



Friday, February 5, to Saturday, February 6, 2021

Zoom Videoconferencing

Zoom Link: https://us02web.zoom.us/webinar/register/WN_CctdG6SdS-mLd7NYTrwg2Q

Friday, February 5, 2021

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

12:00 p.m. to 1:00 p.m. | Lunch

1:00 p.m. to 4:00 p.m. | Executive Committee Meeting

Saturday, February 6, 2021

9:00 a.m. to 1:00 p.m. | Executive Committee Meeting

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

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

I. ORDER OF BUSINESS

A. Roll Call

B. Approval of the Agenda

C. Public Comment

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

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

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

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

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

H. One Minute Check-In

II. CONSENT CALENDAR

A. January 8-9, 2021, Meeting Minutes, Aschenbach, forthcoming

- B. [Final Language for Land Acknowledgement, Davison/Mica, pg. 25](#)
- C. [Updated Participating Effectively in District and College Governance, Mica, pg. 27](#)

III. REPORTS

- A. **President's/Executive Director's Report – 30 mins., Davison/Mica**
- B. **Foundation President's Report – 10 mins., Henderson**
- C. **Liaison Oral Reports** (*please keep report to 5 mins., each*)
Liaisons from the following organizations are invited to provide the Executive Committee with updates related to their organization: AAUP, CAAJE, CCA, CCCI, CCL, CFT, CIO, FACCC, the RP Group, and the Student Senate.
- D. [Chancellor's Office Liaison Report – 45 mins., Davison, pg. 49](#)
A liaison from the Chancellor's Office will provide Executive Committee members with an update of system-wide issues and projects.

IV. ACTION ITEMS

- A. [Legislative Report – 20 mins., May, pg. 50](#)
The Executive Committee will receive a first report on the 2021-22 (two-year) legislative session and consider the Legislative Advocacy Day Schedule.
- B. [Equity Driven Systems – 15 mins., Davison, pg. 58](#)
The Executive Committee will be updated on the Equity Driven Systems in the system and discuss future direction.
- C. [Guided Pathways Implementation and Integration to Transfer and Careers – 15 mins., Davison, pg. 59](#)
The Executive Committee will be updated on the Guided Pathways implementation and integration to transfer and careers and discuss future direction.
- D. [Culturally Responsive Student Services, Student Support, and Curriculum – 15 mins., Davison, pg. 60](#)
The Executive Committee will be updated on culturally responsive student services, student support, and curriculum in the system and discuss future direction.
- E. [ASCCC Curriculum Institute Planning – 20 mins., Roberson/Bean, pg. 61](#)
The Executive Committee will provide feedback on and consider for approval the theme, strands, general sessions, and structure of the 2021 Curriculum Institute.
- F. [Career Noncredit Education Institute Draft Program – 25 mins., Cruz/Chow, pg. 63](#)
The Executive Committee will review and consider for approval the draft program for the Career and Noncredit Education Institute.
- G. [First Draft of the Paper on Faculty Professional Development – 20 mins., Foster, pg. 74](#)
The Executive Committee will consider for approval the first draft of the paper on faculty professional development.
- H. [2021 Spring Plenary Session Preliminary Outline – 30 mins., Davison/Mica, pg. 95](#)
The Executive Committee will continue discussing the 2021 Spring Session program.

- I. [Executive Committee Meeting Dates 2020-2021 – 15 mins., Mica, pg. 96](#)
The Executive Committee will consider for approval the 2021 – 22 Executive Committee meeting dates.
 - J. [2021 Academic Academy – Initial Planning – 20 mins., Mica, pg. 99](#)
The Executive Committee will discuss potential directions for this year’s Academic Academy.
 - K. [Part-time Committee Spring Event Ideas – 20 mins., Bean/Chow, pg. 100](#)
The Executive Committee will provide feedback on ideas from the Part-time Committee for a possible spring event.
 - L. [ASCCC Sign-Off on SSCCC DEI Compact – 15 mins., Davison/Mica, pg. 101](#)
The Executive Committee will review and may consider for approval signing on to the SSCCC DEI Compact.
- V. **DISCUSSION**
- A. [2021 Spring Executive and Committee Resolutions Request and Online Resolutions Process Discussion – 30 mins., Curry, pg. 113](#)
The Executive Committee will discuss the Resolutions Process including the Virtual Resolutions Process.
 - B. [5C Ethnic Studies - Title 5 §55063 – 20 mins., Roberson/Bean, pg. 114](#)
The ASCCC Executive Committee will be updated on 5Cs efforts and recommendations around Title 5 §55063 related to Ethnic Studies and provide feedback for 5C.
 - C. [Recognizing Faculty for Service on ASCCC Committees – 30 mins., Foster, pg. 115](#)
The Executive Committee will consider a practice of formally recognizing faculty for service on ASCCC committees.
 - D. [Board of Governors/Consultation Council – 15 mins., Davison/May, pg. 116](#)
The Executive Committee will receive an update on the recent Board of Governors and Consultation meetings.
 - E. [Meeting Debrief – 15 mins., Davison, pg. 117](#)
The Executive Committee will debrief the meeting to assess what is working well and where improvements may be implemented.
- VI. **REPORTS** *(If time permits, additional Executive Committee announcements and reports may be provided)*
- A. **Senate and Grant Reports**
 - i. [Guided Pathways Task Force, May, pg. 118](#)
 - ii. [Periodic Review Committee, May, pg. 121](#)
 - iii. [Academic Senate Statement of Activities, Mica, pg. 123](#)
 - B. **Standing Committee Minutes**
 - i. [Career Technical Education Leadership Committee, Cruz, pg. 125](#)
 - ii. [Educational Policies Committee. Foster, pg. 128](#)
 - iii. [Legislative and Advocacy Committee, May, pg. 133](#)
 - iv. [Part-Time Committee, Bean, pg. 137](#)
 - v. [Relations with Local Senates, Curry, pg. 141](#)
 - C. **Liaison Reports**
 - i. [California Community Colleges Curriculum Committee \(5C\), Roberson, pg. 142](#)
 - ii. [Credit for Prior Learning \(CPL\) Work Group Meeting, Cruz, pg. 151](#)

- iii. [Diversity, Equity, & Inclusion Implementation Statewide Workgroup, Cruz, pg. 155](#)
- iv. [General Education Advisory Committee \(GEAC\), Bean, pg. 157](#)

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: February	Year: 2021
		Item No: I. E.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	Inform the Executive Committee of upcoming events and deadlines.	Urgent: No	
		Time Requested: 5 mins.	
CATEGORY:	Order of Business	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	April Lonerero	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonerero	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

Upcoming Events and Meetings

- **Part-Time Institute** – Virtual Conference – February 18-19, 2021
- **Executive Committee Meeting** – Virtual Meeting – March 5-6, 2021
- **Executive Committee Meeting** – Virtual Meeting – April 14, 2021
- **2021 Spring Plenary** – Virtual Event – April 15-17, 2021
- **2021 Career and Noncredit Education Institute** – Virtual Event – April 30- May 1, 2021

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

Reminders/Due Dates

February 16, 2021

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

March 26, 2021

- Agenda items for the April 14, 2021 meeting
- Committee reports, if applicable

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

Part-Time Institute Deadlines

- Virtual Event Platform goes live for all attendees: February 10, 2021

Spring Plenary

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

Career and Noncredit Education Institute

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

Rostrum Timeline

To Krystinne	To David	To Dolores	To Katie	To the Field
March 8	March 15	March 22	March 29	April 14

2020-2021 EXECUTIVE COMMITTEE MEETING DATES

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

Meeting Type	Date	Campus Location	Hotel Location	Agenda Deadline
Executive Meeting – Orientation	June 17, 2020		NA	NA
Executive Meeting	August 13-15, 2020		Virtual Meeting	July 27, 2020
Executive Meeting	September 17-19, 2020		Virtual Meeting	August 28, 2020
Area Meetings	October 16-17, 2020		Virtual Meeting	
Executive Meeting	November 4, 2020**		Virtual Meeting	October 16, 2020
Executive Meeting	December 4-5, 2020		Virtual Meeting	November 16, 2020
Executive Meeting	January 8-9, 2021		Virtual Meeting	December 15, 2020
Executive Meeting	February 5-6, 2021		Virtual Meeting	January 19, 2021
Executive Meeting	March 5-6, 2021		Virtual Meeting	February 16, 2021
Area Meetings	March 26-27, 2021		Various Locations	
Executive Meeting	April 14, 2021**		Virtual Meeting	March 26, 2021
Executive Meeting	May 7, 2021		Virtual Meeting	April 19, 2021
Executive Committee/ Orientation	June 4-6, 2021		Coronado Island Marriott Resort & Spa, Coronado, CA	May 17, 2021
EVENTS				
Event Type²	Date		Hotel Location³	
Academic Academy	October 8-9, 2020		Virtual Conference	
Fall Plenary Session	November 5-7, 2020		Virtual Conference	
Part-Time Institute	February 18-20, 2021		Virtual Conference	
Spring Plenary Session	April 15-17, 2021		Virtual Conference	
Career and Noncredit Education Institute	April 30- May 1, 2021		Virtual Conference	
Faculty Leadership Institute	June 17-19, 2021		Virtual Conference	
Curriculum Institute	July 7-10, 2021		Virtual Conference	

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

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

Academic Senate

2020 - 2021

Executive Committee Meeting Agenda Deadlines

Reminder Timeline:

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

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

EVENT TIMELINE 2020-2021

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

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

Spring Plenary: April 15-17, 2021 | Career and Noncredit Institute: April 30-May 2, 2020 | Faculty Leadership Institute: June 17-19, 2021 Curriculum Institute: July 7-10, 2021

July 2020

Academic Academy

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

August 2020

Academic Academy

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

September 2020

Academic Academy

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

Fall Plenary

1. Pre-Session resolutions due to Resolutions Chair September 18, 2020.
2. First program draft due August 28, 2020 for reading at September 17-19, 2020 Executive Committee Meeting. This draft will be posted on the ASCCC website to provide information for possible participants to determine if they would like to register.
3. Area Meeting information due to Tonya September 17, 2020.

October 2020

Part-Time Faculty Institute

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

Fall Plenary

1. Outside presenters due to Dolores and Krystinne by October 5, 2020 for approval.
2. Final Breakout Descriptions due to Krystinne by October 5, 2020.
3. Final resolutions due to Krystinne October 6, 2020 for circulation to Area Meetings.
4. Program to Events Team and Visual Designer: October 12, 2020
5. Deadline for Area Meeting resolutions to Resolutions chair: Area A & B October 16, 2020; Area C & D October 17, 2020 – DUE October 21, 2020.

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

November 2020

Part-Time Faculty Institute

1. Final program draft due November 16, 2020 for final reading at December Executive Committee Meeting. This draft will be fully developed with descriptions for approval by the Executive Committee.

December 2020

Part-Time Faculty Institute

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

Spring Plenary

1. First reading of draft papers due December 15, 2020 for reading at January Executive Committee Meeting.
2. Determine theme. Brainstorm keynote presenters and break out topics with the Executive Committee at January Meeting.

Career and Noncredit Education Institute

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

January 2021

Part-Time Faculty

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

Spring Plenary

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

Career and Noncredit Institute

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

Faculty Leadership Institute

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

February 2021

Part-Time Faculty

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

Spring Plenary

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

Career and Noncredit Institute

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

Faculty Leadership Institute

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

Curriculum

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

March 2021

Spring Plenary

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

Career and Noncredit Education Institute

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

Curriculum

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

April 2021

Career and Noncredit Institute

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

Faculty Leadership

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

Curriculum

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

May 2021

Faculty Leadership

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

Curriculum

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

June 2021

Faculty Leadership

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

Curriculum

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

Local Senate Campus Visits 2017-2020

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

COLLEGE	VISITOR	DATE OF VISIT	REASON
Area A			
American River	May	9/21/2018	AB 705 Presentation with Network for Equity in Math Education
Bakersfield	Bruno	11/28/2017	Collegiality in Action
	Cruz, Henderson	2/21/2019	Faculty Diversification Regionals
Butte	Executive Committee	3/2/2018	Executive Committee Meeting
Cerro Coso	Henderson	5/8/2019	Cal City Prison Graduation
	Executive Committee	9/6/2019	Executive Committee Meeting
	Stanskas	1/30/2020	Collegiality in Action
Clovis	Aschenbach, May, Curry	9/5/2019	ESL Recoding Regional
Columbia			
Cosumnes River	Beach, Parker	3/8/2018	TASCC Regional
	Rutan, May	10/6/2018	AB 705 Regional
	Aschenbach	1/16/2019	Governance
Feather River	Beach	3/11-14/2018	ACCJC Team Visit
Folsom Lake	Aschenbach, Rutan	11/17/2017	Curriculum Regional – North
	May, Mica	11/1/2019	Guided Pathways Regional Meeting
	Aschenbach	11/1/2019	Curriculum Regional Meeting
Fresno	Cruz	1/10/2019	Guided Pathways Convocation
Lake Tahoe			
Lassen	Bruno	4/25/2018	Collegiality in Action
	Stewart Jr.	8/13/2020	Local Senate Visit - Equity and Diversity

Los Rios CCD	May, Mica, Rother	3/7/2019	Recoding Regional Meeting
Madera	Stankas, Davison	1/31/2020	Collegiality in Action
Merced	May, Aschenbach, Roberson, Stankas	3/23/2018	Area A Meeting
	Aschenbach, Eikey	2/6/2019	Technical Visit – MQs and Equivalency
Modesto			
Porterville			
Redwoods, College of the			
Reedley	Aschenbach	5/3/2019	CTE Minimum Qualification Toolkit Regional Meeting
Sacramento City	Foster, Davison	10/18/2017	Part Time Faculty Committee Meeting
	Freitas, Slattery-Farrell, Stankas	4/3/2018	CTE MQ Workgroup Faculty Meeting
	Cruz, Henderson, Parker, Eikey	11/29/2018	FDC/ EDAC Hiring Regional Planning Meeting
	Parker, Roberson	12/11/2019	CTE / Noncredit Committee Meeting
San Joaquin Delta	Rutan	1/29-30/2018	Curriculum Visit
	Dyer, Aschenbach, May, Stankas	3/22/2019	Area A Meeting
	Stankas	9/25/2019	Collegiality in Action
	May, Cruz	2/24/2020	GP Equity
Sequoias, College of the	Dyer, Davison, May, Roberson	10/12/2018	Area A Meeting
	Fulks, Selden	1/31/2020	Guided Pathways Visit
Shasta	Dyer	5/29/2020	Local Senate Visit - Governance, Brown Act Compliance
Sierra	Freitas, May	10/4/2017	10+1
	May, Aschenbach, Bruno, Roberson	10/13/2017	Area A Meeting
	Bean, Bruzzese	8/15/2019	Technical Visit - Building Relationships in Governance
	Bean, Foster	9/19/2019	Faculty Leadership Development College
	Aschenbach, Bean, Davison, May, Stankas	12/3/2019	ICAS
Siskiyou, College of the	Aschenbach	2/25/2020	Assistance Visit Governance

Taft	Aschenbach, Eikey	1/17/2019	Minimum Qualifications
	Stanskas	1/29/2020	Collegiality in Action
West Hills Coalinga			
West Hills Lemoore			
Woodland College	Beach, Parker	2/10/2018	TASCC Committee Meeting
	Davison, Foster	4/6/2018	EDAC Regionals
	May	5/30/2018	MQRTF Meeting
	Curry, Dyer, Roberson, May, Aschenbach	10/11/2019	Area A Meeting
Yuba	Cruz, Henderson	2/25/2019	Faculty Diversification Regional
	Donahue	8/14/2019	Guided Pathways Workshop
	Bean, Roberson	10/24/2019	Shared Governance - Technical Assistance
Area B			
Alameda, College of	Aschenbach	10/20/2017	ISF (CTE Regional)
Berkeley City			
Cabrillo	Bruno	2/5/2018	Collegiality in Action
	May, Aschenbach	10/5/2018	Curriculum Certificates
	Aschenbach, Parker	10/30/2019	Local Senate Visit - Noncredit
Cañada	Rutan	2/9/2018	Curriculum Technical Assistance
Chabot	Davison	9/13/2018	
	Bruno, Davison		FACCC Meeting
	Rutan	11/6/2018	Noncredit Visit
	Davison, Roberson	1/31/2019	Governance
	Aschenbach	4/28/2020	IEPI PRT - Virtual
Chabot – Las Positas District			
Contra Costa	Aschenbach	1/22/2020	Curriculum Visit/Presentation
	Davison	1/19/2021	Collegiality in Action

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	Davison	6/4/2019	Curriculum Committee - CPL
	Foster	10/24/2019	Local Senate Visit - Counseling Service Area Outcome Support
	Aschenbach	2/24/2020	Assistance Visit Governance
Gavilan	Executive Committee	9/6-7/2018	Executive Committee Meeting
Hartnell			
Laney	Corrina Evett		
	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	9/15/2017	OER Regional
	Eikey	1/15/2019	Minimum Qualifications Equivalency
Mendocino	Bruno	9/22/2017	Collegiality in Action
Merritt			
Mission	May, Roberson	3/15/2019	Curriculum Regionals
	Cruz	9/26/2019	FACCC SouthBay Advocacy Summit
Monterey Peninsula	McKay	2/7/2018	IEPI PRT
	Henderson, Cruz, Davison	3/22/2019	Area B Meeting
	Aschenbach	4/29/2020	Technical Assistance Visit - Virtual
Napa Valley			

Ohlone	McKay, Davison	10/19/2017	Local Senate Visit
	Stankas	9/26/2018	Collegiality in Action
	Davison	8/23/2019	Governance/Local Senate
Peralta CCD	Parker	11/4/2019	Local Senate Visit - Noncredit
San Francisco, City College of	Rutan	2/5/2019	AB 705
	Parker	4/26/2019	FACCC Counselor's Conference
San José City	Rutan, May	5/18/2018	Curriculum Regional
	Foster, Bruzzese	8/30/2019	TASSC In-person Meeting
San Jose - Evergreen District	Davison	10/30/2020	Local Senate Visit
San Mateo, College of	McKay, Rutan	10/12/2018	AB 705 Workshop
	Stankas, Davison, Aschenbach, May, Bean, Mica	10/4/2019	ICAS
Santa Rosa Junior	May, Roberson	1/24/2018	GP Resource Team
	McKay	3/23/2018	Area B Meeting
	Aschenbach	10/3/2018	Tech Visit - Gov and Consultation
	Aschenbach, Roberson		Counselor Conference (Petaluma Campus)
	Parker, Curry	11/13/2020	Local Senate Visit - Governance
Skyline	McKay, Davison	10/13/2017	Area B Meeting
	May	3/5/2019	Recoding Regional Meeting
	Aschenbach	9/23/2019	AB 705 ESL Recoding Regional
	Aschenbach	12/14/2019	Curriculum Committee Meeting
Solano	Foster, Davison	10/27/2017	EDAC Regional
	Aschenbach, Davison, May, McKay	10/24/2018	WEDPAC/EDAC Tour
	Cruz, Davison	10/11/2019	Area B Meeting (Off-site due to PG&E power shut down)
West Valley	Bruno	2/6/2018	Collegiality in Action
	Davison	8/24/2018	Local Senate Accreditation

Area C			
Allan Hancock	Cruz	10/25/2019	Guided Pathways Regional Meeting
Antelope Valley			
Canyons, College of the	Davison	10/5-6/2017	Civic Engagement Summit
	May, Roberson, Eikey	12/18/2017	Resolutions Committee Meeting
	Aschenbach	10/18/2018	Tech Visit, Advisory Committees
	May	3/18/2019	Recoding Regional Meeting
	May	9/20/2019	Guided Pathways and Governance
Cerritos	Rutan, May	5/19/2018	Curriculum Regional
	Davison	1/18/2019	FACCC Policy Forum
	Cruz	5/9/2019	Faculty-Employee Diversification Action Planning Session
	May, Parker	10/27/2020	Local Senate Visit - DEI
Citrus	Roberson	8/23/2018	Local Senate Visit, Guided Pathways
	Eikey, Davison, Bruzzese, Bean	3/23/2019	Area C Meeting
Cuesta	Fulks	11/14/2019	Local Senate Visit, Guided Pathways
	Cruz	11/15/2019	CEO Training, with ACHRO
East LA	Davison		Mini PRT
El Camino	Freitas	10/20/2017	Presentation for ECC PRIDE P.D. Meeting
	May, Roberson	1/18/2018	GP Resource Team
	Parker, Eikey	10/19/2018	ECC Pride Leadership Presenters
Compton College	Eikey, Stankas, Bruzzese, Aschenbach	10/13/2018	Area C Meeting
	Stankas	2/8/2019	Collegiality in Action
	Aschenbach, May	10/6/2020	Local Senate Visit - Curriculum
	Aschenbach, May	10/20/2020	Local Senate Visit - Curriculum
Glendale	Freitas, Eikey, Bruno	3/24/2018	Area C Meeting

LA District	May	10/18/2019	Local Senate Visit - AB 705
	May	9/25/2020	Local Senate Visit
LA City	Rutan	9/22/2017	LACCD District Academic Senate Summit
	McKay, Freitas	1/5/2018	Online Education Committee Meeting
	Beach	3/9/2018	TASCC Regional
LA Harbor	Curry	10/15/2020	Local Senate Visit - Governance
LA Mission	Eikey, Aschenbach	3/16/2018	Governance
	Dyer, Velasquez Bean	2/15/2020	Standards and Practice Committee Meeting
LA Pierce	Roberson	8/23/2018	Guided Pathways Visit
	Aschenbach	11/2/2019	Curriculum Regional Meeting
LA Southwest	Roberson, Parker	2/13/2019	RWLS Committee Meeting
	Aschenbach, Roberson, Stankas	2/28/2019	GP and Local Senate Visit
	Executive Committee	3/1/2019	Executive Committee Meeting
	Stankas	5/9/2019	Collegiality in Action
LA Trade-Technical			
LA Valley	Rutan, Aschenbach	12/9/2017	Curriculum Committee Meeting
	Aschenbach	3/17/2018	Curriculum Committee Meeting
	May	12/14/2018	Curriculum Committee Meeting
Moorpark	Freitas, Stankas, Eikey	10/14/2017	Area C Meeting
	Eikey	5/8/2019	CTE Minimum Qualification Toolkit Regional Meeting
Mt. San Antonio	Aschenbach	6/4/2017	Curriculum Assistance
	Aschenbach	7/19/2018	Curriculum Assistance
	May	11/17/2018	Curriculum Regional
	May	8/1/2019	Senate Governance and Guided Pathways
Oxnard			
Pasadena City	Roberson, Beach, Eikey, May	5/11/2018	Guided Pathways Regional Meeting

Rio Hondo	Beach	9/27/2018	Guided Pathways
	Cruz	8/21/2019	Technical Visit - EDI Focus
	Bean, Davison, Donahue, Bruzzese	10/12/2019	Area C Meeting
	Foster, Bruzzese	1/31/2020	TASSC In-person Meeting
Santa Barbara City	Stankas	1/18/2019	Collegiality in Action
Santa Monica	McKay	9/14/2018	Equity and Diversity Action Committee Meeting
Ventura	Freitas, Beach	1/18/2018	Noncredit Presentations
West LA			
Area D			
Barstow	Slattery-Farrell, Stankas	8/29/2017	Technical Visit
	May, Fulks	3/30/2020	Technical Visit - Guided Pathways
Chaffey		10/21/2017	CTE Regional
	Beach, Eikey	12/13/2017	Educational Policies Committee Meeting
Coastline			
Copper Mountain			
Crafton Hills	Rutan, Beach, Foster, Parker, Slattery-Farrell, Stankas	3/24/2018	Area D Meeting
Cuyamaca			
Cypress	May	8/3/2019	GP, Local Senate. Curriculum
	Aschenbach, May	9/11/2019	AB 705 ESL Recoding Regional
Desert, College of the	Rutan, Fulks	1/24/2019	Guided Pathways/AB 705
Fullerton	Davison, Foster	10/28/2017	EDAC Regional
Golden West			
Grossmont	May, Eikey	4/30/2018	Governance
	May	5/13/2019	Curriculum and Guided Pathways

Imperial Valley	Donahue	11/21/2019	Guided Pathways Regional Meeting
Irvine Valley	May	3/16/2019	Curriculum Regional
Long Beach City	Aschenbach, Rutan	11/18/2017	Curriculum Regional - South
	Beach, Pilati	3/23/2018	Guided Pathways
	Davison, Foster	10/16/2018	Accreditation Committee Meeting
	Stankas, Davison, Aschenbach, May, Bean, Mica	9/12/2019	ICAS
MiraCosta	Foster, Freitas	8/10/2017	Educational Policies Committee Meeting
	May, Aschenbach	3/13/2019	Recoding Regional Meeting
Moreno Valley	Executive Committee	9/29-30/2017	Executive Committee Meeting
	May	2/27/2020	Guided Pathways Visit
Mt. San Jacinto	Foster	11/17/2017	SI Institute
	Rutan	1/30/2019	Chemistry
	May	1/15/2020	Chemistry/Curriculum Visit
Norco	Davison, Slattery-Farrell, Eikey, Aschenbach	1/11/2018	RWLS Committee Meeting
	Cruz, Henderson	2/28/2019	Faculty Diversification Regional
	Foster, Rutan, Parker, Stankas	3/23/2019	Area D Meeting
North Orange - Noncredit	Executive Committee	3/6/2020	Executive Committee Meeting
Orange Coast	Aschenbach	2/9/2018	SLO Symposium
	Beach, Pilati	3/16/2018	Guided Pathways
Palo Verde	Rutan	8/31/2017	TOP Code Alignment
Palomar	Rutan, Parker, Foster, Davison	10/13/2018	Area D Meeting
	Stankas	4/15/2019	Collegiality in Action
Riverside City	Davison, Stankas	11/4/2019	Assembly Higher Education Hearing on Faculty Diversification

Saddleback	Rutan	1/30/2019	Noncredit
San Bernardino Valley	Rutan	5/11/2018	AB 705 Implementation
	Rutan, Parker	9/20/2018	AB 705 Regional
	Foster, Davison	2/19/2019	Accreditation Committee Meeting
	Dyer, Bruzzese	10/30/2019	Local Senate Visit - Brown Act/Roberts Rules
	May, Mica, Cruz, Donahue	1/30/2020	Guided Pathways Taskforce
	Bean	8/14/2020	Technical Visit--Culturally Responsive Curriculum
San Diego City	Beach	1/19/2018	FACCC Board
San Diego Cont. Ed.	Foster, Davison		PT Faculty Meeting
San Diego Mesa	May	9/22/2018	MQRTF Meeting
	Curry, Donahue	1/16/2020	Educational Policies Committee Meeting
San Diego Miramar	Bruno	5/1/2018	Collegiality in Action
Santa Ana	Beach	8/23/2017	Presentation on Role of Local ASCCC Senates Governance
	Foster, May, Bruzzese	1/25/2019	SLO Symposium
	Bean	8/19/2020	Technical Visit--Culturally Responsive Curriculum
Santiago Canyon	Davison, Beach, Rutan	12/8/2017	Basic Skills Committee Meeting
	Rutan, Parker	1/10/2019	Noncredit Committee Meeting
Southwestern	Davison, Foster, Beach	4/7/2018	EDAC Regional
	Parker	9/17/2018	TASCC Meeting
	Davison, Stanskas	9/17-18/2018	Board of Governors and Trustee for California Online CCD
Victor Valley	Fulks	11/1/2019	Guided Pathways Regional Meeting
Calbright College	Davison	10/15/2020	Collegiality in Action

Action Tracking as of 1/8/2021										
Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Status	Description	Status Notes	Month Complete	Year Complete
ASCCC Brand Survey	January	2020	V. D.	ASCCC Office		In Progress	The Visual Designer will develop mock concepts based on the feedback from the discussion to be discussed at a future Executive Committee Meeting.	2.7.20: The Executive Committee discussed the proposed levels of change to the ASCCC logo and branding. 1.8.21: The Executive Committee reviewed a draft new logo and provided feedback. The item will return to a future Executive Committee Meeting.		
ASCCC Coaching Model	November	2020	IV. E.	ASCCC Office		Assigned	A revised Coaching Model and it will return at a future Executive Committee Meeting.			
Local Senate Visits	November	2020	IV. E.	Relations with Local Senates		Completed	Relations with Local Senates will consider developing recommendations for follow-up process or feedback mechanism for local senate visits, in addition to determining when a college would benefit from the Coaching Model.	1.8.21: A Local Senate Visit Follow Up Survey was approved by the Executive Committee.	January	2021
Part-time Institute Name Change	January	2021	IV. F.	President and Executive Director		Assigned	The President and Executive Director will form a workgroup to review the language used in the naming of Academic Senate events and bring recommendations to a future Executive Committee Meeting.			
2020-21 Periodic Review	January	2021	IV. O.	Periodic Review Process Committee		Assigned	The subgroup will provide a summary of the responses to the 2016-17 Periodic Review Committee Report's recommendations to be given to the 2020-2021 Periodic Review Committee and revised the Periodic Review Committee process based on feedback from the 2016-2017 and 2020-2021 Committees.			



Executive Committee Agenda Item

SUBJECT: Final Language for Land Acknowledgement		Month: February	Year: 2021
		Item No: II. B.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval the final language for the Land Acknowledgement at Events and Meetings.	Urgent: No	
		Time Requested: NA	
CATEGORY:	Consent Calendar	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison/Krystinne Mica	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

During the January 2021 Executive Committee meeting, the board approved the inclusion of a land acknowledgement statement to be read or included in programs at the beginning of events and meetings. The final proposed language is below for the Executive Committee’s approval.

Written (in programs and agendas for virtual events):

We begin today by acknowledging that we are holding our gathering on the land of the Nisenan Nations (this is the location of the ASCCC Office – One Capitol Mall, Sacramento) who have lived and continue to live here. We recognize the Nisenan Nations and their spiritual connection to the ocean and the land as the first stewards and the traditional caretakers of this area we now call Sacramento. As we begin we thank them for their strength, perseverance and resistance.

We also wish to acknowledge the other Indigenous Peoples who now call Sacramento their home, for their shared struggle to maintain their cultures, languages, worldview and identities in our diverse City.

Spoken (during live, but virtual events):

We begin today by acknowledging that we are holding our gathering on the land of the _____ Nations (this will be where the current President is located) who have lived and continue to live here. We recognize the _____ Nations and their spiritual connection to the ocean and the land as the first stewards and the traditional caretakers of this area we now call _____. As we begin we thank them for their strength, perseverance and resistance.

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

Written (in programs and agendas for live events):

We begin today by acknowledging that we are holding our gathering on the land of the _____ (this will be the location of the event) who have lived and continue to live here. We recognize the _____ Nations and their spiritual connection to the ocean and the land as the first stewards and the traditional caretakers of this area we now call _____. As we begin we thank them for their strength, perseverance and resistance.

We also wish to acknowledge the other Indigenous Peoples who now call _____ their home, for their shared struggle to maintain their cultures, languages, worldview and identities in our diverse City.

Spoken (during live, in-person events):

We begin today by acknowledging that we are holding our gathering on the land of the _____ Nations (this will be the location of the event) who have lived and continue to live here. We recognize the _____ Nations and their spiritual connection to the ocean and the land as the first stewards and the traditional caretakers of this area we now call _____. As we begin we thank them for their strength, perseverance and resistance.



Executive Committee Agenda Item

SUBJECT: Updated Participating Effectively in District and College Governance		Month: February	Year: 2021
		Item No: II. C	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will review and consider for approval the updated Participating Effectively in District and College Governance document.	Urgent: No	
		Time Requested: NA	
CATEGORY:	Consent Calendar	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Krystinne Mica	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The following guidelines on local decision-making processes were originally developed jointly by the Community College League of California (CCLC) and the Academic Senate for California Community Colleges (ASCCC) in 1992. They were endorsed by the boards of directors of the California Community College Trustees (CCCT) and Chief Executive Officers of the California Community Colleges (CEOCCC) and by resolution of the Academic Senate for California Community Colleges. The guidelines were augmented in 1998 by joint task forces of the CCCT, CEOCCC, and ASCCC and have now been updated and revised for currency in 2020.

The guidelines are grouped by issue area and are in the form of questions and answers. The questions and answers are not intended to cover all situations that may be encountered but address questions most frequently raised. In the answers developed, use of the word “should” refers to a good practice but one that is not required. The word “must” indicates the action outlined is required by law or state regulation. Examples to further demonstrate the application of effective governance procedures are included in the companion document Scenarios to Illustrate Effective Participation in District and College Governance.

The purpose of the guidelines is to provide assistance to trustees, CEOs, academic senate leaders, bargaining units, administrators, classified staff, and students that will enable them to fulfill the intent of effective participation in local decision making as delineated in state law under California Education Code and in Title 5 regulations.

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

The updated sections are noted in red. The Executive Committee is being asked to review and approve the updated document.

Participating Effectively in District and College Governance

**The Academic Senate for California Community Colleges
and The Community College League of California**

*Adopted Fall 1998
Revised and Updated 2020*

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INTRODUCTION

The following guidelines on local decision-making processes were originally developed jointly by the Community College League of California (CCLC) and the Academic Senate for California Community Colleges (ASCCC) in 1992. They were endorsed by the boards of directors of the California Community College Trustees (CCCT) and Chief Executive Officers of the California Community Colleges (CEOCCC) and by resolution of the Academic Senate for California Community Colleges. The guidelines were augmented in 1998 by joint task forces of the CCCT, CEOCCC, and ASCCC and have now been updated and revised for currency in 2020.

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The purpose of the guidelines is to provide assistance to trustees, CEOs, academic senate leaders, bargaining units, administrators, classified staff, and students that will enable them to fulfill the intent of effective participation in local decision making as delineated in state law under California Education Code and in Title 5 regulations.

PART I. THE LOCAL BOARD POLICY ON COLLEGIAL CONSULTATION

1. QUESTION: What is meant by the term “shared governance?”

“Shared governance” is not a term that appears in law or regulation. Education Code §70902(b)(7) calls on the California Community Colleges Board of Governors to enact regulations to “ensure faculty, staff, and students...the right to participate effectively in district and college governance” and, further, to ensure “the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.”

The intent of the legislature in enacting this section of AB 1725 (Vasconcellos, 1988) was “to authorize more responsibility for faculty members in duties that are incidental to their primary professional duties” and to assure that “increased faculty involvement in institutional governance and decision making” does not conflict with faculty rights in collective bargaining (Section 4n). This shared involvement in the decision-making process does not necessarily imply total agreement, nor does it abrogate the ultimate decision making responsibility of the local governing board.

Title 5 §§51023.7 and 51023.5 state requirements for the “effective participation” of students and staff, respectively, in the development of recommendations to the governing board. Title 5 §53203 requires the governing board to “consult collegially” with the academic senate on academic and professional matters as defined in §53200.

Consequently, the more precise terms call for the governing board to assure “effective participation” of students and staff and to “consult collegially” with academic senates. Later questions will give guidance on these two processes. The term “shared governance” can take on many meanings, and thus its use may better be curtailed in favor of the more precise terms.

2. QUESTION: What needs to be done by local boards and academic senates to comply with the regulations that ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of academic and professional matters?

Each district should have an approved board policy, developed and modified as necessary through collegial consultation between the academic senate and the local board or its designee—usually the chancellor, superintendent/president, or president and senior administration—to ensure the rights of the academic senate to collegial consultation on decisions regarding academic and professional matters. This policy can be very general—i.e., a statement that the district will operate according to the provisions of Title 5 §§53200-53204—or more specific in terms of how the district carries out the regulations.

Different boards and districts may include different levels of procedural detail in district policy. Questions 4 and 5 offer recommendations on selecting rely primarily or mutual agreement options for collegial consultation.

3. QUESTION: In adopting or modifying policy on academic and professional matters, does the governing board have to meet directly with the senate?

No. The governing board and the senate may each designate appropriate representatives as their voices in the mutual development or modification of policy on academic and professional matters.

The designees are responsible for communicating with their respective constituencies on an ongoing basis in order to best represent them.

4. QUESTION: The regulations list eleven areas defined as academic and professional matters. The local board must adopt procedures identifying how it will consult collegially in these eleven areas. Those procedures include either to “rely primarily upon the advice and judgment of the academic senate” or to “reach mutual agreement.” Must a local board select only one procedure for addressing all of the identified academic and professional matters or can there be a different approach used for the different matters?

Either one of the procedures can be used to address each of the eleven areas defined as academic and professional matters; the procedure need not be the same for all eleven. CCLC and the ASCCC recommend, although it is not required, that the specific procedure selected be identified in policy for each of the academic and professional matters.

5. QUESTION: Who decides which of the two processes in the regulations—“rely primarily” or “mutual agreement”—should be used on a given issue related to academic and professional matters?

The local governing board. However, Title 5 §55203(b) states, “In adopting the policies and procedures [regarding academic and professional matters], the governing board or its designees shall consult collegially with representatives of the academic senate.” Policies regarding consultation on the eleven categories of academic and professional matters listed in the regulations should be the subject of local consultation so that all concerned will know in advance which issues will be dealt with according to which process.

6. QUESTION: Why do CCLC and the ASCCC recommended that the governing board policy specify either the rely primarily or mutual agreement mode of collegial consultation for each of the eleven academic and professional matters?

In preparing recommendations to the governing board, all parties should know in advance their responsibilities for determining recommendations. The governing board should communicate its expectations for the process of developing recommendations. Prior agreement on process has the advantage of allowing the board to focus on the content of recommendations rather than on procedural details.

PART II. ACADEMIC AND PROFESSIONAL MATTERS

7. QUESTION: The regulations list eleven areas defined as “academic and professional matters.” What is the scope of each of the academic and professional matters?

The intent of the list of academic and professional matters is to state more specifically the breadth of the legal requirement for the academic senate to assume primary responsibility for making recommendations on “curriculum and academic standards” (Education Code §70901(b)(7)). These guidelines do not attempt to further define the list of academic and professional matters. Often, the context of an issue determines whether it is an academic and professional matter. To assist in this determination, the companion document “Scenarios Illustrating Effective Participation in District and College Governance” gives examples of particular issues and good practice for their resolution through collegial consultation.

The point at which collegial consultation must take place is also often dependent on context. Some of the items listed in Title 5 §53200 as academic and professional matters specifically indicate “standards and policies” or “policies,” while others directly indicate “processes” as the level for consultation. Some items are broader, indicating “faculty roles” regarding a specific item or even listing the item with no qualifier as to the level at which consultation should take place. Chancellor’s Office Legal Opinion M 97-20 (October 23, 1997) Item 12 states that “the overall intent of the regulation is that the academic senate should be involved once the proposal moves beyond the conceptual stage.” Thus, whenever any proposal dealing with academic and professional matters moves beyond initial discussion and into planning and development, consultation with the academic senate should be initiated.

Furthermore, the eleventh item in the list of academic and professional matters allows the academic senate and the governing board to mutually agree on adding other issues as being subject to collegial consultation. Academic senates, along with governing boards and their designees, are encouraged to establish processes through which the status of any issue as an academic and professional matter is determined.

8. QUESTION: Should a district have a process through which issues are determined to be academic and professional matters?

Yes. Because academic and professional matters are broad in scope, colleges and districts should have an agreed-upon mechanism for clarifying when an item is an academic and professional matter and thus requires collegial consultation. Good practice for developing this mechanism involves agreement between the academic senate or its representatives and the board or its designee.

9. QUESTION: One of the eleven areas of academic and professional matters is district and college governance structures, as related to faculty roles. Must the district consult collegially on the administrative organization chart of the district or college?

No. How the administration is organized may be a matter for wide participation by the affected parties but is outside the scope of the district’s responsibility to consult collegially with the senate. However, organizational changes that affect academic and professional matters such as curriculum or faculty roles in governance would require consultation with the academic senate.

10. QUESTION: Another one of the eleven areas of academic and professional matters is “processes for institutional planning and budget development.” Does this regulation relate to the institutional plans and budgets themselves, or only to the process by which plans and budgets are developed for presentation to the board?

The regulation relates only to the process. The academic senate must be consulted collegially in shaping the processes used for developing the plans and budgets to be acted upon by the governing board. The board is not required to either “rely primarily” on the senate’s recommendations or reach mutual agreement with the senate on the plans and budgets themselves unless such consultation is indicated in locally agreed-upon processes.

PART III. MUTUAL AGREEMENT AND RELY PRIMARILY

11. QUESTION: If the governing board chooses the option to “rely primarily” on the

advice of the academic senate in any of the eleven areas of academic and professional matters, is the board required to accept the recommendation of the senate?

No. Title 5 regulations clearly state that in most circumstances under the “rely primarily” option, the recommendation of the academic senate will be adopted. However, under some conditions the local board may need to make a decision different from the senate's recommendation. The circumstances covering such a decision are addressed in the next question.

12. QUESTION: A district governing board that chooses the “rely primarily” procedure is normally expected to accept recommendations of the senate unless “exceptional circumstances” or “compelling reasons” are indicated. What do these phrases mean?

The regulations do not define the terms “exceptional circumstances” and “compelling reasons,” and these terms are not intended to have a legal definition outside the context of this law. However, these regulations do have the force of law (See Question 35). These terms mean that boards must usually accept senate recommendations and that in instances where a recommendation is not accepted, the reasons for the board's decision must be presented in writing and based on a clear and substantive rationale that puts the explanation for the decision in an accurate, appropriate, and relevant context.

As a matter of good practice and depending on circumstances, boards tempted to reject an academic senate recommendation might instead ask the senate to reconsider the recommendation in light of the issues that have not been resolved to the board's satisfaction or in cases in which the clarity, accuracy, or completeness of the recommendation needs improvement.

13. QUESTION: A district governing board that chooses the “mutual agreement” procedure is supposed to reach written agreement with the academic senate. When may the board act if it is not able to reach mutual agreement with the academic senate?

Under normal circumstances, if mutual agreement is not reached, the previously established policy remains in effect. However, if no established policy exists, the regulations say that the board may act without reaching mutual agreement if it finds “compelling legal, fiscal or organizational reasons” as to why it must do so. The word “compelling” is not defined in the regulations and is not intended to have a legal definition outside the context of this law. Again, the regulations have the force of law (See Question 35). Both the board or its designee and the academic senate must engage in a good faith effort to reach agreement before any decision can be made. In instances where mutual agreement with the senate cannot be reached, a board decision must be based on a clear and substantive rationale that puts the explanation for the decision in an accurate, appropriate and relevant context.

14. QUESTION: When an established policy does exist, is the board permitted to act without mutual agreement?

Generally, no. If an established policy exists, that policy simply stays in effect until mutual agreement is reached. However, circumstances may exist in which the existing policy “exposes the district to legal liability or causes substantial fiscal hardship.” In these circumstances, a board may act without reaching mutual agreement provided that it has first made a good faith effort to reach agreement and has “compelling legal, fiscal or organizational reasons” to act without waiting any longer for agreement.

15. QUESTION: The “mutual agreement” procedure appears to contain de facto ability to block changes in policy when an existing policy is in place by failing to agree to needed action. What would happen if this occurs?

Either the board or the academic senate would be acting in bad faith by using the regulations in order to block changes in policy when an existing policy is in place through failing to agree to needed action. If a board refuses or fails to participate or consult constructively in the attempt to reach mutual agreement, a senate may choose to initiate the technical assistance process delineated in the ASCCC/CCLC document “Collegiality in Action: Assistance to Assure Effective Participation in District and College Governance” (See appendix). On the other hand, if the senate attempts to use the regulations process to block board action by refusing or failing to participate or consult constructively, the board and chief executive officer may seek help through the technical assistance process as well.

PART IV. IMPLEMENTING THE COLLEGIAL CONSULTATION PROCESS

16. QUESTION: How can procedures, structures, and committees be developed to ensure the college governance process follows the intent of board policies on collegial consultation and effective participation?

Establishment of the governing board policy on collegial consultation is only the first step in complying with the regulations. Procedures, structures, and committees must be reviewed and revised regularly to ensure consistency with the policy.

The academic senate and the governing board designee should periodically examine existing structures that deal with academic and professional matters. Committees that are charged with work relating to academic and professional matters, such as curriculum and staff development, should be reviewed to assure that their structures and charges are appropriate. (See Question 17 on committee structure.) Where committees may not exist to deal specifically with an academic and professional matter, a new committee may be needed or, perhaps, the charge of a related committee can be modified. For example, an existing student success and support committee might be charged with developing proposals for new issues that arise regarding student preparation and success.

Throughout this document, the work products of committees pertaining to academic and professional policies and procedures will be referred to as “proposals.” These proposals should be available for review by college groups as part of the process to assure the effective participation of those affected by such proposals. As part of their reporting processes, committees should forward these proposals to the academic senate for consideration and refinement. After approval by the senate, the proposal becomes a recommendation of the academic senate. Beyond their charge to develop such proposals, committees also may be involved in implementation of existing policies and procedures. See Question 19 for a distinction among policy, procedure, and implementation. For example, curriculum committees implement curriculum policies by reviewing proposals for new and revised courses.

In all procedures, structures, and committees, students and staff should be assured the opportunity for effective participation in matters that affect them. See Questions 31 and 32 for more on effective participation of staff and students.

17. QUESTION: What essential elements need to be defined in order to ensure that the

committee structure used in collegial consultation is functional and provides for effective participation?

The charge of each college or district committee should be clearly defined. This practice permits matters within the scope of the charge to be handled by the committee without overlapping responsibilities with other groups. A clear charge also lessens the tendency to create a new committee for every new issue. For use of a college council to do issue management for committee referrals, see the next question.

Committees should have clearly defined membership. Members should be chosen for their expertise or potential contributions in the area of responsibility, to develop experience in college leadership and governance, and to provide appropriate diversity, not simply to fill a seat to represent a constituent group. For each seat on the committee, the following should be specified: appointing body, term length, voting status if votes are to be taken, and term limits if appropriate.

Reports or other work products expected from each committee should be delineated, including to whom the reports are submitted. Committee proposals for policies and procedures on all academic and professional matters should be submitted to the academic senate as well as being available for review by other affected groups. See the previous question regarding how a committee proposal becomes an academic senate recommendation.

Operation of the college committee structure takes a commitment of the time and effort of the participants as well as a commitment of resources by the institution. All parties should weigh carefully the developmental needs of the college. To the extent possible, consideration and accommodation should be given to the time required for student, faculty, and staff participation that may be above and beyond the members' regular duties. Examples of accommodation include convenient times and locations of meetings, reassigned time, and granting of flexibility in work schedules, especially for classified staff. Consideration may also be needed for technical and clerical support for committees with such needs. Operational requirements should not be ignored: written minutes should be kept of all committee meetings. Meeting times should be arranged so that all members are available, with all reasonable consideration given to the class schedules of student representatives. Agendas should be distributed with adequate time and with all needed reference materials in order to allow members to prepare for meetings. Orientation and training of members should be provided regularly.

18. QUESTION: Some institutions have college or district coordinating councils consisting of representatives of the academic senate, unions, classified staff, administrative staff, and students. What is the role of such a council within the dictates of the law and regulations?

Neither the law nor regulations call for any specific coordinating committee or structure, nor is a coordinating council prohibited. Many colleges have found coordinating councils useful, but some cautions are warranted.

A coordinating council can serve a useful function as a forum for communication on common issues and for reporting group activities. Often a particular matter may have implications for various groups that are not evident without discussion.

Issue management can be another useful activity for such councils. Broaching topics when they initially arise can give all parties the opportunity to participate in devising a common strategy for addressing that topic. Within this forum, the academic senate may identify issues that are academic

and professional in nature. These discussions can assure that topics are properly referred to the committee appropriately charged with handling each matter. Coordinating councils also provide a venue to resolve conflicts that may arise as issues work their way through the governance process.

However, a coordinating council is not the appropriate body to make recommendations to the governing board or designee on academic and professional matters. These issues are appropriately within the purview of the academic senate. **Such recommendations should come directly from the academic senate in the case of primarily rely matters or from direct consultation between the designee of the governing board—usually the college administration—and the academic senate in the case of matters indicated for mutual agreement.** Furthermore, care should be taken in placing decision-making authority in the hands of coordinating councils. The strength of participatory governance lies in recommendations being made by those who have the necessary expertise and are most affected by the decision.

19. QUESTION: The law and regulations use the terms “district and college governance,” “policies,” “policy development and implementation” and “policies and procedures.” What are the distinctions among policy, procedures, and implementation?

Distinctions among policy, procedures, and implementation are not exact, and specific delineations should be made locally on a case-by-case basis. However, some generalizations may be useful.

Policies give the college general direction to accomplish its mission. They create the context for action as well as foster a positive climate in which change can occur. Policies delineate the conditions that procedures must meet and state the expectations for what is to be accomplished. They are of a sufficient scope and significance that they are adopted by public action of the governing board. Procedures define the steps to be taken to carry out a policy. They specify those responsible for carrying out each step and may include a timeline by which tasks are to be completed. Implementation means carrying out the steps called for in the procedure.

20. QUESTION: For those matters that the governing board delegates to the chief executive officer, does collegial consultation still apply? Is the governing board still responsible to assure the effective participation of affected groups?

Yes to both questions. Education Code §70902(d) gives the governing board authority to delegate certain responsibilities to groups or individuals employed within the district. Those to whom those responsibilities are delegated must themselves consult collegially with the academic senate on academic and professional matters. Before agreeing to delegation, boards should carefully consider whether decisions are of a nature that they should be made in the public forum of the board meeting. Note that the Brown Act, Government Code §54950-54962, specifically requires open meetings of groups to whom boards have delegated authority, such as the academic senate.

Even on matters delegated to others, the governing board still maintains the responsibility to assure effective participation of students, faculty, and staff. The academic senate still retains its right to place issues on the board agenda and to present its views to the board (Title 5 §53203), with the understanding that reasonable, accepted procedures will be followed.

21. QUESTION: What features characterize an effective collegial consultation process?

Collegial consultation requires mutual understanding among the faculty, the administration, and the governing board. Such understanding requires an awareness of interdependence, a commitment to

communication, and the exchange of ideas as well as a commitment to joint action in the interests of solving educational problems or setting educational policy.

No one best method applies in all cases for implementing collegial consultation. Each college tends to develop a culture of its own within which collegial consultation takes place. Nevertheless, a few features seem to be common among those colleges with effective processes.

One such feature is a clearly defined governance structure that includes an organizational chart, charges of all councils or committees, and defined memberships and processes. A regular orientation program should be established for old and new members of the governing board, administration, and faculty to acquaint them with the principles and practices of the collegial consultation structure. When everyone understands how the process works and the structure is used consistently, success is far more likely.

Communication is also a hallmark of a good collegial consultation process. Venues are created for key leaders to discuss matters in formal settings, such as a coordinating council. See Question 18 on the role of councils. Informal meetings can be held among key leaders between formal meetings to further understanding, but official conclusions should be a part of the formal process. All participants must make a conscientious effort to keep one another informed.

The need for trust will often be raised in the context of shared decision making. Trust is fostered when well established principles and practices of collegiality are adhered to by all. In addition, trust can be built by creating opportunities for individuals to establish professional relationships in a variety of venues.

Collegial consultation works best in well-run districts where expertise and delegation of authority is respected and where representatives of all constituencies are open and honest and are committed to working together for the benefit of the students.

22. QUESTION: Can a CEO make faculty appointments to committees, task forces, or other groups dealing with academic and professional matters?

No. Title 5 §53203(f) requires that appointments of faculty to groups dealing with academic and professional matters be made by the academic senate after consultation with the CEO or the CEO's designee. Furthermore, consultation is required in establishing committees if the purpose of the committee is to develop policy or procedures related to an academic and professional matter or as part of the basic governance structures set forth in the board's policy on collegial consultation. See Chancellor's Office Legal Opinion M 97-20, October 23, 1997.

23. QUESTION: What do the law and regulations say about participation in collegial consultation of college and district senates in multi-campus districts?

Delegation of authority and responsibility by a governing board under Title 5 §53203(a) can be to its college senate, district senate, or both. In districts with a district academic senate established pursuant to Title 5 §53202(b), governing boards may establish policies delineating collegial consultation with college senates only, district senates only, or to both.

When collegial consultation involves both college and district academic senates, distinction should be made between recommendations that involve college matters only and those that have district scope. This matter should be determined locally among the senates and the board or its designees.

On district matters, the board would normally specify the chancellor as its designee, and on college matters the designee would normally be the college president.

24. QUESTION: How can the timelines of collegial consultation be respected while addressing opportunities and requirements to which a college must respond quickly?

Development of effective policies and procedures takes time. Issues requiring the development or revision of policies and procedures should be identified as early as possible and the consultation process initiated immediately, with all appropriate constituencies involved from the beginning. Development in isolation of proposals that are then brought into consultation is not a productive methodology, **and such a practice is likely to slow the process rather than accelerate it as concerns over the process will overshadow the consideration of the proposal in question.** Prolonged debate without constructive recommendations needlessly extends resolution of the issue. All parties should agree to reasonable timelines at the beginning of the consultation process.

Particularly stressful is the need to make a decision in a short timeframe imposed by external considerations. Districts that seem to handle these situations best are those that have a comprehensive planning process. If the institution has foresight and agreed-upon goals and objectives, new challenges can be more quickly integrated into the district's plans. An atmosphere of trust in the leadership is critical as well, considering that recommendations on items with short deadlines often necessitate the academic senate president and college president collaborating without opportunity to obtain full input from the various constituents. Even in such circumstances, the actions of both presidents are expected to be consistent with the established positions of their respective groups.

Difficulties often arise when decisions must be made outside of primary academic terms, such as in summer, when fewer faculty are on campus and academic senates and other constituent leadership groups may not be meeting regularly. Colleges cannot cease to operate during such periods, but requirements for collegial consultation and effective participation still exist. Planning for decisions as far in advance as possible can help to avoid this situation, but issues that need immediate resolution may sometimes arise unexpectedly. Districts and colleges should avoid making major decisions outside of primary terms to the greatest degree possible and must allow for appropriate consultation and participation in all situations. Academic senates and other leadership groups must also develop processes and provisions that allow them to participate in college governance and exercise their voices when necessary outside of primary academic terms.

PART V. ROLES OF THE ACADEMIC SENATE AND EXCLUSIVE BARGAINING AGENT

25. QUESTION: Can the local board choose the academic senate to be the organization that represents faculty in matters that have previously been collectively bargained or are within the legal scope of bargaining? Can the local board accept recommendations from the academic senate or reach agreements with the academic senate that contradict a collective bargaining agreement?

The answer to both questions is no. The governing board may not legally delegate to the academic senate any responsibilities or functions that belong to the exclusive bargaining representative. Education Code and Title 5 do not change collective bargaining law—i.e., the Educational

Employment Relations Act, Government Code §3540 et sec.—nor the legal scope of bargaining. Title 5 regulations specifically point out that nothing in the Board of Governors’ regulations may be construed to “detract from any negotiated agreements between collective bargaining and district governing boards” (Title 5 §53204).

26. QUESTION: Can a board and a union, through a collective bargaining agreement, change a policy previously adopted by a board based upon recommendation of the academic senate or mutually agreed to with the academic senate?

Yes. Matters appropriately within the scope of collective bargaining may be negotiated between collective bargaining representatives and district governing boards regardless of previous policies. According to the Educational Employment Relations Act in Government Code §3543.2(a), “The scope of representation shall be limited to matters relating to wages, hours of employment, and other terms and conditions of employment.” These terms and conditions are then enumerated in the act. Furthermore, exclusive bargaining agents have the right to “consult on the definition of educational objectives, the determination of the content of courses and curriculum, and the selection of textbooks. . . .” However, the EERA does not supercede Education Code provisions and, as stated in Government Code §3540, “shall not restrict, limit, or prohibit the full exercise of the functions of any academic senate or faculty council established by a school district in a community college to represent the faculty in making recommendations to the administration and governing board of the school district with respect to district policies on academic and professional matters, so long as the exercise of the functions does not conflict with lawful collective agreements.”

27. QUESTION: May the collective bargaining agent delegate matters within the scope of bargaining to the local senate, and may the senate delegate matters within the scope of the eleven defined areas of academic and professional matters to the collective bargaining agent?

Yes, to the extent permitted by collective bargaining laws. The regulations state that the intent is to “respect agreements between academic senates and collective bargaining representatives” (Title 5 §53204).

PART VI. STUDENTS AND STAFF

28. QUESTION: Does the phrase “rely primarily upon the advice and judgment of the academic senate” mean that the governing board should not receive and consider the advice and judgment of others on issues of academic and professional matters?

No. Indeed, other regulations and laws address the participation of the public, students, staff, and unions in district governance.

Title 5 §51023.7 requires the governing board to “adopt policies and procedures that provide students the opportunity to participate effectively in district and college governance.” Students are to participate in “formulation and development” of policies and procedures that have a “significant effect” on them. The regulation lists ten areas of such significant effect, most of which are quite similar to the academic senate’s academic and professional matters. Boards are not to act unless students have had the opportunity to participate, with the exception of “unforeseeable, emergency situations,” and must give positions of the students “reasonable consideration.” The regulation states the intent that boards are to respect the agreements with senates and unions while working with students.

Title 5 §51023.5 requires the governing board to “adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance.” However, areas that affect staff are not defined in the regulation but remain matters “that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff.”

The role of exclusive bargaining agents is explicitly protected in Title 5 and is cited in the Educational Employment Relations Act (See Government Code §3543.2.) The public is granted access to the governing board through the open meeting provisions of the Ralph M. Brown Act (See Government Code §54950-54962.)

29. QUESTION: What are good practices to assure the effective participation of students and staff in the process of formulating recommendations that affect them?

Student participation can be strengthened in several ways. Student leaders can work with the college leadership to identify committees whose charges incorporate the ten areas of significant effect on students as delineated in Title 5 §51023.7. Student membership can be specified on those committees. The names of the students who will participate on committees can be identified early in the year by the college’s student government organization. Committees should meet at regularly scheduled times convenient to students interested in being members. Student members can benefit from orientation and training and from having an assigned mentor to assist in getting to know the work of the committee. An effective strategy to strengthen leadership skills is to have a student government course as part of the curriculum. **Finally, student views must be encouraged and given fair consideration in meetings; if student perspectives are not welcomed or are met with dismissive reactions, students will not see their participation as meaningful and may, understandably, stop attending.**

Communication between the student government, the academic senate, and other groups can be improved by having liaisons attend one another’s board meetings.

Administrative staff have a role beyond that of the chief executive officer functioning as the board’s designee. Committees dealing with specific topics should have the participation of mid-level administrators in whose areas of responsibility those topics fall. That participation may be as a resource, as a member, or as chair, depending on the local college decision-making process and the specific committee and issue.

Classified staff should participate in the formation and development of policies and procedures on matters that significantly affect staff. Committees and task forces on campus that deal with those issues should have classified staff as members. As with all committee members, classified staff can benefit from orientation and training and from a mentor relationship with a seasoned committee member. **Administrators should also work to accommodate classified staff members they supervise so that staff members are released from normal duties to participate in college governance meetings.**

30. QUESTION: Should the advice and judgment of the academic senate be accorded greater weight than the advice and judgment of other groups and constituencies in connection with academic and professional matters?

Yes. Subject to Questions 25, 26, and 27 regarding bargaining units, the intent of the regulations

is to ensure that, while all relevant constituencies should have the opportunity to participate, boards must accord the greater weight to academic senates in academic and professional matters by consulting collegially with the senates, as described in these guidelines.

31. QUESTION: What are the responsibilities of the academic senate to obtain input from staff and students on academic and professional matters that have a significant effect on these groups?

In the creation of college governance structures, procedures, and committees for collegial consultation (see Question 16), provisions must be included for the effective participation of students and staff on matters that affect them. Proposals that come from committees that deal with academic and professional matters should be available for review by all college constituencies and considered in open deliberations at academic senate meetings. When such proposals are heard by the academic senate, every effort should be made to engage affected parties in the deliberations. In this manner, the academic senate will have considered the input of students and staff before making recommendations to the governing board or its designee on matters that affect students and staff. Of course, all parties may directly address the board as it deliberates on its ultimate decision.

32. QUESTION: What can be done to educate all members of the college community participating in the collegial processes concerning the law, regulations, best practices of decision making and the issues under discussion?

Good practices might include the following: All participants in the governance process should be provided copies of the relevant laws, regulations, and district policies and procedures. Each standing governance committee might be provided with a handbook of such information as well as reports and minutes generated in previous years. The first annual organizational meeting of each committee should be devoted to orientation and training on the committee charge and procedures. The leadership of constituency groups might convene in a retreat format at the beginning of each academic year to review the governance process, consider priorities for the coming year, and build personal relationships. **Finally, colleges might consider a periodic presentation—perhaps every few years—from the ASCCC/CCLC Collegiality in Action program (see appendix) as a refresher for all members of the college community on their legal and regulatory roles, rights, and responsibilities in college and district governance.**

PART VII. KEEPING PARTICIPATORY GOVERNANCE STRONG

33. QUESTION: Are effective participation and collegial consultation policies and practices subject to regular evaluation and revision as necessary by the governing board?

While no requirement exists that such policies be regularly reviewed, doing so is very much good practice. The review process should be mutually agreed upon, and, further, the board policy should specify that recommendations for change should be made through collegial consultation with the academic senate on board policies affecting the academic senate and by effective participation of staff and students on policies affecting them.

Any of the concerned parties should be able to initiate the process for review of these policies. For example, a change in leadership might bring new perspectives to the decision-making process that might engender a desire for certain improvements. However, districts should take care that the collegial consultation process is not built on individual strengths that may be idiosyncratic to

particular leaders.

34. QUESTION: How can the academic senate and other constituent groups and the local governing board engage in mutually productive dialogue?

Mutually productive dialogue is based on respect, trust, and willingness to seek information. Such dialogue may take place at regular business meetings of the board, at open college and community forums and board study sessions and retreats, and by sharing written information.

Under the provisions of the Brown Act, governing board meetings are open to everyone. All constituent members have the right to address the board on items on its agenda and matters under the board's purview.

Beyond legal requirements, boards should recognize the special role that academic senates and student and staff organizations play in developing recommendations for board action. The following are some suggestions to strengthen that role: Organizational representatives may be seated prominently to facilitate discourse with the board. Reports from each organization may be regularly agendaized. Items on the board agenda that were developed through significant senate, student, or staff involvement can be jointly presented by the appropriate organizational representatives. Commentary on board agenda items can be solicited from the senate, student, and staff representatives without restrictions such as filling out speaker cards and being subject to short time limitations.

In addition to regular business meetings of the board, other opportunities can be structured for mutually productive dialogue and education. Study sessions, workshops, and college and community forums often provide a more open environment for board members, key community groups, and college leaders to engage in discussion about external trends and broad policy direction and for the board to share its vision and to hear about activities in the district related to achieving the vision and mission. Sessions such as these enable constituent groups to identify and address areas of agreement and concern early in policy discussions.

PART VIII. COMPLIANCE

35. QUESTION: Do these regulations have the force of law?

Yes. If a district board does not make a good faith effort and does not ultimately abide by these regulations, it will be in violation of law.

36. QUESTION: What powers do the Board of Governors have to enforce Title 5 Regulations such as the ones on ensuring the right of academic senates to assume primary responsibility for making recommendations in the areas of academic and professional matters?

Education Code §70901 mandates that the Board of Governors establish minimum conditions entitling districts to receive state aid. The Board of Governors can withhold funding from any district that does not meet established minimum conditions. Included in these minimum conditions is adoption of procedures consistent with sections §§53200-53204 of the California Code of Regulations and procedures to "ensure faculty, staff, and students the right to participate effectively in district and college governance." Thus, among the minimum conditions that districts

must substantially meet in order to receive state aid are to assure the effective participation of local academic senates and other constituencies as per the regulations.

37. QUESTION: What are the responsibilities of the governing board and chief executive officer to implement the regulations to ensure the effective participation of faculty, staff and students in district and college governance? What obligations does a governing board have to ensure that recommendations regarding academic and professional matters have gone through the collegial consultation process?

The board must uphold the requirements of Education Code §70902(b)(7) and Title 5 §53200-204 on academic senates, §52023.7 on students, and §51023.5 on staff. As the designee of the board, the chief executive officer is likewise bound to carry out these regulations. When considering action on an academic and professional matter, the local governing board must first ascertain that the collegial consultation process has been followed. If not, action on the item must then be delayed until such consultation has been obtained.

38. QUESTION: If the regulations are violated, will the state Chancellor's Office intervene or investigate the case for possible noncompliance?

Violations of Title 5 Regulations may be reported by filing a written complaint with the Legal Affairs Division of the Chancellor's Office. The Chancellor's Office General Counsel will investigate credible complaints and determine needed corrective action to assure compliance with the regulations.

39. QUESTION: If a local academic senate or CEO and governing board feel that they have exhausted all sincere internal efforts to work cooperatively and believe the regulations continue to be ignored, what remedies can be sought?

CCLC and the ASCCC recommend the following steps: First, the state-level representative group—the ASCCC or the Community College League—should be contacted for useful advice and direct support. Second, the local academic senate and governing board may mutually request technical assistance through the Collegiality in Action process established jointly by the Academic Senate and the League (see appendix). Third, if the local academic senate believes that the board is in clear noncompliance, it may file a complaint with the Legal Affairs Division of the Chancellor's Office. Finally, the local senate may pursue remedies with the state attorney general or in court.

Appendix

Collegiality in Action

ASSISTANCE TO ASSURE EFFECTIVE PARTICIPATION IN DISTRICT AND COLLEGE GOVERNANCE

(A Joint Program of the Academic Senate and Community College League)

The Academic Senate of the California Community Colleges and the Community College League of California have joined together to offer a program of assistance for local colleges and districts. The purpose of the program is to help districts and colleges successfully implement state law and regulations that call for effective participation by faculty, staff and students in district and college governance. The services offered will be most effective if used before major conflicts arise and prior to a heightened level of local unilateral action by any parties involved in the local decision-making process.

The jointly-sponsored program does not replace the individual services offered by the League to trustees and chief executive officers and by the Academic Senate to local faculty. Yet it is recognized that challenges to improve local decision making processes can be aided by the mutual support of the statewide organizations. Because the services are carried out by volunteers of the League and Academic Senate, the services will not always be available on short notice and scheduled assistance should be arranged well in advance.

The program includes four distinct services that are available. Local college and district CEOs and faculty leaders who are interested in assistance should meet together to consider the services and to agree mutually on what assistance would be most beneficial. Although the program is intended to be flexible so that a mix of the four services or optional services may be available, the League and Academic Senate may not be able to help with some requests which vary too much from the four defined services or from the goal of improving the effectiveness of participation in governance.

The president of the Academic Senate and executive director of the League are available at this early stage to answer questions and to help in identifying the best approach. These two persons will reach agreement as to whether the mutual request for assistance can be carried out. No joint service will be provided unless there is a written request for assistance signed by the college president or district chancellor and local academic senate president.

This joint program is coordinated and implemented by the President/CEO of the League and President of the Academic Senate under policies established by their respective boards.

Each district or college using the service is expected to reimburse the travel expenses for the assistance team members.

The following provides a summary of the four services available within the assistance program: 1) informational presentation, 2) advisory assistance, 3) issue resolution and 4) special workshops and presentations.

COLLEGIALITY IN ACTION: EFFECTIVE PARTICIPATION FUNDAMENTALS

The informational presentation service is intended to provide a basic overview of the state law, state regulations and guidelines concerning shared governance. The presentation is done by representatives of the League and Academic Senate and takes approximately two hours. Handouts are provided, good

practices highlighted, and questions answered. This service is best used at a college or district where there are no significant issues of conflict but a recognition that many participants in local shared governance roles are new and need an orientation or refresher on the required processes.

COLLEGIALITY IN ACTION: EFFECTIVE PARTICIPATION FOCUSED STUDY

The advisory assistance service is intended to provide a facilitated and structured opportunity to identify possible areas of conflict or different interpretations of the law and regulations and to develop ways to resolve the differences. The service is conducted by representatives of the Academic Senate and League over four to six hours. The time includes a basic overview presentation for all interested parties and separate meetings with the faculty and with the trustees and administration. A written advisory report is provided by the assistance team to the district or college within six weeks of the visit. The advisory report seeks to clarify the key issues identified by the team in its visit, makes recommendations for addressing the issues, and suggests who might be responsible for embarking on the solutions.

ISSUE RESOLUTION

The purpose of the issue resolution service is to provide mediation assistance to a college or district when the parties have reached a stalemate and are unable to resolve their differences on a major issue. This service will not be provided unless the local board, chief executive officer, and academic senate agree in advance and are committed and open to address seriously the recommendations of the assistance team. Prior to the six to eight hour visit of representatives from the League and Academic Senate, focused discussions and investigation occur to clearly delineate in writing the issue or issues to be resolved and the approach to be used.

During the visit, there will be focused interviews with individuals and groups. A written advisory report is provided by the assistance team within eight weeks of the visit. Prior to the formal presentation of the written report, the local parties involved will be given an opportunity to clarify, correct, or refine the recommendations or statements in the report. The assistance team will return to the college or district to present the report and to answer questions publicly. In addition, a follow-up training session to provide guidance on implementing the recommendations will be provided if requested.

SPECIAL WORKSHOPS AND PRESENTATIONS

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

COSTS

In an effort to offset travel costs associated with the participation of the CCLC President/CEO and ASCCC President in these events, colleges will be charged a small fee of \$1,000 per visit.

REQUEST FOR SERVICE

Collegiality in Action services may be requested at <https://www.asccc.org/contact/request-services>

Source: <https://www.asccc.org/services/technical-assistance>



Executive Committee Agenda Item

SUBJECT: Chancellor’s Office Liaison Discussion		Month: February	Year: 2021
		Item No: III. D.	
		Attachment: No	
DESIRED OUTCOME:	A liaison from the Chancellor’s Office will provide the Executive Committee with an update of system-wide issues and projects.	Urgent: No	
		Time Requested: 45 mins.	
CATEGORY:	Reports	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

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

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

Executive Committee Agenda Item

SUBJECT: Legislative Report		Month: February	Year: 2021
		Item No: IV. A.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will receive a report on the 2021-22 (two-year) legislative session and may consider requested action.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The 2021-22 (two-year) Regular Session reconvened January 11, 2021.

Useful Websites:

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

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

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

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

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

Report as of January 19, 2021:

Attached is the Legislative Report as of January 19, 2021. An update including any requested action will be provided in early February before the February Executive Committee Meeting.

2021 Legislative Advocacy Day (virtual) update:

- Legislative Training: Monday, February 22, late afternoon – formal training followed by informal discussion/social hour – the training is required for all Executive Committee and Legislative and Advocacy Committee members that have not participated in the training in prior years.
- Legislative and Advocacy Day virtual visits: Tuesday, February 23

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

Legislative Report
ASCCC Executive Committee Meeting
February 5-6, 2021
Last update: January 19, 2021

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

2020-21 Two-Year Cycle

2021 Tentative Legislative Calendar:

https://www.senate.ca.gov/sites/senate.ca.gov/files/revised_agreed_2021_calendar.pdf

- January 10 – Budget must be submitted by Governor
- January 11 – Legislature reconvenes
- January 22 – Last day to submit bill requests to the Office of the Legislative Council
- February 19 – Last days for bills to be introduced
- March 25 – Spring recess begins upon adjournment of this day’s session
- April 5 – Legislature reconvenes from spring recess

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

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

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

CCCCO Board of Governors Meeting Agenda Item: January 19, 2021 – Item 6.4 Release of Governor’s Budget and State and Federal Legislative Priorities:

<https://go.boarddocs.com/ca/cccchan/Board.nsf/goto?open&id=BW7SJJ6F1993>

Assembly Bills (AB)

[AB 89 \(Jones-Sawyer\)](#) – Peace Officers: minimum qualifications.

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

Official ASCCC Position/Resolutions:

Status: Referred to Committee on Public Safety 1/11/21

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

[AB 102 \(Holden\)](#) – College and Career Access Pathways partnerships.

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

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

Status: Referred to Committees on Higher Education and Education 1/11/21

Notes:

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

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

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

Status: Referred to Committees on Higher Education and Education 1/11/21

Notes:

[AB 233 \(Boerner, Horvath, McCarty\)](#) – Public postsecondary education: University of California: Admissions.

This bill would urgently request the regents to require the Office of the President of the University of California to establish specified systemwide protocols for admission processes by April 15, 2022, to be effective in the university’s admission cycle beginning August 1, 2022. These protocols would include a requirement that staff involved in making or informing admissions decisions report all attempts to influence admissions decisions, regardless of source, to their supervisors or to the director of undergraduate admissions. These protocols would also generally require the development and implementation of systemwide standards and procedures to promote an equitable admissions process for the campuses of the university. The bill would also urgently request the regents to require the Office of President of the University of California to submit an annual report to specified committees of the Legislature on prescribed topics related to the university’s admission process, commencing on or before July 1, 2023, and on or before July 1 annually thereafter.

In particular, Beginning with the admissions cycle for the 2022–23 academic year, require each campus of the University of California that does not admit all **eligible transfer applicants** to ensure that two application reviewers review all transfer applications and ensure that the second reviewers cannot see the ratings of first reviewers for both freshman and transfer applications.

Official ASCCC Position/Resolutions:

Status: Introduced 1/12/21

Notes:

[AB 245 \(Chui\)](#) – Educational equity: student records: 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. The bill would require the institution to reissue specified documents conferred upon, or issued to, the former student with the former student’s updated legal name or gender, if requested by the former student. Commencing with the 2023–24 graduating class, the bill would require an institution to provide an option for a graduating student to request that the diploma to be conferred by the institution list the student’s chosen name, as specified. Because this bill imposes new duties on community college districts, it would constitute a state-mandated local program.

Official ASCCC Position/Resolutions:

Status: Read first time 1/13/21

Notes:

Senate Bills (SB)

[SB 20 \(Dodd\)](#) – Student nutrition: Eligibility for CalFresh benefits

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

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

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

Notes:

[SB 40 \(Hurtado\)](#) – Healthcare workforce development: California Medicine Scholars Program.

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

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

Status: Introduced and read 12/7/20.

Notes:

[SB 45 \(Portantino, Allen, Hurtado, Stern\)](#) – Wildfire Prevention, Safe Drinking Water, Drought Preparation, and Flood Protection Bond Act of 2022

This bill would enact the Wildfire Prevention, Safe Drinking Water, Drought Preparation, and Flood Protection Bond Act of 2022, which, if approved by the voters, would authorize the issuance of bonds in the amount of \$5,510,000,000 pursuant to the State General Obligation Bond Law to finance projects for a wildfire prevention, safe drinking water, drought preparation, and flood protection program.

This bill would provide for the submission of these provisions to the voters at the November 8, 2022, statewide general election.

Chapter 7. Climate Resilience, Workforce Development, Education

80270

(c) Of the funds made available by subdivision (a), five million dollars (**\$5,000,000**) shall be allocated to the California Community Colleges for workforce development programs for prescribed fire treatments, forest and woodland restoration, fire hardening, defensible space management, and approved community defense techniques.

Official ASCCC Position/Resolutions: The ASCCC supports the funding workforce development programs.

Status: Introduced and read 12/7/20.

Notes: Watch the section on workforce development programs.

[SB 61 \(Hurtado\)](#) – Workforce training programs: supportive services.

This bill would require the California Workforce Development Board to establish and administer the Lifting Families Out of Poverty Supportive Services Program. The bill would require the board, upon appropriation by the Legislature for that purpose, to make \$50,000,000 in grants available to consortia, composed of combinations of local workforce development boards, community colleges, or other stakeholders, that apply for funding to provide supportive services, as defined, and are approved in accordance with the bill.

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

Status: Introduced and read 12/7/20.

Notes:

[SB 228 \(Leyva\)](#) – Public postsecondary education: support services for foster youth: Cooperating Agencies Foster Youth Education Support Program.

One of the requirements for the program is that a student be a current or former foster youth in California whose dependency was established or continued by the court on or after the youth's 16th birthday. This bill would change that requirement to the youth's 13th birthday.

Official ASCCC Position/Resolutions:

Status: Introduced 1/15/21 and sent to Committee on RLS (Rules).

Notes:

Bills of Interest

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

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

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

Status: Referred to Committee on Education 1/11/21

Notes: A similar bill, [AB 331](#) was vetoed by the Governor in September 2020. The Governor’s response included:

This bill, however, would require ethnic studies to be taught in high school at a time when there is much uncertainty about the appropriate K-12 model curriculum for ethnic studies. I have been closely monitoring the progress of the development of the K-12 ethnic studies model curriculum. Last year, I expressed concern that the initial draft of the model curriculum was insufficiently balanced and inclusive and needed to be substantially amended. In my opinion, the latest draft, which is currently out for review, still needs revision.

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

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

This bill, the Fair Pay to Play Act, would make these provisions operative on January 1, 2022, or when specified rules changes adopted by the Board of Governors of the National Collegiate Athletic Association take effect, whichever occurs first. The bill would prohibit California postsecondary educational institutions except community colleges, and every athletic

association, conference, or other group or organization with authority over intercollegiate athletics, from providing a prospective intercollegiate student athlete with compensation in relation to the athlete's athletic reputation, or preventing a student participating in intercollegiate athletics from earning compensation as a result of the use of the student's athletic reputation. The bill would prohibit an athletic association, conference, or other group or organization with authority over intercollegiate athletics from preventing a postsecondary educational institution other than a community college from participating in intercollegiate athletics as a result of the compensation of a student athlete for the use of the student's athletic reputation. The bill would prohibit the revocation of a student's scholarship as a result of earning compensation for the use of the student's athletic reputation.

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

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

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

Status: Introduced and read 12/7/20.

Notes: [SB 206 \(Skinner, 2019\)](#) – Collegiate athletics: student athlete compensation and presentation made California the first state in the nation to enact a law to restore to college athletes the right to earn compensation from their name, image, and likeness (NIL), or athletic reputation. The CCCCO convened a community college athlete name, image, and likeness working group composed of individuals appointed on or before July 1, 2020. The bill requires the working group to review various athletic association bylaws and state and federal laws regarding a college athlete's use of the athlete's name, image, and likeness for compensation and, on or before July 1, 2021, submit to the Legislature and the California Community College Athletic Association a report containing its findings and policy recommendations in connection with this review. This is in progress.



Executive Committee Agenda Item

SUBJECT: Equity Driven Systems		Month: February	Year: 2021
		Item No: IV. B.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on the Equity Driven Systems in the system and discuss future direction.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

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

2020-2021 ASCCC DEI Tracking Google Drive: <https://drive.google.com/drive/folders/1oX9i8x-BiqX1WgGk8QdpHCx3LmwcQG1T?usp=sharing>

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



Executive Committee Agenda Item

SUBJECT: Guided Pathways Implementation and Integration to Transfer and Careers		Month: February	Year: 2021
		Item No: IV. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on the Guided Pathways implementation and integration to transfer and careers and discuss future direction.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonerio	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

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

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



Executive Committee Agenda Item

SUBJECT: Culturally Responsive Student Services, Student Support, and Curriculum		Month: February	Year: 2021
		Item No: IV. D.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on culturally responsive student services, student support, and curriculum in the system and discuss future direction.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

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

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



Executive Committee Agenda Item

SUBJECT: ASCCC Curriculum Institute Planning		Month: February	Year: 2021
		Item No: IV. E.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will provide feedback on and consider for approval the theme, strands, general sessions, and structure of the 2021 Curriculum Institute.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Carrie Roberson/Michelle Bean	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

BLURB:

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

THEME:

Ensuring Learning: Accessibility & Flexibility in Equity-Driven Curriculum

STRANDS:

Basics
Beyond the Basics
Equity in the Classroom
Guided Pathways/ Data
System- Ed Code, Title 5, regs, memos, guidance, other
---System partners/vendors?

GENERAL SESSION IDEAS:

1. ASCCC/CCCCO- system updates
2. IDEAs in ACTION (*Inclusion, Diversity, Equity, Anti-Racism)
3. Virtual World Realities (Accessibility/Flexibility)- *interactive (equity/enrollment management - effective practices- governance- student experience)

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

Virtual 2021 Curriculum Institute – DRAFT OUTLINE

Wednesday

9:00a – 11:00a PRESESSIONS

- ✓ New/Newer Curriculum Chairs/ Committee members
- ✓ New/Newer Curriculum Specialists
- ✓ New/Newer Administrators
- ✓ New/Newer Articulation Officers
- ✓ New/Newer SLO Coordinators/ Guided Pathways?

11:00a – 12:00p - LUNCH

12:00p – 1:30p: General Session 1/ Welcome/ *TOPIC-

2:00p – 3:15p: Breakout 1 (5 sessions)

3:45p – 5:00p: Breakout 2 (5 sessions)

5:00p – 6:00p: Social Hour

Thursday

7:00a – 8:00a: Morning Activity

8:00a – 9:00a: Networking

9:00a – 10:15a: Breakout 3 (5 sessions)

10:45a – 12:00p: Breakout 4 (5 sessions)

12:00p – 1:00p: LUNCH

1:00p – 3:00p: General Session 2 *TOPIC-

3:30p – 4:45p: Breakout 5 (5 sessions)

5:00p – 6:00 Networking/Activity?

Friday

7:00a – 8:00a: Morning Activity

8:00a – 9:00a: Networking

9:00a – 10:15a: Breakout 6 (5 sessions)

10:45a – 12:30p: General Session 3/ Wrap Up *TOPIC-



Executive Committee Agenda Item

SUBJECT: Career Noncredit Education Institute Draft Program		Month: February	Year: 2021
		Item No: IV. F.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will review and consider for approval the draft program for the Career and Noncredit Education Institute.	Urgent: No	
		Time Requested: 25 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Mayra Cruz/Karen Chow	Consent/Routine	
		First Reading	X
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND: The ASCCC Executive Committee is asked to review the draft program and provide suggestions to enhance the experience for both presenters and participants in the planning for the Career and Noncredit Education Institute. The program is attached.

2021 Career and Noncredit Education Institute: Transforming CTE and Noncredit, Pre-Transfer and Continuing Education Through An Equity and Antiracism Lens

ASCCC Career and Technical Education Leadership (CTELC) and Noncredit, Pre-Transfer and Continuing Education (NPCE; formerly the Noncredit and Basic Skills joint committee) Committees are pleased to announce the 2021 Career and Noncredit Education Institute (CNEI) designed for all faculty, liaisons, academic senates, student services professionals, administrators, and system partners. The California Community College system is undergoing a period of transformation with significant attention focused on student success, equity and anti-racism. Where do Career and Technical Education (CTE) and Noncredit, Pre-Transfer and Continuing Education (NPCE) fit into this complexity? How are Career and Technical Education and Noncredit, Pre-Transfer and Continuing Education responding?

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

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

DRAFT FOR 1ST READING

2021 Career and Noncredit Education Institute: Transforming CTE and Noncredit, Pre-Transfer and Continuing Education Through An Equity and Antiracism Lens

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

4.30.2021 – FRIDAY

9:00am – 11:00am

Pre-Institute Session How to Hire the Best Qualified Industry Experts for Your Classrooms

Cheryl Aschenbach, ASCCC Secretary

Karen Chow, ASCCC Area B Representative (Moderator)

Mayra Cruz, ASCCC Treasurer

Lynn Shaw, ASCCC CTE Director

Faculty who have used the toolkit

This highly interactive session is intended to provide CTE faculty and other stakeholders with a working knowledge on how to effectively use the CTE Faculty Minimum Qualifications Toolkit. Facilitators for this training will lead a discussion on how to work with local senates to update the equivalency process, how to work with HR to ensure there is appropriate documentation for equivalency decisions, and how to train hiring committee members and discipline faculty to interpret and evaluate equivalency applications.

11:30am-12:30pm

General Session

Welcome- Empowerment, Leadership, and Voice

Karen Chow, ASCCC Area B Representative

Mayra Cruz, ASCCC Treasurer

The California Community College system is committed to student success, equity and anti-racism. This session will provide the context for this year's Institute, the role CTE and Noncredit faculty play in advancing inclusive and culturally responsive curriculum, student services and support. The session will kick-off this professional development and learning experience through amplifying the CTE and noncredit students' voices, and engage diverse student panelists to set the tone for the rest of the Institute.

President's Address

Dolores Davison, ASCCC Vice President

Student Panel (CTE and Non-Credit Anti-blackness, DEI and anti-racism focus)

David Ramirez, CTE Leadership Committee, Student Senate for California
CommunityColleges

Other students

Sheneui Weber, Vice Chancellor Workforce and Economic Development, California
Community Colleges Chancellor's Office (moderator)

1:30 – 2:30pm Breakout Session I

Breakout 1: Noncredit Instruction/Adult Education Basics

Dr. Emma Diaz, San Bernardino Valley College

Dana Miho, Noncredit Pre-Transfer and Continuing Education Committee

Noncredit instruction/K-12 adult education has a long history in the California Community Colleges and has been providing pathways to adults who are underprepared for college-level coursework, returning to school, unemployed and seeking employment, employed and seeking career advancement, and English language learners so that they can successfully complete their college education and enter the workforce. This breakout will present the basics of noncredit instruction/K-12 adult education in the California Community Colleges in order to support institutions that may be looking to or are beginning to offer noncredit courses for the first time. Come learn about the opportunities and challenges of noncredit and K-12 adult education programs to serve the needs of diverse adult student populations and better facilitate their success.

Breakout 2: Professional Development in CTE and Non-Credit Programs

Ingrid Greenberg, Noncredit Noncredit Pre-Transfer and Continuing Education
Committee

Silvester Henderson, ASCCC Faculty Leadership Development Committee

Donald Laird, CTE Leadership Committee

Diana Vera-Alba, San Diego Continuing Education

The numbers speak for themselves. According to the Georgetown Center on Education and the Workforce, by 2018, 63% of all U.S. jobs are expected to require education beyond high school. But nearly 50% of the U.S. workforce—about 88 million of 188 million adults aged 18 to 64—has achieved a high school education or less, along with low English language proficiency. It's difficult to explain how employers will satisfy their

recruitment needs for their workforce if this trend continues. As adult educators, we lead the charge to solve these critical issues and other key barriers that leave adult learners behind. Please join us for a discussion about professional development (PD) for non-credit and Career Technical professionals. Presenters will discuss effective practices, and lessons learned, including PD pivots to fully online and hybrid instruction, faculty mentoring, and the online course design rubric.

Breakout 3: Career & Technical Education (CTE) 101

Christy Coobatis, CTE Leadership Committee
Kristina Perkins, CTE Leadership Committee
Lynn Shaw, CTE Leadership Committee

Overview and history of CTE, ASCCC efforts and support and focus on how to get courses/programs approved through regional consortium. This workshop will be an open discussion to answer your questions about Career Technical Education. We will discuss the history, what is CTE, curriculum and how to work with the regional consortia, what the senate is doing for CTE faculty and students.

Breakout 4: Supporting Students of Color in Non-Credit (Lead: Kimberly Stiemke, Noncredit)

Michelle Bean, ASCCC Part-time Committee Chair
[A2Mend representative \(Dr. Abdimalik Buul\)](#)

BREAK 2:30-3:00pm

3:00-4:00pm Breakout session 2

Breakout 1: Clarifying Career Education Transfer Pathways (Lead: Robby Bodden, CTELC)

[CTE Leadership Committee member](#)
Carrie Robertson, ASCCC Curriculum Committee Chair

Breakout 2: Innovation and Leadership: Theory to Practice for Adult Educators

Emma Diaz, Noncredit, Pre-Transfer and Continuing Education Committee
Tina McClurkin, CTE Leadership Committee
Mitch Rosin, P2E Illusions

Leadership and innovation don't only come from college administrators. Faculty are leaders and innovators every day in their classrooms. This workshop will focus on identifying your leadership style, understanding the 5 skills of disruptive innovation, and putting your leadership skills into best practice.

Breakout 3: Noncredit 101: A Crash Course in Noncredit Curriculum Development

Wendy Brill-Wynkoop, Noncredit Pre-Transfer and Continuing Education Committee
Garrett Rieck, College of the Canyons

The past few years have seen a noticeable increase in noncredit education in the California community college system. While noncredit programs have been advocated as a promising way to address educational equity, there are varied topics of noncredit education to explore. Join us in dialogue and discussion on the categories of noncredit, mirrored classes, noncredit course completion factors, and local/state compliance.

Breakout 4: Effective Practices for Regional CTE Advisory Committees

Alan Braggins, State Director, Advance Manufacturing CCCCCO

Susanne Mata, Regional Director Employer Engagement (ICT/Digital Media) CCCCCO

Lynn Shaw, CTE Leadership Committee members

All CTE programs are required to engage with industry experts. It is time consuming and often difficult to gather a group of industry experts and it is even more difficult to get the industry decision makers who actually hire our students to attend. This workshop will discuss how and why to engage with a regional advisory board system. Speakers have best practices to share.

4:00pm – 4:30pm **BREAK**

4:30– 5:30pm Breakout Session 3

Breakout 1: Developing Faculty Online Career Programs: A Guided Pathways Perspective (Lead: Kristina Perkins, CTELC)

Kristina Perkins, CTE Leadership Committee member

Bob Nash, Dean of Academic Affairs, CVC-OEI

Robert Stewart, Jr., ASCCC Area C Representative

Faculty Panel

Through the “Improving Online CTE Pathways Grant Program,” the California Virtual Campus-Online Education Initiative has worked with 68 colleges developing online career programs to serve more students more quickly and increase program completion. During this session, grantee colleges will share lessons learned and discuss key factors to consider as CTE programs move fully online. In a Guided Pathways framework, panelists will address curriculum development, outreach, course design, labs at a distance, assessment/testing, student services, and other.

Breakout 2: Using Noncredit Education to Support Students in English and Mathematics Pathways

Mary Margarita Legner, Noncredit Pre-Transfer and Continuing Education Committee

Janet Fulks, Guided Pathways Taskforce Past Co-Chair

Ginni May, ASCCC Vice President

Dr. Kimberly Stiemke, Noncredit Pre-Transfer and Continuing Education Committee

AB705 (Irwin, 2017) which is written into California Education Code Â§78213 requires colleges to minimize the impact on student financial aid and unit requirements for students that need concurrent support when placed directly into college-level or

transfer-level English, mathematics or English and as second language courses. Low or noncredit support options are one of the areas that colleges are directed to explore. Join this collaborative session for a lively discussion about how colleges have implemented noncredit instruction into their English and mathematics pathways as part of their support options for students enrolling in college-level or transfer-level English, mathematics or English and as second language courses.

Breakout 3: Statewide Directors: Supporting CTE, Noncredit and Adult Education

John “JC” Bone Cordova, Statewide Director, Health
Alan Braggins, Statewide Director, Advanced Manufacturing
Charles Eason, State Director, Business and Entrepreneurship
Nancy Gutierrez, Statewide Director, AG, Water
Joy Hermsen, Statewide Director, Retail/Hospitality/Tourism
Olivia Herriford, CTE Leadership Committee
Terri Quenzer, Statewide Director, Life Sciences/Biotech
Lynn Shaw, CTE Leadership Committee
Stephen Wright, State Director, ICT Digital Media

Meet the Statewide Directors leading strategy in the 10 priority sectors for Career Education in California community colleges. Learn how we partner with industry and collaborate with faculty champions from multiple disciplines to meet mutual goals of student success. We'll share success stories and key learnings in our work in CTE, Noncredit, and Adult Ed. During this interactive session, participants will also have a chance to brainstorm ideas for collaboration in their own programs, colleges and regions in order to take the information from the conference back out to outcomes on campuses statewide.

Breakout 4: Community College Noncredit Funding: Tracking Student Attendance in Noncredit

Michelle Fischthal, San Diego Continuing Education
Ingrid Greenberg, Noncredit Pre-Transfer and Continuing Education Committee
LaTonya Parker, ASCCC South Representative

Even before the pandemic, noncredit classes have been offered in fully online and hybrid formats. Many colleges have struggled to implement online noncredit courses because of unique challenges with the attendance accounting procedures, but San Diego Continuing Education has been navigating policy and funding for online noncredit instruction for more than 15 years. Please join us for a discussion about funding and attendance accounting for online instruction for noncredit students and how you might be able to use some of the same structures as San Diego Continuing Education to offer these exciting opportunities to students.

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## 5.1.2021 - SATURDAY

### 9:00am – 10:00am Breakout Session 4

**Breakout 1: Accreditation Basics for CTE, Noncredit and Adult Education (Lead: Sam Foster, Noncredit)**  
Noncredit Committee member  
Stephanie Curry, ASCCC Accreditation Committee Chair

### Breakout 2: **Who do we teach, what do we teach, how do we teach?**

Dr. Ygnacio "Nash" Flores, Rio Hondo College  
Lance Heard, Mt. San Antonio College  
Don Mason, CTE Leadership Committee  
LT. Robbie Williams, Hawthorne Police Department  
Carrie Roberson, ASCCC Curriculum Committee Chair (to serve as a moderator)

This session will be a conversation of what is being taught to first responders in the classroom and in the field regarding antiracism. We will discuss next steps and how antiracism is being taught in other disciplines.

### Breakout 3: **Effective Leadership Strategies for CTE, Noncredit and Adult Education**

Mayra Cruz, CTE Leadership Committee  
Elizabeth Walker, Noncredit Pre-Transfer and Continuing Education Committee  
Other identified speakers

As a CTE and Non-Credit professional you have many challenges on your campus, region, district or even in your career. Often you can feel isolated and have no one to confide in to solve some critical and even controversial issues. Sometimes you want to advance in CTE or Non-Credit issues but cannot see the way forward. After the session you will walk away with practical leadership and problem-solving tips and tricks, both in general and for your current issues.

### Breakout 4: **Developing Equitable and Welcoming Online Noncredit Programs**

Wendy Brill-Mynkoop, Noncredit Pre-Transfer and Continuing Education Committee  
Janet Cagley, North Orange Continuing Education  
Ingrid Greenberg, Noncredit Pre-Transfer and Continuing Education Committee  
Chrissy Gascon, Santiago Canyon College College and Workforce Preparation Center  
Garrett Rieck, College of the Canyons

More colleges are developing noncredit courses to serve local needs and provide students with a helpful bridge to credit programs. During this session, attendees will learn how to develop online noncredit courses/programs to serve a wider student population. Educators with experience in this area will share strategies and tips for curriculum development, online course delivery, online student support, and how to perform attendance accounting to earn apportionment funding.

**Breakout 5: Making Noncredit and CTE Free and Open - Ensuring Equitable Access to the Resources Needed for Success**

Michelle Pilati, ASCCC OERI Faculty Coordinator  
Jennifer Paris, ASCCC OERI Regional Lead  
Suzanne Wakim, ASCCC OERI Project Facilitator

The price of textbooks is a significant barrier to student success. This cost disproportionately impacts underserved populations. Open Educational Resources (OER) are the solution! These resources are not only free, they are also customizable for our courses. This allows us to build resources that most effectively teach our specialized student populations. This workshop will explain what OER is and will help you find OER for your classes.

10:00am – 10:30am **BREAK**

**10:30-11:30 General Session**

**Credit for Prior Learning as an Equity Lever: Faculty Perspectives on Awarding Credit Using Model Processes**

Mayra Cruz, ASCCC Treasurer  
Karen Chow, ASCCC Area B Representative  
Chantee Guiney, CO Credit for Prior Learning Workgroup Co-Chair  
Peggy Campo, Norco College  
Brian Hagopian, Las Positas College  
Kris Hubbard, Cosumnes River College

In the spring of 2020 and to respond to the implementation of the Credit for Prior Learning regulations, discipline faculty were gathered to develop an equity-focused model process by which faculty throughout the California community college system can make recommendations to award credit using a cross-walk. Model processes developed by discipline faculty are available for implementation at a local college/district. This session will highlight the disciplines that have developed crosswalks for awarding credit based on select military training, industry certifications, and/or workplace training. Join us to learn more about how to engage CTE discipline faculty and other college stakeholders in awarding credit for prior learning.

**11:30-12:30 LUNCH BREAK**

**12:30-1:30pm Breakout Session 5**

**Breakout 1: Work Based Learning in California Community Colleges**

Christie Dam, CTE Leadership Committee  
Cheryl Aschenbach, ASCCC Secretary  
William Elarton-Selig, LATTC/LACCD

Leslie Aaronson, LA Promise Fund

Work-based learning provides students an opportunity as aspiring employees to explore careers and to turn theory into practice by gaining on-the-job experience. The experience gained from work-based learning opportunities, especially when considered in combination with the attainment and application essential skills for college and employment success, is a critical component of career training and preparation. This session will focus on the opportunities for students completing CTE programs with work-based learning to be well-equipped to enter the workforce.

**Breakout 2: Effectively Using the CTE Minimum Qualifications Toolkit to Enhance the Diversification of Faculty**

Lynn Shaw, CTE Leadership Committee

Faculty reps

This workshop is to discuss practical implementation of the CTE Faculty Minimum Qualifications Tool Kit. We will discuss how effective use of this tool can help diversify your CTE faculty. You should attend if you have stories to tell of hiring or not being able to hire industry experts. Please come with your questions! We will share tactics and strategies on using the Tool Kit.

[https://asccc.org/sites/default/files/ADAversion\\_CTEMinQualsToolkit.pdf](https://asccc.org/sites/default/files/ADAversion_CTEMinQualsToolkit.pdf)

**Breakout 3: The Role of Part-time faculty and Sustaining Their Engagement**

Michelle Velazquez-Bean, ASCCC At-Large Representative

Karen Chow, Noncredit, Pre-Transfer & Continuing Education Committee

Emma Diaz, Noncredit, Pre-Transfer & Continuing Education Committee

Part-Time faculty make up 68% of all California community college faculty statewide. We will discuss roles of Part-Time faculty in CTE and Noncredit instruction and programs, as well as strategies to sustain and grow their engagement in serving CTE and Noncredit. We especially welcome Part-time faculty in CTE and Noncredit Instruction and programs to join us and share your experiences.

**Breakout 4: Culturally Responsive CTE and Noncredit Student Services and Support**

Violeta Wenger, CTE Leadership Committee

Noncredit Committee member

ASCCC Equity Diversity Action Committee or Curriculum Committee member

As educational leaders, we have the collective responsibility to lead the design of curriculum that supports our students and celebrates their diverse perspectives and lived experiences. Discipline faculty need to assess and revamp their curriculum through an antiracist lens and ensure teaching methods are inclusive. In this session, the presenters will share effective practices and actions that leaders can take to review and design culturally responsive CTE curricula, support, and instruction.



1:30-2:00pm **BREAK**

**2:00-3:00pm Breakout Session 6**

**Breakout 1: Putting Data in the Driver's Seat**

Wendy Brill-Wynkoop, Noncredit, Pre-Transfer & Continuing Education Committee  
Elmida Baghdaserians, CTE Leadership Committee  
Michelle Fowles, Los Angeles Valley College  
Virginia (Ginni) May, ASCCC Vice-President

Student learning and success data plays an increasingly prominent role in planning, program review, and decision-making processes at our colleges as we shift to high-gear in transforming our institutions to be student-centered with diversity, equity, and inclusion (DEI) at the core. As we accelerate to decolonize curriculum and implement DEI-focused practices, student data provides critical information that can inform institutional change. This session will examine the effects of collection and meaningful interpretation of data in CTE. In addition, planning and implementation of actions to ultimately improve student success by emphasizing its important components such as student equity and inclusion, instructional effectiveness and communication.

**Breakout 2: Competency Based Education**

Cheryl Aschenbach, ASCCC Secretary  
Marie Christie Dam, CTE Leadership Committee member  
Jess Guerra, Career Ladders Project  
Sonia Ortega, Mt. San Antonio College

As the California community colleges continue with innovative strategies in support of student learning, Competency Based Education is one mechanism for students to demonstrate their learning, understanding, and application of necessary knowledge and skills. CBE can be utilized to design learning within courses and programs regardless of whether colleges participate in the Chancellor's Office CBE Collaborative. This session is intended to share practices for utilizing CBE to facilitate student success within students' academic journeys. Presenters will discuss how CBE has been used in programs within the Career Ladders Project and how community colleges are integrating CBE into Career Technical Education curriculum.

**Breakout 3: Curriculum Development for CTE and Noncredit through an Equity Lens (Lead: Kimberley Stiemke)**

CTE Leadership Committee member

Noncredit Committee member

Dr. LaTonya Parker, ASCCC Equity and Diversity Action Chair  
ASCCC Curriculum Committee member

**Breakout 4: The Role of Counseling Faculty in CTE and Noncredit for Student Success (Lead: Sam Foster, Noncredit)**



CTE Leadership Committee member  
Manuel Velez, ASCCC TASSC Chair

3:15-4:00pm CLOSING SESSION: **Networking and Reflection**

Karen Chow, Noncredit, Pre-Transfer & Continuing Education Committee

Mayra Cruz, CTE Leadership Committee

Sam Foster, Noncredit, Pre-Transfer & Continuing Education Committee

Julie Oliver, CTE Leadership Committee

Join us to connect, network and reflect on what was gained from the Institute and what you will take forward to strengthen and transform career and noncredit instruction and student services and in advancing equity and anti-racism education.

End of Career and Noncredit Education Institute (CNEI)

Complete 2021 CNEI Evaluation/Survey!



## Executive Committee Agenda Item

|                                                                       |                                                                                                                      |                                     |            |
|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-------------------------------------|------------|
| SUBJECT: First Draft of the Paper on Faculty Professional Development |                                                                                                                      | Month: February                     | Year: 2021 |
|                                                                       |                                                                                                                      | Item No: IV. G.                     |            |
|                                                                       |                                                                                                                      | Attachment: Yes (1)                 |            |
| DESIRED OUTCOME:                                                      | The Executive Committee will consider for approval the first draft of the paper on faculty professional development. | Urgent: No                          |            |
|                                                                       |                                                                                                                      | Time Requested: 20 mins.            |            |
| CATEGORY:                                                             | Action Items                                                                                                         | <b>TYPE OF BOARD CONSIDERATION:</b> |            |
| REQUESTED BY:                                                         | Sam Foster                                                                                                           | Consent/Routine                     |            |
|                                                                       |                                                                                                                      | First Reading                       | X          |
| STAFF REVIEW <sup>1</sup> :                                           | April Lonero                                                                                                         | Action                              | X          |
|                                                                       |                                                                                                                      | Discussion                          |            |

Please note: Staff will complete the grey areas.

### BACKGROUND:

The Educational Policies Committee has been tasked with updating the 2000 paper, *Faculty Development: A Senate Issue*. An outline for the paper was approved by the Executive Committee during the November 2020 meeting.

The Executive Committee will discuss and consider for a first draft the paper *Faculty Professional Development: A Senate Obligation to Ensuring Equity-Minded Praxis*

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

## **Faculty Professional Development: A Senate Obligation to Ensuring Equity-Minded Praxis**

A renewed focus on faculty professional development is paramount given the challenges that California community colleges and students face. The Academic Senate for California Community Colleges has long been an advocate for the development of robust professional development policies as part of the Title 5 section 53200, colloquially referred to as the 10+1. Indeed, as student populations have become more diverse and colleges seek to improve student success, faculty professional development must be a high priority and continue to evolve. This is especially important in the effort to close the opportunity gap for marginalized communities. The ASCCC has passed numerous resolutions in support of deeper training to address diversity, equity, inclusion and anti-racism throughout the curriculum and the college culture. Such training must be a significant component of faculty professional development.

This paper will examine the importance of faculty professional development that is necessary to improve student success as well as the role local academic senate can play. As such this paper will examine the issue from both a philosophical and practical point of view.

### **Background**

Faculty professional development activities have always been an important piece of the continuing education for community college faculty. However, the necessary emphasis and components of professional development have changed significantly over the years. Consistent with the view at the time, the 2000 paper, *Faculty Development: A Senate Issue*, published by the ASCCC, described the importance of professional development for “the continuing expertise and professional advancement of faculty members,” and expressed the need for funding and collegial consultation. While those are still important issues today, profound changes to the role of faculty, the make-up of the student body, and shifts in teaching, learning, and scholarship have led to an expansion of faculty roles to keep up with new directions in teaching and research (Sorcinelli 2007). The equity-driven focus on learner-centered teaching and the obligation of colleges to close gaps is an opportunity for development. Additionally, reporting obligations have changed; student learning outcomes, evaluation of prior learning, accelerated learning, and myriad other shifts to the college landscape require a solid faculty development plan at every college.

Signed into law in 1988, AB 1725 (Vasconcellos) designated funding to support the professional learning for faculty, student service staff, support staff, and administrators. The Title 5 implementation language for AB 1725 in §53200 provided for academic senates to “make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters,” thus localizing professional development as a

responsibility of the academic senate, charging them with creating a learning environment improving “the development, growth, and success of each student (Livingston, 1988). Decentralizing professional development enables local academic senates to assist in developing Flex activities that allow up to fifteen days of instructional hours to be replaced with professional learning activities (ASCCC, 2007). Academic senates, in collaboration with system partners including the California Community College Chancellor’s Office, offer an array of professional learning activities in such areas as the following:

- Distance Education
- The Online Education Initiative
- Open Educational Resources (OER)
- The Zero Textbook Cost Degree program

Faculty, staff, and administrators are encouraged to improve workplace learning by combining continuous education and research to develop a holistic approach to learning. In other words, learning, as opposed to development, needs to be the foundation of this education and research since the term “professional development” is part of a discourse that focuses on the professional as deficient and in need of developing and directing rather than on a professional engaged in self-directed learning (Webster-Wright, 2009). Instead, centering learning, improving our minoritized student population success and completion can improve the outcome for students. Learning occurs in all aspects of our professional and lived experiences, so the challenge is how to capture learning that will improve our professional skills and knowledge (Webster-Wright, 2009).

### **Why Professional Development is Essential**

Engagement in professional development is one of the responsibilities of faculty. A key strategy to effect cultural change and institutional transformation, faculty professional development must be designed to increase knowledge and understanding of cultural competency, diversity and inclusion. The Academic Senate for California Community Colleges has taken a leadership role in professional development on a statewide level; however, local academic senates must also be engaged as this is an academic and professional matter as defined in Title 5 §53200.

Simms, Taylor-Mendoza, Hotep, Wallace and Conway (2020) argue that faculty and college leaders must gain an understanding of, “the call for civic consciousness and acts of genuine care with the intention of catalyzing change toward becoming a more equity-centered college through epistemological disruption and the reconstruction of educational structures and policies that negatively impact poor and ethno-racially minoritized students” (Simms, 2020). This is known as the *obligation gap*. The authors argue that the responsibility for change should be placed on the educational institution instead of students. Professional development and learning must be centered on providing opportunities for faculty to shape their praxis with the goal of achieving

more equitable educational outcomes for all students. In order for faculty to address institutional change, they are obligated to reimagine or reshape curriculum and pedagogical practices.

Diversity, equity and inclusion are at the heart of substantive faculty professional development. To effectively change the course of opportunities provided to faculty, colleges must have a professional development action plan built on an equity minded<sup>1</sup> framework (California Community Colleges Chancellor's Office, 2020). This provides for equity minded faculty who are equipped to engage in difficult conversations, training and decision-making opportunities that lead to transformational change in student outcomes and achievements.

Faculty development opportunities must integrate, diversity, equity, inclusion, and anti-racist pedagogy. Various pedagogies grounded in research have been identified as effective tools to build an equity minded program. Among them are training in the practice of Culturally Responsive Teaching (CRT), a pedagogy to promote healing and reconciliation for disproportionately impacted students and students of color. In the 2020 paper, *Anti-Racism Education in California Community Colleges*, the ASCCC asserts that “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.” (ASCCC, 2020, p.39).

The ASCCC is committed to addressing the professional development of all faculty with intentionality, and focusing on opportunities for faculty of color, women and special populations to promote leadership and professional learning. Under the organization’s 2018-2023 Strategic Plan (Academic Senate for California Community Colleges, 2018), there are six overarching goals. The second goal, “*Engage and Empower Diverse Groups of Faculty at All Levels of State and Local Leadership*,” includes the objective to increase leadership development opportunities to prepare diverse faculty to participate in and lead local and statewide conversations. One way this professional development is carried out is through ongoing training opportunities and mentorship including the Faculty Empowerment and Leadership Academy ([FELA](#)). Beyond these statewide efforts, local college programs can aim to transform faculty into culturally responsive educators.

## **Integrating Diversity Equity and Inclusion into Professional Development**

Equity can be examined by focusing on three dimensions:

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<sup>1</sup> Equity minded refers to a schema that provides an alternative framework for understanding the causes of equity gaps in outcomes and the action needed to close them. Rather than attribute inequities in outcomes to student deficits, being equity-minded involves interpreting inequitable outcomes as a signal that practices are not working as intended. Inequities are eliminated through changes in institutional practices, policies, culture, and routines. Equity-mindedness encompasses being (1) race conscious, (2) institutionally focused, (3) evidence based, (4) systemically aware, and (5) action oriented.

- 1) Individual/Personal dimension. Faculty practice self-awareness and equity - mindedness, making a commitment to equitable and culturally responsive educational practices. This includes learning to recognize and eliminate personal biases that impact the student-teacher interaction.
- 2) Interactional/Professional dimension. Faculty, administrators and staff utilize equity-based practices to effectively support success for disproportionately impacted and minoritized students.
- 3) Institutional dimension. College policies, processes, procedures, structures, and curricula actualize success for disproportionately impacted and minoritized groups.

For campuses committed to professional development that advance diversity, equity and inclusion, the following key elements need to be considered.:

- 1) The examination of key structures in professional development and learning.
- 2) The application of self-critique and guided self-reflection in all professional development and learning.
- 3) The use of effective methodology for facilitating dialogue, including methods to build trust and integrate the voices of all faculty.
- 4) The practice of affinity group separation in training to prevent taxing faculty of color.
- 5) The campus commitment to the ongoing integration of diversity, equity and inclusion with the goal to improve outcomes in overall student success.

### **Going Beyond Content Expertise**

Community college faculty by nature of minimum qualifications come to the system as subject matter experts either through their degrees and/or work experiences. This is in contrast to the K-12 system that uses a credential approach designed to provide a strong pedagogy and curriculum framework and formal mentoring/coaching in a classroom yielding prepared and equipped teachers. While the minimum qualifications assure a level of expertise withing the subject matter that is far beyond what is typically required within a credentialing system, more pedagogical training may need to be incorporated into the professional development curriculum to achieve the equity and student success goals of the community college system. Considering the diverse population of the community college system, it is critical that ongoing training in culturally responsive teaching, teaching methodologies that are research-based, and ongoing professional learning conversations be consistently available for faculty. Focusing on cultural and

generational humility<sup>2</sup> and understanding how students learn and their learning modalities are key in evolving from passive lecture-based classrooms to interactive and engaging classrooms.

Professional development of community college faculty should be intentionally designed to provide new and experienced faculty with opportunities to understand how to implement curriculum that is relevant and culturally responsive and to understand how to utilize a wide variety of pedagogical techniques that center on how students learn. As professional development is designed to include pedagogy and curriculum development it can be framed in the three dimensions: (1) Individual (2) Interactional (3) Institutional.

**Individual** professional development considerations can include professional development and learning to improve knowledge, attending webinars, and utilizing a variety of informational sources. Recent examples of opportunities include the ACCJC Future of Learning Series, ongoing @One courses to help with quality online instruction, and a variety of events and speakers that have been promoted through the California Community College Chancellor's Office who have focused on diversity, equity, and inclusion.

**Interactional** activities can include conferences, college institutes, book reading groups, professional learning conversations, and other collaborations. One recent example is the Open Educational Resource (OER) bootcamp that was hosted by a college to help faculty understand how to identify and design open education curriculum and how to implement an open pedagogy approach.

**Institutional** professional development can include flex day, professional development days, and ongoing analysis of curriculum and pedagogy at the college. A recent example of this approach that has been undertaken by some community colleges is a cultural audit of the Course Outlines of Records (CORs) at the college. The three dimensions of individual, interactional, and institutional are helpful in identifying and framing professional development; however, considerations and challenges to academic freedom should be kept in mind as each of these approaches are undertaken.

### **Senate and Union Collaboration**

Professional development is one of many areas in which the interests and purviews of the academic senate and the faculty bargaining agent may overlap. Under Title 5 §53200 (c) (8), "policies for faculty professional development activities" fall under the heading of academic and professional matters and thus are subject to collegial consultation with the academic senate. However, this language specifically references "policies," not the details of professional development activities nor faculty requirements for participation in professional development. Rather, the specific obligations of faculty for professional development participation and

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<sup>2</sup> Generational humility is getting to know our students and colleagues with joyful curiosity and respect. Curiosity: seeking out intercultural interactions, viewing difference as a learning opportunity, being aware of one's own ignorance

completion are frequently outlined in the faculty bargaining agreement, making such matters an issue for the faculty union. Issues involving the specific content of professional development opportunities may touch on both policy and contract language as well as the more general interests of the district's professional development program for all employees. A cooperative relationship between the faculty union and the academic senate, as well as connection to the broader professional development program of the college, is necessary for developing a productive faculty professional development program.

Ongoing dialogue between the academic senate and the faculty union can make both the development of or changes to policy and the negotiation of bargaining agreement language more collegial and effective. Before and during discussions of policy development or modification regarding professional development, academic senates should consult with their local union representatives to ensure that the policies or changes being considered do not conflict with contract language or raise issues regarding negotiated items. The senate can then work with the district to develop and enact policy with confidence that the interests of the bargaining agent are protected.

Likewise, because contract language may interact with policies for professional development that fall under academic senate purview, the bargaining agent should consult with the senate before entering into negotiations regarding such issues and, to the degree possible, should continue to consult with the academic senate throughout the negotiations process. At the same time, academic senates must understand that some aspects of negotiations cannot be discussed outside of the bargaining team and that the bargaining unit may not always have the opportunity to check in with the academic senate before reaching an agreement at the negotiations table. For this reason, communication between the academic senate and the union prior to the beginning of negotiations is crucial so that the bargaining team can as fully as is possible and reasonable represent priorities that have been agreed upon in advance with the academic senate.

### **Connecting Faculty Evaluations to Professional Development**

Faculty evaluations have been a controversial issue in many districts. However, a robust and healthy evaluation process can benefit both the faculty and a college's instructional program by promoting personal growth in faculty members and by improving and enhancing approaches to teaching.

One way to develop an effective evaluation process is by connecting evaluations to professional development. Such a process might be built in many ways. One approach could be to ensure that all evaluations include a set of personal goals or areas for improvement; even a person receiving the most positive evaluation can still look for ways to improve. These goals might be developed by the individual faculty being evaluated, suggested by the evaluations committee, or created jointly depending on the local process. Such goals could then be compiled from all evaluations in a given cycle, with any information that could identify the evaluatee removed in order to protect



privacy and enhance the evaluatee's comfort level in suggesting areas for improvement, and then forwarded to the college's professional development coordinator or committee. The professional development program would then have data and guidance through which to develop activities for Flex Days or other professional development events that specifically address the interests and needs of the college community (Academic Senate for California Community Colleges, 2013, p. 11).

This is another area in which the local academic senate and the union can collaborate. While policies for professional development fall under the purview of the academic senate as indicated in Title 5 §53200, faculty evaluations are typically an issue that falls under the purview of the bargaining unit, and the process for evaluations is generally outlined in the bargaining agreement. However, if evaluations are seen not as a pro-forma or punitive process but rather as an opportunity for individual improvement and growth, they also become integrated within the professional development framework. Faculty unions and academic senates would therefore need to consult and work together to recommend a process that serves the interests of both bodies. Such consultation would necessarily take place before initiation of collective bargaining, and the academic senate would need to understand that the district also has an interest in this process and that the union therefore might need to reach compromises on aspects of the process during negotiations. Still, if all three constituencies—the academic senate, the bargaining agent, and the district administration—approach the issue with the intent of creating a non-threatening process that can enhance professional development and personal growth for all faculty members, a productive and positive agreement could be reached that would connect the evaluations to the professional development program.

### **Addressing the Needs of Part-Time Faculty**

Professional development should not be seen as solely for full-time faculty; in fact, if structured well, it can provide opportunities to enrich and grow the professoriate via a nurturing pathway. David Garcia was a community college student who returned to his local community college in Central California to teach as a part-time faculty member once he received his M.A. degree in Art. He spent two years involved in a variety of professional development opportunities that the college provided such as a book series, a summer institute, @ One courses for quality online instruction, and instructional rounds that involved informal visits to exemplary faculty classrooms followed by dialogue with colleagues. These opportunities helped him to grow as an educator, and when a full-time position opened up at the college, the time invested into professional development made him a strong candidate, enabling him to attain a full-time position.

Despite the chasm that is often experienced between full-time and part-time faculty, the college cannot function without both. While full-time faculty have additional responsibilities when it comes to curriculum development, program development, and committee involvement, when it

comes to the primary function of teaching and learning there is no fundamental difference between the role of a full-time faculty member and a part-time faculty member in the classroom. All faculty are responsible for high-quality instruction, providing an equitable, engaging, and effective teaching and learning environment, and ultimately student success.

In Fall 2019, part-time faculty in the California Community College system taught 45% of all courses. Therefore it is critical that part-time faculty have access to and are involved in professional development opportunities provided by the colleges, as providing substantive professional development opportunities for them is essential to assure that students are not negatively impacted. Professional development for part-time faculty can include allowing access to flex day or professional development day opportunities, part-time faculty orientations, part-time faculty mentoring programs, involvement in discipline-specific meetings, access to on-campus summer institutes or other forms of on-campus professional development, and inclusion in and consideration for off-campus workshops and conferences.

There are multiple challenges in equitable professional development for part-time faculty such as the reality that many part-time faculty teach at multiple colleges or have other full-time jobs in other industry sectors, or that part-time faculty may receive duplicate training at multiple colleges such as Canvas training on effective practices in online instruction or certification. This requires each college to be intentional about working with individual part-time faculty to customize professional development opportunities that makes sense for their subject, experience, and background. An investment in part-time faculty professional development has an immediate impact on the classroom, on students, the college, and the California community college system, enriching the applicant pool for full time faculty positions with highly qualified part-time faculty with experience and quality training who are ready to engage from the first day in a full-time faculty role.

### **The importance of PD to the institution**

Faculty are frequently asked to participate in areas in which they may not be inherently knowledgeable or comfortable. Some areas, including strategic planning, budget, accreditation, and even program review are not part of the typical academic preparation for faculty. It would serve the institution well, however, if such areas that are so important to its overall function are included in some of the professional development offered. As part of their role in participatory government, faculty serve important roles. For an institution to be effective in serving students and the community, the contribution of faculty is essential. If faculty are more adept at these areas as areas of ongoing professional development, faculty may be more likely to volunteer and offer meaningful contributions. This can only serve to strengthen the institution.

### **Components of Professional Development**

Broadly speaking, professional development in the educational context can be defined as “a variety of specialized training, formal education, or advanced professional learning intended to help administrators, faculty members, and other educators improve their professional knowledge, competence, skill, and effectiveness (Professional Development Definition, 2013).” The state of California, in Education Code and Title 5, has specified that professional development encompasses a wide range of activities aimed at staff, student, and instructional improvement<sup>3</sup> including:

- improvement of teaching
- maintenance of current academic and technical knowledge and skills
- in-service training for vocational education and employment preparation programs
- retraining to meet changing institutional needs
- intersegmental exchange programs
- development of innovations in instructional and administrative techniques and program effectiveness
- computer and technological proficiency programs
- courses and training implementing affirmative action and upward mobility programs
- other activities determined to be related to educational and professional development pursuant to criteria established by the Board of Governors of the California Community Colleges, including, but not necessarily limited to, programs designed to develop self-esteem.<sup>4</sup>

Additionally, in order to be eligible to receive professional development funds, the state requires colleges to form an advisory committee comprised of administrators, faculty, and staff who assess professional development needs and assist with the development of a local plan to meet those needs and to report on actual expenditures for faculty and staff professional development from the preceding year.<sup>5</sup> While these regulations do provide some guidance regarding the subject matter of acceptable professional development activities and what campus entities must be involved in planning with respect to professional development, broad discretion is given to individual campuses to define specific professional development policies, determine how much of a faculty member’s time should be dedicated to professional development, and develop procedures for approval of specific activities.

Many campuses have adopted administrative procedures to explain their local professional development processes, but in most instances these procedures lack the detail necessary to truly understand local practices with regards to professional development. Some campuses use a fully or mostly faculty driven model where a faculty coordinator is responsible for planning and implementing PD while other campuses have created an administrative position to oversee

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<sup>3</sup> Title 5 Section 55724

<sup>4</sup> California Education Code Title 3 Division 7 Part 51 Chapter 1 Article 5 Section 87153

<sup>5</sup> California Education Code Title 3 Division 7 Part 51 Chapter 1 Article 5 Section 87151

faculty PD in consultation with the local academic senate. It is imperative that academic senates examine local policies along with administrators to determine if the current policies and structures are clear and assist the college in meeting its goals. Local senates should make sure that the policies contain clear guidelines as to what is appropriate professional development in order to guide the professional development committee. This assures that the policies for professional development remain under senate purview while the operational component resides within the professional development committee.

While local procedures regarding professional development vary widely throughout the state, there are some commonalities across the system. As faculty professional development is a 10+1 issue, one model is for local academic senates to have faculty development committees charged with assessing the needs of the college and designing, implementing, and/or overseeing PD programming for faculty. Others have a single committee overseeing PD for all staff including classified and managers. In the latter structure, it is essential that the academic senate maintains its purview over faculty professional development. This can be accomplished by having a faculty chair or co-chair of the overall committee, having significant faculty representation on the committee, or some other structure agreed upon by the administration and the local academic senate.

Additionally, as specific PD obligations are often a working condition, local contracts may dictate how many hours each faculty member must devote to PD each academic year as a minimum, and some include more specific requirements around particular types of professional development such as department/division specific events or activities related to equity and diversity. While some campuses require individual faculty members to complete a personal PD plan and devote a certain number of hours to participating in one or more campus-wide FLEX days organized around a particular theme each semester, the subject of other PD activities is at the individual faculty member's discretion. Ideally, faculty members regularly evaluate their strengths and growth areas as an educator and engage in PD activities that address areas where growth is needed, however, most campus policies and procedures do not require this level of planning and thus the responsibility for addressing one's observed or perceived PD needs usually falls on the individual faculty member, with wide variation in willingness to create and follow through with a meaningful individual PD plan.

### **Funding Professional Development**

While the original draft of AB 1725 (1988) had a 2% budget earmark for professional development funding, this allotment was trimmed to 0.25% in the version of the legislation that was enacted. Over time, even this miniscule amount of funding has been trimmed or in some cases, completely eliminated due to the uncertainty of the state budget in difficult economic times and the refusal of the state to prioritize education and specifically, the need for robust professional development for faculty. In 2013, a special Student Success Initiative Professional

Development Committee established by the Chancellor’s Office recommended that “1/2 of 1% of the CCC System budget be set aside specifically for professional development activities,” (California Community Colleges Chancellor’s Office, 2013), but this recommendation was never enacted. AB 2558 (2014) established guidelines for professional development and procedures colleges are required to follow in order to obtain PD funds from the state, but this legislation once again failed to specify a stable funding source for PD. Thus, many colleges currently finance PD from a variety of sources including restricted and unrestricted general funds, categorical funds such as guided pathways and Student Equity and Achievement, outside funding sources such as grants to the college or particular programs within the college, and for certain activities such as training for hiring committees, EEO funds. This piecemeal strategy for funding PD is not a sustainable long-term solution, and if colleges are going to adequately equip faculty for the rigors of educating students in the immensely diverse CCC system, the state must invest in the future by identifying and committing to a stable, long-term PD funding source.

In the absence of earmarked funding from the state, funding for professional development should be integrated into the governance and budget of each college and district. Through program review, resource allocation, governance committees, and data analysis and outcomes the college/district should identify and prioritize professional development needs for the college/district. Faculty professional development is crucial for student success as the majority of time students spend at a community college campus is in a classroom working directly with faculty.

Once professional development needs have been identified general fund allocations should be utilized to provide individual, interactional, and institutional professional development opportunities for all faculty. In the absence of direct professional development funding from allocated general fund dollars from the college there are a plethora of other funding sources that can be utilized at the college for professional development including funds from Student Equity and Achievement (SEA), Guided Pathways, categorical programs, and other state and federal grants. Colleges should consider writing in professional development into any federal or state grants that they seek and work with categorical programs to include professional development in their annual plans and annual reports. Another avenue for generating funds for professional development is to engage community, industry and corporate partners through collaborative efforts.

### **The Importance of Culturally Responsive Curricular Redesign**

Student equity cannot be separated from the role of professional development provided to teaching faculty at our institutions. Guidance from the [ASCCC](#) over the years regarding the importance of faculty primacy in professional development and the allocation of dollars spent on the college campus requires a deeper look at our institutional training needs. The [ASCCC July](#)

[2020 Senate Rostrum](#) told the real story of racism and inequities in the community college system. It was informative, uncut and real, illustrating that there is still much work to do to make the community college system more equitable for our faculty and students. While the California community college student population has changed over the decades with the majority of students being students of color (particularly Latinx students), our faculty ethnic identity remains stagnant (mostly white). To assure that all students are given the best opportunity for success, it is imperative that faculty are trained to create an environment where students can thrive.

The Academic Senate and system partners are recognizing the need for systemic change. During the Fall 2019 Plenary Session, for example, several successive resolutions on Diversity, Equity and Inclusion were passed including [3.02 F19](#) , [3.03 F19](#) and [3.04 F19](#). During the summer of 2020, the California Community Colleges Chancellor’s Office issued a [Call to Action](#) (California Community Colleges Chancellor’s Office, 2020b) and a concomitant Call to Action was issued from the ASCCC President encouraging senate leaders to “Prioritize culturally responsive curricular redesign” and engage in discussion of anti- racism/no-hate education. This request has prompted colleges and senates across the state to re-examine their institutions from an equity lens. Participatory governance committees have revised their committee charge and responsibilities to be inclusive and responsive to the changing cultural climate on our college campuses. The Student Academic Senate ([SSCCC](#)) published the [SSCCC Anti-Racism: A Student Plan of Action](#) (Student Senate for California Community Colleges, 2020) which makes two strong statements: “Require onboarding and annual faculty training on cultural competency, conflict resolution, unconscious bias, microaggressions, workplace diversity and other racial barriers” and “Ensure that the community college curriculum is responsive to all cultures in an effort to foster cultural appreciation, awareness, acceptance, and value.” Both [Cruz \(2019\)](#) and [Ahadi & Guerrero \(2020\)](#) emphasize the importance of developing an inclusive syllabus structure that humanizes the student (particularly students of color) and employs institutions to examine their course of record (COR) in an attempt to expose institutional racism and breakdown barriers for students. They both recognize the urgency of this matter and suggest thorough analysis of our learning environments.

While the concept of creating culturally responsive curricular redesign isn’t new given the historical paradigm of culturally relevant pedagogy (Ladson-Billings, 1995) and critical race theory (Delgado, 2001), it has lacked widespread adoption throughout the academy. Although elements may be seen in some social science and multicultural courses, the ethnic studies curriculum was specifically designed to address the deficiencies found in the majority of the undergraduate courses. Organizations like the Center for Urban Education ([CUE](#)) featuring its [Syllabus Review Guide](#) and [webinar series](#) on racial equity including the research offered by the Community College Equity Assessment Lab ([CCEAL](#)) provide evidence and trainings that substantiate the need for racially conscious curriculum. Other prominent organizations like the National Center On Race and Ethnicity ([NCORE](#)) have been fostering inclusivity for several decades coupled

with the research provided by the [RP Group](#) justifying these needed changes to the curriculum including the American Educational Research Association's ([AERA](#)) long standing research from a national perspective. It is time for the California community colleges to embrace this re-design systemically and provide robust professional development for faculty to facilitate this update.

### **Methods of Delivery for PD**

The Covid-19 pandemic has forced colleges to realize that they are more capable of flexibility than previously believed. This increased flexibility needs to be institutionalized and applied throughout college structures included professional development. While there are advantages for some types of PD to take place in person, including conferences, institutes and workshops, consideration should be given to alternate methods of delivery, including synchronous online delivery such as webinars and online conferences as well as asynchronous delivery such as self-paced courses and other innovative approaches.

### **Incorporating Data Proficiency in Professional Development**

Data has increasingly become a component of colleges' decision-making processes, thanks in part to the integration of the guided pathways framework into college structures. As institutions collect more data, faculty must become more proficient at using and navigating data. Faculty leaders can examine college and district level data to help determine which policies are effective and which create an opportunity gap for some students and can advocate for changes as appropriate. This data includes success and completion rates, transfer, or other measures that indicate whether students are achieving their educational goals. However, faculty in many disciplines may not be fully trained in or comfortable with data analysis. For this reason, training faculty in the understanding and use of data is an important and useful component of professional development in modern education.

Some colleges have begun to invest in data coaching. In this practice, someone, usually a faculty member, proficient in accessing and analyzing data trains other faculty in the practical application of data. This practice, coupled with professional development for faculty to understand what data is available and how apply it, can become an invaluable tool in helping to understand local student populations and how best to serve them. Among other uses, data can be used to discover practices that disproportionately impact certain groups of students, including those traditionally marginalized. Data proficiency can also be useful for college planning, curriculum development, and many other aspects of college governance.

The ASCCC offers tools that can be used in training faculty in data usage, including college data from statewide sources such as the California Community Colleges Chancellor's Office Data Mart portal. For example, at the program level, faculty can examine data to ascertain whether opportunity gaps are caused by scheduling, outreach, prerequisite determinations, or other considerations. At the course level, data can be used to examine the effect of curricular changes such as increased cultural responsiveness on students, especially students who have been traditionally marginalized. Faculty need to be familiar and comfortable

with analyzing and interpreting data of various kinds in order to achieve these purposes. Thus, integrating data proficiency into professional development can benefit faculty, institutions, and students by making faculty better able to participate effectively in decision-making processes.

### **Providing Growth and Mentorship for Newer Faculty**

Most colleges understand the importance of recruiting and retaining tenure track faculty and therefore have created routine onboarding programs for newly hired faculty ([New faculty Orientation, 2017](#)). Some programs span from a few hours to one semester to two years. Topics typically included in these programs are navigating the college environment; understanding policies and procedures; course evaluation and assessment; and teaching techniques. California community colleges should also include training on faculty purview and governance as new faculty typically have little experience with this complex and important structure.

Beyond those topics above, some colleges offer new programs sometimes called Faculty Equity/Development Academies that take a cohort approach to training new faculty that emphasizes an understanding of the diverse student populations served and how to ensure student success. The importance of understanding why there are inequalities in student success data can help shape a well-defined new faculty orientation process and help to transform the classroom environment. A few elements to include in this training model might include decolonizing the syllabus, how to interpret student equity data; and anti-racist training. Every model should ensure that faculty can self-reflect on their training and learning around competency based anti-racist, equity and inclusion.

The [Association of American Colleges and Universities](#) states that a faculty development for educational equity program must include three key components: “To help faculty develop academic identities anchored to the principles of equity-mindedness, an FDP should involve three components: (1) release time for faculty, (2) monetary rewards for equity-minded teaching, and (3) recognition of equity-minded teaching in promotion and tenure appraisals.” Although faculty compensation falls outside of the realm of academic senates, partnering with the collective bargaining unit can assure that the goals of professional development are met.

Colleges are being urged to increase the diversity of its faculty population so that it can be more reflective of the student population since growing research studies have shown that teacher expectations of students of color are different when taught by a teacher of the same ethnicity. ([Gershenson, et. al.](#)). Another key benefit, is the impact on professional development With a more diverse faculty, opportunities for culturally responsive pedagogy are increased as the professoriate gains skills as a whole.. The importance of hiring and maintaining a diverse faculty



was clearly outlined in the recent Rostrum article, [Our Obligation to Equitable Hiring Practices: A Partnership Approach to Ensuring and Equity-minded Selection and Recommendation Process](#). (Taylor Mendoza and Bean, November 2020) urging college administrators to invest in faculty of color. However, there is much less attention and resources invested in cultivating an environment that supports the retention of faculty of color. It is incumbent upon the college to provide professional development that can increase the success and retention of newly hired faculty, especially faculty of color.

Developing a formal or informal mentoring program can be an important component of that professional development. College campuses are not immune to hostile work environments (intentional or not) however creating a safe, nurturing and supportive atmosphere could make the difference for a faculty member staying or leaving. Mentoring programs need to be intentional, purposeful and authentic. Mentoring program should be funded appropriately to include resources and FTE needed to reduce faculty load for full and complete participation. Time should be taken to assess the needs of the faculty cohort so that the appropriate matching can take place. The ASCCC has taken the lead by creating a new Faculty Empowerment and Leadership Academy ([FELA](#)) which provides one-on-one mentoring to diverse faculty.

Professional development is as key to retaining faculty as it is to improving skills of the faculty as a whole. Building a professional development module for mid and early career faculty mentorship allows the college to nurture tenure track faculty which supports the retention of faculty of color while also fostering an equity-minded instructional leadership training embedded within that retention strategy (Williams, L. 2020 unpublished).

Mentorship provides an opportunity to grow leadership from within and seek out those who have leadership potential.

Professional development events provide faculty the opportunity to network and gain useful knowledge, guidance and advice from peers and colleagues within and across the systems. Affinity group networking similar to the [ASCCC caucuses](#) allow for safe conversation and thought development within a common group of members. Networking can be beneficial to career mobility and sustainability.

### **Sabbaticals**

A sabbatical leave is not just a vacation or time for faculty to rest. In most districts, a faculty member who takes a sabbatical is expected to complete a project that is of some benefit to the college or to the faculty member personally. At their root, sabbaticals are intended as a form of professional development, a chance to take time to develop one's knowledge or skills. If used appropriately, they can be an important part of a strong professional development program.

Because sabbaticals are connected to professional development, they fall under the purview of the academic senate. However, the conditions and requirements for a sabbatical leave are normally negotiated into the faculty bargaining agreement. Both academic senates and faculty unions therefore have roles in the establishment and granting of sabbaticals. The senate and the union should consult to determine the conditions and parameters for sabbaticals that the senate would like to see negotiated into the contract. Such issues might include the conditions that faculty must meet in order to take a sabbatical and the number of leaves to be granted in any given year, which are contract matters on which the union would normally have the primary voice. Once such parameters are established, the academic senate should lead on the professional development policy aspects of sabbaticals, such as what the requirements for a project would be, how proposals for such projects would be reviewed and authorized, and how the completed final projects would be approved. Because both the academic senate and the faculty union have direct connections to the granting and completion of sabbaticals, the two organizations must work together to ensure appropriate agreements regarding both contract issues and professional development quality control.

Education Code and Title 5 contain no language concerning the granting of sabbaticals, and thus sabbatical leaves are not an opportunity to which faculty have an inherent right. The conditions and number of sabbaticals, and ultimately whether sabbaticals will be granted at all, are ultimately a matter at the discretion of the local governing board. However, if a district is committed to a meaningful professional development program, the local board should be willing to entertain reasonable sabbatical leave agreements and policies depending on appropriate allowances for fiscal and staffing concerns. Academic senates and faculty unions can work together alongside representatives of the district administration to develop such processes and policies that will strengthen their professional development program.

### **Responsiveness in Emergency Situations**

Environmental and global factors affecting education on a large scale have made evident the need for colleges to become more nimble in their ability to serve students in the face of unexpected events. California has seen closures due to environmental emergencies such as fires - both destructive in themselves as well as the resulting air quality impacts - as well as a global pandemic which forced all colleges into an online environment. In an unprecedented turn of events, the entirety of the California Community College system was forced to turn on the proverbial dime to redirect all teaching to 100% online in less than two weeks. Although the California Community Colleges Chancellor's Office provided some support, the impact on teaching was enormous and the effects may continue to be seen for many years to come. The lessons from the fires and the COVID-19 epidemic are still being assessed, but one thing is clear; it is incumbent upon college senates to ensure that even emergency professional development be guided by the Academic Senate to ensure quality teaching and learning throughout.

Some colleges were able to rise to the challenge and provide quality emergency development quickly and in a unified manner. The San Mateo County Community College District, comprising three colleges, convened a team under their District Academic Senate, a group entitled the Taskforce on Teaching and Learning. This team included faculty from all campuses ranging from Distance Education specialists to counselors to career tech and Golden Four faculty representatives; it included administrators and students as well. The team issued critical guidance in a district voice that helped colleges respond to the demands they were facing. Cosumnes River College created a digital equity workgroup including faculty and administrative representatives working closely with IT staff; through this group, they were able to provide guidance to not only assist faculty teaching remotely but clarify distribution of laptops, wifi hotspots, and other technological supports. The guidance was the beginning of a re-envisioning of teaching and learning that would develop statewide.

Such quick and nimble action requires a solid foundation in delivery of quality professional development at the time it is needed. As inequities in professional development are laid bare in an emergency, especially in areas of distance learning, this hindsight shows what professional development needs to encompass even in normal times. Some things learned from an ASCCC workshop reflection on responses to the pandemic include:

- Barriers to quickly certifying faculty to teach online. Colleges reported untenable, inaccessible, or unnecessarily onerous requirements on training for online teaching.
- Inconsistent and inequitable access for full-time versus part-time faculty to training in use of course management systems and course shells.
- Lack of communication and collaboration between faculty and administration, the existence of which could have facilitated the shift better.
- Lack of consultation with faculty on the most accessible and relevant tools that support online teaching and learning
- Disconnect from campus equity-minded efforts as colleges rapidly attempted to address needs that, ultimately, impacted minoritized students more greatly
- Underestimating the level of support needed for faculty to pivot their teaching to online
- Additional challenges that can support faculty in an emergency situation can include:
- Supportive, creative guidance to help faculty evaluate for outcomes in a course whose term is cut short by an emergency
- Development in equitable concepts of grading that are less punitive for students affected by an emergency
- Guidance in work-life balance to support faculty overwhelmed by the emergency situation

No college can truly prepare for the unforeseeable, but an equitable approach to the provision and delivery of faculty development, paired with robust communication and collaborative operations, can yield better responses.

## **Conclusion**

## **Recommendations**

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## Executive Committee Agenda Item

|                                                          |                                                                                   |                                     |            |
|----------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------|------------|
| SUBJECT: 2021 Spring Plenary Session Preliminary Outline |                                                                                   | Month: February                     | Year: 2021 |
|                                                          |                                                                                   | Item No: IV. H.                     |            |
|                                                          |                                                                                   | Attachment: Yes, forthcoming        |            |
| DESIRED OUTCOME:                                         | The Executive Committee will continue discussing the 2021 Spring Session program. | Urgent: Yes                         |            |
|                                                          |                                                                                   | Time Requested: 30 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          |
|                                                          |                                                                                   | Information                         |            |

Please note: Staff will complete the grey areas.

### BACKGROUND:

The Executive Committee will continue building upon and discussing the approved schedule for the upcoming 2021 Spring Plenary Session, to be held virtually via on April 15-17, 2021.

Approved Theme: **Working Collectively: Decolonizing and Reimagining Institutions**

Timeline:

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

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



## Executive Committee Agenda Item

|                                                      |                                                                                                     |                                     |            |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------|------------|
| SUBJECT: Executive Committee Meeting Dates 2020-2021 |                                                                                                     | Month: February                     | Year: 2021 |
|                                                      |                                                                                                     | Item No: IV. I.                     |            |
|                                                      |                                                                                                     | Attachment: Yes (1)                 |            |
| DESIRED OUTCOME:                                     | The Executive Committee will consider for approval the 2021 – 22 Executive Committee meeting dates. | Urgent: No                          |            |
|                                                      |                                                                                                     | Time Requested: 15 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          |
|                                                      |                                                                                                     | Information                         |            |

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

### BACKGROUND:

The Executive Committee will continue discussion on planning for events and meetings for 2021-2022 and may consider for approval the meeting dates for the Executive Committee meetings.

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



**2021-2022 PROPOSED ASCCC INSTITUTES AND PLENARY SESSION DATES**

**Approved December 6, 2019 Executive Committee Meeting**

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

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

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

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

| <b>SESSION</b>                           | <b>APPROVED DATE</b> | <b>LOCATION</b>                                                                 |
|------------------------------------------|----------------------|---------------------------------------------------------------------------------|
| Fall Plenary Session                     | November 5-7, 2021   | Under Contract: The Westin Long Beach, Long Beach CA                            |
| Spring Plenary Session                   | April 6-9, 2022      | Los Angeles Marriott Burbank Airport<br>**Contract amended from 2021 SS         |
| <b>INSTITUTES</b>                        | <b>PROPOSED DATE</b> | <b>LOCATION</b>                                                                 |
| Curriculum Institute                     | July 7-10, 2021      | VIRTUAL                                                                         |
| Academic Academy                         | October 7-9, 2021    | Embassy Suites San Francisco Airport-Waterfront **Contract Amended from 2020 AA |
| Part-Time Institute                      | February 2022        |                                                                                 |
| Accreditation Institute                  | March 2022           |                                                                                 |
| Career and Noncredit Education Institute | TBD 2022             | San Mateo Marriott San Francisco Airport**Contract amended from 2021 CNCI       |
| Faculty Leadership Institute             | TBD 2022             | Citizen Hotel Sacramento**Contract amended from 2021 FLI                        |

**2021-2022 PROPOSED EXECUTIVE COMMITTEE MEETING DATES**

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

| Meeting Type                        | Proposed Date        | Campus Location | Hotel Location                     | Agenda Deadline |
|-------------------------------------|----------------------|-----------------|------------------------------------|-----------------|
| Executive Meeting                   | August 12-14, 2021   |                 | Format TBD (north, south, virtual) | TBD             |
| Executive Meeting                   | September 9-11, 2021 | AREA B+         | Format TBD (north, south, virtual) | TBD             |
| Executive Meeting                   | October 6, 2021      |                 | Format TBD (north, south, virtual) | TBD             |
| Area Meetings                       | October 15-16, 2021  |                 | Various Locations or virtual       | TBD             |
| Executive Meeting                   | November 4, 2021**   |                 | The Westin Long Beach              | TBD             |
| Executive Meeting                   | December 3-4, 2021   |                 | Format TBD (north, south, virtual) | TBD             |
| Executive Meeting                   | January 7-8, 2022    |                 | South                              | TBD             |
| Executive Meeting                   | February 4-5, 2022   |                 | North                              | TBD             |
| Executive Meeting                   | March 4-5, 2022      | AREA C+         | South                              | TBD             |
| Area Meetings                       | March 18-19, 2022    |                 | Various Locations                  | TBD             |
| Executive Meeting                   | TBD++                |                 | LA Marriott Burbank                |                 |
| Executive Meeting                   | May 6, 2022          |                 | North                              | TBD             |
| Executive Committee/<br>Orientation | June 3-4, 2022       |                 | TBD by President                   | TBD             |

\*\*Approved based on Fall 2020 and Spring 2021 dates

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

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

<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.



## Executive Committee Agenda Item

|                                                   |                                                                                            |                                     |            |
|---------------------------------------------------|--------------------------------------------------------------------------------------------|-------------------------------------|------------|
| SUBJECT: 2021 Academic Academy – Initial Planning |                                                                                            | Month: February                     | Year: 2021 |
|                                                   |                                                                                            | Item No: IV. J.                     |            |
|                                                   |                                                                                            | Attachment: No                      |            |
| DESIRED OUTCOME:                                  | The Executive Committee will discuss potential directions for this year’s Academic Academy | Urgent: No                          |            |
|                                                   |                                                                                            | Time Requested: 20 mins.            |            |
| CATEGORY:                                         | Action Items                                                                               | <b>TYPE OF BOARD CONSIDERATION:</b> |            |
| REQUESTED BY:                                     | Krystinne Mica                                                                             | Consent/Routine                     |            |
|                                                   |                                                                                            | First Reading                       |            |
| STAFF REVIEW <sup>1</sup> :                       | April Lonero                                                                               | Action                              | X          |
|                                                   |                                                                                            | Information                         |            |

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

### BACKGROUND:

Each year, the Executive Committee determines the theme and overall direction of the Academic Academy, typically held in the fall semester. Previous year themes for the Academy include:

- 2020: Redefining Distance Education
- 2019: Designing Our Colleges with The Student Experience In Mind
- 2018: Navigating New Frontiers: Faculty Leadership in Guided Pathways
- 2016: Better Together: Faculty Collaboration and Improved Student Services, Increased Student Equity, and More Effective Educational Pathways

A suggested focus area for this year is on enhancing transfer in our higher educational system.

The Executive Committee will discuss the overall focus of this year’s Academy and may decide on an overall theme for the event.

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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: Part-time Committee Spring Event Ideas |                                                                                                                  | Month: February                     | Year: 2021 |
|                                                 |                                                                                                                  | Item No: IV. K.                     |            |
|                                                 |                                                                                                                  | Attachment: No                      |            |
| DESIRED OUTCOME:                                | The Executive Committee will provide feedback on ideas from the Part-time Committee for a possible spring event. | Urgent: No                          |            |
|                                                 |                                                                                                                  | Time Requested: 20 mins.            |            |
| CATEGORY:                                       | Action Items                                                                                                     | <b>TYPE OF BOARD CONSIDERATION:</b> |            |
| REQUESTED BY:                                   | Michelle Bean/Karen Chow                                                                                         | Consent/Routine                     |            |
|                                                 |                                                                                                                  | First Reading                       |            |
| STAFF REVIEW <sup>1</sup> :                     | April Lonero                                                                                                     | Action                              | X          |
|                                                 |                                                                                                                  | Discussion                          |            |

Please note: Staff will complete the grey areas.

### BACKGROUND:

In alignment with ASCCC Strategic Plan Objective 2.1.c., which calls for an increase in part-time faculty involvement in senate activities, and in response to Resolutions 1.01 (Spring 2016) and 1.02 (Fall 2020) as noted below, the Part-time Committee (PTC) would like to share a few ideas for a possible spring event, such as half-day workshops for north and south regions, to communicate and collaborate with local senates and part-time faculty opportunities for leadership and to provide resources for mentorship.

#### **Resolution 01.01 (Spring 2016): Mentoring Programs for Part-Time Faculty**

Resolved, That the Academic Senate for California Community Colleges research effective practices for developing, implementing, and sustaining mentoring programs for part-time faculty and report its findings by Spring 2017; and

Resolved, That the Academic Senate for California Community Colleges create resources for developing, implementing, and sustaining mentoring programs for part-time faculty.

#### **Resolution 01.02 (Fall 2020): Develop a Resource to Communicate and Encourage Part-time Faculty Leadership**

Resolved, That the Academic Senate for California Community Colleges develop a resource identifying effective practices and providing recommendations to assist colleges and local academic senates in creating and communicating equitable policies and various leadership opportunities for part-time faculty and bring the resource to the Fall 2021 Plenary Session for adoption; and

Resolved, That the Academic Senate for California Community Colleges widely communicate and encourage statewide leadership opportunities available to part-time faculty.

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



## Executive Committee Agenda Item

|                                              |                                                                                                        |                                     |            |
|----------------------------------------------|--------------------------------------------------------------------------------------------------------|-------------------------------------|------------|
| SUBJECT: ASCCC Sign-Off on SSSCC DEI Compact |                                                                                                        | Month: February                     | Year: 2021 |
|                                              |                                                                                                        | Item No: IV. L.                     |            |
|                                              |                                                                                                        | Attachment: Yes (2)                 |            |
| DESIRED OUTCOME:                             | The Executive Committee will review and may consider for approval signing on to the SSSCC DEI Compact. | Urgent: Yes                         |            |
|                                              |                                                                                                        | Time Requested: 15 mins.            |            |
| CATEGORY:                                    | Action Items                                                                                           | <b>TYPE OF BOARD CONSIDERATION:</b> |            |
| REQUESTED BY:                                | Dolores Davison/Krystinne Mica                                                                         | Consent/Routine                     |            |
|                                              |                                                                                                        | First Reading                       |            |
| STAFF REVIEW <sup>1</sup> :                  | April Lonero                                                                                           | Action                              | X          |
|                                              |                                                                                                        | Information                         |            |

Please note: Staff will complete the grey areas.

### BACKGROUND:

The Student Senate for California Community Colleges is requesting system partners sign onto the SSSCC DEI Compact. The compact was revised slightly as requests from other system partners to remove the reference to the Trump Administration were made. The Academic Senate is a named partner within the compact and is being asked to consider signing on to the compact.

The Executive Committee is being asked to review the attached *DEI Compact Resolution* document as well as the *Student Plan of Action* and will discuss and may consider for approval signing on to the document.

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

## **Diversity, Equity, and Inclusion Compact Resolution**

**WHEREAS**, administrations that adopt policies, at times use rhetoric, and/or take other action that may be divisive, harmful to diversity, equity, and inclusion efforts, or contradict the Chancellor's Call to Action, Board of Governors Diversity, Equity, and Inclusion Statement, the Student Senate Anti-racism: Student Plan of Action, Student Senate Diversity, Equity, and Inclusion Statement, Academic Senate for California Community Colleges Diversity, Equity, and Inclusion resolution, or other system partners and college actions related to diversity, equity, and inclusion;

**WHEREAS**, supporting diversity, equity, and inclusion efforts are crucial in supporting the academic success of our disenfranchised and disproportionately impacted student populations;

**WHEREAS**, these efforts will further result in the dismantling of systemic racism, oppression, and other barriers for our students of color;

**WHEREAS**, the success of these student populations are vital for our students to have flourishing career paths and contributions to the workforce that is the backbone of the American economy;

**WHEREAS**, diversity enriches the educational experience through the exchange of different ideas, beliefs, experiences, and perspectives; promotes personal growth because it challenges stereotypes, preconceptions, and bias; encourages critical thinking; and helps people learn to communicate effectively with others of varied backgrounds;

**WHEREAS**, diversity strengthens communities; prepares students to become globally responsible citizens in an increasingly complex, global society; fosters mutual respect and teamwork; helps build communities whose members are judged by the quality of their character and contributions; enhances the nation's and the state's economic competitiveness because it brings together individuals from varied and different backgrounds and cultures into the workplace;

**WHEREAS**, faculty and staff diversity is a driver for the educational achievement and the social mobility of students; documented by established peer reviewed literature that affirms that students who benefit from a racial and ethnic diverse faculty are better prepared for leadership, citizenship, and professional competitiveness; and

**RESOLVED**, that the Student Senate for California Community Colleges reaffirm its commitment alongside other pivotal partner organizations in a compact to continue moving diversity, equity, and inclusion work forward and in unity;

**RESOLVED**, that the Student Senate for California Community Colleges work to advocate that this document serve as a compact between system partners in the California Community College (CCC) system to remain committed to the pursuit of a more diverse, equitable, and inclusive environment for all and that they will continue to make sure that the DEI work is not halted on CCC campuses because the work is never finished.

**RESOLVED**, the SSSCC, ASCCC, CCCT, CEOCCC, FACCC, the Chancellor's Office, and other system partners will collaborate to fully implement the SSSCC Anti-racism: A Student Plan of Action by creating a campus climate of cultural awareness and respect; providing equity training; ensuring that community college curriculum is culturally responsive and relevant; improving communications and support for students who face racism and microaggressions.



September 2020

# Anti-Racism: A Student Plan of Action

*Adopted September 4, 2020 by the  
SSCCC Delegate Assembly*

STUDENT SENATE FOR CALIFORNIA COMMUNITY COLLEGES



Photo by [Clay Banks](#) on [Unsplash](#)





# INTRODUCTION

The Student Senate for California Community Colleges (SSCCC) represents students from the most diverse student population in the nation, California community colleges. After the unjust murder of George Floyd in May 2020, the SSCCC began to work actively within the higher education system to initiate change because we had seen too much of others talking about the issue without taking meaningful action. More resolutions of “commitment to students of color” will not make a difference; what is needed is action that can affect results. As students, we want change and understand it starts with education, in our classrooms with our teachers and our administrators. After forming an Institutional Success for People of Color Task Force, the SSCCC held two town hall meetings to hear from students about their experiences in California community colleges and to allow them to provide feedback on the work we were doing. The following action plan is the result of listening to the students’ stories.



# CULTURAL AWARENESS AND RESPECT

Create a climate of cultural awareness and respect to allow students of color to feel welcome, free to express their opinions, and safe in every collegiate environment.

- Confront and address racial profiling and microaggression
- Appreciate contributions of Black Americans and other people of color to society
- Establish appropriate etiquette sensitive to cultural backgrounds
- Create an environment where students can thrive while being their authentic selves



Photo by [Juanita Mulder](#) from [Pixabay](#)



# EQUITY TRAINING

Provide adequate training for all employees and students to understand cultural diversity and address issues of racism, unconscious bias, and microaggressions in order to pursue racial equity that is conducive for student success.

- Require onboarding and annual faculty training on cultural competency, conflict resolution, unconscious bias, microaggressions, workplace diversity, and other racial barriers
- Provide opportunities for students to be involved in equity training development
- Create a toolkit and other resource materials to accompany equity training
- Require student orientation to include anti-racism and microaggression training, student rights in the grievance process, and where to go to report instances of racism and microaggressions

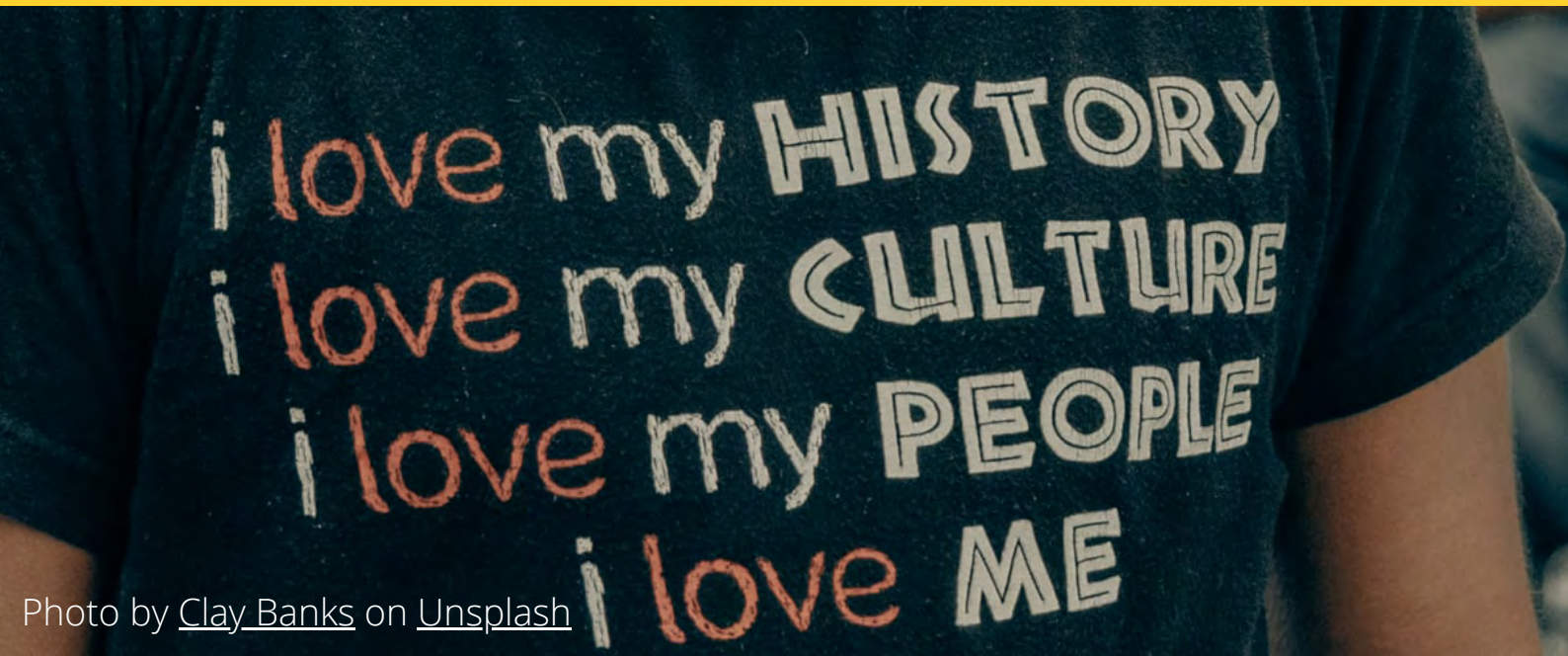


Photo by "[My Life through a Lens](#)" on Unsplash

# CURRICULUM CHANGES

Ensure that the community college curriculum is responsive to all cultures in an effort to foster cultural appreciation, awareness, acceptance, and value.

- Advocate that four-year universities accept Black, African American, Chicano, and Native American History and history courses from other cultures along with US and European History to fulfill history requirements
- Integrate Black history, contributions, and culture into all curriculum
- Add a cultural studies department or center on each campus
- Design a course or certificate program focused on social justice



i love my HISTORY  
i love my CULTURE  
i love my PEOPLE  
i love ME

Photo by [Clay Banks](#) on [Unsplash](#)

# PEER MENTORS AND ALLIANCES

Establish appropriate channels of communication for students to seek help and resources in addressing racism, microaggression, and other racial barriers to their education.

- Facilitate communication between student groups -- Latinx, Black Student Union, Asian Pacific Islander, Native American, and others -- to connect and understand the points of view and what they go through. Where student groups do not exist, administrators should work with students to form such groups
- Form a participatory governance committee to address diversity, equity, and inclusion with representatives from the student body associations and faculty so students have a platform for policy recommendations and administrative remedies
- Create a peer mentor program or equity center with students from different backgrounds who are trained to resolve conflict, receive complaints, mentor others, and provide information to students struggling with racial barriers
- Provide opportunities where faculty can share, learn, and listen to other faculty experiences and provide or receive advice on how to handle specific situations in the classroom and on campus



# CLASSROOM EXPERIENCE

Create a classroom environment that is conducive to learning by ensuring that faculty are representative of the student population, providing students with an opportunity to give feedback to improve their learning experience, and including information on where to go to find resources on the syllabus.

- Administer faculty evaluations each semester that include cultural competency and classroom management
- Hire more diverse faculty in all pathways
- Require anti-racism statements, information on where to find student grievance processes, and where to go to talk to someone when experiencing microaggression or other racial inequities in the classroom in each course syllabus



Photo by [Sam Balye](#) on [Unsplash](#)

# CONCLUDING THOUGHTS

During the town hall, students shared powerful stories of what they experienced on California community college campuses. Using these stories and the areas identified in this report, the SSCCC will actively work with our system partners such as the Chancellor's Office, the Academic Senate for California Community Colleges, the Faculty Association of the Community Colleges, the Classified Senate, and the Community College League of California as well as student organizations such as University of California Student Association and California State Student Association to break down the barriers of racism and racial inequities that are impacting the lives of students. We encourage all students, faculty, administrators, and community members to join us as we create change in the California community college system in the pursuit of student success and racial equity.

# ACKNOWLEDGEMENTS

## Institutional Success for People of Color Task Force

Stephen Kodur, SSCCC President, Chair

Gerardo Chavez, Riverside City College

Thyra Cobbs, Los Medanos College

Donna Delgadillo, American River College

Marlene Hurd, Merritt College

Joseph Merchain, Pasadena City College

Mohammad Mortada, Mt. San Antonio College

Jasmine Prasad, Folsom Lake College

Desireé Rodriguez, American River College

DeRon Walker, Fresno City College







## Executive Committee Agenda Item

|                                                                                                             |                                                                                                         |                                     |            |
|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------|------------|
| SUBJECT: 2021 Spring Executive and Committee Resolutions Request and Online Resolutions Process Discussion. |                                                                                                         | Month: February                     | Year: 2021 |
|                                                                                                             |                                                                                                         | Item No: V. A.                      |            |
|                                                                                                             |                                                                                                         | Attachment: No                      |            |
| DESIRED OUTCOME:                                                                                            | The Executive Committee will discuss the Resolutions Process including the Virtual Resolutions Process. | Urgent: No                          |            |
|                                                                                                             |                                                                                                         | Time Requested: 30 mins.            |            |
| CATEGORY:                                                                                                   | Discussion                                                                                              | <b>TYPE OF BOARD CONSIDERATION:</b> |            |
| REQUESTED BY:                                                                                               | Stephanie Curry                                                                                         | Consent/Routine                     |            |
|                                                                                                             |                                                                                                         | First Reading                       |            |
| STAFF REVIEW <sup>1</sup> :                                                                                 | April Lonero                                                                                            | Action                              |            |
|                                                                                                             |                                                                                                         | Discussion                          | X          |

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

### BACKGROUND:

*As part of the Resolutions process the Resolution chair each semester reviews the resolutions process and requests resolutions from ASCCC Committees and Executive Members. The Resolutions Chair would like Executive Committee input regarding the virtual resolutions process for Spring 2021.*

---

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



## Executive Committee Agenda Item

|                                            |                                                                                                                                                               |                                     |            |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|------------|
| SUBJECT: 5C Ethnic Studies- Title 5 §55063 |                                                                                                                                                               | Month: February                     | Year: 2021 |
|                                            |                                                                                                                                                               | Item No: V. B.                      |            |
|                                            |                                                                                                                                                               | Attachment: Yes, forthcoming        |            |
| DESIRED OUTCOME:                           | The ASCCC Executive Committee will be updated on 5Cs efforts and recommendations around Title 5 §55063 related to Ethnic Studies and provide feedback for 5C. | Urgent: Yes                         |            |
|                                            |                                                                                                                                                               | Time Requested: 20 mins.            |            |
| CATEGORY:                                  | Discussion Item                                                                                                                                               | <b>TYPE OF BOARD CONSIDERATION:</b> |            |
| REQUESTED BY:                              | Carrie Roberson/Michelle Bean                                                                                                                                 | Consent/Routine                     |            |
|                                            |                                                                                                                                                               | First Reading                       |            |
| STAFF REVIEW <sup>1</sup> :                | April Lonero                                                                                                                                                  | Action                              |            |
|                                            |                                                                                                                                                               | Discussion                          | X          |

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

**BACKGROUND:**

The California Community College Curriculum Committee (5C) has recommended DRAFT Title 5 language for Ethnic Studies based on the collective representative voice of faculty, CIO, AO, CCCCCO, legal counsel, and other 5C constituents.

The ASCCC Executive Committee will be updated on 5Cs efforts and recommendations around Title 5 §55063 related to Ethnic Studies and provide feedback for 5C.

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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: Recognizing Faculty for Service on ASCCC Committees |                                                                                                                  | Month: February                     | Year: 2021 |
|                                                              |                                                                                                                  | Item No: V. C.                      |            |
|                                                              |                                                                                                                  | Attachment: No                      |            |
| DESIRED OUTCOME:                                             | The Executive Committee will discuss a practice of formally recognizing faculty for service on ASCCC committees. | Urgent: No                          |            |
|                                                              |                                                                                                                  | Time Requested: 30 mins.            |            |
| CATEGORY:                                                    | Discussion                                                                                                       | <b>TYPE OF BOARD CONSIDERATION:</b> |            |
| REQUESTED BY:                                                | Sam Foster                                                                                                       | Consent/Routine                     |            |
|                                                              |                                                                                                                  | First Reading                       |            |
| STAFF REVIEW <sup>1</sup> :                                  | April Lonero                                                                                                     | Action                              |            |
|                                                              |                                                                                                                  | Discussion                          | X          |

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

### BACKGROUND:

Each year scores of faculty volunteer to serve on ASCCC committees, task forces, and other appointments. While committee chairs often send thank you cards or other acknowledgements for those serving on their committees, there has not been a practice of any formal recognition from ASCCC itself.

The ASCCC should consider some type of formal thank you for those who volunteer to serve. This may take the form of a certificate of recognition or some other form as appropriate to acknowledge the service of committee members and other faculty at the state level.

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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: February                     | Year: 2021 |
|                                                  |                                                                                                                    | Item No: V. D.                      |            |
|                                                  |                                                                                                                    | 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: Meeting Debrief    |                                                                                                                            | Month: February                     | Year: 2021 |
|                             |                                                                                                                            | Item No: V. E.                      |            |
|                             |                                                                                                                            | Attachment: No                      |            |
| DESIRED OUTCOME:            | The Executive Committee will debrief the meeting to assess what is working well and where improvements may be implemented. | Urgent: No                          |            |
|                             |                                                                                                                            | Time Requested: 15 mins.            |            |
| CATEGORY:                   | Discussion                                                                                                                 | <b>TYPE OF BOARD CONSIDERATION:</b> |            |
| REQUESTED BY:               | Dolores Davison                                                                                                            | Consent/Routine                     |            |
|                             |                                                                                                                            | First Reading                       |            |
| STAFF REVIEW <sup>1</sup> : | April Lonero                                                                                                               | Action                              |            |
|                             |                                                                                                                            | Discussion                          | X          |

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

### BACKGROUND:

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

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



**Guided Pathways Task Force Meeting  
MINUTES**

**Tuesday, December 8, 2020  
10:00 a.m. – 1:00 p.m.**

**Zoom Info**

**Meeting ID: 851 4527 2890**

<https://us02web.zoom.us/j/85145272890>

**1 669 900 9128**

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

**Action**

**Item**

**Discussion**

**I. Welcome and Check-in (25 min)**

Everyone shared their COVID holiday plans.  
Announcements:

The GPTF will continue next semester.

Janet is retiring. Thank you, Janet!

Fall 2020 Resolutions Assigned to the GPTF

1. 17.01 Fall 2020 Integration of Guided Pathways Work and Institutional Processes and Structures

Assigned to: Guided Pathways Taskforce/Relations with Local Senates/Faculty Leadership Development Committee

2. 18.01 Fall 2020 Paper and Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways

Assigned to: Guided Pathways Taskforce/Curriculum Committee

Ginni will connect with committee chairs to begin work in January.

**Information/  
Report**

**II. Webinars (5 min)**

Erik provided a Fall 2020 webinars update. All of the webinars are completed for the semester. Everything went well. Good feedback. Good participation in the Coffee, Tea and GP meetings as well.

Sarah shared information about a submission for the SLO symposium on January 29. She would like it to be a taskforce presentation. Stephanie, Jeffrey, and Ginni volunteered. Preference for Friday afternoon or Saturday.

**Information/  
Report/  
Discussion**

**III. Technical Visits (20 min)**

Jeffrey discussed the Cerritos College virtual technical visit. A lot of the time was spent in 3 different zoom break out rooms to give a hands-on experience.

Routine technical visits in collaboration with RP group to share cluster analysis data for metamajors based off of COCI data revealed issues with some of the data misassigning programs to noncredit. In an update meeting prior to GPTF RP and GPTF representatives agreed to collaboration to ensure data and faculty curriculum experience (especially statewide) are integrated.

Meta Majors Cluster Analysis - Use of Data to support meta major—RP supports collaboration between GPTF/ASCCC provided that RP can gain funding to continue this work.

This work is valuable to our colleges, we have data that supports that colleges want/need this assistance.

**Information/  
Organization  
/ Work  
Groups**

**IV. Work in Groups on Mini-papers/Mini Canvas Courses (25 min)**

Instructions: Review of potential mini papers/Canvas topics and break into groups to work on updating outlines. (5 min)  
Divide into breakout rooms to work on first session. (20 min). The work was recorded on

a master google sheet which will be updated to support work in 2021.

- V. Leads for each topic report out, evaluate and assess this plan (5 min)

**Work Groups**

- VI. **Work in Groups on Mini-papers (20 min)**  
Split into new breakout rooms and work on a second session

**Report out**

- VII. Proposed changes, edits, and next steps for each work group were recorded in the google doc

**Work Groups**

- VIII. **Work in Groups on Mini-papers (20 min)**  
Split into new breakout rooms and work on a third session

**Report out**

- IX. Proposed changes, edits, and next steps for each work group were recorded in the google doc

**Report out**

- X. **Work in Groups on Mini-papers (20 min)**  
Split into new breakout rooms and work on a fourth session

**Work Groups**

- XI. Proposed changes, edits, and next steps for each work group were recorded in the google doc

**Discussion and Planning**

- XII. There will be a doodle poll to plan meetings for next semester.



**Periodic Review Committee (PRC) Minutes**  
**Zoom Videoconferencing**  
**November 24, 2020**  
**8:00 a.m. – 8:30 a.m.**

*In Attendance:*

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

*Staff:*

April Lonerio, ASCCC Executive Assistant

May shared a proposal with the committee based on conversations with the Academic Senate President and Executive Director. May presented a recommendation to change the due date for the report to April 19, 2021 to be read at the May Executive Committee meeting and presented at the 2021 Fall Plenary. May shared that committee members are invited to attend the Part-Time Faculty Institute February 18-19, 2021 and the 2021 Spring Plenary with waived registrations. Members discussed attending Academic Senate webinars and Executive Committee Meetings. Lonerio will follow up with a document of upcoming events, allowing members to select the ones they are available to attend.

The committee approved the revised timeline by consensus.

The committee discussed the relationship between local academic senates and the Academic Senate for California Community Colleges.

The committee will meet on December 15, 2020 at 8:00 am to finalize the revision timeline and internal deadlines.

The committee adjourned at 8:30 am.

Respectfully submitted  
April Lonerio, Executive Assistant

**Periodic Review Committee (PRC) Minutes**  
**Zoom Videoconferencing**  
**December 15, 2020**  
**8:00 a.m. – 8:30 a.m.**

*In Attendance:*

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

*Staff:*

April Lonerio, ASCCC Executive Assistant

The committee discussed the Spring 2021 meeting schedule and next steps, including determining a timeline for the report completion.

The committee discussed the December 4-5, 2020, Executive Committee Meeting. May shared that a response to the 2016-2017 Periodic Review Report recommendations is in progress and will be discussed at the January 8-9, 2021 Executive Committee Meeting.

May reported that a subcommittee of the Standards and Practices Committee and former members of the Operational Oversight Committee will review the Periodic Review Committee Guidelines with feedback from the 2016-2017 and 2020-2021 Periodic Review Committees. Revisions will be brought to the Executive Committee for approval and presented for consideration at the 2021 Fall Plenary.

The committee discussed the format and depth of the report in comparison to the previous report.

The committee will meet on January 12, 2021 at 8:00 am.

The committee adjourned at 8:30 am.

Respectfully submitted

April Lonerio, Executive Assistant

Academic Senate for CA Community Colleges  
Statement of Activities - Budget Forecast  
As of December 31, 2020

|                                        | Year To Date        | Year Ending         |                       | Year To Date  |
|----------------------------------------|---------------------|---------------------|-----------------------|---------------|
|                                        | 12/31/2020          | 06/30/2021          |                       | 12/31/2020    |
|                                        | Actual              | Budget FYE          | Variance YTD          | Budget % Var  |
| <b>Income Statement</b>                |                     |                     |                       |               |
| <b>Revenue</b>                         |                     |                     |                       |               |
| Membership Dues                        | 464,052.19          | 471,000.00          | (6,947.81)            | (1) %         |
| <b>Program Fees</b>                    |                     |                     |                       |               |
| Fall Session                           | 124,750.00          | 70,000.00           | 54,750.00             | 78 %          |
| Spring Session                         | 0.00                | 150,000.00          | (150,000.00)          | (100) %       |
| Curriculum Institute                   | 128,350.00          | 140,000.00          | (11,650.00)           | (8) %         |
| Faculty Leadership Institute           | 0.00                | 40,000.00           | (40,000.00)           | (100) %       |
| Academic Academy                       | 17,000.00           | 45,000.00           | (28,000.00)           | (62) %        |
| Career and Noncredit Event             | 0.00                | 35,000.00           | (35,000.00)           | (100) %       |
| <b>Total Program Fees</b>              | <b>270,100.00</b>   | <b>480,000.00</b>   | <b>(209,900.00)</b>   | <b>(44) %</b> |
| <b>Grant Revenue</b>                   |                     |                     |                       |               |
| <b>State Grants</b>                    |                     |                     |                       |               |
| Governor's Grant                       | 500,000.02          | 1,000,000.00        | (499,999.98)          | (50) %        |
| C-ID                                   | 225,714.67          | 685,000.00          | (459,285.33)          | (67) %        |
| Guided Pathways                        | 617,088.22          | 674,000.00          | (56,911.78)           | (8) %         |
| OER                                    | 397,265.55          | 2,800,000.00        | (2,402,734.45)        | (86) %        |
| <b>Total State Grants</b>              | <b>1,740,068.46</b> | <b>5,159,000.00</b> | <b>(3,418,931.54)</b> | <b>(66) %</b> |
| District Grants                        | 66,000.00           | 132,000.00          | (66,000.00)           | (50) %        |
| <b>Total Grant Revenue</b>             | <b>1,806,068.46</b> | <b>5,291,000.00</b> | <b>(3,484,931.54)</b> | <b>(66) %</b> |
| Other Income                           | 1,033.83            | 27,500.00           | (26,466.17)           | (96) %        |
| <b>Total Revenue</b>                   | <b>2,541,254.48</b> | <b>6,269,500.00</b> | <b>(3,728,245.52)</b> | <b>(59) %</b> |
| <b>Expenses</b>                        |                     |                     |                       |               |
| <b>Executive</b>                       |                     |                     |                       |               |
| Executive Reassign Time                | 192,140.24          | 230,000.00          | (37,859.76)           | (16) %        |
| Executive Activities                   | 10,228.26           | 235,000.00          | (224,771.74)          | (96) %        |
| <b>Total Executive</b>                 | <b>202,368.50</b>   | <b>465,000.00</b>   | <b>(262,631.50)</b>   | <b>(56) %</b> |
| Liaison                                | 1,251.00            | 110,500.00          | (109,249.00)          | (99) %        |
| <b>Grant Expenses</b>                  |                     |                     |                       |               |
| Travel                                 | 0.00                | 60,000.00           | (60,000.00)           | (100) %       |
| Initiatives Reassign Time              | 218,144.56          | 575,000.00          | (356,855.44)          | (62) %        |
| Grant Meetings                         | 1,575.00            | 590,000.00          | (588,425.00)          | (100) %       |
| Stipends                               | 219,355.00          | 800,000.00          | (580,645.00)          | (73) %        |
| <b>Total Grant Expenses</b>            | <b>439,074.56</b>   | <b>2,025,000.00</b> | <b>(1,585,925.44)</b> | <b>(78) %</b> |
| <b>Programs</b>                        |                     |                     |                       |               |
| <b>Plenary Session</b>                 |                     |                     |                       |               |
| Fall Session                           | 28,338.37           | 15,000.00           | 13,338.37             | 89 %          |
| Spring Session                         | 0.00                | 150,000.00          | (150,000.00)          | (100) %       |
| <b>Total Plenary Session</b>           | <b>28,338.37</b>    | <b>165,000.00</b>   | <b>(136,661.63)</b>   | <b>(83) %</b> |
| <b>Institutes</b>                      |                     |                     |                       |               |
| Academic Academy                       | 16,829.25           | 20,000.00           | (3,170.75)            | (16) %        |
| Accreditation Institute                | 0.00                | 3,000.00            | (3,000.00)            | (100) %       |
| Curriculum Institute                   | 24,721.75           | 20,000.00           | 4,721.75              | 24 %          |
| Faculty Leadership                     | 0.00                | 40,000.00           | (40,000.00)           | (100) %       |
| Part-Time Faculty Leadership Institute | 8,343.00            | 12,000.00           | (3,657.00)            | (30) %        |
| <b>Total Institutes</b>                | <b>49,894.00</b>    | <b>95,000.00</b>    | <b>(45,106.00)</b>    | <b>(47) %</b> |
| Publications, Marketing, Technology    | 486,362.80          | 1,697,000.00        | (1,210,637.20)        | (71) %        |

|                         |              |              |                |        |
|-------------------------|--------------|--------------|----------------|--------|
| Total Programs          | 564,595.17   | 1,957,000.00 | (1,392,404.83) | (71) % |
| Salaries and Benefits   | 510,976.20   | 1,214,500.00 | (703,523.80)   | (58) % |
| Nonpersonnel            |              |              |                |        |
| Equipment and Furniture | 3,614.86     | 20,000.00    | (16,385.14)    | (82) % |
| Office                  | 87,176.29    | 192,500.00   | (105,323.71)   | (55) % |
| Professional Services   | 25,254.99    | 35,000.00    | (9,745.01)     | (28) % |
| Business Expenses       | 1,319.66     | 10,000.00    | (8,680.34)     | (87) % |
| Total Nonpersonnel      | 117,365.80   | 257,500.00   | (140,134.20)   | (54) % |
| Total Expenses          | 1,835,631.23 | 6,029,500.00 | (4,193,868.77) | (70) % |
| Total Income Statemen   | 705,623.25   | 240,000.00   | 465,623.25     | 194 %  |



## Career Technical Education Leadership Committee

December 7, 2020

9:00-10:30am

### MEETING MINUTES

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- I. Welcome
- II. Call to Order, Roll Call and Adoption of the Agenda
- III. Check-in- Rose, Thorn or Bud

**Mayra Cruz, Julie Oliver, Jim Bowen, Donald Laird, Lynn Shaw, Christie Dam, Kristina Perkins, Christy Coobatis, Violets Wenger, Tine McClurkin, David Ramirez**

IV. Consent Agenda

- a. Approval of the November 18 meeting minutes (Attachment 1)-**Approved**

V. Reports (30min)

- A. [Student Senate CCC Anti-Racism: A Student Plan of Action](#) (David)
  - a. Hosted a few town halls to hear from students
  - b. Reviewed highlights from the Plan of Action areas including Cultural Awareness, Equity Training, Changes to the Curriculum, Peer Mentors and Alliances, Classroom Experience
  - c. Application to CTELC & Solutions
    - i. Reach out to POC business owners when seeing relationships with local organizations and businesses
    - ii. Acknowledge the student outcome data coming from CTE/Non-credit programs, and base your work on the understanding coming from the data
  - d. Gathering Workforce Data
  - e. Question from committee-how this committee or senate may help in these efforts? Is SSCCC talking about impact of white privilege?
  - f. Committee will be asking for students to join a panel for one of the General Sessions at the Institute. Also interested in integrating the student voice into other sessions of the event.
  - g. Rostrum article possible topic highlighting need to reach out to POC business owners, or article about gathering and analyzing data for CTE.
    - i. **ACTION:** David will try to put an outline together to start moving toward a January deadline. Mayra to work with David.

- B. Academic Senate CCC December 4-5 meeting highlights (Mayra/Julie)
    - a. **No adopted Fall Plenary resolutions were assigned to this committee**
    - b. **FELA-program launching in February for mentee and mentors**
    - c. **ASCCC Periodic Review now occurring-outside team of faculty will be completing the review**
    - d. **Part Time Faculty Institute program was reviewed**
    - e. **CT and Noncredit Institute-sessions per breakout may be decreased because of low attendance expectations**
  
  - VI. Jan-May 2021 Calendar of Meetings-**please complete the DoodlePoll, only 7 answered as of this meeting time**
    - a. **Friday January 22<sup>nd</sup> 12:00pm-1:30pm**
    - b. **Thursday February 25<sup>th</sup> 10:00am-11:30am**
    - c. **Thursday March 18<sup>th</sup> 10:30am-12:00pm**
  
  - VII. Rostrum articles (due to Mayra Jan 2)
    - a. Topic/s and writers
      - i. CTE faculty have a voice at the state level (Christy, Julie, Lynn & Mayra)
        - 1. **Outline being worked on in GoogleDocs**
        - ii. **SSCCC article with David and Mayra**
  
  - VIII. Focus Areas Teams Report (Leads and members)
    - 1. Committee priorities-**no report**
  
    - 2. Communication and Support to CTE Liaisons-**no report, all sessions placed in BaseCamp Calendar**
      - a) Coffee Hour Calendar/Facilitators/Topics (Lynn)
        - November 18 4-5 CTE Survey (Done)
        - February 9 11-12 Perkins Funding
        - March 18 11-12 Credit for Prior Learning
        - April 6 2-3 Minimum Qualifications
        - May 6 1-2 Preparing for the next academic year
  
    - 3. Professional Development and Learning
      - a) 20-21 Program working document (Attachment 2)
      - b) Career Noncredit Education Institute (April 30-May 2, 2021)
        - a. Update on final program outline (Attachment 3)
        - b. Next Joint meeting 12/8 at 2:30pm
          - review and incorporate the Exec. Committee's input and other input
          - assign leads and presenters, prepare breakout descriptions, and review the steps to finalize the Institute's program and timeline
  
  - **Reviewed the ASCCC Exec Committee feedback and made some edits to the program outline**
  - **Will need to consider reducing the number of sessions in each breakout, but hold sessions to be added back in registration is robust**
- 
- IX. Adjournment

## Status of Previous Action Items

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

- ◇ PD Program for 20-21
- ◇ Rostrum article/s (Jan)
- ◇ Committee priorities update
- ◇ CNEI Program
- ◇ Spring 2021 Resolution topics

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

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

### Career Technical Education Leadership Committee (CTELC)

approved 11/4/20

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



# Academic Senate for California Community Colleges

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## Educational Policies Committee

17 November 2020, 10:30 a.m.

### MEETING NOTES

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- I. Call to Order and Adoption of the Agenda  
In attendance: Sam Foster (Chair), Victor Hernandez (SSCCC), Gerardo Chavez (SSCCC), Darcie McClelland, Teresa Aldredge, Adrean Askerneese, Leigh Anne Shaw  
David Morse, James Preston
- II. Volunteer note taker- Mayra
- III. Check-ins and Affirmations  
Members shared something positive that has happened.
- IV. Executive Committee Feedback on Professional Development Paper
  - a. Revised outline (attached)
  - b. Possibly salvage any of the [2000 paper on Faculty Professional Development?](#)Sam reviewed the Executive Committee input provided.
  - (1) Clarify the practical and philosophical nature of the paper as part of the introduction
  - (2) Include PT faculty
  - (3) Include PD in budget and governance
  - (4) Discussion on impact of professional development on governance and PD on governance
  - (5) PD and how to use data to address the obligation gap
  - (6) Section exploring the means of delivering faculty professional development (asynchronous, synchronous, other)
  - (7) Are there parts of the last paper that could be incorporated in the 2021 paper?
- V. Check in on Writing
  - a. Questions and clarifications
  - b. Google doc for paper once compiled?Members discussed questions and clarifications regarding topics to address.  
The history of PD was mentioned as well as funding earmarked early on after the passage of AB1725.
- VI. Timeline for the paper
  - November 17—Check-in on the writing
  - December 10 –Draft due to the chair
  - December 15— submit the draft for 1<sup>st</sup> reading to ASCCC Exec for January 8-9 meeting.
  - January 19—Submit the paper for February 5-6 Exec meeting for 2<sup>nd</sup> reading OR
  - February 16—Deadline for March 5-6 meeting for 2<sup>nd</sup> reading

Members reviewed the timeline. Members were asked to submit a draft word document and all references by 12/10.



- VII. [Resolution 13.02 F19 Data Paper and Equity-Minded Practices](#) requesting a paper or other resource (Will discuss at future meeting)
  - a. Feedback from Exec
  - b. Possible path forward

- VIII. Update from Fall Plenary
  - a. Lessons from the Covid-19 Emergency: How Can We Improve Planning for Addressing Long Term Emergencies that May Require Remote Teaching. (Leigh Anne)
  - b. Protecting our Most Vulnerable Students: How can we assure that students of color and low-income students are equitably served in online and remote learning? (Teresa, Darcie)

Appreciations were given to committee members that facilitated Plenary sessions- Leigh Ann, Teresa and Darcie. It was reported that Plenary went well.

Victor and Gerardo shared the SSCCC Anti-Racism Plan for Action.

- IX. Other Items for Future Discussion
  - a. Rostrum article with information collected from the Plenary sessions
  - b. Discuss [Resolution 13.02 F19 Data Paper and Equity-Minded Practices](#)

- X. Future Meetings
  - a. 12/15 11:00-12:30pm
  - b. Spring semester planning

- XI. Adjournment



# Academic Senate for California Community Colleges

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## Educational Policies Committee

December 15, 2020, 11:00 a.m.

### Meeting Minutes

---

In attendance: Sam Foster (Chair), David Morse, Darcie McClelland, Adrean Askerneese, Victor Hernandez(SSCCC), Alexander Manjarrez(SSCCC), Teresa Aldredge, Mayra Cruz (2<sup>nd</sup> Chair)

Absent: James Preston, Leigh Anne Shaw

Guest: Janet Fulks

- I. Call to Order and Adoption of the Agenda
- II. Volunteer note taker- Mayra
- III. Check-ins and Affirmations  
Share one thing that you are looking forward to doing over the break.
- IV. Draft of PD Paper
  - a. General discussion of draft
  - b. Opportunity for feedback and comments on Google doc  
Need to finalize the first draft; move the submission timeline to Jan for the Feb meeting  
For 1<sup>st</sup> read  
Page 12- Methods of Delivery for PD  
Using Data to... (incorporate today's discussion; see below)  
Review the paper, comment and edit in the goggle doc.
- V. Timeline for the paper -Revised timeline
  - January 19—Submit the paper for February 5-6 Exec meeting for 1<sup>st</sup> reading
  - February 16—Deadline for March 5-6 meeting for 2<sup>nd</sup> reading
- VI. [Resolution 13.02 F19 Data Paper and Equity-Minded Practices](#) requesting a paper or other resource
  - a. Type of resource needed
  - b. Possible path forward  
Janet Fulks joined the conversation. The team will be developing a resource to address Resolution 13.02 F19. <https://asccc.org/resolutions/data-paper-and-equity-minded-practices>

Resolved, That the Academic Senate for California Community Colleges develop a resource, whether a paper or in some other form, in collaboration with systemwide partners to evaluate the current use of data and recommend effective practices; and

Resolved, That the Academic Senate for California Community Colleges explore and identify web resources that include promising practices for data analysis that faculty can utilize to better serve students and advance equity on college campuses.

Brainstorming and discussion:

Develop a resource to address the resolves. How do we want to proceed? What kind of a resource? Can we get support from the RP group?

Janet shared that the RP has done research focused on equity data and focuses on statewide work. The Resolution calls for faculty to be more directed in understanding data from an equity minded frame. Ideas shared by Janet and others:

- Look at Datamart and look at a few years to see where the trend is going to advance equity
  - o Questions that students have asked
  - o Datamart employee disaggregated data
  - o Easy to write up instructions
  - o Success data by student groups, not able to disaggregate by ethnicity
  - o [LaunchBoard](#) is a statewide data system and a tool to search and disaggregate the data
  - o The Guided Pathways Taskforce published a data paper/report recently. The report is located [here](#). Report on useful data to observe changes.
  - o Tool to navigate websites to locate data
  - o Look at special populations Umoja, Puente, others
- New CSU analytics webpage, disaggregates by ethnicity- # of CC students from specific colleges who have transferred to CSU and success data <https://www2.calstate.edu/csu-system/why-the-csu-matters/graduation-initiative-2025/Pages/Leading-with-Data.aspx> Community Colleges <https://partners.dashboards.calstate.edu/cc/search>
- Review the [ASCCC Data 101 Paper](#)

Discussed by members:

Develop a series of questions that can help examine the data to help faculty make sense of the data. Working with a colleague to walk through the data.

- How does the data relate to what I do?
- How do I read it?
- What does this mean to me? and Why?

Connect data with outcomes. Ex. Faculty hiring

It was reported that the EDAC/GP tool drafted last year was shared with the group- *“Equity Assessment in the Implementation of AB 705: AB705, Equity, and Closing Equity Gaps”*

Next steps:

Assemble a tool or set of tools

- Cohort data
- Tool for one quick access to data
- A series of questions that can help examine the data. Find examples of guiding questions or use existing key questions, including questions to go deeper into the data
- Place the resource tool in an accessible location

Be clear on what we want to do. What is the goal?

- Student performance and success, cohort data
- Representation and faculty diversity
- Faculty hiring (include PT/FT ratio)

- Student experience
- Disaggregation of data
- Understanding success programs data (including Puente, Umoja, Student Workers)

What questions should you asked when you are presented with data?

Need to be general to appeal to various faculty and specific enough to address the use of data

Successful practices: Potential to focus on the Puente, Umoja, EOPS and other programs data- What understanding do faculty have on the success of these programs? What practices are in place? What elements of these programs can be scaled-up? What practices are low cost-high impact to take to scale? Teasing these elements.

Review notes and draft a proposal to address Resolution 13.02 F19 (Sam/Mayra)

<https://asccc.org/resolutions/data-paper-and-equity-minded-practices>

VII. Future Meetings

a. Spring semester planning

- Sam to send a Doodle Poll for the Spring meeting schedule Tues/Thursday
- Next meeting: January 19th at 10:30am

VIII. Other Items for Discussion

N/A

IX. Adjournment 12:10pm

**Legislative and Advocacy Committee**

December 11, 2020

11:00 am-12:00 pm

**Minutes**

**Members Present:** Ginni May (chair), Geoffrey Dyer, Christopher Howerton, Alexis Litzky, Eric Wada

**Guests:** Andrew Nickens, SSSCC Liaison

**Members Absent:** Stephanie Curry, Adrienne Brown

1. Minutes taken by Alexis Litzky.
2. The meeting was called to order at 11:07 am. The agenda was approved by consensus.
3. The minutes for 11/20/2020 were approved by consensus.
4. Announcements
  - Policy highlights from Chancellor’s office webinar were briefly discussed. Major themes coming from the CCCCCO this year are:
    - i. Ethnic Studies
    - ii. Bachelor’s degrees
    - iii. Affordability
    - iv. Basic Needs
  - The CVC-OEI committee received a report this week about systemwide resources from CCCCCO. There was a funding question for @ONE, and a response that the funding source is coming to an end. CCCCCO is looking to consolidate PD funding.
5. Resolutions – No new resolutions assigned to the LAC. We will focus our energies on the upcoming legislative cycle.
6. Legislative and Advocacy Day at the Capitol
  - February 22/23, 2021 approved by the Executive Committee on November 4, 2020
  - ASSCC Legislative Day, March 4, 2020
    - i. Notice of Meeting (attachment from last year)
    - ii. Letter (attachment from last year): Ginni May will work with President Davison to develop the letter for this year from our agreed upon legislative priorities.
  - Plan (all events will be virtual):
    - i. Day 1: Training
      1. Late afternoon training (about 2 hours). Will include Wendy Brill-Wynkoop and Evan Hawkins from FACCC.
      2. We agreed to have a lower-stakes zoom debrief after the training to ask question and socialize.

- ii. Day 2: Visits
      - 1. Visits with legislators/staff from 9am-4pm
      - 2. There will be 4 to 5 teams scheduled to meet with legislators.
      - 3. We agreed that it would be helpful to have a “talking points” document to help teams through the legislative visits.
    - Recommendations for Legislative Day:
      - i. The committee discussed some potential legislators to visit, with some questions about what our overall strategy is in choosing these representatives. Ginni May and Dolores Davison will talk about who should be prioritized.
      - ii. Documents to be finalized: Schedule, Letter, Talking-points brief
7. **Rostrum Articles** – The committee briefly reviewed the articles our committee is working on. These are due January 4, 2021.
- History of Transfer Legislation and What’s Next – AB 440, SB 1440, SB 440, ASCCC Resolution F17 15.01, UCTP, UCTP Pilot, Transfer Alignment (7+3+3 disciplines), C-ID
    - Historical background
    - Multiple perspectives on transfer in the paper
    - Volunteers: Ginni, Eric, Adrienne
  - 50% Law, What is it and who’s on which side?
    - Resolution on topic was referred at the Plenary
    - Looking at student support and the support for counseling faculty especially during budget crises
    - Importance of student support in Guided Pathways
    - Address implications for Transfer
    - Suggest work with David Morse as resource and expert on 50% law
    - Volunteers: Christopher, Stephanie, Alexis
- Send completed articles **to Ginni by January 3<sup>rd</sup>** who will forward them to Krystinne from the LAC Committee.
8. **Events** and Important Dates. *All events in spring 2021 are confirmed virtual events.*
- Executive Committee Meeting, January 8-9, February 5-6
  - Part-Time Faculty Leadership Institute, February 18-19 – this event is **free**
  - 2021 Spring Plenary Session, April 15-17
    - i. There was a brief discussion about how elections might best be implemented in the Spring. Should it be virtual at the event (like the resolutions) or should it be conducted electronically as it was in Spring 2020? The new election procedures might influence this because of the way the new procedures effect the ordering of elections. There was a comment about the value of the week-long voting process because delegates could get feedback from their local academic senates.
9. LAC meetings:
- The committee selected Spring meeting dates:
    - i. Second Wednesday’s from 12-1pm. 1/13, 2/10, 3/10, 4/14, 5/12
    - ii. Additional committee meetings will be called as needed.
10. 705 Implementation – No discussion needed on this item.

11. The committee adjourned at 11:48am.

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

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

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

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

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

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

- S18 5.01 [Funding for Apprenticeship Courses](#)

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

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

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

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

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

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

#### **Legislative Information**

Links:

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

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

Useful Websites:

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

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

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

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

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

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

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

Attachments:

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





# Academic Senate for California Community Colleges

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## Part-time Committee

Thursday, December 17, 2020

2:30 a.m.—4:00 p.m.

Zoom

### Meeting Summary

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

I. Members Roll Call:

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

\*indicates absent

II. Call to order at 2:31 p.m. and agenda adoption

III. Minutes

- A. Volunteer—Emilie Mitchell
- B. [November Summary](#) approved as submitted.

IV. Shout Outs, Affirmations, and Lean-in

- A. Community norms: empathy, communication, responsibility
  1. Shout out to John Lynch for pushing the institute for faculty participation!
  2. Karen shouted out to her non-credit/ career technical education committee
    - CTE/Noncredit Institute scheduled for 4/30-5/1
  3. Chelsea has established a new listserv <https://forms.gle/93gyyP5j6t68H4baA>--nice work, Chelsea!

V. Part-time Institute: February 18-19, 2021 (336 registrations as of beginning of December; 500 person cap)

- A. Final [Program](#) approved – no more changes allowed.
  1. Introductory paragraph—approved with one revision and suggestion to state forthcoming proceedings e-publication.
    - Include a few lines on why their email is being collected in the Google form, specifically that they will be receiving the conference proceedings e-publication.
  2. Pathable Platform live February 10
    - Remind co-presenters and attendees to look out for an email from the ASCCC Sandbox. Be sure to remind them to check their junk folder. Encourage them to bookmark the website so that they can re-enter the virtual platform easily.
      - There will be no separate zoom links sent. All information will be routed through Pathable.

- Presenters will be getting a virtual zoom background and Google slides with the institute graphics in mid-January. Recommended to use the institute graphics.
3. Conference proceedings e-publication—lead volunteer Chelsea to create a call to presenters for papers by January 4.
    - Proceedings are a way to highlight the voices of the co-presenters. These are articles based on the material being presented at the institute.
      - Articles should be a max of 2500 words
      - Articles due by end of March (presenters only)
      - Published by mid to late May
  4. All PTC members should be at every General Session.
  5. Table Talks and Social/Networking Hours attendance highly encouraged.
    - Karen will assist on the Friday night social/networking. Emilie will assist
  6. Land acknowledgement
    - Land Acknowledgement – all committee members agreed to begin institute with a land acknowledgement; please add input to the Google Docs.
- B. Breakout Sessions
1. Session leads—you all have 2-3 sessions you are in charge of; Michelle reviewed all assigned sessions with committee.
    - [Register](#)—use the COMMITTEE ticket
    - Communicate with co-presenters and ensure they register (free event—use PRESENTER ticket)
    - Plan meeting(s) to design session slides (consider sending a Doodle poll for meeting date)
    - Keep theme in mind as you design: Driving Change: Building Unity, Culture, and Equity-mindedness
  2. Planning option—use Google slides template in the shared Google folder to work with co-presenters; slide decks due one week before the event (ASCCC will email you), but aim to be done by Feb 1
    - Effective practices for slides:
      - title slide with date and time and presenters’ titles, pronouns, and colleges
      - session description slide (hidden/skipped)
      - objectives/session agenda
      - content for less than an hour
      - closing/thank you slide with [info@asccc.org](mailto:info@asccc.org) (contact info optional)
  3. Save the date: Training for the virtual platform (Pathable) for presenters will be on Feb 2 or Feb 3
- C. Session Zoom links in Pathable
1. Open session in Pathable 10 minutes before the meeting and meet w/co-presenters (ASCCC staff available for support, such as slide advancing and monitoring the chat)
  2. Live to attendees 1 minute before session
  3. Remind attendees of housekeeping things:
    - Use Pathable chat
    - Mute to avoid background noise
    - Closed caption available
    - Session survey in Pathable
- D. PTC technology needs—ASCCC will lend Ted a Chrome book; no other member expressed a tech need for the institute.
- E. Any other ideas or questions—none.

- VI. Plenary Fall 2020 Resolution
  - A. [PTC Resolution 1.02](#) (Steven)
  - B. Next steps for resource—considering a Google site for part-time faculty; committee members like the idea and ease of integrating the Google listserv with the free Google webpage for PT resources and helpful links.
  
- VII. Committee Goals and Priorities--[PTC work plan](#)
  - A. Google unofficial listserv volunteers (Chelsea sent directions and a Google form)
  - B. CCC LGBTQ+ Summit
    - 1. PTC did not end up submitting a presentation request due to time constraints, but Emilie said there are over forty applications.
    - 2. Reminder: There is a waiver if folks do not have financial support to attend the Summit.
      - If our budget allows the Summit will gladly support.
  - C. Regionals in spring—CV review component and small group mentoring—still in discussion.
  - D. Future item—adding in Guided Pathways work.
  
- VIII. *Rostrum*
  - A. PTC Articles
    - 1. Email articles to Michelle by January 1
    - 2. Length—average around 700 words but could be up to 1,500 words
      - Mentoring programs—Chelsea
      - Part-time voting rights and seniority rights—Grace and Luis
  
- IX. [ASCCC Awards](#)—promoting part-time colleague nominations.
  
- X. Announcements
  - A. Check for ASCCC upcoming events at [here](#)
  - B. Sign up for [ASCCC listservs](#)—Part-time listserv available
  - C. Forward [Application for Statewide Service](#) to peers
  - D. [Donations to Foundation](#)
    - 1. Use Amazon Smile ([smile.amazon.com](https://smile.amazon.com))—select Foundation of the Academic Senate for California Community Colleges
    - 2. Giving Tuesday ([GoFundMe](#))
  - E. Innovation Scholarship now available through ASCCC Foundation
  
- XI. Closing Comments
  - A. Any other final comments or suggestions—one member asking to change the meeting date; committee decided to keep Thursdays and shift to the 2:30 time. Michelle will send updated calendar requests.
  
- XII. Adjournment at 4:04 p.m.

**In Progress:**

- Part-time Institute Planning
- PT Institute Proceedings e-Publication
- *Rostrum* article: Mentoring Programs
- *Rostrum* article: PT Voting and Seniority Rights

- Google PT listserv

**Completed Tasks:**

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



# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## ASCCC Relations with Local Senates Committee (RwLS)

December 11, 2020

TIME 2-3:30pm

### Attendees:

**Stephanie Curry, Hossna Sadat Ahadi, Howard Eskew, Katherine Kroikowski**

### MINUTES

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

The meeting was called to order at 2:06pm and the agenda was approved by consensus

#### II. Review Draft DEI Survey

The committee reviewed a draft DEI/Anti-Racism Survey to be sent to local Academic Senate Presidents in the Spring. Stephanie will address changes and re-send out draft. This will be agendized for the January 2021 ASCCC Executive Committee Meeting.

#### III. Review Draft of Local Senate Visits Survey

The committee reviewed a draft Local Senate Visit Survey. Stephanie will ask that it be agendized for the January 2021 ASCCC Executive Committee Meeting.

#### IV. Rostrum Article (1.4.21)

Stephanie reminded the committee to add their information to the Rostrum Article by December 20, 2021.

#### V. Future Agenda Items:

- a. Review Committee Charge (Aligning with GP) (tag statement for each committee)
- b. Equity Leadership Workshops/Canvas
- c. Review of Draft Statewide Service Process Application
- d. Review Draft Thank You Follow Up (Statewide Service)

#### VI. Announcements

- a. Part Time Institute February 18-19, 2021
- b. Spring Plenary April 15-17, 2021
- c. Career and Non-Credit Institute April 30-May 2, 2021

#### VII. Adjournment

The committee adjourned at 3:04pm



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

November 13<sup>th</sup>, 2020

9:00 AM – 12:00 PM

**ZOOM**

**2020-2021 5C Membership**

**ASCCC:** Carrie Roberson (Co-Chair), Michelle Bean, Mayra Cruz, Stephanie Curry, Estela Narrie, Mark Osea, Erik Reese, Erik Shearer **4CS:** Lesley Agostino **CCCCIO:** Karen Daar (Co-Chair), Kelly Fowler, David Williams, Jennifer Zellet **CCCCO:** Raul Arambula, Aisha Lowe  
**ACCE:** Jan Young **CCCCSSO:** Alketa Wojcik (absent) **SSCCC:** Ethan Black (Kelly Li – Alternate) **CCCAOE:** Jennifer Patel (absent)  
**Others:** Virginia May

**1. Welcome and Attendance** – 9:03 a.m.

**2. Approval of Agenda**

The agenda was approved by consensus.

**3. Approval of Minutes**

The minutes were approved by consensus.

**4. Constituent Group Reports**

**SSCCC:** No report was made.

**ACCE:** ACCE held their first “Zoom In” conference on November 12, 2020 and the attendance was twice as large as previous years with a total of 240 attendees. Young reported that ACCE has been meeting with a fiscal group to continue to discuss attendance accounting for open exit/open entry courses. ASCCC Resolution F20 13.02 Noncredit Distance Education Attendance Collection Procedures for Open-Entry/Exit Courses was recently approved by the body and ACCE will work in conjunction with the CCCCCO on this issue. ACCE has met with a group of CIOs to discuss various issues and asked them to share this information with their constituents.

**ASCCC:** The ASCCC is currently working towards integrating guided pathways into the existing structures and current standing committee charges. The ASCCC Part Time Institute program was approved by the Executive Committee and it will be held virtually on February 18-19, 2020. Bean and the Part-time committee are heading the event and it will focus on driving change toward equity and unity, specifically addressing the interaction of theory and praxis. The ASCCC Fall Plenary Session was held virtually on November 5-7, 2020 and there were over 500 attendees and over 30 sessions in a variety of formats. Resolution voting was held on November 7, 2020 and the following

resolutions relevant to the work of 5C were approved by the body:

- F20 9.01 Recommendations for the Implementation of a Zero Textbook Cost (ZTC) Designation in Course Schedules
- F20 9.02 Update Paper on Local Curriculum Committees
- F20 9.03 Ethnic Studies Graduation Requirement
- F20 9.04 Clarify and Strengthen the Ethnic Studies General Education Requirement
- F20 9.05 Resolution In Support of Reviewing the impact of the 2012 California Non-Repeatability Language
- F20 3.01 Support The Anti-Racism Pledge
- F20 3.02 Recommendation to Update Title 5 Language for Section 53022
- F20 3.03 Adopt Anti-Racism Education Paper
- F20 3.04 Develop Resources on Effective Practices for Anti-Racist, Equitable, and Inclusive Instructional Strategies

The Academic Senate Foundation for California Community Colleges (ASFCCC) is sponsoring Giving Tuesday on December 2, 2020. Cruz encouraged all members to share the news with their colleagues.

**CCCCIO:** The Fall 2020 Virtual conference focused on DEI and how CIOs can facilitate examination and reformation on local campuses concluded on November 4<sup>th</sup>. Three faculty leaders were selected to receive the Carter Doran Leadership Award: Dr. Tammy Robinson, Cañada College; Dr. Stacy Thompson, Chabot College; and Dr. Jennifer Taylor-Mendoza, Skyline College. The CCCCIO also held two Pre-Conferences in October. The Randy Lawson CIO Leadership Institute focused on CIO turnover and how to increase diversity in their constituency. The African American Leadership Institute had a large focus on cultivating leadership for African Americans to advance in administration. Dr. Taylor Mendoza is currently leading a group focused on increasing diversity. The CCCCIO asks for 5C's support as they continue to embrace DEI.

**4CS:** Agostino reported their message board has included many discussions on the CSU ethnic studies requirement and they are looking forward to future guidance.

**CCCCO:** Arambula reported that the Competency Based Education Interest Form is due November 13, 2020.

**CCCSSO:** No report was made.

**CCCAOE:** No report was made.

## 5. **AB 1460 Implementation**

Lowe reported that there have been a number of meetings between CSU and CCC to discuss the implementation of AB 1460. CSU has indicated that the course eligibility will be defined by fulfilling the Core Competencies and the course prefix and not the department. An additional concern that was raised was surrounding Area D. Area D will

now include two courses instead of three due to units shifting to Area F. The two courses can now be in the same discipline; however, this has not been codified at this time. It was also noted that CSU is focused on Freshmen starting at a CSU in Fall 2021 and their AOs will be responsible for the tracking process. They also clarified that “active engagement with anti-racist issues” should be within the classroom and outside engagement is not required. CSU is continuing to revise the Core Competencies and EO 1100 and will be organizing professional development for faculty regarding AB 1460 implementation and collaboration with the CCC system.

## **6. Updates**

### **a. Curriculum Inventory RFP Process**

Executive Vice Chancellor Alvarado is working to provide an update by the end of the calendar year. After the data analyses are completed, the next step will be to reconvene the previously established review committee.

### **b. Regulation information**

The regulation packages will be going in front of the Board of Governors for second read the following week. Lowe presented the revisions from the board, Consultation Council, and public comments to the committee. Revisions were made to the IB/CLEP regulations to better align with AP regulations to include GE and elective credit where appropriate.

Substantive changes were made to the Correspondence Education (CE) regulations to align with the Federal regulations definition of CE which distinguishes it as not regular and substantive. Revisions were made to balance compliance with the Federal definition and the recommendations from 5C for instructor support. Federal regulations also changed how CE students are calculated. In response, section § 55266 was added to the regulations.

Within the CBE regulations, minoritized and underrepresented have been replaced with disproportionately impacted. Definitions under (e) and (f) have been added directly into the regulations. In previous iterations, the definitions cited where the terms could be found as defined in Federal regulations. Section § 55270.6 was revised to include the Federal definition of instructor contact for CBE as substantive. Further information regarding withdrawal was added to section § 55270.9 per Federal regulations. After the CBE regulations are approved, the RFA will go out to the field a small group of campuses will be selected to pilot the program.

### **c. Intersegmental Committee of Academic Senates (ICAS)**

May provided background on the history and efforts of ICAS. ICAS is comprised of Academic Senate leaders from the three California public higher education systems and makes recommendations to each of the systems Academic Senates, education officials, and policy makers. Notable matters addressed by ICAS include Statements on Competencies Expected of Entering College Students, Intersegmental General Education Transfer Curriculum (IGETC), and content



standards in English and mathematics for high school graduates.

**d. General Education Advisory Committee (GEAC)**

GEAC is comprised of representatives from CSU campuses, CSSA, and the CSU and CCC Academic Senates. The committee makes recommendations to the CSU Chancellor regarding CSU GE policy including, but not limited to, the Guiding Notes for GE Reviewers, Executive Orders regarding GE, and Advanced Placement.

**e. Curriculum Identification (C-ID)**

The Course Identification Number System (C-ID) was developed in response to ASCCC Resolution F06 4.01. C-ID serves as a faculty-driven system to assign “common course numbers” for comparable courses to establish intersegmental articulation. Course descriptors first undergo a wide discipline review and are then posted for general review.

Transfer Model Curriculum (TMC) was developed by the CCC and CSU Academic Senates in response to SB 1440 (Padilla, 2010) to standardize and guide the development of the Associate Degrees of Transfer (ADT). C-ID infrastructure is being used to develop descriptors for each course listed the TMCs providing assurance to students and faculty that courses taught at different institutions are comparable. TMCs are first drafted by intersegmental discipline faculty and are vetted by wider sampling of faculty.

**f. Career and Technical Education (CTE)**

CTE is primarily focused on providing students with skills for 21<sup>st</sup> century jobs and careers as well as an entrepreneurial mindset. The CCCCO’s Workforce and Economic Development Division (WEDD) manages programs and grants that provide infrastructure and support for local CTE programs to connect with their local industry partners. The CCCs are also supported by a network of Technical Assistance Providers (TAP) which provides education and training programs to support regional industries. In 2016, the Strong Workforce Program was started to invest in and support CTE in the CCCs with a focus on student success, career pathways, workforce data and outcomes, curriculum, CTE faculty, and regional coordinating and funding.

**7. Workgroups**

**a. PCAH**

The workgroup is reviewing the previously drafted PCAH technical manual and what areas are still relevant and should be included in the new accompanying document. Members have continued to identify areas in the PCAH where questions may arise and find resources to address these topics. All members are encouraged to continue to review the PCAH and technical manual to provide feedback. A suggestion was made to identify guiding principles to help steer the development of the technical manual. The workgroup will convene in the near future to integrate Title 5 revisions into the PCAH as well.

**b. Title 5 § 55253 – Cooperative Work Experience Education/ Work Based Learning**

The workgroup has discussed challenges with the term “Cooperative Work Experience” since this is not used by industry partners. A suggestion was made to consider using the term “Work Based Learning” to standardize the language. The group is evaluating the requirements as defined in Title 5 § 55253 to see how they came to be and whether they should be revised to better reflect today’s students. Legal will be providing the group with an updating regarding Federal regulations and obstacles by the end of the calendar year. The group also developed a survey to get feedback and input from the field regarding the regulations. Discussions on how to update or revise the 2009 paper Alternatives to In-Person Consultations: Cooperative Work Experience Education are ongoing.

**c. Title 5 § 55063**

The workgroup has met twice and have established guiding principles that align with 5C’s established areas of focus. Top priorities for the group include alignment with the CSU core competencies, providing guidance to the field on how to distinguish CCC and CSU GE requirements, and establishing a timeline for transparency. The group is anticipating further direction from CSU including implementation details, Guiding Notes, and EO 1100.

**8. Adjournment**

The meeting adjourned at 11:58 p.m.

**Future Agenda Items:**

- Title 5 review for revision (curriculum)
- DEI as relates to curriculum
- 5C website
- ASCCC Curriculum Institute July 7<sup>th</sup> – 10<sup>th</sup>, 2021
  - Theme: TBD



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

December 18<sup>th</sup>, 2020

9:00 AM – 12:00 PM

**ZOOM**

**2020-2021 5C Membership**

**ASCCC:** Carrie Roberson (Co-Chair), Michelle Bean, Mayra Cruz, Stephanie Curry, Estela Narrie (absent), Mark Osea, Erik Reese, Erik Shearer **4CS:** Lesley Agostino **CCCCIO:** Karen Daar (Co-Chair), Kelly Fowler, David Williams, Don Miller (absent) **CCCCO:** Raul Arambula (absent), Aisha Lowe **ACCE:** Jan Young **CCCCSSO:** Alketa Wojcik **SSCCC:** Kelly Li **CCCAOE:** Jennifer Patel

1. **Welcome and Attendance** – 9:02 a.m.

2. **Approval of Agenda**

The agenda was approved by consensus.

3. **Approval of Minutes**

The minutes with minor typographical updates and changes were approved by consensus.

4. **Constituent Group Reports**

**ASCCC:** Bean shared the ASCCC's areas of focus for 2020-2021 including guided pathways transfer and careers, culturally responsive student services/support and curriculum, and equity driven practices. ASCCC resources and events relevant to the goals were shared with the group. The next ASCCC Executive Committee meeting will be held on January 8-9<sup>th</sup>. The ASCCC Part-Time Institute will be held February 18-19<sup>th</sup> and the Spring Plenary Session will be held April 15-17<sup>th</sup>. All events through the ASCCC Curriculum Institute in June 2021 will be held virtually.

**4CS:** Agostino reported that they published their CPL policy certification on December 17<sup>th</sup> and asked the group if 5C should address updates to colleges sharing CTE courses in their curriculum as discussed in SB 116. A suggestion was made to discuss this change with the ASCCC CTE Leadership Committee.

**CCCCIO:** The CCCCCIO is working with the CCCCCO and ASCCC on guidance for ethnic studies. They are also collaborating with the CCCCCSSO and CCCCCO to identify the sources of enrollment decline and create solutions to address it. The group is continuing to focus on DEI and is currently undergoing an equity audit of their organization's bylaws and constitution. Their spring 2021 conference will focus on the equity toolkit and how it has been applied at different institutions.

**CCCCO:** The CLEP, CBE, and CE regulations went before the Board of Governors and were passed and the CBE collaborative RFA has been released to the field. There have been questions and discussions regarding moving the baccalaureate programs out of pilot status through the legislative process. The CCCCCO has also been discussing how dual enrollment can be used to increase completion and connect students to career and academic outcomes.

**ACCE:** ACCE is continuing to work with Vice Chancellor Lizette Navarette and the CCCCCIO. A temporary attendance accounting procedure for open-entry/open-exit noncredit distance education courses was recently released.

**CCCCSSO:** Wojcik reported that they are focusing on gathering and evaluating enrollment data across the system. They have found that continuing students have lower rates of enrollment, not new students. The group is currently developing strategies to encourage enrollment and provide resources. Additionally, a webinar focused on admissions, financial aid, counseling, and how to address these issues with course exchange will be held on January 26<sup>th</sup>.

**SSCCC:** Li shared the SSSCCC Anti-Racism: A Student Plan of Action with the group. A major area of focus for the group is advocating for changes to curriculum to ensure it is responsive to all cultures across the California higher education system. The SSSCCC is also advocating for further integrating DEI into the classroom through faculty evaluations, hiring practices, and anti-racism statements and resources in course syllabi.

**CCCAOE:** The Spring 2021 Virtual Conference registration is now open and is scheduled to begin on March 3-5<sup>th</sup> and will continue on March 9-11<sup>th</sup> and March 16-18<sup>th</sup>. The theme of the conference is Modeling Inclusiveness → Leads to a Sustainable Call to Action and the call for proposals for breakout sessions ends December 18, 2020. A classified staff track with a lower registration rate will be offered again. The CCCAOE's Leadership Academy 1.0 will be offered online starting April 13<sup>th</sup> and Leadership Academy 2.0 will be offered in-person tentatively in Fall 2021. Patel asked the group for feedback to bring to the CCCAOE board retreat in January 2021.

## **5. Taxonomy of Programs (TOP) and Classification of Instructional Programs (CIP) Codes**

Daar provided a brief history of TOP codes, how they were designed to be used, and how they have been integrated into local processes. The TOP code manual was last updated in 2004 and there is currently no procedure in place for creating a new code. Daar also provided a history of CIP codes that are used in higher education reporting nationwide. The group discussed why TOP codes are being used and if a transition to CIP codes is appropriate.

A suggestion was made to form a workgroup to evaluate TOP code usage, update the TOP code manual, and consider transitioning to CIP codes as a system. Interested members include Agostino, Arambula, Daar, Lowe, Osea, Shearer, and Reese.

## **MSC (Bean/Osea) to form a TOP & CIP Code workgroup.**

### **6. Updates**

#### **a. Curriculum Inventory RFP Process**

No update was provided. The analysis is still in progress.

#### **b. Title 5 Regulations Process**

General Counsel, Marc LeForestier will be joining 5C meetings starting in January to involve legal in the early stages of regulation revisions. LeForestier will assist with drafting initial language and the committee will make revisions as a group. There will also be a holistic review of Title 5 and LeForestier will be integrating previous discussions from 5C. This review will also aim to identify and dismantle any barriers for students within the regulations.

### **7. Workgroups**

#### **a. PCAH**

The workgroup has been identifying appropriate changes for the next edition of the PCAH and incorporating changes from Title 5. They have discussed how to infuse guidance on DEI into the PCAH and proposed repository. The proposed repository outline is currently in progress and the group is considering tracking the curriculum listserv to capture questions to address in the repository.

#### **b. Work Experience Education/ Work Based Learning**

The group worked with CIWEA to develop a questionnaire for the field to gather insight on local issues and any recent changes. Brook Oliver, CIWEA President, recently held two webinars to gather additional information. Additionally, the group is working on several proposals with LeForestier and CIWEA including revising Title 5 § 55255 to allow virtual as well as in-person consultation with employers and allow local control over the format of the consultations. The group is advocating to extend work-based opportunities to noncredit in Title 5 and is currently awaiting legal review of any potential barriers on the state or federal level. CIWEA has found no record for the hours per credit difference between paid and non-paid work referenced in Title 5 § 55256.5 and would like the hours to be standardized for paid and non-paid internships. The workgroup is also working to change the term “cooperative work experience education” to another such as “internship and work based learning” in Title 5 § 55252 to more closely align with current language.

#### **c. Title 5 § 55063**

The workgroup developed a timeline for implanting the ethnic studies requirement and presented it to 5C for feedback and approval. No feedback was provided, and the group agreed to move forward with the timeline.

Bean reported that Area F of the CSU GE Breadth Requirements, the Guiding Notes, and the ethnic studies FAQs were recently updated. A concern was raised

regarding how cross-listed prefixes are transcribed and whether they would meet the CSU requirements. Bean will get further clarification at the next GEAC meeting in spring 2021.

**8. Adjournment – 12:02 p.m.**

**Future Agenda Items:**

- Title 5 review for revision (curriculum)
- DEI as relates to curriculum
- 5C website
- Top & CIP Code Update

**California Community Colleges Chancellor's Office**  
**Credit for Prior Learning (CPL) Workgroup**  
**Meeting Notes**  
**November 30, 2020 | 12:00 p.m. – 1:30 p.m.**

## Workgroup Meeting Member and Guest Attendance

| <b>Workgroup Members</b>   | <b>Organization</b>    | <b>In Attendance</b> |
|----------------------------|------------------------|----------------------|
| Arambula, Raul             | CCCCO, Dean            | N                    |
| Cruz, Mayra (co-chair)     | ASCCC, 5C              | Y                    |
| Finch, Wilson              | CAEL                   | Y                    |
| Foley, Patricia            | ASCCC                  | Y                    |
| Guiney, Chantee (co-chair) | CCCCO, Specialist      | Y                    |
| Justice, Lilian            | CACCRAO                | Y                    |
| Lowe, Aisha                | CCCCO, Vice Chancellor | Y                    |
| Matykiewicz, Edward        | ASCCC                  | Y                    |
| Nash, Bob                  | CVC-OEI                | Y                    |
| Nelson, Terence            | ASCCC                  | Y                    |
| Plug, Michelle             | ASCCC                  | Y                    |
| Sampson, Sharon            | ASCCC                  | Y                    |
| Tran, Tiffany              | ASCCC                  | Y                    |

| <b>Guests in Attendance</b> |                     |
|-----------------------------|---------------------|
| <b>Name</b>                 | <b>Organization</b> |
| Chacon, Jacqueline          | CCCCO               |
| Chapman, Quajuana           | CSUCO               |
| Lavitt, Melissa             | CSUCO               |
| Lovelace, Kevin             | CCCCO               |
| Mahar, Kate                 | Shasta CC           |
| Pepin, Sean                 | LA/OC GP RC         |
| Rose, Candace               | Palomar CC          |
| Thomas, Marshall            | CSUCO               |

California Community Colleges Chancellor's Office

Credit for Prior Learning (CPL) Workgroup

Meeting Notes

November 30, 2020 | 12:00 p.m. – 1:30 p.m.

Workgroup Meeting Links

**MEETING RECORDING LINK (10-21-20)**

Please click [\[here\]](#) to access the meeting recording (complete URL below)

[https://cccconfer.zoom.us/rec/share/cl2flBwg8bpFBkfAQhRJ-dJDj-f2pHNuF7uXFN5UkSjXsWmA038oI9\\_F7IuwGy6U.coOHC3id\\_qXnWTOi?startTime=1606764958000](https://cccconfer.zoom.us/rec/share/cl2flBwg8bpFBkfAQhRJ-dJDj-f2pHNuF7uXFN5UkSjXsWmA038oI9_F7IuwGy6U.coOHC3id_qXnWTOi?startTime=1606764958000)

**CPL WORKGROUP SHARED GOOGLE DRIVE LINK**

[https://drive.google.com/drive/folders/1KiK5C0QygHQjpor\\_p2V0HDTigic-T6aK](https://drive.google.com/drive/folders/1KiK5C0QygHQjpor_p2V0HDTigic-T6aK)

Workgroup Agenda & Discussion Highlights

| Agenda Item                                                                                                                                                                                                                                                                                                                           | Audio Transcript<br>[hour:minute:second] |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| Meeting agenda overview and discussion                                                                                                                                                                                                                                                                                                | [00:01:23]                               |
| Update on CPL Policy Certifications (title 5, § 55050 (n)) <ul style="list-style-type: none"><li>Shared update that the CO released a memo ESS 20-400-002, to announce CPL policy certifications due to CO by 12-31-20</li></ul>                                                                                                      | [00:03:39]                               |
| Update on CPL Events <ul style="list-style-type: none"><li>Veterans Symposium, CPL Session (CO, ASCCC, Norco College), December 8, 2020</li><li>ASCCC CTELC Conference, February 11, 2021</li><li>CTE Liaisons Coffee Hour (casual conversations), March 18, 2021</li><li>ASCCC 2021 Spring Plenary, May 1, 2021 (Saturday)</li></ul> | [00:04:54]                               |



**California Community Colleges Chancellor's Office**

**Credit for Prior Learning (CPL) Workgroup**

**Meeting Notes**

**November 30, 2020 | 12:00 p.m. – 1:30 p.m.**

|                                                                                                                                                                                                                                                                                                                                                                                                                      |                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <p>Workgroup focus teams (activities &amp; report-out)</p> <ul style="list-style-type: none"> <li>• Focus teams broke out into designated teams to discuss their activities and goals</li> <li>• Teams asked to forward activity sheets to co-chairs and post to designated team folder in shared CPL Google Drive</li> <li>• At the next meeting each team will report-out on their activities and goals</li> </ul> | <p>[00:12:24]</p> |
| <p>Wrap-up</p> <ul style="list-style-type: none"> <li>• Next meeting scheduled Wednesday, January 20<sup>th</sup> from 10:00 – 11:30 am.</li> <li>• Note: December meeting was cancelled due to scheduling; focus teams encouraged to keep and utilize the meeting time spot to meet and work in groups</li> </ul>                                                                                                   | <p>[01:23:14]</p> |

**Stakeholder Updates**

Have an update pertinent to CPL? Please email the update to Chantee Guiney ([cguiney@cccco.edu](mailto:cguiney@cccco.edu)) within one week after each meeting, for inclusion in the meeting summary notes. In the email subject line please include: *CPL Stakeholder Update* and the *Name of the Organization* you represent.

*Sample Email Subject Line: CPL Stakeholder Update – Association of CPL Gurus*

| <b>Organization</b> | <b>Update</b> |
|---------------------|---------------|
| N/A                 | no updates    |

**California Community Colleges Chancellor's Office**

**Credit for Prior Learning (CPL) Workgroup**

**Meeting Notes**

**November 30, 2020 | 12:00 p.m. – 1:30 p.m.**

**Optional Workgroup Feedback Survey**

Please take a moment to complete this short survey to share feedback on the workgroup meeting experience <https://www.surveymzmo.com/s3/5572651/CPL-Work-Group-Participant-Feedback-Survey>



## MEETING MINUTES

*Diversity, Equity, & Inclusion Implementation Statewide Workgroup*

Thursday, December 03, 2020

12:00p.m.-3:00p.m. via zoom

### I. Welcome and Meeting Goals

- A. Communal Learning around how we can communicate DEI priorities and accomplishments.
- B. Identify opportunities for statewide collaboration in the implementation of DEI.

### II. DEI Implementation Communications Plan Walk through

- Messaging to include materials to help create a shared understanding throughout the system.
- Currently in planning/discovery phase.
- Materials will be created to move different groups and will be released in time for the DEI Awareness month.
- Initial themes for messaging: creating a shared understanding how faculty and staff diversification impact educational outcomes; policy, procedures and behavior cultivate an inclusive ecosystem; highlighting that this work isn't new and is baked in to the *Vision for Success*; making sure this feels achievable by sharing what has already been done; and using accessible language and defining terms that invite people into the conversation.
- Prioritizing Audiences: who are the decision makers? Messengers?

### III. Discussion of the Integration of the SCCC Anti-racism Student Plan of Action

- Language from the SCCC Anti-racism Student Plan of Action have been integrated into the overall work plan specifically in the area of professional development and training.
- In the area of curriculum, it is a tier 2 strategy that we will be discussing as we dive further into the next level of the work plan.
- For the grievance process it is recommended to have ACHRO and CSSO's also collaborate.

### IV. Webinar Feedback

- How are we communicating this work and integrating individuals with disabilities, classified staff, along with adjunct and part-time faculty?



- For Classified Staff: We need to break down barriers of communication and include them in all emails to the field about this work; thinking about Specific Professional Development; including classified staff in presentations when including colleges; and include classified staff in statewide compact being led by FACCC.
- How are we reaching out to deans in our system?

#### V. Links Shared in the Chat

- <https://asccc.org/resolutions/support-anti-racism-pledge>
- <https://forms.imperial.edu/view.php?id=604084>
- <https://www.imperial.edu/about/social-justice-and-equity/social-justice-movement/>
- <https://www.cccco.edu/About-Us/Vision-for-Success/diversity-equity-inclusion>
- <https://www.imperial.edu/about/social-justice-and-equity/social-justice-movement/>
- [https://cccconfer.zoom.us/webinar/register/WN\\_EedudbiXT\\_eXtVilkjOTLQ](https://cccconfer.zoom.us/webinar/register/WN_EedudbiXT_eXtVilkjOTLQ)
- <https://ccleague.org/event-calendar/2021-effective-trusteeship-board-chair-workshops>
- <https://www.asccc.org/events/2021-04-30-160000-2021-05-02-230000/2021-career-noncredit-education-institute>
- <https://asccc.org/resources/resolutions>

## GEAC Meeting Summary Notes

**Meeting Date:** January 19, 2021

**Submitted By:** Michelle Velasquez Bean

Main discussion focused on the following areas:

- Further work on Ethnic Studies: Area F evaluation processes as well as a discussion about how UC BOARS and CSU GEAC may work together to include ethnic studies into IGETC (while minimizing differences between UC and CSU expectations of IGETC yet ensuring that CSU IGETC includes AB 1460-appropriate content).
- Credit for Prior Learning (revision to CSU EO 1036): [Systemwide Admission Eligibility and/or Baccalaureate Credit Awarded for External Examinations, Experiential Learning, and Instruction in Non-Collegiate Settings](#)

Other discussion based on the following areas:

- Access and equity concerns vis-à-vis student success, the desirability of credit/no credit grading during COVID
- IGETC Standards Subcommittee call for articulation officers to identify areas that could use further clarity based on their experiences with the IGETC Standards 2.1 document
- A request from Cal Maritime for two of their high-unit degree programs to receive an Oral Communication waiver
- An initial discussion of a CSU Math Council request for further clarity in the CSU GE Guiding Notes for Area B4 (the inclusion of the Math Council “principles and guidelines” content: [Quantitative Reasoning Course Principles](#))