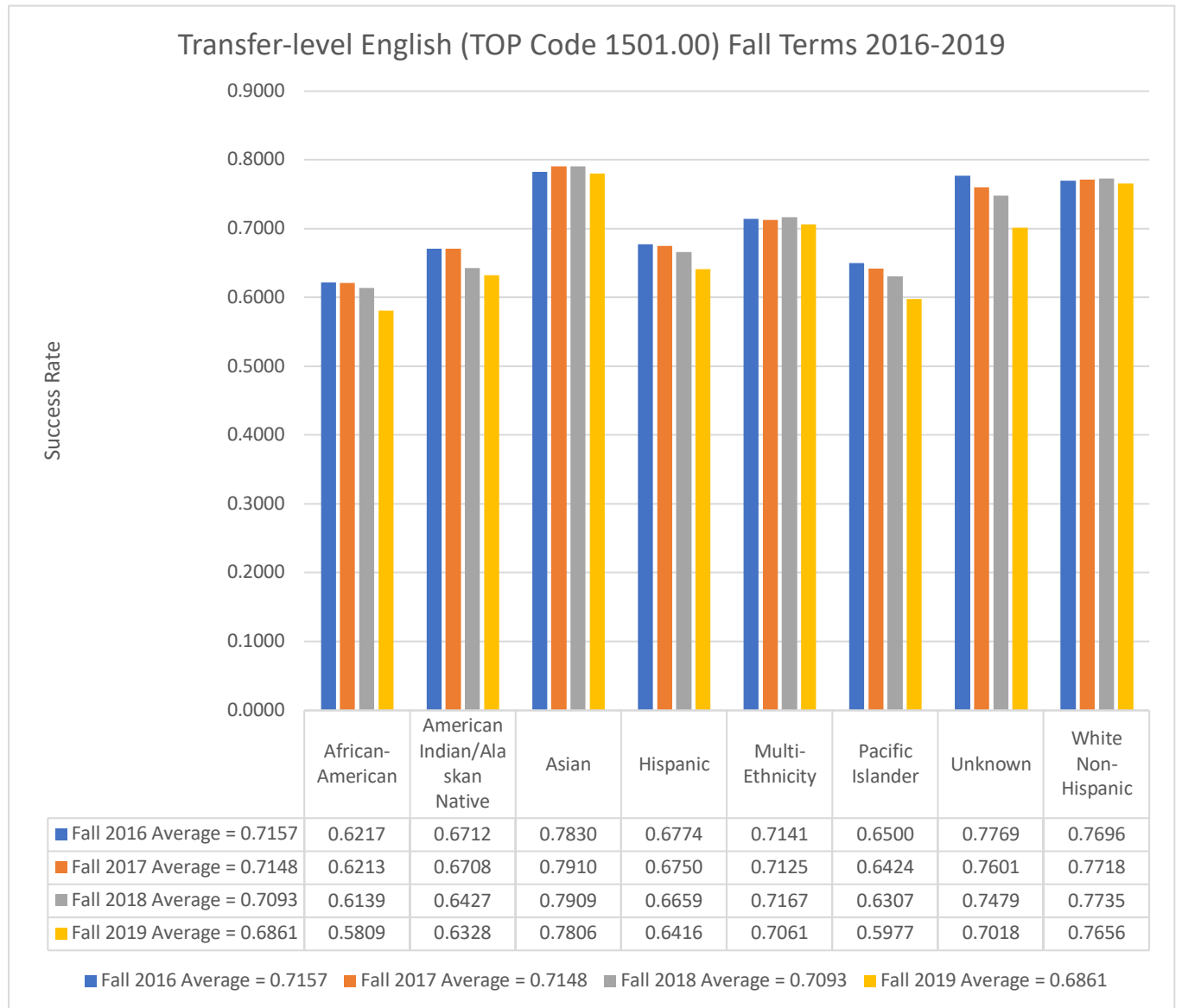


Figure 3 Trends in Statewide Success Rate Gap (as defined by the difference in success rates between the White Non-Hispanic ethnic group and each of the other ethnic groups) in Transfer-Level English Courses from fall 2016 to fall 2019, Disaggregated by Ethnicity.

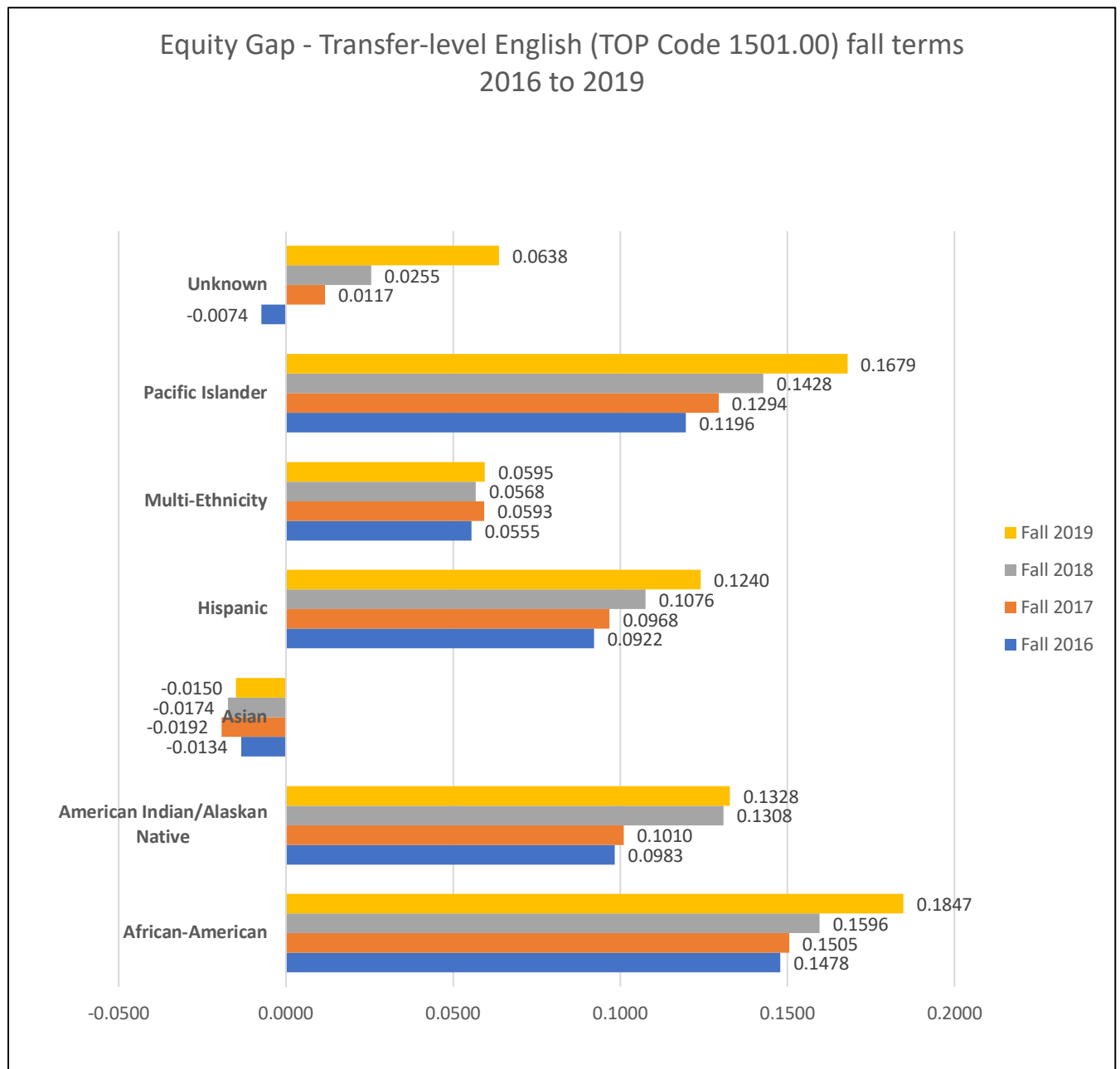


Figure 4 below describes the factors behind the declining success rates. This figure indicates the percent changes in enrollment count, success count, and unsuccessful attempt count by ethnicity between fall 2016 and fall 2019. In the African-American ethnic group, enrollment increased by 16%, the numbers of success increased by 9%, and the number of unsuccessful attempts increased by 29%. In the White Non-Hispanic ethnic group, both the numbers of enrollment and successes decreased by 6% and the number of unsuccessful attempts

decreased by 4%. As unsuccessful attempts outpace successful attempts equity gaps enlarge even despite the increased throughput. These data should lead us to celebrate increased enrollment and increased numbers throughput while challenging us to address the unsuccessful attempts that are outpacing success increases.

Figure 4 Transfer-level English (TOP code 1501.00) change in count percentages from Fall terms 2016 to 2019 in Enrollment Success, and Unsuccessful Attempts

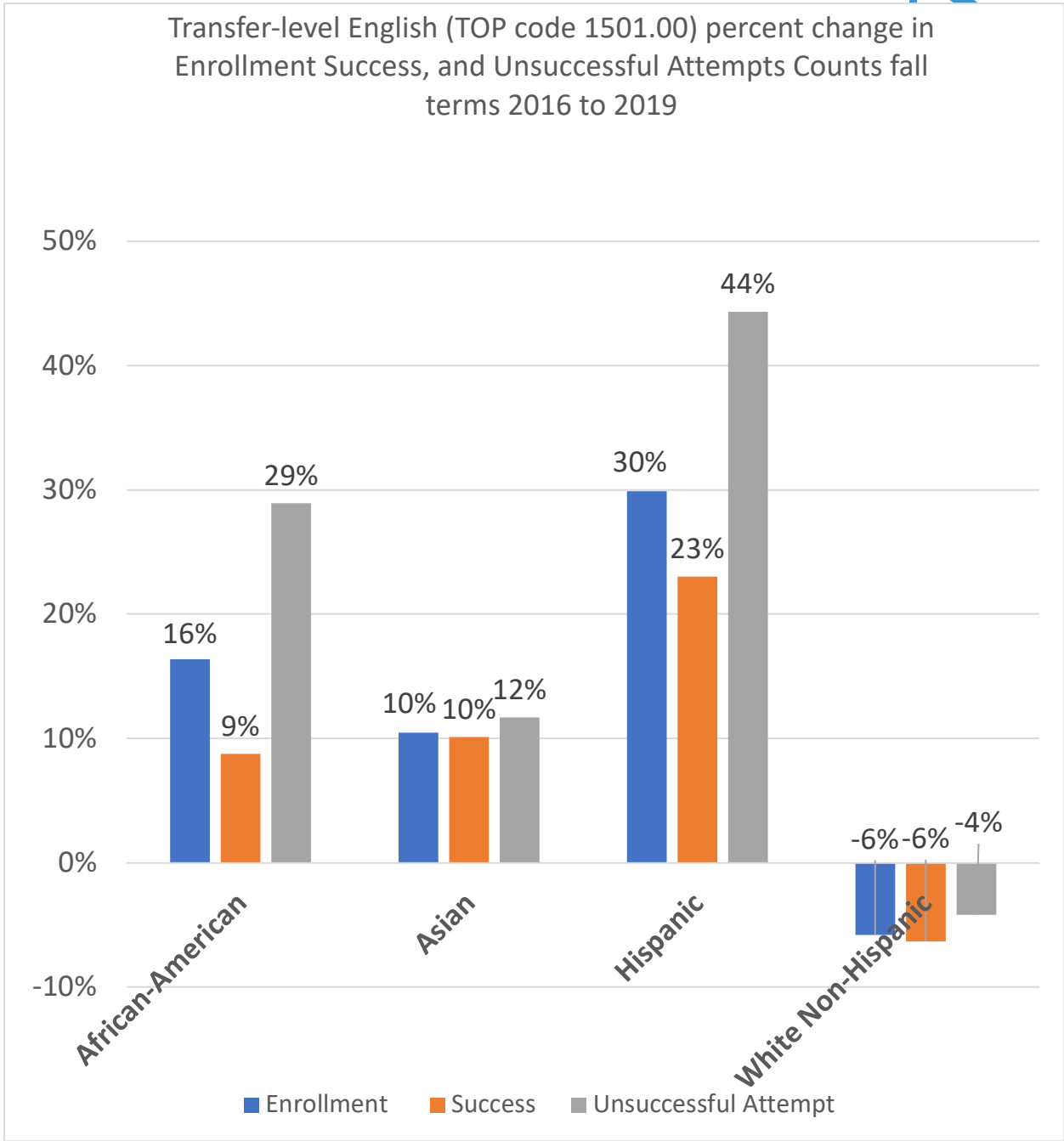




Figure 5 African Americans Numbers of enrollments, successes, and unsuccessful attempts for Fall 2016 and Fall 2019 for Transfer-level English.

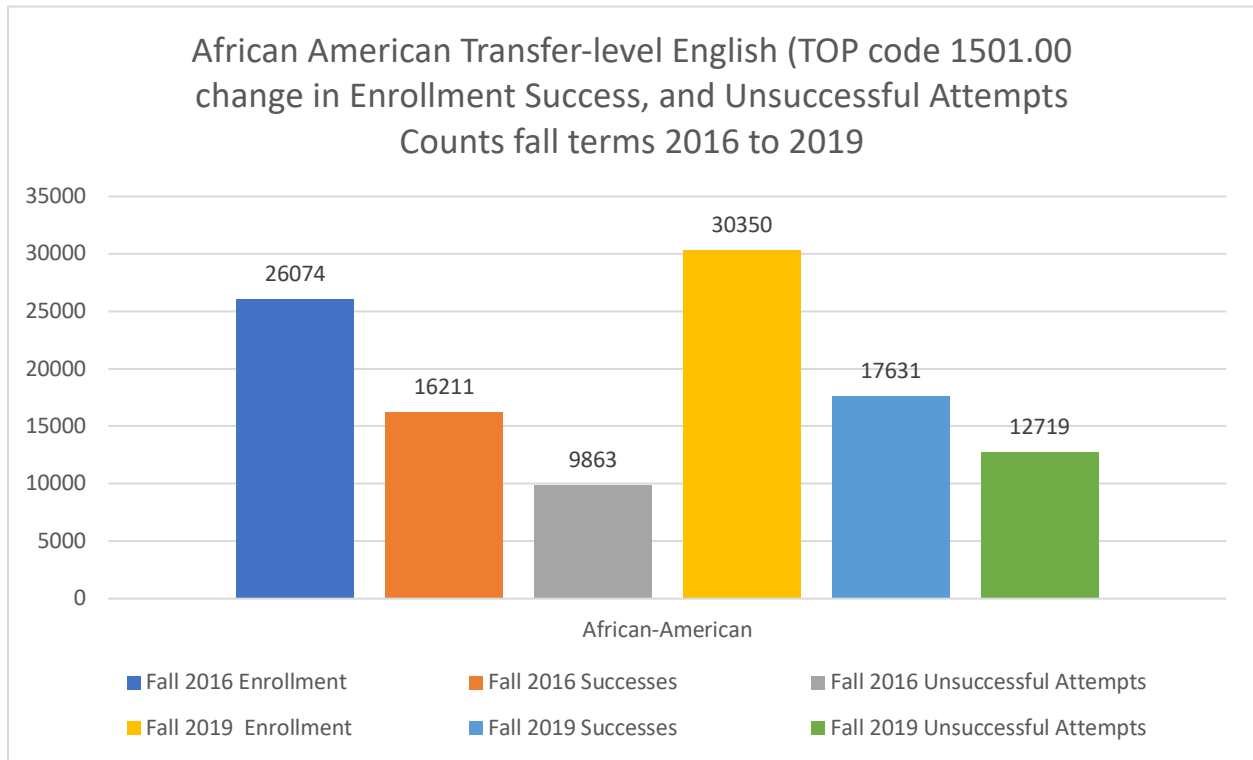


Figure 6 Hispanic Numbers of enrollments, successes, and unsuccessful attempts for Fall 2016 and Fall 2019 for Transfer-level English.

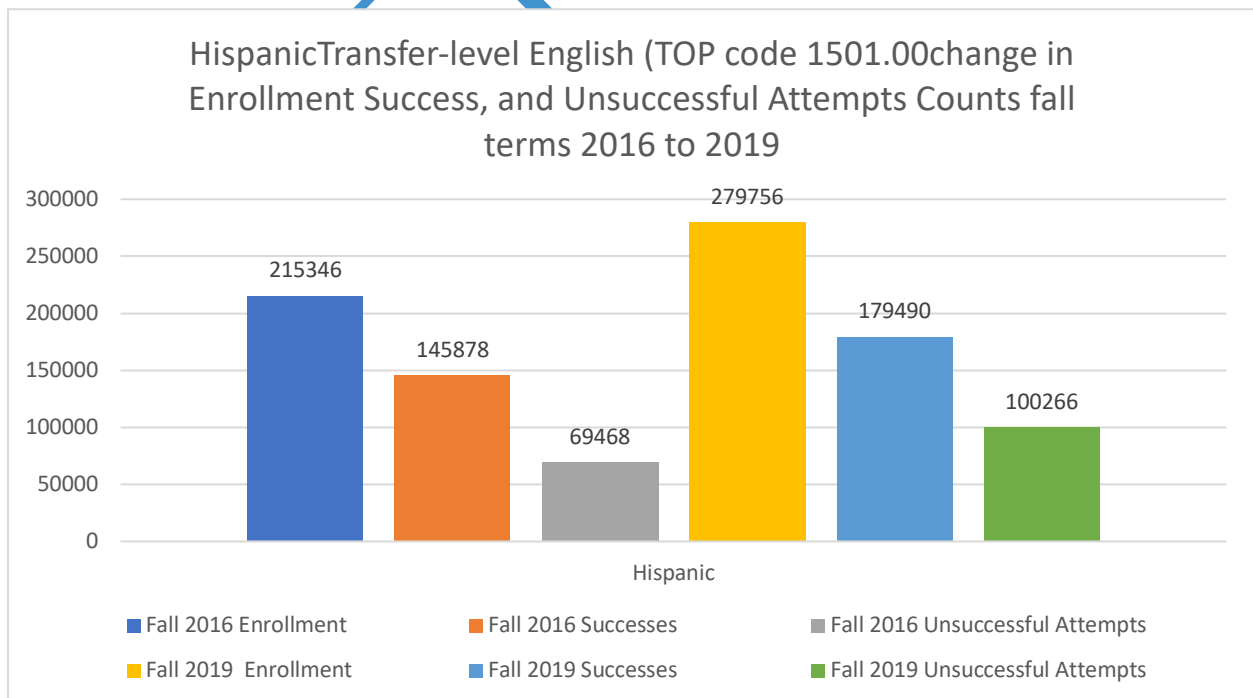


Figure 7 Asian Numbers of enrollments, successes, and unsuccessful attempts for Fall 2016 and Fall 2019 for Transfer-level English.

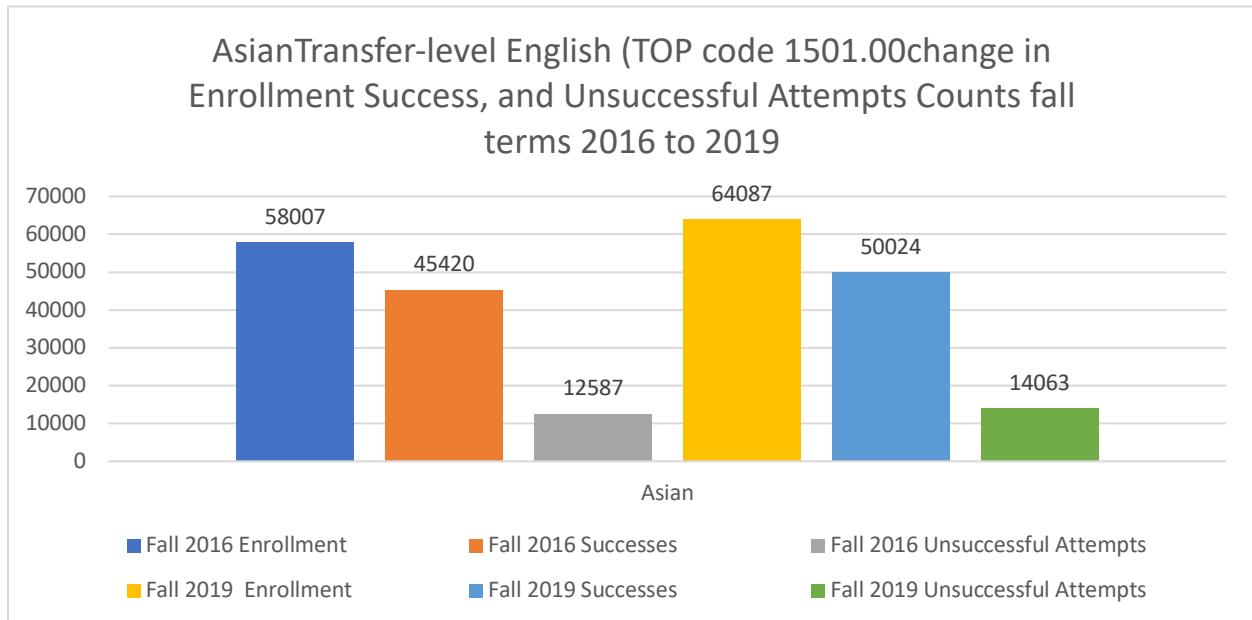
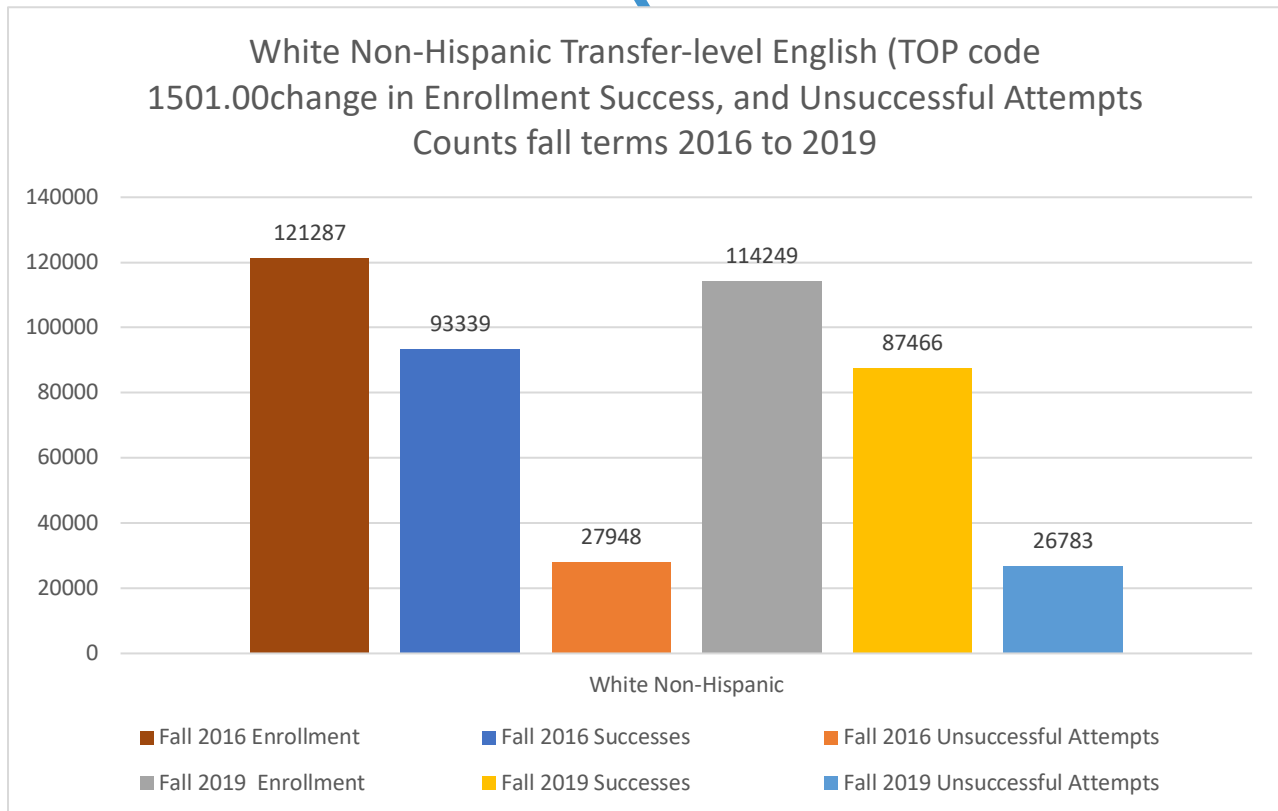


Figure 8 White Non-Hispanic Numbers of enrollments, successes, and unsuccessful attempts for Fall 2016 and Fall 2019 for Transfer-level English.



**Mathematics**

Further analysis of transfer-level Mathematics (TOP code of 1701.00) success changes from fall 2016-2019, disaggregated by ethnic group (defined by the CCCCO) are shown in the chart below. Although indicated in decimal points these represent percentages, success rates, and show a declining success rate for all ethnicities which may be a trade-off for more enrollment and throughput in transfer-level coursework. However, specific ethnic groups (African American, Native American, Hispanic and Pacific Islander) have more rapidly decreasing success rates than others. The difference in success rate between White Non-Hispanic groups and other groups is often referenced as the equity gap. Even if more students from other ethnic groups are getting through, with declining success rates, the equity gaps will remain. Where the rate of decline is greatest the equity gaps will become larger.

*Figure 9 Comparison of Statewide Success Change (percentage points) in Transfer-Level Mathematics Courses (TOP code of 1701.00) from fall 2016 to fall 2019 Disaggregated by Ethnicity*

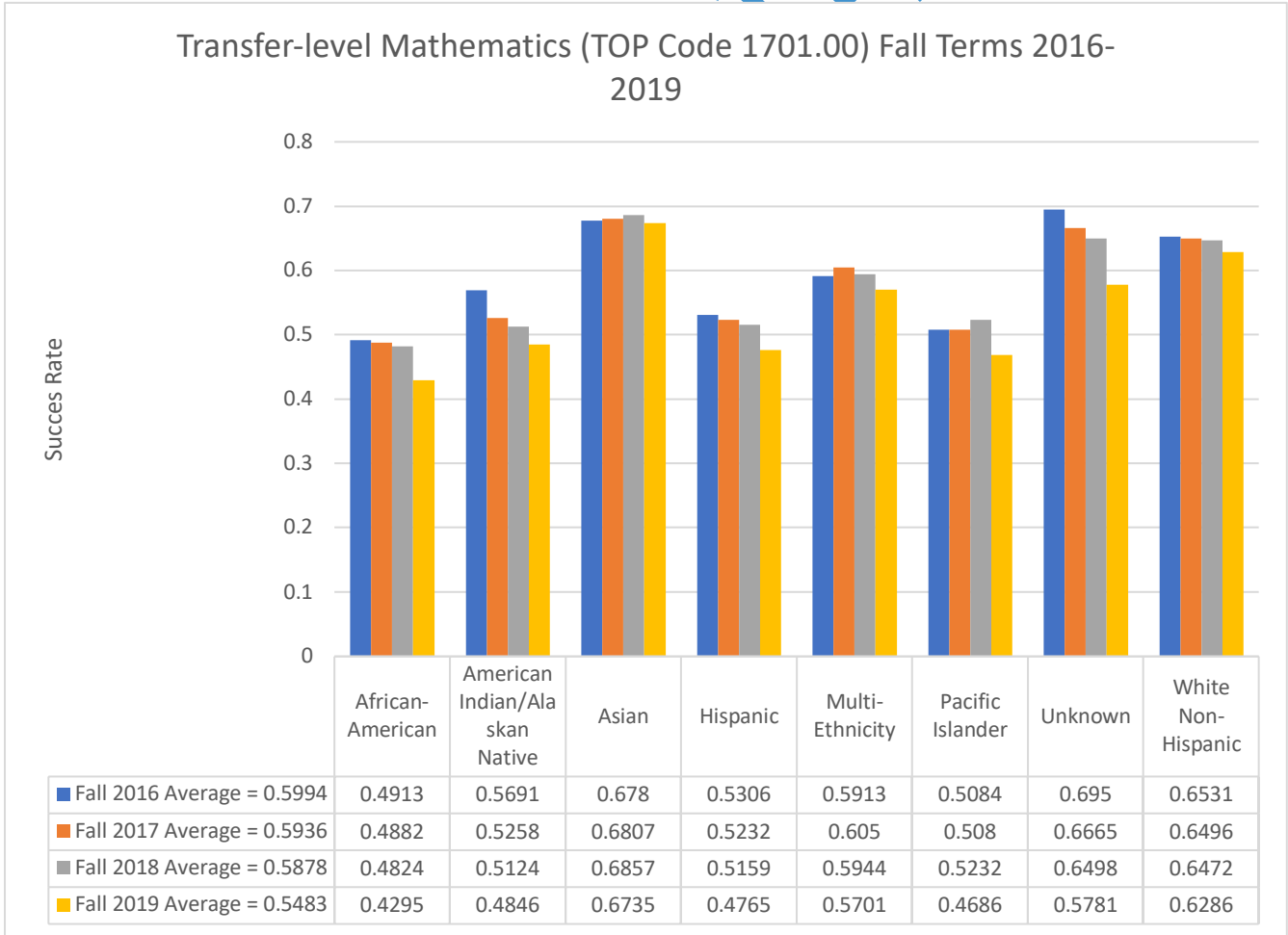


Figure 10 Trends in Statewide Success Rate Gap (as defined by the difference in success rates between the White Non-Hispanic ethnic group and each of the other ethnic groups) in Transfer-Level English Courses from fall 2016 to fall 2019, Disaggregated by Ethnicity.

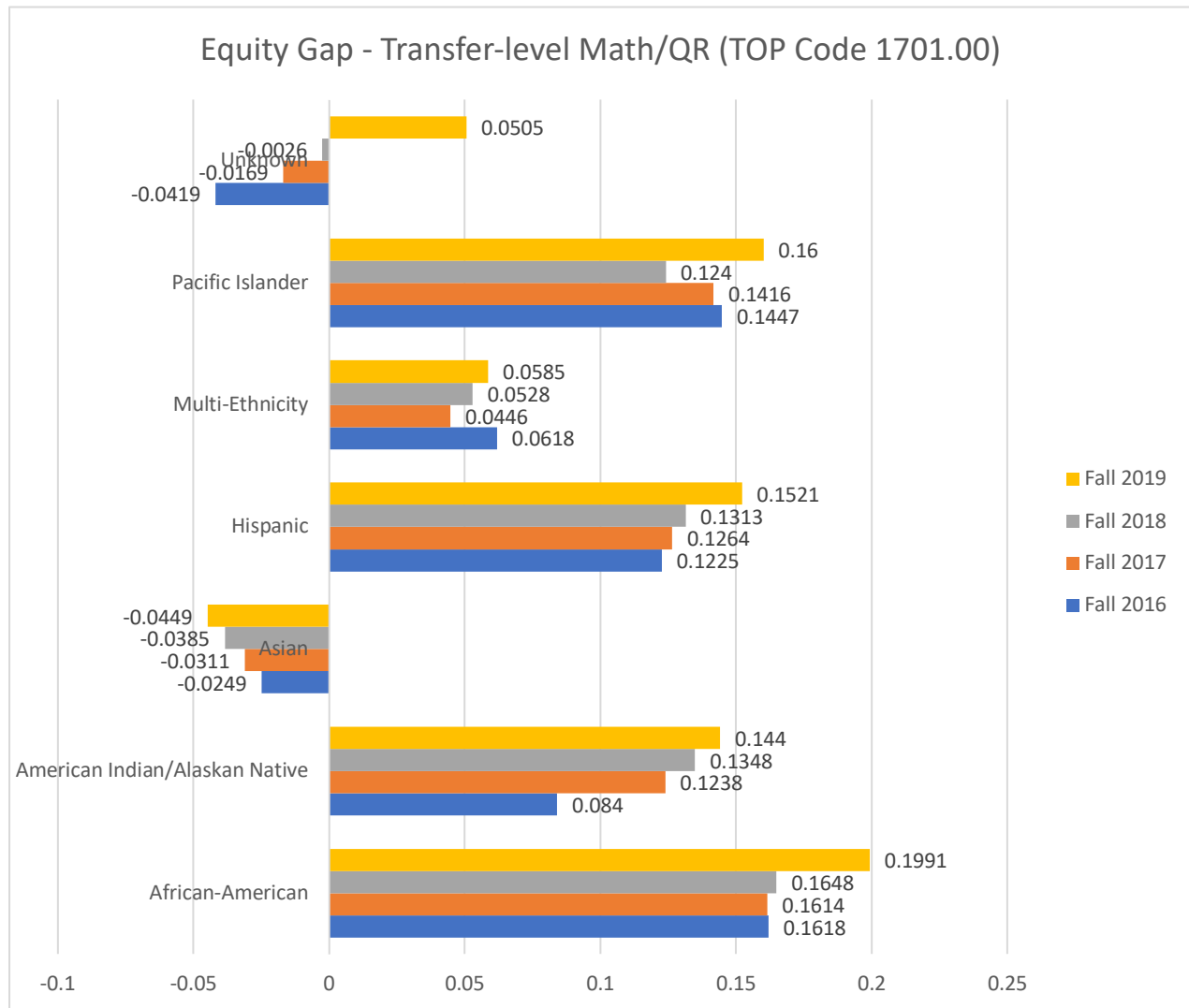


Figure 11 below describes the factors behind the declining success rates and growing equity gaps indicating the percent changes in enrollment count, success count, and unsuccessful attempt count by ethnicity between fall 2016 and fall 2019. As unsuccessful attempts outpace successful attempts equity gaps enlarge even despite the increased throughput. These data should lead us to celebrate increased enrollment and increased numbers throughput while challenging us to address the unsuccessful attempts that are outpacing success increases. In the Asian ethnic group, the increase is relatively flat in all three categories. In the Hispanic ethnic group, enrollment numbers increased by 70%, success numbers increased by 53% and unsuccessful attempt numbers increased by 90%. A limitation of these data is that it does not include the quantitative reasoning in other disciplines, and it does not adequately differentiate the large differences between STEM mathematics unsuccessful attempts.

Figure 11 Transfer-level Mathematics (TOP code 1701.00) change in count percentages from Fall terms 2016 to 2019 in Enrollment Success, and Unsuccessful Attempts

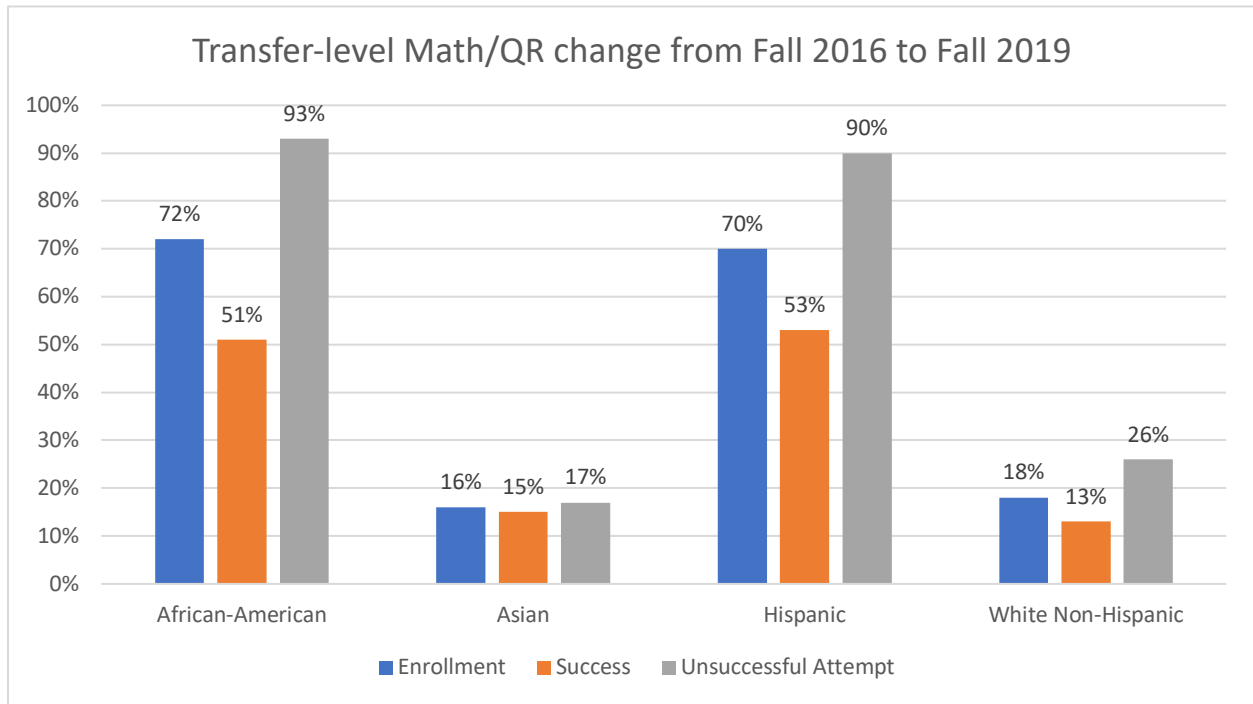


Figure 12 African Americans Numbers of enrollments, successes, and unsuccessful attempts for Fall 2016 and Fall 2019 for Transfer-level Mathematics.

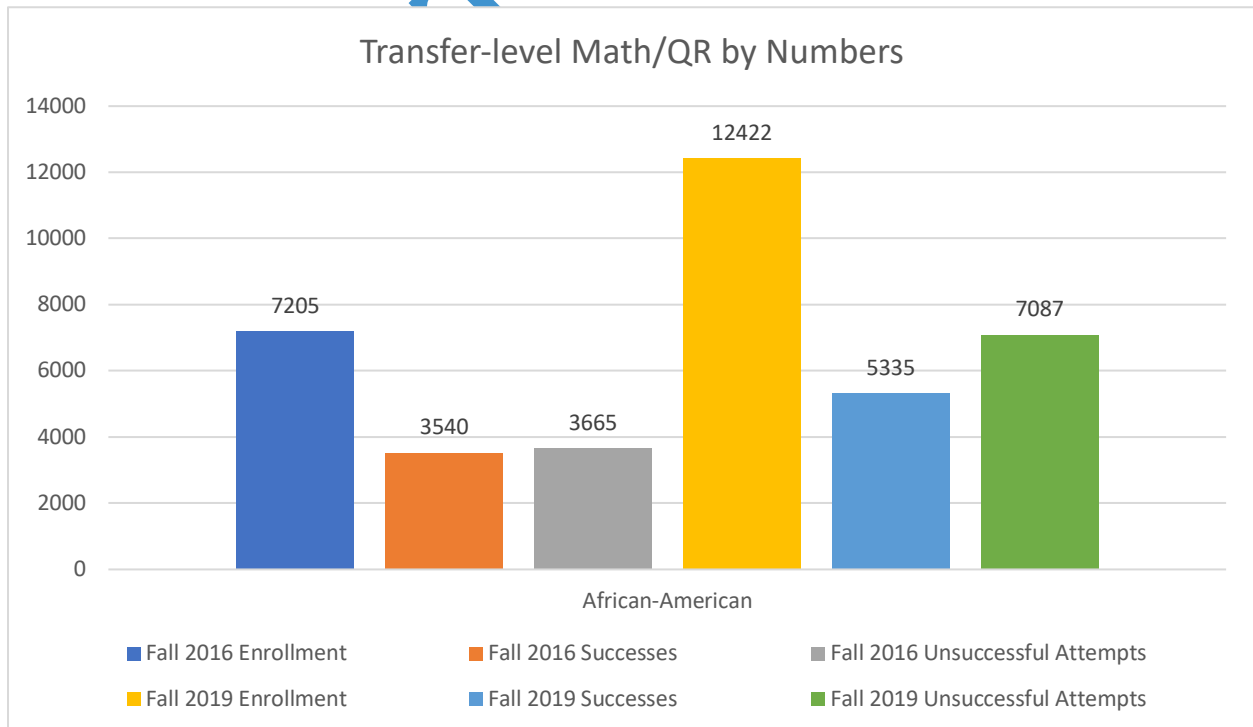


Figure 13 Hispanic Numbers of enrollments, successes, and unsuccessful attempts for Fall 2016 and Fall 2019 for Transfer-level Mathematics.

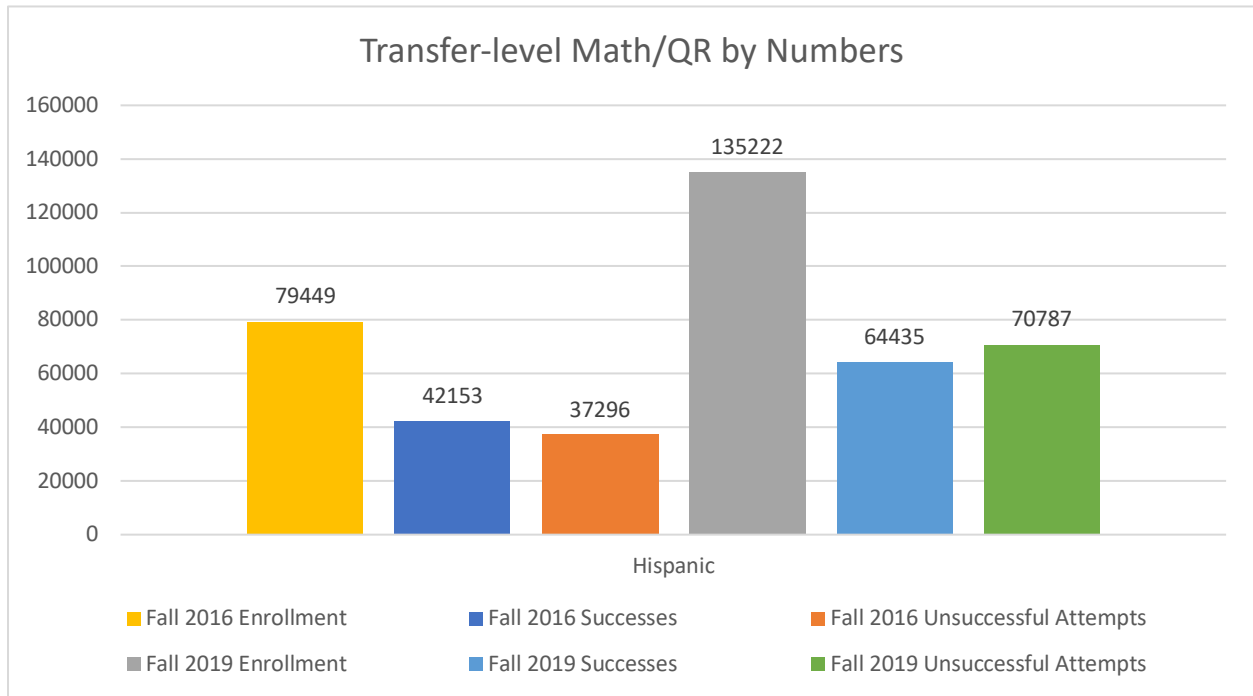


Figure 14 Asian Numbers of enrollments, successes, and unsuccessful attempts for Fall 2016 and Fall 2019 for Transfer-level Mathematics.

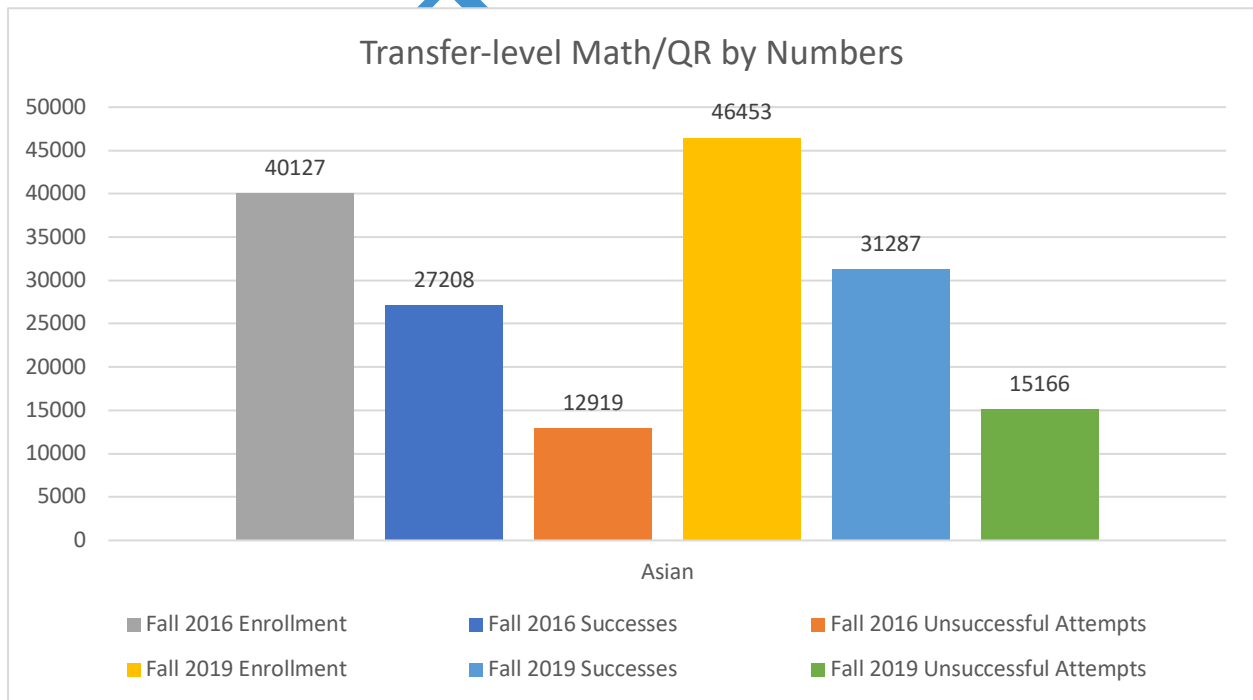
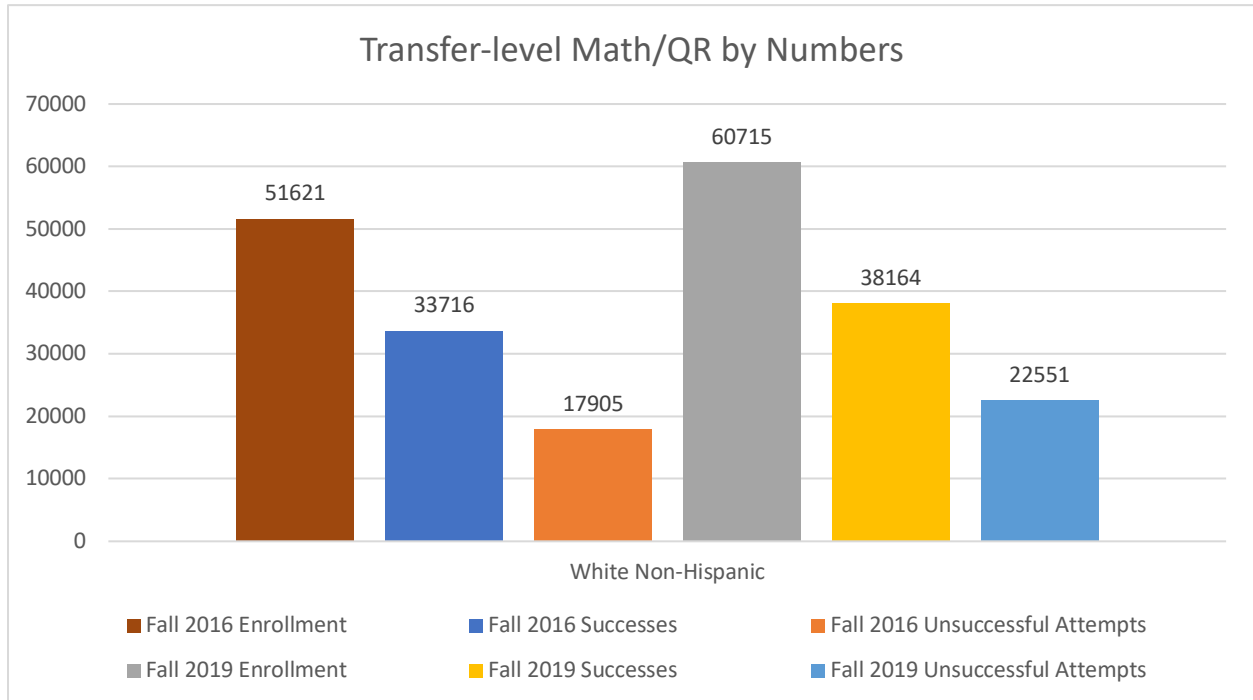
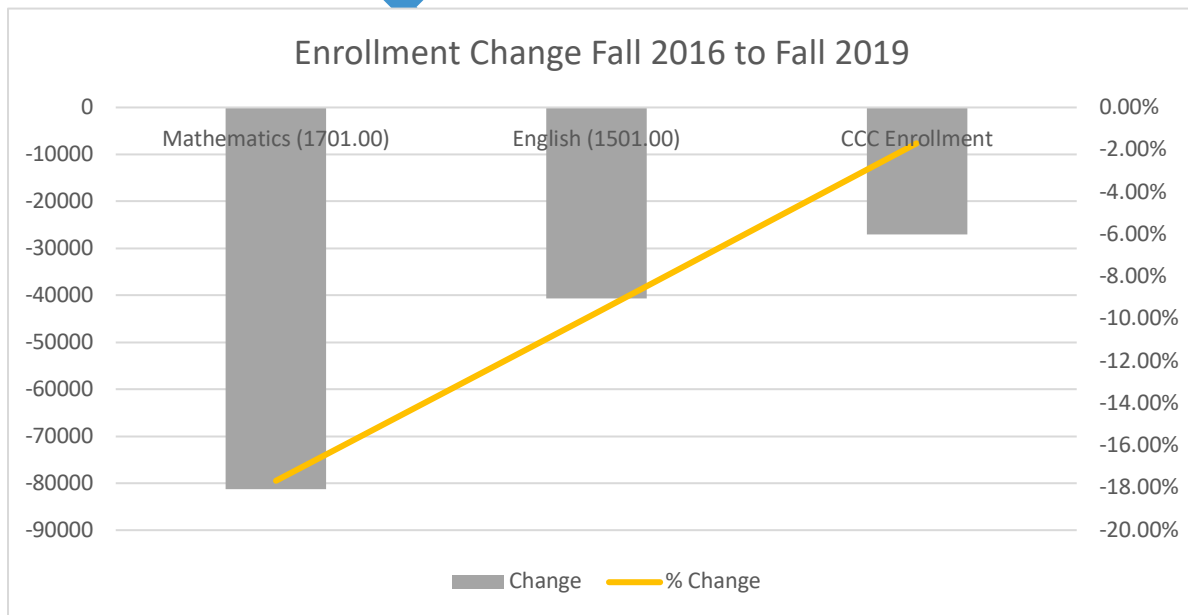


Figure 15 White Non-Hispanic Numbers of enrollments, successes, and unsuccessful attempts for Fall 2016 and Fall 2019 for Transfer-level Mathematics.



**Implications Reduced Enrollment with Mathematics and English Credit Courses**

Enrollments statewide in credit mathematics courses (TOP Code 1701.00) went from 459,606 in fall 2016 to 378,429 in fall 2019. Credit English (TOP Code 1501.00) enrollments statewide went from 416,982 in fall 2016 to 376,362 in fall 2019. Total enrollment in the California community colleges credit courses was 1,591,276 in fall 2016 and 1,564,273 in fall 2019. (duplicated Fig.1)



There has been a reduction in the overall numbers of students taking credit English and mathematics compared to previous years. This analysis combines transfer-level and basic skills level enrollments translating to fewer students enrolling in these important and fundamental courses required for all pathways. There are important considerations for students who opted not to enroll in English or mathematics early in their college career. Colleges should examine local data regarding alignment with student pathways and the value of acquiring the skills early to increase success in subsequent coursework. Colleges should also examine section offerings, scheduling, course modalities and other factors which may contribute to failure to enroll. Some colleges using Guided Self Placement (GSP) reported higher levels of student enrollment when student self-agency was clearly associated with the course choice. This is consistent with research on Guided Self Placement at the CSUs and other studies<sup>25</sup> included in the GSP resources at ASCCC. Colleges must analyze these data to determine if this is due to enrollment decline overall, a reduction in pretransfer-level course offerings, or perhaps some other factor or combination of factors. Feedback from students at some colleges indicated they used these lower level courses as an opportunity for a warmup or to gain momentum and would like the opportunity to register in these courses.

The introduction of support or corequisite courses now taken within the same semester, were identified as concerns by students and institutions. Scheduling support is a challenge as well as determining the type of support needed for the individual student. Assuming one-size-fits-all has led to numerous issues, including student inability to take large load courses with co-requisites which required 5-9 units and hours more. Students expressed confusion with support courses, scheduling and time. In addition, what would have been counted as one enrollment in the past English Composition, may now be counted as two enrollments, English Composition plus support. Thus, it is crucial to access this data using the newly created CB codes, so that support courses can be disaggregated from “parent” courses.

### **Implications for Students when Course Placement Results in Course Failure or Withdrawal**

**Students are provided more opportunity and access to coursework, resulting in higher throughput, but the consequences of not succeeding may have higher stakes.** Considerations raised by faculty on the forefront of evaluating their fall 2019 placement practices and success/failure data beyond **throughput**, included a more thorough examination of:

- financial aid issues and satisfactory academic progress
- transfer issues and GPA
- maximizing pass rates and numbers
- minimizing failure rates and numbers
- maximizing retention
- minimizing equity and achievement gaps

There were unintended consequences for students that desired or needed preparation for a transfer-level course, and where adding in a support or corequisite course confounded the

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<sup>25</sup> ASCCC Guided Self Placement (GSP) resources <https://tinyurl.com/ASCCC-GSP>



issue. Corequisite support in many colleges resulted in coursework that carried total unit loads in one subject area of 5-9 units, or if units were not increased, the time commitment needed to learn the material was equivalent. The created pressure on a federal regulation requiring students must maintain satisfactory academic progress (34 CFR 668.34)<sup>26</sup> to remain eligible for financial aid. Each institution defines how a student's GPA and pace of completion are affected by course incompletes, withdrawals, or repetitions that at least meets or exceeds the 66.7% success requirement. Students not achieving the required GPA, or not successfully completing his or her educational program at the required pace, are no longer eligible to receive assistance under the title IV, HEA programs. The rapid changing of placement processes did not always factor in the important aspect of financial aid requirements. Colleges are encouraged to examine whether financial aid factors disproportionately impacted student populations, student's ability to continue their pathway, and other student success outcomes.

A sub-standard grade<sup>27</sup> in an English or mathematics transfer-level course significantly impacts entrance into many CCC programs such as nursing, respiratory therapy, dental hygiene, computer science, engineering, and other high demand programs as well as CCC baccalaureate programs. Whereas failure in basic skills or pretransfer coursework does not permanently impact a transfer record. This issue is exacerbated by transfer considerations. Transfer success is not only based upon a students' completion of coursework, but also GPA achievement and particularly, grades in courses relevant to majors. The UC report for transfer to a campus in the University of California system in 2018, indicated students successfully transferring had a minimum GPA of 3.0 (even though eligibility was lower) and entrance into the more selective campuses such as Berkeley, UCLA and UCSB necessitating a higher GPA.<sup>28</sup> A substandard grade in a transfer-level English or mathematics course will impact transfer. Later, in this paper will be a discussion of the rate of transfer among students who successfully completed a remedial or basic skills course.

Furthermore, receiving a sub-standard grade in the student's first course, especially at the transfer-level, may heavily impact student persistence to continue to pursue their college career. Colleges should examine disaggregated data to determine the impact of sub-standard grades on perseverance and completion. Appropriate placement and guidance for course selection and enrollment are crucial during the first year.

### **Local Data**

Academic senates or faculty through their academic senates from various colleges have contacted the ASCCC seeking guidance and information regarding AB 705 implementation requirements and outcomes along with a venue to share data from their colleges. The advantage of local college data is that the English and mathematics courses studied were

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<sup>26</sup> Government Regulations § 668.34 - Satisfactory academic progress

<https://www.govregs.com/regulations/34/668.34>

<sup>27</sup> A sub-standard grade is a D, F, W, or NP

<sup>28</sup> UC Transfer Data from California Community Colleges UCOP

<https://admission.universityofcalifornia.edu/counselors/files/uc-transfer-application-data.pdf>

specific to those intended falling under AB 705 requirements in most cases, that being Freshman Composition or the equivalent and the first transfer-level mathematics or quantitative reasoning course (even if outside the mathematics TOP code 1701). In most of these colleges where placement included coursework other than transfer-level and methods other than default placement, the strategies for support could be better analyzed. In some of the colleges the data focused on first-time college students entering their courses within the first academic year. These colleges also provided important qualitative data in survey feedback from students and faculty regarding areas of success and ones needing improvement.

Local college data examined in this study included the 10 diverse colleges: Nine colleges making up the Los Angeles Community College District (LACCD), Glendale Community College (GCC). These local data mirrored statewide data confirming more students were succeeding in transfer level English and mathematics. As a group of colleges, equity gaps for placing students into transfer-level coursework were not present because placement into the courses was open to everyone. However, each of these colleges showed persistent equity gaps in course success. While English had larger numbers of success overall, the success rate for African American students in particular, fall below the success rate of White Non-Hispanic and Asian students. In most of the colleges, statistics pathways showed greater numbers of students succeeding with only slightly lowered course success rates. However, as a whole the STEM mathematics pathways showed declining course success, widening equity gaps and in some colleges even lower throughput than previous years. LACCD data was comprehensive and represents colleges at very different stages of multiple measures implementation prior to AB 705 Glendale Community College were implementing multiple measures and curricular changes prior to the AB 705 full implementation deadline of Fall 2019.

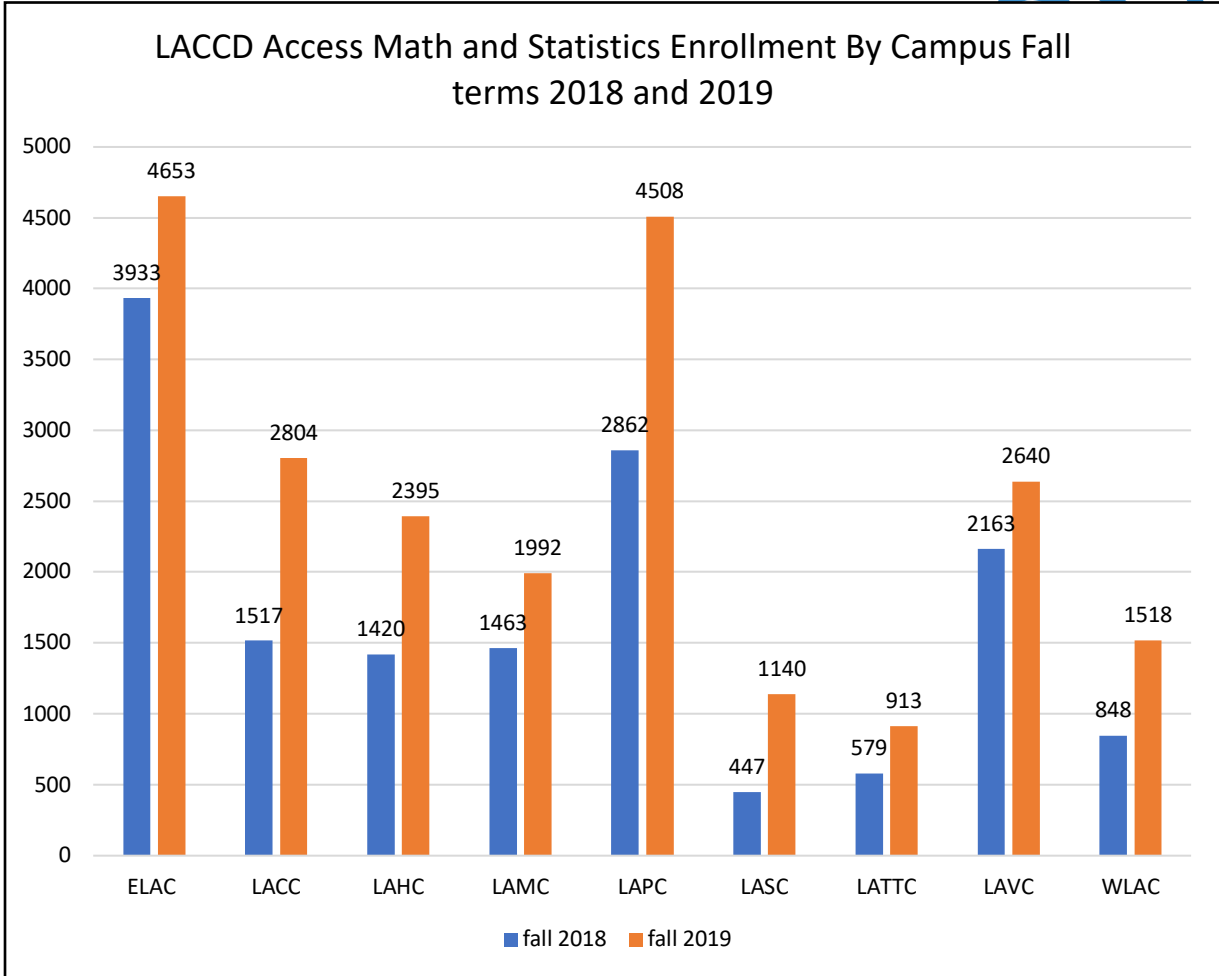
### **Los Angeles Community College District (LACCD) Placement, Enrollment, Success Rates in Math and English**

The Los Angeles Community College District is composed of nine very diverse colleges in size, location and student population. Located in different communities within the Los Angeles area the district includes East LA College (ELAC), LA City College (LACC), LA Harbor College (LAHC), LA Mission College (LAMC), LA Pierce College (LAPC), LA Southwest College (LASC), LA Trade Tech College (LATTC), LA Valley College (LAVC), West LA College (WLAC). The LACCD District Academic Senate (DAS) President indicated that in Fall 2019, LACCD had approximately 31,000 students enrolled in English and 29,000 enrolled in mathematics/quantitative reasoning courses without placement through an assessment exam, and without access to many pretransfer or remedial courses that had been previously offered at the nine colleges. The faculty felt it was clear that former placement processes were flawed and more students should have had access to transfer-level coursework. The LACCD cancelled most remedial mathematics (everything below intermediate algebra) and English courses (more than one level below transfer) in the fall of 2019, even though not required by AB 705. The District Academic Senate examined data to determine which students were benefitting and which were not. LACCD data included a detailed analysis of Mathematics, Statistics, and English coursework. LACCD outcomes indicated

larger enrollments in many courses, increased throughput in some courses but also lower success rates and widening equity gaps for key Mathematics, Statistics, and English courses.

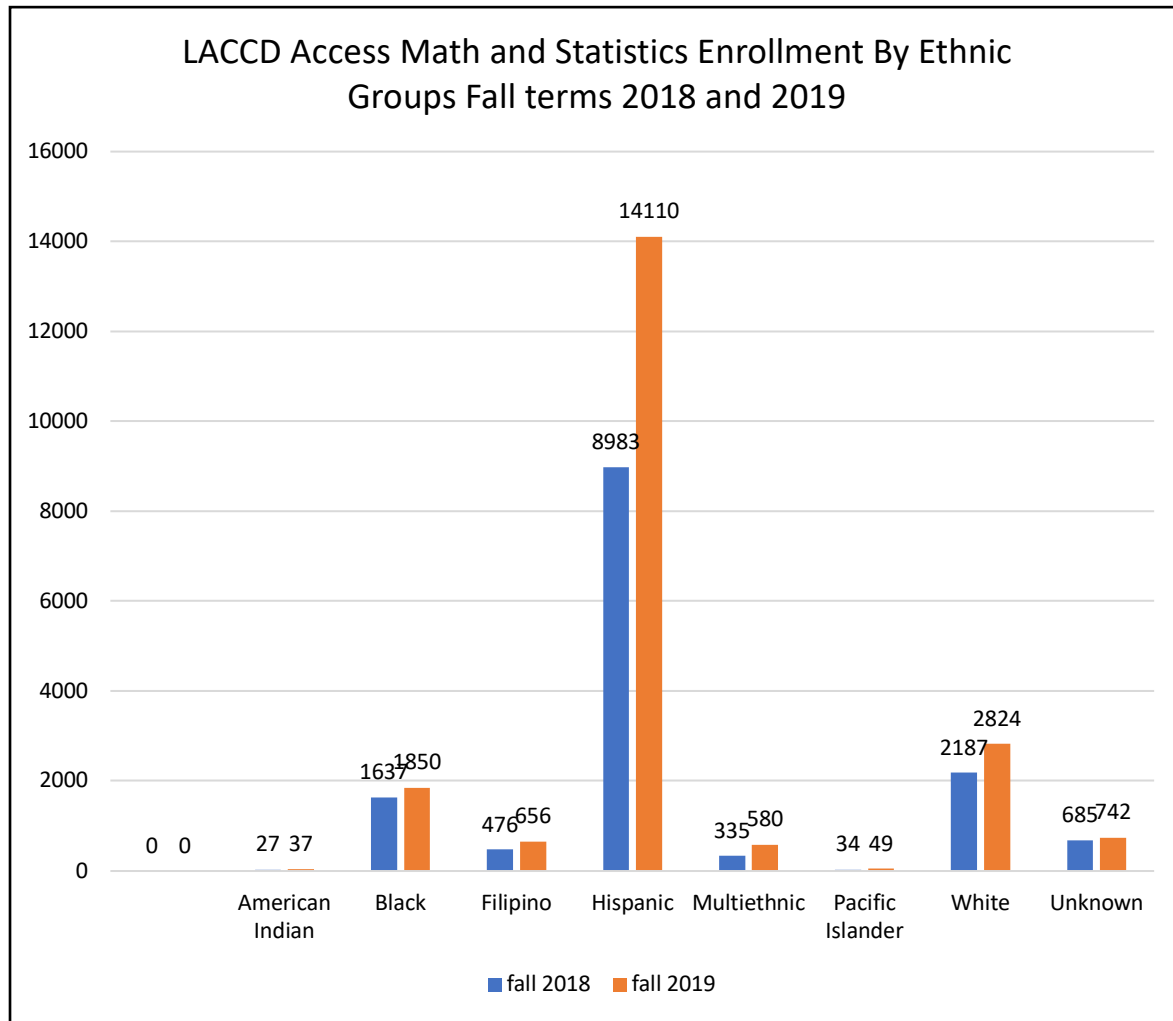
Figure 16 indicates overall access increase as measured by enrollment increases from 15,232 to 22,563 (+7331 or 48.1%). The largest increases in enrollment were at Southwest College (155%) and LA City College (85%).

Figure 16 Increased enrollment counts in mathematics by ethnicity in the Nine LACCD colleges from Fall 2018 to Fall 2019.



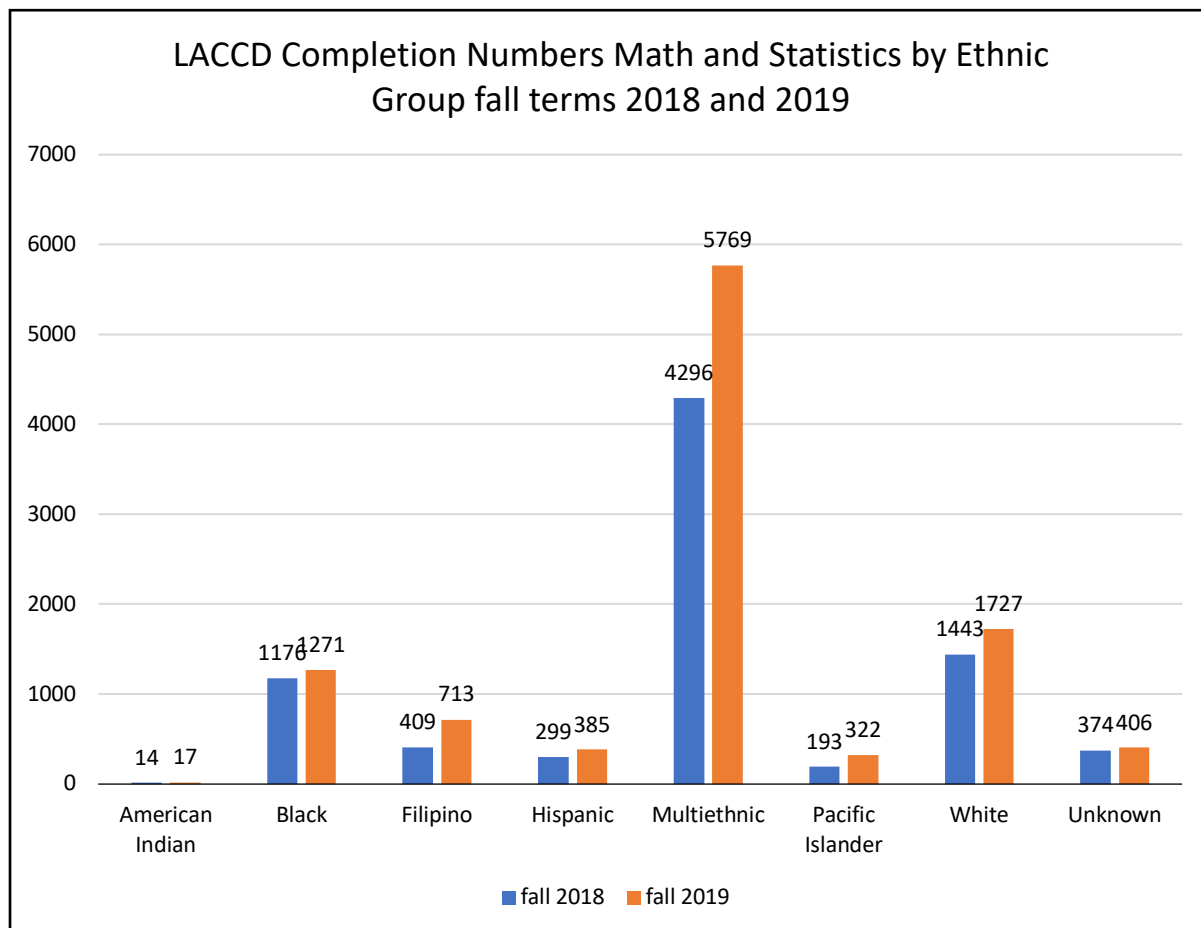
When disaggregated by ethnic groups, enrollment increases were observed in Africans Americans (97.6%), Multiethnic (73.1%) and Hispanic (57.1%) ethnic groups. Large increases in access were observed in under 20-year old (79.1%) and over 55-year old (61.9%), females (54.3%), first-time students (117%), returning students (106.3%).

Figure 17 LACCD math and quantitative reasoning disaggregated by ethnicity fall 2018 and fall 2019.



LACCD student completion increased overall and by ethnicity. Overall Completion of Transfer-Level Math and Statistics Increased 29.4% with increases by ethnicity seen numerically in Figure 18 below and by percentages: American Indian (21.4%), Asian (8.1%), Black (74.3%), Filipino (28.8%), Hispanic (34.3%), Multiethnic (67.7%), Pacific Islander (66.7%), White (19.7%), Unknown (8.6%). Large increases were also observed in females (34.2%), age 35-54 (57.9%), and 55+ (60.6%)

Figure 18 – Completion Numbers in LACCD Math and Statistics by Ethnic Groups comparing fall 2018 and fall 2019



Overall enrollment in all LACCD Math courses dropped 21.3% which represented 7,928 students compared to the previous fall. Most students who are not in a BSTEM (Business Science Technology and Engineering and Math) major take a Statistics course to transfer. District enrollment in Math 227 (Statistics), a transfer-level course, grew by 71.8% or 4,311 students. Statistics 101, an alternative to Math 227 that is growing in popularity, was offered at Pierce and Valley. The enrollment in Statistics 101 increased more than 250% in Fall of 2019. Math 125 (Intermediate Algebra) is a pretransfer level course that satisfies the mathematics competency requirement for an associate degree. In the LACCD, many students can now satisfy the competency requirement and bypass taking this course if they passed a mathematics course at or above the level of Intermediate Algebra with a grade of C- or higher in high school.

Enrollment in Math 125 (one-level below transfer) declined by 38.2% or 2,920 students, while Math 115 (Elementary Algebra; two-levels below transfer) was virtually eliminated. New courses such as Math 125-S (Intermediate Algebra with Support) and Math 227-S (Statistics with Support) were offered as an option to students who might benefit from additional support

and preparation. In the Fall of 2019, 725 students enrolled in Math 125-S and 525 students enrolled in Math 227-S.

Table 2 Districtwide Success Rates in Selected Math & Statistics Courses (LACCD, Fall 2018 versus Fall 2019)

Term	Math 125 Int Algebra	Math 125-S Int Algebra	Math 134 Accelerated Elem. & Int. Algebra	Math 227 Statistics	Math 227-S Statistics	Math 240 Trig	Math 245 College Algebra	Math 260 Precalculus	All Math	Stats 101
Fall 2018	44.8	---	37.1	52.2	---	55.5	41.1	52.0	48.8%	74.5%
Fall 2019	34.4	39.0	47.4	44.1	35.6	42.5	38.6	45.2	44.1	62.7%
Net Change	-10.4	---	+10.3	-8.1	---	-13.0	-2.5	-6.8	-4.3	-11.8
Percent change	-23.0%	N/A	+27.7%	-15.5%	N/A	-23.4%	-6.1%	-13.1%	-8.9%	-8.9%

The average success rate for all LACCD Math courses fell from 48.4% to 44.1% (Table 3). Due to both lower enrollment and success rates, 5,096 fewer students were successful in any Math class when compared to the previous fall. Fall 2019 enrollment for Math 227 (Statistics) increased by 67.6%, but the success rate for the class dropped from 52.2 to 44.1%. Many other LACCD Math classes experienced declines in success rates including Math 125 (Intermediate Algebra), Math 240 (Trigonometry), Math 245 (College Algebra), Math 260 (Precalculus), and Math 261 (Calculus I). Math 125 and Math 240 had some of the greatest percent declines in success rates: 23% and 23.4% respectively. Since Math 125 was the lowest-level Math course many LACCD students were able to enroll in, a 23% decline in its success rate should be of particular concern. Two new courses offered as options to students who might benefit from additional embedded support, Math 125-S and Math 227-S, had success rates of 39 % and 35.6% respectively. One interesting outlier with encouraging results was Math 134 (Accelerated Elementary and Intermediate Algebra), a one-level below transfer course, which had a success rate of 47.4%. This could be due partly to the fact that underprepared students may benefit from the additional instructional hours and the “elementary” algebra component of this course.

However, success declined in statistics math courses and the gap among various ethnicities persisted and increased in statistics. **Overall Success Rate for all Students in Transfer-Level Math 227 (Statistics) declined by 15.5%.** A decline in success rates were observed for Asian (-3.1%), Black (-8.5%), Filipino (-4.9%), Hispanic (-19%), Multiethnic (-8.1%), Pacific Islander (-21.4%), and White (-12.8%) students.

Figure 19 LACCD Completion Rates for Math 227 (Statistics) by Ethnicity comparing fall 2018 and fall 2019.

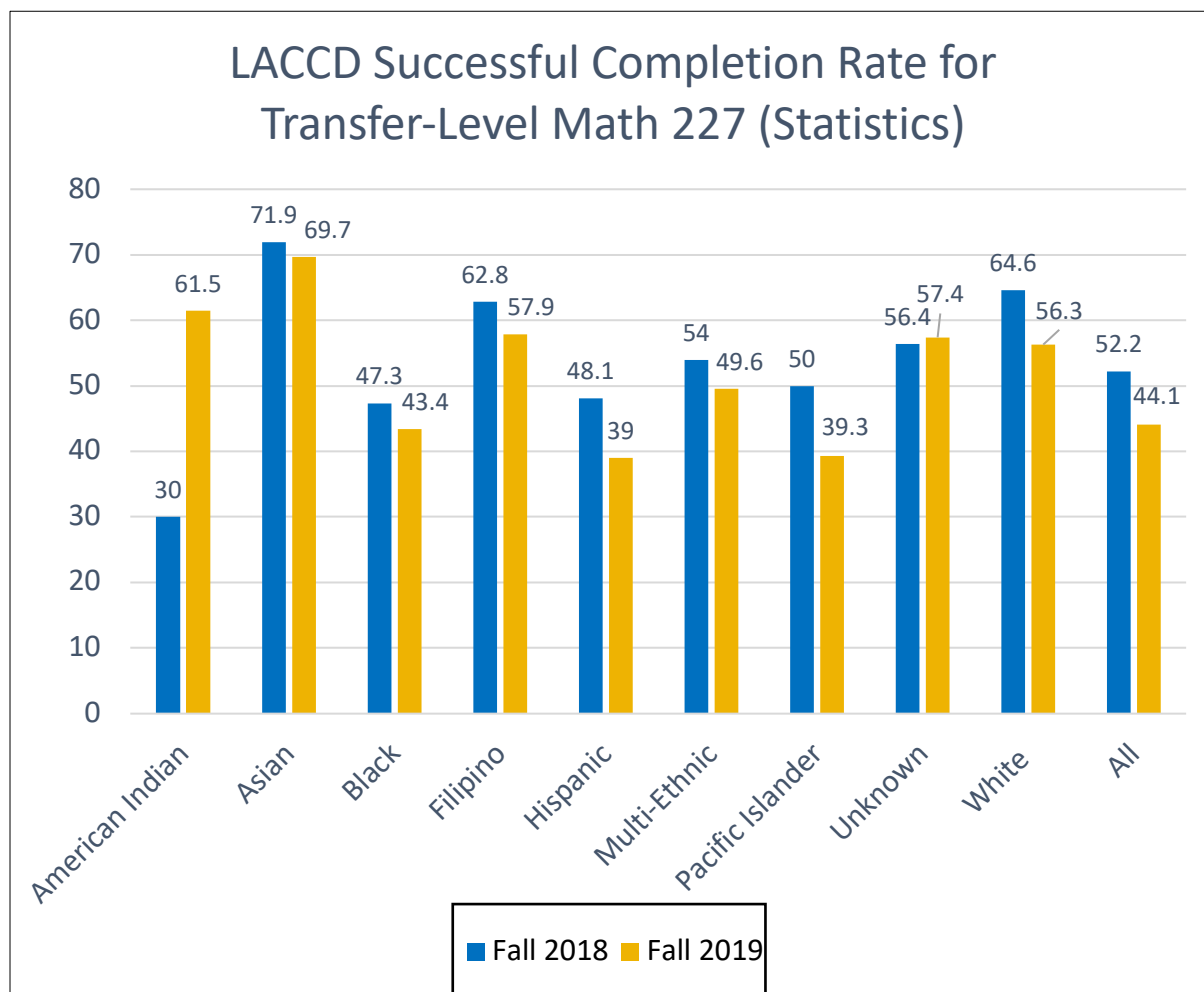


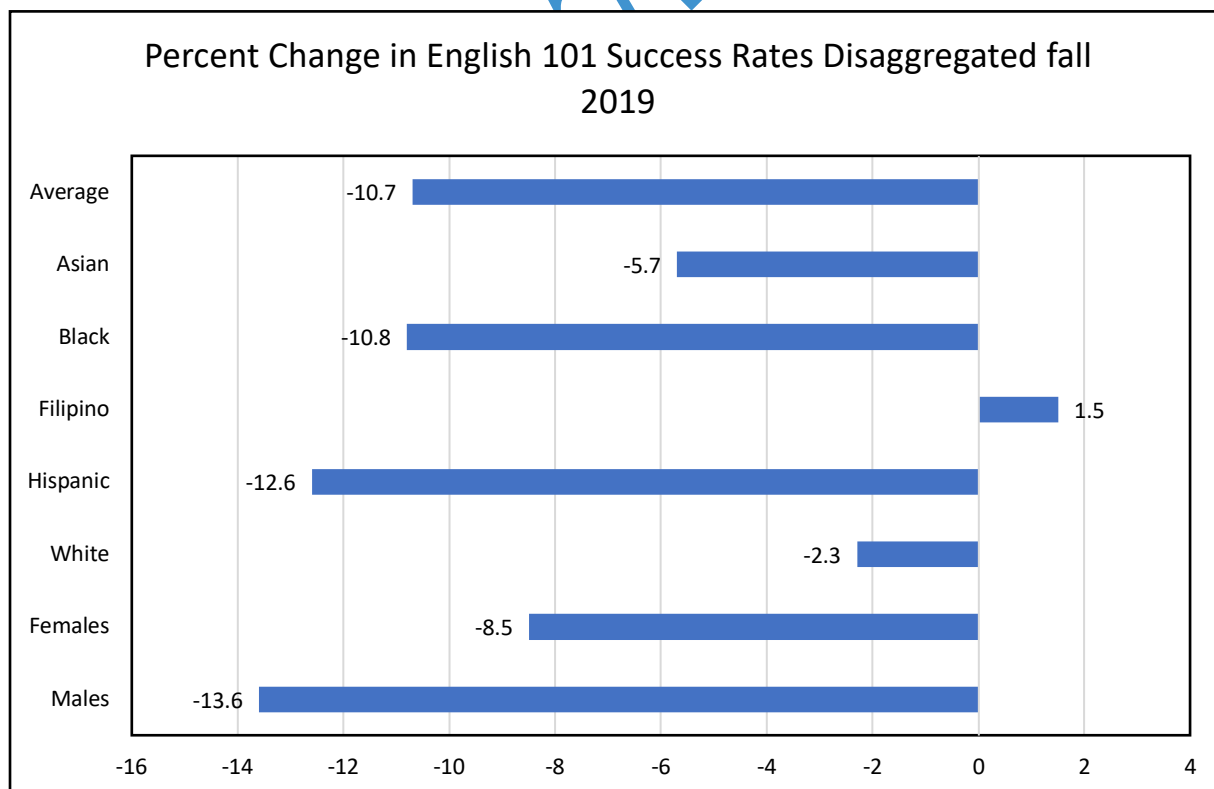
Table 3 Districtwide Success Rates in Selected English Courses (LACCD, Fall 2018 versus Fall 2019)

Term	English 100 Accelerated Prep CB21A	English 28 Basic Skills CB 21A	English 101 Transfer-level	English 102 Transfer-level	English 103 Transfer-level	English 72* Supplemental Support	English 104* Supplemental Support	All English
Fall 2018	58.6	59.6	59.5	66.6	68.3	N/A	N/A	60.9%
Fall 2019	49.1	58.0	53.1	64.2	66.9	68.4	61.5	58.0%
Net Change	-9.5	-1.6	-6.4	-2.4	-1.4	N/A	N/A	-2.9
Percent change	-16.2%	-2.7%	-10.7%	-3.6%	-2.1%	N/A	N/A	-4.8

As seen in Table 3 above the average success rate for all LACCD English courses taken in the District fell from 60.9% to 58.0%. Overall, 921 fewer students were successful in any English class compared to the previous fall. The districtwide success rate for English 28 (one-level below transfer), dropped slightly and this course was offered at only three colleges fall 2019. The success rate for English 101 (transfer-level course) dropped from 59.5% to 53.1%. \*English 72 (English Bridge) and 104 (College Writing Skills and Support) are new supplemental support courses developed for students enrolled in English 101. English 28 (Intermediate Reading and Composition) and 100 (Accelerated Prep: College Writing) are one level below transfer. English 101, 102, and 103 are transfer-level English courses. Among the supplemental support courses for English 101 students, English 72, a one-unit lab course, had the highest success rate at 68.4%.

The percentage of students who received a grade of D (9.2%), F (18.9%), or withdrew (18.7%) from English 101 all increased substantially in Fall 2019 when compared to Fall 2018. As displayed in Figure 20, success rates for the course were lower for students who identified as Hispanic (49.2%) and Black (43.5%), than for Asian (72.8%), White (72.6%), and Filipino (69.3%) students (Figure 1). While success rates in English 101 declined for most groups, equity gaps grew for Hispanic and male students.

Figure 20 LACCD Percent Change in English 101 Success Rates from fall 2018 to fall 2019 disaggregated by ethnic group and gender.



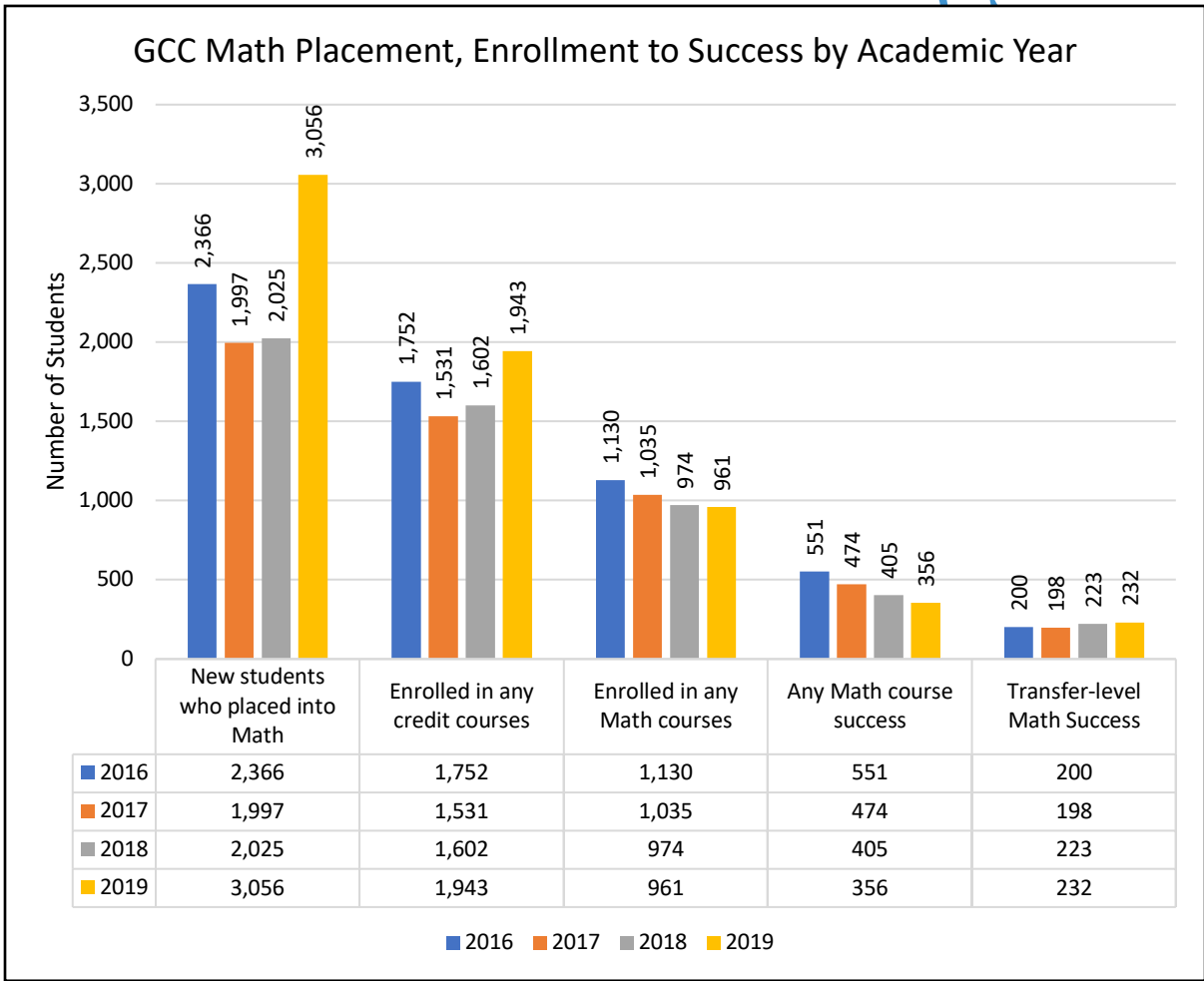
LACCD Colleges implemented varied approaches to Math and English placement and course work. LACCD also noted growing disparity in outcomes among the nine LACCD colleges.



**Local Data from Glendale Community College (GCC) Placement, Enrollment, and Success**

Glendale Community College (GCC) examined placement, enrollment in any credit course, enrollment in math and/or English and success in any math or English class and enrollment in transfer-level math or English. GCC specifically examined credit applicants and students who had not previously enrolled at GCC in credit or noncredit for academic years 2016 through 2019. Enrollments and grades represent summer and fall numbers. The figures and tables below indicate trends in the numbers placed, compared to the numbers that enroll in any courses at the college and success outcomes for any enrolled in the Math. Success numbers and rates include success in any math or English as well as the success numbers for transfer-level courses.

*Figure 21 Placement of New GCC Students, Compared to any Enrollment in a Credit Course, Enrollment in Any Math, Success in any Math and Success in Transfer Level Math fall terms 2016 to 2019.*



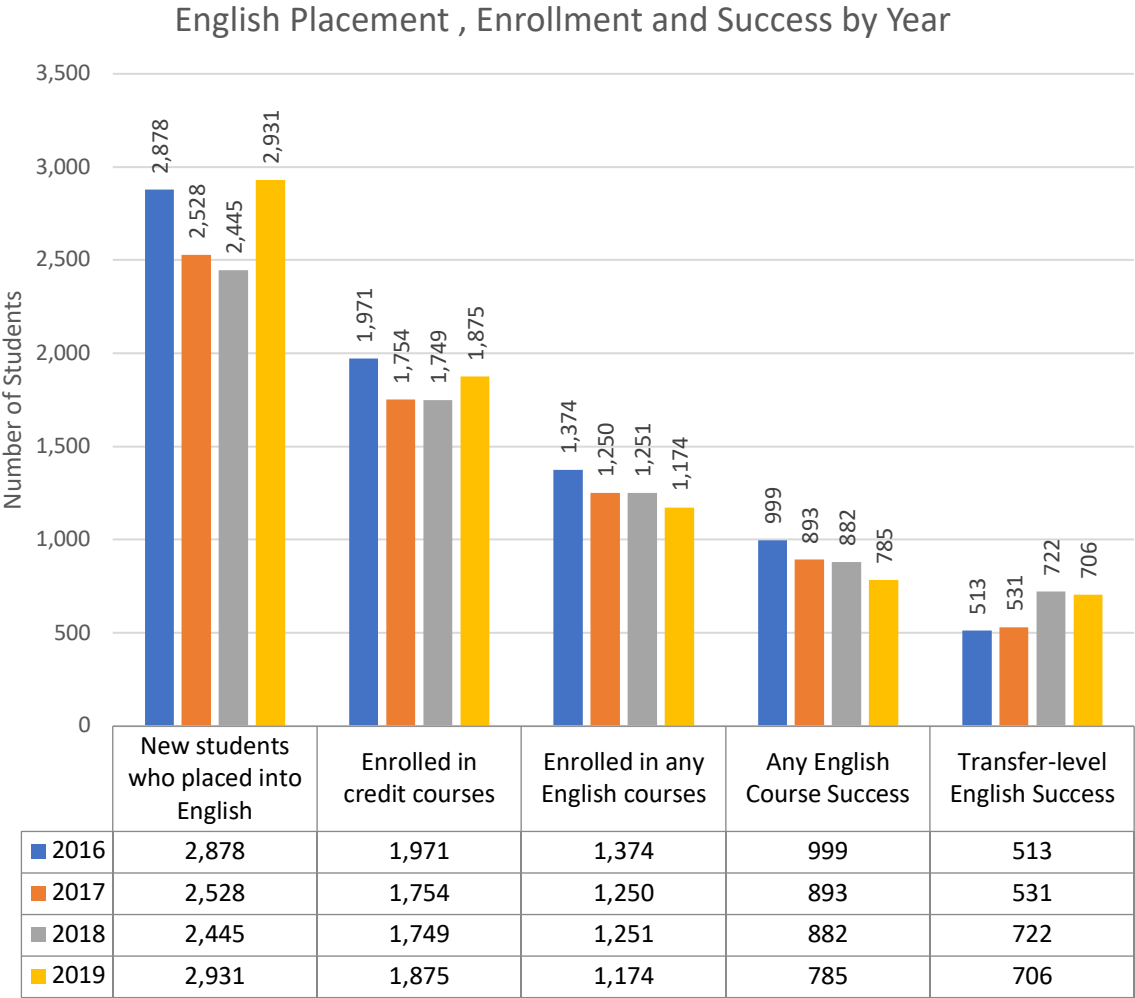
Although transfer throughput increased by 32 students 2016 to 2019, only 9 students additional students passed transfer level math between 2018 and 2019. GCC math success rates overall

have fallen 11.8 percentage points between 2016 and 2019 and 4.6 percentage points between 2018 and 2019.

Table 4 GCC Numbers and Rates of Success and Unsuccessful Attempts in Math 2016-2019

All Math First Time Course Enrollment, Success Rates and Unsuccessful Attempt Rates				
Academic Year	2016	2017	2018	2019
Enrolled in any Math courses	1,130	1,035	974	961
Any Math course success	551	474	405	356
Success Rates for any math	48.8%	45.8%	41.6%	37.0%
Unsuccessful attempts	51.2%	54.2%	58.4%	63.0%

Figure 22 Placement of New GCC Students, Compared to any Enrollment in a Credit Course, Enrollment in Any English, Success in any English, and Success in Transfer Level English fall terms 2016 to 2019



While overall English successes have decreased, 193 additional students completed English from 2016 to 2019. Notably, the number in 2019 in transfer-level English success decreased from 722 to 709. Unsuccessful English attempts have increased 5.8 percentage points from 2016 to 2019.

*Table 5 GCC Numbers and Rates of Success and Unsuccessful Attempts in English 2016-2019*

<b>All English Course First Time Enrollment, Success Rates and Unsuccessful Attempt Rates</b>				
<b>Academic Year</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Enrolled in any English courses</b>	1,374	1,250	1,251	1,174
<b>Any English Course Success</b>	999	893	882	785
<b>Success Rates for any English</b>	72.7%	71.4%	70.5%	66.9%
<b>Unsuccessful English attempts</b>	27.3%	28.6%	29.5%	33.1%

Glendale is examining the gaps from placement to enrollment and from enrollment to success for both English and Math. Glendale makes Guided Self Placement available for students. Initial data on those that chose GSP shows promising results.

**Unintended Consequences for Special Populations (data source from the CCCCO Datamart data for fall semesters 2016, 2017, 2018, 2019)**

Special populations<sup>29</sup> are students identified with specific characteristics that increase the need to carefully track and cohort students to serve them better. Some of the groups are high performers such as STEM, Puente and Mesa that enter the cohort based on a variety of characteristics such as ethnic group, major and/or socioeconomic status, others are grouped by characteristics such as incarcerated, middle college or foster youth. The description and coding for these special populations are found in Appendix A. Reporting these student characteristics are mandatory. The coding (SG) and descriptions are included on Appendix B. Mathematics data cannot be truly disaggregated by special populations without access to the CB coding to specifically identify these populations within the courses and should be a high priority of local colleges that serve these populations. For this reason, the special populations have been examined for English outcomes only.

However, statewide data using TOP code 1501.00 for transfer-level English courses when disaggregated by special populations raises significant questions and opportunities to better understand the kind of support and resources that contribute to success. The data indicate that examination of MESA/ASEM, and Puente data may suggest strategies that can be expanded for greater success among other special populations. On the other hand, the data raises questions about the impact of transfer-level placement on DSPS, EOPS, CalWORKs, Foster Youth, CAFYES, Active Military and Veterans. What factors can inform our placement to better optimize success for these populations?<sup>30</sup>

<sup>29</sup> See appendix A for descriptions of special populations

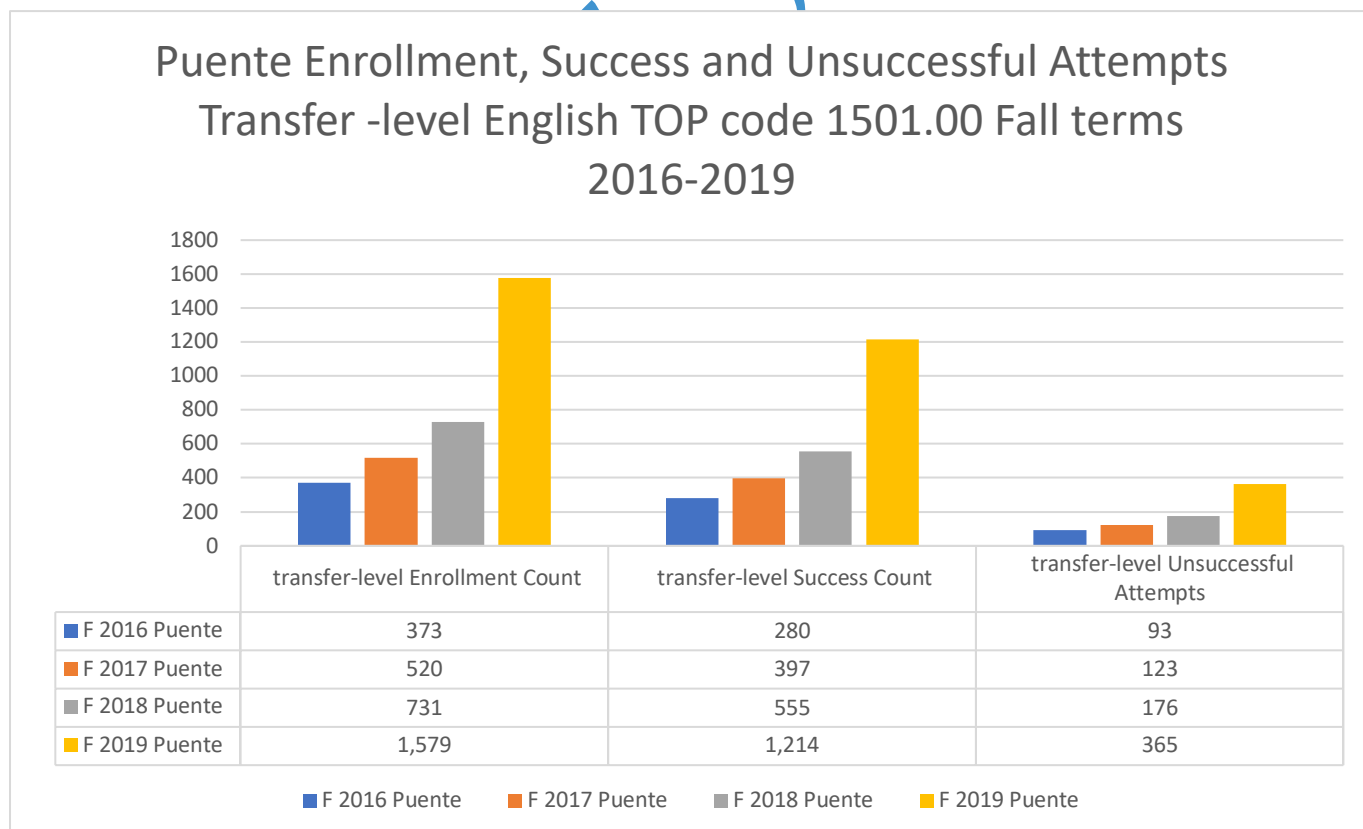
<sup>30</sup> See appendix B for definitions of special populations

Puente data indicates a little reduction in basic skills placement but a 5-fold (500%) increase in transfer placement. The data indicates no declines in transfer success (76.88% success rate in 2019), an increase in overall success rates and significantly 1214 successful English completions and only 365 English failures.

Table 6 Puente Success Rates in Transfer-level English Fall terms 2016-19

Puente Transfer-level English (TOP 1501.00) Enrollment, Success and Success Rate and Changes			
Special Population - Puente	transfer-level Enrollment Count	transfer-level Success Count	transfer-level Success Rate
F 2016 Puente	373	280	75.07%
F 2017 Puente	520	397	76.35%
F 2018 Puente	731	555	75.92%
F 2019 Puente	1,579	1,214	76.88%
change	1,206	934	1.81%

Figure 23 Puente Enrollment, Success and Unsuccessful Attempts for English (TOP code 1501.00) fall terms 2016-2019



These results are for Disabled Students Programs & Services (DSPS) populations which are very diverse. A student enters this special population with varying disabilities ranging from learning disabilities to physical disabilities and traumatic brain injuries to various genetic or other conditions. In fall 2016, there were 10,608 DSPS students in Basic Skills English and 9,373 in transfer-level English. By fall 2019 enrollment shifted to only 3,521 DSPS students in Basic Skills and 14,594 DSPS students in transfer-level English. Throughput of 2,603 additional students should be aligned with higher number of unsuccessful attempts (2,618). Treating DSPS populations with a homogenous algorithm fails to recognize the important specific factors and outcomes within this population. Personalized educational planning for DSPS students must be designed to match a student's goals and abilities with courses to optimize their success. The success rates for DSPS students has decrease of 7.15 percentage points from fall terms 2016 to 2019.

*Table 7 Disabled Students Programs & Services (DSPS) Enrollment, Success and Unsuccessful Attempt Counts fall terms 2016-2019 in Transfer Level English TOP code 1501.00*

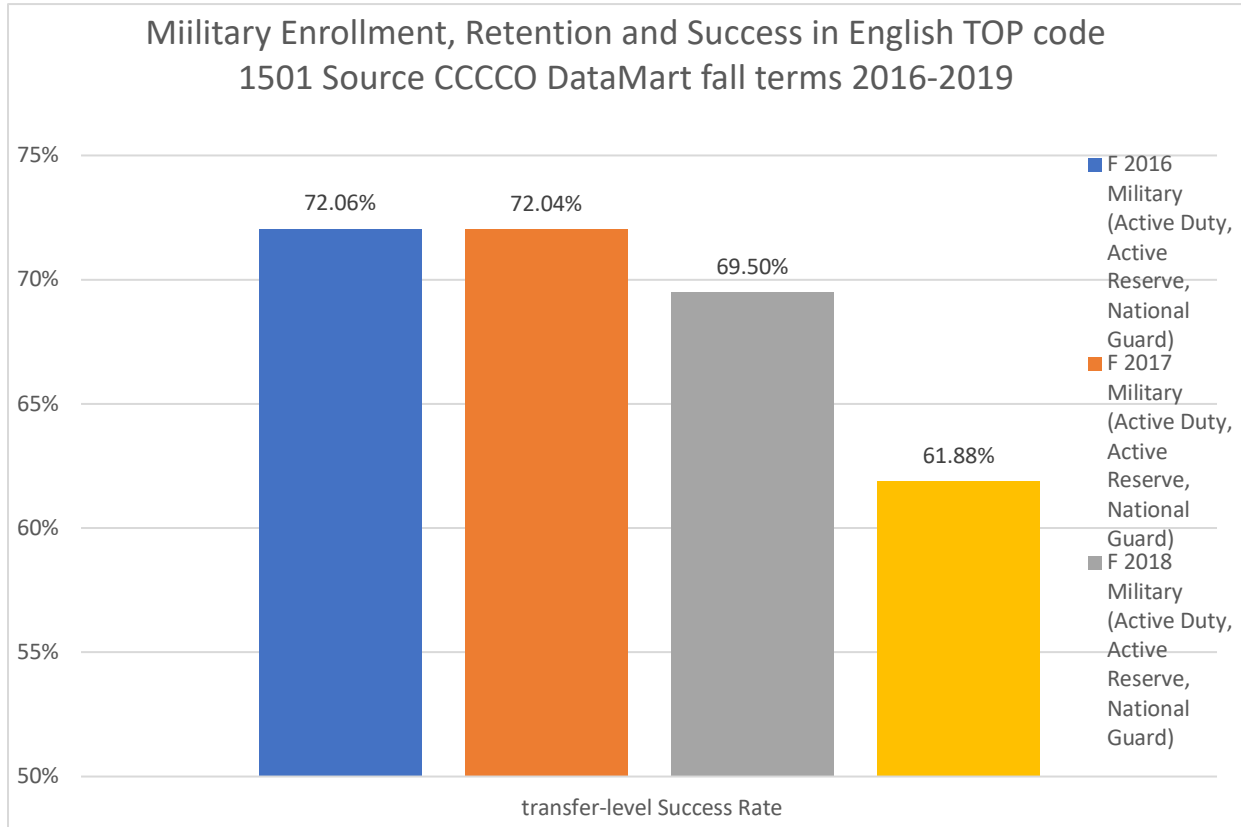
<b>Special Population – DSPS Disabled Student Programs and Services Transfer-Level English TOP code 1501.00 Fall terms 2016-2019</b>				
<b>Fall Term</b>	<b>Enrollment Count</b>	<b>Success Count</b>	<b>Unsuccessful attempts</b>	<b>Success Rate</b>
<b>F 2016 DSPS</b>	9,373	6,546	2,827	69.84%
<b>F 2017 DSPS</b>	9,863	6,902	2,961	69.98%
<b>F 2018 DSPS</b>	11,319	7,606	3,713	67.20%
<b>F 2019 DSPS</b>	14,594	9,149	5,445	62.69%
<b>change</b>	5,221	2,603	2,618	-7.15%

Veterans and active military represent two additional special populations with outcomes that need to be examined due to unintended consequences on the GI bill and/or subsequent financial aid. The table and chart below shows a drop in Active Military success rates of 10.18 percentage points from fall 2016 to 2019.

*Table 8 Military Enrollment, Success and Unsuccessful Attempts*

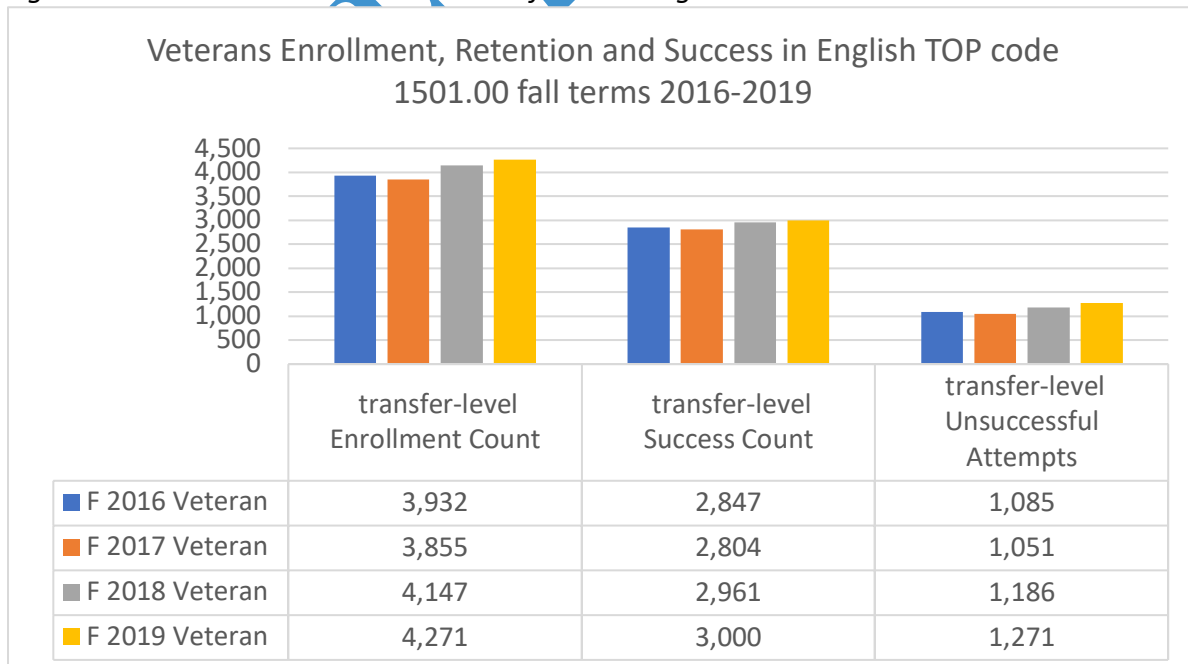
<b>Special Population - Military (Active Duty, Active Reserve, National Guard) Transfer-Level English TOP code 1501.00 Fall terms 2016-2019</b>				
<b>Fall Term</b>	<b>Enrollment Count</b>	<b>Success Count</b>	<b>Unsuccessful attempts</b>	<b>Success Rate</b>
<b>F 2016</b>	1,396	1,006	390	72.06%
<b>F 2017</b>	905	652	253	72.04%
<b>F 2018</b>	754	524	230	69.50%
<b>F 2019</b>	2,243	1,388	855	61.88%
<b>Change</b>	847	382	465	-10.18%

Figure 24 Military Success Rates in Transfer-level English (TOP code 1501)



Veterans gained slightly more throughput but also increased unsuccessful completions.

Figure 25 Veteran Success Rates in Transfer-level English



Foster Youth and CAFYES (Cooperating Agencies Foster Youth Educational Support) are two special population cohorts requiring further analysis and improvement. The number of CAFYES students placed into transfer-level increased by 5-fold (500 times) with 199 successful completions in F2019 but 340 unsuccessful attempts. The success rate decreased by 17.65 percentage points.

Figure 26 CAFYES transfer-level English data fall term 2016-2019

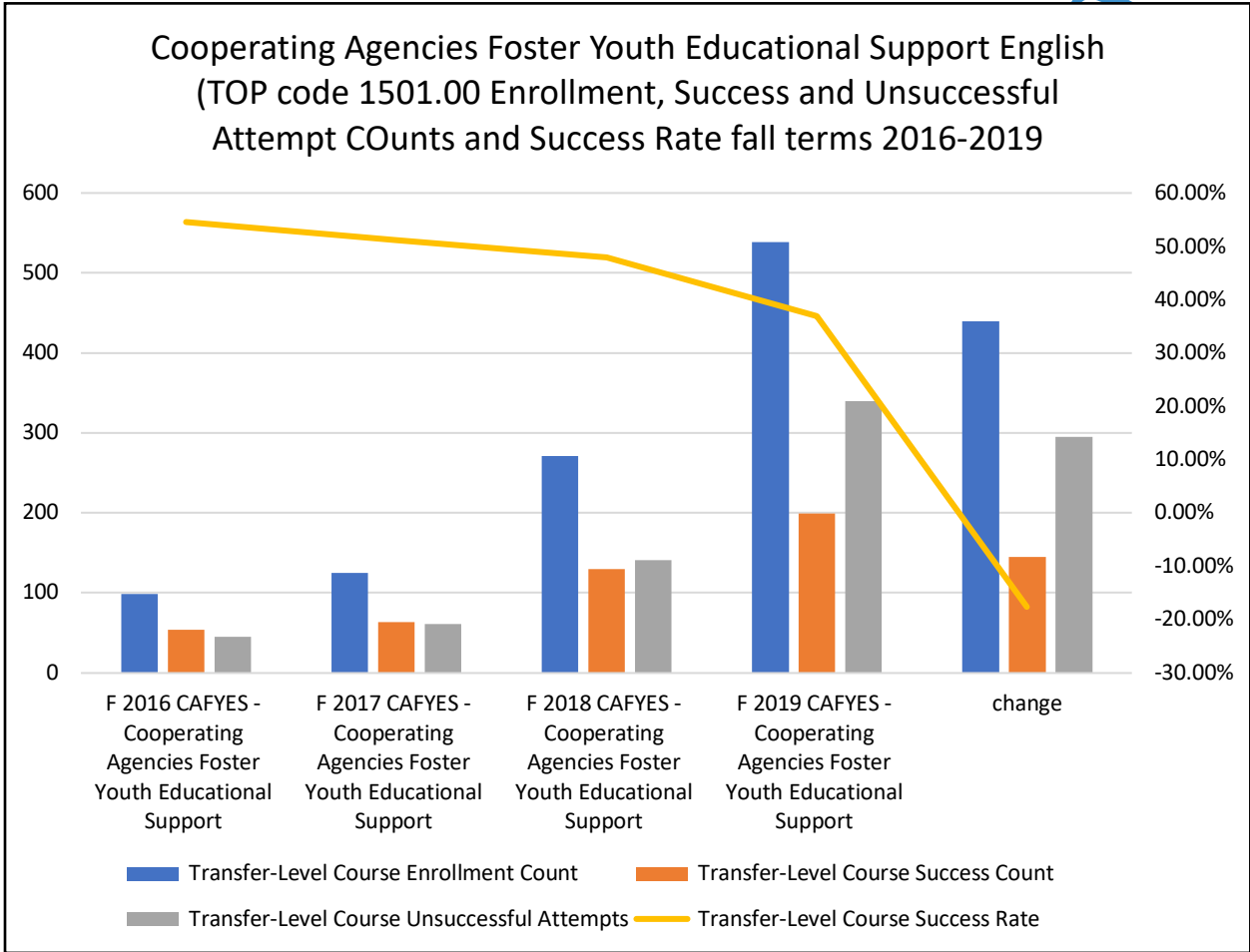


Table 9 CAFYES English 1501 Data fall terms 2016 to 2019

CAFYES (Cooperating Agencies Foster Youth Support) Transfer-Level English TOP code 1501.00 Fall Terms 2016-2019				
Fall Terms	Enrollment Count	Success Count	Unsuccessful attempts	Success Rate
F 2016 CAFYES	99	54	45	54.55%
F 2017 CAFYES	125	64	61	51.20%
F 2018 CAFYES	271	130	141	47.97%
F 2019 CAFYES	539	199	340	36.92%
change	440	145	295	-17.63%

Figure 27 Foster Youth Transfer-level English data fall terms 2016-2019

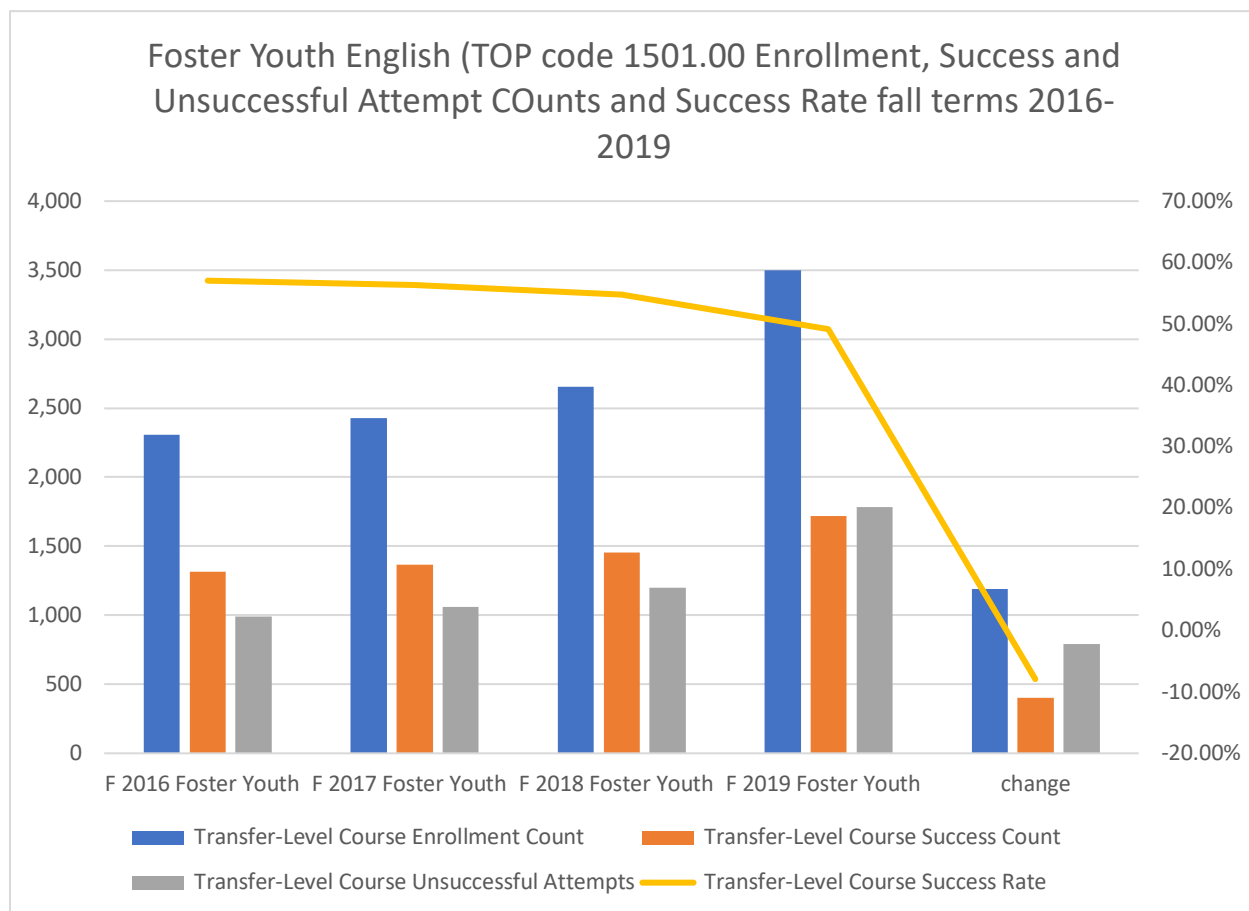


Table 19 Foster Youth Transfer -level English Data fall terms 2016-2019

Foster Youth Transfer-Level English TOP code 1501.00 Fall terms 2016-2019				
Fall Terms	Enrollment Count	Success Count	Unsuccessful Attempts	Success Rate
<b>F 2016 Foster Youth</b>	2,309	1,317	992	57.04%
<b>F 2017 Foster Youth</b>	2,427	1,367	1,060	56.32%
<b>F 2018 Foster Youth</b>	2,656	1,455	1,201	54.78%
<b>F 2019 Foster Youth</b>	3,501	1,719	1,782	49.10%
<b>change</b>	1,192	402	790	-7.94%

Foster Youth already had a significant transfer-level English success rate gap compared to White Non-Hispanic. In fall 2019, that success gap expanded to 26 points (49.10% success rate for foster youth as compared to 75.28% success in fall 2019). This equity gap between White Non-Hispanic (75.28%) and CAFYES was 38 percentage points. Is this success rate optimizing success for our Foster Youth and CAFYES students? Or should we consider different variables?



## What Strategies and Support Models Show Promise?

Providing students self-agency, which means options over which they have a choice, allows them to adjust for personal factors in their life that are not included in placement rules. Glendale Community College and other colleges used opportunities to implement Guided Self Placement into a variety of courses. Initial data from Glendale data for statistics placement based upon student self-placement indicates that that when students have the opportunity to select the course they feel prepared for, they tend to complete at a higher rate than students placed primarily on GPA. While the N is small, 322 students placed by GPA into statistics had a 49.4% success rate while 50 students self-placed into statistics had a 64% success rate in Fall 2019.

Specific populations, most likely those closest to the old placement cut-offs, have done well and benefitted from a broader placement strategy in transfer-level coursework. Examples of this are Asian ethnic groups and Puente, and MESA. However, the students with the largest gaps in skills and resources either opted not to enroll or became part of the growing number of unsuccessful attempts. Strategies that more carefully consider student preparation and ultimate educational goals (in a Guided Pathways model) can customize English and mathematics/quantitative reasoning to the student aligning and optimizing success from a student perspective.

While many new support models have presented additional successful strategies, students having to juggle high unit loads and time commitments have expressed difficulty. Not all co-requisite models are equal. The most successful co-requisite models have been described by ALP and the authors below as small, seamless with regards to course connections and most often having the same faculty teach both the target and the support course.

Corequisite or concurrent support models have additional costs not associated with standard or traditional courses. The smaller class sizes, which are essential to the high-touch support add to the cost considerably. In addition, increased tutoring and counseling support present additional costs. Although corequisite support developed by CCBC (Community College of Baltimore County) used the strategy successfully and many colleges nationally adopted their concept of co-requisites, a recently updated article by Goudas March 2017 (Updated May 2020) describes the importance of optimizing support and placement.

“The most important factor to consider is that because some [institutions are trying to cut costs](#), and [others have wanted to limit remediation because they view it as ineffective or a barrier \(Fain, 2012\)](#), a good idea for increasing college-level course outcomes has switched into a convenient and seemingly data-based model to allow institutions to fast-track and bypass remediation, all without the level of support in college-level courses that was initially recommended and studied. In other words, using

Accelerated Learning Program (ALP)<sup>31</sup> as a basis, some institutions are implementing versions of corequisites that are nothing more than placing remedial students into college-level courses and adding one lab hour as the sole means of support. These variations are not based on research, and therefore they resemble a bait-and-switch scheme. In order for the reform to qualify as a true bait and switch, of course, it must be intentional. Indeed, it is clear that some organizations, such as [Complete College America](#) (CCA), are engaging in the promotion of low-support corequisites solely as a means by which to limit or eliminate remediation. However, others are engaging in similar switches unintentionally. Regardless of intent, nevertheless, the corequisite reform movement may be harming at-risk students more than helping them.

The quote above was not included to “point fingers”. Rather, it is important to know many narratives state-wide and nation-wide in moving forward in analyzing English and mathematics pathways and placement and address any possible or perceived pitfalls with a goal to improve programs offered to students and optimize success.

The additional cost associated with units or load may break even with the traditional model since successful students are done in one term as opposed to two or more terms. With the recent COVID-19 crisis and the economic downturn, the ability for colleges to fully support these models may be limited as colleges make choices on what programs to support.

LACCD Analysis of student drops and withdrawals early in the Fall 2019 semester (week 6) compared to patterns in the previous fall semester caused them to create a survey tool for students which elicited helpful information from the students’ perspective.

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<sup>31</sup> Accelerated Learning Program (ALP) at the Community College of Baltimore County <https://alp-deved.org/>

Figure 28 LACCD Student Initiated Drops and Withdrawals on English and Math fall 2019

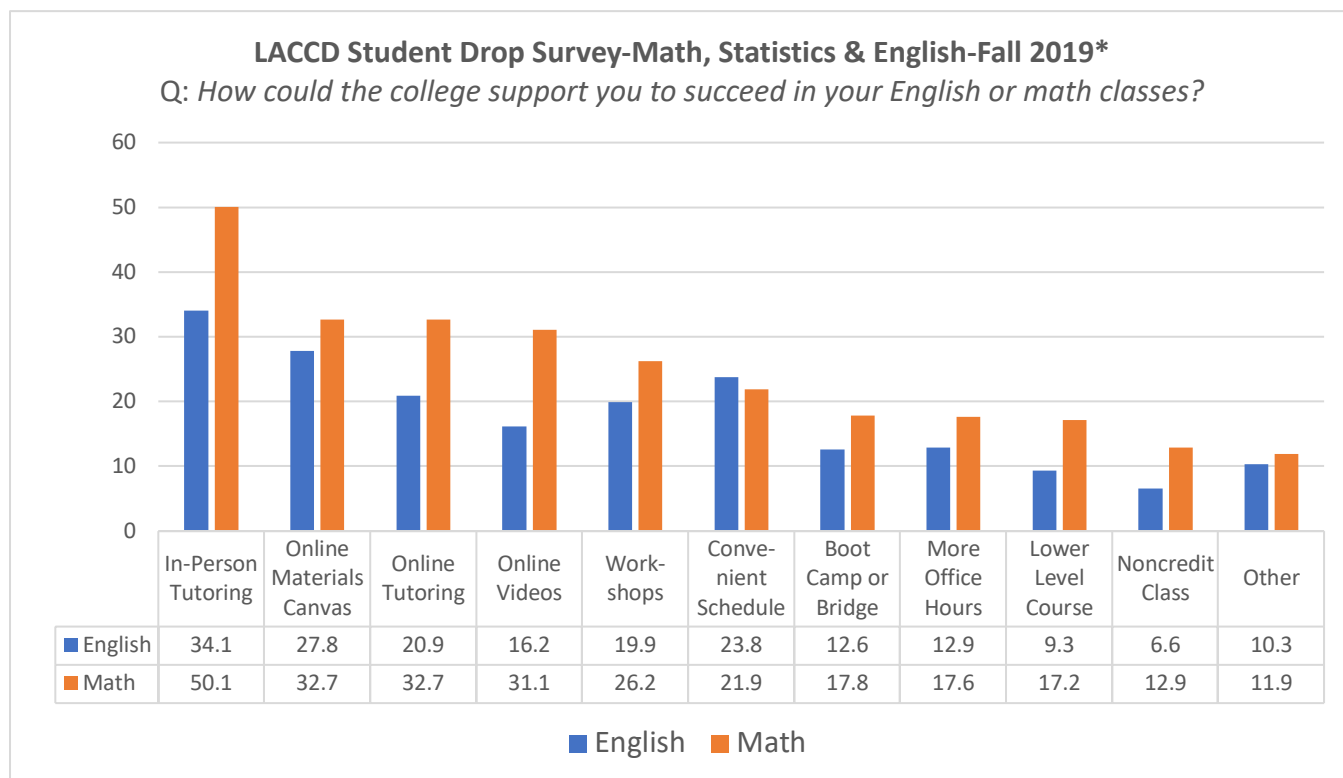
**Student Initiated Drops and Withdrawals in Selected English, Math and STAT Classes (through the end of Week 6)**

Subject	Catalog Nbr	Fall 2018 Enrolled (as of the end of 6th week)	Fall 2019 Enrolled (as of the end of 6th week)	Change	% Change	Fall 2018 Stdnt Init Drops (as of end of 6th week)	Fall 2019 Stdnt Init Drops (as of end of 6th week)	Fall 2018 % Stdnt Init Drops	Fall 2019 % Stdnt Init Drops
ENGLISH	101	12,207	18,166	5,959	49%	1,726	2,598	12.4%	12.5%
ENGLISH	102	3,212	3,280	68	2%	571	493	15.1%	13.1%
ENGLISH	103	3,484	3,585	101	3%	579	617	14.3%	14.7%
	<b>Subtotal</b>	<b>18,903</b>	<b>25,031</b>			<b>2,876</b>	<b>3,708</b>	<b>13.2%</b>	<b>12.9%</b>
MATH	125	7,141	4,371	-2,770	-39%	1,202	1,110	14.4%	20.3%
MATH	134	134	880	746	557%	19	228	12.4%	20.6%
MATH	137	240	618	378	158%	34	97	12.4%	13.6%
MATH	227	5,696	9,796	4,100	72%	1,127	1,894	16.5%	16.2%
MATH	238	433	506	73	17%	85	151	16.4%	23.0%
MATH	240	795	973	178	22%	89	124	10.1%	11.3%
MATH	241	342	467	125	37%	63	81	15.6%	14.8%
MATH	245	561	716	155	28%	103	202	15.5%	22.0%
MATH	260	1,315	1,611	296	23%	163	299	11.0%	15.7%
MATH	261	1,190	1,066	-124	-10%	206	140	14.8%	11.6%
MATH	262	666	685	19	3%	88	96	11.7%	12.3%
MATH	263	427	432	5	1%	59	61	12.1%	12.4%
	<b>Subtotal</b>	<b>18,940</b>	<b>22,121</b>			<b>3,238</b>	<b>4,483</b>	<b>14.6%</b>	<b>16.9%</b>
MATH	125S	0	660	660	N/A	0	188		22.2%
MATH	227S	0	484	484	N/A	0	105		17.8%
STAT	1	586	202	-384	-66%	110	30	15.8%	12.9%
STAT	100	157	305	148	94%	11	52	6.5%	14.6%
STAT	101	403	1,390	987	245%	41	197	9.2%	12.4%
	<b>Subtotal</b>	<b>1,146</b>	<b>1,897</b>			<b>162</b>	<b>279</b>	<b>12.4%</b>	<b>12.8%</b>

Data does not include Instructor Initiated Drops or Ws  
 Reported on: 10/07/2019

The fall 2019 survey of students who dropped mathematics, statistics, or English classes, LACCD found that students had many reasons for dropping and indicated that the colleges could better support their success through additional tutoring, online resources, workshops, office hours, lower-level courses, noncredit classes, and other interventions.

Figure 29 LACCD Student Drop Survey on Success Strategies



### Considering the Educational Needs and Preparation of the Local Student Population

When determining how best to reform a college’s placement protocols in compliance with AB 705 or Ed Code section 78213, it is crucial to consider the entire range of the educational needs and preparation of the local student population. While the goal of getting students through transfer-level English and mathematics is high, it is also important to make sure students are taking the courses that prepare them for the best chance of success in their self-determined educational goal such as course work for job advancement, a certificate or degree, transfer to a 4-year institution, career, life-long learning/self-improvement, or life beyond the institution. While it may be more beneficial to colleges for both financial and state-wide data goals to place a student in a liberal arts mathematics pathway as opposed to a STEM pathway, it is still important to consider the student’s self-determined goals. Liberal Arts pathways (which means Statistics at many colleges, but also includes other valuable course options) is very different from the STEM or BSTEM mathematics pathway, and a student who is not properly placed initially may face an even longer time in the mathematics pathway had they been appropriately placed in the beginning? Currently, African Americans, Latinx, and women are under-represented in STEM fields, where there is high demand for more workers and growing opportunities for jobs with living-wage (and much higher) salaries. In addition, communication in writing is important, especially, now that so much our work is done via written

communication as opposed to in-person conversation. Finally, learning takes time. People learn at different rates from each other and throughout their lives

### **Financial Resources for Successful English and Mathematics Placement Protocols**

The passage of AB 705 occurred with no additional funding for the colleges, as it was determined by the Legislative Analyst's Office (LAO) that AB 705 was not an unfunded mandate. Fortunately, the CCCC permits colleges to use a small portion Student Equity and Achievement (SEA) Program funding for implementation and ongoing support, since one of the major goals of AB 705 is to close equity and achievement gaps. Furthermore, most local governing boards and administration directed as much funds as they could to implement AB 705. Faculty were provided with reassigned time or stipends to study and overhaul their placement protocols and redesign curriculum, if needed to offer support coursework with smaller class sizes. New full-time faculty were hired to meet the demand for additional instruction.

### **To Remediate or Not to Remediate**

Remediation no longer means pre-transfer basic skills coursework requiring a prior semester. Remediation includes both corequisite support, accelerated or stretch coursework and pre-degree applicable coursework, many would interpret remediation as exclusively the latter. Some colleges are struggling with English and mathematics prerequisites in other non-sequential courses, and some are concluding that a student who is placed in a transfer-level course with a corequisite have met the prerequisite of a transfer-level course. Some disagree and think that placement into a corequisite is not the same level of preparation.

Just as there are numerous studies that support the disadvantages of remediation, there are numerous studies that support the advantages of remediation. In this section, there are references to several research projects with both pros and cons of remediation. The reader should investigate the studies and share with colleagues while evaluating and refining local placement protocols.

Atwell, Lavin, and Thurston concluded, "Our analyses were able to distinguish the effects of a poor high school academic preparation from the effects of taking remedial coursework in college, and we found that most of the gap in graduation rates has little to do with taking remedial classes in college. Instead, that gap reflects preexisting skill differences carried over from high school. In two-year colleges, we found that taking remedial classes was *not* associated at all with lower chances of academic success, even for students who took three or more remedial courses. Contra Deil-Amen and Rosenbaum's (2002) thesis, in multivariate analyses two-year college students who took remedial courses were somewhat less likely to drop out in the short run, and were no less likely to graduate than were nonremedial students with similar academic backgrounds. In addition, two-year college students who successfully passed remedial courses were more likely to graduate than equivalent students who never took remediation were, suggesting that developmental courses did help those students who completed them. These apparent benefits from taking remediation

should not obscure the fact that overall graduation rates in two-year colleges are quite low. Nor should we overlook our finding that taking remediation caused a modest delay in time to degree for two-year college students.”<sup>32</sup>

These same conclusions do not hold true with four-year institutions where remediation does not contribute to final degree completion, but the student population differences, combined with life and work responsibility indicate that observing outcomes without consideration of the student population and educational trajectory may influence data analyses.

Co-requisite and Co-support models vary including:

- Accelerated Learning Program (ALP) which mainstreams remedial students, enrolling them in college-level courses with non-remedial students and a required corequisite course, with the same instructor
- Mandatory Labs or Tutoring services that focus on customizing support to students
- Mandatory or optional support co-requisites
- Learning Community models
- Just in time remediation for specific outcomes or skills addressed in DLA (Directed Learning Activities)
- Accelerate courses that compress remedial and transfer level into a shorter and more intensive timeframe
- Stretch or Extended courses that span more than one semester

Ultimately professionals must determine whether learning outcomes can be achieved at the same time or scaffolded on foundational learning and the best strategy to provide a lasting skill set for educational pathways. In addition, consideration of college completion rates should be included. The CCRC continuation study of the Tennessee strategy concluded, “We found no significant impacts of placement into corequisite remediation on enrollment persistence, transfer to a four-year college, or degree completion. This suggests that corequisite reforms, though effective in helping students pass college-level math and English, are not sufficient to improve college completion rates overall.”<sup>33</sup>

## Conclusion

Faculty, statewide should be commended for their efforts to implement AB 705, creating pathways, evaluating and improving instruction methods, and designing support structures for their students. Successful implementation of AB 705 now statute in CA Ed Code section 78213 requires continuous quality improvement: implement, evaluate, make improvements, and do it

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<sup>32</sup> New Evidence on College Remediation Paul A. Attewell, David E. Lavin, Thurston Domina, Tania Levey The Journal of Higher Education, Volume 77, Number 5, September/October 2006, pp. 886-924 (Article) Published by The Ohio State University Press DOI: For additional information about this article [ This content has been declared free to read by the publisher during the COVID-19 pandemic.] <https://doi.org/10.1353/jhe.2006.0037>

<sup>33</sup> Ran, F. X., & Lin, Y. (2019). *The effects of corequisite remediation: Evidence from a statewide reform in Tennessee* (CCRC Working Paper No. 115). Community College Research Center, Teachers College, Columbia University. <https://ccrc.tc.columbia.edu/media/k2/attachments/effects-corequisite-remediation-tennessee.pdf>

again. It requires a holistic approach considering many variables that contribute to student success. It is of utmost importance that community colleges recognize their student population and their mission to successfully enable California community college students to reach their educational goals. In fact, due to the large number of under-represented and minoritized (URM) students and populations that are disproportionately impacted by our (U.S.) educational systems, attending a California community college represents an effective mechanism for social justice, equity, social mobility and economic health. Key in students realizing their chosen educational goals, is proper placement into appropriate coursework in the student's self-determined pathway to optimize student success, increasing throughput (for the institution), increasing the student's probability of success, and decreasing the student's probability of not completing their goal. In order to support this important mission, AB 705 (Irwin, 2017) was enacted with a goal to ensure that prepared students did not face undue barriers to their educational goals and specifically, were not placed into remedial education unless they are highly unlikely to succeed in transfer-level coursework. Readers should reference the actual legislation to understand the goal and evaluate implementation success per the intent of the legislature, and the needs of their local student populations and communities.

The implementation guidelines<sup>34</sup> stated, "Analysis performed by the MMAP team demonstrates that even students with the lowest levels of high school performance are more likely to successfully complete a transfer level course in one year if they are placed directly into transfer level, rather than being placed even one level below given the current structure of developmental education from a system level." The data above from Data Mart concerning special populations indicates a need to re-examine practices and invite collaboration with the MMAP team. There are many variables to consider for optimizing student success.

Even if students are more likely to pass a transfer-level course by direct placement, it is still crucial that more than one variable be considered when evaluating and optimizing (maximizing) student success, such as the likelihood that a student will actually successfully complete the course, and if the student is unsuccessful, the chances that the student will persist, to name just a couple.

The Public Policy Institute of California considered transfer level placement implementation data, pre-AB 705 at some CCC's (Oct 2019)<sup>35</sup>. Their findings included higher percentages of placement into transfer-level English and mathematics, broadening access to transfer-level courses and resulting in more students completing in one semester. They found course success numbers increased, yet equity gaps remained and that students with co-requisite support had higher completion rates than in traditional courses. Significantly, they felt that,

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<sup>34</sup> Memo A19-19 AB 705 Implementation Guidelines

<https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5b6ccfc46d2a73e48620d759/1533857732982/07.18+AB+705+Implementation+Memorandum.pdf.pdf>

<sup>35</sup> What Happens When Colleges Broaden Access to Transfer-Level Courses? Evidence from California's Community Colleges: <https://www.ppic.org/publication/what-happens-when-colleges-broaden-access-to-transfer-level-courses-evidence-from-californias-community-colleges/>



“Moving forward, data collection and sharing, research, and evaluation will be more important than ever. It will be crucial to identify any groups of students who are not successful under the new model; evaluate whether and how the new policies are affecting racial/ethnic achievement gaps; determine which kinds of concurrent support work best; and identify any unintended consequences of the law. Colleges should be willing to make additional changes based on this evidence. System-wide, the Chancellor’s Office should play a role in supporting colleges and ensuring transparency and accountability.”

The California community colleges through their Guided Pathways frameworks, are working to “meet the students where they (the students) are”. Leading up to and with the passage and implementation of AB 705, more students are taking transfer-level English and mathematics courses, and are successful, especially those in historically disproportionately impacted groups. And, more students are accruing unsuccessful attempts in those transfer-level courses, especially those in historically disproportionately impacted groups. Colleges must be pro-active and student-centered to address the areas that need improvement now, and not wait until later. Too often, educational systems are forced to abandon an innovation or reform when a challenge is encountered. However, there is support and momentum in the California community college system to celebrate and embrace the successes and address the challenges, head on, in order to improve the education provided to the communities in California, and close the equity and achievement gaps that persist.

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## Appendix A

The following data represent the fall 2016 and fall 2019 student characteristics in the CCC's. The purpose is to describe the diversity in this open admission system. (Source CCCCO: Datamart)

Characteristic	Fall 2016	Fall 2019
Part-time (less than 12 units)	68.3%	67.8%
Part-time (less than 15 units)	91.1%	89.8%
<b>Ethnicity</b>		
African-American	5.87 %	5.37 %
American Indian/Alaskan Native	0.43 %	0.35 %
Asian	10.83 %	10.83 %
Filipino	2.88 %	2.65 %
Hispanic	45.01 %	47.30 %
Multi-Ethnicity	3.76 %	3.76 %
Pacific Islander	0.41 %	0.40 %
Unknown	4.35 %	5.93 %
White Non-Hispanic	26.47 %	23.41 %
<b>Special Populations</b>		
CalWORKs	1.3%	0.9%
DSPS (Disabled Students Program & Services)	5.8%	6%
EOPS	4.8%	5%
Foster Youth	1.2%	1.2%
First Generation	28.2%	31.8%
Incarcerated	.48%	.81%
Veteran	2.1%	2%
<b>Enrollment status</b>		
First-Time Student	17.27 %	15.91 %
First-Time Transfer Student	7.75 %	7.00 %
Returning Student	10.98 %	10.92 %
Continuing Student	57.20 %	55.74 %
Uncollected/Unreported	2.87 %	3.82 %
Special Admit Student	3.93 %	6.61 %
<b>Previous Education</b>		
Received College Degree	9.4% (62.7% bachelor's degree; 37.3% AA)	10.6% (64% Bachelor's degree; 36% AA)
High School Graduate w/o college degree	81.2%	76.7%
Foreign Secondary School Degree	4.2%	3.9%
Passed GED	4.3%	3.3%
Received CA HS proficiency	1.6%	1.1%
Not a HS graduate	2%	1.78%
Special Admit – currently in HS	4.2%	7.2%
<b>Ages</b>		
19 years old or Less	26.67 %	30.55 %
20 to 24	32.70 %	29.34 %
25 to 29	13.56 %	12.80 %
30 to 34	7.37 %	7.43 %
35 to 39	4.94 %	5.07 %
40 to 49	6.49 %	6.37 %
50 +	8.25 %	8.43 %
Day/Evening enrollment		
Day	74.47 %	73.45 %

Evening	17.26 %	14.92 %
Unknown	8.28 %	11.63 %

## Appendix B

### Special Populations (Mandatory elements) Data Element Dictionary

<https://webdata.cccco.edu/ded/sg/sg.htm> -

#### Elements mandatory Summer 2012

SG01 - This element indicates that the student's military service status. (1), veteran (2), active reserve (3) or national guard (4).

SG02 - This element indicates the military service status of the student's parent/guardian if the student is a dependent child/spouse.

SG03 - This element indicates whether the student is now, or has ever been, in a court-ordered out-of-home placement

SG04 - This element indicates an Incarcerated Student

SG05 - This element indicates whether the student met the educational and financial eligibility criteria and received services from the Mathematics, Engineering, and Science Achievement (MESA) program. If a student has a demonstrated Achievement in a Science, Engineering, or Mathematics (ASEM) major and the intent to transfer to a four-year college or university but does not fully meet all of the MESA eligibility criteria, they are to be reported as an ASEM student if they are associated with the campus MESA Center. The student may also be referred to as a "MESA Club member", a "friend of MESA", or "Mesa Associate", etc.

SG06 - This element indicates whether the student met the eligibility criteria and received services from the Puente program.

SG07 - This element indicates whether the student met the eligibility criteria and is enrolled in either the Middle College High School (MCHS) program or the Early College High School (ECHS) program.

SG08 - This element indicates whether the student met the eligibility criteria and received services from the Umoja program.

SG09 - Parent Education level (first Generation status) - deleted and moved to SB 33 8/24/2017

#### ELEMENTS mandatory Summer Term 2012 updated Summer 2018

SG10 - This element indicates whether the student is a participant in a Career Advancement Academy (CAA) or another Integrated Education and Training (IET) program that meets federal standards.

#### ELEMENTS mandatory Summer Term 2016

SG11 - This element indicates whether the student is a participant in a Board of Governors approved NextUp/ Cooperating Agencies Foster Youth Educational Support (CAFYES) program at the college during the reporting term.

#### ELEMENTS mandatory Summer Term 2017

SG12 - Student Baccalaureate Program

SG13 - This element indicates whether the student is a participant in a College and Career Access Pathways (CCAP) agreement during the reporting term.

#### ELEMENTS mandatory Summer Term 2018

SG14 - The first position of the element is used to report the code identifying the student's economically disadvantaged status. The second position identifies the type of source used to determine the status code. (CalWORKs/TANF/AFDC, SSI, general assistance, food and nutrition act, total family income that does not exceed the higher of the poverty line or 70% of the lower living standard income level, with a disability whose own income is below the poverty line but

who is a member of a family whose income does not meet this requirement, Student is identified as a homeless individual or homeless child or youth or runaway youth or other economically disadvantaged.

SG15 - This element indicates whether the student is identified as having been subject to any stage of the criminal justice process.

SG16 - This element indicates whether the student is identified as homeless as defined in the Workforce Innovation and Opportunity Act.

SG17 - This element indicates whether the student is identified as being unemployed for 27 consecutive weeks or longer.

SG18 - This element indicates whether the student is self-identified as possessing attitudes, beliefs, customs, or practices that influence a way of thinking, acting, or working that may serve as a hindrance to employment.

SG19 - This element indicates whether the student was a seasonal farm worker.

SG20 - This element indicates whether the student is identified as having a low level of literacy.

SG21 - This element indicates whether the student participated in specific types of work-based learning during the reporting term.

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CA Education Code section 78213 (AB705) (Student Matriculation):

[https://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?sectionNum=78213.&lawCode=EDC](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=78213.&lawCode=EDC)

CA Education Code 66010.4 (Comprehensive Mission Statement):

[https://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=66010.4](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=66010.4)

Title 5 section 55522 (English and Mathematics Placement and Assessment):

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( this is the actual republication **RP Group** [Access, Enrollment, and Success in Transfer-Level English and Math in the California Community College System, September 2019](https://files.eric.ed.gov/fulltext/ED599388.pdf) <https://files.eric.ed.gov/fulltext/ED599388.pdf>

Community College Review Volume: 47 issue: 2, page(s): 178-211

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[Peter Riley Bahr](#)<sup>1</sup>, [Loris P. Fagioli](#)<sup>2</sup>, [John Hetts](#)<sup>3</sup>, [Craig Hayward](#)<sup>4</sup>, [Terrence Willett](#)<sup>2</sup>, [Daniel Lamoree](#)<sup>3</sup>, [Mallory A. Newell](#)<sup>2</sup>, [Ken Sorey](#)<sup>3</sup>, [Rachel B. Baker](#)<sup>5)</sup>

RP Group AB 705 Research and Analysis Ideas for Collaboration between Researchers and Faculty, January 2020

[https://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/Publications/AB705 Faculty IR Collaboration FINAL.pdf?ver=2020-01-16-073919-530](https://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/Publications/AB705_Faculty_IR_Collaboration_FINAL.pdf?ver=2020-01-16-073919-530)

RP Group Validating Placement

<https://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/Presentations/ValidatingPlacementSystems.pdf>

UC Transfer Data from California Community Colleges UCOP

<https://admission.universityofcalifornia.edu/counselors/files/uc-transfer-application-data.pdf>

**Contributors:**

ASCCC Guided Pathways Task Force 2029-20

*Will include names later...*

Angela Echeverri, LACCD District Academic Senate President

Michael Davis, Glendale Community College Academic Senate 1<sup>st</sup> Vice President

**Reviewer:**

*Will include names...*

DRAFT 7-31-2020



## Executive Committee Agenda Item

SUBJECT: OERI Update		Month: August	2020
		Item No: V. E.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will receive an update on the Open Educational Resources Initiative (OERI).	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Krystinne Mica/Michelle Pilati	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Discussion	X

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

### BACKGROUND:

The Executive Committee will receive an update on the Open Educational Resources Initiative (OERI), including major goals for 20-21 and highlights from the work done in 19-20.

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



## Executive Committee Agenda Item

SUBJECT: C-ID Update		Month: August	2020
		Item No: V. F.	
		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	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Discussion	X

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

### BACKGROUND:

The 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). Most recently, the C-ID system was used to explore creation of descriptors and model curriculum in career education programs, as well as alignment with the UC Transfer Pathways, resulting in the Chemistry and Physics degree templates.

The Executive Committee will receive an update on the C-ID system, including major goals for 20-21 and highlights from the work done in 19-20.

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





## Executive Committee Agenda Item

SUBJECT: Meeting Debrief		Month: August	Year: 2020
		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	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Discussion	X

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

### BACKGROUND:

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

---

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

## MEETING NOTES

### California Community Colleges Chancellor’s Office CPL Workgroup Meeting (Spring 2020)

April 27, 2020 | 11 am – 1 pm

Name	Org	Attendance	Name	Org	Attendance
Arambula, Raul (Co-chair) (M)	CO	Y	Matykiewicz, Edward (M)	ASCCC	Y
Chacon, Jacqueline (G)	CO	Y	Mudgett, Benjamin (G)	ASCCC	Y
Chapman, Quajuana (G)	CSU	Y	Nelson, Terence (M)	ASCCC	Y
Cruz, Mayra (M)	ASCCC	Y	Plug, Michelle (M)	ASCCC	Y
Finch, Wilson (M)	CAEL	Y	Quinn, Bob (G)	CO	Y
Guiney, Chantee (M)	CO	Y	Randall, Meridith (M)	OEI	Y
Henderson, Silvester (M)	ASCCC	Y	Roberson, Carrie (Co-chair) (M)	ASCCC	Y
Justice, Lilian (M)	CACCRAO	Y	Rodriguez, Devin (G)	CO	Y
Lewis, Jodi (G)	FCC	Y	Rose, Candace (G)	ASCCC	N
Lezon, Barbara (G)	CO	Y	Sampson, Sharon (M)	CO	Y
Lovelace, Kevin (G)	CO	Y	Thomas, Marshall (G)	CSU	Y
Lowe, Aisha (M)	CO	Y			

M = Committee Member; G = Guest; “Y” = Present at meeting; “N” = Not present

Click [\[here\]](#) to access the meeting recording with integrated audio transcript (or copy and paste the URL below)

[https://cccconfer.zoom.us/rec/play/68F8JLyqpzI3GIXAtASDVvB-W467KqushiJNgKYIzU6wByZRN1HwY7sWarG8AYTq\\_BvWsaBhH\\_uAauUb?continueMode=true&x\\_zm\\_rtaid=To-BfIT7QqCobp-BJY9V7A.1590205601530.aa1eb3547cf48c3c9d8e43786e22b97c&x\\_zm\\_rhtaid=223](https://cccconfer.zoom.us/rec/play/68F8JLyqpzI3GIXAtASDVvB-W467KqushiJNgKYIzU6wByZRN1HwY7sWarG8AYTq_BvWsaBhH_uAauUb?continueMode=true&x_zm_rtaid=To-BfIT7QqCobp-BJY9V7A.1590205601530.aa1eb3547cf48c3c9d8e43786e22b97c&x_zm_rhtaid=223)

1. **Welcome/check-in** - The attendance of members and guests is annotated in the table above.

2. **Stakeholder Updates**

- ACCCC – Carrie Roberson shared brief update on ASCCC faculty representatives and mentioned turnover and opportunities for faculty appointees.
- CACCRAO – Lillian Justice provided update that the CACCRAO annual conference will be cancelled this year
- CAEL – Wilson Finch shared he is eager to continue efforts with the CPL workgroup
- CSU – Marshall Thomas provided a brief update on CSU Executive Order 1036 and mentioned there is more work to be done on CSU CPL efforts
- CO Student, Equity, and Achievement (SEA) – Barbara Lezon provided brief overview of SEA program goals and objectives; \$415 million SEA categorical program to support CCCs with cross-campus and institution planning efforts.

- OEI- Meredith Randall shared that CVC is very busy during this time. Coordination and planning efforts with ASCCC. A goal is to have the Course Exchange open for student use by June 30, 2020.
  - Veterans – Jackie Chacon shared she is a new program lead on the CO Veterans Program. The annual Veterans Summit is postponed until October 2020.
3. **Update on CPL Draft Guidance Memo** – Vice Chancellor Aisha Lowe provided an update and clarified that the draft CPL policy guidance memo is pending consultation. The goal is to release by early summer.
  4. **CPL Faculty Pilot** – Carrie Roberson provided an update on the CPL disciplines crosswalk pilot. The purpose of the faculty CPL disciplines pilot is to crosswalk prior learning experiences to courses to make credit recommendations. There are seven disciplines: Business, IT, Health, Cybersecurity, Fire Science, Automotive Technology, and Administration of Justice. Faculty developed crosswalks for awarding credit based upon military training, industry certifications, and/or workplace training. The process is equity-focused. The crosswalk model process will help to guide districts with CPL implementation. The final convening to collect crosswalks and conduct a report-out by discipline was delayed due to COVID-19 but the goal is to convene a faculty discipline crosswalks report-out meeting around mid to late May 2020 (additional details will be announced). A goal is to utilize the CPL community forum on the CCC Vision Resource Center (VRC) to share resources such as discipline crosswalks, models for college-wide implementation, toolkits, and FAQs.
  5. **CPL Policy Implementation Pilot** – Jodi Lewis provided an update on the status of the CPL policy implementation pilots. The pilot consists of colleges in the far north (Shasta College and College of the Siskiyous) and southern region (Palomar) of the state. The activities of colleges in the far north includes collaborations with workforce regional directors, faculty professional development, and integration with Guided Pathways regional coordinators. The activities of the Palomar College pilot include the development of Board Policies and Administrative Procedures. Palomar received a \$500k grant to develop a military leadership Associate Degree program. A goal is to utilize the CPL community forum on the CCC Vision Resource Center (VRC) to share resources such as templates, process flow for college-wide implementation, toolkits, and FAQs.
  6. **MIS Data Elements** – By May 2020, CO CPL team to coordinate with research office (VC Lundy-Wagner) in ES Division to discuss the creation of CPL MIS data element(s) to track student progress and help to support continuous improvement. Ideally, the new data element could be added in the 2020-21 academic year.
  7. **College Catalog** – The amended CPL regulation section 55050, subsection (d) states:  
*[C]redit may be awarded for prior experience or prior learning only for individually identified courses with subject matter similar to that of the individual's prior learning, and only for a course listed in the catalog of the community college ...*  
(CCR, tit. 5, § 55050 (d))

OEI representative suggested online Course Exchange as an approach. Group agreed CO consultation with 5C will help to inform next steps and guidance to districts.

8. **District CPL Policy Certifications** – Discussion on title 5, section 55050 (n) district certification requirement, which reads, “[B]y December 31, 2020, the district shall certify in writing to the Chancellor of the California Community Colleges that the policies required by this section have been adopted and implemented” (CCR, tit. 5, § 55050 (n)). Discussion centered upon whether the deadline of December 31, 2020 should be extended due to the COVID-19 pandemic.

9. **Next Steps**

a. Action items

- i. “Save the Date” calendar invitation for CPL faculty pilot report-out meetings to be released soon.
- ii. Barbara Lezon to send CO CPL team information on Guided Pathways regional coordinators meetings

10. **Next Meeting** - June 11, 2020 at 10:00 am – 12:00 pm. Meeting agenda and details TBA

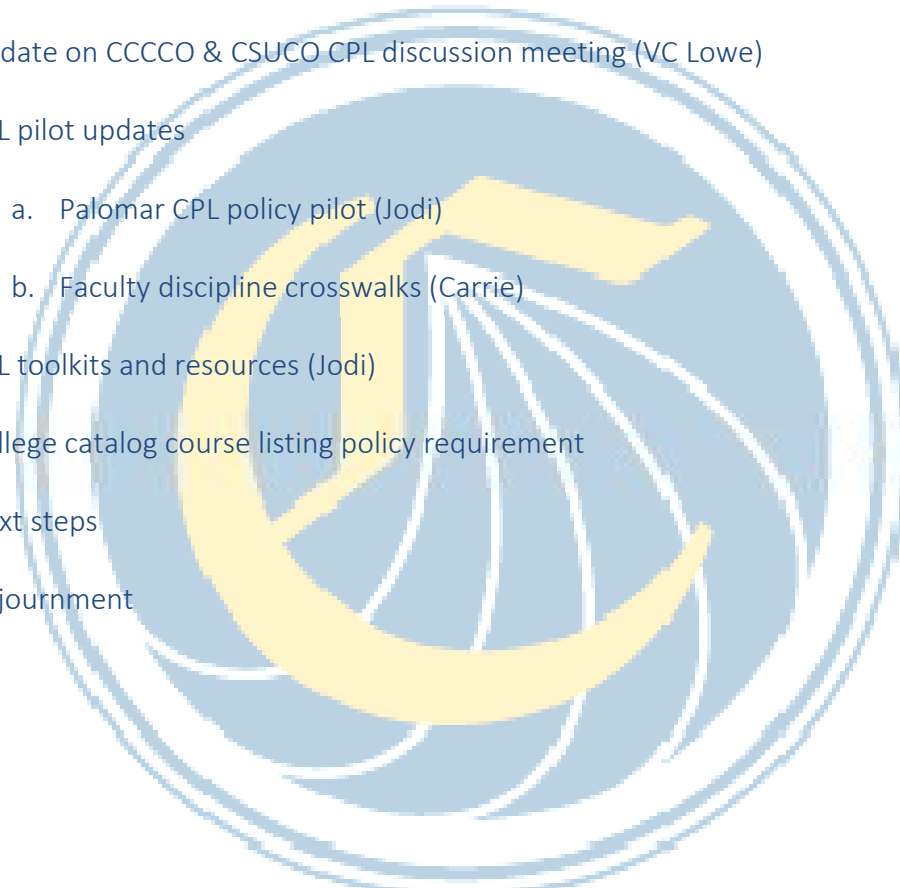
11. **Adjournment** – The workgroup meeting ended at approximately 12:40 p.m.

## AGENDA

### CCCCO CPL Workgroup Meeting

June 11, 2020  
10 AM – 12 PM

Zoom: <https://cccconfer.zoom.us/j/94938729717>

- 1) Welcome/check-in (Chantée)
  - 2) Opening remarks (Co-Chairs: Raul and Carrie)
  - 3) Stakeholder updates (ASCCC, CACCRAO, CAEL, CSU, CO SEA (Equity), OEI-CVC, CO Veterans Program)
  - 4) Update on CCCCC & CSUCO CPL discussion meeting (VC Lowe)
  - 5) CPL pilot updates
    - a. Palomar CPL policy pilot (Jodi)
    - b. Faculty discipline crosswalks (Carrie)
  - 6) CPL toolkits and resources (Jodi)
  - 7) College catalog course listing policy requirement
  - 8) Next steps
  - 9) Adjournment
- 

CCR title 5, § 55050, CPL -

[https://govt.westlaw.com/calregs/Document/IAE7881A8C3ED4DD3B4F2194E32E06B23?viewType=FullText&listSource=Search&originationContext=Search+Result&transitionType=SearchItem&contextData=\(sc.Search\)&navigationPath=Search%2fv1%2fresults%2fnavigation%2fi0ad62d2e0000171505fa7a9aef5a974%3fNav%3dREGULATION\\_PUBLICVIEW%26fragmentIdentifier%3dIAE7881A8C3ED4DD3B4F2194E32E06B23%26startIndex%3d1%26transitionType%3dSearchItem%26contextData%3d%2528sc.Default%2529%26originationContext%3dSearch%2520Result&list=REGULATION\\_PUBLICVIEW&rank=1&t T1=5&t T2=55050&t S1=CA+ADC+s](https://govt.westlaw.com/calregs/Document/IAE7881A8C3ED4DD3B4F2194E32E06B23?viewType=FullText&listSource=Search&originationContext=Search+Result&transitionType=SearchItem&contextData=(sc.Search)&navigationPath=Search%2fv1%2fresults%2fnavigation%2fi0ad62d2e0000171505fa7a9aef5a974%3fNav%3dREGULATION_PUBLICVIEW%26fragmentIdentifier%3dIAE7881A8C3ED4DD3B4F2194E32E06B23%26startIndex%3d1%26transitionType%3dSearchItem%26contextData%3d%2528sc.Default%2529%26originationContext%3dSearch%2520Result&list=REGULATION_PUBLICVIEW&rank=1&t T1=5&t T2=55050&t S1=CA+ADC+s)

CPL Initiative Report (FCC Success Center, 2019) - <https://www.cccco.edu/-/media/CCCCO-Website/Reports/success-center-cpl-initiative-report-for-cccco-final.pdf?la=en&hash=2B50F17C0A47775A58EAF6631613B6A4D537CB8F>

## CCCCO CPL Workgroup Meeting

### AGENDA

July 23, 2020  
10 am – 12 pm

Zoom: <https://cccconfer.zoom.us/j/94938729717>

- 1) Check-in / Opening remarks (co-chairs)
- 2) Review and discuss draft memo and draft toolkit
- 3) College catalog course listing requirement
- 4) CPL data reporting requirement
- 5) Implementation timeline
- 6) Stakeholder updates
- 7) Next Steps
- 8) Adjournment

Topic: CPL Workgroup Meeting (CCCCO)

Time: Thursday, July 23<sup>rd</sup> @ 10am – 12pm

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/94938729717>

Or iPhone one-tap (US Toll): +16699006833,94938729717# or +13462487799,94938729717#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

+1 346 248 7799 (US Toll)

+1 253 215 8782 (US Toll)

+1 301 715 8592 (US Toll)

+1 312 626 6799 (US Toll)

+1 646 876 9923 (US Toll)

Meeting ID: 949 3872 9717

International numbers available: <https://cccconfer.zoom.us/j/94938729717>

Or Skype for Business (Lync): [SIP:94938729717@lync.zoom.us](https://cccconfer.zoom.us/j/94938729717)

CCR title 5, § 55050, CPL -

[https://govt.westlaw.com/calregs/Document/IAE7881A8C3FD4DD3B4F2194E32E06B23?viewType=FullText&listSource=Search&originationContext=Search+Result&transitionType=SearchItem&contextData=\(sc.Search\)&navigationPath=Search%2fv1%2fresults%2fnavigation%2fi0ad62d2e00000171505fa7a9aef5a974%3fNav%3dREGULATION\\_PUBLICVIEW%26fragmentIdentifier%3dIAE7881A8C3FD4DD3B4F2194E32E06B23%26startIndex%3d1%26transitionType%3dSearchItem%26contextData%3d%2528sc.Default%2529%26originationContext%3dSearch%2520Result&list=REGULATION\\_PUBLICVIEW&rank=1&t1=5&t2=55050&tS1=CA+ADC+s](https://govt.westlaw.com/calregs/Document/IAE7881A8C3FD4DD3B4F2194E32E06B23?viewType=FullText&listSource=Search&originationContext=Search+Result&transitionType=SearchItem&contextData=(sc.Search)&navigationPath=Search%2fv1%2fresults%2fnavigation%2fi0ad62d2e00000171505fa7a9aef5a974%3fNav%3dREGULATION_PUBLICVIEW%26fragmentIdentifier%3dIAE7881A8C3FD4DD3B4F2194E32E06B23%26startIndex%3d1%26transitionType%3dSearchItem%26contextData%3d%2528sc.Default%2529%26originationContext%3dSearch%2520Result&list=REGULATION_PUBLICVIEW&rank=1&t1=5&t2=55050&tS1=CA+ADC+s)

CPL Initiative Report (FCC Success Center, 2019) - <https://www.cccco.edu/-/media/CCCCO-Website/Reports/success-center-cpl-initiative-report-for-cccco-final.pdf?la=en&hash=2B50F17C0A47775A58EAF6631613B6A4D537CB8F>



## MEETING MINUTES

*Diversity, Equity, & Inclusion Implementation Statewide Workgroup*

Tuesday, June 23, 2020

2:00p.m.-5:00p.m.

### I. Welcome, Introductions, and Meeting Goals

- A. Goal 1: Communal Learning about how we will implement the DEI Integration Plan with urgency.
- B. Goal 2: Adopt the final DEI Implementation Workgroup Charter and goals for 2020-21.
- C. Clarity on the expectations for our next meeting.

### II. California Community Colleges “Call to Action”

- Calls out tier 1 recommendations and for the DEI workgroup to mobilize and get organized to complete those recommendations within 6-12 months.

#### A. DEI work plan

- Sample workplan helps organizations create clear measurable outcomes to achieve strategies outlined in the implementation plan within 6-12 months.
- The intent is for the work to be done in collaboration through cross-pollination of associations.
- There are items where organizations will take a lead role and others where an organization is simply a partner in the work.
- We will be designed a statewide master plan once all strategies have been vetted internally.

#### B. ASCCC Example

- ASCCC began working on the integration plan when it was approved by the board in September 2019. They began to create an internal structure that included their executive committee, committees within the organization and system partners.
- In order to make sure the entire ASCCC organization owned the work, it was placed as a standing agenda item on monthly executive committee meetings and overlapping assignments were created within committees to have a cross-pollination of ideas. If there wasn't something to report back on at each meeting, the organization asked itself “why not?”



- By collaborating internally and with external partners like ACHRO, the CIO's, the CCCCCO, CSSO's and CCLC they were able to create guidance and get feedback on the different ways each organization looked at the same issue.
- ASCCC created three modules using a canvas site to illustrate pre-hiring, hiring, and retention principles and procedures.  
<https://ccconlineed.instructure.com/courses/5733>
- Takeaways to share w/ your organization from ASCCC example:
  - A. The ASCCC made DEI work a central priority for their organization and the executive team owned it.
  - B. They had overlapping assignments across different committees.
  - C. They included other partner organizations at the table. A lot of organizations already have committees so no need to invent new ones. Think about how these committees can collaborate across organizations.
  - D. Utilizing tools to engage the membership of your organization. For example, ASCCC used conferences, toolkits, handouts, webinars, and developing a module as a tools to educate faculty.

### **III. Diversity, Equity, and Inclusion Workgroup Charter and Goals**

- DEI Implementation workgroup charter and 2020-21 goals adopted with no changes.

### **IV. Title V Changes to DEI System Statement**

- The DEI statement will go before the board to be adopted as a regulation.
- The statement will go before the EEO and diversity advisory committee, then the July consultation council, and then to the July Board of Governors meeting for a first reading. If all goes well then it will go to the Board for a second reading in September and hopefully that will be when it is implemented/adopted.

### **IV. Parking Lot items**

- A. How do we address cultural competency, anti-racism and implicit bias training? Should it be a module? Do we require it and for whom?
- B. Messaging. How do we communicate with the system? What do we want to communicate to the field about the work that we're doing today, the work we'll all be doing, and the things people can get ahead on?





- C. Regulation changes and guidance memos. What are some of the areas that your stakeholders feel a lack of clarity or confusion because there's contradictory guidance?
- D. Common language/ frequently asked questions 1 pager. (suggested)



**Agenda**  
**Diversity, Equity, & Inclusion Implementation Workgroup**  
**Tuesday, July 7, 2020**  
**12:00 p.m. – 3:00 p.m. via Zoom**

1. Welcome and Meeting Goals

**Meeting Goals:**

**Goal #1:** Communal learning about the implementation of the DEI Integration Plan by workgroup members.

**Goal #2:** Consider language changes to the DEI Statement.

2. DEI Implementation Workgroup Member Reports (*see page 2 for suggested template*)

- a. ACBO
- b. ACHRO
- c. ASCCC
- d. Campaign for College Opportunity
- e. CCCT
- f. CEOCCC
- g. CIO
- h. FACCC
- i. SSCCC

3. Advocacy and Legislative engagement

- a. EEO funds
- b. ACA 5 Update

4. Discussion on the DEI Statement

- a. Request to review language: “vestiges” and add systemic racism/anti-racism

5. Next Steps:

- a. Parking Lot Items



## TEMPLATE: Diversity, Equity and Inclusion Workgroup Member Reports

Diversity Equity and Inclusion Implementation Workgroup Members:

Starting with our next meeting, we will prioritize reports from every organization during our scheduled meetings. Workgroup members will be asked to present for 7-10 minutes. The template below provides an example of what a report may include. Should your organization have more than 1 representative, please select one representative to provide the report.

- 1. DEI Integration Plan Priorities.** What are your top 3 priorities for the next 3 months? The next 6 months? Clearly map out the progress you intend to make and note any deadlines to accomplish those goals.
- 2. Internal organizational structures.** Describe how your organization is planning or has already designed a structure to support the goals outlined above and the ongoing work. (e.g. internal workgroup, subcommittee, participating in internal committees of other associations or organizations, etc.)
- 3. Challenges and Opportunities.** Describe any challenges and the opportunities for collaboration and coordination. Who do you need help from and what type of help?
- 4. Statewide Resources and Tools.** What types of statewide resource and tools are your association or organization stakeholders asking for? Be specific about the need for professional development, technical assistance, guidance or regulatory changes with information about the problem and the information that leads to the solution.

## **Diversity, Equity, and Inclusion Implementation Workgroup Charter**

The Diversity Equity and Inclusion (DEI) Implementation Workgroup will advance the implementation of the DEI Integration Plan as adopted by the Board of Governors. Specifically, the DEI Implementation Workgroup will maintain momentum and progress on Tier 1 recommendations, which are believed to be achievable within existing resources and within 6-12 months. The DEI Implementation Workgroup members will communicate, coordinate, and collaborate with statewide associations to advance the DEI Integration Plan. The DEI Implementation Workgroup will support the work of statewide associations in the implementation of the DEI Integration Plan by serving as the primary liaison responsible for reporting and tracking progress, providing assistance and identifying resources needed.



**2020 DEI Implementation Workgroup Bi-Monthly Meeting Dates**

1. Tuesday, July 7, 2020 (12pm-3pm)
2. Monday, July 27, 2020 (12pm-3pm)
3. Wednesday, August 12, 2020 (11am-2pm)
4. Wednesday, August 26, 2020 (11am-2pm)
5. Wednesday, September 9, 2020 (11am-2pm)
6. Thursday, September 24, 2020 (12pm-3pm)
7. Monday, October 5, 2020 (11am-2pm)
8. Thursday, October 22, 2020 (10am-1pm)
9. Thursday, November 5, 2020 (10am-1pm)
10. Wednesday, November 18, 2020 (11am-2pm)
11. Thursday, December 3, 2020 (12pm-3pm)
12. Monday, December 14, 2020 (11am-2pm)



**Diversity, Equity, and Inclusion  
Statewide Implementation Workgroup Members**

<b>Name</b>	<b>Organization</b>
Dr. Daisy Gonzales	CCCCO
Ebony Lopez	CCCCO
Fermin Villegas	CCCCO
Dr. Aisha Lowe	CCCCO
Dr. Siria Martinez	CCCCO
Sandy Fried	FCCC
Nadia Leal-Carrillo	FCCC
Hildegarde Aguinaldo	Board of Governors
Alexis Zaragoza	Board of Governors
Dr. Kelly Hall	ACBO
Greg Smith	ACHRO
Irma Ramos	ACHRO
Dr. Martha Garcia	CEO/CCLC
Dr. Ed Bush	CEO/CCLC
Dr. Rowena Tomaneng	CEO/CCLC
Dr. Jennifer Taylor-Mendoza	CIO
Dr. John Stanskas	ASCCC
Dr. Mayra Cruz	ASCCC
Katherine Squire	SSCCC
Mark Evilsizer	CCLC Trustees
Brigitte Davila	CCLC Trustees
Sara Arce	Campaign for College Opportunity
Jessie Ryan	Campaign for College Opportunity
Dr. Debbie Klein	FACCC

## **Diversity, Equity, and Inclusion Implementation Workgroup 2020-21 Goals**

1. Assist in the Review of title 5 regulation changes to adopt a new EEO template and EEO fund multiple measures.
2. Joint Advocacy for additional resources.
3. Collaborate to publish exemplary practices and models in hiring and outreach to be posted and disseminated through the Vision Resource Center.

## Academic Senate for California Community Colleges (ASCCC)

The integration plan developed by the *Vision for Success* Diversity, Equity and Inclusion Task force identifies recruitment, retention, and support activities organized into Tier 1 and Tier 2 to be adopted at the system and local level to increase faculty and staff diversity. In collaboration with stakeholder associations and Consultation Council, the chart below identifies strategies where the Academic Senate for California Community Colleges is needed as a partner and can play a key role. Thus, 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 1-2-year timeline and with existing resources. Tier 2 activities can be achieved in a 3-5-year timeline and require additional funding. These multi-layered strategies represent a starting place for driving this change and are aimed at dismantling the implicit and explicit systemic barriers that negatively impact faculty and staff of color.

<u>Strategy</u>	<u>Proposed DEI Activities</u>	<u>Vision for Success Alignment</u>
Develop culturally responsive faculty and staff (classified and administrators) recruitment strategies.	<ul style="list-style-type: none"> <li>➤ Human Resource (HR) and ASCCC to establish first-year experience support structures for employees. (Tier 1)</li> <li>➤ HR and ASCCC to clearly outline required Minimum Qualifications for positions. (Tier 1)</li> <li>➤ HR and ASCCC to disseminate information on how selection committees may utilize Minimum Qualifications to select candidates. (Tier 1)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Commitment #2</li> </ul>
Encourage diversity-focused criteria in employee evaluations and tenure review. Encourage boards to include diversity performance criteria in their self-evaluation.	<ul style="list-style-type: none"> <li>➤ ASCCC, HR, and local union to review existing evaluation procedures. (Tier 1)</li> <li>➤ HR to collaborate with ASCCC to review faculty evaluation procedures using existing consultative structures. (Tier 1)</li> <li>➤ ASCCC, HR, and local union to create a process where conversations about cultural competencies can happen outside the evaluation process. (Tier 1)</li> <li>➤ ASCCC and HR to develop a performance evaluation criteria model and professional development opportunities to successfully expand employee’s capacity to serve students. (Tier 2)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Commitment #5</li> </ul>
Diversify representation in search committees with members of diverse educational background, gender, and ethnicity.	<ul style="list-style-type: none"> <li>➤ Districts and colleges, Association of Chief Human Resource Officers (ACHRO), ASCCC, and Chief Instructional Officers (CIO’s) to develop guidance on including staff from other disciplines, departments, divisions, etc. on hiring and screening committees. (Tier 1)</li> <li>➤ ACHRO and ASCCC collaborate to create a tool to assess diverse representation. (Tier 1)</li> <li>➤ ASCCC and ACHRO to provide guidance on hiring committees: examples to diversify committee, what these committees should look like, and models for candidate evaluation. (Tier 1)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Commitment #5</li> <li>➤ Commitment #5</li> <li>➤ Commitment #7</li> </ul>



	<ul style="list-style-type: none"> <li>➤ ASCCC and HR to develop model job descriptions, vacancy announcements, screening criteria, interview questions, and other employee selection procedure language to establish the ability to successfully serve diverse student populations as a true minimum qualification for all positions. Focus on student engagement, retention, and responding to student needs. (Tier 1)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Commitment #7</li> </ul>
Celebrate the diversity of the California Community College System.	Community College League of California (CCLC), Student Senate for California Community Colleges (SSCCC), ASCCC, ACHRO, and Chief Business Officers (CBO) to publicize the accomplishments of our system by adopting a multi-cultural awareness week. (Tier 1)	<ul style="list-style-type: none"> <li>➤ Commitment #5</li> </ul>
Imbed diversity, equity, and inclusion into all faculty and staff (classified and administrators) awards (i.e. Stanback-Stroud Diversity Award, Dr. John Rice Diversity and Equity Award; Hayward Award; CC Classified Employee of the Year Award).	<ul style="list-style-type: none"> <li>➤ ASCCC to evaluate the Academic Senate Faculty award application process and imbed diversity, equity, and inclusion criteria. (Tier 1)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Commitment #6</li> </ul>
Revise procedures that address diversity, equity, and inclusion to reduce bias in the hiring process. Ensure every step of the hiring process relates to Minimum Qualifications.	<ul style="list-style-type: none"> <li>➤ ASCCC to evaluate the 2nd Minimum Qualification for Faculty. (Tier 1)</li> <li>➤ ASCCC to look at both the minimum qualifications and preferred qualifications to ensure diversity related experience and skillsets are preferred minimum qualification. (Tier 1)</li> <li>➤ HR and ASCCC to develop model job descriptions, vacancy announcements, screening criteria, interview questions, and other employee selection procedure language to establish the ability to successfully serve diverse student populations. (Tier 2)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Commitment #6</li> </ul>
Design professional development workshops to increase knowledge and understanding of cultural competency and diversity.	<ul style="list-style-type: none"> <li>➤ ASCCC, ACHRO, and Community College League of California (CCLC) to develop a series of modules on cultural humility, equity, diversity, and inclusion. (Tier 1)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Commitment #2</li> </ul>
Encourage and facilitate dialogue between ASCCC, Administration, and HR to establish a diversity component in faculty evaluations.	<ul style="list-style-type: none"> <li>➤ California Community College Chancellor's Office (CCCCO) collaborate with the ASCCC, CCLC, ACHRO, and unions to facilitate this dialogue at statewide conferences. (Tier 1)</li> <li>➤ ASCCC, Unions, Administration, and HR to collaborate to review the faculty evaluation tool. (Tier 1)</li> <li>➤ ASCCC to provide guidance for evaluation and tenure review committees. (Tier 1)</li> <li>➤ CCCCCO partner to create a model for performance evaluation criteria with ASCCC and ACHRO that holds all employees accountable for</li> </ul>	<ul style="list-style-type: none"> <li>➤ Commitment #5</li> </ul>

	successfully serving diverse student populations. (Tier 1)	
Provide equivalency guidance and professional development.	➤ CCCCO and ASCCC to partner to release statewide guidance on equivalency process and policies. (Tier 1)	➤ Commitment #5
Provide campus-wide cultural competency and implicit bias training.	➤ ACHRO, Association of California Community College Administrators (ACCCA), Association of Chief Business Officers (ACBO), ASCCC, classified senate leaders, and union leaders to develop principles to integrate cultural competency into all existing statewide association certificate programs (Tier 2)	➤ Commitment #2
Establish pipeline programs to diversify the faculty applicant pools.	➤ ASCCC and CCCCO partner to provide statewide guidance and clarity on minimum qualifications (preferred vs required). (Tier 1)	➤ Commitment #3
Provide faculty and staff (classified and administrators) mentoring opportunities at colleges.	➤ ASCCC and CCLC collaborate to educate districts, colleges, trustees, and CEO's on the impact of mentoring programs. (Tier 1)	➤ Commitment #3
Recognize and support faculty and staff (classified and administrators) contributions to diversity through their mentoring efforts and community involvement.	➤ CCCCO collaborate with ASCCC and CCLC to develop a best practices approach for mentoring and add it to the EEO best practices manual. (Tier 1)	➤ Commitment #6

## Association of Chief Human Resource Officers (ACHRO)

The integration plan developed by the *Vision for Success* Diversity, Equity and Inclusion Task force identifies recruitment, retention, and support activities organized into Tier 1 and Tier 2 to be adopted at the system and local level to increase faculty and staff diversity. In collaboration with stakeholder associations and Consultation Council, the chart below identifies strategies where the Association of Chief Human Resource Officers is needed as a partner and can play a key role. Thus, 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 1-2-year timeline and with existing resources. Tier 2 activities can be achieved in a 3-5-year timeline and require additional funding. These multi-layered strategies represent a starting place for driving this change and are aimed at dismantling the implicit and explicit systemic barriers that negatively impact faculty and staff of color.

<u>Strategy</u>	<u>Proposed DEI Activities</u>	<u>Vision for Success Alignment</u>
Implement innovative hiring and outreach practices focused on diversity such as advertising faculty openings in websites, publications, professional associations in specific disciplines, and other groups targeted towards underrepresented academic communities.	<ul style="list-style-type: none"> <li>➤ HR, individual Department Chairs and Deans, and hiring committees to develop model job description, vacancy announcement, screening criteria, interview questions, and other employee selection procedure language to successfully serve diverse student populations. (Tier 1)</li> <li>➤ Create media campaign (specific website, marketing materials, and social media) that highlights diversity, equity, inclusion resources, events, and recognition for students, faculty, staff, and communities. (Tier 2)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Commitment #5</li> </ul>
Develop Culturally responsive faculty and staff (classified and administrators) recruitment strategies.	<ul style="list-style-type: none"> <li>➤ HR and Academic Senate for the California Community Colleges (ASCCC) to clearly outline minimum qualifications and disseminate information on how selection committees may utilize Minimum Qualifications to select candidates. (Tier 1)</li> <li>➤ HR, Administration, Department Chairs and Student Services to collaborate on updating faculty hiring procedures and methods to include open houses. (Tier 1)</li> <li>➤ HR and ASCCC to develop model job descriptions, vacancy announcements, screening criteria, interview questions, and other employee selection procedure language to establish the ability to successfully serve diverse student populations as a true minimum qualification for all positions. Focus on student engagement, retention, and responding to student needs. (Tier 1)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Commitment #2</li> <li>➤ Commitment #7</li> </ul>

<p>Diversify hiring or screening committees with members of diverse educational background, gender, and ethnicity.</p>	<ul style="list-style-type: none"> <li>➤ Association of Chief Human Resource Officers (ACHRO), ASCCC, and Chief Instructional Officers (CIO's) to develop guidance on including staff from other disciplines, departments, divisions, etc. on hiring and screening committees. (Tier 1)</li> <li>➤ ACHRO and ASCCC to provide guidance on hiring committees: examples to diversify committee, what these committees should look like, and models for candidate evaluation. (Tier 1)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Commitment #5</li> <li>➤ Commitment #7</li> </ul>
<p>Encourage and facilitate dialogue between ASCCC, Administration, and HR to establish a diversity component in faculty evaluations.</p>	<ul style="list-style-type: none"> <li>➤ ACHRO, ASCCC, and local union to create a process where conversations about cultural competencies can happen outside the evaluation process. (Tier 1)</li> <li>➤ ACHRO and ASCCC to develop a performance evaluation criteria model and professional development opportunities to successfully expand employee's capacity to serve students. (Tier 2)</li> <li>➤ ACHRO, ASCCC, and California Community College Chancellor's Office (CCCCO) partner to create a model for performance evaluation that holds all employees accountable for successfully serving diverse student populations. (Tier 2)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Commitment #5</li> </ul>
<p>Design professional development workshops to increase knowledge and understanding of cultural competency and diversity.</p>	<ul style="list-style-type: none"> <li>➤ ACHRO, ASCCC, and Community College League of California (CCLC) to develop a series of modules on cultural humility, equity, diversity, and inclusion. (Tier 1)</li> <li>➤ ACHRO, Association of California Community College Administrators (ACCCA), Association of Chief Business Officers (ACBO), ASCCC, classified senate leaders, and union leaders to develop principles to integrate cultural competency into all existing statewide association certificate programs. (Tier 2)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Commitment #2</li> </ul>
<p>Conduct exit interviews of faculty who leave.</p>	<ul style="list-style-type: none"> <li>➤ ACHRO and CCCCCO to develop model language for exit interviews to assess perspectives on how the prevailing culture impacts diversity, attitudes towards diverse student and employee groups, awareness and success of diversity programs, likelihood of recommending districts to diverse job applicants, impact of current level of diversity on decision to leave. (Tier 1)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Commitment #5</li> </ul>

<p>Use data to understand present and future local workforce needs.</p>	<ul style="list-style-type: none"> <li>➤ Human Resources (HR) Information Systems and Research staff to establish a process for identifying criteria to measure adverse impact. (Tier 1)</li> <li>➤ Districts and colleges to collect data about those exit interviews to inform strategies for improving retention. (Tier 1)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Commitment #2</li> <li>➤ Commitment #5</li> </ul>
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## Community College League of California, CEO's

The integration plan developed by the *Vision for Success* Diversity, Equity and Inclusion Task force identifies recruitment, retention, and support activities organized into Tier 1 and Tier 2 to be adopted at the system and local level to increase faculty and staff diversity. In collaboration with stakeholder associations and Consultation Council, the chart below identifies strategies where the Community College League of California, Chief Executive Officers are needed as a partner and can play a key role. Thus, 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 1-2-year timeline and with existing resources. Tier 2 activities can be achieved in a 3-5-year timeline and require additional funding. These multi-layered strategies represent a starting place for driving this change and are aimed at dismantling the implicit and explicit systemic barriers that negatively impact faculty and staff of color.

<b><u>Strategy</u></b>	<b><u>Proposed DEI Activities</u></b>	<b><u>Vision for Success Alignment</u></b>
Provide faculty and staff (classified and administrators) mentoring opportunities at colleges.	➤ Academic Senate for California Community Colleges (ASCCC) and CCLC collaborate to educate districts, colleges, trustees, and CEO's on the impact of mentoring programs. (Tier 1)	➤ Commitment #3
Use data to understand present and future local workforce needs.	➤ Require recordkeeping of hiring process decisions to allow for specialized statistical analysis of key hiring to measure impact and progress towards increasing the diversity of faculty and staff (classified and administrators). (Tier 1)	➤ Commitment #2
Adopt a diversity mission as part of each college/district's mission statement.	➤ Local boards to adopt a statement on diversity, equity, and inclusion publicly. (Tier 2)	➤ Commitment #5
Require local boards to publicly review Equal Employment Opportunity (EEO) plans as an action item and encourage local boards to review progress towards activities associated with their district EEO plans.	➤ Districts and colleges to adopt EEO plans as an action item in a public meeting. (Tier 1)	➤ Commitment #4
Diversify representation in search committees with members of diverse educational background, gender, and ethnicity.	➤ Districts and colleges, Association of Chief Human Resource Officers (ACHRO), ASCCC, and Chief Instructional Officers (CIO's) to develop guidance on including staff from other disciplines, departments, divisions, etc. on hiring and screening committees. (Tier 1) ➤ Districts and colleges to revise their policies and procedures every 5 years and include cross-functional staff in hiring and screening committees (i.e. including staff from other disciplines, departments, divisions, classified staff, etc.). (Tier 2)	➤ Commitment #5  ➤ Commitment #7
Conduct exit interviews of faculty who leave.	➤ Districts and colleges to collect data about those exit interviews to inform strategies for improving retention. (Tier 1)	➤ Commitment #5

Celebrate the diversity of the California Community College System.	➤ CCLC, Student Senate for California Community Colleges (SSCCC), ASCCC, ACHRO, and Chief Business Officers (CBO) to publicize the accomplishments of our system by adopting a multi-cultural awareness week. (Tier 1)	➤ Commitment #5
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## California Community Colleges Chief Instructional Officers (CIO's)

The integration plan developed by the *Vision for Success* Diversity, Equity and Inclusion Task force identifies recruitment, retention, and support activities organized into Tier 1 and Tier 2 to be adopted at the system and local level to increase faculty and staff diversity. In collaboration with stakeholder associations and Consultation Council, the chart below identifies strategies where the California Community Colleges Chief Instructional Officers are needed as a partner and can play a key role. Thus, 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 1-2-year timeline and with existing resources. Tier 2 activities can be achieved in a 3-5-year timeline and require additional funding. These multi-layered strategies represent a starting place for driving this change and are aimed at dismantling the implicit and explicit systemic barriers that negatively impact faculty and staff of color.

<u>Strategy</u>	<u>Proposed DEI Activities</u>	<u>Vision for Success Alignment</u>
Diversify representation in search committees	<ul style="list-style-type: none"> <li>➤ Districts and colleges, Association of Chief Human Resource Officers (ACHRO), Academic Senate for California Community Colleges (ASCCC), and Chief Instructional Officers (CIO's) to develop guidance on including staff from other disciplines, departments, divisions, etc. on hiring and screening committees. (Tier 1)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Commitment #5</li> </ul>
Host open houses for prospective candidates with panels of current faculty and deans.	<ul style="list-style-type: none"> <li>➤ Administration, Human Resource (HR), Department Chairs and Student Services to collaborate on updating faculty hiring procedures and methods to include open houses. (Tier 1)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Commitment #2</li> </ul>
Use data to understand present and future local workforce needs.	<ul style="list-style-type: none"> <li>➤ Require recordkeeping of hiring process decisions to allow for specialized statistical analysis of key hiring to measure impact and progress towards increasing the diversity of faculty and staff (classified and administrators). (Tier 1)</li> <li>➤ Expand longitudinal data analysis requirements to include measurement of specific selection criteria for adverse impact. (Tier 2)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Commitment #2</li> </ul>
Implement innovative hiring and outreach practices focused on diversity such as advertising faculty openings in websites, publications, professional associations in specific disciplines, and other groups targeted towards underrepresented academic communities.	<ul style="list-style-type: none"> <li>➤ HR, individual Department Chairs and Deans, and hiring committees to develop model job description, vacancy announcement, screening criteria, interview questions, and other employee selection procedure language to successfully serve diverse student populations. (Tier 1)</li> <li>➤ Outreach to industries (for career education) and other institutions (Historically Black Colleges and Universities) for graduate and post-doctoral internship opportunities. (Tier 2)</li> <li>➤ Create media campaign (specific website, marketing materials, social media) that highlights diversity, equity, inclusion resources, events, and recognition for students, faculty, staff, and communities. (Tier 2)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Commitment #5</li> </ul>



Encourage and facilitate dialogue between ASCCC, Administration, and HR to establish a diversity component in faculty evaluations.	➤ Administration, ASCCC, Unions, and HR to collaborate to review the faculty evaluation tool. (Tier 1)	➤ Commitment #5
Conduct exit interviews of faculty who leave.	➤ Districts and colleges to collect data about those exit interviews to inform strategies for improving retention. (Tier 1)	➤ Commitment #5

## Student Senate for California Community Colleges (SSCCC)

The integration plan developed by the *Vision for Success* Diversity, Equity and Inclusion Task force identifies recruitment, retention, and support activities organized into Tier 1 and Tier 2 to be adopted at the system and local level to increase faculty and staff diversity. In collaboration with stakeholder associations and Consultation Council, the chart below identifies strategies where the Student Senate for California Community Colleges is needed as a partner and can play a key role. Thus, 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 month timeline and with existing resources. Tier 2 activities can be achieved in a 1-2-year timeline and require additional funding. These multi-layered strategies represent a starting place for driving this change and are aimed at dismantling the implicit and explicit systemic barriers that negatively impact faculty and staff of color.

<u>Strategy</u>	<u>Proposed DEI Activities</u>	<u>Vision for Success Alignment</u>
Celebrate the diversity of the California community college system.	➤ BOG to adopt a multi-cultural awareness week to celebrate the diversity of our system. Encourage CCLC, SSSCC, ASCCC, ACHRO, and CBO's to publicize the accomplishments of our system. (Tier 1)	➤ Commitment #5
Initiate local approval for a diversity, equity and inclusion statement.	➤ Adopt an updated diversity, equity, and inclusion statement for the SSSCC. (Tier 1)	➤ Commitment #5
Diversify hiring or screening committees with members of diverse educational background, gender, and ethnicity.	➤ Collaborate with CCCCCO, ASCCC, ACHRO to include students on hiring committees. (Tier 1)	➤ Commitment #7
Provide campus-wide cultural competency and implicit bias training.	<ul style="list-style-type: none"> <li>➤ Collaborate with ASCCC, ACHRO, and CCLC to develop a series of modules on cultural humility, equity, diversity and inclusion to include the student voice. (Tier 1)</li> <li>➤ Collaborate with the CCCCCO to design an online module on cultural competency, implicit bias and longitudinal analysis to upload to the Vision Resource Center and any relevant websites with the student voice and experience in mind. Tier 1)</li> </ul>	➤ Commitment #2
Provide professional support for classified staff to build capacity and career growth with an emphasis on equity and diversity.	➤ Collaborate with the CCCCCO to evaluate how the caring campus pilot program can be scaled. (Tier 1)	➤ Commitment #2
Provide faculty and staff mentoring opportunities at colleges.	➤ Collaborate with ASCCC and CCLC to educate districts, colleges, trustees, and CEO's on the impact of mentoring programs. (Tier 1)	➤
Foster open lines of communication on campuses for constructive feedback including	➤ Partner with CCCCCO and system stakeholders to host annual diversity, equity, and inclusion summit. (Tier 1)	➤ Commitment #5

dialogues, summits, town halls, and forums.	➤ Partner with ASCCC and ACHRO to create guidelines to develop local forums for dialogue. (Tier 2)	
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**Economic & Workforce Development Advisory Committee (EWDAC)**

**July 8, 2020**

**9:30 a.m. to 12:00 p.m.**

**Agenda**

Sheneui Weber  
Vice Chancellor, Workforce & Economic Development Division  
Chair, EWDAC

- |                   |   |
|-------------------|---|
| <b>9:30 a.m.</b>  | <b>Welcome/Introductions</b>  |
|                   | <b>Chancellor's Office Updates</b>  |
| <b>10:15 a.m.</b> | <b>High Road Training Partnership</b><br>Tim Rainey, Executive Director<br>California Workforce Development Board                       |
| <b>11:00 a.m.</b> | <b>Future of Work Commission Update and Discussion</b><br>Abby Snay, Deputy Secretary, Future of Work<br>California Department of Labor |
| <b>11:40 a.m.</b> | <b>Public Comments</b>  |
| <b>12:00 p.m.</b> | <b>Meeting Adjourn</b>  |

Members of the public wishing to comment on an agenda item may submit comments via email to [EWDAC@cccco.edu](mailto:EWDAC@cccco.edu) during the meeting prior to the public comment item. Public Comments are limited to 2 minutes and will be read by staff during the public comment period.



## Agenda

**CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE  
EQUAL EMPLOYMENT OPPORTUNITY (EEO) AND DIVERSITY ADVISORY COMMITTEE**  
Wednesday, June 24, 2020 (10:30 a.m. – 1:30 p.m.)  
Virtual Zoom Meeting

Chair: Dr. Daisy Gonzales (Chancellor's Office)

Co-Chair: Dolores Davison (President of the ASCCC)

1. Welcome and Introductions
2. Today's Goals:
  - a) Adopt our FY 2020-2021 EEO & Diversity Advisory Committee Goals and Timeline.
  - b) Identify areas of collaboration and coordination.
3. Approval of the February 13, 2020 Meeting Minutes
4. Chancellor's Office Updates
  - a) Welcome new Advisory members and Assistant Vice Chancellor for Student Equity and Success, Dr. Siria Martinez
  - b) Call to Action (*see attachments 1 and 2*)
  - c) State Budget Update
5. EEO Updates from Advisory Committee Members and their Organizations:
  - a) ACCCA Representative – David Betts
  - b) ACHRO Representative(s) – Dr. Eric Romanes, Angela Hoyt
  - c) ASCCC Representative(s) – Mayra Cruz, LaTonya Parker
  - d) Board of Governors Representative – Hildy Aguinaldo
  - e) Classified Representative – Nancy Lopez-Martinez
  - f) CSSO Representative – Primavera Arvizu
  - g) Trustee Representative – Marisa Perez
6. California Community Colleges Registry Update (*see attachment 3*)
7. Update on EEO Plans & Multiple Methods Working Group with proposed adoption of the new DEI statement
8. FY 2020-21 Goals for the EEO & Diversity Advisory Committee (*see attachment 4*)
9. EEO and Diversity, Equity and Inclusion professional development and technical assistance tools from IEPI (Dr. Martinez) (*see attachment 5*)



10. Events and Resources/Announcements from Advisory Committee Members

11. Future Advisory Committee Meetings in 2020: August 13<sup>th</sup> and December 10<sup>th</sup>

**Attachments:**

1. 2020 DEI Legislative Report
2. Call to Action Letter
3. CCC Registry Update
4. FY 2020-21 Goals for the EEO & Diversity Advisory Committee
5. Professional Development and Technical Assistance from IEPI

**Chancellor’s Office Equal Employment Opportunity and Diversity Advisory Committee  
Purpose Statement**

“The purpose of the state Chancellor’s Office Equal Employment Opportunity (EEO) and Diversity Advisory Committee is multifaceted. The Advisory Committee will facilitate and improve the communication between the state Chancellor’s Office and the community college districts in regard to human resources matters with a focus on diversity and EEO Programs. The Committee is also a forum for the exchange of information to drive the promotion, creation or implementation of effective EEO and diversity programs. The Committee will develop resources such as samples and best practices which can be shared with districts throughout the state. The Committee consists of a diverse representation of community college constituency group leaders and human resource professionals throughout the state. The statewide EEO and Diversity Advisory Committee meets quarterly throughout the year to exchange information, develop resources, and promote best practices on issues related to diversity and the community college district EEO programs.” — *Purpose Statement 2017 Legislative Report*



**2020 REPORT**

# Vision for Success Diversity, Equity and Inclusion Task Force

California Community Colleges Chancellor's Office | Eloy Ortiz Oakley, Chancellor







California  
Community  
Colleges

**ELOY ORTIZ OAKLEY**  
Chancellor

April 24, 2020

The Honorable Gavin Newsom  
Governor of California  
State Capitol  
Sacramento, CA 95814

**RE: California Community Colleges Chancellor's Office – *Vision for Success*  
Diversity, Equity and Inclusion Task Force Report**

Dear Governor Newsom:

Please find enclosed the California Community Colleges Chancellor's Office *Vision for Success* Diversity, Equity and Inclusion Task Force report. The report summarizes three recommendations by the Diversity, Equity and Inclusion Task Force to increase faculty and staff diversity in our system. It documents the intensive six-month process the Chancellor's Office and the Diversity, Equity and Inclusion Task Force undertook to identify strategies to increase the racial and ethnic diversity of the California community college workforce. The document is meant to provide a snapshot of the work that took place and the Board of Governors' commitment to ensure an equal employment opportunity environment at all 115 colleges and 73 districts. The report illustrates the systematic approach the Chancellor's Office is taking in partnership with key stakeholder groups to collectively improve faculty and staff racial and ethnic diversity.

On behalf of the Board of Governors of the California Community Colleges, I respectfully submit for your information and review, the *Vision for Success* Diversity, Equity and Inclusion Task Force report. Deputy Chancellor Daisy Gonzales may be contacted for questions and comments. She can be reached at (916) 323-7007 or [dgonzales@cccco.edu](mailto:dgonzales@cccco.edu).

Thank you for your support and collaboration on this important matter.

Sincerely,

A handwritten signature in black ink, appearing to read 'Eloy Ortiz Oakley'.

Eloy Ortiz Oakley, Chancellor

**Chancellor's Office**  
1102 Q Street, Sacramento, CA 95811 | 916.445.8752 | [www.cccco.edu](http://www.cccco.edu)



CALIFORNIA COMMUNITY COLLEGE  
CHANCELLOR'S OFFICE—*VISION FOR SUCCESS*  
DIVERSITY, EQUITY AND INCLUSION TASK FORCE  
SUMMARY REPORT - FEBRUARY 2020

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Prepared By  
**California Community Colleges Chancellor's Office**



## AT A GLANCE

The California Community Colleges serves 2.2 million students among its 115 colleges, and is a key driver in ensuring educational opportunity and success for all Californians. About 29% of University of California graduates and 51% of California State University graduates start their higher education at a community college. The system is also the largest provider of workforce training in the nation, positioning it at the center of economic and social mobility opportunities in the state.<sup>1</sup> As an open-access institution, the system serves a diverse student population in terms of race and ethnicity, age, and levels of educational attainment. However, student success remains a challenge for the system. Achievement gaps persists among the colleges where only 48% of students who enter a community college complete a degree, certificate, or transfer to a four-year university after six years. These achievement gaps disproportionately impact underrepresented minority students in the college system.<sup>2</sup> Though half of California community college students identify as underrepresented minorities, faculty and staff racial and ethnic diversity remain relatively homogenous. This raises questions about the role of faculty and staff diversity in student achievement. If faculty and staff are a main lever in student achievement<sup>3</sup>, how then is achievement impacted when faculty and staff are unlike the students they serve? What does it take to create an inclusive environment where all students are equitably served? This report documents the California Community Colleges Chancellor’s Office’s efforts to implement a framework for cultural change to increase faculty and staff diversity in the largest system of public higher education and as an integral component to the large-scale system reforms called the *Vision for Success*.

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<sup>1</sup> “Key Facts,” California Community Colleges Chancellor’s Office, Last accessed 12.17.19. <https://www.cccco.edu/About-Us/Key-Facts>

<sup>2</sup> Hetts, John et al., “ AB 705 Compliance: Adjustments, Ethnicity, Gender and Special Populations,” California Community Colleges, Educational Results Partnership (ERP), The RP Group. October 25, 2018. [https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5c193efc4ae237a9fb49a052/1545158398899/Disaggregation\\_Webinar\\_10.25.18\\_FINAL.pdf](https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5c193efc4ae237a9fb49a052/1545158398899/Disaggregation_Webinar_10.25.18_FINAL.pdf)

<sup>3</sup> Parnell, Amelia. (2016). *Affirming Racial Diversity: Student Affairs as a Change Agent*. Higher Education Today, American Council on Education. Last accessed 1.6.2020. <https://www.higheredtoday.org/2016/06/29/affirming-racial-diversity-student-affairs-as-a-change-agent/>

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## INTRODUCTION: A CALL TO ACTION

This report summarizes the historic undertaking of the California Community Colleges Chancellor's Office and the *Vision for Success* Diversity, Equity and Inclusion Task Force's work to increase faculty and staff diversity aligned with the system's *Vision for Success* (*Vision*) goals and commitments between 2018-2019. The *Vision* outlines six goals and seven commitments for the California community college system to improve student outcomes and to meet California's future workforce needs. The *Vision* serves as a call to action for the colleges to reach their full potential as vehicles for social change and mobility. In November 2018, the Board of Governors requested that the Chancellor's Office establish a Faculty Diversity Task Force, renamed the *Vision for Success* Diversity, Equity and Inclusion Task Force (Task Force), stemming from a statewide study conducted by the Campaign for College Opportunity that revealed how campus leadership, faculty, and staff in California's colleges and universities are not representative of the racial and ethnic diversity of the students that they serve, and the impact the lack of diversity has on student success.<sup>4</sup>

On Nov. 18, 2019, the Chancellor's Office convened the Task Force co-chaired by Deputy Chancellor Dr. Daisy Gonzales and Academic Senate for California Community Colleges (ASCCC) President Dr. John Stankas. The 16-member Task Force was directed to identify ways to increase the racial and ethnic diversity of the California community college workforce. Members of the Task Force, which consisted of presidents/chief executive officers, faculty, human resource managers, community college district trustees, researchers, students, and Chancellor's Office staff (see Appendix A), worked to gain a shared understanding of the problem, explore solutions and make recommendations to the Board of Governors for California Community Colleges over an intensive six-month period of collaboration. With an understanding that community college districts have made improvements to the processes and procedures in the Equal Employment Opportunity plans along with the inclusion of prescriptive multiple method certification forms to ensure equitable employment, the Board sought to augment Equal Employment Opportunity efforts with two primary objectives:

- Consider adding a diversity-related goal and/or commitment to the *Vision for Success*; and
- Design, draft and implement a set of statewide structural changes, including policies, practices and tools that the system can utilize to rapidly improve recruitment, retention and support of diverse faculty, staff, and administrators.

The Task Force ultimately provided a set of recommendations that evolved from the original charge the Board of Governors had directed. The Board of Governors adopted the following on September 17, 2019:

- Accepted the proposed Diversity, Equity and Inclusion Integration Plan to integrate diversity, equity and inclusion into the *Vision for Success*, and directed the Chancellor's

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<sup>4</sup> Campaign for College Opportunity, *Left Out: How Exclusion in California's Colleges and Universities Hurts our Values, Our Students, and Our Economy*, March 2018. [https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5c193efc4ae237a9fb49a052/1545158398899/Disaggregation\\_Webinar\\_10.25.18\\_FINAL.pdf](https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5c193efc4ae237a9fb49a052/1545158398899/Disaggregation_Webinar_10.25.18_FINAL.pdf)

Office to present a preliminary timeline for the Diversity, Equity and Inclusion Integration Plan to the Board of Governors at the January 2020 Board meeting, with a description of the implementation team and a possible recommendation for additional oversight, based upon the 2020-21 Budget outlook;

- Adopted the proposed California Community Colleges Diversity, Equity and Inclusion Statement, and directed the Chancellor’s Office to propose changes to Title 5 of the California Code of Regulations, the mission of the California community college system, Equal Employment Opportunity plans, and multiple measures certification forms by September 2020; and
- Supported the 2020-21 budget proposal submitted by the Task Force to augment statewide resources that will advance the implementation of the Diversity, Equity and Inclusion Integration Plan.<sup>5</sup>

### **VISION FOR SUCCESS DIVERSITY, EQUITY AND INCLUSION TASK FORCE**

During the November 2018 Board Meeting, the Board of Governors for the California Community Colleges started examining this issue and saw the Campaign for College Opportunity’s report *Left Behind* as a call to action. As a result, they asked for a more formal examination of this issue in the college system. To address the fact that faculty and staff are not representative of the racial and ethnic diversity of the students that they serve, the Board requested that the Chancellor’s Office establish a Faculty Diversity Task Force, now renamed the *Vision for Success Diversity, Equity and Inclusion Task Force* (DEI Task Force) in November 2018.

The Task Force considered two guiding questions in developing the final recommendations to the Board of Governors. If faculty and staff are a main lever in student achievement, how then is achievement impacted when faculty and staff are unlike the students they serve? What does it take to create an inclusive environment where all students are equitably served?

This report describes in detail the process by which the Task Force arrived at the three recommendations through a systems change approach, and addressed the guiding questions in responding to the Board’s request for recommendations to improve faculty and staff diversity.

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<sup>5</sup> “California Community Colleges Board of Governors Meeting Agenda: September 16, 2019,” California Community Colleges Chancellor’s Office, Last accessed 12.17.19, <https://www.cccco.edu/-/media/CCCCO-Website/Files/BOG/2019/bog-agenda-09-16-17-2019.ashx?la=en&hash=7D1FC0B7B1D994735C9EEF66F407D82D86AE1625>

## **PART I. DEVELOPING A SHARED UNDERSTANDING OF THE PROBLEM**

Over the course of six months, the Diversity, Equity and Inclusion Task Force met monthly to review and discuss key topics related to the lack of faculty and staff diversity and its impact on student outcomes, the college workforce and fidelity to the system goals and commitments outlined in the *Vision for Success*. Topics included deep dives into exploring the relationship between student success, culturally responsive pedagogy and diversity in the workforce, Equal Employment Opportunity policy and existing Human Resource regulations, faculty panels on implicit bias, cultural competency and micro-aggressions, and examined diversity statements and approaches from other college systems.

Throughout this process, the co-chairs created a space for learning, reflection, and collaboration among the Task Force members. More importantly, the co-chairs created a safe space for members of the Task Force to express their feelings and voice their concerns on a topic that is often difficult to engage with due to individual perspectives and the vulnerability associated with sharing personal experiences. Their experience helped unpack the meaning behind the concept of diversity, equity and inclusion. As such, the meetings were structured to facilitate dialogue around complex topics, considered to be the learning moment of each meeting that included the presentation of content that informed the Task Force. It is through these learning moments that the Task Force established a shared understanding about how to move forward with developing a plan of action to improve workforce diversity in the system.

The discussions led to an understanding that equity is embedded within each *Vision* goal and commitment, negating the need for a new goal or commitment and underscoring that diversifying the California community college system's workforce is part of the *Vision's* mandate for the system. As a result, the Task Force came to a shared understanding of both the *Vision for Success* and the complexity of the problem resulting from a workforce that is not keeping pace with the diversity of the student population, as summarized in the next sections.

### **EQUITY IS EMBEDDED WITHIN THE VISION FOR SUCCESS**

Launched in 2017, the *Vision for Success* is a multi-year plan to dramatically improve student achievement within a decade. While not a prescriptive method for change, the *Vision* provides a mindset that work as levers to catalyze movement towards achieving large-scale, systemwide reforms meant to close equity and achievement gaps for good. The *Vision* acts as the North Star for the California Community Colleges, calling for transformational change in order to eliminate achievement gaps and achieve the ambitious system goals described in the chart on the following page.<sup>6</sup> In short, the *Vision* urges leaders to think differently and take unrelenting action toward improving outcomes for students and communities. Embedded in all the *Vision* goals are clear equity imperatives that are embodied in the *Vision* commitments; the shifts required of the system to close the achievement gap demand a relentless focus on

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<sup>6</sup> California Community Colleges Chancellor's Office, "*Vision for Success*," Foundation for California Community Colleges, Last Accessed 12.17.19, <https://vision.foundationccc.org/a-vision-for-change>

students' end goals while concurrently considering students' needs. This requires centering students at the core of all college efforts.

<b>System Goals</b>	<b>System Commitments<sup>7</sup></b>
1. Increase credential attainment by 20%	1. Focus on students' goals
2. Increase transfer by 35% to UC and CSU	2. Design and decide with the student in mind
3. Decrease unit attainment for a degree	3. Pair high expectations with high support
4. Increase employment for CTE students	4. Make evidence-based decisions
5. Reduce and erase equity gaps	5. Own student performance
6. Reduce Regional Gaps	6. Enable innovation and action
	7. Lead cross-system partnership

With this understanding, the Task Force opted to move away from its original directive by the Board to consider adding a 7<sup>th</sup> goal to the *Vision* for two reasons:

(1) the Task Force recognized that adding a 7<sup>th</sup> goal or 8<sup>th</sup> commitment (which they also considered) could unintentionally silo this effort and perpetuate the belief that work on diversify, equity and inclusion is the responsibility of a few individuals on a campus community. The Task Force wanted to be clear that this effort goes beyond the hiring process and those involved in the hiring process of a college; and

(2) the Task Force sought to affirm the role of faculty and staff diversity throughout the *Vision* by integrating it as a matter of equity and inclusion to ensure faculty and staff diversity is promoted and supported as an important driver for the educational achievement and social mobility of students.

## THE EDUCATIONAL EQUITY IMPERATIVE OF THE *VISION FOR SUCCESS*

Given that the goals named in the *Vision for Success* direct the college system to prioritize closing achievement gaps for all students, the Task Force entered a period of academic study with an urgency to deepen their understanding of the relationship between diversity and achievement. To support this work, the Success Center for California Community Colleges at the Foundation for California Community Colleges conducted a literature review that looked at the relationship between student persistence, retention and success, and faculty and staff diversity. Several key findings surfaced during this period that would serve to inform the Task Force's strategic planning, specifically that the Task Force's diversity efforts must include the interactional, institutional and individual levels to transform the system's workforce

<sup>7</sup> Ibid.

and culture. Interactional efforts include cultivating buy-in and building an environment conducive to diversity, equity and inclusion such as adopting cultural competency policies. Institutional efforts include larger scale actions, such as department or institutional approaches, to reorient itself toward improving diversity through policies and programs with inclusive values. Lastly, individual efforts include faculty and student mentoring as well as colleges willing to engage in these supportive behaviors.<sup>8</sup> Listed below are other key findings related to the relationship between diversity and achievement that informed the Task Force in their effort to improve workforce diversity through systemic change.

## DIVERSITY IS A DRIVER FOR INCREASING STUDENT ACHIEVEMENT

### **Key Finding #1: Diversity Increases Student Achievement.**

Research suggests that diversity is a primary lever for increasing student achievement. For example, studies on the relationship between student diversity and faculty hiring and retention repeatedly suggested faculty of diverse racial and ethnic backgrounds have a positive impact on student educational outcomes. Students who benefit from a diverse faculty are “better educated and better prepared for leadership, citizenship, and professional competitiveness.”<sup>9</sup> Retention efforts and a clear commitment to diversity are two ways institutions can meet the needs of their students and changing demographics.<sup>10</sup> Decreasing racial and gender gaps among leadership, faculty, and staff are key to improving student outcomes.

### **Key Finding #2: Diversity Impacts Student And Employee Retention.**

Research on public and private businesses who have a diverse workforce highlight the impact diversity has on innovation and employee retention. Notably, the most innovative companies have deliberately engaged in the hiring of diverse work teams, as “diverse working groups are more productive, creative, and innovative than homogeneous groups.”<sup>11</sup>

### **Key Finding #3: Faculty And Staff Diversity Reduces The Likelihood Of Implicit Bias.**

Some faculty recognize the need to teach about social justice issues to prepare their students to be leaders inside and outside of the classroom. However, many are not necessarily prepared to address the issues of social justice, cultural competency or to deploy critical pedagogy<sup>12</sup> in their instructional practices due to lack of knowledge or training. Recognizing this as a priority and integral to teaching and learning environments, the role of professional development and other resources is critical for faculty to address matters such as implicit

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<sup>8</sup> Success Center for California Community Colleges, *Literature Review on Faculty, Staff, and Student Diversity*, May 10, 2019.

<sup>9</sup> Ibid.

<sup>10</sup> Ibid.

<sup>11</sup> Ibid.

<sup>12</sup> Ibid.

bias in the classroom as well as campuswide. Further, teacher diversity can increase culturally relevant practices and pedagogy to improve educational achievement.<sup>13</sup>

**Key Finding #4: Faculty And Staff Diversity Increases The Ability To Integrate Multicultural And Culturally Responsive Pedagogy Into Teaching Practices.**

In a diverse California classroom, faculty need to teach in an informative and multiculturally effective way: “Learning and engagement are inextricably bound, and students from all racial and ethnic backgrounds are more likely to be engaged when faculty expose them to multicultural perspectives.”<sup>14</sup> All faculty can be held accountable institutionally for including diversity in their teaching, but no single population of faculty should carry the entire weight of this work. Importantly, this work should become a shared and institutionally supported effort.

**FACULTY AND STAFF HIRING IS NOT KEEPING PACE WITH STUDENT DIVERSITY**

This section provides examples of the demographic data the Task Force discussed over the course of their six-month process. As a result of their data work, they directed their efforts to focus on creating a theory of change that looked at the ecosystem that contributes to the problem, conducting an examination of the system’s statement of diversity (or lack thereof), and collaboration across the Task Force members to develop an implementation plan that could begin to systemically address the workforce diversity problem in the California community colleges.

***The race and ethnic diversity of California community college faculty and staff populations continues to be significantly less diverse than the student population.***

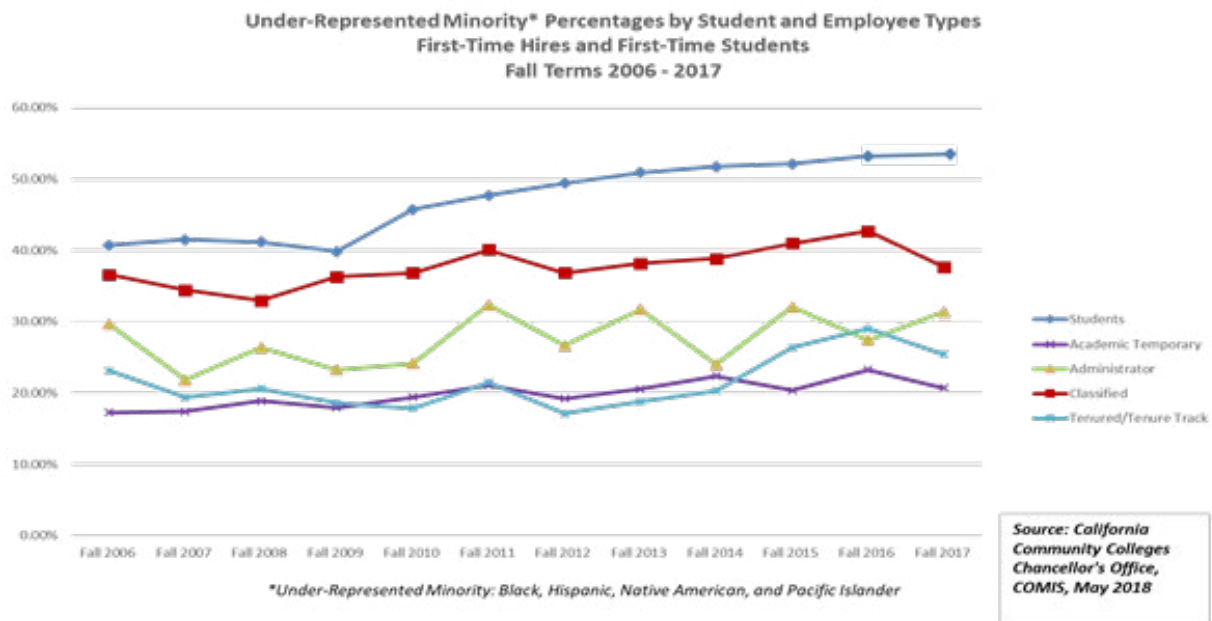
Over the past decade, first-time faculty and staff hires have not reflected the growing diversity of incoming students as illustrated in Figure 1. While the colleges have made improvements in implementing and submitting Equal Employment Opportunity (EEO) plans between 2014 and 2017, the ratio between underrepresented minority students and underrepresented minority faculty continues to increase. The graph shows EEO efforts alone are not enough to close race and ethnicity gaps among faculty and staff. This was a critical data point the Task Force used to develop an integrated plan, which will be discussed in the next section of this report.

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<sup>13</sup> Ibid.

<sup>14</sup> Ibid.

**Figure 1—The CCC Student Population Is More Diverse Than Employee Types**



As part of the facilitated discussions, the Task Force spent several meetings reviewing and discussing the system’s racial and ethnic demographics of students and employee types over time. The Success Center conducted a trend analysis using the Chancellor’s Office Management Information Systems (MIS) data of the racial and ethnic diversity among community college faculty, staff, and students from 2006 to 2017.

***The Task Force ultimately concluded that data doesn’t drive change; people do.***

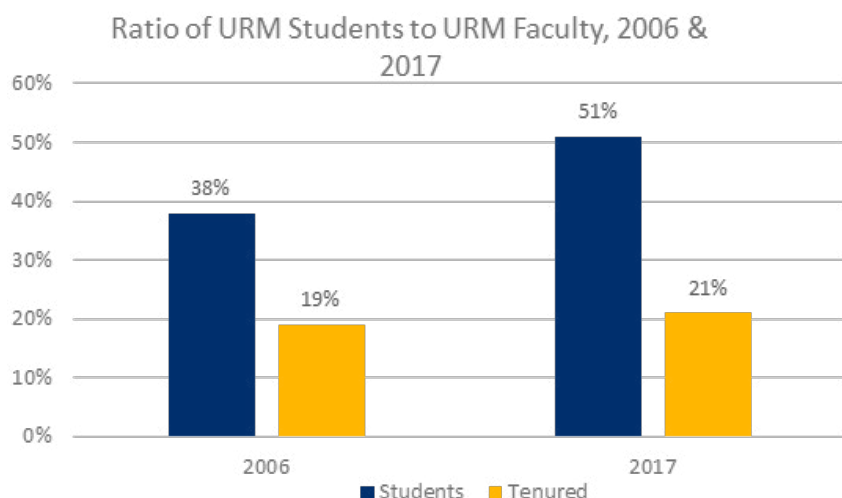
Further, they concluded there may be pedagogical implications to the lack of faculty and staff diversity in the college workforce. Figures 2 and 3 illustrate the data presented in the Task Force’s internal process and examination. It presents several data points that shaped their understanding of the complexity of this problem and reinforced the need for a systemic, ecosystem approach to this work.

***As the California community colleges student population continues to diversify, faculty diversification is not keeping pace.***

Figure 2 shows that within 10 years, underrepresented minority (URM) students have grown in size from 38% to 51% while the percentage of URM tenured faculty has only increased by 2%.



**Figure 2—The Ratio Between URM Students to URM Faculty**



In 2017, the ratio for tenured Underrepresented Minority (URM) faculty to URM students was 21% to 51%. **That means that only 1 in 5 tenured faculty are underrepresented minorities while 1 in every 2 students are underrepresented minorities.**

*Employees that provide direct instruction do not reflect the diversity of the students who they serve.*

This problem is particularly acute for instruction. Adjunct faculty teach the greatest number of classes in the college system and represent between 68-70% of the college system’s instructional workforce while full-time tenure and tenured-track faculty represent approximately 30%.<sup>15</sup> Figure 3 shows that, in 2017, 21% of tenured faculty, 20% of adjunct faculty, and 26% of tenure-track faculty self-identify as underrepresented minorities.

**Figure 3—Racial and Ethnic Underrepresentation of Employees Providing Direct Instruction**

Employee Type	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Tenure-Track	20%	20%	20%	21%	20%	20%	20%	21%	20%	23%	24%	26%
Adjunct	15%	16%	16%	16%	16%	17%	17%	18%	18%	19%	19%	20%
Educational Administrators	26%	27%	26%	26%	26%	26%	26%	27%	27%	28%	30%	30%

<sup>15</sup> Smith, Sara, R., “Improving Working Conditions, Compensation and the Quality of Undergraduate Education,” 2013, University Professional and Technical Employees: UPTC CWA 9119. Last accessed 12.17.19, <http://www.upte.org/cc/supportingfaculty.pdf>



Employee Type	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Classified	34%	34%	34%	34%	34%	35%	35%	35%	36%	37%	37%	38%
Tenured	19%	19%	19%	19%	20%	20%	20%	21%	21%	21%	21%	21%

Source, Chancellor’s Office COMIS Data, May 2019

## POLICY REQUIRES THAT THE COLLEGE SYSTEM RESPOND TO THE NEEDS OF AN INCREASINGLY DIVERSE STUDENT POPULATION

The Task Force reviewed statutory requirements and legal implications affecting this work to respond to the Board of Governors’ request for recommendations on structural changes, policies, practices, and tools the system would need to make progress on workforce diversity. With the assistance of the Chancellor’s Office legal division, the Task Force determined that their efforts to diversify the college system’s workforce is required by law, and that the law seeks to create inclusive communities at the colleges that are critical to supporting the educational achievement of a diverse student population. Specifically, California Education Code section 87100 requires “a workforce that is continually responsive to the needs of a diverse student population [which] may be achieved by ensuring that all persons receive an equal opportunity to compete for employment and promotion within the community college districts and by eliminating barriers to equal employment opportunity.” Additionally, state law specifies, “...efforts must also be made to build a community in which nondiscrimination and equal opportunity are realized.”<sup>16</sup> In other words, the ability to maintain a richly diverse workforce is not only required by law but also advances the idea that California community college students will benefit—socially and academically—from a diverse workforce.<sup>17</sup>

In addition, in reviewing the legal implications of engaging in this work within the parameters of Proposition 209, the Task Force determined, with guidance<sup>18</sup> from the Chancellor’s Office General Counsel, that Proposition 209 does not limit the Chancellor’s Office in making resources available to address faculty and staff diversity. In fact, providing resources needed to advance workforce diversity in the system is in direct support of Goal 5 of the *Vision for*

<sup>16</sup> California Code, Education Code—EDC Section 87100, Last accessed 12.17.19, <https://codes.findlaw.com/ca/education-code/edc-sect-87100.html>

<sup>17</sup> “California Community Colleges Board of Governors Meeting Agenda: September 16, 2019,” California Community Colleges Chancellor’s Office, Last accessed 12.17.19, <https://www.cccco.edu/-/media/CCCCO-Website/Files/BOG/2019/bog-agenda-09-16-17-2019.ashx?la=en&hash=7D1FC0B7B1D994735C9EEF66F407D82D86AE1625>

<sup>18</sup> Guidance provided by the Office of General Counsel was not intended to provide legal advice or substitute for legal advice.

*Success.* There are barriers to the extent that Proposition 209<sup>19</sup> does not allow for special consideration or preferential treatment of individuals based on race, sex, color or national origin. The Task Force acknowledged recruitment and hiring practices need to be applied broadly to ensure program benefits, information and resources are available to all individuals regardless of their race or gender. While a more conservative interpretation of Proposition 209 can limit the ability for the system to move faster in the implementation of policy and procedural changes, it is within the parameters of the law to take into account non-racial factors when designing policies and procedures like outreach efforts to reach particular groups. With this in mind, while the Task Force felt comfortable moving forward, it became apparent that there was a lack of clarity with regard to the way diversity is defined at the system-level.

## **DEFINING “DIVERSITY” AS A SYSTEM AND ACKNOWLEDGING INSTITUTIONAL RACISM**

***Foundational to the development of a diversity statement was an understanding that their intent is to remove the vestiges of systemic and institutional biases still visible in the student achievement data and in faculty and staff diversity.***

The Task Force recognized the existing definition of diversity found in Title 5 regulations does not appropriately communicate nor capture a collective understanding of the California Community Colleges’ values and commitments on diversity as a system of higher education. With the understanding that diversity is not the same as equity and inclusion, though these terms are related, the Task Force agreed there has to be a moral value placed on systemwide diversity efforts that represent a social justice perspective with equity at the core. That is, the Task Force realized that they could not engage in diversity work without intentionally and authentically defining it. Therefore, the Task Force reviewed statements on diversity by other institutions including California institutions like the University of California and the California State University, and analyzed how equity and inclusion could be affirmed through a systemwide statement.

The Task Force also considered language from out-of-state institutions, in particular, the City University of New York, Queensborough Community College, to embrace diversity through intentional practices. The end result consisted of a statement on diversity, equity and inclusion that communicates the system’s values around diversity, acknowledges that institutional discrimination and implicit bias exist, affirms equity and inclusion, promotes system accountability, and is part of a call to action and a systemic approach to addressing the lack of faculty and staff diversity.

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<sup>19</sup> “Legal Opinion 16-04: Sixteenth Advisory on Proposition 209 and Equal Employment Opportunity,” California Community Colleges Chancellor’s Office, Last accessed 02.14.2020, [https://www.cccco.edu/-/media/CCCCO-Website/Files/General-Counsel/x\\_legalop1604prop209eeoada.ashx?la=en&hash=713E3907BA19726E18FD7D9048684015DC673F1F](https://www.cccco.edu/-/media/CCCCO-Website/Files/General-Counsel/x_legalop1604prop209eeoada.ashx?la=en&hash=713E3907BA19726E18FD7D9048684015DC673F1F)

A portion of the newly adopted California Community Colleges statement on diversity, equity and inclusion adopted September 2019 is included below:

*With the goal of ensuring the equal educational opportunity of all students, the California Community Colleges embrace diversity among students, faculty, staff, and the communities we serve as an integral part of our history, a recognition of the complexity of our present state, and a call to action for a better future. Embracing diversity means that we must intentionally practice acceptance and respect towards one another and understand that discrimination and prejudices create and sustain privileges for some while creating and sustaining disadvantages for others. In order to embrace diversity, we also acknowledge that institutional discrimination and implicit bias exists and that our goal is to eradicate those vestiges from our system. Our commitment to diversity requires that we strive to eliminate those barriers to equity and that we act deliberately to create a safe and positive environment where individual and group differences are welcomed and valued as a core competency in our educational community.<sup>20</sup>*

In short, the new Diversity, Equity and Inclusion Statement (see Appendix B) is more reflective of the vision, goals, and aspirations of the system as a whole.

From this intensive period of learning and crafting of the Diversity, Equity and Inclusion Statement, the Task Force sought faculty perspectives about their experience navigating institutional structures. Again, with the shared understanding that the lack of faculty and staff diversity impacts instruction and has direct connections to student achievement, the Task Force invited a group of tenured faculty of color to discuss faculty retention efforts from their respective colleges.

### **Implicit bias presentations stood out as pivotal for Task Force members.**

With faculty of color working in the college system, the Task Force delved into what was described as powerful and compelling conversations on topics like unconscious and implicit bias.

The faculty statewide experts who presented to the Task Force include the following:

- Eugene Whitlock. May 17, 2019 meeting presentation on “Addressing Unconscious Bias: Why it Matters for How We Hire and How We Teach.”
- Dr. Luke Lara, MiraCosta College. July 19, 2019 panel moderator for “Faculty of Color Retention.”
- Maria Figueroa, MiraCosta College. July 19, 2019 panelist on “Faculty of Color Retention.”

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<sup>20</sup> CCC, Diversity, Equity and Inclusion Statement, July 2019.

- Dr. Karen Chow, DeAnza College. July 19, 2019 panelist on “Faculty of Color Retention.”
- Manuel Velez, San Diego Mesa College. July 19, 2019 panelist on “Faculty of Color Retention.”
- Dr. Edward Pohlert, MiraCosta College. July 19, 2019 panelist on “Faculty of Color Retention.”

In particular, the panel specific to “Faculty of Color Retention,” pushed members to focus on how to change the culture of a system that is embedded with implicit bias. Further, the presentation acted to reinforce the Task Force’s ambition to transform the college system and dismantle the remnants of historical structures that reproduce systemic inequities.<sup>21</sup>

This presentation led to a series of critical discussions in which Task Force members worked to unpack the frequency of micro-aggressions experienced by faculty of color, the lack of support for programs and disciplines perceived to be linked to “activism,” the lack of mentorship, the lack of opportunities to participate in significant district initiatives, the experience of burnout and fatigue from being persistently tapped to champion diversity efforts and mentor students of color and the nascent “tokenism” of being included strictly for the appearance of diversity without meaningful engagement. Most notable from this experience was the willingness of Task Force members to share their personal experience as well as voice opinions sensitive in nature. This presentation is representative of the transformative approach that allowed the Task Force to find common understanding of a complex and systemic problem that up to this point has been overlooked. Another highlight worth mentioning and unique to this initiative is the highly collaborative ways of working that helped the Task Force reach genuine cooperation and understanding in drafting a comprehensive Diversity, Equity and Inclusion Integration Plan—a set of retention, recruitment, and support strategies focused on increasing faculty and staff diversity.

## **PART II. STRATEGIES INTENDED TO DRAMATICALLY IMPROVE DIVERSITY**

### **DEVELOPMENT OF THE TASK FORCE’S DIVERSITY, EQUITY AND INCLUSION INTEGRATION PLAN**

Task Force members embraced the notion that a systemic approach to addressing faculty and staff diversity requires efforts focused at three levels—institutional, interactional and individual. Using these levels as guides, the Task Force developed actions aligned with the *Vision for Success* to map out recruitment, retention and support, and diversity strategies. They sought to develop a deeper system-level commitment as reflected in their Diversity, Equity and Inclusion statement. They distilled this idea into two basic principles (below) into their final theory of change:

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<sup>21</sup> Carnevale, A.P., and Strohl, J. (2013, July). *Separate and Unequal: How Higher Education Reinforces Intergenerational Reproduction of White Racial Privilege*. Washington DC: Georgetown Public Policy Institute: Center for Education and Workforce.

1. Faculty and staff diversity is a driver for the social mobility and educational achievement for students.
2. Community colleges must shift to an intentional practice of compliance to partnerships across systems/departments/divisions in order to design, implement and reinforce policies, procedures and behaviors that serve to cultivate an inclusive ecosystem.<sup>22</sup>

By June 2019, the Task Force created a draft for their theory of change that captured their multi-directional and holistic approach to transforming the workforce of the college system. The theory was built from an understanding that in order to rapidly improve faculty-hiring practices, districts and colleges need additional resources to implement significant changes to system pre-hiring, hiring, and retention policies and strategies. The result was a first draft of their theory of action. It was designed to change the system from the bottom-up as well as earn the collective buy-in needed for true change:

***If intrinsic in the Vision for Success is faculty and staff diversity as key drivers for educational achievement and social mobility for California community college students, then community colleges and districts must be empowered to design, implement, and reinforce (activities) policies, procedures and individual behaviors (goals) that serve to cultivate an inclusive ecosystem to recruit, retain and support a diverse workforce that is continually responsive to the needs of a diverse student population (outcome).***

Emblematic of transformative ways of working, the Task Force collaborated over several meetings where members worked through the review of evidence-based institutional diversity strategies and their applicability to the community college context. The Task Force worked in small groups to discuss, create, and revise institutional, interactional, and individual strategies that align with their theory of change. The process consisted of several rounds of collaboration and discussion with Consultation Council, EEO and Diversity Advisory Committee and the Chancellor's Office. It also included revisiting past efforts to increase diversity and analyzing what did not work and why. The end result was a systemwide diversity, equity and inclusion integration plan to address diversity among full-time and part-time faculty, classified staff and educational administrators.

The integration plan is an organizational strategy that serves as a living document that requires ongoing co-design, development, research, and action. It is meant to help guide the future work of statewide organization partners who will participate in the implementation of the proposed diversity strategies that are aligned to the *Vision for Success* core commitments. As previously noted, consistent with the literature on diversity, the Task Force identified specific diversity activities for the Chancellor's Office or statewide leadership to pursue in three categories: individual, interactional and institutional. Individual strategies include efforts focused on faculty and student mentoring. Interactional efforts include cultivating

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<sup>22</sup> Success Center for California Community Colleges, *Literature Review on Faculty, Staff, and Student Diversity*, May 10, 2019.

buy-in and building an environment conducive to diversity and institutional efforts include larger-scale actions, such as department or institutional approaches. Again, these approaches are meant to reorient departments and institutions toward addressing and improving diversity.<sup>23</sup>

Armed with defined strategies, a theory of change and the evidence-based implementation strategies, the Task Force developed specific ways that the college system can begin their work in the short-term and in the long-term. The integration plan developed by the Task Force identifies recruitment, retention, and support activities organized into Tier 1 and Tier 2 (see Appendix C). 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. As such, the Task Force identified a total of 52 proposed strategies that fall within Tier 1 which can be achieved in a one-two year timeline and with existing resources. Tier 2 activities includes 17 strategies that can be achieved in a three-five year timeline and require additional funding. These strategies represent a starting place for driving this change. These multi-layered strategies are aimed at dismantling the implicit and explicit systemic barriers that negatively impact faculty and staff of color. The following<sup>24</sup> is a sample of Task Force’s approach to transforming the system and the pacing of that work.

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<sup>23</sup> Ibid.

<sup>24</sup> “California Community Colleges Board of Governors Meeting Agenda: September 16, 2019,” California Community Colleges Chancellor’s Office, Last accessed 12.17.19, <https://www.cccco.edu/-/media/CCCCO-Website/Files/BOG/2019/bog-agenda-09-16-17-2019.ashx?la=en&hash=7D1FC0B7B1D994735C9EEF66F407D82D86AE1625>

## IMPLEMENTATION STRATEGIES: SNAPSHOT EXAMPLES

### Institutional

*Vision for Success Commitment 2: Always design and decide with the student in mind*

**Strategy A:** The California Community Colleges Chancellor's Office (Chancellor's Office) to engage and collaborate with statewide stakeholders to implement the systemwide integration plan for diversity, equity and inclusion.

- **Tier 1 Activity:** Board of Governors to establish an accountability body to monitor the implementation of the systemwide diversity, equity and inclusion integration plan.

**Strategy B:** Develop culturally responsive faculty and staff (classified and administrators) recruitment strategies.

- **Tier 1 Activity:** HR and Academic Senate for California Community Colleges (ASCCC) to establish first-year experience support structures for employees.

### Individual

*Vision for Success Commitment 2: Always design and decide with the student in mind*

**Strategy A:** Provide campuswide cultural competency and implicit bias training.

- **Tier 1 Activity:** Chancellor's Office create an online module on cultural competency, implicit bias, and longitudinal analysis to upload to the Vision Resource Center and any relevant websites.
- **Tier 2 Activity:** Association of Chief Human Resource Officers (ACHRO), Association of California Community College Administrators (ACCCA), Association of Chief Business Officers (ACBO), ASCCC, classified senate leaders and union leaders to develop principles to integrate cultural competency into all existing statewide association certificate programs.



## PART III. AUGMENTING EXISTING FUNDING TO ADVANCE STATEWIDE DIVERSITY EFFORTS

The full implementation plan that comprehensively applies the Diversity, Equity and Inclusion integration strategies is part of the work ahead. The Task Force made significant strides in creating a road map for how, when, and where these strategies would be used. They also engaged in careful deliberation on the partnerships, resources, and support that are needed to make this an inclusive system effort. As a result, the third recommendation included by the Task Force requests additional state funding for professional development, faculty pipeline, full-time faculty hiring, technology tools, and statewide leadership and evaluation. To bolster this work the Board of Governors adopted the 2020-21 budget proposal submitted by the Task Force calling for \$60.4 million in ongoing funding and \$16 million in one-time funding (see below and Appendix D).

<b>Professional Development</b>	<ul style="list-style-type: none"><li>• \$10 million (ongoing) to support district EEO Plans and hiring practices</li><li>• \$10 million for professional development of faculty, part-time faculty and classified staff</li></ul>
<b>Grow your own Pipeline</b>	<ul style="list-style-type: none"><li>• \$15 million (one-time) to create a statewide pilot fellowship to recruit and train diverse faculty</li></ul>
<b>Full-time Faculty Hiring</b>	<ul style="list-style-type: none"><li>• \$40 million (ongoing) for full-time faculty hiring with a direct connection to diverse hiring</li></ul>
<b>Technology Tools</b>	<ul style="list-style-type: none"><li>• \$1 million (one-time) to modernization ccregistry.org and improve systemwide online trainings</li></ul>
<b>Statewide Leadership and Evaluation</b>	<ul style="list-style-type: none"><li>• \$407,699 (ongoing General Fund) for additional staffing capacity at the Chancellor's Office to provide statewide leadership, support and evaluation of these programs</li></ul>

The lack of faculty and staff diversity is not unique to the California Community Colleges. The community college worksite is a microcosm of the rest of society. Of note, the system has made significant improvements to improve the EEO Plan submission rate and multiple methods certification form. In 2017, the Statewide EEO and Diversity Advisory Committee held statewide meetings to develop the nine multiple methods for colleges to certify their plans and receive EEO funds, and in 2016 a best practices handbook was developed. However, these improvements have resulted in small changes overtime due to the availability of limited resources and not due to the lack of system support. In order to accomplish the DEI statewide recommendations, the Board of Governors adopted the recommendation from the Task Force and submitted a request to the Governor's Office for support in the 2020-21 fiscal year. If funding is appropriated by the state, this will begin to build system level capacity to advance diversity, equity and inclusion efforts.

## THE WORK AHEAD

The Diversity, Equity and Inclusion Integration Plan defines the exact nature and parameters of support needed to increase racial and ethnic diversity for faculty and staff. More importantly, the plan represents the essential driving questions that the Task Force



continued to discuss over the course of this strategic planning. If the *Vision for Success* sets as a benchmark of success the completion of students' educational goals while concurrently increasing employment in their field of study, and eliminating achievement gaps within 10 years, then:

- *How will our actions help dismantle systemic structures of oppression?*
- *What structural support do we need to empower colleges and districts?*

Foundational to the proposed diversity strategies is the awareness that racial and ethnic barriers that affect faculty and staff of color are related to underrepresented student achievement and success. In the coming months, the Chancellor's Office will convene a statewide DEI Implementation Workgroup<sup>25</sup> who will focus on collaborating with statewide partners to implement the 52 Tier 1 recruitment, retention, and support strategies recommended by the Task Force. Maintaining momentum and accountability for this work is critical. Therefore, the DEI Implementation Workgroup will engage in continuous evaluation of statewide progress and provide updates on progress, challenges, and opportunities as part of their report to the Board of Governors at the September 2020, March 2021, September 2021 and March 2022 meetings. In short, if the California Community Colleges can address systemic barriers and increase diversity among its workforce through intentional policy, procedural and individual changes, the likelihood that students of color persist through completion will increase exponentially.

## **CONCLUSION: SHAPING A NEW ECOSYSTEM THAT BENEFITS ALL STUDENTS**

In a relatively short amount of time and over the course of this effort, the Task Force has undertaken the complex—and at times—sensitive work that has allowed them to accurately name barriers that disproportionately impact underrepresented students. Their accomplishments and tangible deliverables have brought the California community colleges landscape into sharp focus. Importantly, their work has highlighted a dual and unequal system of higher education<sup>26</sup> where barriers and challenges have led to underrepresentation of URM faculty and staff in the California Community Colleges. Education and economic outcomes are still unequal for African-American and Hispanic students.<sup>27</sup> Students of color attain bachelor's and master's degree at lower rates than their white peers.<sup>28</sup> Food and

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<sup>25</sup> The Chancellor's Office will convene the statewide DEI Implementation Workgroup for two years (March 2020-March 2022).

<sup>26</sup> Carnevale, A.P., and Strohl, J. (2013, July). *Separate and Unequal: How Higher Education Reinforces Intergenerational Reproduction of White Racial Privilege*. Washington DC: Georgetown Public Policy Institute: Center for Education and Workforce.

<sup>27</sup> Ibid.

<sup>28</sup> Ibid.

housing insecurity as well as homelessness rates are higher for marginalized students.<sup>29</sup> Moreover, there is new recognition that students of color are more likely to face systemic and structural barriers—from discrimination, to implicit bias, to micro-aggressions, to a lack of cultural representation in curriculum, to low rates of academic achievement, and to uneven employment outcomes. The Task Force has elevated the damage this disparity inflicts on students, communities, and the economy. The DEI Integration Plan strategies are meant to be tools and they are meant to be enacted in partnership with colleges, system leaders, stakeholder groups, faculty, staff and students.

### **DIVERSITY, EQUITY AND INCLUSION ARE TRANSFORMATIVE.**

The *Vision for Success* Diversity, Equity and Inclusion Task Force has endeavored to launch systemic transformation of the college system’s workforce. Their effort focuses on providing investment and support for colleges and staff to redesign leadership and talent pipelines geared towards building a diverse workforce capable of truly understanding the barriers that all students face, especially underrepresented students. Considering the broad scope and importance of this systemic reform, the work by the Task Force is poised to make a national impact on these issues and members of the Task Force will be positioned as innovative thought leaders who can make a difference.

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<sup>29</sup> Sarah Goldrick-Rab, Christine Baker-Smith, Vanessa Coca, Elizabeth Looker, “California Community Colleges #Real College Survey,” March 2019, Last Accessed 12.17.19, <https://hope4college.com/wp-content/uploads/2019/03/RealCollege-CCCCO-Report.pdf>

## APPENDIX A: DIVERSITY, EQUITY AND INCLUSION TASK FORCE COMPOSITION

The composition of the Task Force included representatives from the Board of Governors and representatives from the Academic Senate for California Community Colleges (ASCCC), the Association of Chief Human Resource Officers (ACHRO), the Community College League of California CEOs and Trustees, and the Success Center for California Community Colleges. Together, they embarked on a journey to authentically understand the impacts of systemic and institutional racism in the California Community Colleges with an aim to dismantle the structural inequities that harm students.<sup>30</sup> The members are listed below:

### DEI TASK FORCE MEMBERSHIP

**Hildegarde Aguinaldo**

Board of Governors Member

**Dr. Edward Bush**

President, Cosumnes River College  
CCLC CEO Board Member

**Mayra Cruz**

Academic Senate for California Community Colleges

**Sandy Fried**

Executive Director of the Success Center for California Community Colleges

**Dr. Martha Garcia**

Superintendent/President of Imperial Valley College and CCLC CEO Board Member

**Dr. Daisy Gonzales**

Deputy Chancellor CCCCCO (Co-Chair)

**Dr. Devon Graves**

Research Fellow, Success Center for California Community Colleges

**Nadia Leal-Carrillo**

Director of Policy Development, Success Center for California Community Colleges

**Ebony Lopez**

Diversity Task Force Liaison CCCCCO

**Marissa Perez**

CCLC Trustee Board Member

**Irma Ramos**

ACHRO/EEO Member, Vice Chancellor of HR at North Orange County Community College District

**Greg Smith**

ACHRO/EEO Member, Associate Vice President of HR at Shasta College

**Dr. John Stankas**

Academic Senate for California Community Colleges President (Co-Chair)

**Dr. Loren Steck**

CCLC Trustee Board Member

**Fermin Villegas**

General Counsel CCCCCO

**Alexis Zaragoza**

Board of Governors Student Member

<sup>30</sup> Chancellor Eloy Oakley Ortiz, DEI Memo, October 2019.

## **APPENDIX B: DIVERSITY, EQUITY AND INCLUSION STATEMENT**

### **CALIFORNIA COMMUNITY COLLEGES DIVERSITY, EQUITY AND INCLUSION STATEMENT**

With the goal of ensuring the equal educational opportunity of all students, the California Community Colleges embrace diversity among students, faculty, staff and the communities we serve as an integral part of our history, a recognition of the complexity of our present state, and a call to action for a better future. Embracing diversity means that we must intentionally practice acceptance and respect towards one another and understand that discrimination and prejudices create and sustain privileges for some while creating and sustaining disadvantages for others. In order to embrace diversity, we also acknowledge that institutional discrimination and implicit bias exist and that our goal is to eradicate those vestiges from our system. Our commitment to diversity requires that we strive to eliminate those barriers to equity and that we act deliberately to create a safe and inclusive environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community.

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

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

## APPENDIX C: VISION FOR SUCCESS DIVERSITY, EQUITY AND INCLUSION INTEGRATION PLAN

### BACKGROUND

The *Vision for Success* Diversity, Equity and Inclusion Task Force (Task Force) identified a set of diversity strategies based on research and diversity efforts by state and national institutions. The strategies were adopted as recommendations focused on a theory of change. The theory of change states that, if educational achievement and social mobility for California community college students is intrinsic in the *Vision for Success*, then faculty and staff diversity are a key driver for this work. Furthermore, community colleges and districts must be empowered to design, implement and reinforce policies, procedures and individual behaviors that serve to cultivate an inclusive ecosystem focused on equity and mutual respect in order to recruit, retain and support a diverse workforce that is continually responsive to the needs of a diverse student population.

The proposed diversity strategies are part of a systemwide integration plan to address faculty and staff diversity, including full-time and part-time faculty, classified staff, and educational administrators. The plan is an organizational strategy meant to help guide the future work of statewide organizations who will be engaging in the development and implementation of these strategies. The Task Force recommends that this Integration Plan be treated as a roadmap that can be continually updated and should be annually revised to account for progress towards the strategies and activities listed, and adapt to the ongoing needs of the California Community Colleges.

### Integrated Strategies

The integration plan assumes the proposed recruitment, retention, and support strategies can be adopted at the system and local level within 1-5 years (in some cases multiyear) to change equal employment opportunity (EEO) policies, procedures, and practices in collaboration with stakeholder associations and the Consultation Council.

These strategies and the related activities fall into three categories:

1. Institutional strategies driven by policy changes.
2. Interactional strategies driven by changes to existing procedures.
3. Individual strategies driven by activities that promote supportive and inclusive behaviors.

In addition, the proposed institutional, interactional and individual strategies are aligned to the *Vision for Success* core commitments. The Task Force affirms that because faculty and staff diversity is a driver for the educational achievement and social mobility of our students, the Integration Plan as a whole helps our system achieve the first commitment in the *Vision for Success*—focus relentlessly on students end goals.

Below, every strategy is aligned to a *Vision for Success* commitment. Under every strategy, you will see that the activities are divided into either Tier 1 Activities or Tier 2 Activities.

Tier 1 Activities are those we believe can be achieved in a one-two year timeline and with existing resources. Tier 2 Activities are those that we believe can be achieved in a three-five year timeline and require additional funding. The plan concludes with a list of best practices associated with these activities.

## LIST OF INSTITUTIONAL DIVERSITY STRATEGIES

### *Vision for Success* Commitment 2: Always design and decide with the student in mind

Strategy A: Use data to understand present and future local workforce needs.

Tier 1 Activity: Require recordkeeping of hiring process decisions to allow for specialized statistical analysis of key hiring to measure impact and progress towards increasing the diversity of faculty and staff (classified and administrators).

Tier 1 Activity: Human Resources (HR) Information Systems and research staff to establish a process for identifying criteria to measure adverse impact.

Tier 2 Activity: Expand longitudinal data analysis requirements to include measurement of specific selection criteria for adverse impact.

Tier 2 Activity: Develop a statewide user-friendly data repository.

Tier 2 Activity: Centralize recruitment and application tool for data collection, analysis and reflection (CCCRegistry.org).

Strategy B: The California Community Colleges Chancellor's Office (Chancellor's Office) to engage and collaborate with statewide stakeholders to implement the systemwide integration plan for diversity, equity and inclusion.

Tier 1 Activity: Board of Governors to establish an accountability body to monitor the implementation of the systemwide diversity, equity and inclusion integration plan.

Strategy C: Develop culturally responsive faculty and staff (classified and administrators) recruitment strategies.

Tier 1 Activity: HR and Academic Senate for California Community Colleges (ASCCC) to establish first-year experience support structures for employees.

Tier 1 Activity: HR and ASCCC to clearly outline required minimum qualifications for positions.

Tier 1 Activity: HR and ASCCC to disseminate information on how selection committees may utilize minimum qualifications to select candidates.

#### ***Vision for Success Commitment 4: Foster the use of data, inquiry, and evidence***

Strategy A: Require local boards to publicly review Equal Employment Opportunity (EEO) plans as an action item and encourage local boards to review progress towards activities associated with their district EEO plans.

Tier 1 Activity: Chancellor's Office to standardize and revise the EEO plan template and multiple measures with an equity lens and geared towards an action plan with accountability and evaluation of implementation.

Tier 1 Activity: Chancellor's Office to standardize the submission deadlines of all district EEO plans.

Tier 1 Activity: Chancellor's Office to provide guidance to colleges on longitudinal data analysis to ensure the reported numbers are aligned with diversity strategies and outcomes.

Tier 1 Activity: Districts and colleges to adopt EEO plans as an action item in a public meeting.

#### ***Vision for Success Commitment 5: Take ownership of goals and performance***

Strategy A: Encourage diversity-focused criteria in employee evaluations and tenure review. Encourage boards to include diversity performance criteria in their self-evaluation.

Tier 1 Activity: ASCCC, HR and local union to review existing evaluation procedures.

Tier 1 Activity: HR to collaborate with ASCCC to review faculty evaluation procedures using existing consultative structures.

Tier 1 Activity: ASCCC, HR and local union to create a process where conversations about cultural competencies can happen outside the evaluation process.

Tier 2 Activity: ASCCC and HR to develop a performance evaluation criteria model and professional development opportunities to successfully expand employee's capacity to serve students.

Strategy B: Maintain active EEO committee to ensure continual review of local diversity efforts.

Tier 1 Activity: Chancellor's Office EEO and Diversity Advisory Committee to re-evaluate the activity update process and accountability measures for diversity.

Strategy C: Implement innovative hiring and outreach practices focused on diversity

such as advertising faculty openings in websites, publications, professional associations in specific disciplines, and other groups targeted towards underrepresented academic communities.

Tier 1 Activity: HR, individual Department Chairs and Deans and hiring committees to develop model job description, vacancy announcement, screening criteria, interview questions and other employee selection procedure language to successfully serve diverse student populations.

Tier 1 Activity: Produce exemplary practices and models to be posted and disseminated on the Vision Resource Center.

Tier 2 Activity: Outreach to industries (for career education) and other institutions (Historically Black Colleges and Universities) for graduate and post-doctoral internship opportunities.

Tier 2 Activity: Create media campaign (specific website, marketing materials, social media) that highlights diversity, equity, inclusion resources, events and recognition for students, faculty, staff and communities.

Strategy D: Diversify representation in search committees.

Tier 1 Activity: Districts and colleges, Association of Chief Human Resource Officers (ACHRO), ASCCC, and Chief Instructional Officers (CIOs) to develop guidance on including staff from other disciplines, departments, divisions, etc. on hiring and screening committees.

Tier 1 Activity: ACHRO and ASCCC collaborate to create a tool to assess diverse representation.

Strategy E: Require diversity statement and commitment from applicants and statewide leaders.

Tier 1 Activity: EEO and Diversity Advisory Committee and HR to develop new standards to require a diversity statement of applicants.

Tier 1 Activity: Board of Governors and Chancellor's Office to model this commitment in state hiring process in accordance with California Department of Human Resources policies and procedures.

Strategy F: Adopt a statewide diversity statement and incorporate the diversity statement into the mission of the California Community Colleges. Encourage colleges to adopt a diversity statement as part of their mission statement.

Tier 1 Activity: Board of Governors to approve systemwide statement on diversity,



equity and inclusion and integrate the language in Title 5 regulations, the California Community Colleges mission, EEO plan templates and multiple measures certification forms.

Tier 2 Activity: Local boards to adopt a statement on diversity, equity and inclusion publicly.

### ***Vision for Success Commitment 6: Enable action and thoughtful innovation***

Strategy A: Revise procedures that address diversity, equity and inclusion to reduce bias in the hiring process. Ensure every step of the hiring process relates to minimum qualifications.

Tier 1 Activity: ASCCC to evaluate the 2nd minimum qualification for Faculty.

Tier 1 Activity: ASCCC to look at both the minimum qualifications and preferred qualifications to ensure diversity related experience and skillsets are preferred minimum qualification.

Tier 2 Activity: HR and ASCCC to develop model job descriptions, vacancy announcements, screening criteria, interview questions and other employee selection procedure language to establish the ability to successfully serve diverse student populations.

Strategy B: Imbed diversity, equity and inclusion into all faculty and staff (classified and administrators) awards (i.e. Stanback-Stroud Diversity Award, Dr. John Rice Diversity and Equity Award; Hayward Award; Community College Classified Employee of the Year Award).

Tier 1 Activity: ASCCC to evaluate the Academic Senate Faculty award application process and imbed diversity, equity and inclusion criteria.

Tier 1 Activity: Statewide associations take similar actions.

## **LIST OF INTERACTIONAL DIVERSITY STRATEGIES**

### ***Vision for Success Commitment 2: Always design and decide with the student in mind***

Strategy A: Host open houses for prospective candidates with panels of current faculty and deans.

Tier 1 Activity: HR, Administration, Department Chairs and Student Services to collaborate on updating faculty hiring procedures and methods to include open houses.

Tier 1 Activity: Chancellor's Office to provide guidance on best practice hiring procedures.

Strategy B: Design professional development workshops to increase knowledge and understanding of cultural competency and diversity.

Tier 1 Activity: ASCCC, ACHRO, and Community College League of California (CCLC) to develop a series of modules on cultural humility, equity, diversity, and inclusion.

Tier 1 Activity: Collaborate with the EEO Advisory to create a workshop series model for administrators and managers to understand and see the value of inclusive behaviors.

### ***Vision for Success Commitment 5: Take ownership of goals and performance***

Strategy A: Advertise jobs via diversity-oriented channels.

Tier 1 Activity: Chancellor's Office create a repository of recruitment resources to include advertising and recruitment strategies that can be accessed via the CCCRegistry.org website, Vision Resource Center and reported on the EEO plan.

Tier 2 Activity: Chancellor's Office seek additional funding to support implementation of targeted advertising and recruitment strategies to offset costs of advertising in new places and using differentiated methods to recruit more diverse candidates.

Strategy B: Local HR review supplemental interview materials to ensure they are always job relevant.

Tier 1 Activity: Chancellor's Office partner with statewide organizations to provide best practices modules for implementing the hiring processes that upholds diversity, equity and inclusion with the goal of serving students with excellence.

Tier 1 Activity: HR departments and program offices to develop an Employee Diversification component as part of their EEO Plan.

Strategy C: Encourage and facilitate dialogue between ASCCC, Administration and HR to establish a diversity component in faculty evaluations.

Tier 1 Activity: ASCCC, Unions, Administration and HR to collaborate to review the faculty evaluation tool.

Tier 1 Activity: ASCCC to provide guidance for evaluation and tenure review committees.

Tier 1 Activity: Chancellor's Office partner to create a model for performance evaluation criteria with ASCCC and ACHRO that holds all employees accountable for successfully serving diverse student populations.

Strategy D: Conduct exit interviews of faculty who leave.

Tier 1 Activity: Chancellor's Office and ACHRO to develop model language for exit interviews to assess perspectives on how the prevailing culture impacts diversity, attitudes towards diverse student and employee groups, awareness and success of diversity programs, likelihood of recommending districts to diverse job applicants, impact of current level of diversity on decision to leave.

Tier 1 Activity: Districts and colleges to collect data about those exit interviews to inform strategies for improving retention.

Strategy E: Provide equivalency guidance and professional development.

Tier 1 Activity: Chancellor's Office and ASCCC to partner to release statewide guidance on equivalency process and policies.

Tier 1 Activity: Chancellor's Office require that equivalency committees receive the same training as hiring committees.

### ***Vision for Success Commitment 7: Lead the work of partnering across systems***

Strategy A: Diversify hiring or screening committees with members of diverse educational background, gender and ethnicity.

Tier 1 Activity: ASCCC and ACHRO to provide guidance on hiring committees: examples to diversify committee, what these committees should look like, and models for candidate evaluation.

Tier 1 Activity: ACHRO to develop a model to evaluate the composition of local hiring committees with a diversity, equity, and inclusion lens, and partner with the Chancellor's Office and ASCCC to release statewide guidance.

Tier 1 Activity: ASCCC and HR to develop model job descriptions, vacancy announcements, screening criteria, interview questions, and other employee selection procedure language to establish the ability to successfully serve diverse student populations as a true minimum qualification for all positions. Focus on student engagement, retention and responding to student needs.

Tier 2 Activity: Districts and colleges to revise their policies and procedures every 5 years and include cross-functional staff in hiring and screening committees (i.e.

including staff from other disciplines, departments, divisions, classified staff, etc.).

Tier 2 Activity: Chancellor's Office and ACHRO create modules that outline a process for improving and diversifying screening and hiring committees to provide guidance to the field.

## LIST OF INDIVIDUAL DIVERSITY STRATEGIES

### ***Vision for Success Commitment 2: Always design and decide with the student in mind***

Strategy A: Provide campuswide cultural competency and implicit bias training.

Tier 1 Activity: Chancellor's Office create an online module on cultural competency, implicit bias, and longitudinal analysis to upload to the Vision Resource Center and any relevant websites.

Tier 2 Activity: ACHRO, Association of California Community College Administrators (ACCCA), Association of Chief Business Officers (ACBO), ASCCC, classified senate leaders and union leaders to develop principles to integrate cultural competency into all existing statewide association certificate programs.

Strategy B: Provide professional support for classified staff to build capacity and career growth with an emphasis on equity and diversity.

Tier 1 Activity: Chancellor's Office to evaluate how the caring campus pilot program can be scaled and the resources that would be needed.

Tier 2 Activity: Chancellor's Office to advocate for additional systemwide professional development support with an equity and diversity lens for classified staff in 2020-21.

Strategy C: Encourage and facilitate dialogue between ASCCC and Administration on faculty evaluation processes to demonstrate continued commitment to diversity.

Tier 1 Activity: Chancellor's Office collaborate with the ASCCC, CCLC, ACHRO and unions to facilitate this dialogue at statewide conferences.

Tier 2 Activity: Board of Governors to create a workgroup with a set timeline to require the Chancellor's Office, ASCCC, ACHRO and unions to develop model performance evaluation criteria and procedures to hold all employees accountable for successfully serving diverse student populations.

### ***Vision for Success Commitment 3: Pair high expectations with high support***

Strategy A: Establish pipeline programs to diversify the faculty applicant pools.

Tier 1 Activity: ASCCC and Chancellor's Office partner to provide statewide guidance and clarity on minimum qualifications (preferred vs required).

Tier 2 Activity: Chancellor's Office to secure funding to create a statewide internship program and pipeline for graduate students to teach at California community colleges.

Strategy B: Provide faculty and staff (classified and administrators) mentoring opportunities at colleges.

Tier 1 Activity: ASCCC and CCLC collaborate to educate districts, colleges, trustees and CEO's on the impact of mentoring programs.

Tier 2 Activity: Chancellor's Office to secure new funding for EEO plans and flexibility to fund mentoring programs to be implemented statewide.

### ***Vision for Success Commitment 5: Take ownership of goals and performance***

Strategy A: Celebrate the diversity of the California Community Colleges.

Tier 1 Activity: Board of Governors to adopt a multi-cultural awareness week to celebrate the diversity of our system. Encourage CCLC, Student Senate for California Community Colleges (SSCCC), ASCCC, ACHRO and Chief Business Officers (CBO) to publicize the accomplishments of our system.

Strategy B: Elevate the work of community college system associations and external organizations that provide mentoring and professional development to diverse populations.

Tier 1 Activity: Chancellor's Office align requirements to the Rice Awards and allow system non-profit associations to nominate community college stakeholders (i.e. faculty, administrators, staff (classified) and students).

Strategy C: Foster open lines of communication on campuses for constructive feedback including dialogues, summits, town halls, and forums.

Tier 1 Activity: Chancellor's Office to continue Chancellor's Listening Tour and Black and African-American Advisory Town Halls to elevate dialogue on diversity, equity and inclusion.

Tier 1 Activity: Chancellor's Office to partner with system stakeholders to host annual diversity, equity and inclusion summit.

Tier 2 Activity: ASCCC and ACHRO to create guidelines to develop local forums for dialogue.

## ***Vision for Success Commitment 6: Enable action and thoughtful innovation***

Strategy A: Recognize and support faculty and staff (classified and administrators) contributions to diversity through their mentoring efforts and community involvement.

Tier 1 Activity: Chancellor's Office collaborate with ASCCC and CCLC to develop a best practices approach for mentoring and add it to the EEO best practices manual.

### **BEST PRACTICES**

- Host a job fair focused on underrepresented/marginalized groups; likewise, attend Historically Black Colleges and Universities (HBCU's), Native American colleges, Asian American and Native American Pacific Islander Serving Institutions (AANAPISI), and Hispanic-serving colleges' job fairs.
- Colleges may target recruitment efforts towards local master's degree programs focusing on final year candidates and establish partnerships with local higher education institutions that create a long-term pipeline of candidates.
- Chancellor's Office can partner with HBCU's, Native American colleges, professional associations/organizations, mentorship or coalitions, and other affinity groups for underrepresented minority groups (e.g. Latina Leadership Network, Asian Pacific Islanders in Higher Education, etc.) to facilitate recruitment and advertising for districts and colleges. The partnerships may leverage CCCRegistry.org as a vehicle for streamlining recruitment more systematically to those audiences.
- ASCCC and HR can establish the review of supplemental material as a component/step in the process via EEO plan.
- Include diverse stakeholders on hiring committees and screening processes (i.e. students, community members, classified staff, etc.).
- Set principles of engagement or behavioral level best practices to guide districts/colleges in effectively implementing the new diversity, equity and inclusion focused processes. Provide EEO training to districts and colleges for implementing these processes with a diversity, equity and inclusion lens.
- Create an environment of inclusion with on-going state and institutional-level recognition of faculty and staff efforts and commitment to diversity, equity and inclusion and successfully serving students.
- Establish a peer-to-peer strategy for recognition.
- Identify models that have a systemic approach to recognizing and affirming diversity, equity and inclusion. (Example: Palomar College trustees created a policy putting diversity at the forefront).

- Encourage behaviors from administrators that lead to recognition at every level where diversity, equity and inclusion and student success efforts happen (i.e. team recognition, part-time staff recognition, admin, etc.).
- Districts and colleges to review and strengthen the college and district policy and procedures to make the hiring and screening committees representative of the students and communities served (include students and part-time faculty representation).
- Provide compensation and credit for students participating in hiring or selection committees.
- Use section of EEO plan that allows Chancellor's Office to collect data on the composition of hiring committees to understand the progress colleges and districts are making.
- Districts and colleges support the development of a workshop series for administrators and managers designed to understand and see the value of inclusive behaviors (i.e. cultural competency, accessibility).
- Chancellor's Office encourage the development of intern programs that provide training to diverse applicants to meet minimum qualifications by highlighting them in the EEO best practices handbook (Example: Project MATCH).
- ACHRO and CBO's can partner to develop a checklist to implement college mentorship programs.
- Trustees and CEO's encourage college partnerships with community-based organizations to solicit feedback on strategies to create a more inclusive work environment and identify barriers to inclusion.
- Promote the collaboration between colleges and local organizations to offer joint research, training, and educational opportunities and experiences for faculty and staff by encouraging the development of a directory of multicultural organizations.
- California Community Colleges Classified Senate (4CS), CBO's, CCLC and ACHRO can partner to create a checklist to lead a statewide education campaign to encourage classified staff to discuss and champion equity and diversity.
- ASCCC can collaborate with local senates, faculty, and staff to promote campus dialogue related to diversity, equity and inclusion.

## APPENDIX D: UPDATED 2020-21 FACULTY AND STAFF DIVERSITY BUDGET CHANGE PROPOSAL

### CALIFORNIA COMMUNITY COLLEGE CHANCELLOR'S OFFICE 2020-21 BUDGET AND LEGISLATIVE REQUEST FORM

The Finance and Facilities Planning and Governmental Relations Divisions are seeking input into the development of the 2020-21 California Community Colleges Budget and Legislative Request. To submit a budget or statutory request, please upload this completed form at [Dropbox](http://tinyurl.com/yy4v9k97) (<http://tinyurl.com/yy4v9k97>) by June 21, 2019. For consideration, proposals should advance the [Vision for Success](https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Reports/Files/vision-for-success.ashx) (<https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Reports/Files/vision-for-success.ashx>). The Chancellor will make the final determination regarding items included in the proposed 2020-21 Budget and Legislative Request. While submissions will not receive individual responses from the Chancellor's Office, items selected for potential inclusion will likely require completion of a [Budget Change Proposal](http://www.dof.ca.gov/budget/resources_for_departments/budget_forms/documents/DF46.doc) ([http://www.dof.ca.gov/budget/resources\\_for\\_departments/budget\\_forms/documents/DF46.doc](http://www.dof.ca.gov/budget/resources_for_departments/budget_forms/documents/DF46.doc)) and/or submission of additional background information.

### PROPOSAL SUMMARY AND ALIGNMENT TO THE *VISION FOR SUCCESS*

In November 2018, the Board of Governors requested that the Chancellor's Office establish a Faculty and Staff Diversity Task Force (Diversity Task Force). The creation of the Task Force was sparked by a statewide study that found that in the California Community Colleges, the demographics of campus faculty and leadership is not representative of the student's they serve. Specifically in 2016-17, while 73% of students were students of color, 72% of Academic Senates Leaders were White, 61% of tenured faculty were White, 60% of non-tenured faculty were White, and 59% of College Senior Leadership were White. Recognizing that California community college districts have made improvements to implement and submit equal employment opportunity (EEO) reports, the Board of Governors requested that the Faculty and Staff Diversity Task Force present a set of recommendations to integrate faculty and staff diversity as a part of the *Vision for Success* and present a set of statewide recommendations on structural changes, including policies, practices, and tools that the system will need to make to improve system EEO implementation and better support diversity.

Faculty and staff diversity is a driver for educational achievement and social mobility. Faculty and staff diversity is important to ensure students can identify with our faculty/staff and our faculty/staff to connect effectively with students of diverse backgrounds. As a driver, faculty and staff diversity directly supports the *Vision for Success* goals. This proposal requests additional statewide resources that have been identified by the Diversity Task Force to help colleges and districts implement the recommendations that will be adopted by the Board of Governors at their September or November 2019 meeting.

### DESCRIPTION OF THE PROBLEM

The *Vision for Success* commitments represent a set of mindsets. The commitments are an overarching theory of action, they are not specific tactics. In order to improve faculty and staff hiring practices, districts and colleges will need additional resources to implement transformational changes to system pre-hiring, hiring and retention policies and strategies.



It has been challenging to operate robust EEO programs at the local level. Currently, colleges receive \$50,000 in EEO funds to support EEO efforts and comply with reporting requirements. Outside of this state allocation, HR offices and partnerships between the Chancellor's Office, Academic Senate, League and ACHRO have to be pieced together to provide technical assistance, trainings and tools for the largest system of public higher education in the nation. The California Community Colleges also hosts an outdated job board (called the CCCRegistry.org) that is in need of improvements to better serve job seekers who are committed to educational excellence as faculty members or administrators in our districts and colleges. Improving this online database of job opportunities will be critical to improving the pre-hiring process. Additionally, we envision a more modern and robust CCCRegistry.org which would evolve beyond its current status as a simple job board to become a streamlined and efficient tool for applying to multiple jobs. This common application would allow for the easy collection and analysis of demographic data, which would support our EEO mission by providing current and readily available data on EEO performance at the college, district, regional, and systemwide level.

## BACKGROUND OF THE PROBLEM

The lack of faculty and staff diversity is not unique to the California Community Colleges. Our worksite is a microcosm of the rest of society. Significant improvements have been made to improve the EEO Plan submission rate and multiple methods certification form. In 2017, the Statewide EEO and Diversity Advisory Committee held statewide meetings to develop the nine multiple methods to certify and receive EEO funds, and in 2016 a best practices handbook was developed. These improvements have been thwarted due to limited resources, not system support. The Diversity Task Force will present for the Board of Governors consideration changes that will make system wide investments an urgency.

## DESCRIBE HOW THE PROPOSED SOLUTION ADDRESSES THE PROBLEM

The proposed solution would begin to build the capacity for California's 115 colleges and support at the state Chancellor's Office. To accomplish the statewide recommendations, the Chancellor's Office is requesting state investments in California community college diversity and EEO efforts as a part of the 2020-21 budget request process. The Diversity Task Force proposes augmenting existing funding and two new funding gaps that will advance statewide diversity efforts. The investments below total: \$76.4 million.

- **\$20 million** ongoing to expand district EEO implementation. This includes \$10 million ongoing for professional development **for full-time faculty, part-time faculty and classified staff to drive individual and systemic cultural change to improve the equal educational opportunity for all students.** This is an augmentation to the existing EEO fund allocation.
- \$15 million one-time to establish a Statewide Pilot Fellowship program to improve faculty diversity hiring. This program has been proposed by the Consultation Council for several years. Establishing a statewide fellowship program has been proven nationally as a successful strategy to diversify worksites in the public and private sector.

- \$1 million one-time to modernize CCCRegistry.org and add systemwide online trainings such as cultural competency and unconscious bias training.
- \$40 million ongoing for full-time faculty hiring.
- \$407,699 ongoing general fund to provide additional support for Chancellor’s Office positions that will provide leadership in statewide best practices and closely monitor EEO plan implementation and district reporting obligations. (1 Vice Chancellor-Exempt position, 1 Specialist, 1 Staff Services Analyst)

## **ANALYZE ALL FEASIBLE ALTERNATIVES**

The only alternative to a budget investment is continuing to use existing limited resources to piece together trainings and tools with external stakeholders and focusing on compliance to submit a state report. Without resources, our colleges and districts will only be able to report how they have attempted to comply and make improvements without resources. This approach is unsustainable, and greatly impacts the system’s ability to enact and advance the large-scale reforms required by the *Vision for Success*.

## **STRONGEST ARGUMENTS IN SUPPORT OF PROPOSED SOLUTION**

California Education Code section 87100 requires “a workforce that is continually responsive to the needs of a diverse student population [which] may be achieved by ensuring that all persons receive an equal opportunity to compete for employment and promotion within the community college districts and by eliminating barriers to equal employment opportunity.” Maintaining a richly diverse workforce is not only required by law, but these policies provide our students with the educational benefits of a diverse workforce. The investments requested represent the best thinking across systemwide stakeholders who are experts in our system’s policies and practices, and have engaged in a taskforce convening over a period of six months.

## **FISCAL ANALYSIS AND JUSTIFICATION**

This proposal calls for \$60.4 million in ongoing funding and \$16 million in one-time funding. These structural investments are only one part of the institutional changes needed to provide colleges and districts resources, support and guidance. While the proposal can be phased-in over 1-2 years, the need for ongoing funding will be critical to these efforts. The largest investment is needed to diversify the faculty in our system through full-time positions. A strong partnership with the Academic Senate for California Community Colleges will need to be ongoing and address major hiring processes such as equivalency and hiring committee trainings. This request includes \$40 million ongoing for full-time faculty positions because without connecting future hiring to statewide diversity efforts, the system will continue to play catch up to fill limited vacancies with diverse candidates.

## **DESCRIBE PREVIOUS STATE OR FEDERAL LEGISLATION, POLICY OR FISCAL EFFORTS, OR HEARINGS ON THE SUBJECT**

EEO statutes are codified in California Education Code sections 87100-87108, and

implementing regulations are found at title 5, California Code of Regulations sections 53000-53034. The State Legislature has been interested in this topic across segments over the last decade, and a proposed Assembly hearing is planned for fall 2019.

## **ADDITIONAL INFORMATION**

This proposal will require statewide system support as significant Proposition 98 dollars will be needed to prioritize increasing faculty and staff diversity in our system. Additionally, the issue of part-time faculty and staff was not addressed in this proposal.

The Task Force is co-chaired by the Chancellor's Office and the Academic Senate for California Community Colleges (ASCCC) and includes presidents/CEO's, faculty, HR managers, trustees, researchers, students and Chancellor's Office staff. The Task Force met between April and September 2019 and will present to the Board a systemic plan to improve faculty and staff diversity at the September and November 2019 Board meetings. Task Force Roster:

- Dr. John Stankas, ASCCC President (Co-Chair)
- Mayra Cruz, ASCCC, DeAnza College
- Dr. Edward Bush, President, Cosumnes River College
- Dr. Martha Garcia, Superintendent/President, Imperial Valley College
- Marisa Perez, Trustee, Cerritos CCD
- Loren Steck, Trustee, Monterey Peninsula CCD
- Irma Ramos, ACHRO, North Orange CCD
- Greg Smith, ACHRO, Shasta College
- Hildegard B. Aguinaldo, Board of Governors Member
- Alexis Zaragoza, Board of Governors Student Member
- Dr. Daisy Gonzales, Chancellor's Office (Co-Chair)
- Fermin Villegas, Chancellor's Office
- Ebony Lopez, Chancellor's Office
- Sandy Fried, Foundation for California Community Colleges Success Center
- Nadia Leal-Carrillo, Foundation for California Community Colleges Success Center
- Dr. Devon Graves, Foundation for California Community Colleges Success Center



Front cover photo: Modesto Junior College

Photo at right: Santa Monica College

Back cover photo: Merrit College



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## WEBSITES

**California Community Colleges**  
[cccco.edu](http://cccco.edu)

**Student Success Scorecard**  
[scorecard.cccco.edu](http://scorecard.cccco.edu)

**Salary Surfer**  
[salarysurfer.cccco.edu](http://salarysurfer.cccco.edu)

**Associate Degree for Transfer**  
[adegreewithaguarantee.com](http://adegreewithaguarantee.com)

**Financial Aid**  
[icanaffordcollege.com](http://icanaffordcollege.com)

**Career Education**  
[careered.cccco.edu](http://careered.cccco.edu)

## SOCIAL MEDIA



**California Community Colleges Facebook Page**

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**Financial Aid Facebook Page**

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**Chancellor Eloy Oakley Twitter Feed**

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**California Community Colleges YouTube Page**

[youtube.com/CACommunityColleges](https://youtube.com/CACommunityColleges)

**Financial Aid YouTube Page**

[youtube.com/ICANAFRDCOLLEGE](https://youtube.com/ICANAFRDCOLLEGE)

**Hello College, It's Me Lupita!**

<https://www.youtube.com/hellocollegeitsmelupita>



**California Community Colleges Instagram Page**

[instagram.com/CaliforniaCommunityColleges](https://instagram.com/CaliforniaCommunityColleges)

**Financial Aid Instagram Page**

[instagram.com/icanaffordcollege](https://instagram.com/icanaffordcollege)





California Community Colleges Chancellor's Office  
1102 Q Street | Suite 4400 | Sacramento, CA 95811

[www.cccco.edu](http://www.cccco.edu)



June 5, 2020

Dear California Community College Family,

With the goal of improving outcomes for all of our students, over the past three years we have been committed to implementing the *Vision for Success* reforms with equity at the core of our work. Over the past three months, this system has mobilized to help 2.1 million students in the middle of a global pandemic. With equity at the forefront of decision-making, our faculty, staff, student leaders, administrators and trustees have responded with resources such as, Wi-Fi, laptops, hot meals, emergency loans and online education for our students. Most recently, our system and our students are hurting and they are outraged because of the systemic racial injustices that still exist in our country. In this moment, we need to use our positions of privilege, influence and power to make a difference.

More than 69 percent of our students identify with one or more ethnic groups—this means that we serve the most diverse student populations in all of higher education. On Wednesday, the Chancellor’s Office hosted a “Call to Action” webinar. Chancellor Oakley and system leaders called for our system to actively strategize and take action against structural racism. We cannot say that we are equity champions and be afraid to have open dialogue about structural racism. In this webinar, Chancellor Oakley called for action across six key areas that will require their own work plan and all of you to help us implement and hold us accountable. Specifically, the “Call to Action” asks for our system to mobilize around:

- 1. A System wide review of law enforcement officers and first responder training and curriculum.** Our system trains the majority of law enforcement officers, firefighters and EMTs in California. We have an opportunity to transform our communities by leading the nation in training our law enforcement officers and first responder workforce in unconscious/implicit bias, de-escalation training with cultural sensitivity, and community-oriented/de-militarized approaches. This work must be led system wide in partnership with the Academic Senate for California Community Colleges (ASCCC), faculty at our colleges, Career Technical Education



Deans, workforce education practitioners, local communities and key stakeholders such as the Commission on Peace Officer Standards and Training (POST).

- 2. Campus leaders must host open dialogue and address campus climate.** The murder of George Floyd, ongoing violence projected in the news, increased unemployment, poverty and inequality impact every single community. Now more than ever, our students, faculty, staff and administrators need to feel a sense of agency and must have open and honest conversations about how we come together as an educational community to keep building inclusive and safe learning environments. Our campuses already use surveys, focus groups and town halls to address campus climate, but building community virtually requires new strategies and tools. This work must be led by our campus CEO's/Presidents in partnership with district trustees, campus police, chief student service officers, campus student leaders and their community.
- 3. Campuses must audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum.** As campus leaders look at overall campus climate, it is equally critical that faculty leaders engage in a comprehensive review of all courses and programs, including non-credit, adult education, and workforce training programs. Campuses need to discuss how they give and receive feedback and strive to embrace the process of feedback as a productive learning tool rather than a tool wielded to impose judgment and power. Faculty and administrative leaders must work together to develop action plans that provide proactive support for faculty and staff in evaluating their classroom and learning cultures, curriculum, lesson plans and syllabi, and course evaluation protocols. Campuses also need to look comprehensively at inclusive curriculum that goes beyond a single course, such as ethnic studies, and evaluate all courses for diversity of representation and culturally-relevant content. District leaders should engage with local faculty labor leaders to review the tenure review process to ensure that the process promotes and supports cultural competency. Additionally, districts should be intentional about engaging the experiences, perspectives and voices of non-tenured and adjunct faculty in the equity work of the campus. This work must be led in partnership with campus CEO's/Presidents, college faculty, chief





instructional officers, chief student service officers, the ASCCC, the Student Senate for California Community Colleges (SSCCC) and campus student leaders.

4. **District Boards review and update your Equity plans with urgency.** It is time for colleges to take out their Equity Plans and look at them with fresh eyes and answer the question of whether it is designed for compliance or for outcomes. College leaders, both administrative and academic, must have candid conversations about the limitations and barriers to pushing their equity plans and agenda further, and where there are opportunities and support to accelerate the work. Colleges will need to pull together a cross-campus team, including research, human resources, technology, faculty, support services, classified staff and others to focus on naming the barriers, identifying solutions, and then rallying the full campus to engage in meeting the needs. Equity plans must take into consideration the non-credit and adult education students, who consist of close to a million students in our system, and make up some of the most vulnerable and socially disadvantaged groups. We have all seen campuses do what was previously considered impossible as they responded to COVID-19; it is time to channel that same can-do attitude and community resolve towards addressing equity and structural racism. This work must be led system wide in partnership with district trustees, CEO's/Presidents and all campus leaders at all levels.

5. **Shorten the time frame for the full implementation of the Diversity, Equity and Inclusion Integration Plan.** In 2018, the Board of Governors of California's Community Colleges (Board) mandated that our system create a plan to address diversity, equity and inclusion (DEI) in our workforce and learning environments. This work culminated in a unanimous vote September 2019 where the Board adopted a new system wide statement for DEI that impacts the mission of our system, the Equal Employment Opportunity (EEO) reports submitted by our districts and funding allocations for EEO funds. In addition to a new statement, the Board approved the DEI Integration Plan with a call to fully implement 68 recommendations over the next five years. Our system cannot afford to wait 5 years. The Chancellor calls for the Chancellor's Office DEI Implementation Workgroup, the statewide representatives in the Consultation Council and campus leaders to



mobilize to implement all tier 1 recommendations in the next 6 to 12 months and to act with urgency to implement tier 2 recommendations.

**6. Join and engage in the Vision Resource Center “Community Colleges for Change.”** As an educational community, we all need to continue to invest time to learn. The Chancellor’s Office has created a virtual community in the Vision Resource Center where content, dialogue and modules will be uploaded. Visit [visionresourcecenter.cccco.edu](http://visionresourcecenter.cccco.edu). After logging in, under the “Connect” menu, visit “All Communities” and look for “Community Colleges for Change”. Select the community and then click “Join Community” to access the content. This site is open to our entire system.

This call to action does not end here. Our work has just begun. Similar to the Guided Pathways work you have been engaged in, it will take all of us to host honest conversations, call out structural barriers, present solutions and continually measure our progress to hold ourselves accountable for making progress. We invite you to continue to learn with us. Several of you have already emailed us to get access to the webinar recording and resources mentioned by several of the “Call to Action” webinar speakers. Below is a list of those materials.

- June 3, 2020 “Call to Action” Webinar recording:  
[https://cccconfer.zoom.us/rec/share/ovNrlr\\_iyGVJbdLAykXQdaUgOq7seaa8gyMc-6VeyBz9P\\_Ku-NHJIQb3iV8uZ3Xt?startTime=1591200002000](https://cccconfer.zoom.us/rec/share/ovNrlr_iyGVJbdLAykXQdaUgOq7seaa8gyMc-6VeyBz9P_Ku-NHJIQb3iV8uZ3Xt?startTime=1591200002000)
- Diversity Equity and Inclusion Legislative Report and Integration Plan:  
[https://www.cccco.edu/-/media/CCCCO-Website/Reports/CCCCO\\_DEI\\_Report.pdf?la=en&hash=69E11E4DAB1DEBA3181E053BEE89E7BC3A709BEE](https://www.cccco.edu/-/media/CCCCO-Website/Reports/CCCCO_DEI_Report.pdf?la=en&hash=69E11E4DAB1DEBA3181E053BEE89E7BC3A709BEE)
- Webinar series by A2MEND. Join this Saturday June 6th at 11 a.m.  
<https://twitter.com/A2MEND2006/status/1268630853002747904>
- Panelist recommended articles and books:
  - [The Racist Roots of American Policing: From Slave Patrols to Traffic Stops](#)
  - [MappingPoliceViolence.org](http://MappingPoliceViolence.org)
  - [“When Police Brutality Has You Questioning Humanity and Social Media is Enough”](#)



- o [How to Raise a Black Son in America](#)
- o [Between the World and Me](#) by Ta-Nehisi Coates
- o [75 Things White People Can Do for Racial Justice](#)
- o [The Conversation We Must Have with Our White Children](#)
- o [White Fragility: Why it's So Hard for White People to Talk About Racism](#)  
by Robin J. DiAngelo

On behalf of our 2.1 million students and the 131 employees in the Chancellor’s Office, we thank you for joining us to learn, listen and act. Together we are a stronger, more courageous, and creative community.

In solidarity,

Eloy Ortiz Oakley, Chancellor

Marty Alvarado, Executive Vice  
Chancellor of Educational Services and  
Support

Paul Feist, Vice Chancellor of  
Communications and Marketing

Barney Gomez, Vice Chancellor of  
Digital Innovation and Infrastructure

Dr. John Hetts, Visiting Executive of  
Research and Data

Marc LeForestier, General Counsel

Dr. Daisy Gonzales, Deputy Chancellor

Dr. Aisha Lowe, Vice Chancellor of  
Educational Services and Support

Kelley Maddox, Vice Chancellor of  
Internal Operations

Lizette Navarette, Vice Chancellor of  
College Finance and Facilities Planning

David O’Brien, Vice Chancellor of  
Governmental Relations

Sheneui Weber, Vice Chancellor of  
Workforce and Economic Development

**Chancellor’s Office**

1102 Q Street, Sacramento, CA 95811 | 916.445.8752 | www.cccco.edu

**June 24, 2020**  
**Equal Employment Opportunity and Diversity Advisory Committee**  
**CCC Registry Report**  
**Submitted by Beth Au, Director**



CCC Registry activities include:

- 1) March 20, 2020: All office operations were moved to remote office operations until further notice per Yosemite Community College District Chancellor's response to COVID-19 concerns and the statewide "stay-at-home" order issued by Governor Newsom. Weekly staff meetings are in place via Confer Zoom and goals are summarized. Staff is in contact via email, phone and text. Mail is picked up weekly by the director every Thursday as designated by Yosemite CCD protocol. All standard Yosemite CCD office procedures have moved to a remote environment and are utilized by CCC Registry staff.
- 2) April: XML Feed to automate job postings was implemented. The XML Feed was created in response to JobElephant, an ad agency that helps approximately 75% of CCC's advertise. Improvements to the feed are on-going, but since XML Feed implementation, job postings are replicated in the database within hours of receipt. Districts who do not use JobElephant send their jobs directly to the CCC Registry and the jobs are posted manually.
- 3) April/May: Due to COVID-19 concerns, the CCC Registry researched options and interviewed companies to host virtual job fairs. Five companies were included in the research. After price point determinations, three companies moved forward in the process. Validar was selected.
- 4) June: Negotiations are underway with Validar, Software Company, to assist with CCC Registry Virtual Career Event for January 2021. CCC Registry has worked with Validar in the past on job fair lead retrieval data. After researching other options, Validar is the best company to assist with a virtual event in 2021 to replace an in-person job fair. Districts who are interested will need to register to be a part of the event. Registration prices have not been determined, but will most likely be priced lower than an in-person event. More information will be forthcoming as we develop the concepts for the event.
- 5) July: CCC Registry will request job fair contact updates per each district and include a short survey on interest in a virtual career event.
- 6) Change orders to improve the CCC Registry website on the job seeker and administrative portals are on-going and include improvements to Home, College Directory, Resources pages as well as back-end administrative portal improvements.
- 7) Voicemails and emails continue to be received remotely and answered via phone or email on a daily basis during office hours.
- 8) Social Media: Facebook and Twitter feeds were automated in April through JobElephant to post new jobs that come through the XML feed. This campaign will be for 12 months. Results are still pending.

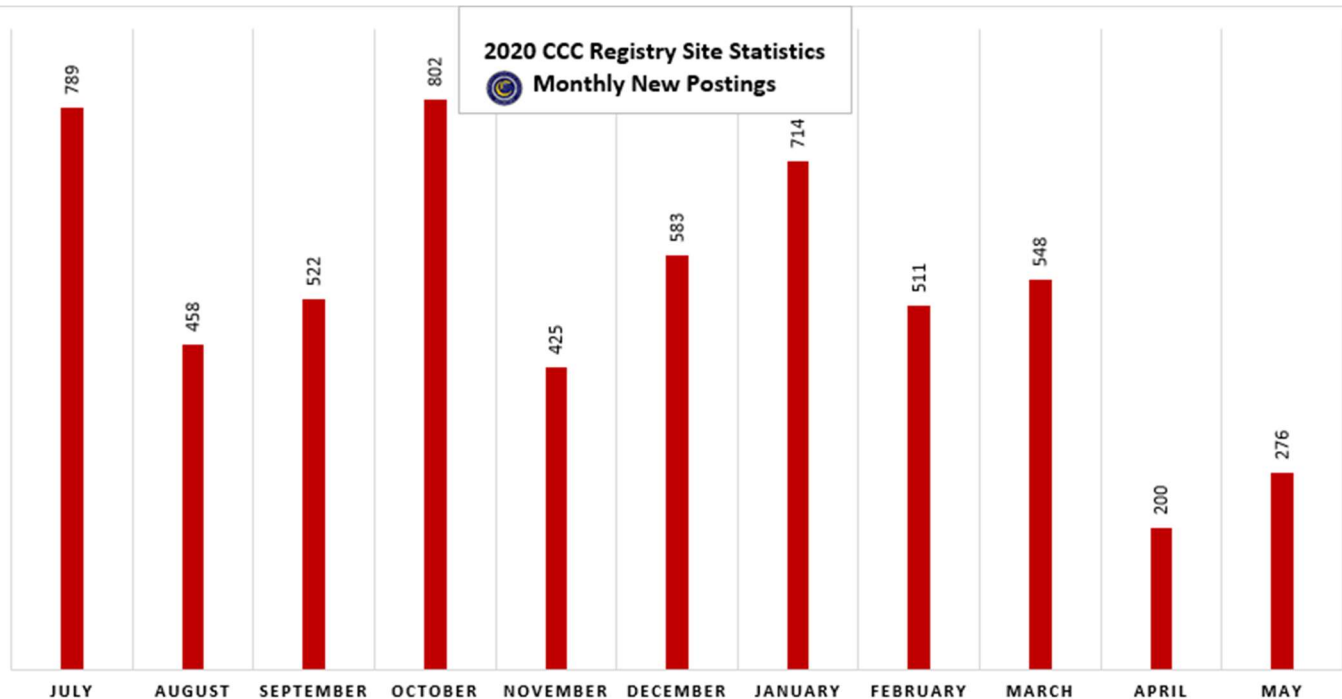
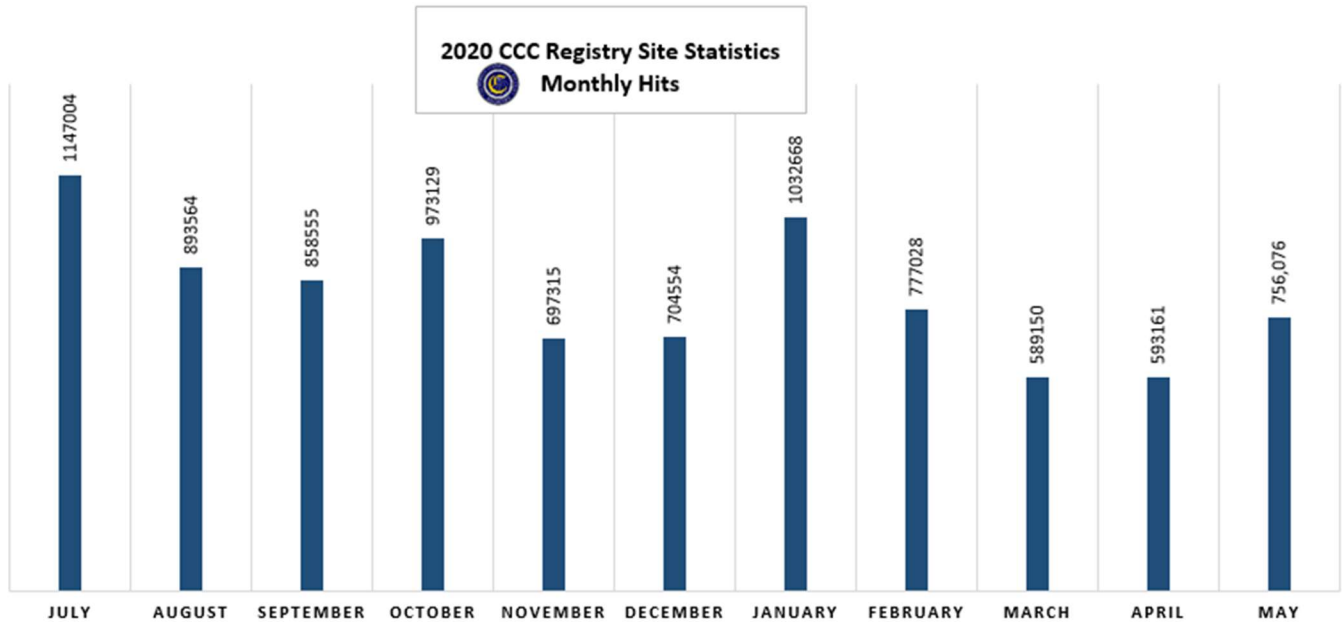
Page 2 includes two graphs of data

## CCC Registry Site Statistics July 2019 to May 2020

(June is not included due to current timing of meeting)

First Graph data: The monthly hits to the CCC Registry from June 2019 to May 2020 (Hits to the website dropped during March/April 2020 due to pandemic/stay-at-home orders)

Second Graph data: The monthly job postings to the CCC Registry from June 2019 to May 2020 (Job postings dropped significantly during April/May due to pandemic/economic downturn)



## FY 2020-21 EEO and Diversity Advisory Committee Goals

**Updated Thursday, June 18, 2020**

Goal	<i>Vision for Success Alignment</i>	Timeline(s)	Lead(s)	Advisory Committee
1) Advance necessary Title 5 changes to integrate the new diversity, equity and inclusion statement adopted by the Board of Governors.	<p><u>Commitment 5:</u> “Take Ownership of goals and performance.”</p> <p>[DEI Integration Plan pg. 3]</p>	June 2020 meeting of the EEO and Diversity Advisory; July 2020 Consultation Council meeting; and July 2020 Board of Governors meeting.	EEO Plans & Multiple Methods Working Group and Chancellor’s Office staff.	<ul style="list-style-type: none"> <li>• Receive and review updates.</li> <li>• Review recommendations from the working group.</li> <li>• Engage the field in providing feedback during the reading period for statewide regulatory changes. The first reading will take place at the July 2020 Board of Governors meeting.</li> </ul>
2) Update the Title 5 regulations pertaining to the EEO Plan and update the EEO Plan template and Multiple Methods.	<p><u>Commitment #4:</u> “Foster the use of data, inquiry, and evidence.”</p> <p>[DEI Integration Plan pg. 3]</p>	September Consultation Council, and November 2020 Board of Governors meeting. The goal is to require implementation by districts in 2021.	EEO Plans & Multiple Methods Working Group and Chancellor’s Office staff.	<ul style="list-style-type: none"> <li>• Receive and review updates.</li> <li>• Review preliminary title 5 recommendations from the working group August 2020 and engage the field in providing feedback during the public comment period of the Board of Governors process-first reading November 2020.</li> <li>• Review and provide feedback on the recommended changes to the EEO Plan Template and multiple methods October 2020 and December 2020. The Board of Governors will consider the changes at their January 2021 Board meeting.</li> </ul>

3) Disseminate guidance memo on the implementation of minimum qualifications for hiring and inform professional development needs.	<u>Commitment #3:</u> “Pair high expectations with high support.”  [DEI Integration Plan pg. 9]	July 2020.	ASCCC President and the Chancellor’s Office	<ul style="list-style-type: none"> <li>• Assist in the dissemination of the guidance memo.</li> <li>• Provide feedback to the Chancellor’s Office on any professional development needs.</li> </ul>
4) Support and advocate for improvements to the CCC Registry.	<u>Commitment #2:</u> “Always design and decide with the student in mind.”  [DEI Integration Plan pg. 2]	Initial review December 2020.  On-going.	Chancellor’s Office	<ul style="list-style-type: none"> <li>• Review analysis conducted and identify priority statewide needs.</li> <li>• Advocate for statewide funding to improve the CCC Registry.</li> <li>• As funding is provided, engage by providing feedback on prototypes and designs.</li> </ul>
5) Partner with the Chancellor’s Office and statewide stakeholders to host at least one annual professional development event or webinar series that meets the EEO and Diversity needs in our system.	<u>Commitment #2:</u> “Always design and decide with the student in mind.”  [DEI Integration Plan pg. 6]	On-going.	Chancellor’s Office and EEO and Diversity Advisory Committee	<ul style="list-style-type: none"> <li>• Support the creation and execution of an “EEO and Diversity IEPI calendar” of professional development and technical assistance from July 1, 2020-June 30, 2021.</li> </ul>

**EEO and Diversity Advisory Meeting Schedule:**

\*June 24, 2020; August 13, 2020 and December 10, 2020.

**IEPI Professional Development Events  
2020-21\***

<b>DATE</b>	<b>Modality</b>	<b>TITLE OF EVENT</b>
April 23, 2020	Virtual	The Importance of Equity-Minded Virtual Practices during COVID-19: A Conversation with Students (CUE/CCCCO Series)
April 30, 2020	Virtual	Equity-Minded Online Teaching: Using Canvas as a Model (CUE/CCCCO Series)
May 7, 2020	Virtual	Being Aware of Learning Constraints Posed by Online Teaching & Moving towards Anti-Racist Practices (CUE/CCCCO Series)
May 14, 2020	Virtual	Online Support as an Anti-Racist Practice (CUE/CCCCO Series)
May 21, 2020	Virtual	Equity-Minded Mathematics Instruction (CUE/CCCCO Series)
May 28, 2020	Virtual	How to Express Care with a Focus on Racial Equity (CUE/CCCCO Series)
May 28, 2020	Virtual	Prioritizing Equal Employment Opportunity during COVID-19 (IEPI/EEOC)
June 4, 2020	Virtual	Student Centered Institutions: Diverse Faculty Retention Strategies (IEPI/EEOC)
TBD (September 19-20)	TBD	Pathways to Equity Conference
TBD (October 1-2)	TBD	Faculty and Staff Diversification Symposium
TBD (November 9-10)	TBD	Vision for Success Summit

*\*This table does not include Chancellor's Office presentations at statewide association or legislative hearings related to EEO and Diversity, Equity and Inclusion.*

**Prospective IEPI Events/Collaborations/Toolkits for FY 2020-21**

- Implement innovative hiring and outreach practices focused on diversity such as advertising faculty openings in websites, publications, and professional associations in specific disciplines... Produce exemplary practices and models to be posted and disseminated on the Vision Resource Center.
- Diversify representation on search committees. ACHRO and ASCCC collaborate to create a tool to assess diverse representation.
- Provide campus-wide cultural competency and implicit bias training. Create an online module on cultural competency, implicit bias, and longitudinal analysis.
- Require a diversity statement and commitment from applicants and statewide leaders. EEO and Diversity Advisory Committee and HR to develop new standards to require a diversity statement from applicants.
- Design professional development workshops to increase knowledge and understanding of cultural competency and diversity. Create a workshop series model for administrators and managers to understand and see the value of inclusive behaviors.
- Provide equivalency guidance and professional development. Equivalency committees should receive the same training as hiring committees.





## RP Group Liaison Report

**Meeting Date:** July 28-29, 2020

**Submitted By:** Michelle Velasquez Bean

### Meeting Highlights:

- Received College Futures Foundation grant focusing on how to operationalize DEI
- Creating Code of Ethics—asked for ASCCC Code of Ethics as a possible model. ASCCC Code of Ethics—last updated in 2006.
- CCCCCO Report—Lizette Navarette
  - Update on SCFF and current state budget
  - Asks: 1) Advocacy for protecting CC funds and CARE Act funds shifted to headcount; 2) Update local Cost of Living (benefits students so as not leaving aid on the table and benefits local campus funding)

### ASCCC Report:

- Reviewed upcoming Executive Committee meeting dates. RP Group Board members volunteered and submitted names to Sandra Morales, RP Group Executive Assistant
- Shared Executive Committee Areas of Focus for 2020-2021
- Conveyed success of Curriculum Institute
- Shared summer Rostrum link
- Reported on the following as coming soon: Guided Pathways report and Anti-racism paper