



Wednesday, April 14, 2021

Zoom Videoconferencing

Zoom Link: https://us02web.zoom.us/webinar/register/WN_dD4vp0CHQZ-clGYoiX6tHA

Wednesday, April 14, 2021

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

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

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

All ASCCC meetings are accessible to those with special accommodation needs. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by emailing the Senate at agendaitem@asccc.org 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. Land Acknowledgement

We begin today by acknowledging that we are holding our gathering on the land of the Nisenan Nations 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.

D. 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.

- E. [Executive Committee Norms, pg. 5](#)
 - F. [Calendar, pg. 6](#)
 - G. [Local Senate Visits, pg. 15](#)
 - H. [Action Tracking, pg. 26](#)
 - I. **One Minute Check-In**
- II. CONSENT CALENDAR**
- A. [March 5-6, 2021, Meeting Minutes, Aschenbach, pg. 27](#)
 - B. [Standards & Practices Committee Charge Edits, Oliver/Aschenbach, pg. 37](#)
 - C. [Legislative and Advocacy Committee Charge Revision, May, pg. 38](#)
 - D. [The Equity and Diversity Action Committee \(EDAC\) Charge, Parker, pg. 39](#)
- 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 – 30 mins., Davison, pg. 40](#)
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. 41](#)
The Executive Committee will receive a report on the 2021-22 (two-year) legislative session and may consider requested action.
 - B. [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.
 - C. [Equity Driven Systems – 15 mins., Davison, pg. 61](#)
The Executive Committee will be updated on the Equity Driven Systems in the system and discuss future direction.
 - i. [DEI Recommendations: Exit Interviews – Aschenbach, pg. 62](#)
The Executive Committee will be informed of and consider endorsing the ACHRO/CCCCIO/CCCT recommendations for exit interviews as a DEI strategy.
 - D. [Guided Pathways Implementation and Integration to Transfer and Careers –15 mins., Davison, pg. 79](#)
The Executive Committee will be updated on the Guided Pathways implementation and integration to transfer and careers and discuss future direction.
 - E. [Standards & Practices Committee Policy Edits, First Reading – 30 mins., Oliver/Aschenbach, pg. 82](#)
The Executive Committee will review and provide feedback on the revised Academic Senate policies.

- F. **Standards & Practices Committee Policy Edits, Second Reading – 15 mins., Oliver/Aschenbach, pg. 93**
The Executive Committee will consider for approval the revised Academic Senate policies.
- G. **2021 Local Senates Survey and the Executive Summary – 15 mins., Curry, pg. 110**
The Executive Committee will review the results of the 2021 Local Senates Survey and consider sharing the Executive Summary with the field.
- H. **Executive Committee Fall 2021 Events – 15 mins., Mica, pg. 172**
The Executive Committee will discuss and consider for approval the modality of events and Executive Committee meetings for fall 2021.
- I. **Faculty Leadership Institute 2021 – Program Draft – 30 mins., Davison/Mica, pg. 173**
The Executive Committee will discuss and consider for approval the draft program for the 2021 Faculty Leadership Institute.
- J. **ASCCC Curriculum Institute Planning – 20 mins., Roberson/Bean, pg. 174**
The Executive Committee will provide feedback and consider for approval the draft Curriculum Institute program.
- K. **Resolution F20 18.01: Paper and Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways – 10 mins., May/Aschenbach, pg. 175**
The Executive Committee will consider for approval the Pathways Placement Survey.
- L. **Part-time Faculty Nexus Workshop Survey and Mentorship Handbook – 30 mins., Bean/Chow, pg. 179**
The Executive Committee will discuss and consider for approval the survey and mentor handbook for part-time faculty.
- M. **PDC Module: “Focus on CTE” Proposed Changes and Recommendation –15 mins., Cruz, pg. 202**
The Executive Committee will review the module and consider the proposed changes and recommendation.

V. **DISCUSSION**

- A. **Spring Plenary Session Final Planning – 20 mins., Davison/Mica, pg. 228**
The Executive Committee will discuss the final planning for Spring Plenary Session.
- B. **Board of Governors/Consultation Council – 15 mins., Davison/May, pg. 229**
The Executive Committee will receive an update on the recent Board of Governors and Consultation meetings.
- C. **Meeting Debrief – 15 mins., Davison, pg. 230**
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. 231**
 - ii. **Periodic Review Committee, May, pg. 233**

B. Standing Committee Minutes

- i. [Basic Skills and Noncredit Committee, Chow, pg. 238](#)
- ii. [Career Noncredit Education Institute – Career Technical Educational Leadership Committee and Basic Skills and Noncredit Committee Joint Meeting, Chow, pg. 266](#)
- iii. [Career Technical Education Leadership Committee, Cruz, pg. 268](#)
- iv. [Curriculum Committee, Roberson, pg. 273](#)
- v. [Educational Policies Committee, Foster, pg. 275](#)
- vi. [Equity and Diversity Action Committee, Parker, pg. 281](#)
- vii. [Legislative and Advocacy Committee, May, pg. 288](#)
- viii. [Part-Time Committee, Bean, pg. 298](#)
- ix. [Relations with Local Senates Committee \(RwLS\), Curry, pg. 305](#)
- x. [Standards and Practices Committee, Oliver, pg. 306](#)

C. Liaison Reports

- i. [Chancellor’s General Education Advisory Committee \(GEAC\), Bean, pg. 309](#)
- ii. [Diversity, Equity, & Inclusion Implementation Statewide Workgroup, Cruz, pg. 311](#)
- iii. [Recovery with Equity, California Governor’s Council for Post-Secondary Education, Cruz, pg. 314](#)

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: April	Year: 2021
		Item No: I. F.	
		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

- **2021 Spring Plenary** – Virtual Event – April 15-17, 2021
- **2021 Career and Noncredit Education Institute** – Virtual Event – April 30- May 1, 2021
- **Executive Committee Meeting** – Virtual Meeting – May 7, 2021
- **Executive Committee Meeting** – Coronado – June 4-6, 2021
- **2021 Faculty Leadership Institute** - Virtual Event – Virtual Meeting – June 17-19, 2021

Please see the 2020-2021 Executive Committee Meeting Calendar on the next page for ASCCC Executive Committee meetings and institutes.

Reminders/Due Dates

April 19, 2021

- Agenda items for the May 7, 2021 meeting
- Committee reports, if applicable

May 17, 2021

- Agenda items for the June 4, 2021 meeting
- Committee reports, if applicable

Career and Noncredit Education Institute

Materials posted to ASCCC website April 19, 2021.

Faculty Leadership Institute

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

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

- Final Program to Krystinne/Tonya by May 24, 2021.
- AV and event supplies to Tonya by May 24, 2021.
- Final program to printer June 1, 2021.
- Materials posted to ASCCC website June 7, 2021.

Curriculum Institute

- Presenters list due to Krystinne and Dolores by April 30, 2021.
- Final program draft due May 17, 2021 for final reading at June Executive Committee Meeting.
- Final Program to Krystinne by June 10, 2021.
- AV and Event Supply needs to Tonya by June 10, 2021.
- Final program to printer June 24, 2021.
- Materials posted to ASCCC website June 24, 2021.

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.

2021-2022 ASCCC INSTITUTES AND PLENARY SESSION DATES

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

Meeting Type	Approved 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 3, 2021		The Westin Long Beach	TBD
Executive Meeting	December 3-4, 2021		Format TBD (north, south, virtual)	TBD
Executive Meeting	January 7-8, 2022		South	TBD
Executive Meeting	February 4-5, 2022		North	TBD
Executive Meeting	March 4-5, 2022	AREA C	South	TBD
Area Meetings	March 18-19, 2022		Various Locations	TBD
Executive Meeting	TBD		LA Marriott Burbank	
Executive Meeting	May 6, 2022		North	TBD
Executive Committee/ Orientation	June 3-5, 2022		TBD	TBD
SESSION	Approved Date		Location	
Fall Plenary Session	November 5-7, 2021		The Westin Long Beach, Long Beach CA	
Spring Plenary Session	April 6-9, 2022		Los Angeles Marriott Burbank Airport	
INSTITUTES	Proposed Date		Location	
Curriculum Institute	July 7-10, 2021		Virtual	
Academic Academy	October 7-9, 2021		Embassy Suites San Francisco Airport-Waterfront	
Part-Time Institute	February 2022 TBD			
Accreditation Institute	March 2022 TBD		TBD	TBD
Career and Noncredit Education Institute	TBD 2022		TBD	TBD
Faculty Leadership Institute	TBD 2022		TBD	TBD

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
	Stankas	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
	Davison	1/27/2021	Collegiality in Action
Madera	Stanskas, Davison	1/31/2020	Collegiality in Action
Merced	May, Aschenbach, Roberson, Stanskas	3/23/2018	Area A Meeting
	Aschenbach, Eikey	2/6/2019	Technical Visit – MQs and Equivalency
Modesto			
Porterville			
Redwoods, College of the			
Reedley	Aschenbach	5/3/2019	CTE Minimum Qualification Toolkit Regional Meeting
Sacramento City	Foster, Davison	10/18/2017	Part Time Faculty Committee Meeting
	Freitas, Slattery-Farrell, Stanskas	4/3/2018	CTE MQ Workgroup Faculty Meeting
	Cruz, Henderson, Parker, Eikey	11/29/2018	FDC/ EDAC Hiring Regional Planning Meeting
	Parker, Roberson	12/11/2019	CTE / Noncredit Committee Meeting
San Joaquin Delta	Rutan	1/29-30/2018	Curriculum Visit
	Dyer, Aschenbach, May, Stanskas	3/22/2019	Area A Meeting
	Stanskas	9/25/2019	Collegiality in Action
	May, Cruz	2/24/2020	GP Equity
Sequoias, College of the	Dyer, Davison, May, Roberson	10/12/2018	Area A Meeting
	Fulks, Selden	1/31/2020	Guided Pathways Visit
Shasta	Dyer	5/29/2020	Local Senate Visit - Governance, Brown Act Compliance
Sierra	Freitas, May	10/4/2017	10+1
	May, Aschenbach, Bruno, Roberson	10/13/2017	Area A Meeting
	Bean, Bruzzese	8/15/2019	Technical Visit - Building Relationships in Governance
	Bean, Foster	9/19/2019	Faculty Leadership Development College
	Aschenbach, Bean, Davison, May, Stanskas	12/3/2019	ICAS

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
	Aschenbach, Bean, Stankas	3/1/2021	Anti-Racism
DeAnza	Cruz	10/12/2018	Area B Meeting
	Stankas, Davison, Aschenbac, May, Bean, Mica	2/6/2020	ICAS Meeting
	Davison	1/28/2021	Collegiality in Action
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
	Morse	2/5/2021	Collegiality in Action
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
	Stanskas	9/26/2018	Collegiality in Action
	Davison	8/23/2019	Governance/Local Senate
	Cruz, Stanskas	1/21/2021	Diversity, Equity, and Inclusion
	Davison	3/11/2021	Collegiality in Action
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
	Curry, Aschenbach	2/26/2021	Governance
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
	May	3/12/2021	Governance
San Mateo, College of	McKay, Rutan	10/12/2018	AB 705 Workshop
	Stanskas, Davison, Aschenbach, May, Bean, Mica	10/4/2019	ICAS
Santa Rosa Junior	May, Roberson	1/24/2018	GP Resource Team
	McKay	3/23/2018	Area B Meeting
	Aschenbach	10/3/2018	Tech Visit - Gov and Consultation
	Aschenbach, Roberson		Counselor Conference (Petaluma Campus)
	Parker, Curry	11/13/2020	Local Senate Visit - Governance
	Curry	2/19/2021	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
	May/Bean	3/12/2021	Dei/Curriculum
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
	Dyer	2/9/2021	Governance
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
	May	2/26/2021	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, Stanskas, Eikey	10/14/2017	Area C Meeting
	Eikey	5/8/2019	CTE Minimum Qualification Toolkit Regional Meeting
Mt. San Antonio	Aschenbach	6/4/2017	Curriculum Assistance
	Aschenbach	7/19/2018	Curriculum Assistance
	May	11/17/2018	Curriculum Regional
	May	8/1/2019	Senate Governance and Guided Pathways
Oxnard			
Pasadena City	Roberson, Beach, Eikey, May	5/11/2018	Guided Pathways Regional Meeting
Rio Hondo	Beach	9/27/2018	Guided Pathways
	Cruz	8/21/2019	Technical Visit - EDI Focus
	Bean, Davison, Donahue, Bruzzese	10/12/2019	Area C Meeting
	Foster, Bruzzese	1/31/2020	TASSC In-person Meeting
Santa Barbara City	Stanskas	1/18/2019	Collegiality in Action
Santa Monica	McKay	9/14/2018	Equity and Diversity Action Committee Meeting
Ventura	Freitas, Beach	1/18/2018	Noncredit Presentations
West LA			
Area D			
Barstow	Slattery-Farrell, Stanskas	8/29/2017	Technical Visit
	May, Fulks	3/30/2020	Technical Visit - Guided Pathways
Chaffey		10/21/2017	CTE Regional
	Beach, Eikey	12/13/2017	Educational Policies Committee Meeting
Coastline			
Copper Mountain			

Crafton Hills	Rutan, Beach, Foster, Parker, Slattery-Panell, 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
	Chow, Curry	1/29/2021	Governance
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
	Curry, Oliver	2/19/2021	Governance

Norco	Davison, Slattery-Farrell, Eikey, Aschenbach	1/11/2018	RWLS Committee Meeting
	Cruz, Henderson	2/28/2019	Faculty Diversification Regional
	Foster, Rutan, Parker, Stanskas	3/23/2019	Area D Meeting
North Orange - Noncredit	Executive Committee	3/6/2020	Executive Committee Meeting
Orange Coast	Aschenbach	2/9/2018	SLO Symposium
	Beach, Pilati	3/16/2018	Guided Pathways
Palo Verde	Rutan	8/31/2017	TOP Code Alignment
Palomar	Rutan, Parker, Foster, Davison	10/13/2018	Area D Meeting
	Stanskas	4/15/2019	Collegiality in Action
	Davison	2/3/2021	Collegiality in Action
	Curry	3/1/2021	Governance, Brown Act
Riverside City	Davison, Stanskas	11/4/2019	Assembly Higher Education Hearing on Faculty Diversification
Saddleback	Rutan	1/30/2019	Noncredit
San Bernardino Valley	Rutan	5/11/2018	AB 705 Implementation
	Rutan, Parker	9/20/2018	AB 705 Regional
	Foster, Davison	2/19/2019	Accreditation Committee Meeting
	Dyer, Bruzzese	10/30/2019	Local Senate Visit - Brown Act/Roberts Rules
	May, Mica, Cruz, Donahue	1/30/2020	Guided Pathways Taskforce
	Bean	8/14/2020	Technical Visit--Culturally Responsive Curriculum
San Diego City	Beach	1/19/2018	FACCC Board
San Diego Cont. Ed.	Foster, Davison		PT Faculty Meeting
San Diego Mesa	May	9/22/2018	MQRTF Meeting
	Curry, Donahue	1/16/2020	Educational Policies Committee Meeting
San Diego Miramar	Bruno	5/1/2018	Collegiality in Action

Santa Ana	Beach	8/23/2017	Presentation on Role of Local ASCCC Senates Governance
	Foster, May, Bruzzese	1/25/2019	SLO Symposium
	Bean	8/19/2020	Technical Visit--Culturally Responsive Curriculum
Santiago Canyon	Davison, Beach, Rutan	12/8/2017	Basic Skills Committee Meeting
	Rutan, Parker	1/10/2019	Noncredit Committee Meeting
Southwestern	Davison, Foster, Beach	4/7/2018	EDAC Regional
	Parker	9/17/2018	TASCC Meeting
	Davison, Stanskas	9/17-18/2018	Board of Governors and Trustee for California Online CCD
Victor Valley	Fulks	11/1/2019	Guided Pathways Regional Meeting
Calbright College	Davison	10/15/2020	Collegiality in Action

Action Tracking as of 2/5/2021										
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.			
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		In Progress	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.	2.4.21 - The Periodic Review Committee was provided with the summary document.		
First Draft of the Paper on Faculty Professional Development	February	2021	IV. G.	Faculty Leadership Development Committee		Assigned	The Faculty Leadership Development Committee will consider the use of "development" in Academic Senate programming and bring a recommendation to a future meeting.			



EXECUTIVE COMMITTEE MEETING

EXECUTIVE COMMITTEE MEETING

Friday, March 5 to Saturday, March 6, 2021

Zoom and Teleconference

I. ORDER OF BUSINESS

A. Roll Call

President Davison called the meeting to order at 9:00 AM and welcomed members and guests.

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

Liaisons and Guests: Dan Crump, Liaison, Council of Chief Librarians (CCL); Debbie Klein, President, Faculty Association of California Community Colleges (FACCC); Aisha Lowe, Vice Chancellor for Educational Services and Support, California Community College Chancellor's Office (CCCCO); Leslie Minor, West Central Chair, California Community College Chief Instructional Officers (CCCCIO); Karissa Morehouse, Board Member, The Research and Planning (RP) Group, and Rosaleen Ryan, Board Member, The Research and Planning (RP) Group.

Staff: Tonya Davis, Director of Administration; April Lonero, Executive Assistant; Edie Martinelli, Events Manager.

B. Approval of the Agenda

MSC (Stewart Jr./Curry) to approve the agenda and consent calendar with the following modifications:

The addition of item IV. B. i. Resolution F20 18.01: Paper and Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways

C. Land Acknowledgement

We begin today by acknowledging that we are holding our gathering on the land of the Nisenan Nations 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.

D. 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.

Cesar Lopez, San Diego Mesa College; Carlos Guerrero, CCC Ethnic Studies Faculty Council; James Keller, California Community Colleges Independents (CCCI) Union; and Roy Shahbazian, Santa Ana College, were in attendance.

Carlos Guerrero provided a verbal and written statement on behalf of the CCC Ethnic Studies Faculty Council.

E. Executive Committee Norms, pg. 5

Members were reminded about the Executive Committee Norms.

F. Calendar, pg. 6

Members were updated on deadlines.

G. Local Senate Visits, pg. 14

Members updated the Local Senate Visits record.

H. Action Tracking, pg. 25

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

I. One Minute Check-In

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

II. CONSENT CALENDAR

A. February 5-6, 2021, Meeting Minutes, Aschenbach.

B. Part-time Committee Spring Nexus Workshops, Bean, pg. 26

III. REPORTS

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

Davis informed the committee that Melissa Marquez started March 1, 2021, as an Administrative Assistant working on grants and the appointment process. Davis provided an update on the February professional development activities and highlighted the release of the paper *Anti-Racism Education in the California Community Colleges*, with additional papers forthcoming. Davis shared updates on Spring Plenary planning including presenter trainings, attendee snack bags, and election information.

Davison congratulated the teams behind the Faculty Empowerment and Leadership Academy (FELA) and Part-Time Faculty Institute for successful events in February. Davison and May attended the virtual National Legislative Summit on February 8-10, 2021, with the Chancellor's Office and the Community College League of California (CCLC). The Academic Senate's Legislative and Advocacy Day was February 23, 2020 with over 30 virtual visits, and the

Intersegmental Committee of Academic Senates' (ICAS) Legislative Day was on March 3, 2021. Davison attended the opening session of the A²MEND Summit to introduce Parker for the welcome address and will present the Hayward Awards at the March Board of Governors meeting.

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

Henderson reported that the Foundation Directors met February 11, 2021, to discuss Spring Fundraising and the Sponsorship and Marketing Plan. Current scholarship opportunities include the Innovation Scholarship, A²MEND Summit Scholarships, and Spring Plenary Scholarships. The Foundation is continuing to collect funds for the Innovation Scholarship and promote AmazonSmile. Henderson has provided written Foundation Updates for the Area meetings. The next Foundation Directors meeting is on April 8, 2021.

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.

Karissa Morehouse, The Research and Planning (RP) Group Board Member, provided an oral report. Morehouse reported that registration is open for the Virtual RP Conference on April 7-9, 2021, and the theme is Strengthening the Role of IRPE in Support of Diversity, Equity, Inclusion and Anti-Racism. Morehouse provided an update on the professional learning opportunities currently available. The Call for Proposals for the 2021 Strengthening Student Success Conference is now open. Morehouse shared that research on students' transfer experience during the pandemic is being conducted and colleges are completing a Winter/Spring enrollment survey. The AB705 Qualitative Interview Report and the Using Data to Inform Meta-Majors Efforts guide are available on the RP website.

Debbie Klein, Faculty Association of California Community Colleges (FACCC) President, provided an oral report. Klein shared that FACCC is sponsoring AB 1326 (Arambula) Public social services: county liaison for higher education and is co-sponsoring AB 375 (Medina) Community colleges: part-time employees. FACCC continues to advocate for community college priorities in the state budget. FACCC is serving on the Diversity, Equity, and Inclusion (DEI) subgroup for evaluation and tenure review. Klein reported that the FACCC re-branding will launch soon and updated the committee on upcoming events including the 2021 Advocacy and Policy Conference on March 12-13, 2021, and subsequent Week of Action.

Dan Crump, Council of Chief Librarians (CCL) Liaison, provided an oral report. Crump reported that the annual Directors and Deans meeting is upcoming and will be held virtually. The CCL is holding weekly webinars and will include a networking component for attendees. Crump shared that the CCL is working with the LSP Governance Committee to pursue on-going funding for the Library Services Platform (LSP) project. The CCL is participating in the conversations regarding campus re-

opening plans as they relate to libraries and librarians.

Leslie Minor, California Community College Chief Instructional Officers (CCCCIO) West Central Chair, provided an oral report. Minor shared that the CIOs are discussing the implementation of the CSU Ethnic Studies requirement in the community college system, AB 705 implementation and support for colleges, Strong Workforce funding, the Student Centered Funding Formula, and campus re-opening plans. The Spring 2021 Virtual Conference, Better Together as One Community! (Using Our Equity Toolkits for Change), will be April 7-9, 2021.

D. Chancellor's Office Liaison Report – 45 mins., Davison, pg. 27

Aisha Lowe, Vice Chancellor for Educational Services and Support, provided an oral report. Lowe reported that a memo on Ethnic Studies Transfer Alignment is forthcoming and shared an update on the proposed Title 5 regulations adding an Ethnic Studies graduation requirement. Lowe noted that all of title 5 §55063, not just specific to ethnic studies requirement, is under review for language and consistency. The submitted AB 705 Placement Validation Practices Templates are under review and a webinar will be held to support the completion of the templates for English as a Second Language (ESL). The AB 1805 reporting templates for placement policies and placement results are under final review and will be released to the colleges with a late spring deadline. The request for proposals for the Competency-based Education Collaborative is closing with the goal of seven to ten colleges joining the pilot.

IV. ACTION ITEMS

A. Legislative Report – 30 mins., May, pg. 28

The Executive Committee received a report on the 2021-22 legislative session and discussed the legislative process. May shared recommendations from the Governor's Council for Post-Secondary Education's Recovery with Equity Taskforce report, Recovery with Equity: A Roadmap for Higher Education after the Pandemic. May updated the committee on Assembly and Senate bills of interest and past relevant Academic Senate positions. May noted bills that the Academic Senate is working with the authors on and watching to determine if a position needs to be taken. Davison updated the committee on the dual admissions proposal in the Governor's trailer bill. The committee discussed the possible impacts of AB 927 (Medina) Public postsecondary education: community colleges: statewide baccalaureate degree pilot program, AB 928 (Berman) Postsecondary education: transfer process, and AB 1040 (Muratsuchi) Community colleges: ethnic studies.

The committee discussed the differences in the Ethnic Studies requirements proposed by legislation and those under consideration as Title 5 changes developed by the California Community Colleges Curriculum Committee (5C). Members expressed concerns with the proposed legislation. The timeline for the Title 5 regulation changes is a reading by Consultation Council in March 2021, the first reading by the Board of Governors in May 2021, and the second reading and consideration of approval by the Board of Governors in July 2021 with an effective date of Fall 2022. Davison updated the committee on additional aspects

to clarify and strengthen the ethnic studies general education requirement such as defining ethnic studies in the Program and Course Approval Handbook (PCAH), developing and revising minimum qualifications, developing a transfer model curriculum (TMC) with the California State University system, and creating recommendations for the current social justice studies TMC.

No action by motion was taken on this item.

B. Guided Pathways Implementation and Integration to Transfer and Careers – 15 mins., Davison, pg. 38

The Executive Committee received an update on the Guided Pathways implementation and integration to transfer and careers.

No action by motion was taken on this item.

i. Resolution F20 18.01: Paper and Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways – 10 mins., May

The Executive Committee provided feedback on a draft survey regarding placement in English, ESL, and mathematics pathways to inform the paper requested in Resolution F20 18.01: Paper and Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways. May shared the intent of the survey is to find the areas of success, areas of improvement, and what support is needed. The survey draft will be brought to the April Executive Committee Meeting for approval and distribution in late April.

No action by motion was taken on this item.

C. Culturally Responsive Student Services, Student Support, and Curriculum – 20 mins., Davison, pg. 41

The Executive Committee received an update on culturally responsive student services, student support, and curriculum in the system. Davison reminded the committee of the timeline for the Title 5 changes to include ethnic studies as a graduation. Davison shared concerns colleges are expressing regarding implementation and ways the Academic Senate can support local college decisions. Davison detailed other potential actions regarding ethnic studies, including defining ethnic studies in the PCAH, creating an ethnic studies TMC, determining the status of the social justice studies TMC, developing Course Identification Numbering (C-ID) descriptors for ethnic studies courses, reevaluating the minimum qualifications for ethnic studies, and creating minimum qualifications for Asian American and Native American Studies. Davison explained the role of the Academic Senate and emphasized the need to engage discipline faculty, system partners, and provide professional development and support to colleges.

Members discussed supporting ethnic studies faculty in leading efforts, creating a safe space for ethnic studies faculty of color, soliciting feedback, and following

the identified processes for policy and system change.

No action by motion was taken on this item.

D. Equity Driven Systems – 20 mins., Davison, pg. 42

The Executive Committee received an update on the Equity Driven Systems in the system. Bean requested a process be developed to track the use and marketing of tools such as the Canvas Hiring Modules, and to recommend helping colleges actively implement resolution F20 03.01 Support The Anti-Racism Pledge. Aschenbach shared a request for participation advocacy during the Black Student Success Week, April 26-30, 2021. The committee discussed past practice regarding advocacy and requested more information on the type of advocacy and role of the Academic Senate in the Black Student Success Week advocacy.

i. DEI CCCT Workgroup on Diversification of Search Committees – 10 mins., Aschenbach, pg. 43

The Executive Committee reviewed and provided feedback on the California Community College Trustees (CCCT) DEI Workgroup 1B recommendations. Aschenbach provided context around the recommendations. The committee discussed the inclusion of students on hiring committees, potential concerns about confidential information, and the need for more guidance in implementation.

ii. DEI CCCT Workgroup on Mentoring – 10 mins., Aschenbach, pg. 53

The Executive Committee reviewed and provided feedback on the CCCT DEI Workgroup 3 resource and recommended policy. Aschenbach provided context around the recommendations and model policy. Members discussed the differences in messaging regarding professional development and networking for faculty of diverse backgrounds. The committee suggested including the mentoring information in the Canvas Hiring Modules.

MSC (Bean/Chow) to support the CCCT DEI Workgroup 1B and Workgroup 3 recommendations and draft mentoring policy.

E. Standards and Practices Committee Policy Edits First Reading – 20 mins., Oliver/Aschenbach, pg. 56

The Executive Committee reviewed and provided feedback on the first reading of the edited policies. Oliver shared the revisions to policies 10.02, 10.03, 10.04, 10.07, 20.03, 20.04, 30.02, 30.03, and 30.04. The committee suggested edits to the language around stipends, 100% reassign time, and donating honorarium. The revised policies will return for a second reading and consideration for approval at a future Executive Committee Meeting.

No action by motion was taken on this item.

F. Standards and Practices Committee Policy Edits Second Reading – 20 mins., Oliver/Aschenbach, pg. 69

The Executive Committee reviewed the second reading of the edited policies. Oliver shared the revisions to policies 10.01, 10.05, 10.06, 20.01, and 30.01 since the first reading at the December Executive Committee Meeting. Members suggested the revision of the definition of public to “individuals who are not a member of the Executive Committee, Academic Senate for California Community Colleges staff, liaisons, or invited guests.”

MSC (Curry/Roberson) to approve the revised policies: 10.01, 10.05, 10.06, 20.01 and 30.01 with the revision to the definition of public in policy 10.01.

G. Virtual Resolutions Process for Inclusion in the Resolutions Handbook – 10 mins., Curry, pg. 83

The Executive Committee reviewed and provided feedback on the “Virtual Resolutions Process” for inclusion in the Resolutions Handbook. Members suggested edits regarding consistency and noted the broad directions to allow flexibility in the future.

MSC (Bean/Foster) to approve the “Virtual Resolutions Process” for inclusion in the Resolutions Handbook.

H. ASCCC Inclusion, Diversity, Equity and Anti-Racism (IDEAs) Liaison – 25 mins., Curry, pg. 86

The Executive Committee reviewed the proposed resolution on the creation of an ASCCC IDEAs Liaison from the Relations with Local Senates (RwLS) Committee. Curry shared the development of the IDEA liaison and potential concerns including overworking the liaison. It was noted that there are only three basic expectations of the IDEA Faculty Liaison and that the rest of the description is suggested. Members suggested including information on working with partner organization, working with the local senate president, and encouraging that this position be compensated by the college or given a vote on the local academic senate. The committee discussed an Academic Senate representative to connect with the liaisons, suggestions included the EDAC chair, or a non-Executive Committee member provided reassignment for this role.

MSC (Bean/Foster) to approve including the proposed resolution “Establishing Local Inclusion, Diversity, Equity and Anti-racism (IDEA) Liaison” in the Spring 2021 Resolution Packet.

I. Resolutions Packet for Area Meetings – 90 mins., Curry, pg. 88

The Executive Committee reviewed and revised the resolutions packet to forward to the Area meetings in March 2021 for discussion. Curry shared the amended resolution process and timeline based on the virtual format of the Plenary Session. Members reviewed the role of the Executive Committee in forwarding proposed resolutions to Area meetings. Edits were made to the draft resolutions to articulate the issues under debate better, as well as provide clarity on the intent of the resolution.

MSC (Vélez/Aschenbach) to approve the Executive Committee as the contact

for resolution 20.01 “Enabling Preferred Name and Pronoun across Campus and all Digital Environment.”

MSC (Vélez/Stewart Jr.) to approve the Spring 2021 Pre-session resolution packet including the proposed resolution creating the IDEA Liaison and pending the approval of the Faculty Professional Learning paper.

J. Career Noncredit Education Institute Final Program – 20 mins., Chow/Cruz, pg. 97

The Executive Committee reviewed and provided feedback on the final program for the 2021 Career and Noncredit Education Institute. Chow updated the committee on the changes to the program since the last reading. The committee considered forthcoming edits to the program including presenter confirmations. Members discussed the event planning and communication processes regarding presenters and codifying practices in the Executive Committee Livebinder.

MSC (Aschenbach/May) to approve the 2021 Career Noncredit Education Institute program with a request that an updated copy be sent to the Executive Committee and follow up with participating Executive Committee members as requested.

K. Second Draft of the Paper on Faculty Professional Development Second Draft of the Paper on Faculty Professional Development – 20 mins., Foster, pg. 108

The Executive Committee reviewed and provided feedback on the second draft of the paper on faculty professional learning. The committee discussed the use of “learning” in place of development, expanding on the explanation in the paper, and providing information about the language shift in presentation spaces while recognizing colleges will use varied language.

MSC (Curry/Bean) to approve forwarding the paper *Going Beyond Development: Faculty Professional Learning—An Academic Senate Obligation to Promote Equity-Minded Practices that Improve Instruction and Student Success* to the delegates for adoption at the 2021 Spring Plenary Session.

L. 2021 Spring Plenary Session Planning – 30 mins., Davison/Mica, pg. 137

The Executive Committee reviewed and provided feedback on the 2021 Spring Session program. Davison reviewed the assigned sessions, expectations of Executive Committee Members at plenary, and deadlines. The committee discussed the resolutions and elections processes.

MSC (Stewart Jr./Henderson) to approve the 2021 Spring Plenary Program.

M. Faculty Leadership Institute General Sessions and Breakouts – 30 mins., Davison/Mica, pg. 138

The Executive Committee reviewed topics for the 2021 Faculty Leadership Institute. Davison provided background information on the audience and focus of the Faculty Leadership Institute and reminded the committee that assignments are

based on the 2021-2022 Executive Committee composition. Members suggested topics such as actualizing and operationalizing DEI and anti-racism, racelighting, possible changes to Brown Act meeting requirements, allyship, affinity groups on campus, DEI as a leader, trauma informed pedagogy, a new leader session, and mock resolutions. Davison requested that additional ideas are sent to the office via email.

MSC (Curry/Stewart Jr.) to approve the current structure of the Faculty Leadership Institute.

N. Distance Education Guidelines/DEETAC – 20 mins., Stewart Jr., pg. 141

The Executive Committee received an update on the recent Distance Education and Educational Technology Advisory Committee (DEETAC) meeting. Stewart Jr. explained that the Distance Education (DE) Guidelines and DE compendium were under development for a considerable amount of time and DEETAC was informed that the Chancellor's Office no longer intended to release the guidelines or compendium until Title 5 changes were made. The committee considered potential solutions, including creating a resolution urging the release of the guidelines and compendium, directing the President to work directly with the Chancellor's Office on its release, and working with stakeholders to release the compendium separate from the Chancellor's Office. Members discussed the value of the guidelines as a living document to support colleges.

MSC (Curry/Stewart Jr.) to direct the President to work with system partners to facilitate the release of the compendium and other guidelines.

MSC (Aschenbach/Foster) to add a resolution to the Spring Resolution packet urging the Chancellor's Office to release the DE Guidelines and compendium.

V. DISCUSSION

A. Board of Governors/Consultation Council – 15 mins., Davison/May, pg. 142

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

The next Board of Governors Meeting is on March 22-23, 2021, and will include the presentation of the Hayward Awards.

Consultation Council met February 18, 2021, and included a review of the request for a change to the Disciplines List to include the Registered Behavior Technician discipline, and an update on federal and state budget and legislative priorities. Davison shared the Chancellor's Office fiscal health and resiliency framework, including an update on the status of district fiscal monitoring, and a tool to assist in the implementation of the Student Centered Funding Formula.

B. Meeting Debrief – 15 mins., Davison, pg. 143

The Executive Committee debriefed the meeting to assess what worked well and where improvements may be implemented.

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

A. Senate and Grant Reports

- i. Guided Pathways Task Force, May, pg. 144
- ii. Periodic Review Committee, May, pg. 149

B. Standing Committee Minutes

- i. Career Technical Education Leadership Committee, Cruz, pg. 151
- ii. Curriculum Committee, Roberson, pg. 155
- iii. Relations with Local Senates, Curry, pg. 157
- iv. Resolutions Committee, Curry, pg. 159
- v. Standards and Practices Committee, Oliver, pg. 161

C. Liaison Reports

- i. California Community Colleges Curriculum Committee (5C), Roberson, pg. 164
- ii. Credit for Prior Learning (CPL) Workgroup, Cruz, pg. 167
- iii. Diversity, Equity, & Inclusion Implementation Statewide Workgroup, Cruz, pg. 173

D. Local Senate Visits

VII. ADJOURNMENT

The Executive Committee adjourned at 11:50 AM

Respectfully submitted by:

April Lonerio, Executive Assistant

Cheryl Aschenbach, Secretary



Executive Committee Agenda Item

SUBJECT: Standards & Practices Committee Charge Edits		Month: April	Year: 2021
		Item No: II. B.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider approval of the revised Standards & Practices Committee charge.	Urgent: No	
		Time Requested: N/A	
CATEGORY:	Consent Calendar	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Oliver/Cheryl Aschenbach	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Standards & Practices Committee has conducted a full review of the committee charge and would like to recommend approval of the following edited charge:

Standards and Practices Committee Charge

The Standards & Practices Committee is charged with reviewing, acting on, and monitoring various activities as needed and assigned by the President or the Executive Committee of the Academic Senate [for California Community Colleges \(ASCCC\) with a focus on diversity, equity, and inclusion in all aspects of the committee's work](#). The Standards & Practices Committee's activities include, but are not limited to, conducting the Disciplines List revision process; analyzing and reviewing suggested changes in Executive Committee policies, [ASCCC Academic Senate](#) Bylaws, and Rules; administering designated statewide faculty awards presented by the Board of Governors and the [ASCCC Academic Senate](#); and reviewing and recommending revisions to all processes under its purview as needed. The Standards and Practices Committee also provides professional guidance and technical assistance regarding faculty minimum qualifications and equivalence to the minimum qualifications.

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

Executive Committee Agenda Item

SUBJECT: Legislative and Advocacy Committee Charge Revision		Month: April	Year: 2021
		Item No: II. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval the Legislative and Advocacy Committee Charge Revision.	Urgent: No	
		Time Requested: NA	
CATEGORY:	Consent Calendar	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Virginia May	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Legislative and Advocacy Committee (LAC) is proposing a revision to the charge of the LAC. The recommended language reinforces that equity, inclusivity, and a student-centered approach are foundational to the work of the LAC.

Proposed Revision to Charge

The Legislative and Advocacy Committee (LAC) is responsible for providing the ASCCC President with background information on all legislation related to academic and professional matters. Using equity minded, inclusive research and analysis through a student-centered lens, and representation on appropriate advocacy groups, the LAC Committee will provide the ASCCC President and the Executive Committee with recommendations on such legislation. The LAC identifies existing ASCCC positions and relates them to proposed legislation. The LAC Committee is also responsible for providing legislative alerts to the local academic senates, identifying liaison persons to contact legislators, and providing support to local academic senates regarding California's legislative process as it has bearing on academic and professional matters. It is the goal of the LAC Committee to provide the ASCCC President and the Executive Committee with the resources to ensure that the ASCCC Senate is recognized as the voice of authority with the California Legislature, Legislative Analyst's Office, Department of Finance, and Governor's Office in the areas of academic and professional matters.

The LAC in consultation with the ASCCC President plans and participates in advocacy training and in the annual ASCCC Legislative and Advocacy Day.

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



Executive Committee Agenda Item

SUBJECT: The Equity and Diversity Action Committee (EDAC) Charge		Month: April	Year: 2021
		Item No: II. D.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval the revised EDAC charge.	Urgent: No	
		Time Requested: NA	
CATEGORY:	Consent Calendar	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	LaTonya Parker	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

EDAC and GPTF Recommendations EDAC and GPTF Recommendations to modify their charge to incorporate the aspects of GP that apply, since they will no longer exist next academic year. GPTF’s recommendations to try to map GP goals and pillars.

The Equity and Diversity Action Committee (EDAC) responds to resolutions from the sessions that deal with the issues of equity, ~~and~~ diversity, and inclusion in hiring, equal opportunity, and cultural diversity in the curriculum. ~~The EDAC committee~~ recommends strategies that promote student equity and student success, including effective teaching and student learning styles and fostering a campus climate conducive to faculty diversity and student achievement. The committee provides overall guidance to colleges and recommendations to the Executive Committee with regard to the inquiry, design, and implementation of Guided Pathways frameworks and engages in broad, and inclusive discussion and inquiry about the diversity, action and inclusion integral in the Guided Pathways approach, framework and evidence. The Committee advises the Executive Committee on guidelines, laws and regulations relating to equal opportunity and cultural diversity and promotes the integration of equity and diversity issues in appropriate ASCCC activities.

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



Executive Committee Agenda Item

SUBJECT: Chancellor’s Office Liaison Discussion		Month: April	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: 30 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

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

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

Executive Committee Agenda Item

SUBJECT: Legislative Report		Month: April	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. Last day for bills to be introduced was February 19, 2021.

ASCCC Legislative Report as of March 25, 2021:

Attached is the Legislative Report as of March 25, 2021. An update including any requested action will be posted with the [Executive Committee meeting agenda](#), Item IV.A, before the April Executive Committee meeting.

CCCCO: [Policy and Advocacy](#)

CCLC: [Government Relations Newsletters](#)

[FACCC Advocacy](#)

[SSCCC Legislative Advocacy](#)

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>

Assembly Daily History: <https://clerk.assembly.ca.gov/content/daily-history>

Senate History: <https://www.senate.ca.gov/content/senate-histories>

Department of Finance Trailer Bill Language: <https://esd.dof.ca.gov/dofpublic/trailerBill.html>

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

Legislative Report
ASCCC Executive Committee Meeting
April 14, 2021
Last update: March 27, 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

- 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
- April 30 – Last day for policy committees to meet and report to fiscal committees fiscal bills introduced in their house
- June 4 – Last day for each house to pass bills introduced in that house
- June 15 – Budget Bill must be passed by midnight
- July 14 – Last day for policy committees to meet and report bills
- September 30 – Last day for any bill to be passed

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

The legislature is expected to focus on the following issues:

- Direct response to COVID-19
- Ethnic Studies
- Student trustee rights
- Student Basic Needs
- Transfer Reform
- Legislation held back in 2020 due to COVID-19

REPORT: Governor’s Council for Post-Secondary Education formed a Recovery with Equity Taskforce in August 2020. Here is their report: [Recovery with Equity: A Roadmap for Higher Education after the Pandemic](#).

Recommendations to Note

5. Streamline and Unify the College Admission Process

Recognizing that most learners attend more than one college in order to earn a degree, California public institutions should adopt a streamlined and unified admission process, enabled by an

integrated technology platform, that provides an option for **dual admission** to smooth the pathway for learners who wish to attend a four-year institution but begin at a community college.

6. Develop a Common Course Numbering System

To streamline transfer from two- to four-year institutions and reduce excess credit accumulation, **California’s community colleges should adopt a common course numbering system**, starting with general education requirements, and eventually expanding to transfer pathway courses. The aim would be to align all community college courses so that students transferring to four-year institutions know, as they are pursuing their courses, that they are meeting the requirements of the receiving institutions.

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 not apply to peace officers already employed.

Official ASCCC Position/Resolutions:

Status: Amended and Re-referred to Committee on Public Safety 2/18/21

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

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

This would remove the current sunset date of 2027 of the College and Career Access Pathways program, which greatly expands college’s ability to provide dual enrollment opportunities to high school students. It would specify that “high school,” for purposes of a CCAP partnership, includes a community school or juvenile court school, and authorize county offices of education to enter into CCAP partnerships with the governing boards of community college districts.

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

Status: Amended and passed out of Committee on Higher Ed and Re-referred to Committee on Education 3-24-21. Passed out of committee 3/24/21. Read second time and amended 3/25/21.

Notes:

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

This bill would permit County Offices of Education to enter into College and Career Access Pathways agreements with community colleges.

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

Status: Referred to Committees on Higher Education and Education 1/11/21. Canceled from hearing on 3/24/21.

Notes:

[AB 417 \(McCarty\)](#) – Rising Scholars Network: justice-involved students.

This would authorize the Chancellor’s Office to establish a program, named the Rising Scholars Network, to enter into agreements with up to 50 community colleges to provide additional funds for services in support of justice-involved (current or formerly incarcerated) students.

Official ASCCC Position/Resolutions: The ASCCC supports providing educational opportunities and services to current and formerly incarcerated students. Resolutions: [F19 3.06](#), [S17 5.01](#), [S17 7.02](#), [S17 17.02](#).

Status: Passed out of Committee on Higher Education and Re-referred to Committee on Appropriations 3-24-21.

Notes: This bill reintroduces [AB 2341 \(McCarty, 2020\)](#). Following the “System Policy Advocacy Webinar” of March 12, a sample letter of support for AB 417 was shared for individuals or groups that wish to submit a letter of support. The ASCCC delegates will have an opportunity to support this bill during the 2021 Spring Plenary Session: see 6.02 S21 in the [Resolution Packet](#).

[AB 421 \(Ward\)](#) – Community colleges: career development and college preparation courses.

This bill would require the Board of Governors to adopt regulations, no later than May 31, 2022, requiring the accounting of students enrolled in career development and college preparation courses to be conducted by positive attendance count or by census basis.

In addition, it would augment the definition of qualifying courses as a “complement of courses” instead of a “sequence of courses”.

Official ASCCC Position/Resolutions: Although the ASCCC did not take an official position on the previous bill, AB 1727 (Weber, 2019), there are positions of support to equalize noncredit funding with that of credit. Resolutions: [F20 13.02](#), [S19 9.02](#), [F18 9.02](#), Rostrum Article: [Changes Ahead for Noncredit?](#); ASCCC Paper: Noncredit Instruction: [Opportunity and Challenge](#)

Status: Passed out of Committee on Higher Education and Re-referred to Committee on Appropriations 3-24-21.

Notes: This bill reintroduces AB 1727 (Weber, 2019) that was vetoed by the Governor on 10/19/19 due to a likely substantial increase in cost. Consideration of Governor's veto was stricken from the file on 1/21/20. The ASCCC delegates will have an opportunity to support this bill during the 2021 Spring Plenary Session: see 6.03 S21 in the [Resolution Packet](#).

Supported by Advisory Committee on Legislation.

[AB 492 \(Patterson\)](#) – Cosmetology students: externships.

This bill would delete the requirement that the cosmetology externship be unpaid and would permit a student to work as an extern upon completion of at least 25%, instead of 60% of the clock hours required for graduation in the course, and would prohibit the extern's clock hour credit for graduation from exceeding 25 hours per week and 25% of the total clock hours required for completion of the course instead of the current 8 hours per week and 10% of the total clock hours.

Official ASCCC Position/Resolutions:

Status: Referred to Committee on Business and Professions 2/18/21.

Notes: This bill may have an impact on cosmetology programs at California community colleges.

[AB 927 \(Medina\)](#) – Public postsecondary education: community colleges: statewide baccalaureate degree pilot program.

This bill would remove the pilot designation, permit more than 15 colleges to participate, permit districts to offer multiple programs, require documentation regarding unmet workforce, but would still prohibit duplication of a CSU or UC program.

Official ASCCC Position/Resolutions: The ASCCC passed resolutions [F19 6.01](#) to reverse the ASCCC prior position on the baccalaureate program and remove the pilot designation and [F19 6.02](#) to expand the baccalaureate program in disciplines and communities that best serve students and prioritize expansion of baccalaureate programs in allied health fields.

Status: Referred to Committee on Higher Education 2/25/21.

Notes: See [AB 1115 \(Choi\)](#) – Public postsecondary education: community colleges: statewide baccalaureate degree pilot program. *This bill would extend the pilot program by one year.*

[AB 928 \(Berman\)](#) – ~~Postsecondary education: transfer process.~~ Student Transfer Achievement Reform Act of 2021: Associate Degree for Transfer Intersegmental Implementation Committee.

This bill would:

- Establish the Associate Degree for Transfer Intersegmental Implementation Committee to serve as the primary entity charged with the oversight of the ADT.
- Require the California State University, working jointly with the University of California, on or before December 31, 2022, to establish a singular lower division general education pathway.
- Examine the 60-unit lower division pathway is impeding the development of science, technology, engineering, and mathematics (STEM) degree pathways, and whether STEM degree pathways require a differing unit threshold, shall not recommend a change of more than six units.
- Guidance to community college counselors and articulation officers on their role in communicating the value of the ADT pathway.
- Automatically place students on ADT pathways where they exist. A student may opt out of the ADT pathway for a terminal local associate degree or a University of California equivalent transfer pathway.

Official ASCCC Position/Resolutions: ASCCC has long supported streamlining transfer to four-year institutions, especially to CSU and UC that meet the needs of the students. Examples include resolutions [S95 4.09](#), [S10 4.05](#), [F17 4.01](#), [F18 15.01](#); Rostrum articles [November 2011](#), [November 2015](#), [February 2020](#), and April 2021; Transfer Alignment project [2020 RP Group SSSC](#), [2020 Curriculum Institute](#); and the recently approved ASCCC Paper, [Effective and Equitable Transfer Practices in California Community Colleges](#), November 2020.

Status: Amended and re-referred to Committee on Higher Education 3/18/21. Re-referred to Committee on Higher Education 3/22/21.

Notes: Assembly member Berman’s office is in communication with the ASCCC, and other groups. The Campaign for College Opportunity is sponsoring this bill. The author has invited the SSCCC to be a co-sponsor.

[AB 940 \(McCarty\)](#) – College Mental Health Services Program.

The bill would amend Proposition 63 so that those funds could be used for the purpose of increasing campus (all three segments) student mental health services and mental health-related education and training. The bill would require campuses that participate in the program to report annually on the use of those grant funds and to post that information on their internet websites.

Official ASCCC Position/Resolutions: The ASCCC took a [position of support \(as of 4/7/16\)](#) for [AB 2017 \(McCarty, 2016\)](#) an earlier bill that would have reallocated existing funds to support college mental health programs.

Status: Passed out of committee and Re-referred to committee Higher Education 3/24//21.

Notes:

[AB 949 \(Mullin\)](#) – Community colleges: ~~life science~~ biological sciences incubators.

This bill would require the Chancellor’s Office of the California Community Colleges to establish a grant program to provide funding to interested community colleges that, through a public-private partnership, establish a biological sciences incubator, as defined, on their campuses for the participation and benefit of their students. The bill would require the chancellor’s office to establish specific requirements for community colleges to be eligible for the grant moneys, and to work collaboratively with the community colleges that are interested in the program. The bill would also require the chancellor’s office to convene a group of stakeholders to obtain and provide the information that will be necessary to enable interested community colleges to implement the program.

The bill would appropriate, without regard to fiscal year, \$5,000,000 from the General Fund to the Chancellor’s Office of the California Community Colleges for allocation to community college districts for purposes of the bill. The funds appropriated by this bill would be applied toward the minimum funding requirements for school districts and community college districts imposed by Section 8 of Article XVI of the California Constitution.

Official ASCCC Position/Resolutions:

Status: Amended and re-referred to Committee on Higher Education 3/22/21.

Notes: This bill has been amended and is no longer a spot bill. The term “biological sciences incubator” means a laboratory space where biotechnology research is conducted and where students may obtain academic knowledge and practical experience with participating biotechnology businesses.

[AB 1040 \(Muratsuchi\)](#) – Community colleges: ethnic studies.

This bill would require the CCCs to require an ethnic studies course for those students seeking an ADT.

Official ASCCC Position/Resolutions: The ASCCC has a long history of supporting ethnic studies education in the curriculum. Two ASCCC resolutions passed in fall 2020 support strengthening the ethnic studies graduation requirement through changes in Title 5: [F20 9.03](#) and [F20 9.04](#). Past position of reluctant opposition to a prior bill.

Status: Referred to Committee on Higher Education 3/4//21.

Notes: Proposed changes to Title 5 §55063 were presented to the CCCCCO Consultation Council on March 18, 2021. It is expected that the proposed changes will be on the CCCCCO Board of Governors May 2021 agenda for a First Reading.

[AB 1111 \(Berman\)](#) – Postsecondary education: common course numbering system.

This bill was a spot bill, but now would require the California Community Colleges to adopt, at all community colleges and for each community college campus catalog, a common course numbering system, starting with courses included in the Course Identification Numbering System (C-ID) and expanding to general education requirements and transfer pathway courses, as specified. By requiring community college campuses to incorporate the common course numbers in their catalogs, the bill would impose a state-mandated local program.

Official ASCCC Position/Resolutions: The ASCCC has [past positions](#) on common course numbering and a [1995 Paper](#). Resolutions [F94 4.01](#), [F94 4.02](#) and [S95 4.01](#) were repealed by resolution [F95 4.05](#). Additional resolutions on Common Course Numbering include [S95 4.11](#) and [S96 4.01](#). Resolutions on C-ID include [F10 15.01](#), [S12 9.02](#), [S12 9.05](#), [F12 9.03](#), [F14 9.07](#), [F14 9.13](#), [F15 13.01](#), [F16 15.02](#), [F19 9.02](#).

Status: Amended and Re-referred to Committee on Housing and Community Development 3/23/21. Re-referred to Committee on Higher Education 3/25/21.

Notes: This bill originally would have required that the Department of Housing and Community Development recommendations for an improved regional housing need allocation process and methodology additionally promote and streamline the development of housing for low-income community college students.

Common Course Numbering is in Recommendation 6 of the [Recovery with Equity: A Roadmap for Higher Education after the Pandemic](#) Report.

The California Postsecondary Education Commission (CPEC) in their report, *Common Course-numbering Systems: A Report to the Legislature in Response to Senate Bill 851 (1983)* determined that funding for such a project was excessively costly and probably unworkable in a 1984 report referenced in the ASCCC November 1995 Paper, [Towards a Common Course Numbering System](#).

[AB 1115 \(Choi\)](#) – Public postsecondary education: community colleges: statewide baccalaureate degree pilot program.

This bill would extend the pilot by one year: July 1, 2027

Official ASCCC Position/Resolutions: The ASCCC passed resolutions [F19 6.01](#) to reverse the ASCCC prior position on the baccalaureate program and remove the pilot designation and [F19 6.02](#) to expand the baccalaureate program in disciplines and communities that best serve students and prioritize expansion of baccalaureate programs in allied health fields.

Status: Referred to Committee on Higher Education 3/4/21.

Notes: Watch as this bill may be serving as a spot bill. See [AB 927 \(Medina\)](#) – Public postsecondary education: community colleges: statewide baccalaureate degree pilot program. *Eliminates pilot designation, cap on number of colleges participating and number of programs in a district.*

[AB 1187 \(Irwin\)](#) – Community colleges: tutoring.

This bill adds supervised tutoring for basic skills, and for degree-applicable and transfer-level courses as eligible for state apportionment funding.

Official ASCCC Position/Resolutions: The ASCCC remained neutral on [AB 1935 \(Irwin, 2018\)](#), which died in committee.

Status: Referred to Committee on Higher Education 3/4/21.

Notes: This bill reintroduces [AB 1935 \(Irwin, 2018\)](#).

[AB 1407 \(Burke\)](#) – Nurses: implicit bias courses.

This bill would require an approved school of nursing or an approved nursing program to include implicit bias coursework, as specified, in its curriculum. The bill would require the board to update regulations concerning prelicensure nursing program curriculum requirements in accordance with those provisions.

Official ASCCC Position/Resolutions:

Status: Amended 3/18/21 and Re-referred to Committee on Business and Professions 3/22/21.

Notes:

[AB 1417 \(Frazier\)](#) – Community colleges: providers of care for individuals with developmental disabilities: model curriculum for certification program.

The bill would require the chancellor's office to develop a model curriculum for a certification program for providers of care for individuals with developmental disabilities, designed to be

offered at community college campuses where there is sufficient student interest and a properly qualified faculty to sustain such a program.

Official ASCCC Position/Resolutions:

Status: Referred to Committee on Higher Education 3/11/21.

Notes: The bill specifies that the Chancellor's Office is to consult with individuals and organizations with expertise in the provision of care for individuals with developmental disabilities and the training of practitioners for that task. The fall 2020 Resolution [F20 6.01](#) directs the ASCCC to oppose legislation that establishes curriculum but does not include the ASCCC in the development of that curriculum.

[AB 1432 \(Low\)](#) – The California Online Community College.

This bill would make the California Online Community College Act inoperative at the end of 2022–23 academic year.

Official ASCCC Position/Resolutions: Resolution [S18 6.02](#) urged the Chancellor's Office and the legislature to make more efficient use of the state's educational resources by utilizing existing community colleges and expertise as opposed to creating a new college.

Status: Referred to Committee on Higher Education 3/11/21.

Notes: The bill cites the [ASCCC finding](#) that three programs offered are duplicative of existing programs at accredited CCCs, and the method of delivery is duplicative of existing methods in other CCCs.

[AB 1456 \(Medina\)](#) – Student financial aid: Cal Grant Reform Act.

This bill would change the system of financial aid to focus on specific needs of students and two-year and four-year institutions.

Cal Grant 2 – Community Colleges

- Provides an award of up to \$1250, currently the award is up to \$1656
- Removes eligibility requirements relating to age, GPA, and time out of high school
- Increases the number of students eligible, but does not provide additional funding for the increase in the number of eligible students

Official ASCCC Position/Resolutions: The ASCCC has supported the expansion of Cal Grants [January 14, 2019 Letter](#); Through Resolution [S16 6.01](#), the ASCCC actively supports the expansion of financial aid for all students in the state.

Status: Referred to Committee on Higher Education 3/11/21.

Notes:

Senate Bills (SB)

[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 to establish a regional pipeline program for community college students to pursue premedical training and enter medical school.

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

Status: Read second time and amended. Referred to Committee on Appropriations 3/16/21.

Notes: Amendment on 3/16 added authors Bradford, Eggman, and Rubio. Caballero continues as a co-author. Changed who would make appointment to RHHO selection committee from each house (assembly/senate).

[SB 45 \(Portantino\)](#) – 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, for consideration by the voters at the November 8, 2022, statewide general election. If approved, 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 of workforce development programs.

Status: Passed from committee and re-referred to Committee on Government and Finance 3/16/21. Set for hearing April 8 hearing that was postponed 3/24/21.

Notes: Watch the section on workforce development programs.

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

This bill would change the eligibility criteria for priority registration to allow a student participant to be a current or former foster youth whose dependency was established on or after the student's 13th birthday (instead of the 16th birthday).

Official ASCCC Position/Resolutions:

Status: Passed in Committee on Education and re-referred to Committee on Human Services 3/10/21. Re-referred to Committee on Appropriations and set for hearing on April 5 3/25/21.

Notes:

[SB 387 \(Portantino\)](#) – Peace officers: certification, education, and recruitment.

This bill would require the commission to work with stakeholders from law enforcement, the University of California, the California State University, the California Community Colleges, and community organizations to develop a list of courses to include as requirements for obtaining a basic certificate, as specified. The bill would require an applicant for a basic certificate to complete those courses before obtaining the certificate. By imposing additional training costs on local law enforcement agencies, this bill would impose a state-mandated local program.

Official ASCCC Position/Resolutions:

Status: Set for hearing on April 20 3/24/21.

Notes:

[SB 416 \(Hueso\)](#) – Corrections: educational programs.

This bill would require the Department of Corrections and Rehabilitation to offer college programs provided by the California Community Colleges, the California State University, the University of California, or other regionally accredited, nonprofit colleges or universities in California to inmates with a general education development certificate or equivalent or a high school diploma.

Official ASCCC Position/Resolutions:

Status: Re-referred to Committee on Education and set for hearing on April 14 3/25/21.

Notes:

[SB 659 \(Becker\)](#) – Community colleges: California College Promise.

This bill would change “shall” to “may” regarding charging a \$46 per unit fee.

Official ASCCC Position/Resolutions:

Status: Referred to Committee on Education 3/3/2021. Set for hearing on April 14 3/25/21

Notes:

Department of Finance

Budget – [Finance Bulletin March 2021](#)

Trailer Bill Language

<https://esd.dof.ca.gov/dofpublic/trailerBill.html>

[Zero-Textbook-Cost Programs](#)

Changes:

- (1) Develop and implement one or more of the following program pathways:
 - (A) An existing associate degree or career technical education certificate program.
 - (B) A new associate degree or career technical education certificate program that meets one of the following conditions:
 - (i) Has a high value in the regional market.
 - (ii) Meets an emerging regional business industry need.

Strive to implement degrees within three academic years after funding is appropriated in the annual Budget Act, or sooner, as determined by the chancellor’s office.

[Cradle-to-Career Data System Governance](#) see also [AB 99 \(Irwin\)](#)

[Dual Admissions](#)

Appears to have updated language as of 3/8/21.

This program is in Recommendation 5 of the [Recovery with Equity: A Roadmap for Higher Education after the Pandemic](#) Report.

Bills of Interest

[AB 99 \(Irwin\)](#) – Statewide longitudinal data system: Cradle-to-Career Data System: governance and support.

Status: In committee, hearing postponed 3/24/21.

Notes: See [Cradle-to-Career Data System Governance](#) in DoF Trailer Bill language.

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

This bill would require the successful completion of a high school ethnic studies course for graduation. A one-semester course would be required, a full-year course requirement would be authorized.

Status: In committee, set hearing and canceled by author 3/24/21.

Notes: A similar bill, [AB 331](#) was vetoed by the Governor in September 2020; ethnic studies model curriculum needed further development.

[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.

Status: Passed out of committee. Re-referred to Committee on Appropriations 3/24/21.

Notes: FACCC has a position of support.

[AB 295 \(Jones-Sawyer\)](#) – Public postsecondary education: pilot program for free tuition and fees: working group.

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

Status: Referred to Committee on Higher Education 1/28/21

Notes: FACCC has a position of support.

[AB 299 \(Villapudua\)](#) – Career technical education: California Apprenticeship Grant Program.

This bill would establish the California Apprenticeship Grant Program, commencing with the 2022–23 academic year, under the administration of the office of the Chancellor of the California Community Colleges, to provide grants to encourage high school pupils, community college students, and employed and unemployed workers seeking to go into career technical education and vocational professions through participation in qualifying, state-approved apprenticeship programs. The chancellor’s office would provide supplemental grants apprentices who participate in qualified, state-approved apprenticeship and vocational programs through high schools, campuses of the California Community Colleges, and industry-driven and -funded state-approved apprenticeship and vocational programs. The grants cannot replace any existing financial aid or compensation that an apprentice may receive during apprenticeship training. It would be required that specified eligibility criteria to be met by students and apprenticeship employers and programs to participate in the program to be determined by the chancellor’s office in accordance with regulations adopted by the chancellor’s office, and would authorize the chancellor’s office to adopt emergency regulations, as specified, to carry out the purposes of the bill. The operation of the program in any fiscal year is contingent upon the enactment of an appropriation, in the Budget Act or another statute, of an amount deemed sufficient by the chancellor’s office to implement the program for that fiscal year.

Status: Amended in Assembly and Re-referred to committee on Higher Education 3/16/21. Hearing 3-24-21. Hearing postponed by committee.

Notes:

[AB 375 \(Medina\)](#) – Community colleges: part-time employees.

This bill would change the maximum time a part-time, temporary employee may teach, without becoming a contract employee, to 85% of the hours per week of a full-time employee having comparable duties.

Status: Amended in Assembly and Re-referred to committee on Higher Education 3/16/21. Hearing 3-24-21. Re-referred to Committee on Appropriations 3/24/21.

Notes: FACCC is a co-sponsor. Student Success and Support program was amended as Equity and Achievement program. Clarified intent would still include part-time, temporary faculty assignments evaluation process with exclusive representative.

[AB 576 \(Maienschein\)](#) – Community colleges: apportionments: waiver of open course provisions: military personnel.

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

Status: Referred to committee on Higher Education 2/18/21. Passed out of committee 3-24-21. Amended 3/25/21.

Notes:

[AB 595 \(Medina\)](#) – Public postsecondary education: University of California and California State University: student eligibility policy.

This bill would require the CSU and requests the UC to consider the impact on unrepresented students when considering changes to student eligibility policies. Additionally, the CSU would be required, and the UC is requested to work with its K-12 and community college partners to develop a multi-year plan to phase in any changes needed as a result of the student eligibility policy.

Status: Amended and re-referred to Committee on Higher Education 3/16/21. Hearing 3-24-21. Re-referred to Committee on Appropriations 3/24/21.

Notes: Amendments included language to examine the impact on eligibility and admission rates of all high school graduates, disaggregated by race, ethnicity, income, and region, and that the implementation committee and discussions would meet publicly.

[AB 775 \(Berman\)](#) – Public postsecondary education: basic needs of students.

This bill would require each community college campus to report specified basic needs information to the office of the Chancellor of the California Community Colleges, and would require that office to develop and submit to the Governor and the Legislature every 2 years a report based on the data and information reported by campuses under the bill.

Status: From committee and amended. Re-referred to Committee on Higher Education 3/24/21.

Notes: This is a legislative priority of the SSCCC.

[AB 1002 \(Choi\)](#) – Postsecondary education: course credit for prior military education, training, and service.

This bill would require the Office of the Chancellor of the California State University, in collaboration with the Academic Senate of the California State University, and request the Office of the President of the University of California, in collaboration with the Academic Senate of the University of California, to develop, by September 1, 2022, a consistent policy to award military personnel and veterans who have an official Joint Services Transcript course credit similar to the policy developed by the Office of the Chancellor of the California Community Colleges under existing law.

Status: Referred to Committees on Higher Education and Military and Veterans Affairs 3/4/21.

Notes:

[AB 1073 \(Berman\)](#) – Community colleges: students enrolled in early childhood education or child development courses: fee waivers.

Official ASCCC Position/Resolutions:

Status: Referred to Committee on Higher Education 3/4/2021.

Notes:

[AB 1269 \(Cristina Garcia\)](#) – Community colleges: part-time faculty.

This bill would require the Chancellor’s Office to conduct a comprehensive study on part-time faculty pay parity.

Status: Referred to Committee on Higher Education 3/4/2021.

Notes:

Bills of Interest – Students

[AB 337 \(Medina\)](#) – The Board of Governors of the California Community Colleges

This bill would eliminate the prohibition against a student member voting during the student member’s first year on the board.

Status: Referred to committee on Higher Education 2/12/21. Hearing 3-24-21. Passed out of committee 3/24/21.

Notes: FACCC has a position of support. This is a legislative priority of the SSCCC.

[AB 1216 \(Salas\)](#) – California Community Colleges: governing board membership: student members.

This bill would give each student on a local governing board an advisory vote immediately before votes are cast, entitlement to compensation, ability to make and second motions, ability to attend closed sessions that are not personnel or collective bargaining issues; encourage the CCCCCO to form a workgroup to examine methods of providing the student member with a full vote.

Status: Referred to committee on Higher Education 3/4/21.

Notes: The SSSCC is sponsoring this bill.

[AB 1290 \(Lee\)](#) – Student Aid Commission.

This bill would instead require the commission to include 4 student members, one from each of the following: the University of California, the California State University, the California Community Colleges, and a California private postsecondary educational institution. Existing law requires the commission to include 2 members, appointed by the Governor, who are students enrolled in a California postsecondary educational institution.

Status: Referred to committee on Higher Education 3/4/21.

Notes: This is a legislative priority of the SSSCC.

[AB 1377 \(McCarty\)](#) – Student housing: California Student Housing Revolving Loan Fund Act of 2021: community college student housing.

This bill would establish the California Student Housing Revolving Loan Fund Act of 2021 to provide loans to qualifying applicants of the University of California, the California State University, and the California Community Colleges for the purpose of constructing affordable student housing.

Status: Referred to committee on Higher Education 3/11/21.

Notes:

[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.

Status: Amended and passed out of committee, re-referred to committee on appropriations 3/16/21. Set for hearing April 3/19/21.

Notes:

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

Status: Passed out of committee and re-referred to Committee on Judiciary 3/10/2021. Set for hearing on March 23 3/16/21. Amended and Re-referred to Committee on Appropriations, set for hearing on April 5 3/19/21.

Notes: See [SB 206 \(Skinner, 2019\)](#).

Bills of Interest – Local Academic Senates

[AB 339 \(Lee\)](#) – State and local government: open meetings.

[AB 361 \(Robert Rivas\)](#) – Open meetings: local agencies: teleconferences.

[AB 703 \(Blanca Rubio\)](#) – Open meetings: local agencies: teleconferences.

[SB 274 \(Wieckowski\)](#) – Local government meetings: agenda and documents.
Re-referred to Committee on Appropriations 3/25/21.

[AB 1153 \(Boerner Horvath\)](#) – Cooperative Education Reskilling and Training Pilot Program.

This bill would establish the Cooperative Education Reskilling and Training Pilot Program at Mira Costa Community College and would appropriate \$5,000,000 from the General Fund to the chancellor for allocation to Mira Costa College for the development and implementation of the program.

Re-referred to Committee on Higher Education 3/15/21.

Legislation Tracking

CCCCO: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Governmental-Relations-Policy-in-Action/Policy-in-action/State-Relations/Tracked-Legislation>

CCLC: <https://cclc.org/advocacy/bill-tracking>

FACCC: <https://ctweb.capitoltrack.com/public/publish.aspx?session=21&id=88fe9ac9-0a3b-4726-91a3-2a18d3d894f2>

SSCCC: <https://studentsenateccc.org/what-we-do/legislative-advocacy/>



Executive Committee Agenda Item

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

Please note: Staff will complete the grey areas.

BACKGROUND:

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

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



Executive Committee Agenda Item

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

Please note: Staff will complete the grey areas.

BACKGROUND:

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

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



Executive Committee Agenda Item

SUBJECT: DEI Recommendations: Exit Interviews		Month: April	Year: 2021
		Item No: IV. C. i.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	The Executive Committee will be informed of and consider endorsing the ACHRO/CCCCIO/CCCT recommendations for exit interviews as a DEI strategy.	Urgent: No	
		Time Requested: NA	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Cheryl Aschenbach	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

As discussed at the March meeting, stakeholder groups have begun sharing recommendations to address Tier 1 DEI Implementation strategies with each other and with the entire DEI Implementation workgroup.

Attached resource: ACHRO Exit Interviews, Sample Board Report

ASCCC Executive Committee is asked to review and potentially endorse the recommendations for exit interviews.

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

Diversity, Equity, and Inclusion Strategy Recommendation

DEI Strategy: Implement DEI-focused Exit Interviews

ACHRO Workgroups: Exit Interviews

Version Date: March 30, 2021

Issue Statement

When elements of organizational culture fail to support diversity, result in equity, and ensure inclusion, employees from diverse communities are unable to be authentic, contribute fully, and enjoy the benefits of employment. In these conditions, employees are more likely to voluntarily leave the District.

Strategy Proposal

Exit interviews can provide perspectives on how the prevailing culture impacts equity and inclusion for employees from diverse communities, attitudes towards diverse student and employee groups, awareness and success of DEI programs, likelihood of recommending the District to diverse job applicants, impact of current DEI-related culture on decisions to leave, and other issues impacting employee retention. Through a robust exit interview process, with DEI-focused questions, institutions can gather, analyze, and use data to address specific workplace culture concerns.

Implement or revise exit interviews for all employees focused on workplace culture and diversity, equity, and inclusion. Key considerations include writing DEI-focused questions, developing processes to increase participation, communicating data from exit interviews to stakeholders, and increasing the importance of exit interviews in the overall analysis of institutional climate

Current Challenges

- Inadequate staffing and training to implement a more robust exit interview process, write valid interview questions, collect interviews, analyze data, and report on key findings
- Employees leaving a District may perceive little direct incentive to complete exit interviews
- Employees leaving a District may be reluctant to engage with HR if they have had negative experiences with HR managers and/or staff
- Employees may fear negative outcomes from being honest about DEI-related issues (e.g. likelihood of being rehired in the future, negative references, lack of confidentiality)

- Districts may fear asking for DEI-related feedback could encourage discrimination complaints
- Conducting analyses and communicating results may be difficult and increase tensions and negative feelings within a District
- Inadequate staffing, training, and resources to act on exit interview data findings and improve District, College, and community college system operations and culture

Strategy Recommendations

Incorporate DEI exit interview data as part of annual DEI Report/Diversity Report to the Board of Trustees

- Report on patterns and trends observed in exit interviews; where possible, include information on patterns specific to race, ethnicity, gender, and other characteristics
- Develop strategic plans to address areas for improvement
- Share findings in participatory governance committees and with key stakeholder groups to increase transparency, gather additional context for findings, collect input on potential strategies, and encourage buy-in for culture change efforts
- *See attached sample report*

Incorporate DEI questions within the exit interview to address workplace culture

- Develop DEI-focused interview and survey questions for all employee groups (*see attached example*)
- Establish and communicate the purposes of exit interviews to normalize feedback as an institutional priority (institutional commitment to DEI, increase retention, improve organizational culture)
- Utilize an appropriate combination of qualitative and quantitative measures (e.g. Likert-scale questions to measure attitudes and open-ended prompts to solicit individual experiences)

Improve exit interview questions and processes

- Provide training for staff composing, conducting, and analyzing exit interviews
- Provide an option for employees to submit Exit Interviews to an individual/department outside HR (e.g. Title IX Office, Diversity Office, Institutional Research Department)
- Contract with an external provider to facilitate Exit Interviews on behalf of the District to provide employees with confidentiality and/or anonymity
- Utilize technology resources to develop an Exit Interview form that provides additional questions based on previous responses for more detailed information (e.g. if a candidate answers yes to a question about experiencing harassment based on race, they are presented with a subset of more focused questions on the topic)
- Normalize the exit interview process within a culture of interest in employee experiences (positive and routine, feedback-driven institution, campus culture norm)

- Identify and implement incentives for employees to complete exit interviews (e.g. required when offering an early-retirement, early-notification, or other form of separation incentive)
- Post Exit Interview forms on District website and allow former employees to submit forms any time after their departure
- Provide opportunities for employees to share feedback in person, by phone or video conference, or in other forms of live interaction in addition to completing a form
- Develop processes for immediate review of Exit Interviews and contact employees/former employees to follow up on key issues
- CCCC EEO & Diversity Advisory Committee adopt a sample interview and survey questions for all employee groups, templates, and best practices for CCC and include in EEO Plan template
- Utilize Exit Interview content and findings to review and revise institutional climate surveys to identify ongoing issues

EEO and Compliance Considerations and Recommendations

- Effective DEI-focused exit interviews demonstrate compliance with § 53024.1. (b): Developing and Maintaining Institutional Commitment to Diversity
- Provide evidence of implementing California Community College Chancellor's Office EEO Multiple Methods #5: Procedures for addressing diversity throughout hiring steps and levels
- Exit Interviews may disclose potential EEO violations, discrimination, and/or harassment issues which must be investigated
- Consult with legal counsel to protect confidentiality of personally identifiable information in Exit Interviews and protect respondents from any negative impacts of participation
- Ensure reporting on analysis findings, trends, and patterns does not reveal identity of any individual respondent (e.g. reporting findings by race when only one or a few people of a particular race have resigned during a given reporting period)

Attachments and Resources

- UCLA HERI: https://heri.vainc.com/preview_survey.aspx?SurveyID=92&SchoolID=6342

Attachment A

Sample DEI-focused Exit Interview

1. Name: _____
2. Current Primary Position: _____
3. Additional Current Positions: _____
4. Initial Hire Date: _____
5. Hire Date in Current Position: _____
6. Do you identify as transgender? _____
7. What is your current gender identity:
 - a. Man
 - b. Woman
 - c. Non-binary
 - d. Genderqueer/non-conforming
 - e. Identity not listed above (please state): _____
8. Current age: _____
9. What is your current sexual orientation:
 - a. Heterosexual/Straight
 - b. Asexual
 - c. Bisexual
 - d. Gay
 - e. Lesbian
 - f. Pansexual
 - g. Queer
 - h. Not listed above (please state): _____
10. Race/Ethnicity Identification:
 - a. Native American or Alaska Native
 - b. Asian
 - i. East Asian (Chinese, Japanese, Korean, Taiwanese)
 - ii. Filipina/o/x
 - iii. Southeast Asian (Cambodian, Vietnamese, Hmong)
 - iv. South Asian (Indian, Pakistani, Nepalese, Sri Lankan)
 - v. Other: _____
 - c. Black
 - i. African American

- ii. African
- iii. Caribbean
- iv. Other: _____
- d. Native Hawaiian or Other Pacific Islander
- e. Hispanic or Latina/o/x
 - i. Mexican/Chicana/o/x
 - ii. Puerto Rican
 - iii. Central American
 - iv. South Americans
 - v. Other: _____
- f. Middle Eastern
- g. White
 - i. European
 - ii. Other: _____
- h. Other: _____

11. Current Supervisor's Name: _____

12. College/Campus/Division/Department: _____

13. Primary reason for leaving:

- a. Retirement
- b. Moving out of the area
- c. Career Change/New Job Opportunity
- d. Lack of advancement/promotional opportunities
- e. Dissatisfied with current position
- f. Dissatisfied with current manager/supervisor
- g. Dissatisfied with District/College
- h. Dissatisfied with compensation/benefits
- i. Other: _____

14. Please rate your satisfaction with your primary position in each area:

Area	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My supervisor talked with me about my job and performance regularly					
My supervisor provided the tools and resources I needed to do my job					
I understand how the work I did contributed to the District's mission					
I had a good relationship with my supervisor					

I had good relationships with people I worked with					
My salary was competitive with similar jobs in other organizations in the local community					
My benefits were competitive with similar jobs in the local community					
I had opportunities for professional growth and development					
I had opportunities for career advancement					

15. Please expand on any items above you wish to provide more details (if working in multiple positions, use this area to address items above for non-primary positions): _____

16. Please rate your level of satisfaction with SDCCD in each area:

Area	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Can't Rate/Don't Know
Race/ethnic diversity of faculty						
Race/ethnic diversity of staff						
Race/ethnic diversity of student body						
Gender diversity of faculty						
Gender diversity of staff						
Commitment to hiring women in non-traditional disciplines/jobs						
Commitment to hiring people from BIPOC communities						
Inclusive culture for individuals from a variety of sexual orientations						
Inclusive culture for individuals from						

a variety of political perspectives						
Inclusive culture for individuals from a variety of religious affiliations						
Inclusive culture for individuals from a variety of gender identifications						
Inclusive culture for individuals with disabilities						
Administration's response to emergencies						
Administration's response to sexual harassment/assault						
Administration's response to discrimination issues						

17. Please expand on any items above you wish to provide more details: _____

18. Please indicate extent to which you agree with the following:

Area	Strongly Agree	Agree	Disagree	Strongly Disagree	Can't Rate/Don't Know
Faculty concerns are considered when policies and procedures are developed/reviewed					
Staff concerns are considered when policies and procedures are developed/reviewed					
I feel respected by faculty					
I feel respected by staff					
I feel respected by students					
I feel respected by managers/supervisors					

19. Please expand on any items above you wish to provide more details: _____

20. Please indicate extent to which you agree with the following:

Area	Strongly Agree	Agree	Disagree	Strongly Disagree	Can't Rate/Don't Know
I feel safe at work					
My contributions are valued by my direct supervisors					
My contributions are valued by my peers					
My contributions are valued by senior administrators					
My contributions are valued by students					
My professional skills have been acknowledged by others					
I have to work harder than my peers to be recognized by others					
My job responsibilities were clearly defined					
My workload was manageable					
I was able to maintain a healthy balance between my personal and professional life					
I had at least one person I considered a mentor at work					
I feel like I belonged here					
People like me are welcome here					

21. Please expand on any items above you wish to provide more details: _____

22. Please indicate extent to which you agree with the following:

Area	Strongly Agree	Agree	Disagree	Strongly Disagree	Can't Rate/Don't Know
Staff are encouraged to share their perspectives openly					
Faculty are encouraged to share their perspectives openly					
Administrators talk about the value of diversity regularly					
People are encouraged to value cultural differences					
People are encouraged to raise concerns					
People are rewarded for contributing to equity and inclusion					
Current hiring processes tend to increase diversity					

There is a lot of racial tension					
When I have seen issues around race, gender, and similar characteristics, I felt safe saying something					

23. Please expand on any items above you wish to provide more details: _____

24. While working here, how often have you:

Area	Very Often	Often	Sometimes	Rarely	Never	Decline to State
Challenged others about biases						
Educated yourself about other cultures						
Participated in work addressing diversity, equity, and/or inclusion						
Attended an event focused on diversity, equity, and/or inclusion						

25. While working here, how often have you:

Area	Very Often	Often	Sometimes	Rarely	Never	Decline to State
Assisted someone with a concern about discrimination						
Witnessed discrimination						
Reported discrimination to a supervisor/HR/appropriate authority						
Experienced forms of sexual harassment (including sexual orientation and gender identity)						
Experienced forms of racial harassment						
Experienced forms of religious harassment						
Felt dismissed by others						
Heard insensitive/disparaging remarks about race/ethnicity						

26. While working here, how often did you feel excluded or treated poorly because of your:

Area	Very Often	Often	Sometimes	Rarely	Never	Decline to State

Ability/disability status						
Age						
Citizenship status						
Gender/gender identity						
Job classification						
Education level						
Political beliefs						
Race/ethnicity						
Religious/spiritual beliefs						
Sexual orientation						
Socioeconomic status						
Parent/guardian status						

27. Please expand on any items above you wish to provide more details: _____

28. While working here, how satisfied were you with the following aspects of your primary position:

Area	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Can't Rate/Don't Know
Autonomy/ Independence						
Collegiality among peers						
Competence of my coworkers						
Support for work/life balance						
Flexibility to address personal needs						
Job security						
Overall job satisfaction						
Physical working conditions						
Ability to get reasonable accommodations						

29. Please expand on any items above you wish to provide more details (if working in multiple positions, use this area to address items above for non-primary positions): _____

30. How likely are you to:

Area	Very Likely	Likely	Unlikely	Very Unlikely
Apply for a job here in the future				

Recommend some like me apply for a job here				
Tell others this is a good place to work for people like me				
Tell others people like me aren't treated well here				

31. How much are the following priorities at this District:

Area	High Priority	Medium Priority	Low Priority	Not a Priority
Creating an inclusive environment for diverse individuals				
Protecting its reputation in the community				
Creating accessible workspaces				
Projecting a positive image even if it's not really true				
Understanding the real needs of its students				
Understanding the real needs of its employees				

32. While working in the District, did you participate in the following:

Area	Yes	No	Not Eligible	Not Available
Diversity, equity, and/or inclusion trainings				
Technical skills development/training				
Leadership development				
Interpersonal skill development				
Relationship skill development				
Public safety/security training				
Health and wellness programs				
Mentorship				
Policy and procedures training				

33. Additional information you would like to share: _____

Attachment A

Sample Board Report: Exit Interview Findings and Action Plan

Executive Summary

The District's Exit Interview process provides an opportunity for feedback on the work environment, culture, and experiences of employees departing the District. The perspectives of retiring, resigning, or otherwise leaving the District are highly valuable for identifying potential barriers to retention and negative aspects of the work environment that need corrective action.

In 2020, the Governing Board directed the District to enhance its Exit Interview Procedures by adding a clear focus on the experiences of employees in terms of diversity, equity, and inclusion (DEI). The District's Human Resources Department adopted a new Exit Interview form utilizing a wide variety of DEI-focused questions to identify potential policy and process, work culture, and work environment issues preventing the District from achieving its DEI goals and objectives.

During the 2020-2021 academic year, the District conducted DEI-focused exit interviews with 22 employees that voluntarily resigned or retired and seven employees that were involuntarily separated from employment.

Overall, the feedback suggests the District provides an inclusive work environment that promotes equity for employees across a wide variety of individual characteristics and identities. However, there were consistent patterns observed in the responses from non-white respondents suggesting a culture of "politeness" in which uncomfortable conversations about race, ethnicity, gender identity, structural racism, group biases, and similar concerns are avoided in participatory governance committees, screening committees, and similar workgroups.

To address the issues raised, the District has developed the follow action plan:

1. Conduct a series of workshops with administrators, faculty, and classified professionals led by a professional facilitator on strategies to engage in difficult conversations about race, ethnicity, gender identity and other identities in a productive manner.

Implementation: Fall 2021 semester

Progress Measurement: Report on workshops conducted, employee participation, and feedback from workshop evaluations to be provided to the Board at January 2022 meeting

2. Agendize specific discussion topics in participatory governance committee meetings on DEI, anti-racism, and similar topics relevant to the work of the committee.

Implementation: Ongoing, starting Spring 2022

Progress Measurement: Progress will be evident in policy and procedure recommendations incorporating DEI-focused elements to the Board through participatory governance processes. Overall success of this effort will be part of the annual EEO/DEI report to the Board in May.

3. Require an Equity Advocate/EEO Representative for each selection committee with a specific focus on increasing the role of DEI in evaluating applicants and selecting individuals for 1st and 2nd level interviews

Implementation: Ongoing starting in Spring 2022

Progress Measurement: Participation of Equity Advocate/EEO Representatives will be reported to the Board as part of periodic EEO screening and hiring data analysis presentations

4. Revise Mentorship Program parameters to include specific activities and outcomes related to meaningful inclusion in a diverse work culture; engaging in difficult conversations about race, ethnicity, gender identity, anti-racism, biases, and similar topics in the workplace; and to increase cross-cultural mentor partnerships.

Implementation: Ongoing started Fall 2021

Progress Measurement: Mentorship program evaluation forms will be updated to include DEI-specific criteria and reported to the Board in periodic EEO data analysis presentations.

Exit Interview Analysis

The District's revised DEI-focused Exit Interview questionnaire includes 32 total questions, with 22 directly addressing or closely related to DEI-related work environment and culture.

Demographic Make-Up:

White	52%
Black	10%
Hispanic	21%
Asian	14%

AI/PI 3%

Male 45%

Female 52%

Non-Binary 3%

- A. Reason for Leaving (29 total responses)
 - Retirement: 12 employees
 - Moving Out Of Area: 3 employees
 - Career Change/New Job: 5 employees
 - Dissatisfied with Compensation/Benefits: 2 employees
 - Involuntary Separation: 7 employees
- B. 93% of employees responded Strongly Agree or Agree to all questions about job satisfaction. All Disagree responses identified salary/benefits.
- C. 86% of employees responded Very Satisfied or Satisfied with employee diversity, commitment to hiring a diverse workforce, and a culture of inclusion. All Dissatisfied responses identified inclusive culture issues.
- D. 97% of employees responded Strongly Agree or Agree to staff input in policies and procedures and feeling respected.
- E. 86% of employees responded Strongly Agree or Agree to feeling safe at work, feeling valued, and maintaining work/life balance. Disagree responses identified workload and job responsibility concerns.
- F. 79% of employees responded Strongly Agree or Agree to feeling encouraged to share perspectives, encouraged to raise concerns, and diversity is discussed and encouraged routinely. 21% of employees Disagreed or Strongly Disagreed people or encouraged to raise concerns. Open-ended responses indicate people feel an unspoken pressure to maintain harmony and avoid raising uncomfortable topics around individual identities that conflict with cultural norms.
- G. 96% of employees responded Very Often or Often to participating in events addressing DEI related topics. All employees responded Rarely or Never to challenging other about biases.
- H. No employees responded indicating they had experience harassment or witnessed discrimination.
- I. No employees responded indicating they were excluded or treated poorly based on a protected identity.

- J. 93% of employees responded Very Satisfied or Satisfied to support for work/life balance and flexibility to address person needs.
- K. 86% of employee responded Very Likely or Likely to recommending the District to others as a good place to work.
- L. 79% of employees responded High Priority or Medium Priority to the District's commitment to creating an inclusive environment.

Demographic Analysis

Race/Ethnicity Analysis:

All negative ratings concerning inclusive culture and encouragement to raise concerns were provided by non-white respondents.

Gender Analysis:

There were no negative patterns identified by gender identity.

Intersectionality Analysis:

There were no negative patterns identified within intersections of race, ethnicity, gender, gender identity, sexual orientation or other personal characteristics.

Action Steps

1. The Human Resources Department has identified a professional facilitator to lead workshops on engaging in difficult conversations about individual identity, structural racism, and similar topics. The goal of the sessions is to build the capacity of all employees to engage in productive discussions in the workplace that advance equity and create inclusion as a fundamental feature of the culture.
2. The College Council, Academic Senate, Classified Senate, and President's Cabinet have agreed to schedule agenda items at meetings during the 2021-2022 academic year directly focused on DEI-related topics.
3. The District, in consultation with Academic Senate, is revising selection processes to require an Equity Advocate/EEO Representative position on each selection committee to prioritize DEI in the selection process.
4. The Human Resources Department is revising the selection committee/EEO training content to include strategies for engaging in DEI-related discussions during application screening and interview deliberations, recognizing and mitigating biases, and prioritizing DEI as a key qualification for all jobs.
5. The Human Resources Department is drafting revisions to the District's employee mentorship program to include specific activities and outcomes related to meaningful inclusion in a diverse work culture; engaging in difficult

conversations about race, ethnicity, gender identity, anti-racism, biases, and similar topics in the workplace; and to increase cross-cultural mentor partnerships.



Executive Committee Agenda Item

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

Please note: Staff will complete the grey areas.

BACKGROUND:

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

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



GPTF Report to the ASCCC Executive Committee
April 14, 2021
 Current of March 29, 2021

The GPTF is nearing completion of a suite of Mini Canvas Courses or Modules that will be housed in a larger Guided Pathways Resources Canvas Course. There are variety of formats for the mini courses or modules: Canvas module, Canvas page, webinar, self-paced course, Rostrum article, presentation at an ASCCC or other partner organization event, Power Point tool, or a resource team for a college.

The resources links will be updated on April 9, 2021, after the GPTF Meeting.

Mini Canvas Course Title	Authors	Format
Ensuring Learning	Meridith Selden (Lead) Ginni May Erik Shearer Sam Foster Cheryl Aschenbach Janet Fulks	Canvas Page Webinar: Data 101: Using Data to Ensure Learning Rostrum Article
Data 101: Data Literacy and Data Coaching	Meridith Selden (Lead) Ginni May Erik Shearer Sam Foster Janet Fulks	Self-Paced Canvas Course Webinars: Data 101: Using Data to Ensure Learning
Incorporating Student Voice into Guided Pathways Design	Jeffrey Hernandez (Lead) Cheryl Aschenbach Michelle Bean Juan Buriel Krystinne Mica	Canvas Module
Aligning Guided Pathways with Equity-Minded Actions	Jeffrey Hernandez (Lead) Cheryl Aschenbach Michelle Bean Juan Buriel	Power Point Tool
Meta Major and Program Mapping	Sarah Harris (Lead) Jeffrey Hernandez Stephanie Curry	Canvas Module (In-progress resource draft): Webinar: Coffee, Tea, and GP: Meta Majors – Where are We Now? <ul style="list-style-type: none"> • PowerPoint Presentation • Recording

Student Support	Juan Buriel (Lead) Michelle Bean Stephanie Curry	Canvas Module *Update: ongoing collection of student resources from GPTF members on case management and success teams
Guided Pathways, Curriculum, and Program Review	Cheryl Aschenbach (Lead) Michelle Bean Stephanie Curry	Canvas Module Web Meeting: Culturally Responsive Curriculum
Sustaining and Institutionalizing Guided Pathways within Governance Structures	Stephanie Curry (Lead) Jeffery Hernandez Ginni May Janet Fulks Sarah Harris Sam Foster	Canvas Module Power Point: Sustaining and Institutionalizing Guided Pathways within Governance Structures Rostrum Article: <i>Keeping the Guided Pathways Groove On</i> , Curry, Hernandez, May GP Webinar : Long-Term Planning for Guided Pathways Integration
Scheduling: A Student-Centered Approach	Ginni May (Lead) Jeffrey Hernandez Janet Fulks Sarah Harris Juan Buriel Meridith Selden	Webinar: Staying on the Path: Guided Pathways and Scheduling for Student Completion Breakouts Rostrum Article Mini Paper

Final GPTF Webinar for 2020-21: [All Four Pillars: English, English as a Second Language, and Mathematics Placement, Access, Enrollment, Support, and Success](#)



Executive Committee Agenda Item

SUBJECT: Standards & Practices Committee Policy Edits, First Reading		Month: April	Year: 2021
		Item No: IV. E.	
		Attachment: Yes (4)	
DESIRED OUTCOME:	The Executive Committee will review and provide feedback on the revised Academic Senate policies.	Urgent: No	
		Time Requested: 30 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Oliver/Cheryl Aschenbach	Consent/Routine	
		First Reading	X
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

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

20.02 Whistleblower

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

40.01 Honoring Faculty Leaders and Other Significant Contributors

- Title change (new language underlined above)
- Amended bulleted list of ways to confer honors
- Detailed criteria for emeritus and executive committee resolutions
- Automatic honoring of exec committee members who meet criteria
- Certificate of appreciation description added

Additionally, the Standards & Practices Committee has two new policies for consideration.

NEW-Advocacy

NEW-Expectations of Executive Committee Members

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

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

20.02 Whistleblower

This policy is intended to encourage ASCCC Executive Committee members, paid and volunteer staff, and others to report suspected or actual occurrences of illegal, unethical, or inappropriate behaviors or practices without retribution. In the event that an Executive Committee member experiences any of the following, that Executive Committee member must immediately report any actual or suspected violation to an appropriate individual in the ASCCC (ie. the president or executive director):

- The Executive Committee member violates or believes they may have violated any legal or serious ethical provision of the Executive Committee Code of Ethics;
- The Executive Committee member observes or learns of another Executive Committee member violating any such provision;
- The Executive Committee member in good faith believes it is possible that another Executive Committee member has violated any such provision.

Reported violations of the Code of Ethics will be investigated, addressed promptly, and treated confidentially consistent with the need to investigate, prevent or correct the violation.

ASCCC Budget and Finance Committee

To assist the ASCCC Budget and Finance Committee, the ASCCC has established procedures for the receipt and treatment of concerns or complaints from Executive Committee members, faculty at-large, and others. Such concerns may include confidential, anonymous communications regarding questionable accounting or auditing matters or perceived deficiencies in internal controls. Executive Committee members with such complaints must report them to the individuals specified in the section on procedure below. Reported violations will be investigated, addressed promptly, and treated confidentially consistent with the need to investigate, prevent, or correct the violation.

Any informant who, in good faith, reports an actual or suspected violation of ASCCC policy or other unlawful act will be protected from any type of retaliatory behavior. Retaliation against an individual for reporting in good faith an actual or suspected violation or for participating in an investigation of a violation is a serious act and may result in disciplinary action. Individuals who with willful and deliberate intent retaliate against or take any action harmful to a person who reports such violations may be subject to censure or removal.

Procedure with Respect to Reports of Concerns about Accounting or Auditing Matters, or Internal Controls

Reporting Concerns: Any Executive Committee member or other person who has a concern or complaint about questionable accounting or auditing matters or perceived deficiencies in internal controls must report such concern or complaint to the ASCCC Executive Director. If the complaint is against the executive director, the report should be made to the chair of the Budget and Finance Committee. All such reports will be treated confidentially consistent with the need to investigate, prevent, or correct the violation and will carry no risk of retribution if made in good faith. Any member of the Executive Committee who takes any action in retaliation against a person who, in good faith, makes such a report will be subject to removal as consistent with ASCCC Policy 20.05 on the process for removal of an Executive Committee member. Nevertheless, any person may, if he or she prefers, make such a report anonymously.

Oral Communications: The executive director, chair of the Budget and Finance Committee, or other designated employee who receives an oral communication expressing a concern or complaint regarding accounting or auditing matters or internal controls shall promptly prepare a memorandum of such communication documenting in the

memorandum the dates, times, names of individuals involved, incidents, witnesses, and other pertinent information. The memorandum shall be promptly delivered to the ASCCC President.

Written Communications: The executive director, chair of the Budget and Finance Committee, or other designated employee who receives an oral or written communication expressing a concern or complaint regarding accounting or auditing matters or internal controls, including anonymous communications, shall promptly deliver to the ASCCC President a copy of the memorandum of such oral communication or a copy of such written communication.

Investigation: The ASCCC President shall cause an investigation to be made with respect to the subject matter of each communication of a concern or complaint regarding questionable accounting or auditing matters or internal controls as he or she deems appropriate and shall provide the Budget and Finance Committee with a written summary reporting the results of such investigation and any action taken or proposed to be taken. However, the president, as he or she deems appropriate, may direct further investigation to be conducted by others, such as counsel or third parties.

Budget and Finance Committee Review: The Budget and Finance Committee shall review all reports of concerns or complaints regarding questionable accounting or auditing matters or internal controls and determine what action, if any, should be taken with respect to such reports. The ASCCC officers will determine if any action against an Executive Committee member is necessary.

Maintain Records: The ASCCC Executive Director shall, in such manner as shall be determined by the chair of the Budget and Finance Committee, maintain a file of copies of the memoranda and written communications received by the chair reporting a concern or complaint regarding questionable accounting or auditing matters or internal controls and a written summary reporting the results of such investigation and any action taken or proposed to be taken. Each such memorandum and communication shall be retained for a period of at least five years.

State Law: The public policy of the State of California is to encourage individuals to notify an appropriate government or law enforcement agency when they have reason to believe an organization is violating laws that protect corporate shareholders, investors, employees, and the general public and to protect employees who refuse to participate in activities of an employer that would result in a violation of law. Normally, suspected violations should be reported directly to the appropriate state or local agency. In addition, the California Attorney General has established a confidential Whistleblower Hotline at (800) 952-5225 to receive calls regarding possible violations of state or federal statutes, rules or regulations, or violations of fiduciary responsibility by a corporation or limited liability company to its shareholders, investors, or employees.

40.01 Honoring Faculty Leaders and Other Significant Contributors

The Executive Committee may in some cases decide to honor faculty or other individuals who have served the ASCCC by supporting the mission and vision of the organization through a variety of capacities (e.g., committee member, Executive Committee member, advisory group).

The following are ways that the ASCCC or the Executive Committee can confer honors:

- Resolution Conferring Senator Emeritus status – retired faculty only as noted in bylaws.
- Honorary Resolution
- Certificate of Appreciation
- Recognition in the *Rostrum*, a plenary session program, or other available resources of the ASCCC
- Recognition and event registration waivers for ASCCC Past Presidents
- Recognition through the standard resolutions process

Resolution Conferring Senator Emeritus Status

Individuals that have been granted senator emeritus status are entitled to special recognition at ASCCC events, free issues of the ASCCC *Rostrum*, and free registration at all ASCCC plenary sessions.

If the Executive Committee or other faculty members working through their Area, determine that a faculty member should be honored as emeritus, the following criteria will be considered:

1. The faculty member must have formally submitted retirement paperwork to the member's college's or district's human resources office, be a retired community college faculty member, or be deceased.
2. The faculty member must have completed at least five years of service on ASCCC committees, as an ASCCC appointee to statewide or Chancellor's office bodies, as an ASCCC appointee for special projects, or any combination of direct service to the ASCCC thereof.
3. The faculty member must be recognized for exceptional contributions supporting the aims and functions of the ASCCC.

Honorary Resolution from the Executive Committee

Former Executive Committee members who meet specific criteria will be honored with a special resolution crafted by the Executive Committee. In addition, former Executive Committee members who do not meet the specific criteria or other individuals, either faculty or non-faculty, who have demonstrated an outstanding commitment to the mission and vision of ASCCC may also receive a special resolution at the discretion of the Executive Committee. Such a

resolution is honorary, is not subject to the standard resolutions process restrictions, and may be granted posthumously.

The criteria according to which former Executive Committee members will as standard practice be honored for their service on the Executive Committee and to the ASCCC is as follows:

1. A minimum of two full years of service on the Executive Committee.
2. Any combination of three aspects of the following:
 - a. Served as chair of at least two ASCCC standing committees or task forces or of a state-level special project or body as an ASCCC appointee;
 - b. Authored at least three articles published in the Rostrum;
 - c. Participated in the authorship of a published ASCCC paper;
 - d. Led the presentation and planning of an ASCCC institute.

Procedure for honoring former Executive Committee members or others who do not meet the above criteria:

1. A request to honor the proposed honoree will be forwarded to the ASCCC Standards and Practices Committee with a written rationale. The committee will consider the request and forward a recommendation to the Executive Committee. The Standards and Practices Committee may request additional support for the proposal if necessary.
2. The recommendation of the Standards and Practices Committee must be agendized for action at a regular meeting of the Executive Committee.
3. A vote of 75% of the Executive Committee members present is required to pass the motion for recognition.

Certificate of Appreciation

For cases in which the service of an individual merits an honor but does not meet the criteria for an honorary resolution and is not granted an exception to the criteria, the ASCCC Executive Committee may confer a certificate of appreciation. Such a certificate will include standard language developed by the Standards and Practices Committee, will be signed by the ASCCC President and the ASCCC Executive Director, and may be presented to the recipient as a printed and framed document at an ASCCC plenary session or other event.

Certificates of appreciation are approved and conferred by the Executive Committee and are not subject to a plenary session vote. A proposal for conferral of a certificate of appreciation may be submitted to the ASCCC Executive Director by any member of the ASCCC Executive Committee. Proposed conferrals of certificates of appreciation must be agendized at a meeting of the Executive Committee and must receive a vote of 75% of Executive Committee members present for approval.

Honoring ASCCC Past Presidents:

ASCCC Past Presidents who maintain their faculty status are entitled to special recognition at Senate events

and free registration at all Academic Senate Plenary Sessions.

Recognition through the Standard Resolutions Process

Individuals that do not meet any of the above requirements may be recognized through the standard resolution process.

(##.##) – ASCCC Advocacy

The Academic Senate for California Community Colleges is incorporated as a 501(c)(6) nonprofit organization. As stated on the website for the Hurwit & Associates Law Firm, “One of the advantages of the 501(c)(6) tax status is that it allows organizations to engage in unlimited amounts of lobbying.” Whereas local academic senates are limited in their advocacy activities by Education Code, the ASCCC has broad latitude to engage in lobbying. However, as a matter of policy, the ASCCC adheres to the following self-imposed restrictions:

- The ASCCC may take positions on national or state legislation, ballot proposals, and other matters placed before voters through the established plenary session resolution process if those matters are connected or related to the purview of the academic senates as defined in Title 5 regulations and California Education Code.
- In periods between plenary sessions, the ASCCC Executive Committee, by majority vote, is empowered to take positions on national or state legislation, ballot proposals, and other matters placed before voters. Positions established by the Executive Committee do not take priority over and may be reversed by positions established through the plenary session resolutions process.
- Positions regarding legislation taken through the plenary session resolutions process will be specifically associated with the version of the bill identified by date of the bill indicated in the resolution. Resolutions will clearly define the reasons for the positions taken. If future versions of the bill change the legislation in such ways as to contradict the reasoning stated in the resolution, the Executive Committee is empowered to establish positions that are not in concert with the position stated in the resolution.
- The ASCCC does not endorse any political candidate for any office, whether national, state-wide, or local.
- The ASCCC does not take positions on city or county ballot proposals, bonds, or other matters placed before voters.

Reference: Hurwit & Associates. (2021). Lobbying by 501 (c)(6) Organizations. Retrieved from <https://www.hurwitassociates.com/lobbying-advocacy/lobbying-by-501-c-6-organizations>.

(##.##) – Expectations of Executive Committee Members

Officially designated as the Board of Directors, all members of the Executive Committee of the Academic Senate for California Community Colleges (ASCCC), are expected to observe and follow certain protocols and procedures. Acceptance of a position on the Executive Committee signifies an implicit agreement to meet such protocols and procedures to the greatest degree possible.

Communications Protocols

The primary principle regarding communication with local academic senates, faculty members, or other individuals around the state is simple: The president, and only the president, represents the ASCCC, and thus all communication outside of the Executive Committee or the ASCCC committee structure must go through the president.

A. Communication with the President and the Executive Director

1. All Executive Committee members are re-sponsible to the president and should inform the president regularly regarding their activities on behalf of the ASCCC. Reporting timelines on standard or routine updates may be established between the member and the president. However, when a new issue or unusual development arises, members should immediately contact the president. All members of the Executive Committee must help to ensure that the president is well-informed regarding all matters and is never caught unaware or unprepared by a question from any source regarding the work of the ASCCC.
2. Like the president, the executive director must be kept informed regarding all activities related to the work of the ASCCC. Communications regarding staff, operations, or logistics should always go directly to the executive director, and the executive director should be copied on anything other than the most routine correspondence with staff. In addition, the executive director should be copied on all ASCCC-related written correspondence with the president in order to ensure that both are updated regarding the activities and work of Executive Committee members and to ensure organizational consistency.

B. Communication with Local Senates, Faculty At-Large, and Other Organizations or Their Members

Executive Committee members who receive emails, phone calls, or other communications from faculty leaders and others throughout the state regarding matters related to the ASCCC or the California Community Colleges system should refrain from responding in substance to such messages without authorization from the president. A brief note to the sender stating that the message has been received and that the member is checking on the issue is acceptable, but no actual response to any question or attempt at guidance should be sent without the president's

approval. When a request for information or assistance is received by an Executive Committee member, the member should forward that request to the president and copy the executive director. The president may then authorize the receiver to answer or may assign the duty of responding to another member of the Executive Committee with more expertise or current knowledge of the issue or who chairs a committee or holds another role that deals directly with the subject of the inquiry. Written responses should be shared with the president and executive director for review prior to being sent to the individual or group asking the question.

C. Communications through Listservs or Other Message Groups

Most members of the Executive Committee are subscribed to various listservs or other message groups, such as the unofficial senate presidents' listserv or the listservs for curriculum chairs, articulation officers, or others. However, no public statement regarding matters connected to the ASCCC or its work should ever be published by an Executive Committee member through any medium without the direct, prior approval of the president. Executive Committee members may not post messages or respond to posts on these services without explicit permission from the president. If a member sees a message on a listserv or other service that he or she feels needs a response, the member should contact the president and request authorization to answer the message. When in doubt regarding any communication, members are encouraged to ask questions and seek advice from the president and executive director.

D. Communication through Social Media

Executive Committee members should be cautious regarding their use of social media. While Facebook, Twitter, and other similar services are private and personal media, posts and comments through such venues can still reflect on the organization. As with listservs or email, members should not comment through social media on issues related to the work to the ASCCC without prior authorization from the president. Furthermore, members should not publish insults or disparaging remarks regarding individuals or institutions that are in any way related to the California Community Colleges system. Members should also consider the ways in which any post, even those that are strictly commenting on the members' personal lives, might impact their own images as Executive Committee members as well as the image of the ASCCC.

Period of Executive Committee Assignment

Terms of office shall commence at the start of the second day of the last Executive Committee meeting of the academic year or June 10, whichever occurs first. Terms of office shall conclude at the end of the first day of the last Executive Committee meeting of the academic year or June 9, whichever occurs first. As such, members are expected to fulfill the requirements of their assignments throughout this period, even when their own colleges may not be in session, such as during winter intersessions and the beginning and ending of summer breaks. Fulfilling an assignment may include such activities as attending meetings or other events, both virtual and in-person, that are related to the member's assignment for the academic year.

Attendance at Events or Activities of Other Organizations

Executive Committee members may be assigned to attend events presented by various organizations inside and outside the California Community Colleges system. In such cases, members are expected to represent established ASCCC positions as explained in ASCCC Policy 10.02.

Executive Committee members may at times by their own choice attend events or activities presented or sponsored by other organizations with connections to the work of the ASCCC or the California Community Colleges system. Members are free to attend such events at their own expense as a regular attendee, but they should still see themselves as bound by established ASCCC positions per ASCCC Policy 10.02. However, for any event in which members would participate as speakers, panelists, content experts, or in any other formal capacity, especially those in which the member would be listed in the event program, the member may only participate with the authorization of the ASCCC president.

Attendance at ASCCC Events

Executive Committee members are expected to attend the entirety of all ASCCC plenary sessions and the annual Faculty Leadership Institute unless the member is explicitly excused by the ASCCC President. Members are expected to attend other ASCCC events, such as institutes and regional meetings, when the member is involved in the planning and presentation of the event as a part of the member's assignment or when the member is invited to participate as a presenter or in some other official capacity.

When Executive Committee members are not involved in ASCCC events as organizers or presenters or are not explicitly invited by the ASCCC President or the ASCCC Executive Director, the member may choose to attend the event but must do so at the member's own expense. In such cases, members should still see themselves as bound by established ASCCC positions per ASCCC Policy 10.02 and by all other ASCCC policies.

Participation at ASCCC Events

Area representatives are responsible for organizing and chairing the meetings for their areas. All other members of the Executive Committee are normally expected to attend area meetings for the area in which the home college of each member is located, although members may attend a different area meeting with the approval of the president. Members other than area representatives are expected to assist the area representatives as necessary with the organization and conduct of the meetings.

All members of the Executive Committee are expected to attend and participate actively in all plenary sessions during their service. This participation goes beyond the breakouts and general session presentations for which a member has been assigned responsibility. It also includes such activities as being present and attentive in other breakouts or sessions when one is not presenting, attending the area meetings held during the plenary session, establishing a presence in common areas and offering advice and directions to plenary attendees at need,

assisting the ASCCC office staff when asked, and simply answering questions for attendees and making them feel welcome. Members should plan to attend any receptions or other social events that are planned. At breakfasts and lunches, members should make an effort to join tables with attendees rather than grouping with other members of the Executive Committee.

Attendance at Executive Committee Meetings

Executive Committee members are expected to attend all Executive Committee meetings and to prepare appropriately for those meetings through actions such as reading or reviewing all relevant documents in advance of the meeting. Failure to attend either two successive meetings or six days total of Executive Committee meetings per year may be deemed a resignation, pending review by the Executive Committee and subject to ASCCC Policy 20.05, Removal of a Member of the Board of Directors.

***Rostrum* Submissions**

Each member of the Executive Committee is generally expected to submit at least one article for each issue of the *Rostrum*. Members are not necessarily expected to write the articles they submit; the articles may come from members of the committees that the Executive Committee members are chairing. *Rostrum* articles should be on matters directly related to the Executive Committee members' individual assignments. Members should only write articles on issues not related to their assignments with the authorization of the president.



Executive Committee Agenda Item

SUBJECT: Standards & Practices Committee Policy Edits, Second Reading		Month: April	Year: 2021
		Item No: IV. F.	
		Attachment: Yes (10)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the revised Academic Senate policies.	Urgent: No	
		Time Requested: 15 mins	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Oliver/Cheryl Aschenbach	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Standards & Practices Committee has conducted a full review of these ASCCC Policies. The policies were carefully reviewed for structural, organizational, grammatical edits, and any needed or suggested content changes, and feedback from the first reading was taken under consideration.

20.05 - Removal of a Member of the Board of Directors

- Incorporation of executive committee members feedback from first reading in December-adding “Procedure” section with list of steps
- Edits include adding “executive committee” or “officers”, not just “president”, to have appropriate language if the complaint is against the president.

30.02 Receiving Honoraria

- Edits made based on 1st reading feedback-sending honoraria to ASCCC Foundation

30.03 Reassigned Time and Overload Assignments

- Edits made based on 1st reading feedback- Pres and VP are 100% reassigned and may not take on overload assignments at their colleges, for similar language for other exec members

30.04 Stipends

- Stipend language limited to summer only, not intersessions

The following six resolutions had no feedback from first reading in March.

10.02 Academic Senate Positions

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

10.03 Honoring Local Policies

10.04 Membership Dues

10.07 Cancellation of Events

20.03 Harassment

20.04 Drug Free Environment

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

10.02 Academic Senate Positions [general clean-up, and deletion of one sentence]

At all times, Executive Committee members represent, support, and follow the positions of the ASCCC in their service. Executive Committee members are expected to represent ASCCC positions in various arenas as assigned, including the legislature, the Chancellor's Office, and other state agencies. "Positions" in the broadest sense include adopted resolutions, history, by-laws, rules, and current activities. Executive Committee members have an obligation to carry out the instructions of the plenary session delegates as presented in the form of approved resolutions. Particularly when acting in an official capacity, Executive Committee members must represent adopted positions of the ASCCC to the best of their ability. When not acting in an official ASCCC capacity, members may express their own opinions that diverge from approved positions as long as they distinctly separate their views from those of the ASCCC. ~~Nevertheless, later misrepresentations of ASCCC positions do occur.~~

Positions adopted by the Executive Committee or its standing or ad hoc committees are not considered official positions of the ASCCC and so are open to discussion and the discretion of Executive Committee members. Executive Committee members are obligated to present the positions of ASCCC committees as well as their own when discussing an issue with the public or other groups.

10.03 Honoring Local Policies [general clean-up]

Executive Committee members must comply with home college and district processes for travel and off-campus attendance at activities.

10.04 Member Senates and Membership Dues [general clean-up, title change, and deletion of first section]

Delete the first section as it is not ASCCC Policy. Reference to Title 5 §53202 was added later in policy.

~~How to Become an Academic Senate for California Community Colleges (ASCCC) Member Senate~~

Background

~~Title 5 §53202 provides faculty with the requirements for establishing an academic senate. The following has been excerpted from this Title 5 section:~~

- ~~1. The full time faculty of a community college shall vote by secret ballot to form an academic senate.~~
- ~~2. In multi-college districts, the full time faculty of the district colleges may vote on whether or not to form a district academic senate. Such vote shall be by secret ballot.~~
- ~~3. The governing board of a district shall recognize the academic senate and authorize the faculty to:~~

~~(1) Fix and amend by vote of the full time faculty the composition, structure, and procedures of the academic senate.~~

~~(2) Provide for the selection, in accordance with accepted democratic election procedures, the members of the academic senate.~~

- ~~1. The full time faculty may provide for the membership and participation of part time faculty members in the academic senate.~~
- ~~2. In the absence of any full time faculty members in a community college, the part time faculty of such community college may form an academic senate.~~

Becoming a Member Senate

Article II, Section 1 of the ASCCC Bylaws states that any academic senate of a college, district, or recognized center recognized by its local governing board, according to Title 5 §53202, as representing its faculty in academic and professional matters may apply for status as a member senate. Once the governing board of a district recognizes the local academic senate, the local senate may be recognized as a member senate of the ASCCC.

To become a member senate of the ASCCC, the local senate must submit to the ASCCC Executive Director a request to become a member senate that includes the following required information:

1. Verification that the provisions of Title 5 §53202 have been fulfilled, including the approved constitution and/or bylaws,

2. A copy of the official minutes from the meeting at which the local governing board recognized the academic senate.

The required information may be submitted electronically or by mail. Upon verification of the submitted information, the ASCCC Executive Committee at one of its meetings certifies the applicant senate as a member senate.

70.20 Membership Dues

Member senates pay annual dues to the ASCCC based on their reported FTES to the Chancellor's Office each year . These dues fund services that directly benefit local academic senates such as representation on numerous task forces, advisory groups, committees, and initiatives as well as other constituent group meetings including the Faculty Association of California Community Colleges, the Council of Faculty Organizations, the Community College League of California, and the Intersegmental Committee of Academic Senates. The dues also directly fund local senate and technical assistance visits, publications such as the *Rostrum*, adopted position papers, event publications, all senate websites, and other costs associated with providing service to local senates.

All member senates that pay their dues are considered active members and are entitled to full membership privileges. Membership privileges include the following:

- Having a recognized voting delegate at ASCCC plenary sessions;
- Consideration of faculty from that college or district for service on the ASCCC Executive Committee, for service on other ASCCC standing committees, work groups, and task forces, and for service on other state-level bodies as representatives of the ASCCC;
- All of the services described earlier in this policy that are supported by dues and provided by the ASCCC to member senates.

Given the significant support that the ASCCC provides to local senates, if a member senate does not pay its dues to the ASCCC, the Executive Committee will review the reasons for nonpayment. Based on this review, the Executive Committee may declare the member senate an inactive member and suspend any or all of the membership privileges of that member senate as deemed appropriate. In the event that a member senate is declared to be an inactive member, the ASCCC will continue to represent that member senate at the state level on all academic and professional matters.

Before any action is taken to declare a member senate as inactive, the ASCCC will make every effort to work with the member senate to seek resolution of the nonpayment of dues. The active status of an inactive member senate and all associated membership privileges will be reinstated upon the payment of dues to the ASCCC.

10.07 Cancellation of Events [general clean-up]

The ASCCC hosts various types of professional development events statewide throughout the year. In some cases, an ASCCC event may need to be cancelled due to low enrollment, natural disaster, or other extenuating circumstances beyond control of the ASCCC.

In the case that an ASCCC event has to be cancelled, the following procedures will be followed:

- Immediate and official written communication will be sent to all individuals who are responsible for presenting at and coordinating the event.
- Whenever possible, notification will be sent to attendees regarding the cancellation of the event at least three-days--not including weekends--in advance of the planned event.
- Notification will be sent to all colleges and faculty utilizing various ASCCC listservs, including but not limited to the senate president listserv.
- If applicable, a notice of cancellation will be sent to the host college or colleges.
- The listing of the event will remain on the ASCCC website and will include information that the event was cancelled. Questions will be directed to events@asccc.org.

20.03 Harassment [general clean-up and links added in last paragraph]

The ASCCC maintains a strict policy prohibiting sexual harassment and harassment because of race, religious creed, color, national origin, ancestry, physical or mental disability, medical condition, marital status, sexual orientation, age, or any other basis protected by federal, state, or local law or ordinance or regulation. This policy applies to all persons involved in the operations of the ASCCC and prohibits such harassment by any Executive Committee member or employee of the ASCCC, including supervisors and co-workers. Prohibited harassment in any form, including verbal, physical, and visual conduct, threats, demands, and retaliation, will not be tolerated. Harassment because of sex, race, ancestry, physical or mental disability, medical condition, marital status, sexual orientation, age, or any other protected basis includes but is not limited to the following:

- Verbal conduct such as epithets, derogatory comments, slurs, or unwanted sexual advances, invitations, or comments.
- Visual conduct such as derogatory posters, photography, cartoons, drawings, or gestures.
- Physical conduct such as assault, unwanted touching, blocking normal movement, or interfering with work directed at the Executive Committee member or employee because of his or her sex or any other protected basis.
- Threats and demands to submit to sexual requests in order to keep a person's assignment or job or avoid some other loss.
- Offers of job benefits in return for sexual favors.

Retaliation for having reported or threatened to report harassment or for participating in an investigation, proceeding, or hearing conducted by the Fair Employment and Housing Commission is prohibited. An Executive Committee member or employee may have a claim of prohibited harassment even if he or she has not lost an assignment or job or some other economic benefit. Prohibited harassment that impairs an Executive Committee member or employee's working ability or emotional well being on assignment or at work violates this policy and will not be tolerated. Executive Committee members and employees have a right to redress for prohibited harassment. If an Executive Committee member or employee believes he or she is being harassed on the assignment or job because of sex, race, ancestry, or other prohibited basis, the Executive Committee member or employee should use the following procedure to file a complaint and have it investigated:

1. In order to secure this right, the Executive Committee member or employee should provide a written complaint to the executive director unless the prohibited harassment complaint involves the executive director, in which case the Executive Committee member or employee should provide the written complaint to the president. This written complaint should be submitted as soon as possible after any incident the Executive Committee member or employee feels is prohibited harassment. The complaint should include the details of the incident or incidents, the names of the individuals involved, and the names of any witnesses.
2. Dependent upon the parties involved in the complaint, the president, the executive director, or a designee will immediately undertake an effective, thorough, and objective investigation of the harassment allegations. This investigation will be completed and a determination regarding the harassment alleged will be made and communicated to the committee member or employee as soon as practical.

If the assigned investigator determines that prohibited harassment has occurred, the ASCCC will take effective remedial action commensurate with the severity of the offense. Appropriate action will also be taken to deter any

future harassment. Whatever action is taken against the harasser will be made known to the Executive Committee member or employee, and the ASCCC will take appropriate action to remedy any loss to the Executive Committee member or employee resulting from harassment. The ASCCC will not retaliate against an Executive Committee member or employee for filing a complaint and will not knowingly permit retaliation by employees or Executive Committee members.

Additionally, Executive Committee members or employees have the right to submit a prohibited harassment complaint to the ASCCC Executive Committee if prompt action has not been taken to resolve the complaint according to the procedures stated above.

The ASCCC encourages all Executive Committee members or employees to immediately report any incidents of harassment forbidden by this policy so that complaints can be quickly and fairly resolved.

Complaints of unlawful sexual harassment can be filed with the [California Department of Fair Employment and Housing](#) or the federal [Equal Employment Opportunity Commission](#). These agencies may accept, investigate, and prosecute complaints. The Fair Employment and Housing Commission in appropriate cases can award damages and other remedies such as back pay, reinstatement and fines. The telephone number for the Sacramento Office of the Department of Fair Employment and Housing is (916) 478-7251.

20.04 Drug Free Environment [general clean-up only]

The ASCCC provides a drug-free workplace and has issued drug-free workplace statements to Executive Committee members or employees of the Academic Senate and to every person who works on federal or state grants for the ASCCC. The policy of the ASCCC is that the workplace is free from effects of drug and alcohol abuse. This policy is intended to avoid the dangers arising from substance abuse in the workplace. These dangers include death or injury to the Executive Committee members, employees, co-workers, or the public resulting from accidents, dereliction of duty, poor judgment, and carelessness. Substance abuse also results in the loss of productivity, reduced efficiency, and increased absenteeism by the substance abuser and interferes with the job performance of other Executive Committee members or employees.

This policy, which is consistent with Government Code Section 19572 and Governor's Executive Order D-58-86, states that no employee who is on duty shall (1) use, possess, or be under the influence of illegal or unauthorized drugs or other illegal mind-altering substances or (2) use or be under the influence of alcohol to any extent that would impede the employee's ability to perform his or her duties safely and effectively. In addition to Government Code and Executive Order, federal and state grants require the application of items 1 and 2 above to individuals who work on such grants. Furthermore, no Executive Committee member, employee of the ASCCC or individual working on a federal or state grant on behalf of the ASCCC shall perform duties which, because of drugs taken under a legal prescription, the Executive Committee member, employee, or individual cannot perform without posing a threat to the health or safety of others.

California Law also prohibits the unlawful manufacture, dispensation, possession, or illegal use of a controlled substance. That prohibition extends to all places and includes the workplace of the ASCCC employee or individual working on ASCCC matters. In the event of the unlawful manufacture, distribution, dispensation, possession, or illegal use of a controlled substance at the ASCCC workplace or any ASCCC function by any such person, the ASCCC may take disciplinary action according to the Executive Committee policies and require the satisfactory completion of a drug abuse assistance or rehabilitation program. In addition, the ASCCC will terminate the Executive Committee member's, committee member's, or employee's participation on all grants that require such action.

The ASCCC does not provide for any counseling, rehabilitation, or employee assistance for substance or alcohol abuse. Executive Committee members, employees of the ASCCC, or individuals working on ASCCC grants convicted of a violation of a criminal drug statute when the violation occurred at the workplace of the ASCCC shall report this violation to the executive director or president in writing within five working days of the conviction. The intent and expectation of the ASCCC is that each employee of the ASCCC and all individuals working on ASCCC business abide by the terms of this drug-free workplace statement.

20.05 - Removal of a Member of the Board of Directors

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

Members of the Executive Committee of the ASCCC are expected to act in accordance with all laws and the bylaws, rules, and policies of the ASCCC and to fulfill all duties of their office which include modeling ethical and professional conduct. Unethical behavior may be grounds for removal of a board member.

Procedure

Any accusation against a member of the Executive Committee is a serious matter that will be addressed by the Academic Senate President and the Executive Committee. This policy applies if the accusation involves transgressions against any laws or bylaws, rules, and policies of the Academic Senate or a failure to fulfill the duties of a member of the Executive Committee. Oversight of the complaint process is normally the duty of the Academic Senate President. In situations where the alleged violation concerns the president, the responsibility for overseeing the process will transfer to the highest-ranking officer of the ASCCC not considered part of the complaint.

The process for considering and addressing complaints is as follows:

- The alleged violation is submitted in writing.
- The president or other officer overseeing the process will present the written complaint to the Executive Committee member in question.
- The president or other officer overseeing the process will inform the ASCCC officers that a complaint has been received.
- The president or other officer overseeing the process will then schedule a one-to-one intervention to first discuss the allegations with the Executive Committee member to reach a resolution.
- If a resolution is achieved, the president or other officer overseeing the process will inform the ASCCC officers of the details of the resolution. The resolution must be endorsed by a majority of the ASCCC officers in order for the matter to

be considered resolved. Any of the ASCCC officers may request and will be granted a meeting of the officers to discuss the resolution before a decision on the matter is reached. An ASCCC officer requesting a meeting will be granted the opportunity to discuss the resolution with the officers prior to final approval of the decision.

- If a resolution is not achieved and further investigation is deemed necessary, an ad hoc investigation team will be established.

Investigation Team

1. The investigation team will consist of two members of the Executive Committee and three active ASCCC faculty member representatives serving on any statewide committee or taskforce.
2. The Executive Committee officer leading the investigation and the Executive Committee member being investigated will mutually agree on the membership of the investigation team. If mutual agreement cannot be reached, the team will be randomly selected from the eligible faculty and Executive Committee members .
3. The Executive Committee officer creating the investigation team cannot serve as a member of the team.
4. The investigation team has no power to mandate the appearance of the member under investigation or other members of the Executive Committee. However, the team should make every effort to meet with the member under investigation and hear the member's side.

Investigative Process

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

Report Submission and Presentation

1. If the investigation team finds sufficient evidence to support the allegations against an Executive Committee member, the team's completed written report will be submitted to the officer overseeing the investigation and to the Executive Committee member being investigated.
2. A special meeting of the Executive Committee will be scheduled to discuss the team's findings. The meeting will occur no less than two weeks after the team's report has been submitted.
3. The meeting will take place in closed session due to the confidential nature of the investigation. If the Executive Committee member under investigation prefers to have the report and its findings discussed in open session, the member may make the request pursuant to the Senate's Policy 10.01 on Open Meetings, and the request will be granted.
4. All members of the investigation team will be invited to attend the special Executive Committee meeting to present the group's findings and answer any questions from the Executive Committee members. Team members are expected to make every possible effort to attend the special meeting.
5. Following the presentation by and questioning of the investigation team, the Executive Committee member under investigation may refute the findings and present evidence and witnesses to speak on the member's behalf. Once both groups have presented all information, the members of the investigation team that are not members of the Executive Committee will leave the meeting.

Removal of an Executive Committee Member

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

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

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

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

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

30.02 Receiving Honoraria [general clean-up]

Because ASCCC duties are voluntary or may be compensated by reassigned time, Executive Committee members may not accept honoraria for activities related to the ASCCC. If compensation is offered to an Executive Committee member who is serving in the role of an ASCCC representative, such honoraria shall be passed on to the ASCCC Foundation as a donation to support its work.

30.03 Reassigned Time and Overload Assignments [general clean-up and addition of paragraph from Policy 30.04]

Definition: Reassigned = Reassigned from normal faculty load.

President and Vice-President: The positions of president and vice-president are seen as full-time responsibilities, and the office holders are generally granted 100% reassigned time. Since the president and the vice president positions are critical to the viability of the organization, the expectation is that neither of the holders of these positions carries any other assignment, whether regular, overload, or reassigned. The payment of 100% reassigned time by the ASCCC to the officers' districts is conditional on the two position holders not having any assignments--regular, overload, or reassigned--from their colleges or districts.

All Other Members of the Executive Committee: In the event that elected members of the Executive Committee, with the exception of the president or vice-president, choose to take on overload assignments, they should keep in mind the roles and responsibilities for which they are receiving reassigned time and the expectation that they fulfill these roles and responsibilities. If members are not able to fulfill the requirements of their assignments, the reassigned time for the academic year may be re-evaluated. Executive committee members teaching or assigned any fraction of regular, overload or other reassignment at their home colleges may not receive 100% reassigned time from ASCCC.

Summer Session: Summer session is excluded from this policy.

While Executive Committee members may be asked to perform duties during the summer, only officers are required to be available during the summer. If an Executive Committee member is asked to perform a duty during the summer, that member may be eligible for a stipend according to Policy 30.04.

Reassigned Time: The amount of reassigned time granted to members of the Executive Committee varies based on the roles and responsibilities assumed by the individual members. In no case will the ASCCC provide an amount of reassigned time such that when combined with other reassigned time that the faculty member is receiving from his or her college or district the total exceeds 100% of a full-time regular load. Reassigned time can only be applied to a faculty member's regular load. Reassigned time cannot be applied to overload assignments. Local bargaining agreements may also impose limitations on the amount of reassigned time that may be granted.

See Title 5 §53207 for more information on ASCCC reassigned time. The ASCCC Executive Committee will continue to review and revise these policies as necessary and appropriate.

30.04 Stipends [general clean-up, addition of two sentences, and last paragraph moved to Policy 30.03]

ASCCC Executive Committee members generally have a 10-month commitment that spans from August through May. Faculty elected to serve on the Executive Committee begin their terms on June 1 and are required to attend the May/June Executive Committee meeting and Orientation as well as the Faculty Leadership Institute. These responsibilities are included in the reassigned time paid to the members' districts. However, some Executive Committee members, based on their assignments, might be asked to work in the summer beyond the normal 10-month commitment. In those instances when Executive Committee members provide significant service beyond their normal scope of work, they may receive a stipend from the ASCCC or other entities if funds are available. The receipt of stipends does not include participation in ASCCC institutes if the institutes are part of the members' normal assignments or are a continuation of their currently assigned responsibilities. This includes the incoming and outgoing ASCCC Curriculum Chairs and committee seconds, who are required to attend the Curriculum Institute as part of their normal 10-month commitment. [added sentence]

Stipends are in all cases subject to available funds and are granted at the discretion of the ASCCC President and the Executive Director. [added sentence]



Executive Committee Agenda Item

SUBJECT: 2021 Local Senates Survey and the Executive Summary		Month: April	Year: 2021
		Item No: IV. G.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	The Executive Committee will review the results of the 2021 Local Senates Survey and consider sharing the Executive Summary with the field.	Urgent: No	
		Time Requested: 15 mins	
CATEGORY: First Read	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Stephanie Curry	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

The executive committee will review the 2021 Local Senates Survey and make a recommendation the executive summary to share with the field.

Please see attachments

- 1) *Survey Summary*
- 2) *Draft Executive Summary.*

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

ASCCC Local Senates Survey 2020-2021

Executive Summary

Every three years the Academic Senate for California Community Colleges (ASCCC) surveys its local senates on their structures and practices to understand the workings of its 126 member (116 colleges and 10 district) senates and learn ways to support their members in the work in the areas of the 10+1. The Local Senates Survey is sent out to each local and district senate president to complete. This executive summary will review the survey in general and provide information on specific themes. [Full survey results](#) including all of the qualitative answers can be found online.¹

Who filled out the survey?

The 2020-2021 survey was completed by 55 local senates (43% of the membership) 53 were college senates and 2 were district senates. The majority of respondents indicated that their senates were representative bodies (87%) and a smaller number were senates of the whole (11%). The majority of respondents (60%) were from multi-college districts. Respondents were a majority white (65%). Indicated racial groups included African American/Black (6%), American Indian/Alaskan Native (7%), Asian/Asian American (5%) and Latino/a/x (21%). Most respondents indicated that their sexual orientation was heterosexual/straight (72%). Respondents indicated asexual (7%), bisexual (2%) and gay or lesbian (2%). The majority of gender identity was cisgender women (56%) with cisgender men at 40%; 4% declined to answer.

What does representation look like in local senates?

The majority of senates (84%) stated that their faculty are selected through an election process and others were selected through appointments made by the senate president or departments. The average number of voting senators was 26 with a low of 6 and a high of 69 members.

What role do part-time faculty play in local senates?

The majority of respondents (81%) of senates have a designated seat for part time senators. Most senates had more than one seat available; 2 seats was the most common answer. Only 50% of respondents stated that these part time senators were compensated for their time. Of those who were compensated the majority were given a stipend. In addition, 53% of respondents stated that their academic senates allow part time senators to represent departments, areas and divisions. There are some colleges (23%) that do have specific criteria for part-time faculty serving as a senator. Most of these criteria are in the areas of current employment and years of service.

What is the diversity of local senates and strategies for recruitment?

The ASCCC asked local senates what recruitment strategies they used to bring diverse faculty into the membership. The most common themes included: recruitment through affinity groups, outreach to new faculty, succession planning in departments, and professional development. The most effective strategy was personal and direct outreach to faculty. When asked if these strategies worked the results were mixed: Yes (27%), Somewhat (48%) and No (8%).

What is the role of local senates in faculty hiring and equivalency?

Respondents agreed or strongly agreed (76%) that their local senates recruited diverse faculty representation on faculty hiring committees. A small majority (57%) have also evaluated faculty hiring process for racial or gender bias. In changing processes local senates have: revised hiring procedures, revised job descriptions, updated local administrative procedures, passed resolutions and worked with district Human Resources on recruitment strategies. When asked how the ASCCC could support these efforts, suggestions were made for local senate visits, online tools about implicit bias, tools for leading difficult discussions and models of equitable and effective hiring processes. Local senates (66%) have also evaluated and updated their processes for determining equivalency. Changes included making the process more

¹ <https://www.surveymonkey.com/results/SM-8S5ZJ6QK9/#>

transparent, revising committee structures, making the process more flexible and working directly with Human Resources and Administration.

How are local senates implementing Guided Pathways?

Local senates have had strong participation in guided pathways efforts. Almost all (92%) respondents stated that they had separate committees leading Guided Pathway at their college and 73% of those committees had faculty as the majority of members. Of those in 66% faculty members were appointed by the academic senate. Local senates (62%) are working to integrate Guided Pathways into standing governance structures and committees.

What is the local senate's role in placement?

With the implementation of AB705 in Fall 2019 50% of senates have evaluated their college's mathematics and English placement models. Efforts have included: districtwide committee review, evaluation through program review, departmental review, and regular reports to the local senate. To support the implementation senates have aligned placement with their guided pathways work, provided professional development and assigned committees to support the work. Faculty have been supported by their local administrations with professional development funding, intuitional research support and release time for implementation leads.

How much release time is provided for local Senates?

When asked about release time for local senates most indicated that there was release time and that it was identified in a collective bargaining agreement. Most senates had release time for the senate president and the curriculum chair and some had release time for other senate officers. A few colleges had release time for other positions such as guided pathways lead, program review/SLO coordinators, and ASCCC liaisons (e.g. CTE, OER). When asked if faculty leaders are compensated for performing governance work in the summer the answers were varied: Yes-All (8%), Yes-Some 50% and No 41%.

How can ASCCC support local senates?

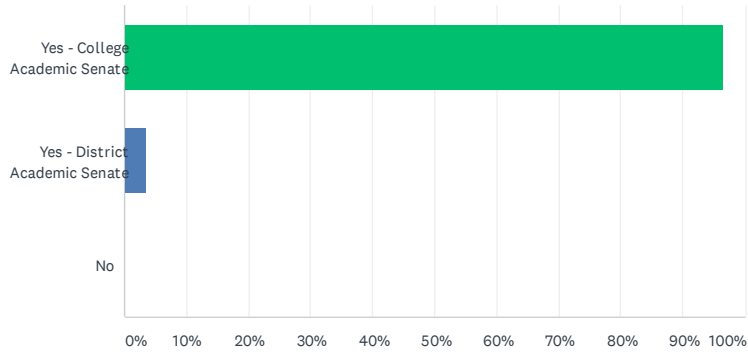
When respondents were asked what resources and support they wanted from the ASCCC the top answers were 1) Guided Pathways ensuring learning 2) Guided Pathways staying on the path and 3) information on placement models.

Thank you to all the respondents. The ASCCC appreciates your time and effort in sharing what is happening at your local senates.

Local Senates Survey

Q2 Are you currently the academic senate president for your college or district?

Answered: 55 Skipped: 0



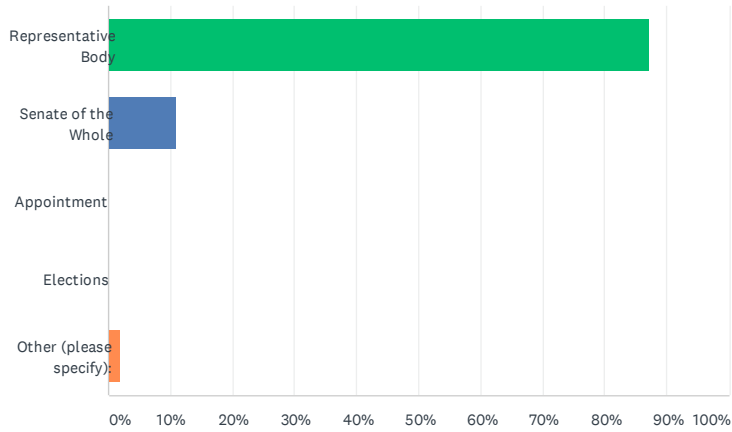
ANSWER CHOICES	RESPONSES	
Yes - College Academic Senate	96.36%	53
Yes - District Academic Senate	3.64%	2
No	0.00%	0
TOTAL		55

#	IF NO PLEASE SPECIFY:	DATE
	There are no responses.	

Local Senates Survey

Q3 Is your academic senate a Representative Body of the faculty, where faculty are elected or appointed to represent colleagues, or an Academic Senate of the Whole, where all full-time faculty are participants in the senate meetings?

Answered: 55 Skipped: 0



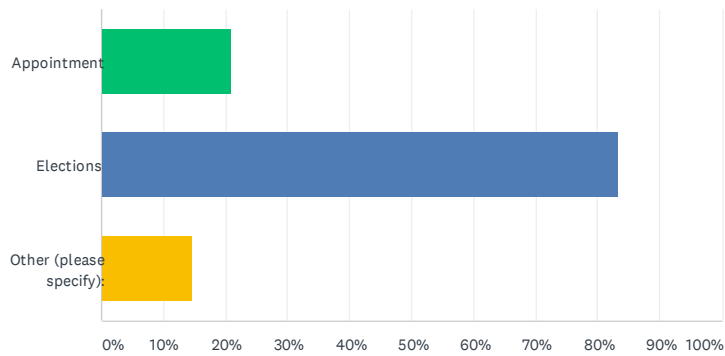
ANSWER CHOICES	RESPONSES
Representative Body	87.27% 48
Senate of the Whole	10.91% 6
Appointment	0.00% 0
Elections	0.00% 0
Other (please specify):	1.82% 1
TOTAL	55

#	OTHER (PLEASE SPECIFY):	DATE
1	All faculty are members of the Academic Senate but Senate Council is a representative body and where most discussion and votes occur	12/20/2020 6:56 AM

Local Senates Survey

Q4 If your academic senate is representative, how are faculty selected to serve (select all that apply)?

Answered: 48 Skipped: 7

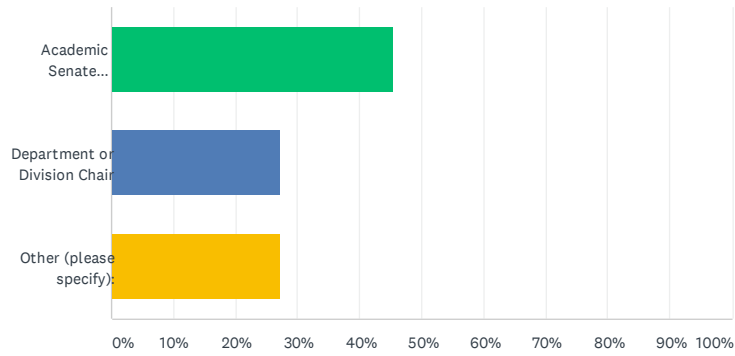


ANSWER CHOICES	RESPONSES
Appointment	20.83% 10
Elections	83.33% 40
Other (please specify):	14.58% 7
Total Respondents: 48	

#	OTHER (PLEASE SPECIFY):	DATE
1	Most are elected by department or constituency while a few are determined through a faculty selection process, e.g., Curriculum Committee Chair	1/22/2021 5:14 PM
2	Divisions pick their representatives	1/21/2021 12:22 PM
3	Chosen at the beginner of each fall semester	1/20/2021 12:34 PM
4	President is elected by the full body. Senators are appointed by their respective departments.	1/20/2021 12:10 PM
5	Faculty self nominate, and divisions agree to send their reps	12/30/2020 6:33 PM
6	senators are elected by the college; division representatives are elected by their divisions	12/14/2020 8:40 PM
7	Some are appointed by their respective divisions, and others are at-large, appointed by election	12/8/2020 2:08 PM

Q5 If appointments are made to your academic senate, who makes the appointment?

Answered: 11 Skipped: 44



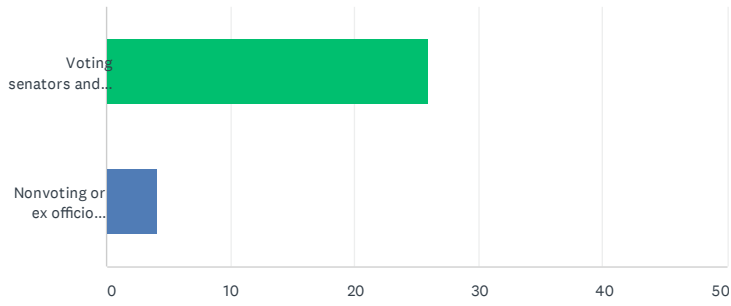
ANSWER CHOICES	RESPONSES	
Academic Senate President	45.45%	5
Department or Division Chair	27.27%	3
Other (please specify):	27.27%	3
TOTAL		11

#	OTHER (PLEASE SPECIFY):	DATE
1	The divisions	1/21/2021 12:22 PM
2	Departments vote and appoint	1/20/2021 12:10 PM
3	Faculty within designated Academic Unites	12/17/2020 1:35 PM

Local Senates Survey

Q6 How many members serve on your academic senate? (enter number)

Answered: 54 Skipped: 1



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
Voting senators and/or officers:	26	1,401	54
Nonvoting or ex officio members:	4	171	42
Total Respondents: 54			

Local Senates Survey

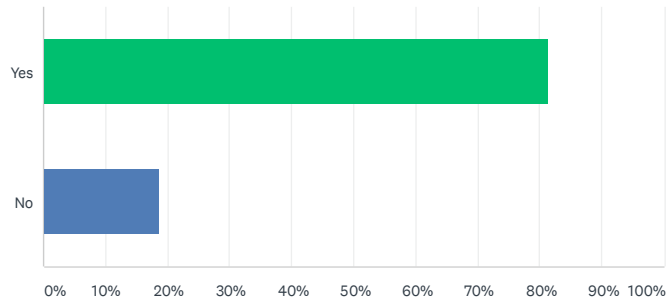
#	VOTING SENATORS AND/OR OFFICERS:	DATE
1	65	2/8/2021 2:38 PM
2	40	2/3/2021 2:16 PM
3	28	2/2/2021 10:13 AM
4	63	2/2/2021 9:06 AM
5	24	2/2/2021 9:00 AM
6	27	2/2/2021 8:29 AM
7	21	2/2/2021 8:27 AM
8	32	1/29/2021 11:20 PM
9	16	1/29/2021 3:46 PM
10	34	1/29/2021 10:45 AM
11	37	1/28/2021 12:49 PM
12	22	1/28/2021 10:19 AM
13	38	1/28/2021 8:00 AM
14	45	1/27/2021 9:07 PM
15	26	1/27/2021 6:05 PM
16	6	1/27/2021 3:57 PM
17	12	1/27/2021 3:54 PM
18	17	1/27/2021 3:50 PM
19	25	1/27/2021 3:01 PM
20	9	1/25/2021 2:38 PM
21	42	1/22/2021 5:19 PM
22	6	1/22/2021 9:49 AM
23	12	1/21/2021 12:22 PM
24	10	1/21/2021 9:37 AM
25	23	1/20/2021 5:20 PM
26	23	1/20/2021 3:25 PM
27	27	1/20/2021 2:06 PM
28	28	1/20/2021 1:34 PM
29	35	1/20/2021 12:36 PM
30	13	1/20/2021 12:14 PM
31	25	1/20/2021 12:09 PM
32	22	12/30/2020 6:34 PM
33	18	12/28/2020 4:50 PM
34	27	12/20/2020 6:58 AM
35	16	12/17/2020 1:36 PM
36	19	12/16/2020 7:02 PM
37	15	12/16/2020 2:59 PM
38	29	12/15/2020 9:34 PM
39	15	12/14/2020 8:44 PM
40	41	12/12/2020 9:37 AM
41	21	12/9/2020 2:17 PM
42	16	12/9/2020 8:26 AM
43	36	12/8/2020 7:24 PM
44	14	12/8/2020 3:28 PM
45	25	12/8/2020 3:24 PM
46	30	12/8/2020 3:14 PM
47	17	12/8/2020 2:08 PM
48	18	12/8/2020 1:57 PM
49	69	12/8/2020 1:57 PM
50	52	12/8/2020 1:39 PM
51	36	12/8/2020 1:36 PM
52	16	12/8/2020 1:27 PM
53	12	12/8/2020 1:20 PM

Local Senates Survey

54	6	12/7/2020 4:01 PM
#	NONVOTING OR EX OFFICIO MEMBERS:	DATE
1	1	2/8/2021 2:38 PM
2	7	2/3/2021 2:16 PM
3	5	2/2/2021 10:13 AM
4	3	2/2/2021 9:00 AM
5	3	2/2/2021 8:29 AM
6	2	2/2/2021 8:27 AM
7	1	1/29/2021 3:46 PM
8	0	1/28/2021 12:49 PM
9	7	1/28/2021 10:19 AM
10	3	1/27/2021 6:05 PM
11	0	1/27/2021 3:54 PM
12	7	1/27/2021 3:50 PM
13	10	1/27/2021 3:01 PM
14	0	1/25/2021 2:38 PM
15	0	1/21/2021 12:22 PM
16	0	1/21/2021 9:37 AM
17	11	1/20/2021 5:20 PM
18	3	1/20/2021 2:06 PM
19	15	1/20/2021 1:34 PM
20	30	1/20/2021 12:36 PM
21	3	1/20/2021 12:14 PM
22	5	12/30/2020 6:34 PM
23	2	12/28/2020 4:50 PM
24	12	12/20/2020 6:58 AM
25	1	12/17/2020 1:36 PM
26	2	12/16/2020 7:02 PM
27	0	12/16/2020 2:59 PM
28	3	12/15/2020 9:34 PM
29	0	12/14/2020 8:44 PM
30	5	12/12/2020 9:37 AM
31	2	12/9/2020 8:26 AM
32	12	12/8/2020 7:24 PM
33	0	12/8/2020 3:28 PM
34	2	12/8/2020 3:24 PM
35	0	12/8/2020 3:14 PM
36	0	12/8/2020 2:08 PM
37	5	12/8/2020 1:57 PM
38	2	12/8/2020 1:39 PM
39	0	12/8/2020 1:36 PM
40	1	12/8/2020 1:27 PM
41	6	12/8/2020 1:20 PM
42	0	12/7/2020 4:01 PM

Q7 My academic senate has designated seats for part-time senators

Answered: 54 Skipped: 1

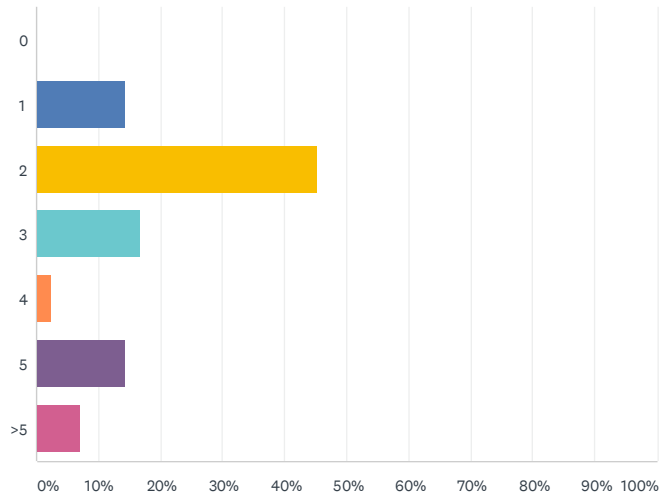


ANSWER CHOICES	RESPONSES	
Yes	81.48%	44
No	18.52%	10
TOTAL		54

Local Senates Survey

Q8 If yes, how many?

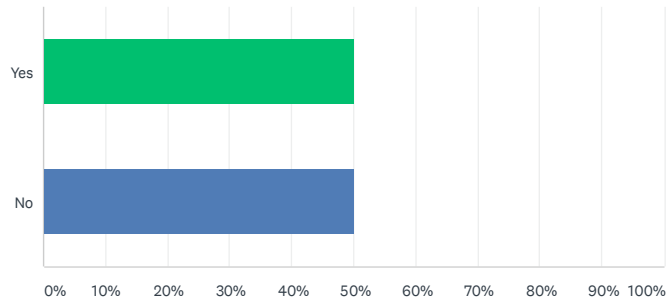
Answered: 42 Skipped: 13



ANSWER CHOICES	RESPONSES	
0	0.00%	0
1	14.29%	6
2	45.24%	19
3	16.67%	7
4	2.38%	1
5	14.29%	6
>5	7.14%	3
TOTAL		42

Q9 If yes, are these faculty compensated?

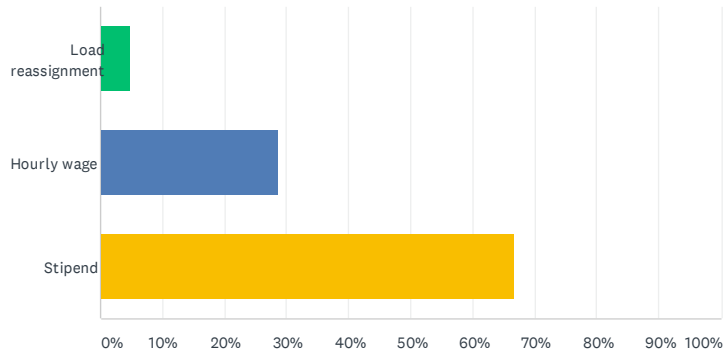
Answered: 44 Skipped: 11



ANSWER CHOICES	RESPONSES	
Yes	50.00%	22
No	50.00%	22
TOTAL		44

Q10 If yes, form of compensation?

Answered: 21 Skipped: 34

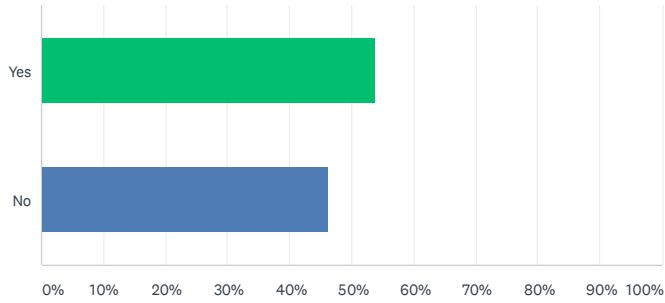


ANSWER CHOICES	RESPONSES	
Load reassignment	4.76%	1
Hourly wage	28.57%	6
Stipend	66.67%	14
TOTAL		21

Local Senates Survey

Q11 My academic senate allows part-time senators to represent departments, areas, or divisions.

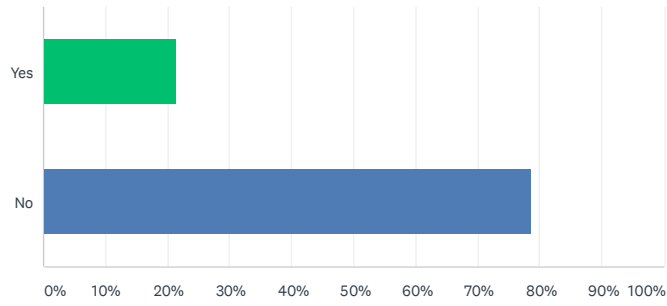
Answered: 52 Skipped: 3



ANSWER CHOICES	RESPONSES	
Yes	53.85%	28
No	46.15%	24
TOTAL		52

Q12 If yes, are these faculty compensated?

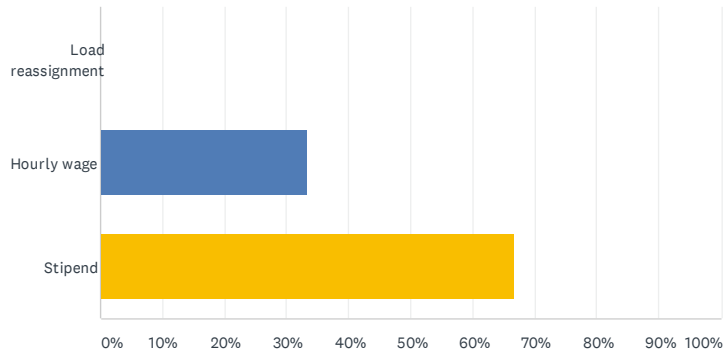
Answered: 28 Skipped: 27



ANSWER CHOICES	RESPONSES	
Yes	21.43%	6
No	78.57%	22
TOTAL		28

Q13 If yes, form of compensation?

Answered: 6 Skipped: 49

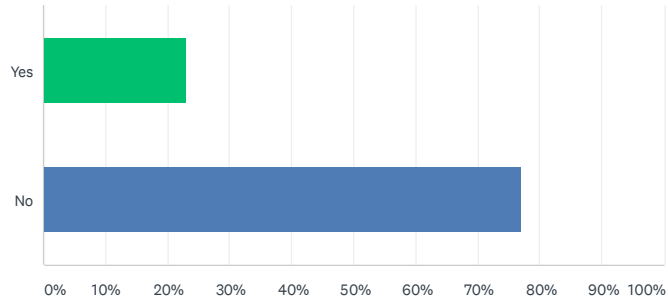


ANSWER CHOICES	RESPONSES
Load reassignment	0.00% 0
Hourly wage	33.33% 2
Stipend	66.67% 4
TOTAL	6

Local Senates Survey

Q14 My academic senate has specific criteria for part-time faculty serving as a senator.

Answered: 52 Skipped: 3



ANSWER CHOICES	RESPONSES	
Yes	23.08%	12
No	76.92%	40
TOTAL		52

#	IF YES, PLEASE PROVIDE CRITERIA OR A LINK TO THE INFORMATION:	DATE
	There are no responses.	

Local Senates Survey

Q15 If yes, please provide criteria or a link to the information:

Answered: 12 Skipped: 43

#	RESPONSES	DATE
1	In the Academic Senate Constitution & By-Laws	2/2/2021 10:14 AM
2	member of electorate, which requires contractually determined reemployment rights or current assignment	2/2/2021 8:31 AM
3	Any person currently employed as an associate faculty member who has served for five consecutive semesters at [REDACTED] is eligible for election as an associate faculty member of the Academic Senate	1/29/2021 3:50 PM
4	They have to be employed	1/29/2021 10:46 AM
5	Providing notes from the meetings to share with their constituents	1/28/2021 10:20 AM
6	Must be working while serving as a senator	1/27/2021 9:08 PM
7	Two members from the adjunct (part-time) faculty may be elected by the adjunct faculty each fall semester at the annual fall meeting of adjunct faculty and shall serve a one-year term. The adjunct representatives shall have full voting rights in the Senate. T	1/27/2021 4:08 PM
8	Part-time faculty senator must have assignment to serve	1/27/2021 3:03 PM
9	eligibility is restricted to part-time faculty members who are able to attend Senate meetings, do not hold a full-time tenure-track/tenured faculty or administrative position at the college, and are on a discipline seniority list	1/22/2021 5:30 PM
10	Constitution: Any active member of the part time faculty with four semesters of service with the District is eligible to be nominated to the Academic Senate. Bylaws: The terms of the two part-time faculty senators shall be staggered to provide continuity. Any part-time faculty member serving on the senate must teach at least two units (or equated hours for part-time counselors and librarians) per academic year during their term. If they do not teach at all during a semester, and consequently is not an employee of the District, they must be replaced. Part-time senators will represent all part-time faculty in all disciplines.	1/21/2021 9:42 AM
11	Have current assignment. Nominated by departments. Elected by full senate.	1/20/2021 12:16 PM
12	[REDACTED]	12/16/2020 7:03 PM

Q16 Please describe the recruitment strategies you use to bring diverse faculty into your academic senate membership.

Answered: 47 Skipped: 8

Local Senates Survey

#	RESPONSES	DATE
1	Recruitment through "affinity" groups (African American Faculty and Staff Association; Latino Faculty and Staff Association; Asian American Faculty and Staff Association; etc.	2/8/2021 2:40 PM
2	Announcements, personal recruitment efforts.	2/3/2021 2:17 PM
3	Personal outreach & mentoring	2/2/2021 10:14 AM
4	Senate of the Whole - all fulltime faculty Adjunct faculty recruitment - notice to all adjunct each semester explaining Senate and offering seat to all interested adjunct faculty members - caveat, membership impacts quorum so attendance/participation is expected for the full semester. Supplemented by individual recruitment, support for attendance/participation in ASCCC events, inclusion in committees, working groups, and task force(s).	2/2/2021 9:11 AM
5	Recruitment has never been a problem often times we have multiple people running for one seat.	2/2/2021 9:02 AM
6	personal reaching out, expanded size of Executive Committee with clear purpose regarding diversity, created an officer of equity position on Senate Exec, revised Bylaws to allow goals of equity, diversity, and inclusion to be considered when appointing replacements to fill vacancies on Senate.	2/2/2021 8:50 AM
7	Each area recruits their own representatives	2/2/2021 8:30 AM
8	Election	1/29/2021 11:21 PM
9	Word of mouth; we also have an AS Subcommittee focused on Diversity, Equity, and Cultural Competency. This committee puts on a conference each semester for flex, where engage all faculty. This is a space and committee where we intentionally reach out to associate faculty and validate, nurture, and mentor their involvement. Associate faculty are encouraged to participate in all of our governance and AS Subcommittees. Some committees provide compensation (based on union contract) others are volunteer.	1/29/2021 3:54 PM
10	There are no specific efforts currently defined.	1/29/2021 10:47 AM
11	As a senate of the whole, we dont have a specific strategy	1/28/2021 12:50 PM
12	Direct contact, agendas that are inclusive and responsive to faculty's concerns, invitations to new faculty to participate, and invitations to non-senators to give short presentations of their work.	1/28/2021 10:22 AM
13	This is handled entirely by the academic divisions. Interested faculty volunteer and are elected by the members of their divisions. We have no formal recruitment strategies.	1/28/2021 8:02 AM
14	My leadership team encourages particular candidates for representative positions (and for appointed positions) to make the senate more diverse, including for officer positions.	1/27/2021 9:11 PM
15	I believe that we have a fairly diverse senate. We encourage dept. chairs and directors to select/elect from a diverse group.	1/27/2021 6:09 PM
16	We email all faculty, both full and part-time on both of our campuses and make regular announcement at campus meetings. We also involve Department chairs in the announcement of senate opening and encourage them to announce and recruit from their departments.	1/27/2021 4:11 PM
17	None	1/27/2021 3:58 PM
18	We try to create an inviting welcoming environment. We reach out to specific individuals encouraging them to participate at all levels of shared governance including serving on the Senate.	1/27/2021 3:52 PM
19	Identifying leadership in committee appointments	1/27/2021 3:04 PM
20	Our faculty number is small, so recruitment doesn't really apply.	1/25/2021 2:40 PM
21	We are just now considering options, mostly linked to boosting faculty participation and advocating for faculty diversity with our department chairs and faculty at large.	1/22/2021 5:44 PM
22	We advertise to the entire body. With Diversity and Equity in mind, I have sent out personal invitations to run.	1/22/2021 9:51 AM
23	Thus far, we have put out a general call for nominations without specifically addressing diversity. With a small faculty this has been difficult to address, however it is on out list of topics for this semester.	1/21/2021 9:46 AM
24	Equity and diversity resolution; senate presence at new faculty academy; outreach to divisions; each one-reach one approach	1/20/2021 5:22 PM
25	Recruitment strategies include Academic Senate meeting all calls, invitations to participate announced during all college day, and new faculty orientation meetings.	1/20/2021 3:30 PM
26	Email, direct contact and encouragement, publicizing Senate discourse	1/20/2021 2:08 PM
27	I speak to sitting senators nearing the end of their terms about their responsibility to ensure a smooth transition to whomever is going to follow them. A key part of that discussion stresses the importance of diversity, especially when a particular division is/has been represented by non-diverse faculty. I'll also reach out to diverse faculty members in a division personally or through faculty/staff associations encouraging them to run for election.	1/20/2021 1:45 PM
28	All are allowed to join based on availability and interest. This is pure freedom of choice of individual faculty to join	1/20/2021 12:37 PM
29	One on one conversations.	1/20/2021 12:18 PM
30	Tap on shoulders, encourage part-time faculty and faculty of color to serve on the Senate.	1/20/2021 12:11 PM
31	I am a new President as of Sept 2020. I am not aware of any recruitment strategies to date.	12/30/2020 6:35 PM
32	We encourage recently tenured faculty to become involved in the Senate Council and/or Senate committees. We stress the importance of diverse representation in communications	12/28/2020 4:57 PM

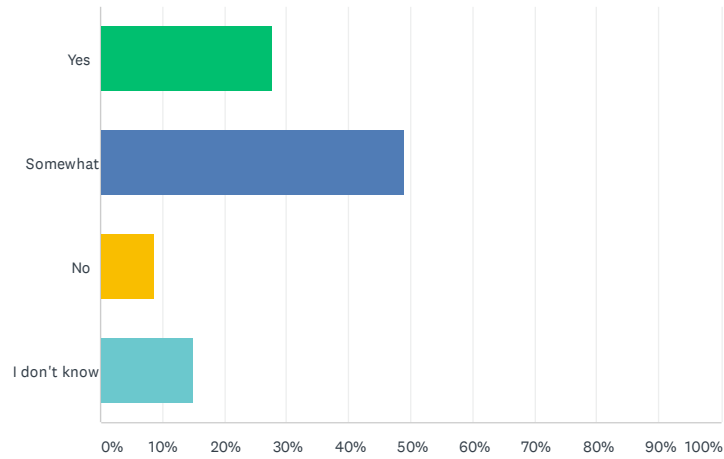
Local Senates Survey

and at the Senate Council and encourage diversity to be strongly considered when new Council members are chosen/elected.

33	This work is just starting by intentionally reaching out to diverse faculty, promoting Senate and encouraging their involvement.	12/20/2020 7:00 AM
34	This has been a struggle! We really rely on volunteers. I do meet with new full time faculty each year to encourage involvement and these faculty are where most of diversity is, but many are not comfortable being involved at this level until they are closer to reaching tenure	12/17/2020 1:38 PM
35	Personal recruitment	12/16/2020 7:03 PM
36	Direct appeals to faculty members to join senate	12/16/2020 3:02 PM
37	No recruitment strategies are employed.	12/14/2020 8:47 PM
38	Emails to faculty with detailed information for joining and meeting expectations.	12/9/2020 2:19 PM
39	We invite faculty to participate through emails and personal invitation.	12/9/2020 8:27 AM
40	Equal opportunity, any faculty member may self nominate. FYI-this question is insulting and leading that strategies are necessary in an institution consisting of well educated individuals!	12/8/2020 7:28 PM
41	We have representatives from each of the guided pathways, counseling, off site locations, and adjunct faculty.	12/8/2020 3:29 PM
42	Aside from having each of our Divisions represented, there are no specific strategies designed to recruit diverse senators. We are however mindful when electing the executive board of the Senate - and make sure we have diversity.	12/8/2020 3:26 PM
43	FLEX workshops, Senate President networking, Department Chairs meetings; very boots on the ground strategies	12/8/2020 3:15 PM
44	I (Senate President) reach out to specific faculty to consider serving, and my recruitment efforts keep diversity at the forefront. It's not a codified process, but it seems to be working, at least currently, based on the current make-up of our Senate membership.	12/8/2020 2:13 PM
45	The most viable method seems to be individual outreach to potential members. We are also thoughtful in the appointment of committees to build expertise and interest in further involvement.	12/8/2020 2:00 PM
46	Personal recruitment. Making clear that the goals of the senate are rooted in issues of equity.	12/8/2020 1:58 PM
47	We encourage new faculty to join our Senate.	12/8/2020 1:21 PM

Q17 Are your recruitment strategies effective?

Answered: 47 Skipped: 8

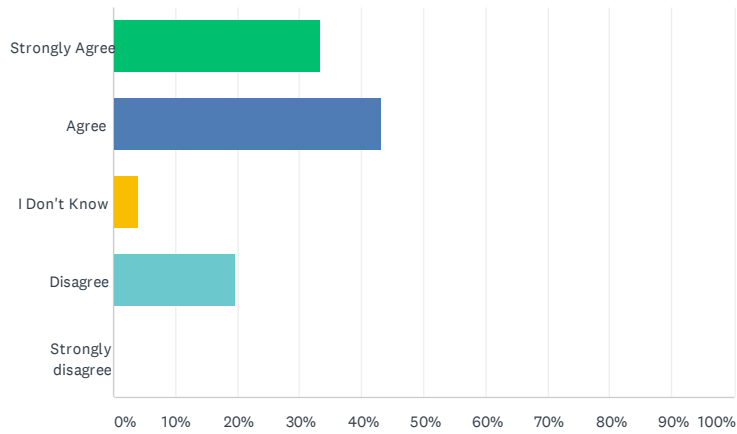


ANSWER CHOICES	RESPONSES	
Yes	27.66%	13
Somewhat	48.94%	23
No	8.51%	4
I don't know	14.89%	7
TOTAL		47

#	IF NO, PLEASE EXPLAIN:	DATE
1	Don't have one.	1/29/2021 10:47 AM
2	We have no formal recruitment strategies.	1/28/2021 8:02 AM
3	There are lots of demands/requests placed on our faculty of color.	1/20/2021 12:18 PM
4	Only recently started intentionally encouraging diverse faculty to participate in Senate.	12/20/2020 7:00 AM
5	see above	12/17/2020 1:38 PM
6	Our senate has some diversity but I would like it to be better. Faculty from underrepresented groups are often overtaxed and asked to do too many things already. Other faculty from underrepresented groups just aren't interested.	12/8/2020 1:33 PM

Q18 Our local academic senate recruits for diverse faculty representation on faculty hiring committees, taking into consideration race, gender, and discipline.

Answered: 51 Skipped: 4

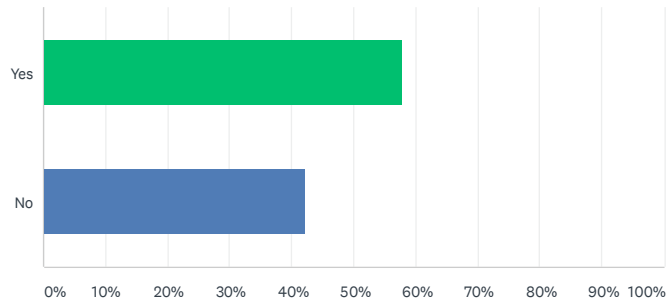


ANSWER CHOICES	RESPONSES	
Strongly Agree	33.33%	17
Agree	43.14%	22
I Don't Know	3.92%	2
Disagree	19.61%	10
Strongly disagree	0.00%	0
TOTAL		51

Local Senates Survey

Q19 Has your local academic senate evaluated faculty hiring processes for racial or gender bias?

Answered: 52 Skipped: 3



ANSWER CHOICES	RESPONSES	
Yes	57.69%	30
No	42.31%	22
TOTAL		52

Q20 If yes, in what ways has the process changed?

Answered: 27 Skipped: 28

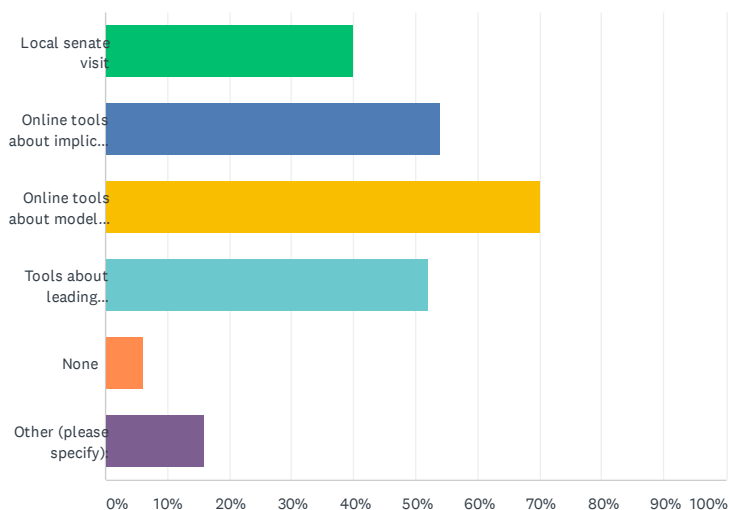
Local Senates Survey

#	RESPONSES	DATE
1	As part of our SES Plan, work on job announcements, EEO training and Equity infused interview questions/ teaching demos	2/8/2021 2:41 PM
2	We have revised our hiring manual, which includes requirements for diversity on the hiring committees.	2/3/2021 3:38 PM
3	Yes faculty hiring procedures document is now being reviewed by District Equity and Chancellor Advisory Committee	2/2/2021 10:16 AM
4	Initial screening done through online portal (example of how this is useful: nothing can be handwritten so no pre-judgements such as 'sloppy', 'neat' et cetera). Assume equivalency when evaluation is requested, until selection for interview (adjunct) or after 1st interview (full-time). All initial interviews online to increase access and 'level the playing field'. HR reviews proposed interview questions for potential biases; requires multiple questions to 'tease out' information on diversity awareness, experiences with diverse populations, sensitivity and responsiveness to issues associated with diversity. Currently working on improving the process for exploring candidates' cultural competency.	2/2/2021 9:29 AM
5	Yes, the college president and the district look at the hiring committees and all participants must attend a training.	2/2/2021 9:04 AM
6	We are currently in the process of revising the faculty hiring and procedure.	2/2/2021 8:51 AM
7	More flexibility in format of first interviews, look for ways to include rather than looking for ways to exclude. Excellent new required training by HR.	2/2/2021 8:32 AM
8	Our AS has been working with our HR and Office of Instruction the last four years on revising job descriptions, EEO statement prompts, and we are currently working on revising our administrative procedures for part-time faculty hiring. While our institution will never admit to bias in the hiring process, we have also engaged in revamping our committee training and EEO training to emphasize implicit bias awareness and identification in the moment.	1/29/2021 3:58 PM
9	We have worked with our HR department to evaluate the processes; we have eliminated letters of recommendation, done more thorough EEO trainings for hiring committee members, and try to create diverse hiring committees.	1/28/2021 10:23 AM
10	We are working with our HR department to bring stronger considerations of equity into the process. We are also working on a district-wide equivalency process, which will help diversify the adjunct pool that is such an important source of candidates for full-time faculty positions.	1/27/2021 9:13 PM
11	It is changing.	1/27/2021 6:11 PM
12	We are currently in the process of evaluating and changing our hiring practices. We have good practices but seem to always follow our own guidelines. We also have identified areas that need changing, such as where we advertise and how we advertise our positions.	1/27/2021 3:53 PM
13	We are in the process of revising findings and recommendations from the Racial Equity and Social Justice Task Force	1/27/2021 3:06 PM
14	We are in the process of a major revision to our Administrative Procedure on hiring. The Academic senate has completed almost all of the suggested revisions and we have included requirements for EEO and bias training for all members of the screening committees.	1/21/2021 9:49 AM
15	We are in process right now of doing this evaluation districtwide at a district level, not yet local.	1/20/2021 5:23 PM
16	It is in process. The amount of time a position is open has been shortened and the calendar timing of hiring has shifted to further advantage applicants of diverse background.	1/20/2021 2:10 PM
17	We have improved the boiler plate messaging on all faculty hiring announcements. Departments have more input on where announcements are posted, and we've encouraged them to advocate for postings where diverse faculty will see them. We have helped in the development of district level hiring committee training to focus more on bias than it has in the past. We also have worked with institutional research and planning to identify barriers in the process and have started developing broader reforms to eliminate those barriers.	1/20/2021 1:53 PM
18	Very little as this has been a key factor since I joined the faculty	1/20/2021 12:38 PM
19	We passed a resolution that specifies a recruiting and hiring process. Including types of questions to be asked.	1/20/2021 12:19 PM
20	We have just passed (as a first reading) an update process, placing the need for a diverse faculty on committees as the number one "step" instead of as an afterthought. We also ask department chairs (who make the initial recommendation) to think about this. We will also (once this passes) be putting a call out to all faculty (FT and PT) when a committee is being formed instead of relying on individual chairs to reach beyond their small circles.	12/17/2020 1:40 PM
21	Close analysis of Administrative Regulation Equity Audit for January 2021	12/9/2020 8:28 AM
22	Gender representation is ensured prior to confirmation. Race has not been necessarily addressed to diversity training of committee	12/8/2020 7:32 PM
23	I wouldn't say that it has changed as much as we revised the AP.	12/8/2020 3:31 PM
24	We are in the current process of revising our AP on this element.	12/8/2020 3:17 PM
25	We are currently having this discussion. So, nothing has officially changed yet	12/8/2020 1:42 PM
26	Clearer process with set expectations and review points; there is less making things up as we go, which meant diversity did always figure prominently in the process.	12/8/2020 1:36 PM
27	More efforts to recruit and encourage minority candidates	12/8/2020 1:23 PM

Local Senates Survey

Q21 Which of the following ASCCC resources for evaluating faculty hiring processes would be helpful to your academic senate? (Check all that apply).

Answered: 50 Skipped: 5

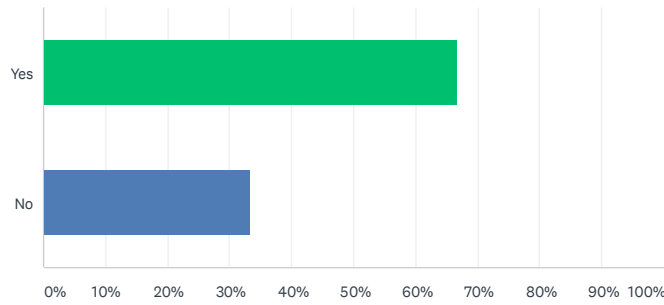


ANSWER CHOICES	RESPONSES
Local senate visit	40.00% 20
Online tools about implicit bias	54.00% 27
Online tools about model principles and procedures	70.00% 35
Tools about leading difficult discussions	52.00% 26
None	6.00% 3
Other (please specify):	16.00% 8
Total Respondents: 50	

#	OTHER (PLEASE SPECIFY):	DATE
1	Our campus is prioritizing the discussion of issues regarding equality, equity, and racial bias, so we're currently in a good place to implement our discussions into the hiring processes.	1/27/2021 4:13 PM
2	Our Senate relies upon departments so we could benefit from learning how to promote diversity in a decentralized organization.	1/22/2021 5:45 PM
3	Canvas Site and "White Paper"	1/21/2021 9:50 AM
4	there has been a lot of talk about the dangers of tokenizing, and it's not clear when recruitment turns into tokenizing. Some guidance on that would be really helpful. Each time we try to actively reach out to faculty of color, someone brings up tokenizing, and we're not sure how to address that.	1/20/2021 5:24 PM
5	Tools about how an Academic Senate can be involved in these discussions	12/30/2020 6:37 PM
6	I have widely shared the Canvas course with my college. Would like some more in-person training once we can be on campus again on implicit bias and model hiring principles and procedures.	12/17/2020 1:41 PM
7	AS does not set hiring practices. We work with HR. Hiring practices are not a 10+1	12/9/2020 2:21 PM
8	Models of equitable and effective hiring processes	12/8/2020 1:59 PM

Q22 Has your local senate evaluated or updated college or district processes for determining equivalency to the minimum qualifications in the disciplines list?

Answered: 51 Skipped: 4



ANSWER CHOICES	RESPONSES	
Yes	66.67%	34
No	33.33%	17
TOTAL		51

Q23 If yes, explain how the process has changed?

Answered: 29 Skipped: 26

Local Senates Survey

#	RESPONSES	DATE
1	Evaluating development of district-wide equivalencies (multi-campus district)	2/8/2021 2:43 PM
2	Our HR processes now give more transparent access to all applicants to the local departments. Previously, we did not have easy access to see all candidates, which meant we did not have the ability to review or grant equivalency easily.	2/3/2021 3:40 PM
3	Identified need for modification to some aspects of the process (Improving documentation of established equivalency; standardizing evaluation process for determining equivalency in general education areas; requiring all documents be submitted prior to review of application). Working on changes at this time. Other potential modifications may be identified as the work progresses. Ask again in May. :-)	2/2/2021 9:37 AM
4	By updating our AP/BP district policies.	2/2/2021 9:05 AM
5	Our college engaged in a review and revamp of the equivalency process about eight years ago to allow for 1) disciplines to add comparable degree titles to the list for smoother hiring process, 2) HR identifies potential equivalency cases for committee to review rather than discard outright (taking a "screen in" vs. "weed out" approach), 3) add equivalency directions on the application, and 4) allow candidates to get guidance from HR in filling out equivalency documents.	1/29/2021 4:05 PM
6	It has not changed very much, but we have discussions about it, particularly now with the discussion of an Ethnic Studies curriculum and program.	1/28/2021 10:25 AM
7	We have adjusted the composition of the equivalency committee to include a dean as a permanent voting member. Equivalency is determined by four faculty members and two deans, one of which is in the area for which equivalency is in question.	1/28/2021 8:05 AM
8	We have created a committee to explore a district-wide equivalency process as currently the processes at each college do not always agree.	1/27/2021 9:15 PM
9	██████████ these processes are the basis of our discussions and policies.	1/27/2021 4:14 PM
10	no	1/27/2021 3:59 PM
11	I'm not sure that it has actually changed. But we did evaluate it.	1/25/2021 2:43 PM
12	The current equivalency process was evaluated and reaffirmed.	1/22/2021 5:47 PM
13	Our senate evaluates the MQ Handbook regularly and make any updates when necessary. When we update, we use a lens of equity and diversity.	1/22/2021 10:09 AM
14	The Academic senate made significant revisions to our BP and AP, strengthening the consistency and faculty determination of equivalency	1/21/2021 9:52 AM
15	We revamped our Fac Equiv for MQs process, creating a districtwide committee. We train the committee, and all eq's go through the District president, who seeks discipline experts at all 3 colleges.	1/20/2021 5:25 PM
16	Updated to meet Title V requirements.	1/20/2021 3:32 PM
17	We revised the committee structure.	1/20/2021 2:11 PM
18	The Equivalency criteria are broader, more flexible. Applicants can use work experience and upper-division units in the graduate program to demonstrate that they meet the MQs.	1/20/2021 12:13 PM
19	A new section was added to the equivalency request form that asks for Dept/ Division standards for equivalency and degrees that they deem equivalent to be listed. This is provided to our District HR to prevent candidates from being eliminated from the hiring process before their applications are ever screened at the college level.	12/28/2020 5:02 PM
20	Evaluation turned up some artificial barriers. Next step is to update this process to remove these barriers. Until the full update is complete, will implement a stop-gap measure that will alleviate the effects of this barrier.	12/20/2020 7:04 AM
21	we have a thorough committee that updates policies and determines equivalencies	12/16/2020 7:04 PM
22	The forms have moved to online forms. A full-time faculty member is assigned to the applicant for equivalency to assist and shepherd the application.	12/9/2020 8:29 AM
23	No changes	12/8/2020 7:33 PM
24	We have updated the CTE min quals.	12/8/2020 3:31 PM
25	We are currently working on this as a district; all 3 Senate Presidents in our district have taken a hands-on role	12/8/2020 3:18 PM
26	We used to have a process that allowed departments to create equivalencies for the discipline so that each applicant didn't have to be reviewed for equivalencies. We have discontinued that practice. We are also now having discipline experts make recommendations to the Equivalency Committee. We also made a non-faculty members not voting on the equivalency committee.	12/8/2020 2:03 PM
27	Created districtwide committee with diverse membership; each equivalency committee must include one of the districtwide committee members to oversee the process	12/8/2020 2:00 PM
28	Well, we codified our process into an AP, which we didn't have before. We created equivalency committees, which we didn't really have before.	12/8/2020 1:44 PM
29	Collaborate with HR and administration	12/8/2020 1:25 PM

Local Senates Survey

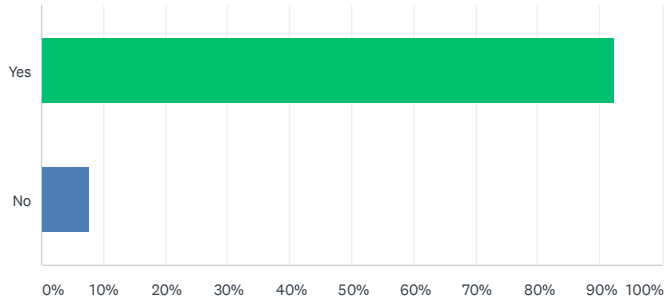
Q24 If not, please explain.

Answered: 15 Skipped: 40

#	RESPONSES	DATE
1	Have not done this yet/recently	2/2/2021 10:16 AM
2	This is also in process.	2/2/2021 8:52 AM
3	We started the process of updating last year and couldn't reach agreement about what an update should include so the discussion will continue.	2/2/2021 8:34 AM
4	We are beginning that process.	1/29/2021 10:48 AM
5	We are also currently looking at these processes. We have a new more equitable process but it has not been implemented consistently. Working to ensure that it becomes our only practice.	1/27/2021 3:55 PM
6	Not yet. We are planning to begin this semester after attending the Fall Plenary and the discussion on the resolution concerning job requirements vs minimum qualifications	1/27/2021 3:21 PM
7	This is done at the District Senate level	1/21/2021 12:24 PM
8	This is on our 'to do' list for Spring 2021, but may extend through Fall 2021. We know there needs to be a long look at these processes and reforms, but haven't had the space or energy to do this yet.	1/20/2021 1:55 PM
9	Waiting for new contract language and moving forward from there	1/20/2021 12:38 PM
10	Updating this process is underway.	1/20/2021 12:20 PM
11	Not that I am aware of. I don't even know if a policy exists?	12/30/2020 6:37 PM
12	I am honestly not sure about this. We do have an equivalency process in place but will have to see what might need to be updated. Our process already references the disciplines list. Right now I cannot even find our policy! :-)	12/17/2020 1:44 PM
13	Discussions have just begun	12/16/2020 3:04 PM
14	N/A	12/8/2020 3:28 PM
15	What we are doing is mostly working and a review would open a can of worms. With everything else going on, it has not been a priority.	12/8/2020 1:37 PM

Q25 Does your college have a separate committee leading Guided Pathways efforts?

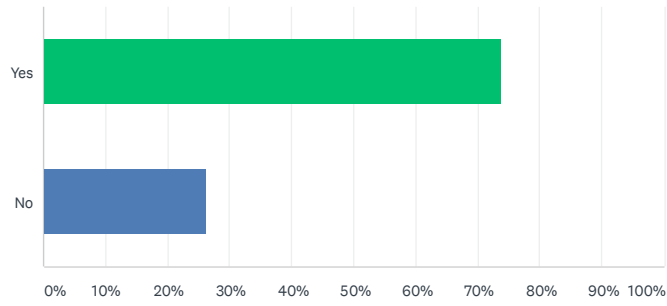
Answered: 51 Skipped: 4



ANSWER CHOICES	RESPONSES	
Yes	92.16%	47
No	7.84%	4
TOTAL		51

Q26 If yes, does the committee have faculty as a majority?

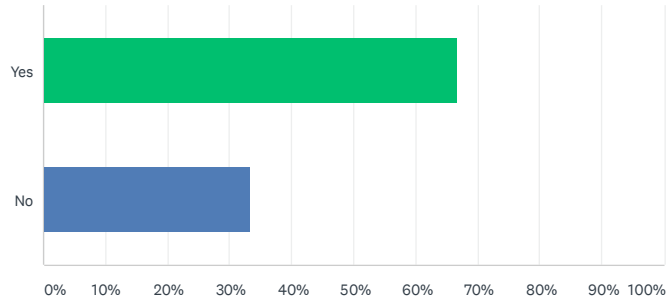
Answered: 46 Skipped: 9



ANSWER CHOICES	RESPONSES	
Yes	73.91%	34
No	26.09%	12
TOTAL		46

Q27 Are faculty participants on your Guided Pathways committee appointed by the academic senate?

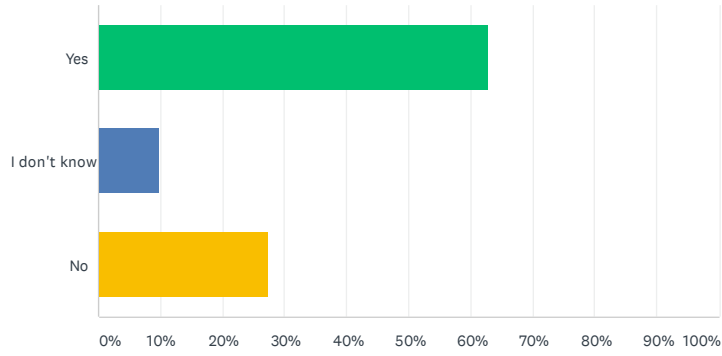
Answered: 45 Skipped: 10



ANSWER CHOICES	RESPONSES	
Yes	66.67%	30
No	33.33%	15
TOTAL		45

Q28 Are you integrating Guided Pathways efforts into standing committees?

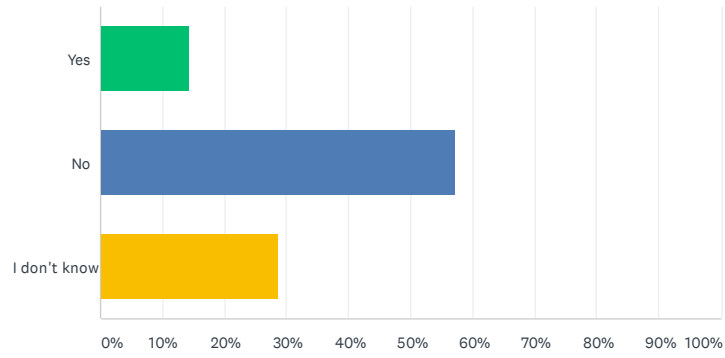
Answered: 51 Skipped: 4



ANSWER CHOICES	RESPONSES	
Yes	62.75%	32
I don't know	9.80%	5
No	27.45%	14
TOTAL		51

Q29 If no, are there plans to?

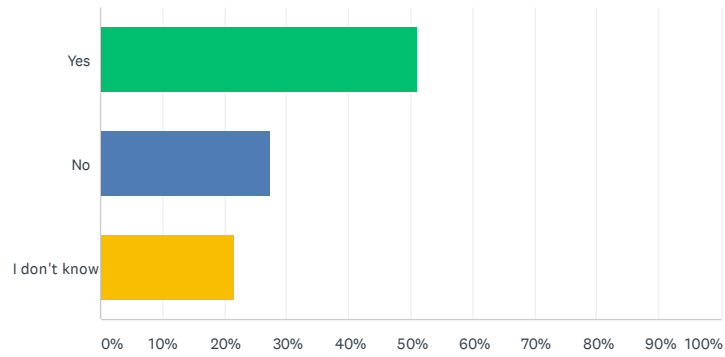
Answered: 14 Skipped: 41



ANSWER CHOICES	RESPONSES	
Yes	14.29%	2
No	57.14%	8
I don't know	28.57%	4
TOTAL		14

Q30 Has your local or district academic senate evaluated your college's mathematics and English placement model since implementation in Fall 2019?

Answered: 51 Skipped: 4



ANSWER CHOICES	RESPONSES	
Yes	50.98%	26
No	27.45%	14
I don't know	21.57%	11
TOTAL		51

Local Senates Survey

Q31 If yes, please describe evaluation efforts.

Answered: 22 Skipped: 33

#	RESPONSES	DATE
1	We have a district-wide committee that is tasked with this effort, though local efforts within departments are also taking place.	2/3/2021 3:41 PM
2	Yes, English and math faculty provided multiple updates regarding placement models at Academic Senate meetings since the fall of 2019. More recently, a workgroup of AB 705 stakeholders—including math and English faculty— was formed and met to coordinate completion of the AB 705 Validation Report, which was submitted to the Chancellor's Office on [REDACTED]. The report compiled course completion outcomes, disaggregated by placement model and other variables, among students from the lowest GPA band. The next workgroup meeting is scheduled for [REDACTED] at which the group will discuss interpretation of Validation Report data, implications to ongoing implementation of AB 705, and plans for communicating out to the broader College community	2/2/2021 1:15 PM
3	Departments are every quarter reviewing data & discussing support strategies	2/2/2021 10:17 AM
4	Self placement tools.	2/2/2021 9:06 AM
5	Algebra, statistics, and precalculus all have several alternative formats including accelerated, co-requisites, and support	2/2/2021 8:37 AM
6	Curriculum Committee and other Senate committees and the Departments have worked closely in recent years to accomplish these goals.	1/29/2021 10:49 AM
7	Evaluated data of student completion and throughput levels and added support courses to College Composition as well as many math courses. Adjusted curriculum for Intermediate Algebra and created a new transfer level course in Algebra. Increased the non-credit math and ESL offerings.	1/28/2021 10:28 AM
8	With multiple measures, i.e. HS transcripts, but no testing, open enrollment in transfer level composition and statistics	1/27/2021 3:24 PM
9	Preliminary data demonstrates that equity gap has increased particularly in mathematics. We are particularly concerned that future data analysis include disaggregation based on prior HS math.	1/22/2021 5:49 PM
10	No assessment. AB705 implementation. Multiple Measure Assessment (transcripts, etc.).	1/22/2021 10:14 AM
11	I am not a professor in that area and simply know ongoing evaluation of the placement model is occurring.	1/20/2021 2:13 PM
12	This is largely taking place through Program Review, which reports to the senate, although we have had stand alone presentations/discussions related to this at the senate	1/20/2021 1:58 PM
13	reworked classes in both disciplines to work with AB 705. A supplemental class option for English, and lab components for Math	1/20/2021 12:40 PM
14	We are looking at the data collectively in many spaces.	1/20/2021 12:15 PM
15	In the process of evaluating data disaggregated by ethnicity, with gender and other factors to be looked at next.	12/20/2020 7:10 AM
16	Success rates compared to years past. Our success rates were higher before AB 705, but our throughput is greater and that's all that matters, according to the State Chancellor's Office. Our co-reqs are unsuccessful. We are looking at dropping them for non-credit short "boosters" or directed tutoring.	12/9/2020 8:31 AM
17	Yes, we have closed the gap with Hispanic but still have more to do for the African American.	12/8/2020 3:33 PM
18	Our college is paying close attention to student success rates in both English and Math, disaggregating data, and piloting new strategies to generate higher success rates for all groups of students.	12/8/2020 3:30 PM
19	During our Program Review process.	12/8/2020 3:19 PM
20	We are in the midst of reviewing data at our related standing committees and have Coordinators for Math and English who report to Senate and the President's Cabinet	12/8/2020 2:04 PM
21	We have received reports on the effectiveness of the AB705 changes. Then COVID hit, so things slowed a bit. But our Basic Skills committee has been focused on looking at this and we receive committee updates from that committee at every Senate meeting	12/8/2020 1:46 PM
22	Our Curriculum Committee continues to monitor this policy yearly	12/8/2020 1:27 PM

Q32 How is your academic senate supporting faculty in the evaluation of instructional quality and curricular pathways during the implementation of new placement models?

Answered: 35 Skipped: 20

Local Senates Survey

#	RESPONSES	DATE
1	Our campus has established a Guided Pathways work group with a faculty lead, and create taskforce(s) to address different aspects of implementation.	2/8/2021 2:47 PM
2	Many of these discussions are taking place through the District-wide AB705 committee and our District Academic Senate.	2/3/2021 3:44 PM
3	Academic Senate standing committees were assigned responsibility for supporting instructional quality (Curriculum & GE Committee; Academic Development Committee). Evaluation of instructional quality is a term fraught with challenges... Senate expresses interests to the faculty union regarding evaluation of instructional quality as no clear distinction has been established between evaluation of faculty and evaluation of 'instructional quality'. A conceptual (preferably an operational) definition of 'instructional quality' would be very helpful in getting movement in this area. As to curricular pathways, it is difficult to distinguish between the Academic Senate support and faculty support as we are a Senate of the Whole. Faculty members, all Senators, designed, evaluate, and modify curricular pathways through areas, divisions, and institutional committee work. The Guided Pathway efforts are lead by the VP of the Academic Senate as chair of a joint working group consisting of faculty and administrative representatives.	2/2/2021 2:33 PM
4	We are still in the design phase of GP.	2/2/2021 1:17 PM
5	We ensure faculty voices/representation on college & district committees discussing this	2/2/2021 10:19 AM
6	we are not	2/2/2021 9:08 AM
7	We don't.	1/29/2021 11:24 PM
8	The AS passes along PD opportunities that are provided by ASCCC and other organizations. This year we have a taskforce on our AS focused on AB705.	1/29/2021 4:12 PM
9	Not sure.	1/29/2021 10:50 AM
10	Consistently having this be part of Senate conversations and having Senate reps on many committees that focus on GP efforts.	1/28/2021 10:32 AM
11	This is left up to area faculty.	1/28/2021 8:11 AM
12	Not sure	1/27/2021 9:17 PM
13	We have not official reviewed curricular changes in math/English. We have reviewed and revised the curricular pathways model with the guidance of a faculty GP Coordinator.	1/27/2021 4:04 PM
14	Professional development in-house, conferences, webinars.	1/27/2021 3:28 PM
15	The senate itself isn't really doing this.	1/25/2021 2:49 PM
16	Our academic senate received input from discipline faculty for changes that are permissible under the state guidelines.	1/22/2021 5:53 PM
17	Curriculum created zero unit support for math. Smaller class sizes implemented. Evaluation and data regarding race, ethnicity, etc in IPR's. Embedded tutors.	1/22/2021 10:21 AM
18	I do not know	1/21/2021 9:54 AM
19	It is not. Too many other fires to put out, and the implementation of placement has been locked up by the district and local colleges aren't evaluating the data, so local faculty are unable to know what's working and what isn't.	1/20/2021 5:29 PM
20	Academic Senate works collaboratively with Guided Pathways management and staff implementing meta majors and equity imperative policies.	1/20/2021 3:37 PM
21	Concerns from faculty related to instructional quality and curricular pathways are voiced primarily in Program Review, which is chaired by faculty, and brought to the Senate via the Program Review chair, who serves as a liaison to senate.	1/20/2021 2:02 PM
22	The senate replies up the extensive work performed by our curriculum committee.	1/20/2021 12:21 PM
23	Not doing anything	12/30/2020 6:39 PM
24	Regular updates from AB 705 team leads and communicating to college re: efforts and challenges of implementation.	12/28/2020 5:05 PM
25	not sure	12/22/2020 10:58 AM
26	One of our Senate standing committees evaluates the program planning process annually and our Student Learning Outcomes committee focuses on the SLO aspect. In theory, these help support implementation of new placement models and other Guided Pathways efforts though a more holistic view would be beneficial.	12/20/2020 7:14 AM
27	Funny since just today I emailed our VP of Student Services and Dean of Counseling to ask where the approved guided self-placements for English/ESL and Math are as they are not publicly available for students. While approved over 2 years ago, our counseling faculty seem to be resistant to letting students use the documents on their own. And I am honestly not sure how they use them, if at all.	12/17/2020 1:49 PM
28	I'm not sure	12/16/2020 3:06 PM
29	The placement models were imposed by the state to great distress. Our local high schools refuse to release data on performance. All grades are self reported.	12/9/2020 8:32 AM
30	We had GP Facilitators who were working with faculty in their pathway. We no longer have them at this time. We are currently working on that.	12/8/2020 3:35 PM
31	The Academic Senate has not been particularly involved in the process.	12/8/2020 3:33 PM
32	Very supportive	12/8/2020 3:20 PM
33	We are supporting coordinators to help faculty with this work. We have previously had Communities of Practice on campus and are getting ready to re-launch this model to provide	12/8/2020 2:07 PM

Local Senates Survey

	additional structured support for this work.	
34	PD support, nontraditional assessment models	12/8/2020 2:01 PM
35	Sub committees. Flex day presentations, and presentations to the Senate	12/8/2020 1:30 PM

Q33 How are faculty supported by the administration in the evaluation of instructional quality and curricular pathways during the implementation of new placement models?

Answered: 36 Skipped: 19

Local Senates Survey

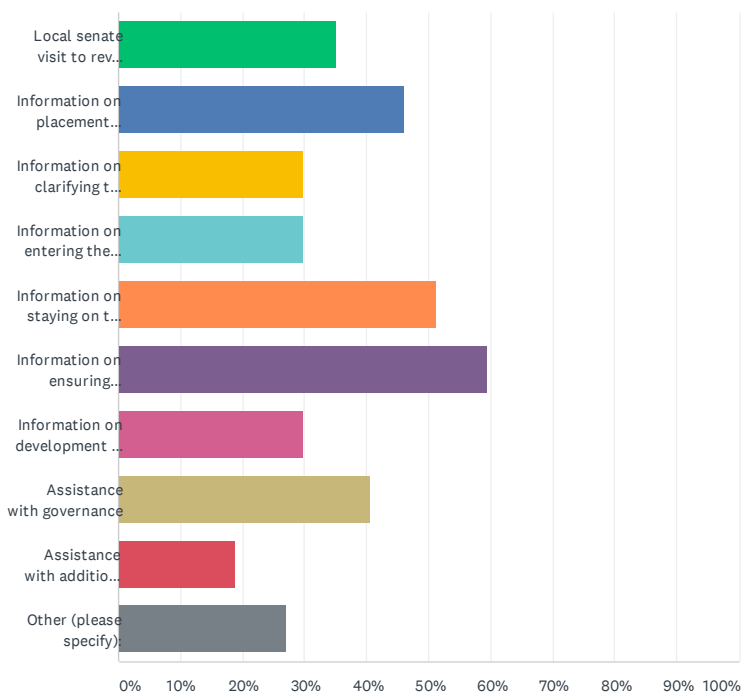
#	RESPONSES	DATE
1	Administrative representation on Guided Pathways workgroup- Instructional and Student Services Dean, and two VPs (Institutional Effectiveness; Student Services)	2/8/2021 2:47 PM
2	More information is needed.	2/3/2021 3:44 PM
3	Administration supports and encourages faculty, both full and part time, attendance and participation in workshops, professional development activities and opportunities presented by ASCCC, the CCCCCO, RP Group and other entities. Additionally, administration actively works with Academic Senate leadership to promote, design, and implement methods and frameworks for evaluation of instructional quality not associated with contractual evaluation processes. The relationship between the Academic Senate and college administration is collaborative and based in mutual respect.	2/2/2021 2:33 PM
4	The District has provided funding for faculty in math, English, and ESL to engage in robust, discipline-specific, inquiry and action planning together through well-coordinated, thematic discussions, referred to as Communities of Practice. Through these discussions, faculty examine themes pertaining to instructional quality, curricular pathways, and beyond, in relation to AB 705. The District has also funded faculty to attend professional development opportunities at conferences and regional workshops.	2/2/2021 1:17 PM
5	We can use more support for extra work that faculty are doing uncompensated	2/2/2021 10:19 AM
6	we are not	2/2/2021 9:08 AM
7	The research department is providing data	2/2/2021 8:38 AM
8	Somewhat	1/29/2021 11:24 PM
9	We have a new Dean of Research, Planning, and Institutional Effectiveness that started in September 2020. It is only be February 2021 before we have a meeting to discuss AB705 and placement models.	1/29/2021 4:12 PM
10	Not sure.	1/29/2021 10:50 AM
11	Integrating instructional quality and curricular pathways into college planning, supporting open discussions, participating in and encouraging faculty events and forms.	1/28/2021 10:32 AM
12	The college has an AB-705 working group that is analyzing how we've implemented the bill.	1/28/2021 8:11 AM
13	Not sure	1/27/2021 9:17 PM
14	Many faculty coordinator positions experienced reductions in release time in Spring of 2020. The impact has been that we have not reviewed our curricular changes and our progress in GP has been slowed.	1/27/2021 4:04 PM
15	██████████ faculty has established excellent support from administration by allowing complete governance participation in critical decision-making	1/27/2021 3:28 PM
16	Unknown	1/25/2021 2:49 PM
17	There has been some data analysis but more is needed. Due to advocacy from departments, Senate, and the union, there has been slight improvement in class size.	1/22/2021 5:53 PM
18	IPR support. Data driven decision making.	1/22/2021 10:21 AM
19	I do not know	1/21/2021 9:54 AM
20	They are not.	1/20/2021 5:29 PM
21	President of College requires academic and faculty involvement through leadership teams and participatory governance committees.	1/20/2021 3:37 PM
22	Our guided pathways efforts are co-chaired (one faculty member, one dean), and we have a Title V grant related to guided pathway with a faculty member serving as director of the grant. These faculty interact with their co-chair, and/or with deans, VPs and the college President in order to get the support they need.	1/20/2021 2:02 PM
23	??	1/20/2021 12:21 PM
24	Unsure if anything is in place	12/30/2020 6:39 PM
25	Release time for AB 705 team leads.	12/28/2020 5:05 PM
26	not sure	12/22/2020 10:58 AM
27	We have strong collaboration between faculty, classified professionals, and administration at our college. We are changing the institutional culture around program planning to be supportive rather than punitive to better serve our students. Deans are always looking for ways to help support faculty supporting students.	12/20/2020 7:14 AM
28	Not	12/17/2020 1:49 PM
29	I'm not sure	12/16/2020 3:06 PM
30	Administration compiles data.	12/9/2020 8:32 AM
31	We aren't being supported at this time.	12/8/2020 3:35 PM
32	Administration has agreed to try new approaches that could increase student success, and is willing to support financially the new strategies.	12/8/2020 3:33 PM
33	very supportive; I have a direct line to the college executive administration team	12/8/2020 3:20 PM
34	We have reassigned time for 3 Coordinators related to the changes in placement and curricular impact as well as 2 Pathway Mapper Coordinators (credit and noncredit).	12/8/2020 2:07 PM
35	PD	12/8/2020 2:01 PM
36	Admin and faculty co-chair the committee, and the Curriculum Committee and Senate are	12/8/2020 1:30 PM

Local Senates Survey

widely represented

Q34 What resources can the ASCCC provide your academic senate to assist in continued implementation, evaluation, and continual improvement of the guided pathways framework at your institution?

Answered: 37 Skipped: 18



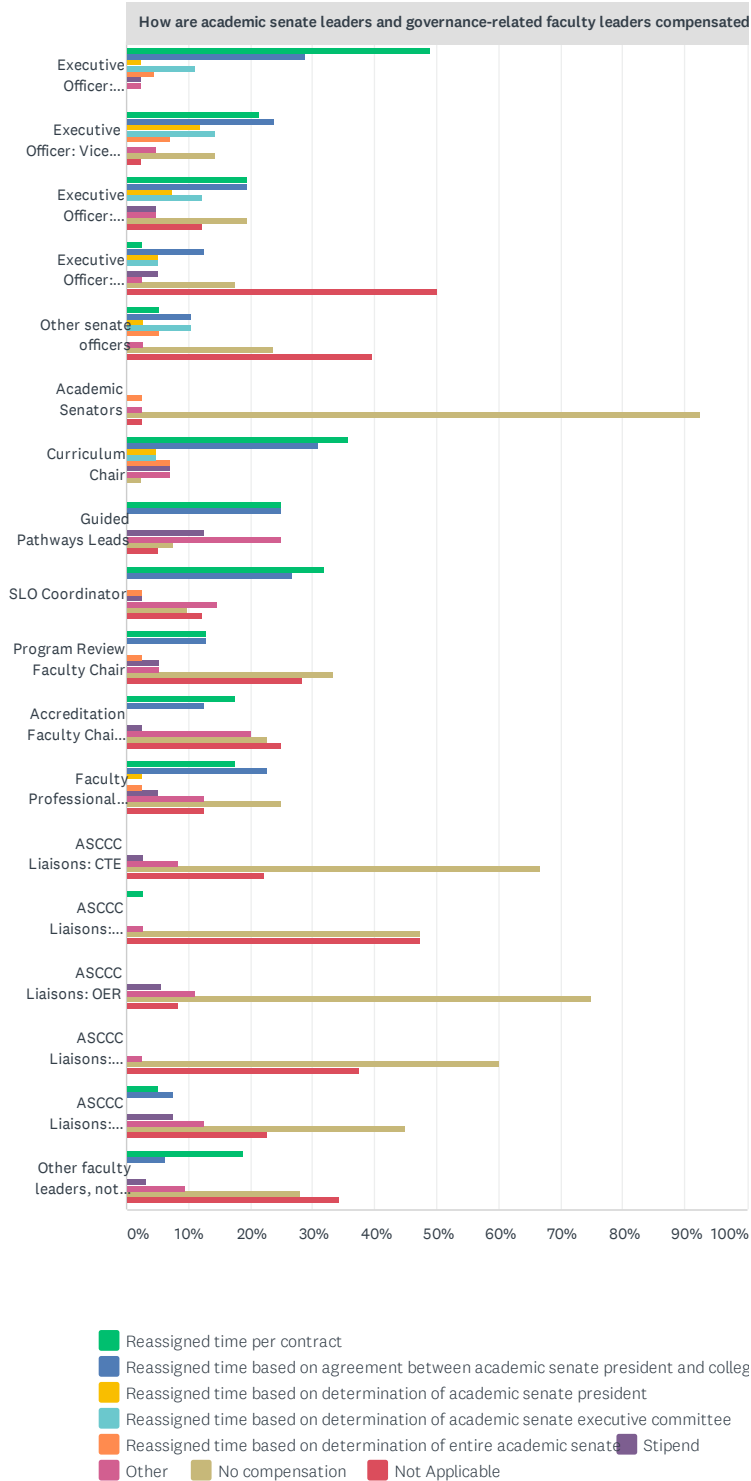
ANSWER CHOICES	RESPONSES	
Local senate visit to review specific topics	35.14%	13
Information on placement models	45.95%	17
Information on clarifying the path	29.73%	11
Information on entering the path	29.73%	11
Information on staying on the path	51.35%	19
Information on ensuring learning	59.46%	22
Information on development of pathways	29.73%	11
Assistance with governance	40.54%	15
Assistance with additional technological resources such as Canvas and other online tools	18.92%	7
Other (please specify):	27.03%	10
Total Respondents: 37		

Local Senates Survey

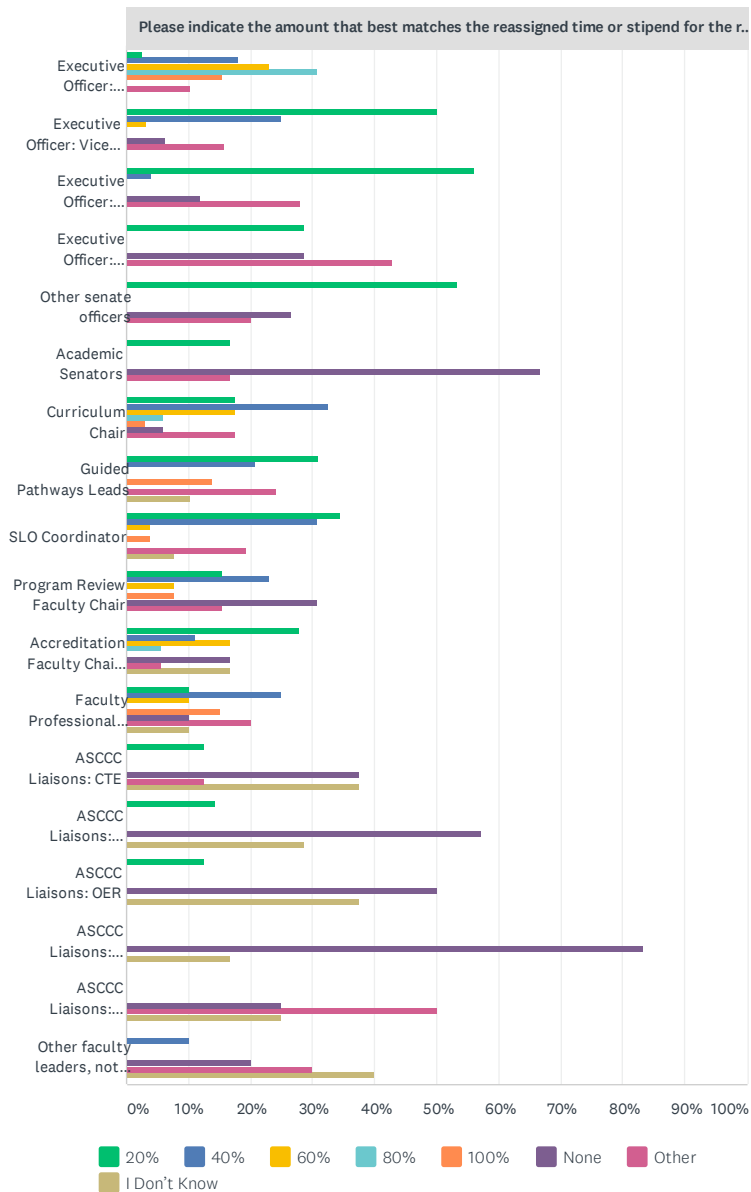
#	OTHER (PLEASE SPECIFY):	DATE
1	None at this time.	2/8/2021 2:47 PM
2	The Guided Pathway group has been working with ASCCC regularly.	2/2/2021 2:33 PM
3	Information on guided pathways for advancing equity	1/22/2021 5:53 PM
4	information about success of english language learners. Data on English and math is completely irrelevant to ESL, but since there is no ESL data, ESL students are being screwed over in terms of the services they need the most. The RP group is biased against ESL in its research and insists that ESL students don't need ESL and can succeed in regular English regardless of level.	1/20/2021 5:29 PM
5	Frankly, we are in pretty good shape with Guided Pathways, but seeing what others are doing and the ASCCC perspective is always helpful.	1/20/2021 2:02 PM
6	Help on understanding what the role of an academic senate should be in GP implementation	12/30/2020 6:39 PM
7	Good question! Our GP group has really floundered since the pandemic. They did not meet after March and this fall most meetings were guest speakers on equity issues. While our maps and meta majors work is done (and approved by Senate) our current web platform cannot support those documents. We will (fingers crossed) have a new platform up and running in the spring (we also had to deal with a ransomware attack in August), so hopefully at this point the hard work people have done will finally be available for students. But then where do we go from there?	12/17/2020 1:49 PM
8	Assistance with the longevity of Guided Pathways.	12/8/2020 3:35 PM
9	Our GPS and AB 705 Coordinators may have other priorities. I think staying on the path and ensuring learning are the two areas we have further to go to institutionalize the work.	12/8/2020 2:07 PM
10	None of these- we just need the time and energy to implement. Given COVID, we are trying to keep realistic goals	12/8/2020 1:48 PM

Q35 Reassigned time and stipends are the typical ways that faculty leaders are compensated for doing senate-related work. We want to know about the distribution of these resources to senates as well as to individuals. For both questions: A sampling of academic senate leaders is listed below; actual positions vary by college. For positions not applicable to your college and academic senate, please note Not Applicable.

Answered: 46 Skipped: 9



Local Senates Survey



Local Senates Survey

How are academic senate leaders and governance-related faculty leaders compensated?									
	REASSIGNED TIME PER CONTRACT	REASSIGNED TIME BASED ON AGREEMENT BETWEEN ACADEMIC SENATE PRESIDENT AND COLLEGE CEO	REASSIGNED TIME BASED ON DETERMINATION OF ACADEMIC SENATE PRESIDENT	REASSIGNED TIME BASED ON DETERMINATION OF ACADEMIC SENATE EXECUTIVE COMMITTEE	REASSIGNED TIME BASED ON DETERMINATION OF ENTIRE ACADEMIC SENATE	STIPEND	OTHER	NO COMPENSATION	
Executive Officer: President	48.89% 22	28.89% 13	2.22% 1	11.11% 5	4.44% 2	2.22% 1	2.22% 1	0.00% 0	
Executive Officer: Vice President	21.43% 9	23.81% 10	11.90% 5	14.29% 6	7.14% 3	0.00% 0	4.76% 2	14.29% 6	
Executive Officer: Secretary	19.51% 8	19.51% 8	7.32% 3	12.20% 5	0.00% 0	4.88% 2	4.88% 2	19.51% 8	
Executive Officer: Treasurer	2.50% 1	12.50% 5	5.00% 2	5.00% 2	0.00% 0	5.00% 2	2.50% 1	17.50% 7	
Other senate officers	5.26% 2	10.53% 4	2.63% 1	10.53% 4	5.26% 2	0.00% 0	2.63% 1	23.68% 9	
Academic Senators	0.00% 0	0.00% 0	0.00% 0	0.00% 0	2.50% 1	0.00% 0	2.50% 1	92.50% 37	
Curriculum Chair	35.71% 15	30.95% 13	4.76% 2	4.76% 2	7.14% 3	7.14% 3	7.14% 3	2.38% 1	
Guided Pathways Leads	25.00% 10	25.00% 10	0.00% 0	0.00% 0	0.00% 0	12.50% 5	25.00% 10	7.50% 3	
SLO Coordinator	31.71% 13	26.83% 11	0.00% 0	0.00% 0	2.44% 1	2.44% 1	14.63% 6	9.76% 4	
Program Review Faculty Chair	12.82% 5	12.82% 5	0.00% 0	0.00% 0	2.56% 1	5.13% 2	5.13% 2	33.33% 13	
Accreditation Faculty Chair or Co-Chair	17.50% 7	12.50% 5	0.00% 0	0.00% 0	0.00% 0	2.50% 1	20.00% 8	22.50% 9	
Faculty Professional Development Lead	17.50% 7	22.50% 9	2.50% 1	0.00% 0	2.50% 1	5.00% 2	12.50% 5	25.00% 10	
ASCCC Liaisons: CTE	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	2.78% 1	8.33% 3	66.67% 24	
ASCCC Liaisons: Noncredit	2.63% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	2.63% 1	47.37% 18	
ASCCC Liaisons: OER	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	5.56% 2	11.11% 4	75.00% 27	
ASCCC Liaisons: Legislative	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	2.50% 1	60.00% 24	
ASCCC Liaisons: Guided Pathways	5.00% 2	7.50% 3	0.00% 0	0.00% 0	0.00% 0	7.50% 3	12.50% 5	45.00% 18	
Other faculty leaders, not including collective bargaining representatives	18.75% 6	6.25% 2	0.00% 0	0.00% 0	0.00% 0	3.13% 1	9.38% 3	28.13% 9	

Local Senates Survey

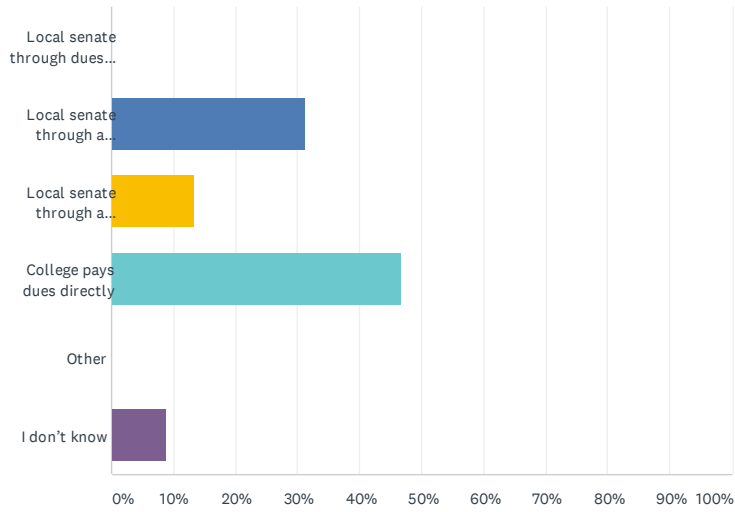
Please indicate the amount that best matches the reassigned time or stipend for the regular AY.									
	20%	40%	60%	80%	100%	NONE	OTHER	I DON'T KNOW	TOTAL
Executive Officer: President	2.56% 1	17.95% 7	23.08% 9	30.77% 12	15.38% 6	0.00% 0	10.26% 4	0.00% 0	39
Executive Officer: Vice President	50.00% 16	25.00% 8	3.13% 1	0.00% 0	0.00% 0	6.25% 2	15.63% 5	0.00% 0	32
Executive Officer: Secretary	56.00% 14	4.00% 1	0.00% 0	0.00% 0	0.00% 0	12.00% 3	28.00% 7	0.00% 0	25
Executive Officer: Treasurer	28.57% 4	0.00% 0	0.00% 0	0.00% 0	0.00% 0	28.57% 4	42.86% 6	0.00% 0	14
Other senate officers	53.33% 8	0.00% 0	0.00% 0	0.00% 0	0.00% 0	26.67% 4	20.00% 3	0.00% 0	15
Academic Senators	16.67% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	66.67% 4	16.67% 1	0.00% 0	6
Curriculum Chair	17.65% 6	32.35% 11	17.65% 6	5.88% 2	2.94% 1	5.88% 2	17.65% 6	0.00% 0	34
Guided Pathways Leads	31.03% 9	20.69% 6	0.00% 0	0.00% 0	13.79% 4	0.00% 0	24.14% 7	10.34% 3	29
SLO Coordinator	34.62% 9	30.77% 8	3.85% 1	0.00% 0	3.85% 1	0.00% 0	19.23% 5	7.69% 2	26
Program Review Faculty Chair	15.38% 2	23.08% 3	7.69% 1	0.00% 0	7.69% 1	30.77% 4	15.38% 2	0.00% 0	13
Accreditation Faculty Chair or Co-Chair	27.78% 5	11.11% 2	16.67% 3	5.56% 1	0.00% 0	16.67% 3	5.56% 1	16.67% 3	18
Faculty Professional Development Lead	10.00% 2	25.00% 5	10.00% 2	0.00% 0	15.00% 3	10.00% 2	20.00% 4	10.00% 2	20
ASCCC Liaisons: CTE	12.50% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	37.50% 3	12.50% 1	37.50% 3	8
ASCCC Liaisons: Noncredit	14.29% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	57.14% 4	0.00% 0	28.57% 2	7
ASCCC Liaisons: OER	12.50% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	50.00% 4	0.00% 0	37.50% 3	8
ASCCC Liaisons: Legislative	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	83.33% 5	0.00% 0	16.67% 1	6
ASCCC Liaisons: Guided Pathways	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	25.00% 3	50.00% 6	25.00% 3	12
Other faculty leaders, not including collective bargaining representatives	0.00% 0	10.00% 1	0.00% 0	0.00% 0	0.00% 0	20.00% 2	30.00% 3	40.00% 4	10

#	OTHER (PLEASE SPECIFY)	DATE
1	Senate President shares release time with Senate VP (40%) and Senate Secretary (6%)	2/2/2021 2:41 PM
2	Special Assignments for faculty members are presently in clean-up mode, after years of direct dealing. The current District chief negotiator understands the law regarding these assignments and the requirement to negotiate compensation, job description, and selection process. There are literally scores of such positions that need to be codified in contract language. Slow but steady work.	2/2/2021 1:17 PM
3	Treasurer on 5% and Other Senate Officer, is 2nd VP.	1/22/2021 5:58 PM
4	We don't have a vice-president for senate. President-Elect is compensated for one year @ 40% reassigned so they can figure things out before taking on the position of President. We have a Past-President position that is similarly compensated for the year after they finish their term, to serve as a sort of consigliere to the new President.	1/20/2021 2:25 PM

Local Senates Survey

Q36 How are the annual ASCCC dues paid?

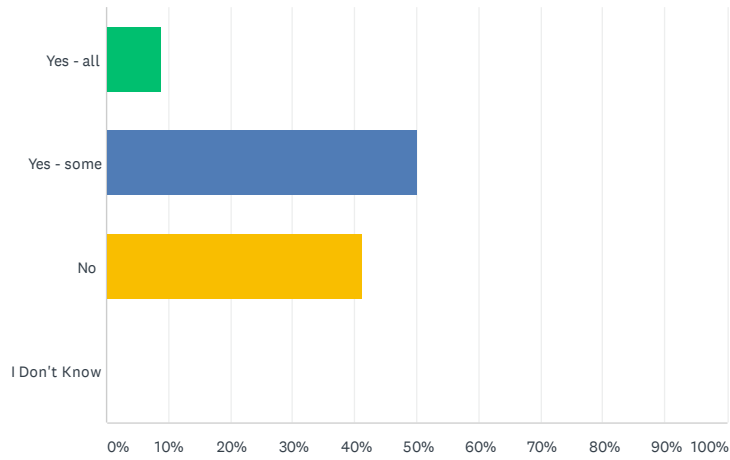
Answered: 45 Skipped: 10



ANSWER CHOICES	RESPONSES	
Local senate through dues collected from faculty	0.00%	0
Local senate through a budget allocation from the college	31.11%	14
Local senate through a budget allocation from the district	13.33%	6
College pays dues directly	46.67%	21
Other	0.00%	0
I don't know	8.89%	4
TOTAL		45

Q37 Are faculty leaders compensated for performing senate or other governance-related work during summer?

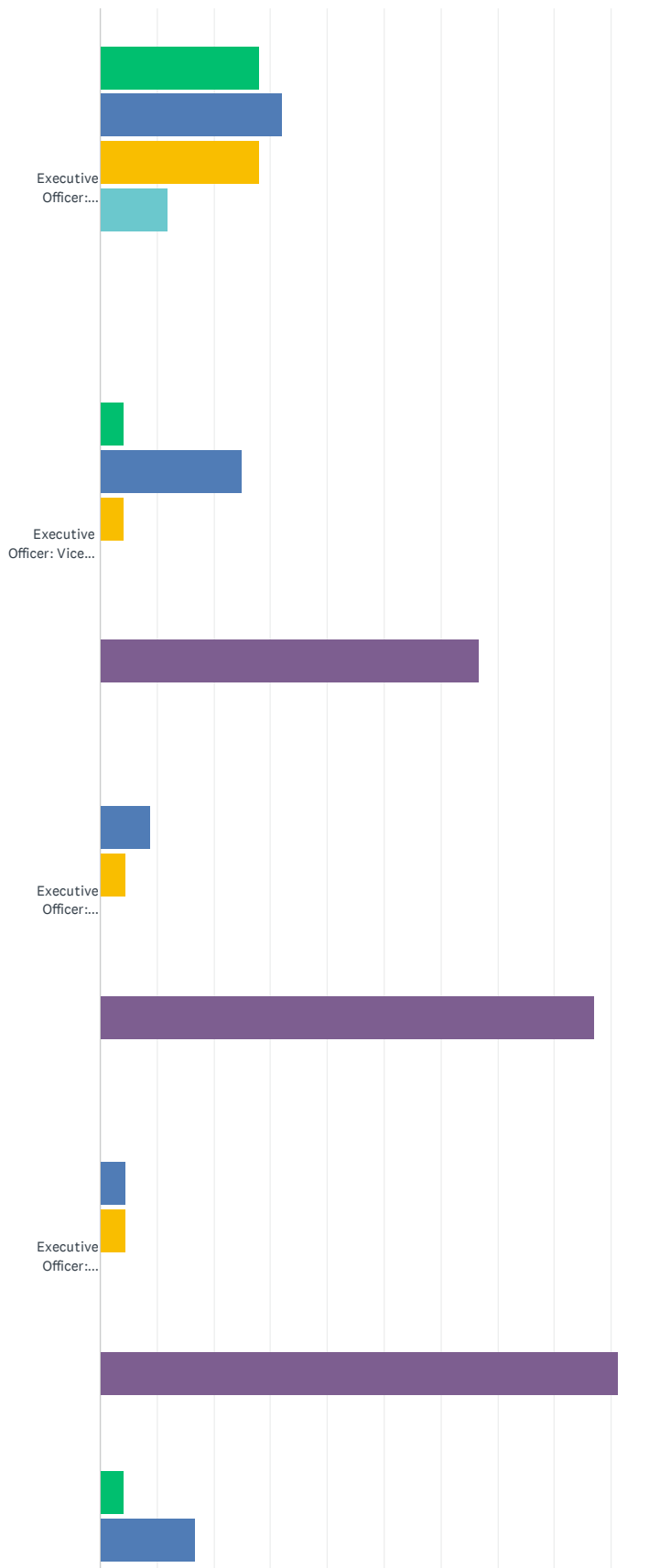
Answered: 46 Skipped: 9



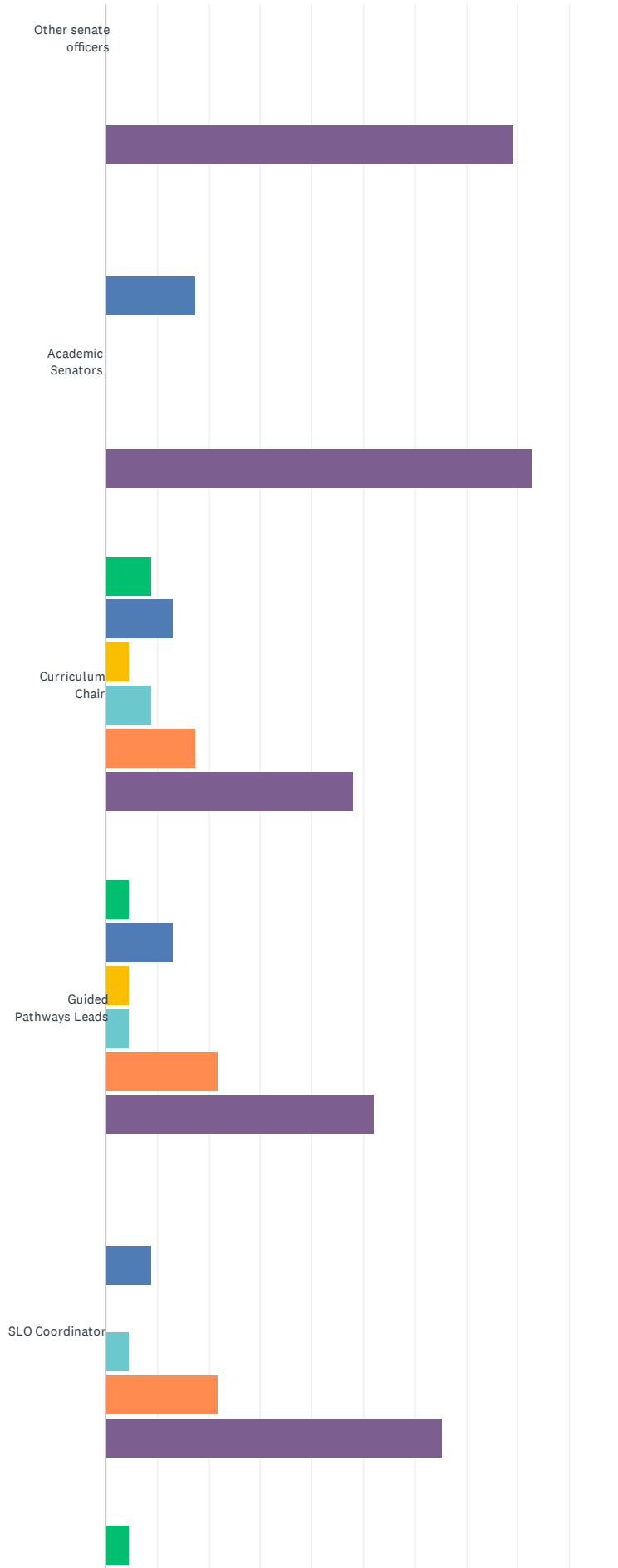
ANSWER CHOICES	RESPONSES	
Yes - all	8.70%	4
Yes - some	50.00%	23
No	41.30%	19
I Don't Know	0.00%	0
TOTAL		46

Q38 If yes, please specify how faculty leadership positions are compensated during the summer.

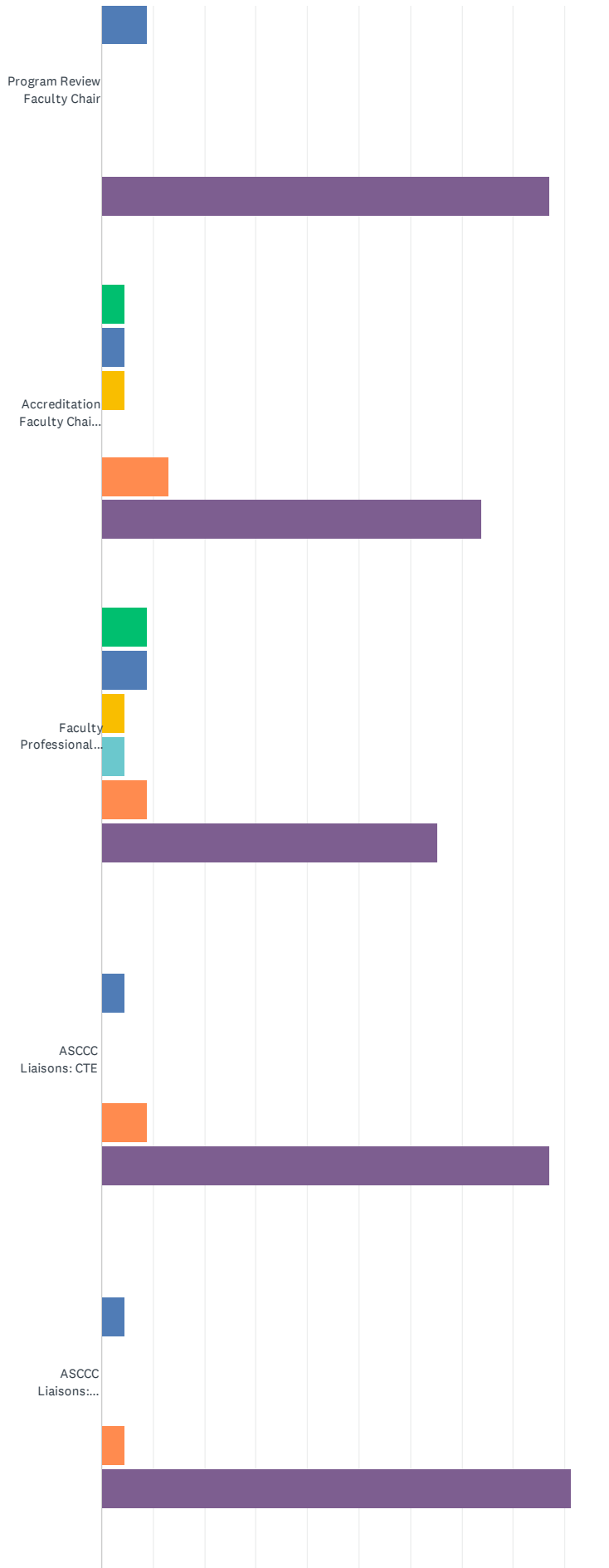
Answered: 26 Skipped: 29



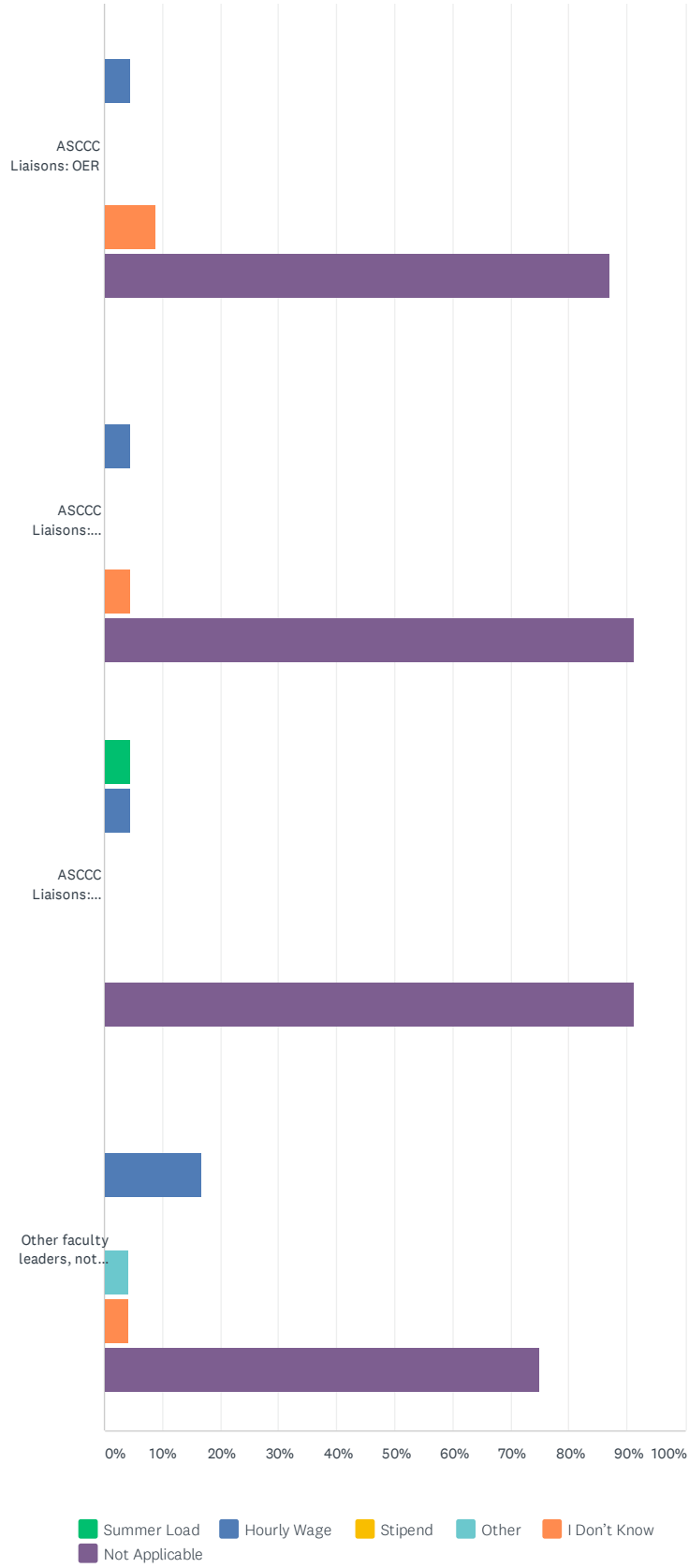
Local Senates Survey



Local Senates Survey



Local Senates Survey

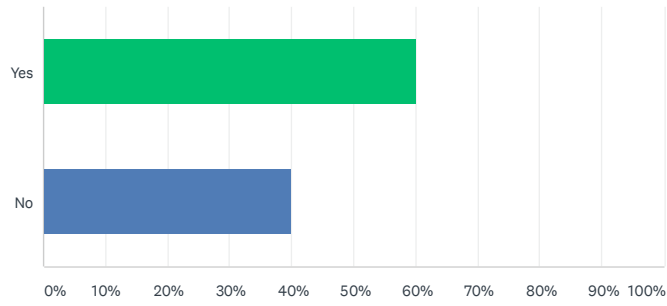


Local Senates Survey

	SUMMER LOAD	HOURLY WAGE	STIPEND	OTHER	I DON'T KNOW	NOT APPLICABLE	TOTAL
Executive Officer: President	28.00% 7	32.00% 8	28.00% 7	12.00% 3	0.00% 0	0.00% 0	25
Executive Officer: Vice President	4.17% 1	25.00% 6	4.17% 1	0.00% 0	0.00% 0	66.67% 16	24
Executive Officer: Secretary	0.00% 0	8.70% 2	4.35% 1	0.00% 0	0.00% 0	86.96% 20	23
Executive Officer: Treasurer	0.00% 0	4.35% 1	4.35% 1	0.00% 0	0.00% 0	91.30% 21	23
Other senate officers	4.17% 1	16.67% 4	0.00% 0	0.00% 0	0.00% 0	79.17% 19	24
Academic Senators	0.00% 0	17.39% 4	0.00% 0	0.00% 0	0.00% 0	82.61% 19	23
Curriculum Chair	8.70% 2	13.04% 3	4.35% 1	8.70% 2	17.39% 4	47.83% 11	23
Guided Pathways Leads	4.35% 1	13.04% 3	4.35% 1	4.35% 1	21.74% 5	52.17% 12	23
SLO Coordinator	0.00% 0	8.70% 2	0.00% 0	4.35% 1	21.74% 5	65.22% 15	23
Program Review Faculty Chair	4.35% 1	8.70% 2	0.00% 0	0.00% 0	0.00% 0	86.96% 20	23
Accreditation Faculty Chair or Co-Chair	4.35% 1	4.35% 1	4.35% 1	0.00% 0	13.04% 3	73.91% 17	23
Faculty Professional Development Lead	8.70% 2	8.70% 2	4.35% 1	4.35% 1	8.70% 2	65.22% 15	23
ASCCC Liaisons: CTE	0.00% 0	4.35% 1	0.00% 0	0.00% 0	8.70% 2	86.96% 20	23
ASCCC Liaisons: Noncredit	0.00% 0	4.35% 1	0.00% 0	0.00% 0	4.35% 1	91.30% 21	23
ASCCC Liaisons: OER	0.00% 0	4.35% 1	0.00% 0	0.00% 0	8.70% 2	86.96% 20	23
ASCCC Liaisons: Legislative	0.00% 0	4.35% 1	0.00% 0	0.00% 0	4.35% 1	91.30% 21	23
ASCCC Liaisons: Guided Pathways	4.35% 1	4.35% 1	0.00% 0	0.00% 0	0.00% 0	91.30% 21	23
Other faculty leaders, not including collective bargaining representatives	0.00% 0	16.67% 4	0.00% 0	4.17% 1	4.17% 1	75.00% 18	24

Q39 Are you in a multi-college district?

Answered: 45 Skipped: 10

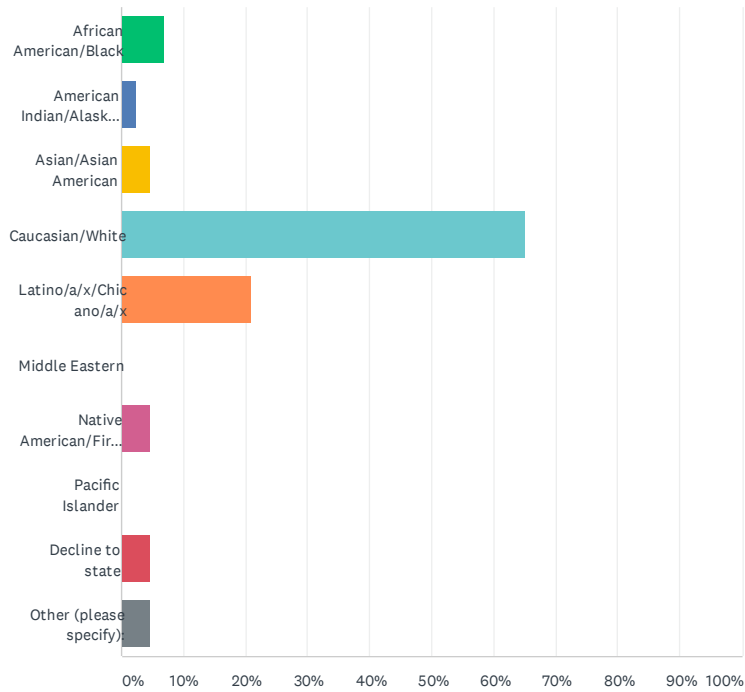


ANSWER CHOICES	RESPONSES	
Yes	60.00%	27
No	40.00%	18
TOTAL		45

Local Senates Survey

Q40 With which racial/ethnic group(s) do you identify? (check all that apply)

Answered: 43 Skipped: 12

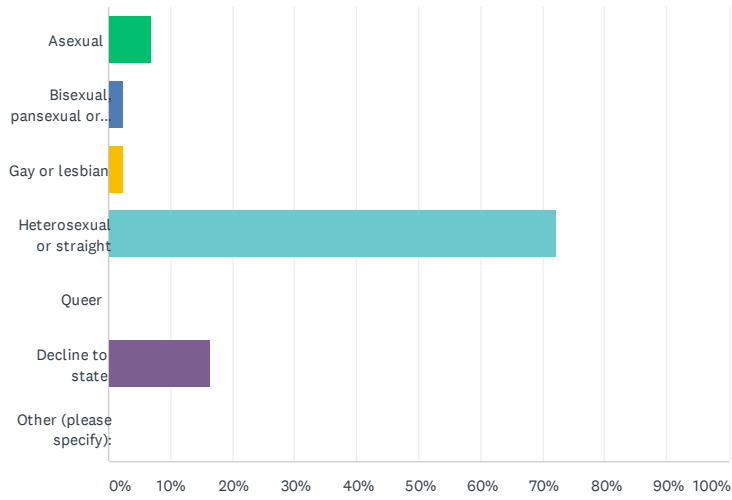


ANSWER CHOICES	RESPONSES
African American/Black	6.98% 3
American Indian/Alaskan Native	2.33% 1
Asian/Asian American	4.65% 2
Caucasian/White	65.12% 28
Latino/a/x/Chicano/a/x	20.93% 9
Middle Eastern	0.00% 0
Native American/First Nations/ American Indian/Alaskan Native	4.65% 2
Pacific Islander	0.00% 0
Decline to state	4.65% 2
Other (please specify):	4.65% 2
Total Respondents: 43	

#	OTHER (PLEASE SPECIFY):	DATE
1	Mexicano	1/27/2021 3:33 PM
2	Portuguese	12/9/2020 5:39 AM

Q41 What is your sexual orientation? (check all that apply)

Answered: 43 Skipped: 12

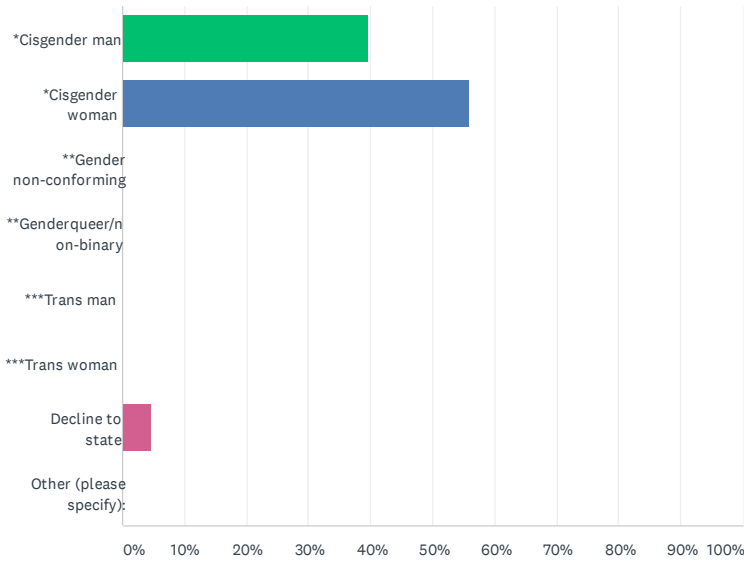


ANSWER CHOICES	RESPONSES
Asexual	6.98% 3
Bisexual, pansexual or fluid	2.33% 1
Gay or lesbian	2.33% 1
Heterosexual or straight	72.09% 31
Queer	0.00% 0
Decline to state	16.28% 7
Other (please specify):	0.00% 0
Total Respondents: 43	

#	OTHER (PLEASE SPECIFY):	DATE
	There are no responses.	

Q42 What is your current gender identity? (check all that apply)*
 (Cisgender is defined as a person whose gender identity aligns with their sex assigned at birth)**(Gender non-conforming is defined as a person whose behavior or appearance does not conform to traditional gender expectations) **(Non-binary is defined as a person whose gender identity is not exclusively male or female)***(Transgender is defined as a person whose gender identity and/or expression is different from their sex assigned at birth)

Answered: 43 Skipped: 12



ANSWER CHOICES	RESPONSES	
*Cisgender man	39.53%	17
*Cisgender woman	55.81%	24
**Gender non-conforming	0.00%	0
**Genderqueer/non-binary	0.00%	0
***Trans man	0.00%	0
***Trans woman	0.00%	0
Decline to state	4.65%	2
Other (please specify):	0.00%	0
Total Respondents: 43		

#	OTHER (PLEASE SPECIFY):	DATE
	There are no responses.	



Executive Committee Agenda Item

SUBJECT: Executive Committee Fall 2021 Events		Month: April	Year: 2021
		Item No: IV. H.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will discuss and consider for approval the modality of events and Executive Committee meetings for fall 2021.	Urgent: Yes	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will continue discussion on planning for events and meetings for 2021-2022 and will discuss and consider for approval the modality in which events and Executive Committee meetings will be held in fall 2021. The list of affected meetings and events are below. In addition to the events listed, regional and grant-specific meetings may also be discussed and reviewed for modality.

Institutes/Sessions

- Academic Academy, October 7-9, 2021 – Embassy Suites San Francisco Airport-Waterfront
**Contract amended from 2020 AA
- Fall Plenary Session, November 4-6, 2021 – Under contract: The Westin Long Beach

Executive Committee Meetings

- August 12-14
- September 9-11
- October 6
- November 3
- December 3-4

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



Executive Committee Agenda Item

SUBJECT: Faculty Leadership Institute 2021 – Program Draft		Month: April	Year: 2021
		Item No: IV. I.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will discuss and consider for approval the draft program for the 2021 Faculty Leadership Institute.	Urgent: Yes	
		Time Requested: 30 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison/Krystinne Mica	Consent/Routine	
		First Reading	X
STAFF REVIEW ¹ :	April Lonero	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Faculty Leadership Institute is scheduled to be held virtually on June 17-19, 2021. Attached is a first draft of the program. The Executive Committee consider for approval the draft of the Faculty Leadership Institute program.

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: April	Year: 2021
		Item No: IV. J.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will provide feedback and consider for approval the draft Curriculum Institute program.	Urgent: Yes	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Carrie Roberson/Michelle Bean	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

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-Driven Curriculum
Guided Pathways/ Data
System- Ed Code, Title 5, regs, memos, guidance, other
---System partners/vendors?

SEE DRAFT ATTACHMENT

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

Executive Committee Agenda Item

SUBJECT: Resolution F20 18.01: Paper and Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways		Month: April	Year: 2021
		Item No: IV. K.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the Pathways Placement Survey.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Virginia May/ Cheryl Aschenbach	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

In fall 2020, the delegates to the ASCCC passed Resolution [F20 18.01](#): Paper and Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways

In order to begin addressing the 2nd Resolved statement some qualitative data is needed on local placement in English, English as a Second Language, and mathematics pathways that includes the areas of success, areas where improvement is needed, and what support colleges and faculty need in order to close equity gaps and ensure students meet their educational goals.

2nd Resolved:

Resolved, That the Academic Senate for California Community Colleges, in collaboration with system partners, write a paper on optimizing student success by evaluating placement in English, English as a Second Language, and mathematics pathways for consideration at the Spring 2022 Plenary Session.

The Executive Committee provided feedback to the Pathways Placement Survey during the March 2021 Executive Committee meeting. The Guided Pathways Task Force (GPTF) made revisions in response to that feedback. In addition, the AB 705 Collaboration Group consisting of representatives from the GPTF, the Chancellor's Office and the RP Group MMAP Team provided feedback.

Attached is the Pathways Placement Survey for consideration. Following approval, it will be disseminated to Academic Senate Presidents; Curriculum Committee Chairs; and Department Chairs of English, English as a Second Language, mathematics, and counseling. The department chairs should seek input from related disciplines that are affected by placement.

The Executive Committee will consider for approval the Pathways Placement Survey.

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

Survey Overview

Purpose:

To evaluate Placement in English, English as a Second Language, and Mathematics Pathways

Respondents:

Academic Senate Presidents; Curriculum Committee Chairs; and Department Chairs of English, English as a Second Language, mathematics, and counseling. The department chairs should seek input from related disciplines that are affected by placement.

Background:

In fall 2020, the delegates to the ASCCC passed Resolution [F20 18.01](#): Paper and Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways.

In order to begin addressing the 2nd Resolved statement some qualitative data is needed on local placement in English, English as a Second Language, and mathematics pathways that includes the areas of success, areas where improvement is needed, and what support colleges and faculty need in order to close equity gaps and ensure students meet their educational goals.

2nd Resolved:

Resolved, That the Academic Senate for California Community Colleges, in collaboration with system partners, write a paper on optimizing student success by evaluating placement in English, English as a Second Language, and mathematics pathways for consideration at the Spring 2022 Plenary Session.

Preparation to Respond to Survey:

It is recommended that you read through the survey before responding. If you have access to institutional, departmental, or other sources of data to support your responses please include, although not required. If you have any questions regarding the survey or would like assistance in completing the survey, please email info@asccc.org.

Survey Questions

1. What college are you from? (drop-down menu) This information will be confidential unless you consent to making it public.
2. What is your role at the college? (drop-down menu with “other” option)
3. Are you interested in participating in a follow-up survey or focus group? [yes (provide name and email), no, depends (provide name and email)]

If you selected English, English as a Second Language, or Mathematics in #2 respond to questions 4-9.

If you selected Counselor in #2 respond to questions 10-14.

If you selected Academic Senate President or Curriculum Chair in #2 respond to questions 15-19.

If you selected “other” in #2 respond to questions 20-25.

For English, English as a Second Language, or Mathematics respondents:

4. Describe your placement protocols as implemented to meet the goals and intent of AB 705 (Irwin, 2017). How are students placed? How has access to transfer-level coursework changed as a result of changes to the placement protocols? How has enrollment changed? How has completion changed?
5. Describe the successes since AB 705 implementation.
6. Describe the challenges since AB 705 implementation.
7. How has implementation of AB 705 affected equity gaps in access/placement, enrollment, and completion?
8. What kind of support would be helpful to faculty at your college for improving access/placement, enrollment, and completion?
9. Describe the feedback or responses from students about the placement protocols, course offerings, and supports. For example: How do students perceive their access to and support in the coursework they need in order to be successful and meet their educational goals? What is the student’s perception of the effect on equity?

For Counselor respondents:

10. Describe the successes since AB 705 implementation.
11. Describe the challenges since AB 705 implementation.
12. How has implementation of AB 705 affected equity gaps in access/placement, enrollment, and completion?
13. What kind of support would be helpful to counselors at your college for improving access/placement, enrollment, and completion?
14. Describe the feedback or responses from students about the placement protocols, course offerings, and supports. For example: How do students perceive their access to and support in the coursework they need in order to be successful and meet their educational goals? What is the student’s perception of the effect on equity?

For Academic Senate President or Curriculum Chair respondents:

15. Describe the successes since AB 705 implementation.
16. Describe the challenges since AB 705 implementation.
17. How has implementation of AB 705 affected equity gaps in access/placement, enrollment, and completion?
18. What kind of support would be helpful for faculty leaders at your college for improving access/placement, enrollment, and completion?
19. Describe the feedback or responses from students about the placement protocols, course offerings, and supports. For example: How do students perceive their access to and support in the coursework they need in order to be successful and meet their educational goals? What is the student's perception of the effect on equity?

For "other" respondents:

20. Describe your role at the college.
21. Describe the successes since AB 705 implementation.
22. Describe the challenges since AB 705 implementation.
23. How has implementation of AB 705 affected equity gaps in access/placement, enrollment, and completion?
24. What kind of support would be helpful for faculty in roles similar to yours at your college for improving access/placement, enrollment, and completion?
25. Describe the feedback or responses from students about the placement protocols, course offerings, and supports. For example: How do students perceive their access to and support in the coursework they need in order to be successful and meet their educational goals? What is the student's perception of the effect on equity?



Executive Committee Agenda Item

SUBJECT: Part-time Faculty Nexus Workshop Survey and Mentorship Handbook		Month: April	Year: 2021
		Item No: IV. L.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	The Executive Committee will discuss and consider for approval the survey and mentor handbook for part-time faculty.	Urgent: Yes	
		Time Requested: 30 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Michelle Bean/Karen Chow	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

In alignment with ASCCC Strategic Plan Objective 2.1.c., which calls for an increase in part-time faculty involvement in senate activities, and in response to Resolution 1.01 (Spring 2016) and Resolution 1.02 (Fall 2020), the Part-time Committee would like feedback on the following two items:

- Attached **survey** to use as an entry and exit questionnaire for participants to measure the impact of the **Part-time Faculty Nexus Workshops** on April 22 and April 23.
- Attached **Mentorship Handbook** to publish and use as a resource for the field called for in the two resolutions mentioned above that ask for communication of opportunities for part-time faculty and resources for mentorship.

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

Part-time Faculty Nexus Workshops Entry/Exit Survey

Goal of Nexus Workshops: To provide space for connection, networking, and practical tips for refining hiring materials and preparation for employment in California community colleges.

Outcomes:

- Use of Nexus website for relevant resources
- Development of strategies for professional development/learning growth
- Connection with faculty mentors
- Comfort in asking questions for support in career advancement

Directions: As participants in the ASCCC Part-time Faculty Nexus Workshops, we value your voice and lived experiences. This survey focuses on assessing the impact of the workshop based on the four goals and desired outcomes of the Nexus Workshops so that we may continue to improve the support ASCCC provides faculty.

The survey should take 5-10 minutes to complete and will be given before the workshops and again after the workshops. All data will be anonymous and not shared without permission.

1. How aware are you of relevant resources for part-time faculty professional learning and hiring?

- Not aware of any resources
 - Somewhat aware of a few resources for part-time faculty
 - Aware of resources for part-time faculty professional development and hiring
 - Very aware of multiple resources for part-time faculty professional development and hiring
- Open comment box: Feel free to add comments about availability of resources

2. To what extent have you developed strategies for professional learning and growth?

- I have not developed professional learning strategies in a formal way
 - I have somewhat developed professional learning and growth strategies
 - I have developed concrete professional learning strategies for my growth
- Open comment box: Feel free to add comments about formal professional learning strategies

3. Do have connections with faculty mentors?

- I do not have a formal or informal faculty mentor(s)
 - I have or have had a formal or informal faculty mentor(s)
- Open comment box: Feel free to add comments about mentorship

4. How comfortable are you with asking and knowing where to ask for support in career advancement?

- I am not comfortable asking or knowing where to ask for support for career advancement
 - I am somewhat comfortable asking or knowing where to ask for support for career advancement
 - I am very comfortable asking or knowing where to ask for support for career advancement
- Open comment box: Feel free to add comments about support for career advancement

The ASCCC aims to intentionally support the increase of development opportunities for diverse faculty, as called for in the ASCCC Strategic Plan 2018-2023 Goal 2 Objective 2.1. In order to design and lead professional development opportunities for

diverse faculty, it is essential to gather data that identifies and meets the needs of the diverse faculty in our community college system.

We ask that you please consider answering the following optional questions to help us identify the needs of our diverse faculty. Please know that we value your voice and confidentiality, and this information will be secure and not shared or published without permission.

5. With which racial/ethnic group(s) do you identify? (check all that apply)
- African American/Black
 - American Indian/Alaskan Native
 - Asian/Asian American
 - Caucasian/White
 - Latino/a/x/Chicano/a/x
 - Middle Eastern
 - Native American/First Nations/ American Indian/Alaskan Native
 - Pacific Islander
 - Other: _____
 - Decline to state
6. What is your sexual orientation? (check all that apply)
- Asexual
 - Bisexual, pansexual or fluid
 - Gay or lesbian
 - Heterosexual or straight
 - Queer
 - Other: _____
 - Decline to state
7. What is your current gender identity? (check all that apply)
- *Cisgender man
 - *Cisgender woman
*(Cisgender is defined as a person whose gender identity aligns with their sex assigned at birth)
 - **Gender non-conforming
**(Gender non-conforming is defined as a person whose behavior or appearance does not conform to traditional gender expectations)
 - **Genderqueer/non-binary
**(Non-binary is defined as a person whose gender identity is not exclusively male or female)
 - ***Trans man
 - ***Trans woman
*** (Transgender is defined as a person whose gender identity and/or expression is different from their sex assigned at birth)
 - Other: _____
 - Decline to state
8. How did you hear about this event? (check all that apply)
- Recommendation from another faculty
 - Recommendation from a state senate leader
 - Recommendation from a local senate leader
 - Recommendation from your local administrator
 - Saw information on the ASCCC website
 - Read about it in an ASCCC email communication
 - Local funding was available
 - Received an ASCCC Foundation scholarship
 - Other: _____



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Mentorship Handbook

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Introduction

This handbook was developed by the ASCCC Part-time Committee in 2021 to provide a written guide and repository of a few resources for the development of mentoring programs at California community colleges. It is not exhaustive, but it does provide an equity-minded framework to begin planning and implementing a successful faculty peer-to-peer mentoring program. Any material may be copied and used at your local campus.

Mentee Resources

Leadership Opportunities

The Academic Senate for California Community College's (ASCCC) mission is commitment to

- empower faculty to engage in local and statewide dialog and take action for continued improvement of teaching, learning, and faculty participation in governance;
- lead and advocate proactively for the development of policies, processes, and practices;
- include diverse faculty, perspectives, and experiences that represent our student populations;
- develop faculty as local and statewide leaders through personal and professional development;
- engage faculty and system partners through collegial consultation.

With the above goals set in the ASCCC mission to serve faculty and the resolutions calling for resources for mentoring and leadership resources for part-time faculty (see Appendix D), the ASCCC Part-time Committee has developed the below list of leadership opportunities to consider (which is not exhaustive):

Senate Seats

ASCCC Executive Committee

The ASCCC encourages all eligible faculty to consider running for Executive Board positions. Eligibility requirements can be found in Article IV of the ASCCC Bylaws: <https://asccc.org/about/bylaws> and listed below:

All candidates for election to the Executive Committee shall meet at least one of these criteria:

1. is a Delegate or a local senate president;
2. has within the last three years immediately preceding the election been a local senate president or an ASCCC Executive Committee member or officer; or
3. has been nominated by a resolution of a Member Senate. The minutes of the meeting at which that resolution was adopted must be submitted to the Elections Committee chair with the nomination of the individual.

Additionally, ASCCC appoints hundreds of faculty to statewide committees throughout the year. All faculty are encouraged to volunteer; an interest form to fill out annually can be found at <https://asccc.org/content/faculty-application-statewide-service>. Committee work can be a great place to learn and gain experience in professional matters and leadership.

Local Senates

Local academic senate membership often provides an opportunity to learn about college leadership structures and academic and professional matters. Check your campus senate bylaws or website if available to find out more on how to become a senate member. Additionally, check the senate bylaws for membership roles and advocate for creation of a part-time faculty seat if one not already established. Most college's senates are public meetings and attending as a nonmember is also beneficial. Many colleges provide an opportunity for public comment where you may voice concerns or address any item on the agenda.

Affinity Groups

An affinity group is a group of people who share a collective interest or goal(s). Often affinity groups are started with a vision of diversity and inclusion in mind, which is essential to creating a space for faculty of color and other marginalized groups to feel safe and empowered to share lived experiences.

Statewide and National Groups

There are many national and statewide affinity groups. For California community colleges, the following groups have been started and regularly host events: Colegas, Asian Pacific Americans in Higher Education (APAHE), American Association of Hispanics in Higher Education (AAHHE), Hispanic Association of Colleges and Universities (HACU), African American Male Education Network and Development (A2MEND).

Local Affinity Groups

Check your campus communication hubs or ask the human resources office for affinity groups or employee resource groups supported at your college.

Mentoring Programs

There are a variety of ways a mentoring program can be designed. Below are a few examples of the types of programs focused on supporting faculty.

Grow Your Own Programs: From Student to Part-time

Grow-your-own programs are designed to more like pipelines to support students in becoming instructors or college employees upon completion of their education. Two well-developed programs are [Peralta College's Faculty Diversity Internship Program](#) and [Los Rios Community College District Faculty Diversity Internship Program](#).

One-on-One Mentorship Programs: From Part-time to Full-time

There are a few programs that formally provide mentoring for part-time faculty employed in the system. For example, [College of the Canyons' Professional Development Mentor Program](#) provides a model of a program providing mentoring at a local level and the [ASCCC Faculty Empowerment and Leadership Academy](#) shows a statewide model for part-time and full-time faculty in historically marginalized communities, such as Black, Indigenous, People of Color, and women (see Appendix C for core competencies and program framework).

Mentor Resources

What is a mentor?

A mentor is a person who provides guidance, advice, or direction to someone who is willing and desiring of growth and development.

What are some model mentor program competencies or objectives?

Mentorship Program Mission

It is important to create a statement that encompasses the mission of your mentoring program. Gather leaders who are interested in starting a mentorship program and shape the mission together.

Mentorship Program Objectives and Competencies

In designing the mentor program, composing objectives and participant competencies is an important first step. Decide if your mentor program will be one-on-one or a team/group style, and then decide the length of the program. Consider for whom the program is designed; variations of participants include some of the following: a pipeline for participants seeking part-time employment, part-time faculty seeking full time positions, or newly hired faculty desiring support (post hire of full-time or part-time faculty). These considerations will provide a framing to your program planning and objective building.

Participant core competencies and outcomes of the mentor program should be clear and realistic for the length and scope of the program. It is also important to establish mentor and mentee roles, expectations, and responsibilities.

Vital to the success of any program is a measurement tool for continued improvement; thus, in backwards planning, a strong mentor program will have core competencies or participant objectives (or both) written to frame each activity in the program. Consider using electronic survey instruments for pre and post program measurement of objectives and participant competencies. Below is an example of core competencies used for the ASCCC mentor academy:

ASCCC Faculty Empowerment Leadership Academy (FELA) Competencies

- Institutional Structures
Outcome: Understanding of the barriers for advancement and advocacy and finding the options for faculty leadership in the community college system and on local campuses.
- Personal Path Development
Outcome: Development of a career plan for future leadership opportunities or advancement.
- Equity-Mindedness
Outcome: Exploration of the equity framework and lens and discussion of power dynamics. Development of advocacy skills to move a campus to more equitable outcomes and understanding of how to use power and privilege to advocate for yourself and others.
- Effective Leadership
Outcome: Skill in using core competencies to be a leader on your campus, in your district, and/or in your state.

Other competencies and program objectives may include networking skills, goal-setting, field or discipline knowledge, job shadowing, and any other program aims. A more comprehensive list of core competencies can be found on the American Associations of Community Colleges website: Example

What are some guidelines for successful mentor relationships?

Every person is beautiful and unique in their own way and that is to be embraced. Although there are no set guidelines to build relationships, here are a few general helpful parameters for any mentor:

- Be **open and appreciative**. Navigating relationships is a journey and takes courage, so give yourself and your mentee grace as you learn about each other.
- **Listen actively**. Focus on your mentee's needs and support their goals. Repeat back what you hear them saying and avoid monopolizing the conversation. Ask them questions and get to know them (see Appendix A for active listening questions and Appendix B for conversation starters).
- **Be present** in the moment. It is easy to want to multitask and that will feel disappointing to a mentee, so be honest and set time limits on conversations if needed and state such at the start of the conversation.
- Discuss preferred **mode of communication** with your mentee (e.g., video conferencing, phone call, text messaging)
- Discuss and respect personal boundaries on **preferred days and times of communication**
- **Follow up** on commitments. Communicate any changes to schedules in a timely manner. Discuss parameters of what constitutes prompt responses. Avoid making promises.
- **Maintain confidentiality**. All your conversations should be healthy and kept between the two of you unless the mentee specifically asks for other support services and gives you permission to share their story. Remember if safety is a concern, please speak up and follow established protocol or procedure with a supervisor.
- Be professional and **asset-minded language**. Use positive language and encouraging support free of judgement. Avoid informal language or cursing.

How do you design a mentor program?

1. Identify program leaders and/or a steering committee.
2. Create program mission, objectives, and/or core competencies (see Appendix C).
3. Secure funding to support the program mission and objectives. Ask administrators, human resources office, foundation, or any other resource allocation bodies. Consider budget elements such as food for group meetings, events, and mentor training, as well as release/reassigned time for a program coordinator. Also, consider securing funding to support part-time faculty participation by offering stipends as an option (see #9 below for other options).
4. Create a framework and timeline for the program including the following key elements: length of the program (e.g., year long, semester long, one day workshop style), how many minimum days are required by both mentors and mentees, inclusion of a mentor training/orientation,

regular mentor/mentee check-in days (scheduled as a group or scheduled by the mentor/mentee), a program kick off day, and a closing or ending celebration.

5. Design applications and create a webpage to house information.
6. Recruit and send out applications and post on college websites and social media.
7. Schedule application review and mentor-mentee matching day (with program leaders or a steering committee). It is highly suggested to create a rubric aligned to the program objectives for a fair and equitable selection process.
8. Create an entry survey and an exit survey to measure program success and to design for continuous improvement.
9. Consider creating a program certificate, badging, Flex credit, stipend, or continuing education credit for participants (many California State University and University of California schools have continuing education unit programs with which you could partner).
10. Provide training or an orientation for mentors before the mentor program begins (see Appendix E for a sample slide show).

Check-in Topics and Themes

Below is a list of a few ideas to use as program themes or topics. Themes or topics could be used to focus a particular month's activity, any one-on-one connections with mentor/mentee, or any other component of the program. Another way to consider selecting the content or the focus of activities or a presentation of program material is to ask program participants or survey them: ask them which of the topics or any others they desire to address throughout the mentorship program. Content presenters may also be program mentors, program coordinator, or guest speakers.

- Empathy, openness, and active listening
- Confidentiality in communication
- Networking
- Goal-setting
- Career timeframes and personal road maps
- Microaggressions, gaslighting, and racelighting
- Racial battle fatigue and emotional labor
- Imposter syndrome
- Understanding a typical organizational chart and administrative roles, duties, and titles
- Navigating spaces and deconstructing what "fit" means
- Breaking from the status quo and cultural taxation
- Barriers to success
- People vs. policy in anti-racism activism
- Conflicting values with dominant culture
- Fostering a community of support
- Power dynamics
- Service and community involvement
- Job searches
- CV/resume review

- Mock interviews
- Job shadowing
- Professional learning opportunities
- Work-life balance
- Book/article readings

Mentor Program Framework Examples

Designing consistent culturally relevant frameworks for program days is important to creating a safe and brave space for mentees and mentors. Thus, strong mentorship programs build program days that both connect participants in large groups and in small groups, as well provide one-on-one time (mentor with mentee).

Setting or collaborating together on establishing community norms and social agreements at the start of every program is also important. Moreover, a regular routine for each activity that values the collective space and healing nature of circles, lean-ins, and reflection is highly valued and will build trust and positive relationships, as will meal sharing. When in-person, consider using conversation starters (see Appendix B) to support mentors in connecting with mentees at meal sharing times.

Daily Framework

- Introductions/Check-in/Lean-in Circle (1 hour)
- Theme Introduction and Core Competencies Review (30 minutes)
- Meal Sharing (45 minutes)
- Guest Expert/StoryTeller/Mentor Sharing (45 minutes)
- Group Theme Activity (30 minutes)
- Debrief/Reflection Activity (30 minutes)
- Pair Activity (30 minutes)
- Group Debrief of Day and Closing Ritual (30 minutes)

Workshop Half-day Framework

- Welcome activity
- Introduction of theme or keynote speaker
- Focused breakout groups
- Break
- 20-minute mentoring (breakout in small groups/pairs for CV reviews, lean-in, or informal Q&A)
- Break
- Closing and reflection

For Administration, Boards of Trustees, and Faculty Leaders

Faculty diversification has been a goal for decades in the California Community College system, and most recently we have been called to action by system leaders to support diversity, equity, inclusion, and antiracism more intentionally than ever before. Mentor programs focused on supporting employees of color are vital to the success and retention of equity-minded faculty. Administrators, trustees, and faculty leaders are encouraged to support mentor programs for both pipelines to employment at California community colleges and mentor programs to support part-time and full-time faculty of color.

Below are a few ways to provide support:

- Ask for data on BIPOC (Black, Indigenous, People of Color) faculty retention and share the information widely.
- Use Equal Employment Opportunity (EEO) funds or other committed resources to start pipelines and mentor programs.
- Read the article composed by a part-time faculty member titled “An Open Letter: From An Adjunct Faculty Member to Full-Time Faculty.”
- Use the principles and practices laid out in the articles titled “Our Obligation to Equitable Hiring Practices: A Partnership Approach to Ensuring an Equity-minded Selection and Recommendation Process” and “How to Start Antiracist Work: Faculty Hiring Practices for Diversification” to frame discussions and garner support for equitable hiring processes and mentor programs.

Appendix A: Active Listening Tools

The tools below may be used by both the mentor or the mentee, but active listening should be the goal of any strong, thoughtful, engaged mentor.

Restatements--mirror back what your partner has said to ensure you are focusing on their goals.

- I heard you say . . . Is that correct?
- If I understand what you said, you are concerned with . . .

Summarization--at the end of each mentoring session, summarize the time together and recap any decided next steps or action.

- So, from today's conversation, we will be working on . . .
- Some next steps will be . . .
- During our next meeting on . . . we will continue the discussion on . . .

Silence--be sure to count at least seven seconds after you ask your mentee a question before you volunteer an example or response. It may be they need to process and don't forget it may be new and a bit scary to be speaking with someone new in a vulnerable situation.

Processing Questions--when your partner is asking for advice or sharing a situation of concern, it is helpful to ask questions to allow the mentee space and for you to be a thought partner. Below are a few questions you may ask:

- What was your thought process in making that decision?
- Why did you approach it that way?
- What are your next steps?
- How did that connect to your personal or professional goals?
- Would you have done it any differently? Why?

Appendix B: Conversation Starters

If the conversation needs some informal and light-hearted starting off points, consider any of the below questions:

1. If you could travel anywhere? Where would it be?
2. What do you do in your spare time?
3. What three wishes would you wish from a magic genie?
4. What is the best thing someone has ever done for you?
5. If you could be an animal, what would it be and why?
6. If you had a day all to yourself, what would you do?
7. What talent would you really like to have?
8. Who do you think is the most successful person alive today and why?
9. What is your pet peeve? Why does it bother you?
10. What is your all-time favorite movie and why?
11. When you want some alone time, where do you like to go?
12. What is the best vacation you have ever been on?
13. What would be the perfect day for you and why?
14. What is something funny that you remember about high school or junior high?
15. What would you do with one million balloons?
16. If you could be a car, what would you be and why?
17. If you had two tickets to go around the world for one year, who would you take and why?
18. What qualities do you look for in a friend?
19. What do you wish you had that you don't have now?
20. What is something that you want to accomplish?
21. What really makes a positive difference in your life?
22. What do you think is great about life?
23. What is your favorite song and why?
24. Where do you go to think?
25. What qualities are in a good teacher?
26. Who has influenced you the most in the past year and why?
27. What's something you've done for somebody?
28. If you could change your name, what would you like it to be?
29. If you could meet anyone, living or dead, who would it be and why?
30. What TV character is most like you and why?

Appendix C: FELA Framework and Core Competencies



Academy Mission

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

Academy Objectives

- To provide opportunities for healing, support, and empowerment.
- To connect by engaging in networking opportunities with other faculty leaders and administrators.
- To create space for courageous conversations focused on understanding societal influences on race, ethnicity, gender, and their effect on leadership development.
- To provide guidance and accountability through regular check-ins (remotely or in-person if no travel cost).
- To honor mentor and mentee scheduling for balanced living by providing workshops coordinating with other ASCCC events (pre-sessions to other events).

Core Competencies

- **Institutional Structures**
Outcome: Understanding of the barriers for advancement and advocacy and finding the options for faculty leadership in the community college system and on local campuses.
- **Personal Path Development**
Outcome: Development of a career plan for future leadership opportunities or advancement.
- **Equity-Mindedness**
Outcome: Exploration of the equity framework and lens and discussion of power dynamics. Development of advocacy skills to move a campus to more equitable outcomes and understanding of how to use power and privilege to advocate for yourself and others.
- **Effective Leadership**
Outcome: Skill in using core competencies to be a leader on your campus, in your district, and/or in your state.

Academy Daily Framework

- Introductions/Check-in/Lean-in Circle (1 hour)

- Theme Introduction and Core Competencies Review (30 minutes)
- Meal Sharing (45 minutes)
- Guest Expert/StoryTeller/Mentor Sharing (45 minutes)
- Group Theme Activity (30 minutes)
- Debrief Activity (30 minutes)
- Pair Activity (30 minutes)
- Group Debrief of Day and Closing Ritual (30 minutes)

Theme Topics Possibilities for Academy Training Days

- Empathy, openness, and listening
- Confidentiality in communication
- Networking and conversation
- Goal-setting and career timeframes
- Professionalism and microaggressions and imposter syndrome
- Navigating spaces and what “fit” means
- Breaking from the status quo and cultural taxation
- People vs. policy in anti-racism activism
- Conflicting values with dominant culture
- Fostering a community of support
- Power Dynamics
- Service
- Personal Road Map
- Barriers to Success
- Understanding a typical org chart and administrative roles, duties, and titles

Handbook Ideas (Repository)

- How to be a good mentor tips
- Introductions and get-to-know you tips (circles)
- Adjusting relationships for compatibility
- Monthly check-in ideas/questions
- Record keeping for your memory
- Event shadowing
- Skill/talent acknowledgement and conversation tips
- Self-care tips and ideas
- Guiding questions to allow for self-reflection or self-discovery
- Time efficiency survey
- Tools for leadership assessment
- Recommended readings

Resources To Consult

Sample Competencies: https://www.aacc.nche.edu/wp-content/uploads/2018/11/AACC2018Competencies_111618_FINAL.pdf

Mentoring Frameworks: https://www.mentoring.org/new-site/wp-content/uploads/2015/09/Full_Toolkit.pdf

Equity Competencies: https://drive.google.com/open?id=1NXAeFavYY87hgUrr5FQVoYIINb_tHpv0

Appendix D: Resolutions Supporting Part-time Faculty Mentoring and Leadership

Resolution: Mentoring Programs for Part-Time Faculty

Spring 2016 Resolution Number 01.01

Whereas, The Academic Senate for California Community Colleges has long-standing positions^[1] in support of the creation of local faculty mentoring programs as stated in resolution 9.06 F90, which calls for local senates to create mentoring programs for all new full-time and part-time faculty members, and 12.07 F92, which calls for local senates to encourage departments and divisions to assist in providing mentoring services to new part-time faculty;

Whereas, The provision of formal mentoring services for new full-time faculty is a common practice in the California community colleges, but little is known about what mentoring services, formal or informal, are provided to part-time faculty; and

Whereas, Local senates are experiencing increased workloads related to basic skills, student success, and student equity and therefore need assistance and resources in not only developing but also implementing and sustaining 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: Develop a Resource to Communicate and Encourage Part-time Faculty Leadership

Fall 2020 Resolution Number 01.02

Whereas, The Chancellor's Office Management Information System Datamart for fall of 2019 indicates that 69.7% of faculty in the California Community College system are part-time faculty, yet the most recent Local Senates survey [1] completed in 2017 by the Academic Senate for California Community Colleges indicates that 64 colleges indicated that they have part-time faculty serving as local senators;

Whereas, The Academic Senate for California Community Colleges has multiple resolutions and papers supporting part-time faculty and the importance of their voice in effective governance;

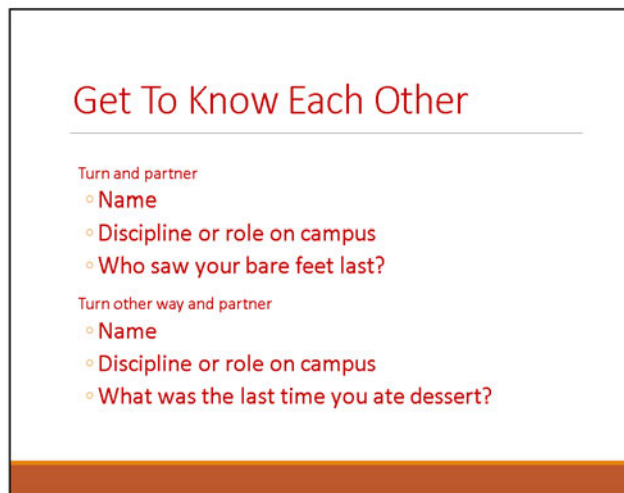
Whereas, The Academic Senate for California Community Colleges' Bylaws, Article IV, Section 2 includes eligibility for part-time faculty to run for an Executive Committee position (i.e., Board of Directors), yet few part-time faculty have served; and

Whereas, In the last few years, approximately 26% of the total applicants interested in serving on statewide committees have been part-time faculty, yet only 15-17% of the appointments to Academic Senate for California Community Colleges' standing committees have been part-time faculty;

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.

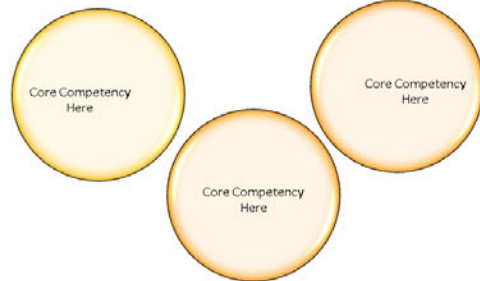
Appendix E: Sample Mentor Orientation Presentation



Introduce Your New Friend

3

Mentor Program Objectives



4

Research: Mentoring for Success

A growing set of literature attests to the importance of mentors. The professional literature supports that mentoring is a critical component of effective inclusion into academia.

Mentoring is often recommended as a means of providing women and students of color with the support, socialization, and direct assistance they need to succeed in an environment they may experience as alienating or even hostile.

Meznek et al. (1989) explains that mentors of the same ethnic background as the protégés can assist in resolving apparent conflicts between the values of one's culture or that success is possible without having to abandon cultural identity.

Source: Puente Program State Office

5

Core Competencies and Program Outcomes

Participants will understand their roles as academic leaders

Participants will be introduced to the concept of mentoring as well as understand the value of networking and seeking out mentors at different stages of their careers

Participants will develop personal goals and a career advancement plan

Participants will return as mentors in the future

6

Mentoring DOs

- Get to know mentees
- Be understanding and patient
- Email notes of encouragement
- Eat lunch on campus
- Invite mentee to your office
- Invite mentee to college cultural events
- Invite mentee to college sporting events
- Give feedback with applications, curriculum vitae, and resumes

7

Mentoring DONTs

- Never lose sight of mentor professionalism
- Never give money to mentee
- Never meet alone
- No proselytizing
- No political agendas
- Never disrespect any other college or career

8

Mentor Activities

MONTH/DATE- Mentor Orientation/Training

MONTH/DATE- Meet Mentees

➤ Time:

➤ Location:

MONTH/DATE- Group Activity

➤ Time:

➤ Location:

9

What's Next?

Email mentee before DATE

Meet mentee on DATE

Check our new Mentor program website:

Keep supportive contact with mentee all year long!

10

Appendix F: Mentor Curriculum Vitae Review Guidelines

CV Reviewer Helpful Guidelines

A curriculum vitae (CV) illustrates one's professional and academic achievements. It differs from a resume in that a CV may include extensive information on publications, conferences, volunteer work, teaching and research experience, and other such professional and academic items relevant to one's field.

[Sample CV from University of Wisconsin, Milwaukee](#)

[Sample from CCC faculty CV and Cover Letter](#)

What is a good amount of time to spend on a CV review session?

Schedule meetings for about 20-30 minutes and consider a follow-up session if your mentee desires to revise and polish and then have you review once more. The sessions could be in person or over Zoom with share screen capability. If you both prefer and have discussed exchanging documents ahead of time, then do so, but a quick read during the one-on-one time is appropriate and often necessary to accommodate busy schedules.

What are some good things CV reviewers could do?

- Use the time efficiently (set a timer) and let participants know of the 20/30-minute session limit
- Provide advice on specific content tailored to their disciplines
- Make sure they know to match the job announcement description with their achievements
- Assist in highlighting their contributions to diversity, equity and inclusion work
- Assist with organization of the CV sections and headings to highlight their knowledge, skills, and abilities
- Suggest aesthetically-pleasing, easily readable formatting and font type (it is good to use white space and margins to avoid too much text)

What should CV reviewers avoid?

- Avoid comparing your experience to theirs. Remember the CV is not about you, so stay focused on edifying and encouraging them.
- Refrain from holding extended conversation on a topic. You only have a few minutes with them and a deeper dive could be for another time.
- Stay clear of discussing hiring committees you have been on or specific college processes, as these sessions are more generalized and briefer.



Executive Committee Agenda Item

SUBJECT: PDC Module: “Focus on CTE” Proposed Changes and Recommendation		Month: April	Year: 2021
		Item No: IV. M.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will review the module and consider the proposed changes and recommendation.	Urgent: Yes	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Mayra Cruz	Consent/Routine	
		First Reading	X
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

As part of the CTELC 20-21 action plan, the committee formed a workgroup to review the “Focus on CTE” PDC module. The workgroup members are: Donald Laird (SRCC), Tina McClurkin (NOCE), Krtistina Perkins (Chabot College), and Mayra Cruz. The review was conducted in January and February 2021. The ASCCC Executive Committee is asked to review the PDC module titled “Focus on CTE” changes and this recommendation.

Recommendation: Integrate CTE information into all the PDC modules and continue to keep the CTE module as an option for faculty only interested in the CTE specific module.

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

Course Title

Home

Welcome to "Focus on Career Technical Education (CTE)". This is the final course in a 5-course series that focuses on curriculum development. Each course consists of multiple units, each unit has an associated quiz, and each course ends with a comprehensive exam. Successful completion of all 5 courses makes you eligible for receipt of a Certificate of Completion from ASCCC. Successful completion requires that all quizzes be completed with a score of 100% and that the final exam for each course is passed with a minimum score of 80%. While the quizzes in the course can be taken multiple times, the cumulative final can only be taken once. As the course is self-paced, there are no due dates and there is no discussion component.

Units

- [Unit 0: Getting Started](#)
- [Unit 1: Developing CTE Proposals: Labor Market Analysis and Advisory Committees](#)
- [Unit 2: The Role of the Regional Consortia](#)
- [Unit 3: Curriculum Development Certificate Course Final Summary](#)
- [Conclusion and Final Exam](#)

Revised spring 2021

Unit 0: Getting Started

Getting Started - Course Overview

Welcome to "Focus on Career Technical Education (CTE)". This is the final course in a 5-course series that focuses on curriculum development. Each course consists of multiple units, each unit has an associated quiz, and each course ends with a comprehensive exam. Successful completion of all 5 courses makes you eligible for

~~receipt of a Certificate of Completion from ASCCC. Successful completion requires that all quizzes be completed with a score of 100% and that the final exam for each course is passed with a minimum score of 80%. While the quizzes in the course can be taken multiple times, the cumulative final can only be taken once. As the course is self-paced, there are no due dates and there is no discussion component.~~

The fifth and final course in the five-course Curriculum Development series is "Focus on Career and Technical Education (CTE)". This course consists of two content units and a final summary:

1. Developing CTE Proposals: Labor Market Analysis and Advisory Committees
2. The Role of the Regional Consortia
3. Curriculum Development Certificate Course Final Summary

Assessments

Each unit of the course consists of at least one multiple-choice quiz that can be taken as many times as necessary to earn a perfect score. These quizzes also establish the "pace" of the course and must be successfully completed in order to proceed. At the end of the course you will have a final exam that can only be taken once.

The Professional Development College

This course is an offering of the Academic Senate for California Community College's (ASCCC's) Professional Development College. The Professional Development College was established by the ASCCC in the Fall of 2012. The [Academic Senate Foundation for California Community Colleges \(Links to an external site.\)](#) launched the [Professional Development College \(Links to an external site.\)](#) as a resource to assist faculty and other college personnel in developing the knowledge and skills necessary to become strong academic leaders for their colleges and districts as well as for the California Community College system. As of the Fall of 2020, the online course offerings of the Professional Development College have been made available via the [ASCCC Open](#)

[Educational Resources \(OER\) Initiative \(Links to an external site.\)](#) as the courses are openly licensed and housing all of ASCCC's OER opportunities in a single location facilitates faculty access to them.

Curriculum development and refinement are among the most essential functions in the California community colleges. The courses ~~this program~~ were developed to provide training so that individuals involved in curriculum development can understand and appreciate the complexities of the curriculum processes. Throughout the units of these courses, learning outcomes have been established and assessments will be conducted to ensure that participants are achieving the specified learning outcomes.

Curriculum Development Certificate Overview

Introduction

The Academic Senate for California Community Colleges (ASCCC) provides exceptional education opportunities both online and face-to-face. To meet the continuing education needs of our members, we have created curricula in the areas of curriculum development, faculty leadership, accreditation, governance, and other programming designed for many areas within the 10+1 academic and professional matters that are within the ASCCC's purview. An overview of this course and the courses that comprise the Curriculum Development Certificate is provided here.

In order to earn ASCCC's Curriculum Development Certificate of Completion, all components of the five course series must be successfully completed. Each course consists of multiple units. There is a quiz associated with each unit and a final exam for each course. Successful completion requires earning 100% on all quizzes and at least an 80% on the final exam for each course. All assessments are multiple-choice. While quizzes may be taken more than once, the final exam for each course can only be taken once.

Curriculum Development Certificate Courses

Course

Topics

Curriculum 101: Introduction and Types of Courses

1. General Program Introduction
2. Faculty Responsibilities for Curriculum Development
3. Credit Courses
4. Noncredit Courses and Other Offerings

Programs and Awards

1. Credit Awards
2. Noncredit Awards

The Course Outline of Record (COR)

1. Introduction to the COR
2. COR Data Elements
3. Optional COR Elements/Related Considerations

Program and Degree Proposals

1. Proposal Basics
2. The Proposal Narrative
3. Supporting Documentation
4. Approval Processes

Focus on Career Technical Education (CTE)

1. Developing CTE Proposals: Labor Market Analysis and Advisory Committees
2. Special CTE Approvals: The Regional Consortia

~~Focus on Career and Technical Education (CTE) Overview~~

~~Focus on Career and Technical Education (CTE)~~

~~The fifth and final course in the five-course Curriculum Development series is "Focus on Career and Technical Education (CTE)". This course consists of two content units and a final summary:~~

- ~~1. Developing CTE Proposals: Labor Market Analysis and Advisory Committees~~
- ~~2. The Role of the Regional Consortia~~
- ~~3. Curriculum Development Certificate Course Final Summary~~

Computer Requirements

We've intentionally kept things simple here. All you need, technically, to complete this course is a computer with Internet access.

Some resources may be PDFs. Please [\(Links to an external site.\)download a PDF reader \(Links to an external site.\)](#), if needed.

About This Course

This course, and all the courses that comprise ASCCC's Curriculum Development Certificate of Completion, is an open educational resource (OER). This means it carries an open license that specifies how it may be used. Due to the nature of these courses, they have been licensed CC BY.

As explained by [Creative Commons \(Links to an external site.\) \(Links to an external site.\)](#), this means you are free to:

- **Share** — copy and redistribute the material in any medium or format
- **Adapt** — remix, transform, and build upon the material for any purpose, even commercially.

Under the following terms:

- **Attribution** — You must give [appropriate credit \(Links to an external site.\) \(Links to an external site.\)](#), provide a link to the license, and [indicate if changes were made \(Links to an external site.\) \(Links to an external site.\)](#). You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.
- **No additional restrictions** — You may not apply legal terms or [technological measures \(Links to an external site.\) \(Links to an external site.\)](#) that legally restrict others from doing anything the license permits.

[Programs Focus on Career Technical Education](#) by [Academic Senate for California Community Colleges \(Links to an external site.\)](#) is licensed under [CC BY 4.0](#)

Unit 1: Developing CTE Proposals: Labor Market Analysis and Advisory Committees - Welcome, Introduction, and Learning Outcomes

Welcome

Welcome to “Focus on Career Technical Education (CTE)”. This course is the fifth and final course in a five-course series that focuses on the curriculum development process. This course is an offering of the Professional Development College of the Academic Senate for California Community Colleges. This course consists of the following units:

- Unit 1 — Developing CTE Proposals: Labor Market Analysis
- Unit 2 — Special CTE Approvals: The Regional Consortia
- Unit 3 — Curriculum Development Certificate Course Final Summary

Introduction

In this first unit, you'll learn about the the unique requirements of the career technical education (CTE) program and/or degree proposal.

Learning Outcomes

Upon successful completion of Unit 1, you will be able to:

1. Review a labor market analysis and judge whether it provides valid justification for a new CTE program

1. Explain the CTE development, review, and approval process.
2. Explain the various components of a labor market ~~an~~ LMI analysis.
3. Discuss the role of the advisory committee ~~and the Regional Consortia~~.

CTE Development, Review, and Approval Processes

The CTE curriculum development process is determined at the local and regional level. ~~Each college establishes its own processes for curriculum development.~~ This is an example of the key elements of the process for CTE program proposals. Most of these components are required by law or regulation. Several of the steps in the curriculum development process will be discussed in greater detail later.

A typical local process, from idea to approved curriculum, might look like this:

- A CTE program advisory committee meets with discipline faculty to discuss a shortage of trained employees in a specific field and a vote of the advisory committee members approves the creation of a new **CTE** certificate program **and/or degree program**.
- A labor market analysis is conducted to confirm and quantify the **industry** need expressed by the advisory committee (<https://www.regionalcte.org/>).
- Discipline faculty create a proposal for a certificate or degree program, using the local forms or local database management system that is in place.
- The proposal is finished, undergoes a technical review, and is then reviewed by the curriculum committee.
- The curriculum committee approves this certificate and reports to the **local Academic Faculty Senate**. Approval from **the** Senate is obtained. Please note, at some colleges the curriculum committee approval is enough to move forward without a confirmation by the ~~Faculty~~ **local Academic** Senate.
- The Curriculum Office (or Office of Instruction) sends the proposal to the regional consortium for **approval**. ~~a 1st reading. This may result in comments and may indicate that changes need to be made to the proposal. Sometimes this first review may be done earlier in the development process.~~ As regional consortia processes vary, be sure to consult with your CTE dean to ensure you know your region's process.

~~The proposal packet is prepared for the regional consortium 2nd reading and official recommendation. It should be noted that the consortium's recommendation is not required.~~

- ~~The appropriate representatives, perhaps the discipline faculty and~~ **or** ~~the CTE dean~~ **administrator**, attend the regional consortia meeting to make a presentation and/or answer questions.
- ~~The proposal is also~~ **then** placed on the curriculum agenda for the local Board of Trustees approval.

The proposal is now ready for submission to the ~~the~~ Chancellor's Office. The proposal packet for the Chancellor's Office is assembled. ~~If a thorough job was completed of preparing the packet for the regional consortium, this should be a fairly simple process.~~

- Submit the proposal via the [Chancellor's Office Curriculum Inventory System \(COCI\) \(Links to an external site.\)](#). ~~Whoever submits the~~ **The** proposal **submitter** should check-in regularly to COCI to respond to requests for more information or changes in a timely manner.
- After approval is given, the courses and/or program can be added to the catalog and then classes can be scheduled.

CTE Programs **Are Based on Workforce Needs** ~~Start with Workforce~~

The analysis of the workforce supply and demand is usually an early step in the CTE program development process. Whether the need for the program arises from advisory committee input, faculty awareness of emerging workforce needs, or availability of support or funding for programs in a specific field, those indications of need must be confirmed with a labor market study early in the process.

Labor market projections are conducted for the most applicable [Standard Occupational Classification \(Links to an external site.\)](#) or "SOC" codes and geographical regions to be served by the program. If these projections do not suggest adequate job openings in the college service area to provide employment for all program completers, then the proposal must explain what other factors may justify the program and make the [Labor Market Information \(Links to an external site.\)](#) (LMI) figures misleading. It's important to

~~distinguish between regional and service area needs when analyzing LMI. A regional need doesn't necessarily mean a service area need.~~

The results of the analysis should support the program development or changes before moving forward with the development process. ~~While conducting the analysis,~~
e Opportunities for noncredit and/or not-for-credit offerings can be explored as well as the need for appropriate for-credit courses and programs.

Types of Labor Market Information

The following are all examples of the type of data that can be examined during a labor market analysis for a CTE program.

- Statistical projections of growth in specific jobs can be researched by examining statewide and county job projections by Standard Occupational Classification or SOC code [Standard Occupational Classification \(Links to an external site.\)](#), which are cross-listed to TOP codes ([SOC-TOP crosswalk](#)).
- One of the most commonly referenced data sources for a labor market analysis is the Employment Development Department's (EDD) Labor Market Information [Labor Market Information \(Links to an external site.\)](#) system which provides statistical projections of growth in specific jobs by county or labor market area.
- The Chancellor's Office supports [Centers of Excellence \(Links to an external site.\)](#) throughout the state which produce environmental scans and studies by both geographic area and industry cluster.
Recent employer surveys **may also** provide valuable information for a labor market analysis. **When including labor market information in the proposal, letters from employers are an excellent way to provide current information along with recent industry studies.**
- Minutes of advisory committee meetings are also an important source of data for growing, changing, or starting new programs.
- ~~When including labor market information in the proposal, letters from employers are an excellent way to provide current information along with recent industry studies.~~
- Real-time data can include job advertisements and newspaper or magazine articles on trends. **Local and** Regional economic **impact** studies like those produced by **the a** local Workforce Investment Board (WIB) are also valuable.
- Finally, studies and data from licensing, **certification and accreditation** entities can reveal important trends and needs.

Labor Market Analysis: Suggested Areas of Discussion

~~LMI Analysis Areas of Discussion~~

Overview

- ~~— Net job market — enough openings for graduates.~~
- ~~— Earning Potential — good initial salaries and potential for growth.~~
- ~~— Program credibility/career potential — courses lead to advanced degrees if those are needed.~~
- ~~— Competitive fields — may give students a competitive edge in job market.~~
- ~~— Career Technical Education Skills — programs support those already working in a field.~~
- ~~— Small Businesses or Cottage Industries — support for entrepreneurial endeavors.~~

*****Plug in table from PCAH pages 94-95*****

Topic	Discussion Points for Labor Market Analysis
Net Job Market	<ul style="list-style-type: none"> • Given the number of enrollments that are projected for the program and that are necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates? • Has the job market been declining slowly? Holding steady? Growing slowly? Growing rapidly? Recently emerging?
Earning Potential	<ul style="list-style-type: none"> • What is the average initial salary? • What is the average percentage of salary increase in two years? Five years?
Program Credibility/ Career Potential	<ul style="list-style-type: none"> • If advanced degrees are typically needed for career advancement, will the courses required for this program count toward completion of the requirements for those degrees? • Will this preparation permit students to remain current in their field? Does the program teach basic principles and theory, as well as application? Is it current and of sufficient rigor? Does it allow for later shifts in career? • Does this preparation meet the needs of those already employed for upward mobility, entrepreneurship, or a career upgrade? • Does the program prepare students to work in an ethnically diverse workforce and in an ethnically diverse, global market?

Emerging Occupations	<p>When job market data are not available or are not appropriate for a new CTE program in an area of emerging social need or technology, it becomes important to provide a careful analysis and explication of the specific demands of this new occupation. A carefully designed employer survey can elicit documentation demonstrating that employers:</p> <ul style="list-style-type: none"> • Share the college’s assumption regarding future direction(s) of the field and the skills that this emerging industry will require of employees. • Recognize the value of the proposed degree or certificate in the hiring or promoting of staff.
Competitive Fields	<p>Colleges are often called upon to provide training that students greatly desire, even where the job prospects are limited and the field is highly competitive. In such occupations, often in the arts and entertainment, it is talent rather than education that drives hiring. While no community college certificate can substitute for talent, a program that is exceptionally well designed to identify and develop talent can still be justified when few programs of similar quality exist in the college service area.</p>
Career Technical Education Skills	<p>Many kinds of certificates are of occupational benefit to students already employed. In such circumstances, the program objectives and design, including the sequencing of courses, must fit the needs of students likely to be already employed. The course sequence must build on students’ prior experience, and courses must be scheduled to accommodate working students. A program must not establish provisions that exclude students who are not already employed in a particular industry, unless the college makes available to such students a practicable entry-level pathway that would qualify them, upon completion, for the advanced training.</p>
Small Businesses or Cottage Industries	<p>Entrepreneurial opportunities and the market for cottage industries yield few statistics. Yet entrepreneurial opportunities are of value to an increasingly large proportion of the workforce, especially in rural areas. A proposal for approval of a program designed to meet the needs of students interested in pursuing entrepreneurial activities must include a careful analysis of needs and of the market within which they must compete.</p>

~~Net Job Market, Earning Potential, and Program Credibility/Career Potential~~

Numerous areas of discussion for the labor market information and analysis are recommended in the [Chancellor's Program and Course Approval Handbook \(Links to an external site.\)](#).

- The net job market can be demonstrated by showing there are enough openings locally to support placement of the expected number of graduates or program completers. The proposal may also discuss whether the job market has been growing or declining, and at what rate.
- It's also important to indicate the earning potential of program completers in terms of the average initial salary, the average percentage of salary increase in two years, and in five years.
- In analyzing program credibility and career potential, the analysis should show how courses required for the program will count toward completion of advanced degrees if those are required for this career. Will this preparation permit students to remain current in their field? Does the program teach basic principles and theory, as well as application? Is it current and of sufficient rigor? Does it allow for later shifts in career? Does this preparation meet the needs of those already employed for upward mobility, entrepreneurship, or a career upgrade? Does the program prepare students to work in an ethnically diverse workforce and in an ethnically diverse, global market?

~~LMI Analysis Areas of Discussion (continued)~~

Several other key areas that can be addressed in the labor market analysis include:

~~Competitive Fields~~

Colleges are often called upon to provide training that students greatly desire, even where the job prospects are limited and the field is highly competitive. In such occupations, often in the arts and entertainment, it is talent rather than education that drives hiring. While no community college certificate can substitute for talent, a program

that is exceptionally well designed to identify and develop talent can still be justified when few programs of similar quality exist in the college service area.

Career Technical Education Skills

Many kinds of certificates are of occupational benefit to students already employed. In such circumstances, the program objectives and design, including the sequencing of courses, must fit the needs of students likely to be already employed. The course sequence must build on students' prior experience, and courses must be scheduled to accommodate working students. A program must not establish provisions that exclude students who are not already employed in a particular industry, unless the college makes available to such students a practicable entry-level pathway that would qualify them, upon completion, for the advanced training.

Small Businesses or Cottage Industries

Entrepreneurial opportunities and the market for cottage industries yield few statistics. Yet entrepreneurial opportunities are of value to an increasingly large proportion of the workforce, especially in rural areas. A proposal for approval of a program designed to meet the needs of students interested in pursuing entrepreneurial activities must include a careful analysis of needs and of the market within which they must compete.

Data on Emerging Occupations

When a proposed program is in an emerging occupation, finding relevant regional or local data can be challenging. One source of data for emerging occupations is available from the [Centers of Excellence \(Links to an external site.\)](#) or COE. Comprehensive reports on emerging occupations, called "Environmental Scans," as well as information about requesting customized reports if no scan has been published are available on the COE website. The proposal should summarize the significance of the report's findings to the college service area and use an appropriate format for citing the source so that Chancellor's Office staff can refer to the entire report, if necessary.

Another way of documenting need when there is little data available on an emerging occupation is conducting an employer survey. In this case, it is important to provide a copy of the survey, including the number of those surveyed, number of responses, and a summary of the results in the proposal. The survey must address the extent to which the proposed degree or certificate, with its stated objectives and proposed courses, will

be valued by prospective employers. The survey must convey as much information as possible regarding the intended program design, proposed equipment, facilities, work experience included, and/or faculty qualifications. The survey can then be used to determine whether the employer would preferentially hire someone with such a degree or certificate over someone without it, other things being equal. When reporting survey results, it is important to address the following:

- Methodology: When the survey was administered and how (email, mail, telephone)
- Response Rate: How many employers were surveyed and how many responded
- Scope: The specific title or titles of the jobs covered by the survey
- Projections: Can be made based on answers to questions about how many openings the employer anticipates due to separations and new jobs in the next full year and over the next five years, whether the employer believes the program as described would qualify students for the specific positions, and whether the employer would preferentially hire students who have completed the program

CTE **Local** Advisory Boards/**Committees**

All CTE programs are required to have advisory boards. The purpose of these advisory boards is to provide industry perspectives to inform local college curriculum decisions and resource allocations. The members of the advisory board should be representative of employers and include professionals/**experts** from the industry or field. It is also wise to include discipline representatives (faculty **and/or** administrative) from neighboring college programs – both 2- and 4-year. This will help in demonstrating that your program will not have undue impact on similar, neighboring community college programs.

Documentation of Meetings

Keep minutes ~~available~~ of all advisory committee meetings and ~~always~~ list those in attendance with their job titles or positions ~~in the minutes~~. Date the minutes and indicate specific votes regarding courses and/or materials. These minutes will be required as part of your proposal packet.

For both the Regional Consortium and for the Chancellor's Office, you will need to prepare a single document that includes: ~~advisory committee members' names, job titles and business affiliations, a summary of the meeting minutes at which the program/certificate was discussed and approved, a summary of how the proposed program/certificate aligns with the advisory committee recommendations, and a description of the prioritization process if there was more than one recommendation which could be acted upon.~~

- Advisory committee members' names, job titles and business affiliations
- A summary of the meeting minutes at which the program/certificate was discussed and approved
- A summary of how the proposed program/certificate aligns with the advisory committee recommendations
- A description of the prioritization process if there was more than one recommendation which could be acted upon

Unit 1 - Conclusion

Congratulations! You have reviewed the materials associated with Unit 1 and are now prepared to access and complete the assessments associated with this Unit. You need to receive a 100% on the quiz in order to proceed to the next unit. Next up - The Role of the Regional Consortia.

Unit 1 - Quiz 1

- **Due** No due date
- **Points** 4
- **Questions** 4
- **Time Limit** None
- **Allowed Attempts** Unlimited

Instructions

The purpose of the quiz is for you to review some of the topics covered in this unit to validate your understanding of the material covered. It is not meant to provoke anxiety but instead be a guide. Take the quiz as many times as you wish. Please note that you must score 100% in order to progress.

Unit 1 - Resources

Some resources may be PDFs. [Download the Adobe Acrobat Reader \(Links to an external site.\)](#), if needed.

CCC Chancellor's Office Resources

- [Chancellor's Office Curriculum Inventory System \(COCI\) \(Links to an external site.\)](#)
- [Program and Course Approval Handbook 7th Edition \(PCAH\)](#)
- [Taxonomy of Programs 6th Edition \(last revised June 2012\)](#)

Actions

Other

- [California Workforce Development Board \(Links to an external site.\)](#)
- [Centers of Excellence \(Links to an external site.\)](#)
- [EDD Labor Market Information \(LMI\) \(Links to an external site.\)](#)
- [Standard Occupational Classification \(SOC\) system](#)

Unit 2: The Role of the Regional Consortia – Introduction and Learning Outcomes

Introduction

The Regional Consortium review required for all CTE program and degree proposals will be explained in this unit.

Learning Outcomes

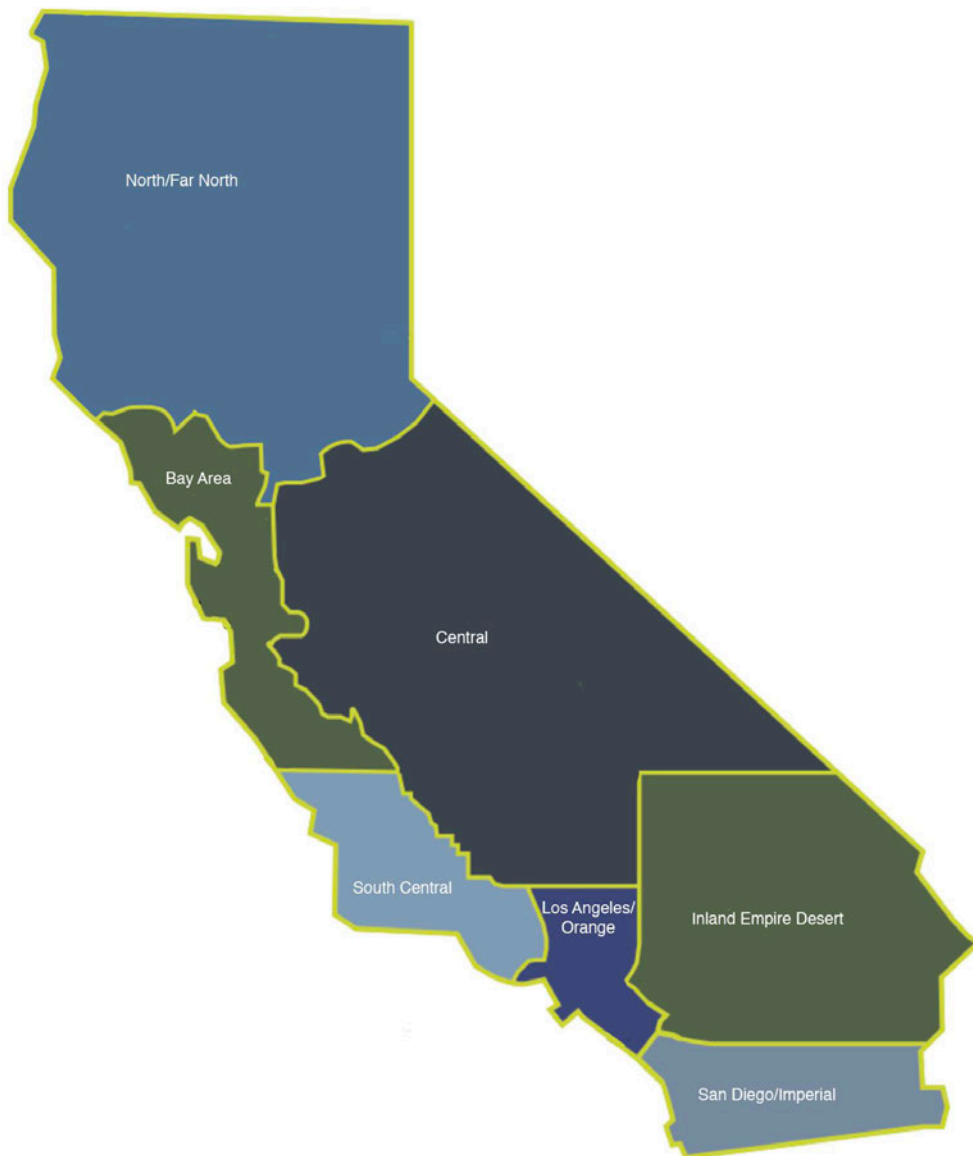
Upon completion of this unit, you'll be able to:

1. **e**xplain the purpose of Regional Consortium review of CTE proposals.
2. **d**iscuss the structure of the Regional Consortia.

3. Identify how the Consortia review for a new proposal and a substantive change are different.

Regions

The community colleges in California are organized into ten economic regions that are served by seven consortia of CTE faculty and administrators. The seven Regional Consortia are: North/Far North, Bay Area, Central, South Central, San Diego/Imperial, Inland Empire Desert, and Los Angeles/Orange County.



Regional Consortia

The Regional Consortia serve as regional frameworks to communicate, coordinate, collaborate, promote and plan career and technical education and workforce and economic development. The Regional Consortia help strengthen leadership and communication between colleges and public and private partners. They provide assistance to community college faculty, staff and administrators to design programs and courses to meet student needs for workplace competence and advancement. The regional consortia also provide professional development opportunities, disseminate best practices and increase the visibility of vocational and technical education and economic opportunities throughout the region.

The Regional Consortia is made up of representatives from the colleges in the region, K-12 pathways coordinators, guided pathway coordinators, industry partners, and others.

The Regional Consortium review process will vary from region to region and procedures and required materials will be listed on each Regional Consortium's website. In general, all consortia require the same things when reviewing new programs/certificates, or changes to existing programs/certificates. The Regional Consortia review CTE proposals to assure that:

- Proposals meet industry needs for skills developed via the certificate or program of study
- Proposals support the mission of the community college system.
- Proposals support industry needs for the course/certificate/program of study via validation from [Labor Market Information \(LMI\) \(Links to an external site.\)](#)
- Proposals will not saturate the local market

Proposal Submission

~~1st Read or Intent~~

Some regional consortia require colleges to announce their intent to develop or substantially change a program as much as one year before submitting a proposal for

approval. This first submittal is usually in an abbreviated proposal format. This early step is designed to facilitate region-wide collaboration and discussion of emerging needs and to avoid situations where multiple colleges are investing resources into development of similar programs that may flood the job market and keep graduates or completers from obtaining jobs.

~~Proposal Packet for Review~~

In some regions, the packet submitted for review and consortium endorsement must be the same as that submitted to the Chancellor's Office.

When an existing program comes in for a substantial program change, it would not be subject to the 1st Read or Announcement of Intent, but it would go through the full final proposal review. Each regional consortium website provides details on proposal requirements and review processes for that region.

Unit 2 - Conclusion

Congratulations! You have reviewed the materials associated with Unit 2 and are now prepared to access and complete the assessment associated with this Unit. You should now have a general understanding of **the** primary role that noncredit plays in the California community colleges.

As explained previously, you need to receive a 100% on the quiz in order to complete the final exam and have your course completion recognized by ASCCC.

Unit 2 - Quiz 2

- **Due** No due date
- **Points** 3
- **Questions** 3
- **Time Limit** None
- **Allowed Attempts** Unlimited

Instructions

The purpose of the quiz is for you to review some of the topics covered in this unit to validate your understanding of the material covered. It is not meant to provoke anxiety but instead be a guide. Take the quiz as many times as you wish. Please note that you must score 100% in order to progress.

Unit 2 Resources

CCCCO Resources

Please [download the Adobe Reader \(Links to an external site.\)](#) if you do not have it and wish to view any PDF documents.

[The Program and Course Approval Handbook \("PCAH"\); PDF \(Links to an external site.\)](#)

Regions

[Regional consortia \(https://www.regionalcte.org/\)](https://www.regionalcte.org/)

Other

[EDD Labor Market Information \(Links to an external site.\)](#)

Unit 3 - Curriculum Development Certificate Course Final Summary

The preceding five courses have provided an overview of curriculum creation and approval in the California Community Colleges. In the slides that follow, we provide a summary of the key points covered in the five curriculum courses.

Curriculum 101: Introduction and Types of Courses

In "Curriculum 101: Introduction and Types of Courses", you saw the connection between local academic senates and the curriculum development process.

- Local academic senates are primarily responsible for curriculum. This responsibility is typically handled by the curriculum committee.
- Curriculum includes courses, degrees, and certificates
- Courses can be either credit or noncredit and all of these courses have a Course Outline of Record (COR) that must include all legal requirements.
- Creation or modification of curriculum should follow the requirements included in the Program and Course Approval Handbook (PCH).

Programs and Awards

Programs and Awards covered the various awards the community colleges confer.

- Credit programs may issue Associate Degrees, Associate Degrees for Transfer, Certificates of Achievement, and local skills certificates.
- Noncredit programs may issue Certificates of Completion or Certificates of Competency.

The Course Outline of Record (COR)

The course development and approval process was reviewed in “The Course Outline of Record (COR)”. Every credit and noncredit course must have a Course Outline of Record (COR) that includes all legal requirements. These requirements include catalog entry, title, course number, content, sample assignments, methods of instruction, and objectives

- The COR may also include information about distance education and student learning outcomes.
- Each outline must be approved by the local curriculum committee/academic senate, board of trustees, and reviewed by the Chancellor’s Office.

Program and Degree Proposals

In "Program and Degree Proposals", the award development and approval process was explained.

- All awards that appear on a student’s transcript must be approved by the local curriculum committee/academic senate, the local board of trustees and the Chancellor’s Office.
- Submissions to the Chancellor’s Office have several required elements including course outlines, program narrative, and data elements.
- Career Technical Education programs must also include labor market information and have approval by the advisory committee and the regional consortia.

Focus on Career and Technical Education (CTE)

The special requirements for developing CTE proposals were detailed in this final course, "Focus on Career and Technical Education (CTE)".

- Each CTE area must have an advisory committee consisting of college faculty and industry partners.
- Developing CTE curriculum requires working with an advisory committee, determining regional need and potential job market for completers, approval by the regional consortia, approval by the local curriculum committee/academic senate and board of trustees, and approval by the Chancellor's Office.

All done!

Congratulations on completing all of the Curriculum Development Certificate Courses! If completing the final exam means you have completed all 5 courses, please contact Michelle Pilati using the "Inbox" icon over there to the left in order to request your Certificate when you are done.

Conclusion

Congratulations! You've made it to the end of ASCCC's "Focus on Career Technical Education (CTE)", the fifth and final course in the Curriculum Development Certificate Course series. If you are working towards completion of ASCCC's Curriculum Development Certificate of Completion, you must pass the final exam with a score of at least 80%. The exam consists of 6 multiple choice questions and covers only the material addressed in this final course. If completing the final exam means you have completed all 5 courses, please contact Michelle Pilati using the "Inbox" icon over there to the left in order to request your Certificate when you are done.

Final Exam

- **Due** No due date
- **Points** 6
- **Questions** 6
- **Time Limit** None

Instructions

This exam can be taken once. A score of 80% is needed to successfully pass the course. Be sure to select the best answer to each of the following questions. You may want to revisit your prior quizzes in preparation for this assessment.



Executive Committee Agenda Item

SUBJECT: Spring Plenary Session Final Planning		Month: April	Year: 2021
		Item No: V. A.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will discuss the final planning for Spring Plenary Session.	Urgent: Yes	
CATEGORY:	Discussion	Time Requested: 20 mins.	
REQUESTED BY:	Dolores Davison/Krystinne Mica	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW ¹ :	April Lonero	Consent/Routine	
		First Reading	
		Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will discuss the final planning for the Spring Plenary Session 2021 and cover important notifications or pertinent information regarding the event.

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



Executive Committee Agenda Item

SUBJECT: Board of Governors/Consultation Council		Month: April	Year: 2021
		Item No: V. B.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will receive an update on the recent Board of Governors and Consultation Council Meetings.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison/Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

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

Full agendas and meeting summaries are available online at:

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

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

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



Executive Committee Agenda Item

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

Please note: Staff will complete the grey areas.

BACKGROUND:

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

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



**Guided Pathways Task Force Meeting
Minutes
Wednesday, February 10, 2021
12:00 p.m. – 2:30 p.m.
Via Zoom**

In attendance: Virginia “Ginni” May, Cheryl Aschenbach, Michelle Bean, Juan Buriel, Stephanie Curry, Sarah Harris, Jeffrey Hernandez, Meridith Selden, Erik Shearer, Miguel Rother, Selena Silva

Action	Item
Discussion	I. Welcome and Check-in (20 min) <i>Members checked in with each other</i>
Information/ Report	II. Announcements/Updates (60 min) <ul style="list-style-type: none">a. ASCCC Executive Committee Meetingb. Chancellor’s Office Guided Pathways Advisory Committee <i>GPAC just met, so attendees were still processing information that was delivered during the meeting. From questions asked, it does not seem that GP will be supported at the system level as the funding runs out. If funding is sought, it will be for very specific reasons and outcomes. College funding reports will be due July 2022. Also, it has become clear that the SOAA is not a valuable source of data. GPAC may be phased out and will transition to a focus on the Ensure Learning pillar. A new intended graphic was introduced for the Ensure Learning focus (Ensure Learning with Equity Strategy, w/emphasis on Learning Environment, Learning Teams, Learning Materials & Curriculum, and Learning Outcomes Data. Guided Pathways now has a Launchboard space for data.</i>c. Resolutions<ul style="list-style-type: none">1. F20 17.01 <i>Stephanie is leading this mini-paper effort</i>2. F20 18.01 <i>For 2nd resolved, GPTF and Curriculum Committee chairs initiated a proposal. For 1st resolved, reports on some of</i>

the work in the Optimizing Student Success fall 2020 paper via Rostrum or webinar took place. More support is needed.

- d. GPTF Teams
 - 1. Webinars – *Sarah is helping to lead this effort. She’s been working with GPTF input to put a schedule together. She reviewed ideas as well as input received.*
 - 2. Technical Visits – *A letter went to all GP Liaisons. At this point, we haven’t had any new requests for GP-related technical visits.*
 - 3. Resources – *Meredith has added everyone into the GP Resources folder.*

Break - 10 min

**Discussion/
Action**

III. 2021 Spring Plenary Session (30 min)

- a. Resolutions – *the committee discussed potential resolutions to propose for spring plenary and agreed to begin developing a couple of the ideas via Google docs. Committee resolutions are due February 16.*
- b. Area Meetings – *Area meetings are March 26 & 27*
- c. Breakouts – *There is currently one GP-related breakout proposed for Spring Plenary. Sarah, Jeffrey and Meredith will be attending Plenary and are willing to help if needed.*
- d. Elections – *ASCCC elections will be conducted online again. Ginni encouraged people to run if they are interested.*

**Information/
Report**

IV. Mini Papers/Mini Canvas Courses Group Updates (30 min)

Members gave updates regarding process on the mini papers/mini course resource development

List of Agenda Enclosures

Enclosure 1: [17.01 Fall 2020 Integration of Guided Pathways Work and Institutional Processes and Structures](#)

Enclosure 2: [18.01 Fall 2020 Paper and Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways](#)

Periodic Review Committee (PRC) Minutes
Zoom Videoconferencing
February 4, 2021
8:00 a.m. – 9:00 a.m.

In Attendance:

Lourdes Brent, Los Angeles Trade Technical College
Shelley Eckvahl, Chaffey College
Ric Epps, Imperial Valley College
Rhonda Farley, Cosumnes River College
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
Nikki Visveshwara, Fresno City College

Staff:

April Lonerio, ASCCC Executive Assistant

The committee discussed the structure and depth of the report with emphasis on promoting accountability and follow-up to the report. Members suggested including reporting timelines in report's recommendations.

Members discussed which recommendations and progress were still in progress and the timeliness of the public facing Academic Senate records. The committee noted alternative ways to gather evidence or determine status reports, including requesting the information from the Academic Senate Office and Executive Committee. The committee briefly reviewed the Academic Senate survey process and access to past surveys.

Members discussed a report format that reviews the status of the recommendations from the 2016-2017 Periodic Review Report, reviews current evidence, and proposes new recommendations as needed. The committee determined that evidence will be gathered at a broad level and sections will be expanded on based on concerns or lack of evidence.

Members reviewed the workload and requested status updates from the subgroups at the next meeting. Members recommended consistency in writing, reducing redundancy and narrative sections, and utilizing hyperlinks when referring to external resources.

The committee discussed the practice of Academic Senate Past Presidents continuing work for the Academic Senate with reassign time. May provided context on this process and it's dependence on the Past President's or Executive Committee Member's role, the current President's appointment, budget constraints, and project completion.

The committee will meet on February 18, 2021, at 8:00 a.m. to discuss the subgroups' progress.

The committee adjourned at 8:55 a.m.

Respectfully submitted
April Lonerio, Executive Assistant

Periodic Review Committee (PRC) Minutes
Zoom Videoconferencing
February 18, 2021
8:00 a.m. – 9:00 a.m.

In Attendance:

Lourdes Brent, Los Angeles Trade Technical College
Ric Epps, Imperial Valley College
Rhonda Farley, Cosumnes River College
Christie Howell, Bakersfield College
Judy Marasco, Santa Monica College
Virginia May, ASCCC Executive Committee Vice President
Yvonne Reed, Victor Valley College
Ryan Sullivan, Mt. San Jacinto College

Staff:

April Loner, ASCCC Executive Assistant

Members provided an update on the status of each subcommittee, including current findings and draft progress. The committee discussed including a review and progress reporting timelines in the final report's recommendations. Members suggested requesting a response of progress and feasibility to the report by an identified date. It was noted that ongoing tracking of the recommendations and criteria will assist future Periodic Review Committees.

The committee suggested forming the Periodic Review Committee prior to the Spring Plenary that starts the review cycle, with the opportunity for the committee to attend Spring Plenary. Members discussed the benefits of virtual events in expanding access to participants. It was noted that virtual meetings should continue to remain an option for the Periodic Review Committee in future review cycles.

May reviewed the resolution and priority update process completed by the Academic Senate committee chairs. May noted that the Academic Senate will be reviewed to ensure the Resolution statuses are accurately represented. May shared how the Academic Senate can support local senates with a variety of concerns.

The committee will meet on March 4, 2021.

The committee adjourned at 8:45 a.m.

Respectfully submitted

April Loner, Executive Assistant

Periodic Review Committee (PRC) Minutes
Zoom Videoconferencing
March 4, 2021
8:00 a.m. – 9:00 a.m.

In Attendance:

Shelley Eckvahl, Chaffey College
Ric Epps, Imperial Valley College
Christie Howell, Bakersfield College
Scott Lukas, Lake Tahoe Community College
Judy Marasco, Santa Monica College
Virginia May, ASCCC Executive Committee Vice President
Ryan Sullivan, Mt San Jacinto College
Nikki Visveshwara, Fresno City College

Staff:

April Lonero, ASCCC Executive Assistant

The committee discussed the report completion timeline and determined that drafts will be completed for review by March 18, 2021, and the final review will be complete by April 1, 2021. The committee discussed editing the report in a google doc to allow comments and changes. Subgroups provided reports on their progress and noted forthcoming findings and recommendations. Recommendations include updating the public facing resolutions progress and communicating status updates.

The committee will meet on March 18, 2021.

The committee adjourned at 8:30 a.m.

Respectfully submitted

April Lonero, Executive Assistant

Periodic Review Committee (PRC) Minutes
Zoom Videoconferencing
March 18, 2021
8:00 a.m. – 9:00 a.m.

In Attendance:

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

Staff:

April Lonero, ASCCC Executive Assistant

The committee discussed formatting and writing styles for the final draft of the report, determining that the report will be written in active voice and each section will begin on a new page.

A status update was provided on all sections of the report including the Introduction; Mission; Governance; Responsible Fiscal Stewardship; Professional Integrity; Openness and Disclosure; Inclusivity and Diversity; Grants, Programs, and Planning; and the Summary. The committee agreed to finalize all drafts by March 26, 2021 for grammar and formatting review. The summary will include any themes identified throughout the sections.

The committee discussed the appropriate depth of the Responsible Fiscal Stewardship section and the local senate visit follow up process.

The committee will meet on April 1, 2021, at 8:00 am.

The committee adjourned at 8:55 a.m.

Respectfully submitted

April Lonero, Executive Assistant



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Basic Skills/Noncredit Committee

Thursday, September 10

10:00 AM – 12:00 PM

Zoom Meeting

Join Zoom Meeting

<https://fhda-edu.zoom.us/j/94101087248?pwd=VmZuTzRiVUt4RDV4MDdkZzFxTGZLQT09>

Meeting ID: 941 0108 7248

Passcode: 943125

One tap mobile

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Dial by your location

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+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 312 626 6799 US (Chicago)

+1 646 876 9923 US (New York)

+1 301 715 8592 US (Germantown)

Meeting ID: 941 0108 7248

Find your local number: <https://fhda-edu.zoom.us/u/aciSN9F9pR>

Minutes

Noncredit Committee Charge: The Academic Senate Committee on Noncredit will serve as a resource to the President and Executive Committee on issues related to instruction, counseling, student services, and program development in noncredit and the role of faculty in noncredit instruction as related to governance and local participation in academic and professional activities.

Basic Skills Committee Charge: The Basic Skills Committee reviews policies and recommends to the Executive Committee positions and actions on issues related to meeting the needs of under-prepared community college students. In addition, the Basic Skills Committee gathers information on best practices in providing instruction and support services to under-prepared students and conveys this information to the field through breakouts, workshops, and papers. Members of the Basic Skills Committee represent the Academic Senate on such bodies as the Student Equity and Achievement Workgroup.

- I. Members Roll Call:
Everyone was present

Karen Chow—Chair	Ingrid Greenberg	Kimberley Stiemke
------------------	------------------	-------------------

Samuel Foster—2 nd Chair	Mary Legner	Elizabeth Walker
Emma Diaz	Dana Miho	Wendy Brill-Wynkoop

II. Call to Order and Agenda Adoption
Meeting Called to order at 10:04 a.m.

III. Minutes Volunteer: Sam agreed to take the minutes

IV. Shout Outs, Affirmations, and Lean-in

A. Thank you all for the Doodle responses

B. Introduction activity—grab an item that shows your passion!

The committee members introduced themselves and shared personal information.

C. **Team-building activity**—2 break-out groups

(<https://docs.google.com/document/d/1BMkaXFmQowEN-m651359WCWUfoBvYNCQP6DaPHG4i0o/edit?usp=sharing>) The committee members shared a list of expectations:

1. What do you expect of each other?

Be aware of your own capacity--take ownership and follow-through on what you promise.

Be accountable

Communicate

Active Participation--Show up

Kindness

Respect:

- Respect each other's time - respond in a timely manner
- Respect each other's opinions. Be professional - disagreement is okay but use professional language. Disagree with ideas, not people
- Don't negate other's experiences

1. What do you expect of the Committee Chair?

Be the Facilitator

Keep the focus of the committee - move the agenda forward

Clear outcomes and takeaways

Clear timeline and calendar of meetings with a sufficient lead time

Documentation of committee's work/actions

Be the Liaison between committee and ASCCC Executive Committee

Bring Snacks when we can meet in person

V. Contact Info—[Google Form \(https://forms.gle/YBVHvdtQ5ssfX7r1A \)](https://forms.gle/YBVHvdtQ5ssfX7r1A)

VI. Monthly Meetings—Schedule next one

October 22, November 19, December 10. All meetings 10-12 p.m.

VII.

[Google Shared Folder](https://drive.google.com/drive/folders/19Mcdxew-JeUnbYut5tljYZssp94iyFX?usp=sharing)

(<https://drive.google.com/drive/folders/19Mcdxew-JeUnbYut5tljYZssp94iyFX?usp=sharing>)

- VIII. Committee Charge Review (above) and [Committee Member Guidelines Committee members recommended changes, and additional changes would be made via email.](#)
- IX. Committee Goals and Priorities (items C-D agenda items for upcoming Fall 2020 Noncredit & Basic Skills meetings)—[this Item was tabled to the October 2020 meeting:](#)
- A. Review [last year's committee recommendations](#)
 - B. Review [resolutions assigned](#)
 - C. Review [Noncredit Instruction: Opportunity & Challenge ASCCC Paper](#) (adopted Spring 2019)
 - D. Review [ASCCC Strategic Plan](#)
 - E. Develop NC&BS work plan
- X. Plenary Fall 2020
- A. Theme: Addressing Anti-Blackness: Inclusion, Diversity, Equity, and Antiracism in Academic and Professional Matters
 - B. Ideas on increasing participation
 - C. [Break-out topics](#) were submitted by August 28 deadline – thank you for your input!
 - D. Resolutions can be brought to Area meetings (October 16-17, 2020)
- XI. *Rostrum* Articles
- A. Due September 25
Later due dates: January 4 and March 8
 - B. Ideas and suggestions
Committee members considered topics from their research, but the September 25 date was too soon. Later due dates: January 4 and March 8 would be more feasible
- XII. Career and Noncredit Institute (organized jointly with CTE Leadership Committee)
- A. April 30- May2, 2021 in Southern California
 - B. Theme Ideas (Can build off of Career and Noncredit Institute planned for Spring 2020, which was cancelled due to COVID)
- XIII. Announcements
- A. Check for upcoming events at [here](#)
 - Academic Academy (October 8-9)
 - Area Meetings (October 16 and 17)
 - Plenary (November 5-7)
 - B. [Application for Statewide Service](#)
 - C. Amazon Smile (smile.amazon.com)—select Foundation of the Academic Senate for California Community Colleges
- XIV. Closing Comments
- A. Planning Fall meetings
 - B. Any other final comments or suggestions?
- XV. Adjournment Adjourned at 12:05 p.m.

In Progress:

- Noncredit & Basic Skills Committee Workplan and Goals
- Update to ASCCC Committees document

Completed Tasks:

- Icebreaker/Committee Community Building/Discussion of Noncredit & other issues members have worked & focused on
- Schedule of Fall Meetings
- Committee Updated Charge drafted

Basic Skills/Noncredit Committee

Thursday, October 15
10:00 AM – 12:00 PM

Zoom Meeting

Join Zoom Meeting

<https://fhda-edu.zoom.us/j/94101087248?pwd=VmZuTzRiVUt4RDV4MDdkZzFxTGZLQT09>

Meeting ID: 941 0108 7248

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Meeting ID: 941 0108 7248

Find your local number: <https://fhda-edu.zoom.us/j/94101087248?pwd=VmZuTzRiVUt4RDV4MDdkZzFxTGZLQT09>

Minutes

Committee Charge: The Academic Senate Committee on Noncredit & _____ will: 1) serve as a resource to the President and Executive Committee on issues related to instruction, counseling, student services, and program development in noncredit and the role of faculty in noncredit instruction as related to governance and local participation in academic and professional activities and 2) reviews policies and makes recommendations to the Executive Committee.

~~Basic Skills Committee Charge: The Basic Skills Committee reviews policies and recommends to the Executive Committee. Such recommendations include positions and actions on issues related to meeting the needs of under-prepared community college students to succeed in college and careers. In addition, the Basic Skills Committee gathers information on best practices in providing instruction and support services to under-prepared seamlessly transition students to post-secondary education and workforce success and conveys this information to the field through breakouts, workshops, and papers. Members of the Basic Skills Committee represent the Academic Senate on such bodies as the Student Equity and Achievement Workgroup.~~

1. What do we expect of each other?

Be aware of your own capacity--take ownership and follow-through on what you promise.

Be accountable

Communicate

Active Participation--Show up

Kindness

Respect:

- Respect each other's time - respond in a timely manner
- Respect each other's opinions. Be professional - disagreement is okay but use professional language. Disagree with ideas, not people
- Don't negate other's experiences

1. What do we expect of the Committee Chair?

Be the Facilitator

Keep the focus of the committee - move the agenda forward

Clear outcomes and takeaways

Clear timeline and calendar of meetings with a sufficient lead time

Documentation of committee's work/actions

Be the Liaison between committee and ASCCC Executive Committee

Bring Snacks when we can meet in person

I. Members Roll Call:

Karen Chow—Chair	Ingrid Greenberg	Kimberley Stiemke
Samuel Foster—2 nd Chair	Mary Legner	Elizabeth Walker
Emma Diaz	Dana Miho	Wendy Brill-Wynkoop

II. Call to Order and Agenda Adoption. Motion to approve agenda, Ingrid 1st, Mary Legner, 2nd. Agenda approved by all.

III. Approval of minutes: [September 10, 2020](#). Motion to approve minutes with edits. Minutes approved.

IV. Minutes Volunteer: Ingrid Greenberg

V. Shout Outs, Affirmations, and Lean-in

A. Thank you all for all your input. Karen Chow affirmed our contributions. Members checked-in. As leaders, we are expected to be calm even when there's much stress. Members shared ways for self-care. Members shared that demands for shared governance participation, especially around social justice, racial trauma, and anti-racism, have dramatically increased. Workload and isolation during pandemic have increased. Members expressed that they feel honored to be present as we share our feelings and perspectives together. If we show our humanity to each other, we will get through this. Members observed that demands can be exhausting as institutions address anti-racist issues where there are few people of color. Members observed inner self-reflection around privilege. Some frustration around serving on an institutional committee rather than leading on anti-racist topics, such as selecting meaningful book. Members expressed concern that professional trauma/anti-racist counselors are not supporting townhall meetings where

there is a range of opinions and emotions around social justice, racial trauma, and anti-racist issues. Some faculty and staff feel upset after participating in institutional meetings. Conference sessions could address this. How do we support students who are experiencing a wide range of social justice and racial trauma? There are missing pieces in racial dynamics. How do we address the holes in leaders' knowledge around racial trauma? How do we avoid triggering students' around social justice topics? How do we address social justice and racial trauma? What are racial trauma triggers? [The Spark of Learning](#) was recommended by a member. One of the best books about teaching because it argues that we are never turned off from learning. Actually, students might be impacted by emotions, feelings, triggers. Educators need to reflect on why students are triggered. Maybe faculty realizes that they are using the wrong language, wrong examples. Members suggested that committee invite the author to speak at conference. Members suggested topics and/or strands, "How do we build trust with our students? How do we build trust with each other as faculty and staff?"

- VI. Updated Fall Monthly Meetings (Zoom/Outlook invitations sent). All Meetings Thursday, 10am -12 pm
October 15
November 19 (Joint meeting with CTE Committee, Mayra Cruz, Chair)
December 3
All meetings 10-12 p.m.

- VII. [Google Shared Folder](https://drive.google.com/drive/folders/19Mcdxew-JeUnbYut5tljYZssp94iyFX?usp=sharing)
(<https://drive.google.com/drive/folders/19Mcdxew-JeUnbYut5tljYZssp94iyFX?usp=sharing>)

- VIII. Approve Updated Committee Charge Review -- the committee further edited and refined the drafted charge . Members agreed that Co-Chairs can take revised charge to ASCCC Executive Committee.

Noncredit & Continuing Education Committee Charge: The Academic Senate Committee on Noncredit & Continuing Education gathers information on best practices in providing equitable and accessible instruction and support services to students who are engaged in extended learning, which includes transitioning to post-secondary education, workforce success, or other skill building opportunities, and the Committee conveys this information to the field through breakout sessions at institutes and conferences, workshops, and papers.

This committee collaborates with the Career, & Technical Education (CTE) Committee to organize the ASCCC Career & Noncredit Institute. The Committee will: 1) serve as a resource to the President and Executive Committee on issues related to instruction, counseling, student services, and program development in noncredit and the role of faculty in noncredit instruction as related to governance and local participation in academic and professional activities; and 2) review policies and make recommendations to the Executive Committee. Members of the Noncredit & Continuing Committee represent the Academic Senate on such bodies as the Student Equity and Achievement Workgroup.

- IX. Committee Goals and Priorities (items C-D agenda items for upcoming Fall 2020 Noncredit & Basic Skills meetings)
A. Review last year's committee recommendations
B. Review resolutions assigned

- C. Review [Noncredit Instruction: Opportunity & Challenge ASCCC Paper](#) (adopted Spring 2019)
 - D. Review [ASCCC Strategic Plan](#)
 - E. Develop NC&BS work plan
- X. Plenary Fall 2020
- A. Theme: Addressing Anti-Blackness: Inclusion, Diversity, Equity, and Antiracism in Academic and Professional Matters
 - B. Ideas on increasing participation
 - C. [Break-out topics](#) were submitted by August 28 deadline;
 - D. Resolutions can be brought to Area meetings (October 16-17, 2020) and/or to Plenary by delegates
- XI. *Rostrum* Articles
- A. Due January 4 and March 8
 - B. Ideas and suggestions-- Emma will have something for us to discuss at our Dec. 3 meeting as a potential *Rostrum* article idea/topic/outline
- XII. Career and Noncredit Institute (organized jointly with CTE Leadership Committee)
- A. April 30- May2, 2021 in Southern California
 - B. Theme Ideas & Institute Marketing Blurb (submitted to Krystinne and Dolores):
Theme & 2 possible strands:
- Theme: Transforming CTE and Non Credit Education Through An Equity and Anti-Racism Lens
Strands:
Momentum: Building Equity and Anti-Racism Practice in CTE and NonCredit Education
Momentum: Racial Equity in CTE and NonCredit Education
Blurb: ASCCC Career and Technical Education (CTE) Leadership and Noncredit Committees are pleased to announce the 2020 Career and Noncredit Institute designed for all faculty, ASCCC 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. Where do Career and Technical Education (CTE) and Noncredit fit into this complexity? This year's institute focuses on all aspects of career and noncredit instruction and student services pertaining to the faculty role in governance, faculty diversification, guided pathways efforts, and the principles of data.
- C. Joint meeting with CTE Committee: Nov. 19
- XIII. Announcements
- A. Check for upcoming events at [here](#)
 - Plenary (November 5-7)
 - Part-Time Institute (February 18-20)
 - Spring Plenary (April 15-17)
 - B. [Application for Statewide Service](#)
 - C. Amazon Smile (smile.amazon.com)—select Foundation of the Academic Senate for California Community Colleges
- XIV. Closing Comments

A. Any other final comments or suggestions?

XV. Adjournment . Ingrid moved to adjourn. Elizabeth 2nd. Members agreed to adjourn.

Contact Info—Google Form (<https://forms.gle/YBVHvdtQ5ssfX7r1A>)

In Progress:

- Noncredit & Basic Skills Committee Workplan and Goals
- Update to ASCCC Committees document

Completed Tasks:

- **Icebreaker/Committee Community Building/Discussion of Noncredit & other issues members have worked & focused on**
- **Schedule of Fall Meetings**
- **Committee Updated Charge drafted**



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Basic Skills/Noncredit Committee

Thursday, December 3, 2020

10:00 AM – 12:00 PM

Zoom Meeting

Join Zoom Meeting

<https://fhda-edu.zoom.us/j/94101087248?pwd=VmZuTzRiVUt4RDV4MDdKZzFxTGZLQT09>

Meeting ID: 941 0108 7248

Passcode: 943125

One tap mobile

+14086380968,,94101087248# US (San Jose)

+16699006833,,94101087248# US (San Jose)

Dial by your location

+1 408 638 0968 US (San Jose)

+1 669 900 6833 US (San Jose)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 312 626 6799 US (Chicago)

+1 646 876 9923 US (New York)

+1 301 715 8592 US (Germantown)

Meeting ID: 941 0108 7248

Find your local number: <https://fhda-edu.zoom.us/j/94101087248?pwd=VmZuTzRiVUt4RDV4MDdKZzFxTGZLQT09>

Noncredit & Continuing Education Committee Charge: The Academic Senate Committee on Noncredit & Continuing Education gathers information on best practices in providing equitable and accessible instruction and support services to students who are engaged in extended learning, which includes transitioning to post-secondary education, workforce success, or other skill building opportunities, and the Committee conveys this information to the field through breakout sessions at institutes and conferences, workshops, and papers.

This committee collaborates with the Career, & Technical Education (CTE) Committee to organize the ASCCC Career & Noncredit Institute. The Committee will: 1) serve as a resource to the President and Executive Committee on issues related to instruction, counseling, student services, and program development in noncredit and the role of faculty in noncredit instruction as related to governance and local participation in academic and professional activities; and 2) review policies and make recommendations to the Executive Committee. Members of the Noncredit & Continuing Committee represent the Academic Senate on such bodies as the Student Equity and Achievement Workgroup.

1. What do we expect of each other?

Be aware of your own capacity--take ownership and follow-through on what you promise.

Be accountable

Communicate

Active Participation--Show up

Kindness

Respect:

- Respect each other’s time - respond in a timely manner
- Respect each other’s opinions. Be professional - disagreement is okay but use professional language. Disagree with ideas, not people
- Don’t negate other’s experiences

1. What do we expect of the Committee Chair?

Be the Facilitator

Keep the focus of the committee - move the agenda forward

Clear outcomes and takeaways

Clear timeline and calendar of meetings with a sufficient lead time

Documentation of committee’s work/actions

Be the Liaison between committee and ASCCC Executive Committee

Bring Snacks when we can meet in person

I. Members Roll Call: [All were present](#)

Karen Chow—Chair	Ingrid Greenberg	Kimberley Stiemke
Samuel Foster—2 nd Chair	Mary Legner	Elizabeth Walker
Emma Diaz	Dana Miho	Wendy Brill-Wynkoop

II. Call to Order and Agenda Adoption

III. Minutes Volunteer: [Sam Foster](#)

IV. Shout Outs, Affirmations, and Lean-in -- [Skipped this on Dec. 3 meeting](#)

A. Thank you all for all your input

V. Fall Monthly Meetings (Zoom/Outlook invitations sent). All Meetings 10-12 pm--[Reminder. Strikeouts indicate meetings already held.](#)

~~October 22,~~

~~November 19 (Joint Meeting with CTE Committee)~~

~~December 3.~~

All meetings 10-12 p.m.

VI.

Noncredit, Pretransfer, & Continuing Education Committee's Google Shared Folder
(<https://drive.google.com/drive/folders/19Mcdxew-JeUnbYut5tlljYZssp94iyFX?usp=sharing>
)

VII. Career & Noncredit Education Institute next steps

1) Divide topic list between CTELC and Noncredit committees (see the Google link)

https://docs.google.com/spreadsheets/d/1sjbmwse_ofOd3nnUH3Sn5v0NWbvoZEiiRUqtm1KmoO4/edit#gid=0

Chairs review the list of topics and confirmed assignments for now.

Committee recommended adjusting breakout sessions so that there is minimal overlap for attendees (i.e., beginners, or those interested in a particular topics). Sessions were identified most appropriate as beginning, intermediate, advanced, or all.

2) Discuss request to committee members.

- Breakout Lead
 - Presenters (in communication with the chairs)
 - Session title/description

3) Due dates/timeline -Items due to submit to Exec. by January 19th

- By 12/8 (date of the December Joint meeting to review Exec. Committee input)- Breakout Lead (roles)
 - lead for at least one session
 - invite co-presenters; to submit to co-chairs
 - chairs to also assign co-presenters and provide support
- By 1/13/2020- Presenters list (including those that Dolores must approve)-
 - posted in Google sheet
 - send by email
- By 1/13/2020- Session titles/descriptions from leads (final)

Note: Remind that co-presenters not in the committee would have to pay for the event registration.

VIII. *Rostrum* Articles

A. Due January 4 and March 8

December 3 Committee Brainstorm of Topics that might be focus of *Rostrum* and/or a Committee Workplan Goal (to be discussed further in Winter/Spring 2021):

1. Emma Diaz: Noncredit Career Pathways and Immigrant Integration in CCCs: Findings from a case study (goal: *Rostrum* article to submit for March 8 deadline)
2. Private school partnerships with CCCs Outside of Transfer (Elizabeth)
3. Equity Committees at CCCs: Best Practices and/or Challenges (Elizabeth)
4. Impact of Online Learning on Adult Ed Students
 1. Online Instructional Design & Language Learning for Adult Ed ESL students (Ingrid)
 2. Teaching Adult Ed Students how to succeed in online learning (Emma)
 3. Tech & Other Supports Needed for Adult Ed (Ingrid) & Adult Ed Student Retention Issues/Factors (Mary)
 4. Challenges of OER, Proctoring software, and Learning Apps for Adult Ed Students (Ingrid, Emma, Mary, ?)

5. Academic Integrity and Noncredit, Pre-Transfer, and Continuing Education (Mary, ?)
 6. Effective and Equitable Assessments in Noncredit, Pre-Transfer, and Continuing Education
- B. Editorial Guidelines for the Rostrum:
<https://asccc.org/sites/default/files/Editorial%20Guidelines%20for%20the%20Rostrum.pdf>
 Ideas and suggestions-- see Noncredit & Continuing Education Committee [work plan](#)

IX. Updated Committee Charge Review (above): submitted for approval by ASCCC Executive Committee at December 4, 2021 meeting. UPDATE: Review Feedback/Questions from ASCCC Vice President Ginni May
 The committee made revisions and voted to forward the revised charge to the Executive Committee for its January meeting:

Revised Committee Name and Charge:

Revised Committee Name: Noncredit, Pre-Transfer, & Continuing Education Committee Charge (NPCE):

Revised Committee Charge:

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

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

X. Committee Goals and Priorities (items C-D agenda items for upcoming Fall 2020 Noncredit & Basic Skills meetings)-- Did not have time to discuss this Item. Will Revisit in Winter/Spring 2021 meetings.

- C. Review last year's committee recommendations
- D. Review resolutions assigned
- E. Review Noncredit Instruction: Opportunity & Challenge ASCCC Paper (adopted Spring 2019)
- F. Review ASCCC Strategic Plan
- G. Further Develop Noncredit & Continuing Education Committee [work plan](#)

XI. Plenary Fall 2020-- Debrief -- Did not have time to discuss/debrief Fall 2020 Plenary

- H. Theme: Addressing Anti-Blackness: Inclusion, Diversity, Equity, and Antiracism in Academic and Professional Matters

- I. Ideas on increasing participation from Noncredit & Continuing Education faculty?
- J. [Break-out topics](#) that were submitted by our committee--any to carryover for Spring 2021 plenary?

XII. Announcements

- K. Check for upcoming events at [here](#)
 - Part-Time Institute (February 18-20)
 - Spring Plenary (April 15-17)
- L. [Application for Statewide Service](#)
- M. Amazon Smile (smile.amazon.com)—select Foundation of the Academic Senate for California Community Colleges

XIII. Closing Comments

- N. Any other final comments or suggestions?
- VII. [Upcoming Meetings](#):
1. Joint CTE and Noncredit, Pre-Transfer, & Continuing Education Committee Meeting to discuss CNEI Program on **Tuesday, December 8, 2:30 PM** (Outlook invitation sent)
 2. JANUARY 2021 Noncredit, Pre-Transfer, & Continuing Education Committee Meeting: **Thursday, January 28, 10:00-12:00 PM** (Outlook invitation will be sent)
February and March 2021 meetings TBD

XIV. Adjournment : 12:05 PM

Contact Info—[Google Form](#) (<https://forms.gle/YBVHvdtQ5ssfX7r1A>)

In Progress:

- Noncredit & Basic Skills Committee Workplan and Goals
- Update to ASCCC Committees document
- Updated Committee Name Change and Charge to be submitted for approval at January 2021 ASCCC Executive Committee Meeting

Completed Tasks:

- **Icebreaker/Committee Community Building/Discussion of Noncredit & other issues members have worked & focused on**
- **Fall 2020 Meetings (September, October, November (Joint meeting with CTE Committee to discuss CNEI), December)**
- **Committee Updated Charge drafted, reviewed, and edited (12/3/2020)**
- **Input given on CNEI latest program draft (12/3/2020)**



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Noncredit, Pre-Transfer, & Continuing Education (NPCE) Committee

Thursday, January 28, 2021

10:00 AM – 12:00 PM

Zoom Meeting

[Join Zoom Meeting](#)

Phone one-tap: US: +14086380968,,95458956494# or +16699006833,,95458956494#

Meeting URL: <https://fhda-edu.zoom.us/j/95458956494?pwd=STJreE5oaWFnTlh3UHZ1ZDdQS2h3QT09&from=addon>

Meeting ID: 954 5895 6494

Passcode: 769324

Join by Telephone

For higher quality, dial a number based on your current location.

Dial:

US: +1 408 638 0968 or +1 669 900 6833 or +1 253 215 8782 or +1
346 248 7799 or +1 312 626 6799 or +1 646 876 9923 or +1 301 715
8592

Meeting ID: 954 5895 6494

[International numbers](#)

The Academic Senate Committee on Noncredit, Pre-Transfer, & Continuing Education gathers information on best practices in providing equitable and accessible instruction and support services to students who are engaged in extended learning, which includes transitioning to post-secondary education, including support for pre-transfer pathways, workforce success, and/or other skill building opportunities. The Committee conveys this information to the field through breakout sessions at institutes and conferences, workshops, and papers. The Committee will: 1) serve as a resource to the Executive Committee on issues related to instruction, counseling, student services, and program development in noncredit education, pre-transfer pathways, and continuing education, including how they are embedded in institutional initiatives to ensure student success and learning, as well as the role of faculty engaged in this work, as related to governance and local participation in academic and professional activities; and 2) review policies and make recommendations to the Executive Committee. The Association of Community and Continuing Education (ACCE) appoints a member to serve as a liaison to this committee.

***Updated Committee name and charge (appears above): both were APPROVED by ASCCC Executive Committee at December 4, 2021 meeting**

*** Noncredit, Pretransfer, & Continuing Education Committee’s Google Shared Folder:**
<https://drive.google.com/drive/folders/19Mcdxew-JeUnbYut5tljYZssp94iyFX?usp=sharing>
)

General Committee Reminders:

1. What do we expect of each other?

- Be aware of your own capacity--take ownership and follow-through on what you promise.
- Be accountable
- Communicate
- Active Participation--Show up
- Kindness
- Respect:
 - Respect each other’s time - respond in a timely manner
 - Respect each other’s opinions. Be professional - disagreement is okay but use professional language. Disagree with ideas, not people
 - Don’t negate other’s experiences

1. What do we expect of the Committee Chair?

- Be the Facilitator
- Keep the focus of the committee - move the agenda forward
- Clear outcomes and takeaways
- Clear timeline and calendar of meetings with a sufficient lead time
- Documentation of committee’s work/actions
- Be the Liaison between committee and ASCCC Executive Committee
- Bring Snacks when we can meet in person

I. Members Roll Call:

Karen Chow—Chair *	Ingrid Greenberg	Kimberley Stiemke
Samuel Foster—2 nd Chair *	Mary Legner *	Elizabeth Walker *

Emma Diaz *	Dana Miho *	Wendy Brill-Wynkoop *
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II. Call to Order and Agenda Adoption

01.28.21 Start at 10:05 a.m.

III. Minutes Volunteer: Emma D.

IV. Shout Outs, Affirmations, and Lean-in --

- A. Thank you all for all your input
- B. CAEP Newsletter
- C. CNN Community College on the news promoting programs

V. Fall & Winter Monthly Meetings (Zoom/Outlook invitations sent). All Meetings 10-12

pm--Reminder. Strikeouts indicate meetings already held. Let's Determine future Winter 2021 meetings today.

~~October 22,~~

~~November 19 (Joint Meeting with CTE Committee)~~

~~December 3:~~

January 28, 2021

February 25, 2021(10:00-12 noon)

March 11, 2021 (9:00-10:30 a.m.)

April 1, 2021 (10:00 - 12 noon)

May 20, 2021 (10:00- 12 noon)

All meetings 10-12 p.m.

VII. Career & Noncredit Education Institute (CNEI) April 30-May 1, 2021

Where we are & next steps:

1) Session Topic list Leads have been assigned to CTELC and NPCE committee members (see the Google link)

https://docs.google.com/spreadsheets/d/1sjbmwse_ofOd3nnUHfSn5v0NWbvoZEiiRUqtm1KmoO4/edit#gid=0

Chairs review the list of topics and confirmed assignments for now.

2) Due dates/timeline -Items due to submit to Exec. by January 19th (Mayra and Karen requested and were granted an extension on this date)

- By 12/8 (date of the December Joint meeting to review Exec. Committee input)- Breakout Lead (roles)
 - lead for at least one session
 - invite co-presenters; to submit to co-chairs
 - chairs to also assign co-presenters and provide support
- By 1/13/2020- Presenters list (including those that Dolores must approve)-
 - posted in Google sheet
 - send by email
- By 1/13/2020- Session titles/descriptions from leads (final)
- 01.28.2021 - Check in
 - Make contact with all presenters or co-presenters

- Confirmation that they can participate, any outside presenters, need pre-approval from Karen (listing contact information and receive approval from Dolores, more of a formality)
- Check in with all leads to make sure all information is loaded in the google doc.
- Next steps include contacting all presenters and sharing templates for emails to use to communicate and reach out

Note: Remind that co-presenters not in the committee MAY have to pay for the event registration. Not sure yet if there will be a registration fee for the conference, projecting to have at least 300 participants, not having a fee makes it more accessible.

3) Next Steps for CNEI:

- A. Final Program DRAFT (Final program will be shared after approval by ASCCC Executive Committee)
 1. Powerpoint Templates—email final presentations to eventmaterials@asccc.org - Once available we will receive these
 2. Pathable Platform goes live TBD
 3. All NPCE members should be at every General Session
 5. Closing Session--Networking and Reflection (5/1/2021 3:15-4:00 PM)-- NPCE members' attendance highly encouraged
 6. Land acknowledgement (Location where the event is occurring) from ASCCC (on agenda for approval for February Executive Committee meeting) - Karen and Myra
- B. Breakout Sessions
 1. Session leads—have you met with all your co-presenters?
 - Ø Plan meeting(s) to design session slides (consider sending a Doodle poll for meeting date)
 - Ø Keep theme in mind as you design: **Transforming CTE and Noncredit, Pre-Transfer and Continuing Education Through An Equity and Antiracism Lens**
 - Ø Zoom Background—send to your co-presenters
 - Ø Pathable, platform for the event —explain to co-presenters that Zoom link embedded in Pathable and need to sign up with personal password (email from ASCCC Sandbox) The presentation will be saved for one year
 2. Planning option—use Google slides template (WILL BE SENT OUT BY KAREN WHEN AVAILABLE) 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
 - Ø Effective practices--slides:
 - title slide with date and time and presenters titles and colleges
 - session description slide (hidden/skipped)
 - objectives/session agenda
 - content for less than an hour
 - closing/thank you slide with info@asccc.org (contact info optional)
 3. Training for Pathable for presenters on Date TBD
 - Ø Session Zoom links available in Pathable 20 minutes before the meeting and meet w/co-presenters (ASCCC staff available for support)
 - Ø Live to attendees 1 minute before session
 4. Presentation—remind attendees of housekeeping things:
 - Ø Use Pathable chat
 - Ø Mute to avoid background noise

- Ø Closed caption available
- Ø Session survey in Pathable
- C. Any questions?

VIII. Rostrum Articles

A. Due January 4 and March 8

From the December 3 Committee Brainstorm of Topics that might be a focus of Rostrum and/or a Committee Workplan Goal (to be discussed further in Winter/Spring 2021). These were submitted to Dolores Davison and Krystinne Mica for Executive Committee to consider as potential Spring 2021 Plenary Topics as well:

1. Emma Diaz: Noncredit Career Pathways and Immigrant Integration in CCCs: Findings from a case study (goal: Rostrum article to submit for March 8 deadline) [Have a draft by February 25th meeting, for initial review/input](#)
2. Private school partnerships with CCCs Outside of Transfer (Elizabeth)
3. Equity Committees at CCCs: Best Practices and/or Challenges (Elizabeth)
4. Impact of Online Learning on Adult Ed Students
 1. Online Instructional Design & Language Learning for Adult Ed ESL students (Ingrid)
 2. Teaching Adult Ed Students how to succeed in online learning (Emma)
 3. Tech & Other Supports Needed for Adult Ed (Ingrid) & Adult Ed Student Retention Issues/Factors (Mary)
 4. Challenges of OER, Proctoring software, and Learning Apps for Adult Ed Students (Ingrid, Emma, Mary, ?)
 5. Academic Integrity and Noncredit, Pre-Transfer, and Continuing Education (Mary, ?)
 6. Effective and Equitable Assessments in Noncredit, Pre-Transfer, and Continuing Education

B. Editorial Guidelines for the Rostrum:

<https://asccc.org/sites/default/files/Editorial%20Guidelines%20for%20the%20Rostrum.pdf>

Ideas and suggestions-- see Noncredit & Continuing Education Committee [work plan](#) (These ideas were submitted as possible topics for Spring 2021 Plenary Session)

IX. Committee Goals and Priorities (items C-D agenda items for upcoming Fall 2020 Noncredit & Basic Skills meetings)--

- C. Review [last year's committee recommendations](#) - professional development around noncredit for leadership development
 1. [Noncredit faculty survey](#) - review at next meeting to identify topics for leadership development
 2. [Noncredit education in post-AB705 continued efforts of reviewing/collecting data providing leadership in this area](#) - look up data from surveys - curriculum chair attending meetings on future work
- D. Review [resolutions assigned](#)
 1. [Assigned to noncredit: noncredit distance ed attendance procedure: attendance calculation formula, memo from Chancellor's office, look at updated changes. Make recommendations to inform decisions on topic, moving these ideas forward, take a closer look at next meeting.](#)
- E. Review [Noncredit Instruction: Opportunity & Challenge ASCCC Paper](#) (adopted Spring

2019)

1. Review at next meeting, possible topic can be used for Rostrum topics, or review if update is needed, used as a topic of a webinar to discuss at next meeting.
2. Once Institute is over, there will be time to review

F. Review ASCCC Strategic Plan

1. 5-year strategic plan, last updated 2018
2. What areas or objectives do we want to contribute to or advance in noncredit, potentially in professional development, engaging with diverse faculty.
 1. Diversity in noncredit: students are diverse, but do faculty reflect the diversity.
 2. Some campuses have placed some noncredit on hold due to pandemic, some have mirrored courses, support courses, but not offering full programs.
 3. Noncredit offerings are in constant change: access to technology for students is a challenge, even with loaning computers, online access is a challenge for noncredit CTE because of hands-on.
 4. Noncredit has grown from just ESL, to some trade programs, and citizenship with some Catholic Churches, as soon a COVID hit, it disrupted attendance, it rebuilt, then now taking a down turn again. Technology is a challenge to navigate for elder population, for some adult ed students and some instructors. Rollercoaster, but students are resilient, they have found the noncredit offerings, even when they are not in the forefront. There is an undertone of discrediting noncredit offerings, from credit side of the house. Different standards for attendance and offerings.
 5. CCCO during SIP and post-pandemic world. Accessibility and support issues, not just for students, but faculty and part time faculty. Possible webinar for a dialogue to discuss issues, bring in Cal Bright.
 6. Cal Bright - is this a competition for the same students? Who is the population they are looking for? why is noncredit offerings buried in the catalog? Is this intentionally or unintentionally leading the system to justify using Cal Bright.
 7. Mt. SAC has hosted dialogues on how noncredit is a feeder pipeline to credit with faculty
 8. Competency Based Education -
 9. As a committee, how do we spread the word about PD for colleges to learn about the possibilities of noncredit transition to credit. Funding may be an issue for those starting noncredit. But using CDCP certificate pathway, will earn higher reimbursement. Bring in all administrative levels to attend in addition to faculty, classified and administrative deans.

G. Further Develop Noncredit & Continuing Education Committee [work plan](#)

XI. Plenary Fall 2020-- Debrief -- Did not have time to discuss/debrief Fall 2020 Plenary at 12/3/20 meeting

- H. Theme: Addressing Anti-Blackness: Inclusion, Diversity, Equity, and Antiracism in Academic and Professional Matters
- I. Ideas on increasing participation from Noncredit & Continuing Education faculty?
- J. [Break-out topics](#) that were submitted by our committee--any to carryover for Spring 2021 plenary?
- K. [Pathable training](#) - looking at logistics
- L. [Resolutions](#) - see how they work

XII. Announcements

M. Check for upcoming events at [here](#)

- Part-Time Institute (February 18-20)
- Spring Plenary (April 15-17)

N. [Application for Statewide Service](#)

O. Amazon Smile (smile.amazon.com)—select Foundation of the Academic Senate for California Community Colleges

XIII. Closing Comments

P. Any other final comments or suggestions?

VI. Upcoming Meetings:

XIV. Adjournment :

01.28.2021 - Adjournment at 11:47 a.m.

In Progress:

- Spring 2021 Career and Noncredit Education Institute Planning
- Noncredit & Basic Skills Committee Workplan and Goals
- Update to ASCCC Committees document

Completed Tasks:

- Updated Committee Name Change and Charge approved at January 2021 ASCCC Executive Committee Meeting
- Icebreaker/Committee Community Building/Discussion of Noncredit & other issues members have worked & focused on
- Fall 2020 Meetings (September, October, November (Joint meeting with CTE Committee to discuss CNEI), December)
- Committee Updated Charge drafted, reviewed, and edited (12/3/2020)
- Input given on CNEI latest program draft (12/3/2020)



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Noncredit, Pre-Transfer, & Continuing Education (NPCE) Committee

Thursday, March 11, 2021

9:00 AM – 10:30 AM

Zoom Meeting

The Academic Senate Committee on Noncredit, Pre-Transfer, & Continuing Education gathers information on best practices in providing equitable and accessible instruction and support services to students who are engaged in extended learning, which includes transitioning to post-secondary education, including support for pre-transfer pathways, workforce success, and/or other skill building opportunities. The Committee conveys this information to the field through breakout sessions at institutes and conferences, workshops, and papers. The Committee will: 1) serve as a resource to the Executive Committee on issues related to instruction, counseling, student services, and program development in noncredit education, pre-transfer pathways, and continuing education, including how they are embedded in institutional initiatives to ensure student success and learning, as well as the role of faculty engaged in this work, as related to governance and local participation in academic and professional activities; and 2) review policies and make recommendations to the Executive Committee. The Association of Community and Continuing Education (ACCE) appoints a member to serve as a liaison to this committee.

***Updated Committee name and charge (appears above): both were APPROVED by ASCCC Executive Committee at December 4, 2021 meeting for taking effect in late Spring 2021**

*** Noncredit, Pretransfer, & Continuing Education Committee's Google Shared Folder:**

(<https://drive.google.com/drive/folders/19Mcdxew-JeUnbYut5tljYZssp94iyFX?usp=sharing>)

General Committee Reminders:

- 1.** What do we expect of each other?

Be aware of your own capacity--take ownership and follow-through on what you promise.

Be accountable

Communicate

Active Participation--Show up

Kindness

Respect:

- Respect each other's time - respond in a timely manner
- Respect each other's opinions. Be professional - disagreement is okay but use professional language. Disagree with ideas, not people
- Don't negate other's experiences

1. What do we expect of the Committee Chair?

Be the Facilitator

Keep the focus of the committee - move the agenda forward

Clear outcomes and takeaways

Clear timeline and calendar of meetings with a sufficient lead time

Documentation of committee's work/actions

Be the Liaison between committee and ASCCC Executive Committee

Bring Snacks when we can meet in person

I. Members Roll Call:

Karen Chow—Chair *	Ingrid Greenberg	Kimberley Stiemke
Samuel Foster—2 nd Chair	Mary Legner *	Elizabeth Walker
Emma Diaz *	Dana Miho	Wendy Brill-Wynkoop

II. Call to Order and Agenda Adoption

9:08 call to order & Agenda approved

III. Minutes Volunteer:

Karen

IV. Shout Outs, Affirmations, and Lean-in

We can see light at end of tunnel of COVID--return to campus plans for K-12 and higher ed

Some colleges/schools are planning for being back on campus in Spring and Fall

Summer terms mostly online -?

Sac City has announced "mostly online" in Fall 21

San Bernadino CCD announcing Fall plans on March 19

V. Fall & Winter Monthly Meetings (Zoom/Outlook invitations sent). All Meetings 10-12

pm--Reminder. Strikeouts indicate meetings already held. Let's Determine future Winter 2021 meetings today.

~~October 22,~~

~~November 19 (Joint Meeting with CTE Committee)~~

~~December 3.~~

January 28, 2021

~~February 25, 2021(10:00-12 noon)--CANCELLED~~

~~March 11, 2021 (9:00-10:30 a.m.)~~

~~April 1, 2021 (10:00 - 12 noon)~~

~~May 20, 2021 (10:00- 12 noon)~~

VII. Career & Noncredit Education Institute (CNEI) April 30-May 1, 2021

Where we are & next steps:

1) Final CNEI Program, to be submitted by Mayra and Karen to ASCCC on 3/12:

<https://drive.google.com/file/d/1TColyeHlz1xNH-zo4QLMU1wO-E4IfAqy/view?usp=sharing>

Today, committee members present (Emma, Mary, Sam) reviewed the program and provided updates with Karen and Mayra (who also attended). Wendy, Dana, Kimberley, Elizabeth--please provide any other updates you have on your sessions' presenters and description via email to Karen & Mayra ASAP.

2) Due dates/timeline: Draft CNEI Program submitted to Exec. for first reading/input at February meeting, and updated/final draft submitted to Exec for second reading/approval at March meeting. Exec approved CNEI program submitted, pending a final CNEI Program to be submitted to ASCCC by Friday March 12.

Please cc Karen and Mayra on all your email communications with your session co-presenters.

After 3/12, any changes to CNEI session presenters and description should be submitted by the lead to Karen and Mayra for them to submit to ASCCC staff (events@asccc.org) for updating in Pathable.

By 4/1: Send Mayra and Karen FINAL PPT Presentations for submission to ASCCC staff to upload to Pathable for your Session. Please attend the 4/1 Noncredit & Basic Skills Committee meeting to take a group Zoom photo for the CNEI Welcome Session.

Previous CNEI Dates/Activity:

By 12/8 (date of the December Joint meeting to review Exec. Committee input)- Breakout Lead (roles)

- lead for at least one session
- invite co-presenters; to submit to co-chairs
- chairs to also assign co-presenters and provide support
- By 1/13/2020- Presenters list (including those that Dolores must approve)-
 - posted in Google sheet
 - send by email
- By 1/13/2020- Session titles/descriptions from leads (final)
- 01.28.2021 - Check in
 - Make contact with all presenters or co-presenters
 - Confirmation that they can participate, any outside presenters, need pre-approval from Karen (listing contact information and receive approval from Dolores, more of a formality)
 - Check in with all leads to make sure all information is loaded in the google doc.
 - Next steps include contacting all presenters and sharing templates for emails to use to communicate and reach out

Note: Registration fee for non-presenters is \$50. Presenters are free.

3) Next Steps for CNEI:

- A. Final Program (Final program will be shared after approval by ASCCC Executive

Committee)

1. Powerpoint Templates—email final presentations to eventmaterials@asccc.org - Once available we will receive these
 2. Pathable Platform goes live TBD
 3. All NPCE members should be at every General Session
 5. Closing Session--Networking and Reflection (5/1/2021 3:15-4:00 PM)-- NPCE members' attendance highly encouraged
 6. ASCCC Land acknowledgement
- B. Breakout Sessions
1. Session leads—have you met with all your co-presenters?
 - Ø Plan meeting(s) to design session slides (consider sending a Doodle poll for meeting date)
 - Ø Keep theme in mind as you design: **Transforming CTE and Noncredit, Pre-Transfer and Continuing Education Through An Equity and Antiracism Lens**
 - Ø Zoom Background—send to your co-presenters
 - Ø Pathable, platform for the event —explain to co-presenters that Zoom link embedded in Pathable and need to sign up with personal password (email from ASCCC Sandbox) The presentation will be saved for one year
 2. Planning option—use Google slides template (WILL BE SENT OUT BY KAREN WHEN AVAILABLE) 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
 - Ø Effective practices--slides:
 - title slide with date and time and presenters titles and colleges
 - session description slide (hidden/skipped)
 - objectives/session agenda
 - content for less than an hour
 - closing/thank you slide with info@asccc.org (contact info optional)
 3. Training for Pathable for presenters on Date TBD
 - Ø Session Zoom links available in Pathable 20 minutes before the meeting and meet w/co-presenters (ASCCC staff available for support)
 - Ø Live to attendees 1 minute before session
 4. Presentation—remind attendees of housekeeping things:
 - Ø Use Pathable chat
 - Ø Mute to avoid background noise
 - Ø Closed caption available
 - Ø Session survey in Pathable
- C. Any questions?

VIII. Rostrum Articles

A.

From the December 3 Committee Brainstorm of Topics that might be a focus of Rostrum and/or a Committee Workplan Goal (to be discussed further in Winter/Spring 2021). These were submitted to Dolores Davison and Krystinne Mica for Executive Committee to consider as potential Spring 2021 Plenary Topics as well:

1. Emma Diaz: Noncredit Career Pathways and Immigrant Integration in CCCs: Findings from a case study (goal: Rostrum article to submit for March 8 deadline)
[Update: Karen will look into upcoming Rostrum article submission deadline dates, and](#)

Emma is interested in working on this, especially over Summer 2021

2. Private school partnerships with CCCs Outside of Transfer (Elizabeth)
3. Equity Committees at CCCs: Best Practices and/or Challenges (Elizabeth)
4. Impact of Online Learning on Adult Ed Students
 1. Online Instructional Design & Language Learning for Adult Ed ESL students (Ingrid)
 2. Teaching Adult Ed Students how to succeed in online learning (Emma)
 3. Tech & Other Supports Needed for Adult Ed (Ingrid) & Adult Ed Student Retention Issues/Factors (Mary)
 4. Challenges of OER, Proctoring software, and Learning Apps for Adult Ed Students (Ingrid, Emma, Mary, ?)
 5. Academic Integrity and Noncredit, Pre-Transfer, and Continuing Education (Mary, ?)
 6. Effective and Equitable Assessments in Noncredit, Pre-Transfer, and Continuing Education

B. Editorial Guidelines for the Rostrum:

<https://asccc.org/sites/default/files/Editorial%20Guidelines%20for%20the%20Rostrum.pdf>

Ideas and suggestions-- see Noncredit & Continuing Education Committee [work plan](#)

(These ideas were submitted as possible topics for Spring 2021 Plenary Session)

Draft Spring Plenary Program approved by Exec in March:

<https://asccc.org/sites/default/files/IV.%20L.%20%281%29%20Draft%20Spring%20Plenary%20Program%20for%20Exec%20Approval%20-%20Feb%2010%202021.pdf>

Mary and Emma brought up that retirement pay and pay rate for Noncredit instructors has been a concern. This is likely a union issue, so maybe Wendy can help us look into this.

Karen is assigned (with Cheryl Aschenbach) to lead a breakout on: Academic Integrity and Noncredit, Pre-Transfer, and Continuing Education (Karen/Cheryl). Let's spend part of the April meeting discussing what should be covered in this breakout. Emma: how are we defining integrity? E.g. integrity in qualifications and compensation for Noncredit faculty; tying curriculum to certificates and job placement? Do our Noncredit programs and offerings match what the community needs?

Edsource articles recently talked about the diversity of faculty--70% of our students statewide are nonwhite, yet 60% of faculty are white; the barriers to hiring more diverse faculty include the current FON and how campuses are recruiting and retaining diverse faculty.

IX. Committee Goals and Priorities (items C-D agenda items for upcoming Fall 2020 Noncredit & Basic Skills meetings)-- Did not discuss this since too few committee members were present at the March meeting.

- C. Review last year's committee recommendations - professional development around noncredit for leadership development
 1. Noncredit faculty survey - review at next meeting to identify topics for leadership development
 2. Noncredit education in post-AB705 continued efforts of reviewing/collecting data providing leadership in this area - look up data from surveys - curriculum chair attending meetings on future work
- D. Review [resolutions assigned](#)
 1. Assigned to noncredit: noncredit distance ed attendance procedure: attendance calculation formula, memo from Chancellor's office, look at updated changes. Make

recommendations to inform decisions on topic, moving these ideas forward, take a closer look at next meeting.

- E. Review [Noncredit Instruction: Opportunity & Challenge ASCCC Paper](#) (adopted Spring 2019)
1. Review at next meeting, possible topic can be used for Rostrum topics, or review if update is needed, used as a topic of a webinar to discuss at next meeting.
 2. Once Institute is over, there will be time to review
- F. Review [ASCCC Strategic Plan](#)
1. 5-year strategic plan, last updated 2018
 2. What areas or objectives do we want to contribute to or advance in noncredit, potentially in professional development, engaging with diverse faculty.
 1. Diversity in noncredit: students are diverse, but do faculty reflect the diversity.
 2. Some campuses have placed some noncredit on hold due to pandemic, some have mirrored courses, support courses, but not offering full programs.
 3. Noncredit offerings are in constant change: access to technology for students is a challenge, even with loaning computers, online access is a challenge for noncredit CTE because of hands-on.
 4. Noncredit has grown from just ESL, to some trade programs, and citizenship with some Catholic Churches, as soon as a COVID hit, it disrupted attendance, it rebuilt, then now taking a down turn again. Technology is a challenge to navigate for elder population, for some adult ed students and some instructors. Rollercoaster, but students are resilient, they have found the noncredit offerings, even when they are not in the forefront. There is an undertone of discrediting noncredit offerings, from credit side of the house. Different standards for attendance and offerings.
 5. CCCO during SIP and post-pandemic world. Accessibility and support issues, not just for students, but faculty and part time faculty. Possible webinar for a dialogue to discuss issues, bringing in Cal Bright.
 6. Cal Bright - is this a competition for the same students? Who is the population they are looking for? why is noncredit offerings buried in the catalog? Is this intentionally or unintentionally leading the system to justify using Cal Bright.
 - a.
 7. Mt. SAC has hosted dialogues on how noncredit is a feeder pipeline to credit with faculty
 8. Competency Based Education -
 9. As a committee, how do we spread the word about PD for colleges to learn about the possibilities of noncredit transition to credit. Funding may be an issue for those starting noncredit. But using CDCP certificate pathway, will earn higher reimbursement. Bring in all administrative levels to attend in addition to faculty, classified and administrative deans.
- G. Further Develop Noncredit & Continuing Education Committee [work plan](#)

XII. Announcements

- H. Check for upcoming events at [here](#)
- [ACCE statewide Meeting on March 11, 2021--Emma will give us an update next meeting, especially CCCCO updates on Noncredit funding.](#)
 - [Area Meetings March 26 & 27](#)

- Spring Plenary (April 15-17)
- CNEI (April 30-May1)
- March 22-24 COABE--Commission on Adult Basic Education (national organization & conference. Emma will be presenting at this, and attends every year.

I. Application for Statewide Service

J. Amazon Smile (smile.amazon.com)—select Foundation of the Academic Senate for California Community Colleges

XIII. Closing Comments

K. Any other final comments or suggestions?

VI. Upcoming Meetings: April 1, 2021

XIV. Adjournment :

01.28.2021 - Adjournment at 10:12 AM.

In Progress:

- Spring 2021 Career and Noncredit Education Institute Planning
- Noncredit & Basic Skills Committee Workplan and Goals

Completed Tasks:

- CNEI 2021 Program approved by ASCC Exec (March 2021)
- Updated Committee Name Change and Charge approved at January 2021 ASCCC Executive Committee Meeting
- Icebreaker/Committee Community Building/Discussion of Noncredit & other issues members have worked & focused on
- Fall 2020 Meetings (September, October, November (Joint meeting with CTE Committee to discuss CNEI), December)
- Committee Updated Charge drafted, reviewed, and edited (12/3/2020)
- Input given on CNEI latest program draft (12/3/2020)

**CNEI CTCLC and Noncredit Committee Joint Meeting
December 8, 2020
2:30-4:00pm**

Time	Agenda item	Facilitator/s
5 min	1) Welcome and Meeting Purpose Chat activity: Put into the chat your holiday greeting.	All
3 min	2) Report on the Executive Committee's input	Mayra
15 min	3) Report on Topic List assignments to committees and strands https://docs.google.com/spreadsheets/d/1sjbmwse_ofOd3nnUHzSn5v0NWbvoZEiiRUqtm1KmoO4/edit#gid=0	Karen
5 min	4) Role of the breakout lead (5min) <ul style="list-style-type: none"> o Commit to lead at least one session by December 8 o Invite co-presenters in consultation with Karen and Mayra <ul style="list-style-type: none"> - January 13- Presenters list (with email addresses; include presenters to be approved by the ASCCC President) - Post in Google doc https://docs.google.com/spreadsheets/d/1sjbmwse_ofOd3nnUHzSn5v0NWbvoZEiiRUqtm1KmoO4/edit#gid=0 - Send by email to Karen and Mayra o Submit the presenters list to co-chairs Karen and Mayra by January 13 o Finalize session title and description by January 13 <p>Note: Chairs to also assign co-presenters and provide support</p>	Mayra
47 min	5) Identify 1-hr. breakout leads and potential presenters (breakout rooms activity) <ul style="list-style-type: none"> ▪ Report on # of sessions per breakout (4) input from the Executive Committee ▪ Select the breakout lead based on topic assignment ▪ Begin to identify session presenters <ul style="list-style-type: none"> 3 presenters per session <ul style="list-style-type: none"> ● Committee member lead ● Exec. Committee member 	Karen Mayra

	<ul style="list-style-type: none"> • Other presenters including students (to be approved by ASCCC President) <ul style="list-style-type: none"> ▪ Review next step: <ul style="list-style-type: none"> ▪ Prepare session title/description (with presentation team) <ul style="list-style-type: none"> • Finalize the session title • Prepare and finalize session description 	
10 min	<p>5) Review next steps and due dates/timeline -Items due to <u>submit to the Executive Committee by January 19th</u> (in Main room)</p> <ul style="list-style-type: none"> • By December 8- Breakout Leads • By January 13- Presenters list (with email addresses; include presenters to be approved by the ASCCC President) <ul style="list-style-type: none"> • Post in Google doc https://docs.google.com/spreadsheets/d/1sjbmwse_ofOd3nnUHZSn5v0NWbvoZEiiRUqtmlKmoO4/edit#gid=0 • Send by email to Karen and Mayra • By January 13- Session titles/descriptions from leads (final) 	Karen
5min	6) Closing remarks and Appreciations	All



Career Technical Education Leadership Committee

February 25, 2021

10:00-11:30 AM

MEETING MINUTES

- I. Welcome
- II. Call to Order **10:04am**, Roll Call-**Mayra Cruz, Julie Oliver, Lynn Shaw, Donald Laird, Jim Bowen, Olivia Herriford, David Ramirez, Kristina Perkins, Christie Dam, Robert Bodden Jr, Emilda Baghdaserians, Tina McClurkin**
- III. **Adoption** of the Agenda
- IV. Check-in-share **some gratitude!**
- V. Consent Agenda
 - a. Approval of the January 22, 2021 meeting minutes
- VI. Reports
 - A. Student Senate CCC (David)
 - a. **Resolutions about advocacy for ES, OER, etc.**
 - b. **Resolution validating non-credit student leaders**
 - c. **General Assembly March 26-28, 2021**
 - i. **Resolution packet**
 - B. Academic Senate CCC February meeting highlights (Mayra/Julie)
 - a. **See full report at the end of this document**
- VII. Discussion **F20 3.02 Recommendation to Update Title 5 Language for Minimum Qualifications** (assigned to ASCCC President)
 - a. **Years when we have more funding the results have been better diversification in hiring, so there is advocacy for funding.**
 - b. **How to increase opportunities to diversify faculty and increase a mindset understanding of the importance of diversification**
 - c. **CTE concern about the recommended change language was shared and we must be mindful of how the changes might impact the ability for faculty to qualify for hiring pools.**
 - d. **Any input on this resolution from the committee?**
 - i. **How do you measure a person's sensitivity? Would want to look at other colleges and districts for best practice.**

- VIII. Career Noncredit Education Institute (April 30-May 1, 2021)
- a. 1st draft of the program approved
 - b. **Confirmed** presenters and emails-**edits made live on Mayra's copy**
- IX. Rostrum articles (due to Mayra, **March 5**)
- a. Topic/s and writers
 - i. DEI, Student Voice and CTE (David, Christie and Mayra)
 - ii. Advisory Boards (Lynn, Christy, Jimmy, Robby, Christie, Olivia, Don)
- Links were provided for the articles. Some articles already have work started. Please review the work and add any thoughts you have.**
- X. Focus Areas Teams Report (Leads and members)
1. Committee priorities (Christie)
 - a) **Meeting Friday and will have more to share after that meeting.**
 2. Communication and Support to CTE Liaisons (Lynn)
 - a) Upcoming Coffee Hour Calendar
 - a. **Well attended and good engagement. Very informal. Everyone welcome to join the conversations.**

November 18 4-5 CTE Survey (Done)
 February 9 11-12 Perkins Funding (Done)
 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) **Review at [ASCCC Events](#) area: 20-21 Program (except for the May session) (Mayra)**
 - b) Update Canvas module: [Focus on Career/Technical Education](#) (Tina, Donald)
 - a. **Major revisions were suggested but asked to back down with smaller revisions**
 - b. **Please provide input on the new Canvas shell as soon as possible**
 - c. **Next step-agenda for ASCCC Executive Committee**
 - d. **Integrate CTE information into the rest of the modules, and also keep CTE module intact for those that want it all in one location. Have both options available.**
 1. **Mayra will submit as an ASCCC Executive Committee agenda item.**
 - c) Update on Collaborations: with Regional Consortia Chairs; CVC-OEI (Lynn, Mayra)
 - a. **Continued conversations with the chairs. Asking for a liaison to this committee. Lynn and Mayra will liaison with their group.**

- XI. 2021 Spring Plenary Preparation April 15-17, 2021 (virtual)
 - a. Resolution submitted- Collaborate with Regional Consortia (Christy, Lynn, Mayra)
 - b. Proposed session/s for CTELC members to join
 - i. **The Economic Imperative: Diversity and the Changing Population (Mayra/Manuel)**
 - 1. **Olivia interested in more information**
- XII. Curriculum Institute in July- list of topics submitted (see below)
- XIII. Next meeting: March 18th, **10:30-12 noon**
- XIV. Next meeting topics (All)
 - a. **Agenda item for next meeting- discussion of resolution**
- XV. Upcoming events
 - A. [CTELC sessions](#)
- XVI. Announcements
 - A. Application for Statewide Service – <http://asccc.org/content/application-statewide-service>
- XVII. Adjournment

Status of Previous Action Items

- A. In Progress** (include details about pending items such as resolutions, papers, *Rostrums*, etc.)
 - ◇ Collaborations: with Regional Consortia Chairs; CVC-OEI
 - ◇ Rostrum article/s (due March 4)
 - ◇ PD Program for 20-21, May session
 - ◇ Committee priorities update
 - ◇ CNEI Program (all)
 - ◇ 2021 Spring Plenary sessions
 - ◇ Canvas Modules update- [Focus on Career/Technical Education](#)
- B. Completed** (include a list of those items that have been completed as a way to build the end of year report).
 - CTE Liaison February Memo
 - Spring 2021 Resolution submitted
 - 2021 CCCAOE Conference sessions- Leads: Lynn and Mayra
 - Curriculum Institute topics submitted
 - Spring Plenary topics submitted
 - Rethinking curriculum, instruction, student services and student support in Covid-19 and beyond
 - Best practices in collaboration to solve problems (in disciplines and functions)
 - What we learn from helping each other

- Cross-collaboration
- Best practices and innovative ways of doing online education
- Colonization and decolonization: What is it?
- Decolonizing our Institutions: Necessary Conversations with Intellectual Humility
- Why Decolonizing Institutions Now
- Unlearning and undoing colonial ideas, practices and infrastructures: (Re)learning together

- Rostrum article/s (Jan)- *Elevate the CTE Faculty Voice* Coauthors: Christy, Lynn, Julie and Mayra
- 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.

CTELC Executive Committee January Meeting Report

Land Acknowledgement at ASCCC event

ASCCC will show respect and honor indigenous nations

You can use this site to learn the indigenous inhabitants of where you reside: <https://native-land.ca/>

Legislation and Legislative Day

The ASCCC Legislative Day was scheduled for February 22 and 23rd, consisting of training and virtual visits with legislators. Over 30 meetings were held with legislators, staff and consultants.

The 4 legislative priorities discussed: Aligning transfer pathways; Increasing the diversity of faculty; expansion of the baccalaureate offerings; strengthening the ethnic studies requirement

Due to COVID-19 Pandemic: • Reduced bandwidth of legislature to consider legislation • Less controversial topics may be captured in omnibus or trailer bills • Policy and fiscal committees expected to meet less frequently due to social distancing protocols

This year, the legislature is expected to focus on the following issues: • Direct response to COVID-19 • Ethnic Studies • Student trustee rights • Student Basic Needs • Transfer Reform • Legislation held back in 2020 due to COVID-19

Full text of all bills can be found at <https://leginfo.legislature.ca.gov>.

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.

AB 102 (Holden) – College and Career Access Pathways partnerships. This would remove the current sunset date of 2027 of the College and Career Access Pathways program, which greatly expands our college’s ability to provide dual enrollment opportunities to high school students.

AB 103 (Holden) – College and Career Access Pathways partnerships: county offices of education. This bill would permit County Offices of Education to enter into College and Career Access Pathways agreements with community colleges.

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.

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.

Advancing DEI Work

ASCCC Committees Chairs, DEI Representatives, Cheryl Aschenbach and Mayra Cruz, President Dolores Davison continue to work plan of assignments. To review the plan <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/cccco-dei-report.pdf> (starting on p.31)

ASCCC is collaborating with the #Black Student Success Week scheduled for April 26-30. The program consists of the following:

- #BlackHour presentations 12-1pm with guest speakers
- #BlackOut- a legislative and advocacy day

ASCCC signed on as a partner with [SSCCC](#) on their DEI Compact.

Ethnic Studies Title 5§55063

ASCCC was updated on 5Cs efforts and recommendations around Title 5 §55063 related to Ethnic Studies and provided input for 5Cs. Concern about the lack of minimum qualification in Asian and Native American Studies.

ASCCC Upcoming Events

- [2021 Spring Plenary](#), April 15-17-Working Collectively Transforming and Decolonizing Institutions
- [2021 Career and Noncredit Institute](#), April 30-May 1
- [Faculty Leadership Institute](#), June 17-19
- [2021 Curriculum Institute](#), July 7-9- Ensuring Learning: Accessibility and Flexibility in Equity Driven Curriculum. Topics were submitted.
- Other events including the [CTELC PD sessions](#)

Other Items:

- Updating the Participating Effectively in District and College Governance Guidelines
- 2021 Academic Academy initial planning
- Part-time Committee Spring events are being organized.



Academic Senate for California Community Colleges

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ASCCC CURRICULUM COMMITTEE

February 11th, 2021 8:30AM – 10:00AM

ZOOM

Minutes

- I. Call to Order
 - a. Welcome at 8:33 a.m.
 - b. Attendance: Carrie Roberson (chair), Michelle Bean (2nd chair), Randy Beach, Alexandra Diamant (SSCCC), Michelle Plug, Josefina Gomez, Jeff Waller, Jennifer Zellet (CIO)
- II. Adoption of the Agenda—approved.
- III. Approval of Minutes
 - a. 12.3.2020 approved by consensus.
- IV. Priorities/Tasks [Google Drive](#) UPDATES
 - a. 2020-2021 Committee Priorities/ Tasks
 - Focus on the paper update
 - Possibly work on the early childhood education resolution (discussing the challenges with president on how to resolve this resolution).
 - Jeff interested in the resolution on evaluating for AB705 in math and include an assessment representative.
 - b. Ethnic Studies: Title 5- 55063 recommendations to 5C—reviewed work of 5Cs and AO survey re: grad requirement challenges.

Questions from members:

 - Are we required to call ES “graduation requirement” or “competency” or can it be another name? When will the PCAH be revised? Will the PCAH have the details to accepted courses?
 - Do the title 5 changes negate the local control to cross-list? Could there be a rubric for the course competencies?
 - What about hiring faculty for ES? Can we have a measured roll-out without penalizing colleges who don’t have resources to hire and are at FON already? Worried about single course assigned to discipline. Worried about CSU not accepting cross-listed courses. Like rubric and being more prescriptive.
 - So, if it starts 2022, will our students retain catalogue rights? Could it still be legislated?
 - Students needing to know what qualifications teachers have to fulfill ES, as they have asked in their Antiracism report. Colleges should be clearly listing the courses that meet the ES requirement and publish to students.

Next steps:

 - CIOs—Karen Daar will report out to get CIO feedback.

- title 5 recommendation will go to Consultation Council.
- c. ASCCC Curriculum Institute Planning
 *July 7th – 9th 2021: Ensuring Learning: Accessibility & Flexibility in Equity-Driven Curriculum
 Draft outline was approved by Exec at last meeting. Committee provided input on additions to the program ideas.
 New ideas:
- Jamboard/Google doc for Info Center virtually
 - Invite Jill Biden or Oakley to frame the why
 - Find a space for student voice and participation
- d. ASCCC Resolution: Updating the 1996 ASCCC paper- [Curriculum Committee: Role, Structures, Duties and Standards of Good Practice](#)
- Please read the paper and make comments on what could be deleted or needs to be added/missing.
 - Paper can be found in our shared Google drive—thank you, Randy, for shifting it into a Word doc.

Possible new resolutions:

- a rubric for ES core competencies
- call for the student voice in local curriculum processes
- clear communication locally to students on which courses meet ES requirement

V. Announcements/ Updates

- a. CCC System Reports (SSCCC, CIO, CCCCCO, ASCCC Committees, other)—none as time ran out.

VI. Spring 2021 Meeting dates—chair sent in email and will send Zoom requests soon.

VII. Adjournment at 10:14 a.m.

Status of Previous Action Items

Completed

SSCCC Representative



Academic Senate for California Community Colleges

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Educational Policies Committee

9 February 2021, 10:15 a.m.

Zoom Teleconference Information

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/5462550600>
Or iPhone one-tap (US Toll): +14086380968,5462550600# or +16465588656,5462550600
Dial: +1 408 638 0968 (US Toll) or +1 646 558 8656 (US Toll)
Meeting ID: 546 255 0600

DRAFT

MEETING MINUTES

- I. Call to Order and Adoption of the Agenda
In attendance: Sam Foster (Chair), Victor Hernandez (SSCCC), Leigh Anne Shaw, Adrean Askerneese, David Morse, Mayra Cruz
- II. Volunteer note taker- **Mayra**
- III. Approval of Minutes- **January 19th Minutes**
- IV. Draft of PD Paper
 - a. Feedback from Exec
 - i. General recommendations
 - ii. Suggested expansion and additional inclusion
 1. information for non instructional faculty
 2. information about PD related to guided pathways
 - b. Recommendations
 - i. Exec suggested inclusion of PD coordinators and individual faculty

The Executive Committee was pleased. In general, the paper was good.

Gaps and areas to be expanded were identified. These are the areas to work on:

- 1) Flex definition and Title 5 requirements (David)
- 2) Rather than using professional development use professional learning and add a definition; add a paragraph or two on the meaning of professional learning and opportunity to redefine PD. (Adrean and Leigh Anne)
- 3) Incorporate references from the Anti-Racism Paper PD section (Mayra)
- 4) Integrate Guided Pathways in PD (Victor, Darcie- *Sam to email Darcie*)
- 5) Address non-instructional faculty in the paper.

Two options: (1) Incorporate throughout paper and/or (2) a separate section. Point out differences and provide examples such as Counseling faculty focus on SLO, increasing equity, 1:1 with students considered as the “classroom”, service and curriculum focus. (Adrean & David)

Share with Adrean applicable content from the Anti-Racism paper and possibly the Equity Driven Systems Paper.

- V. Timeline for the paper
 - February 16—Deadline for March 5-6 meeting for 2nd reading
- VI. [Resolution 13.02 F19 Data Paper and Equity-Minded Practices](#) considering resource development
 - a. Tabled until March meeting
- VII. Future Meetings
 - a. March 2, 2021 10:30am (**confirmed**)
 - b. March 23, 2021 10:30am (**confirmed**)
 - c. Other dates- **Sam to send a Doodle Poll for April & May meetings**
- VIII. Other Items for Discussion
- IX. Adjournment



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Educational Policies Committee

2 March 2021, 10:30 a.m.

Zoom Teleconference Information

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

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

Meeting ID: 546 255 0600

Minutes

- I. Call to Order and Adoption of the Agenda
In attendance: Sam Foster (Chair), Victor Hernandez (SSCCC), Leigh Anne Shaw, David Morse, James Preston, Darcie McClelland, Mayra Cruz
- II. Volunteer note taker- **Mayra to take notes**
- III. Approval of Minutes- **February meeting notes tabled to April**
- IV. Draft of PD Paper
 - a. Feedback on Title: *Going Beyond Development: Faculty Professional Learning—An Academic Senate Obligation to Promote Equity-Minded Practices that Improve Instruction and Student Success.*
No objections to the title.
 - b. Review Recommendations (attached) **See attached.**
 - c. Additional input
- V. **Resolution 13.02 F19 Data Paper and Equity-Minded Practices** considering resource development
 - a. Resources that demonstrate effective practices
 - b. Data resources and practices that may advance equity
Sam sent and reviewed the document with ideas generated by the members. (attachment) Possibility to partner with GPTF by using their resources
Tool for faculty use:
 - **Why data is important (Mayra)**
 - **How do we have meaningful conversation about data (James)**
 - **What questions can I ask about the data? How not to be snowed by data?**
 - **What data sources are available and purpose**
 - **How to use the data resources**
 - **Importance of evaluating longitudinal data**
 - **Disaggregation of data for specific populations (Leanne)**
 - **How do I make data actionable (James)**

Add general information and use guiding questions to help faculty work through data. Develop narratives for each component of the tool. Add links to resources. Add a one liner describing each component. Consider the “started kit” concept.

Next steps: Continue the discussion to decide how to develop the resource and content.

- VI. Future Meetings
 - a. March 23, 2021
 - b. Other dates- **April 20 & May 18 10:30am-12noon. Sam to send the calendar invites**

- VII. Other Items for Discussion

- VIII. Adjournment

Recommendations from PL Paper

Recommendations to Individual Faculty

- Reflect on your interactions with students and seek professional learning opportunities that can help you improve teaching, student learning, and student support as appropriate.
- Regularly review your syllabus, classroom interactions, instructional practices, and choices of textbooks and other instructional materials with an equity lens.

Recommendations to Professional Learning Coordinators

- Reevaluate professional learning programs to prioritize activities that focus on improving student learning.
- Evaluate PL offerings to ensure that robust and relevant PL is accessible to part-time faculty.
- Engage in dialog with the campus recasting Professional Development as continual Professional Learning aimed at improving student success.

Recommendations to Local Academic Senates

- Adopt a racial equity focus that examines professional learning for equity minded practices.
- Examine and further develop professional growth programming focused on ways to improve student learning.
- Support and promote professional learning offerings to part-time faculty.

Recommendations to Colleges

- Identify and examine the hours of professional learning that focus on equity and equity mindedness to ensure that they are directed toward improving instruction and student support services.
- Work with collective bargaining units to establish a reflective process that uses faculty evaluation as a tool for informing professional learning activities.
- Work with the local senates to adopt a district-wide approach that seeks to mitigate impact and increase responsiveness in emergency situations and ensure adequate resources to roll out responsiveness measures equitably to both full-and part-time faculty.

Recommendations to the Board of Governors

- Prioritize faculty professional learning as a critical tool for improving student success and retention.

- Integrate faculty professional learning into ongoing diversity equity and inclusion work.
- Provide a dedicated funding stream so that districts/colleges can provide consistent and reliable professional learning opportunities.



**Academic Senate
for California Community Colleges**

LEADERSHIP. EMPOWERMENT. VOICE.

Equity and Diversity Action Committee

Minutes

Time: Dec 2, 2020 11:00 AM Pacific Time (US and Canada)

Join from PC, Mac, Linux, iOS or Android:

<https://cccconfer.zoom.us/j/7503831898>

Or iPhone one-tap (US Toll): +16699006833,7503831898# or
+12532158782,7503831898#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

+1 253 215 8782 (US Toll)

+1 346 248 7799 (US Toll)

+1 646 876 9923 (US Toll)

+1 301 715 8592 (US Toll)

+1 312 626 6799 (US Toll)

Meeting ID: 750 383 1898

International numbers available: <https://cccconfer.zoom.us/j/7503831898>

Or Skype for Business (Lync):

SIP:7503831898@lync.zoom.us

The Equity and Diversity Action Committee (EDAC) responds to resolutions from the session that deal with the issues of equity and diversity in hiring, equal opportunity, and cultural diversity in the curriculum. The EDAC committee recommends strategies that promote student equity and student success, including effective teaching and student learning styles and fostering a campus climate conducive to faculty diversity and student achievement. The Committee advises the Executive Committee on guidelines, laws and regulations relating to equal opportunity and cultural diversity and promotes the integration of equity and diversity issues in appropriate ASCCC activities.

1. Call to Order

2. Agenda Adoption: M. *Campo* S. *London*

3. Check-in with members.

Peggy Campo 2020-21

Virginia "Ginni" May 2020-21

Jamar London 2020-21

LaTanga Hardy

2020-21

4. Action Minutes

November 18, 2020 *M. London S. Hardy Approved (1 abstention-Campo)*

5. Committee Responsibilities-

A. ASCCC Areas of Focus for 2020-21

- Guided Pathways Implementation and Integration to Transfer and Careers
- Culturally Responsive Student Services, Student Support, and Curriculum;
- Equity Driven Systems

B. From the Chancellor's Office Diversity, Equity, and Inclusion (DEI) Workgroup:

1. ASCCC, HR, and local union to review existing evaluation procedures. (Tier 1)*
2. ASCCC, HR, and local union to create a process where conversations about cultural competencies can happen outside the evaluation process. (Tier 1)*

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

Action Item: Tier 1 Recommendations

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

C. DEI Follow up Planning Items:

- a. Webinars – discipline specific near spring FLEX days for faculty professional development
- b. LaTanga Hardy – ECE and DEI Education one-hour webinar in mid-January

Dr. Hardy will be meeting this Friday with the group to discuss. Proposing

1/15/21 or 1/21/21 from 1-2pm. Title, description, and presenters TB confirmed.

- c. Jamar London – STEM and DEI Education one-hour webinar in mid-February, Sam Foster, Janet Fulks, Peggy Campo

Dr. London proposed 2/9/21 and 2/12/21 11-12 to present “Culturally Relevant Curriculum in the STEM Classroom”. First meeting will present sample assignments by presenters and second discuss ideas participants have.

- d. One-hour webinar in mid-March

Dr. Parker and Dr. May proposed the topic “The Role of the Academic Senate in Faculty Evaluations Incorporating DEI” for 3/10/21 1 pm.

- e. EDAC and GPTF Recommendations

The GPTF has recommended EDAC to modify their charge to incorporate the aspects of GP that apply, since they will no longer exist next academic year. Make sure during the March meeting we review EDAC’s charge with GPTF’s recommendations to try to map GP goals and pillars.

- f. Webinar Ideas – webinar suggestion #2 from above, and possibly #3
- g. Mentor program – Recommendation to the FELA

Dr. Parker needs to speak with Dr. Sylvester Henderson, who leads FELA. Dr. Bui has ideas as recommendations to incorporate into the leadership academy.

General Information: the Rostrum article “Why We Do What We Do; Tapping into Our Why” is due 1/4/21. Next deadline for possible articles is 3/8/21. Articles need to be 900-1500 words; possible future articles might include examples of culturally relevant curriculum. Dr. Hardy will try to write on DEI in ECE as well as Dr. Campo for STEM.

6. Spring 2021 Committee Meeting Date: TBD

7. Adjourn meeting

Equity and Diversity Action Committee

February 25, 2021

11:00 am-12:15 pm

ConferZoom

MINUTES

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

1. Call to Order at 11:04
2. Approval of Agenda: Adoption: M. _____ Campo _____ S. _____ London _____
3. Check-in: Committee members checked-in
Shared how they are doing during in the online environment; discussed the power of “no” and self-care during this pandemic
4. Action Minutes:
December 2, 2020: postponed
5. Committee Responsibilities: The committee chair informed the committee that keeping this information helps to remind us of our work.
 - A. ASCCC Areas of Focus for 2020-21
 - Guided Pathways Implementation and Integration to Transfer and Careers
 - Culturally Responsive Student Services, Student Support, and Curriculum;
 - Equity Driven Systems
 - B. From the Chancellor’s Office Diversity, Equity, and Inclusion (DEI) Workgroup:
 - ASCCC, HR, and local union to review existing evaluation procedures. (Tier 1)*
 - ASCCC, HR, and local union to create a process where conversations about cultural competencies can happen outside the evaluation process. (Tier 1)*

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

Action Item: Tier 1 Recommendations

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

C. DEI Follow up Planning Items/Discussion:

- a. Webinars – discipline specific professional development (debriefing)
- b. LaTanga Hardy – ECE and DEI Education one-hour webinar conducted in January
Webinar Title: Teaching Young Children with an Anti-Racist and Equity Lens.

Description: Every year, California community colleges send early childhood educators into the world who will perpetuate or interpret anti-racist attitudes, policies, and practices in their lives and careers. What we commit to doing can have huge impacts on programs and courses for future generations. Equity must become a central factor of early childhood teacher education programs. There are challenges that are complex that produce insidious inequalities in the field of early education. This webinar will focus on best practices for California’s children, families, and educators.

The quote by Frederick Douglass will be the guide for this webinar “It is easier to build strong children than to repair broken men.”

Date: January 22, 2021

Time: 1:00pm

Mode: Virtual/Online

Leads: La Tanga Hardy, La Shawn Brinson, Elmida Baghdaserians, Cindy Stephens

Dr. Hardy commented that Webinar went really well. The team presenting was exceptional and stressed the importance of teaching our youngest students anti-racist attitudes and practices.

- c. Jamar London – STEM and DEI Education one-hour webinars conducted in February, Sam Foster, Janet Fulks, Peggy Campo

Webinar Title: Implementing Culturally Responsive Teaching Practices in STEM, Part I

Date: February 9, 2021

Time: 11:00am – 12pm

Mode: Virtual/Online

Leads: EDAC Peggy Campo & Jamar London

Description Part 1: Effective teaching can increase student engagement, foster curiosity, and improve productivity. In this two series webinar, faculty will present ways on how to incorporate culturally responsive teaching within STEM courses.

Dr. London and Dr. Campo thought the webinar was extremely useful for STEM faculty across the state, especially having discipline-specific breakout rooms. Many resources were shared by colleagues around the state and would like to see how we can make these shared resources easily accessible for the field. Should discuss at a following meeting how EDAC can facilitate this.

In this webinar you will:

Develop facilitating skills

Increase your engagement with STEM content and how to teach it

Enhance your responsive teaching methods to strengthen students' education path from school to college to a career

Webinar Title: Implementing Culturally Responsive Teaching Practices in STEM, Part II

Date: February 12, 2021

Time: 11:00am – 12pm

Mode: Virtual/Online

Leads: EDAC Peggy Campo & Jamar London

Description part 2: During this session STEM professors will hold an open space for faculty across the California community college system, to discuss how they have or plan to incorporate culturally responsive teaching in their courses.

- d. One-hour upcoming webinar March
March 10, 2021 | 1:00 PM - 2:00 PM

California community colleges have faced dramatically shifting circumstances in 2020, accentuating the need to reassess policies and procedures in the building of equity-minded organizations, which includes faculty evaluations. Assembly Bill 1725 (Vasconcellos, 1988), California Education Code, and the California Code of Regulations provide that the local academic senate has an inherent professional responsibility to ensure the quality of their faculty peers, and that the bargaining agent is to consult with the academic senate prior to engaging in collective bargaining regarding faculty evaluation. In this webinar, community college leaders will explore processes for reviewing local peer evaluation and tenure review procedures with a focus on AIDE. Participants will explore AIDE and potential plans to consider for the upcoming year.

Note: This is part of an EDAC series of DEI webinars in response to the recommendations from the California Community Colleges Chancellor's Office DEI Workgroup. This webinar emphasizes the role of the academic senate in the peer evaluations process, especially in focusing on AIDE.

In this webinar you will:

- Define Advocacy, Inclusion, Diversity, and Equity (AIDE)
- Consider effective strategies to develop local academic senate leadership in peer evaluation
- Explore promising practices for leveraging AIDE in decision-making
- Learn how to build opportunities for mentoring and growth

- e. EDAC and GPTF Recommendations
Action for March 2021 Meeting: Review EDAC Charge (GP and DEI)
- f. Webinar Ideas – so far
- g. Mentor program – Recommendation to the Faculty Empowerment Leadership Academy
- h. Rostrum Article

Rostrum Timeline

Monday, March 8, 2021 to Krystinne/Tonya

Monday, March 15, 2021 to David

Monday, March 22, 2021 to Dolores

Monday, March 29, 2021 to Katie

Wednesday, April 14, 2021 to the Field

Committee members shared that there were many other priorities at the moment and would not be able to meet the current timeline. There was interest in preparing an article for a summer Rostrum.

6. **A2MEND 14th Annual African American Male Summit March 3-5, 2021**

- EDAC presentation proposal approved (LaTanga Hardy)
EDAC members encouraged the EDAC to provide opening comments at the conference.

7. **Spring 2021 ASCCC Plenary**

a. **ASCCC Spring 2021 Plenary April 15 -17**

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

Timeline:

- Any outside presenters are due to Dolores and Krystinne/Tonya by March 5, 2021 for approval.
- Final resolutions due to Krystinne/Tonya for circulation to Area Meetings March 8, 2021. EDAC members did not identify any areas that needed to be addressed through a resolution.
- Breakout session descriptions due to Krystinne/Tonya by March 12, 2021.
- AV needs to Tonya by March 19, 2021.
- Final Program to Krystinne/Tonya 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.

8. **Spring 2021 Committee Meeting Dates Discussion:**

Committee agreed on the following meeting times:

- Thursday, March 11th 5:00pm-6:15pm
- Thursday, April 8th 9:15am-10:30pm
- Thursday, May 20th 5:00pm-6:15pm

9. **Upcoming Events and Meetings**

- 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
- Executive Committee Meeting– Virtual Meeting – May 7, 2021

Committee members were encouraged to run for ASCCC Executive Committee positions.

10. **Adjourn meeting – 11:59 am**

Legislative and Advocacy Committee

January 13, 2021
12:30 pm-1:00 pm

Minutes

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

Guests:

1. Minutes taken by Alexis Litzky
2. Agenda approved at 12:32 pm.
3. Minutes for December 11, 2020 approved over email.
4. Announcements
5. California Legislation and Budget Update
 - Not a lot of new bills have come out yet.
 - AB 233 urges UC system to adjust admissions process to promote equitable admissions process by April 2022, effecting August 2022 starting class. Includes requirements to report influences on decision-making. Ensures double blind reviews for all transfer applications.
 - Ginni May will forward the committee an invitation to join the CCLeague monthly government regulations webinar.
 - Budget
 - i. Governor's new budget proposal looks a lot better than expected. The guess is that the following year won't be as good. There is a desire to maintain distance education developed since 2018-19 by increasing the offerings by 10 percentage points.
 - ii. CalBright is funded in the January proposal. They have an Academic Senate but it has not been recognized by their Board of Trustees, nor ASCCC yet.
 - Ginni May will share Legislative reports with the committee moving forward.
6. Resolutions for Spring Plenary Session
 - Deadline is around February 12 for resolution submissions.
 - Start working on and/or sending resolutions to Ginni May if the committee members have any ideas. We don't have to, but we can.
 - Stephanie Curry updated the committee about the Resolutions committee work on the referred resolution from Fall plenary about the 50% law, splitting it into instructional faculty and counseling faculty.

7. Legislative and Advocacy Day at the Capitol
 - February 22/23, 2021
 - i. Monday: afternoon ~2:00-5:00
 - ii. Tuesday: 8:30 – 4:00
 - Will discuss at February meeting
 - i. Each team will have a Zoom room and the team lead will admit folks into the meeting.
 - ii. There will be a group Zoom room for all team members to use as an open discussion and sharing space.
 - iii. Dolores Davison and Krystinne Mica will make the team assignments.
 - iv. Will discuss and potentially develop some talking points.

8. **Rostrum Articles** Due March 8, 2021 – update/reminder
 - 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
 - Other ideas
 - Stephanie Curry suggested an article on Cal Grant reform. Geoffrey and Ginni May both volunteered to work on something.

Send completed articles **to Ginni by March 7th** and will forward them to Krystinne from the LAC Committee.

9. **Events** and Important Dates (*Events in spring 2021 are virtual*)
 - Executive Committee Meeting, February 5-6
 - Part-Time Faculty Leadership Institute, February 18-19 – this event is **free**
 - Area Meetings: March 26 (A and B)/March 27 (C and D)
 - 2021 Spring Plenary Session, April 15-17

10. LAC meetings:
 - February 10, 12:00-1:00 – **change to February 11, 2020, at 11am.**
 - March 10, 12:00-1:00 – **will need to end by 12:50.**
 - April 7, 12:00-1:00
 - May 12, 12:00-1:00

11. Adjourned at 1:05pm

Status of Previous Action Items

- A. **In Progress** (include details about pending items such as resolutions, papers, *Rostrums*, etc.)
 - *Revisiting the 50% Law: Its Intent and Its Future*, with the editor

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

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

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

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

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

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

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

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

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

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

Committee Priorities – Tracking Resolutions and other Assignments

Legislative Information

Links:

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

The 2021-22 (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>

Legislative and Advocacy Committee

February 11, 2021

11:00 am-12:00 pm

Minutes

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

The meeting was called to order at 11:01am

1. Minutes taken by: Stephanie Curry
2. Approval of Agenda
The Committee approved the agenda by consensus.
3. Approval of Minutes
Change of topic of Rostrum Article from Calbright to Cal Grant in last minutes. Revised Minutes were approved by consensus.
4. Announcements
 - National Legislative Summit (ASCCC participation by president and vice president with Community College League of California (CEOs and Trustees), the Chancellor’s Office and the Student Senate for CCCs representatives) took place earlier this week virtually in Washington DC. The group advocates for California Community Colleges. ASCCC has been participating for 6 years.
 - Event, Friday, February 19, 1:00-2:30: AB 705 Implementation Webinar <https://mailchi.mp/chabotcollege/ab-705-conversation-with-assemblymember-jacqui-irwin?e=df39e9b6a>. Committee members encouraged to attend if able.
5. California Legislation and Budget Update
 - The committee reviewed the February Legislative Update for ASCCC.
 - The committee reviewed the Legislative Initiative Liaison email.
 - The committee received an update on the FY2021/22 budget and discussed the support by ASCCC to fully pay down deferrals; ASCCC President signed a letter to support.
6. Resolutions:
 - Cycle and Process
 - i. The committee reviewed the process for collecting resolutions for executive committee review.
 - ii. The Executive Committee forwards resolutions that they determine are “worthy of debate”.
 - iii. Resolutions can also come from Area Meetings or individual attendees.

- First Due date is February 16 for resolutions for Area Meeting
 - i. Potential Resolution Topics: AB 417 (McCarty) – Rising Scholars Network- (support), AB 421 (Ward) – Equitize funding for CDCP courses (support), AB 361 (Robert Rivas) – Open Meetings local agencies/teleconferences/SB 274 (Wieckowski) – Local Government Meeting, agendas and documents (support) and Cal Grant Reform (anticipating a bill soon).
7. Legislative and Advocacy Day “virtually at the Capitol”
- 4 teams with 6-7 visits each, one member asked to take notes, one zoom room for each team. Teams will be meeting together before, after and during lunch.
 - February 22/23, 2021
 - i. Monday: 2:00 – 5:00
 - ii. Tuesday: 8:30 – 4:00
 - Talking Points – See letter
 - Update – Packet, Teams, Schedule- Ginni went over the packet information
 - Committee members are asked to dress professionally for the zoom leg visits
8. **Rostrum Articles** Committee reviewed Rostrum topics and were reminded of the due date March 8, 2021 – update/reminder
- 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
 - Cal Grant Reform – Stephanie, Geoffrey, Ginni
 - Send completed articles **to Ginni by March 7th** and will forward them to Krystinne from the LAC Committee.
9. **Events** and Important Dates (*Events in spring 2021 are virtual*)
- Part-Time Faculty Leadership Institute, February 18-19 – this event is **free**
 - Executive Committee Meeting, March 5-6
 - Area Meetings: March 26 (A and B)/March 27 (C and D)
 - 2021 Spring Plenary Session, April 15-17
10. LAC meetings:
- March 10, 12:00-1:00 – **will need to end by 12:50**
 - April 7, 12:00-1:00
 - May 12, 12:00-1:00

11. Adjourn

The meeting adjourned at 11:50am

Status of Previous Action Items

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

- *Revisiting the 50% Law: Its Intent and Its Future*, with the editor

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

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

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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.

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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

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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>

Legislative and Advocacy Committee

March 10, 2021

12:00 pm-12:50 pm

MINUTES

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

Guests: Andrew Nickens, SSSCC Liaison

1. Minutes taken by Stephanie Curry
2. Approval of Agenda
The committee approved the agenda by consensus
3. Approval of Minutes
The committee approved the minutes by consensus. Ginni will send them to ASCCC for inclusion in the April Executive Committee Packet. The Committee agreed to review today's minutes by email. The committee agreed to send any corrections by Friday.
4. Announcements
No announcements
5. California Legislation and Budget Update
Committee reviewed the latest Legislative Report to the ASCCC Executive Committee. The latest report was presented at the March Exec Meeting
The committee discussed AB 928 (Berman) – Student Transfer Reform Act of 2021.
 - Includes creation of an Intersegmental Committee (already have an oversight group for about 8 years).
 - Consolidate CSU and UC GE pathways into a single pathway.
 - Automate the placement of all community college students onto an ADT pathway intended for their major.
 - Bill language has not come out yet.
 - SSSCC has been asked to co-sponsor the bill and discussions are taking place.
6. Resolutions:
 - For Area Meetings
Packet for Area Meetings are now available for review.
 - Discuss/consider any new resolutions to submit at an Area Meeting
The committee discussed if there were any potential resolutions. Adrienne suggested a resolution on developing a chart or templates for how to use AP in statewide ADT degrees. Ginni said there are some guidelines on general education but local decisions take paramount for major units. Ginni will bring it up with C-ID and ICW. Eric said he

could bring it up with C-ID groups. Concern over CSU uneven acceptance of AP credit and ADTs.

Resolutions are due on April 9th.

7. ACTION: Review and Update Legislative and Advocacy Committee Charge: DEI and GP

The Legislative and Advocacy Committee (LAC) is responsible for providing the ASCCC President with background information on all legislation related to academic and professional matters. Using equity minded, inclusive research and analysis through a student-centered lens, and representation on appropriate advocacy groups, the LAC Committee will provide the ASCCC President and the Executive Committee with recommendations on such legislation. The LAC identifies existing ASCCC positions and relates them to proposed legislation. The LAC Committee is also responsible for providing legislative alerts to the local academic senates, identifying liaison persons to contact legislators, and providing support to local academic senates regarding California's legislative process as it has bearing on academic and professional matters. It is the goal of the LAC Committee to provide the ASCCC President and the Executive Committee with the resources to ensure that the ASCCC Senate is recognized as the voice of authority with the California Legislature, Legislative Analyst's Office, Department of Finance, and Governor's Office in the areas of academic and professional matters.

The LAC in consultation with the ASCCC President plans and participates in advocacy training and in the annual Legislative and Advocacy Day.

The committee reviewed the proposed change to the LAC charge. The role of the committee in the ASCCC Legislative and Advocacy day was added to the charge. Added California to Legislature et al to provide clarification. Added focus on student centered lens for analysis.

The committee reached consensus to move this to the Executive Committee for consideration of approval. If approved it would go into effect in June 2021.

8. Plenary Session Breakout

Attending Plenary, Adrienne (maybe), Alexis, Geoffrey, Christopher, and Eric
Stephanie has a conflicting presentation.

- Thursday, April 15, 2:30-3:45
- Title, Description, Presenters

Draft:

Assembly Bills, Senate Bills, and Trailer Bill Language: Navigating the Legislative Proposals

The 2021-2022 legislative cycle has started out strong after an unprecedented ending of the 2019-20 two-year legislative cycle. Keeping pace with prior years 2,379 proposed bills have been submitted for 2021 with many focusing on meeting student basic needs, financial aid reform, streamlining transfer processes, and improving educational programs to advance equity, diversity, and inclusion. Join this session to learn about some of the proposed legislation and budget trailer bill language, followed by a robust discussion on how local academic senate leaders can leverage their roles to influence and impact statewide legislation through advocacy on academic and professional matters.

The committee approved the draft breakout description by consensus. Ginni will make small change on second sentence so it does not start with a number.

9. Rostrum Articles:

Two articles were submitted for the Rostrum.

- *Legislation for 2021: Full Steam Ahead*; Brown, May, Wada and

- *Cal Grant Modernization and the True Cost of College*; Curry, Dyer, May

The February Rostrum included the committee article on the 50% law.

10. **Events** and Important Dates (*Events in spring 2021 are virtual*)

Committee was informed about upcoming events

- Area Meetings: March 26 (A and B)/March 27 (C and D)
- Executive Committee Meeting, April 14
- 2021 Spring Plenary Session, April 15-17

11. LAC meetings:

Committee members were reminded of upcoming LAC meetings

- April 7, 12:00-1:00
- May 12, 12:00-1:00

12. Legislative and Advocacy Day debrief

The committee discussed the Legislative and Advocacy Day. Many committee members shared that they enjoyed the experience and increased their skills in advocacy.

13. Adjourn 12:50 pm

Status of Previous Action Items

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

- *Legislation for 2021: Full Steam Ahead*; Brown, May, Wada and
- *Cal Grant Modernization and the True Cost of College*; Curry, Dyer, May

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; Legislative Advocacy Committee
- *Revisiting the 50% Law: Its Intent and Its Future*; February 2021 Rostrum; Curry, Howerton, Litzky
- Legislative and Advocacy Day 2021

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

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

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

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

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

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

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

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

Committee Priorities – Tracking Resolutions and other Assignments

Legislative Information

Links:

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

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

Useful Websites:

CA Assembly members: <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>



Academic Senate for California Community Colleges

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Part-time Committee

Thursday, January 21, 2021

2:30 p.m.—4:00 p.m.

Zoom Meeting

Meeting Summary

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

I. Members Roll Call:*absent

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

II. Call to order at 2:31 p.m. and agenda adoption with no additions ([Google Shared Folder](#))

III. Minutes

- A. Volunteer—Michelle will take notes.
- B. [December Summary](#) approved by consensus with no changes.
- C. Community norms: empathy, communication, responsibility—reviewed by chair. Please reach out if you need support in keeping your commitments to the PT Institute.

IV. Shout Outs, Affirmations, and Lean-in—committee members shared stories and experiences starting the semester.

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

- A. Final [Program](#)
 1. Powerpoint templates with PT Institute graphics were sent to you both by chair in December and recently by ASCCC staff. Please email final presentations to eventmaterials@asccc.org and copy Michelle. Let her know if you need support in anyway for your sessions.
 2. Pathable Platform goes live February 10—tell your co-presenters.
 3. Conference proceedings e-publication— due March 12 and info to be emailed soon by ASCCC. Thank you Chelsea for helping to write the call out message. Proceedings to be published by spring Plenary.
 4. All PTC members should be at every General Session. Please send Michelle a picture to include on a slide for the opening general session. Michelle will send the polished slides for the final general session that highlights the PT committee.
 5. Table Talks and Social/Networking hours—PT committee attendance highly encouraged.
 6. Land acknowledgement from ASCCC will be given for us to open the institute. Emilie asked if a land acknowledgement may be done before each session. Michelle said that’s an option if

you would like. Emilie also suggested placing the tribal land name you are on in the title of your Zoom name.

B. Breakout Sessions

1. Session leads—have you met with all your co-presenters? Michelle asked if anyone needs help contacting session co-presenters, please let her know. All PT committee members are leads of their sessions and should ensure co-presenters have information and have been included in the planning. Be sure to review timing with your co-presenters as well. Michelle recommended using the notes section of each slide to list minutes and name of presenters for each slide's material.
 - Planning meeting(s) to design session slides (consider sending a Doodle poll for meeting date) should have been done by now at least once.
 - Keep theme in mind as you design our session theme: Driving Change: Building Unity, Culture, and Equity-mindedness
 - Zoom Background—send to your co-presenters and convey it is an option.
 - Pathable—explain to co-presenters that Zoom link embedded in Pathable and need to sign up with personal password (email from ASCCC Sandbox). This should be done ahead of time—it is so difficult to do it on the day of the institute.
 2. Planning option—use [Google slides template](#) 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 to use for session slides—at least one slide for each below:
 - title slide with date and time and presenters titles and colleges
 - session description slide (hidden/skipped)
 - objectives/session agenda
 - content for less than an hour
 - closing/thank you slide with info@asccc.org (contact info optional)
 3. Training for Pathable for presenters on Feb 2 or Feb 3—please convey to your co-presenters. Email was sent by ASCCC this week with training video and info on live training.
 - Session Zoom links available in Pathable 20 minutes before the meeting and meet w/co-presenters. ASCCC staff available for support but are not in charge of content—that is committee responsibility. Staff could help with changing slides during presentation or monitoring the chat or creating a poll in Pathable.
 - Zoom link goes live to attendees 1 minute before session. You must use Pathable and not your own Zoom link (asked by Grace).
 - Session will automatically close 10 minutes after session scheduled time.
 4. Presentation—remind attendees of housekeeping things:
 - Use Pathable chat—no chat feature in Zoom available. Participants should open two windows—one for Zoom and one for chat.
 - Mute to avoid background noise
 - Closed caption available
 - Session survey in Pathable
- C. Sent email to ASCCC Caucus leaders on Jan 4 to invite part-time faculty and they were invited to be CV reviewers for the institute.
- D. Any questions—no other concerns mentioned.

VI. Plenary

- A. [Spring Plenary Session Ideas](#)—due January 18
- B. Spring Resolutions due February 16
- C. Elections and [bylaws](#)—part-time faculty eligible. Will address this at the February meeting.

- VII. Committee Goals and Priorities--[PTC work plan](#)
- A. Google unofficial listserv volunteers (Chelsea)—to be shared at Institute.
 - B. Regionals in spring—discussed North and South regionals and committee likes that idea.
 1. Google site and resources—committee expressed positivity for a site.
 2. Cover letter review component and CV tips—discussion on inconsistency of how and how many schools use cover letters.
 3. Small group mentoring/networking—Michelle shared ideas about starting an informal mentoring pairing at PT regionals. Committee likes the idea.
 4. Michelle introduced a possible name of these regionals and Google site as Part-time Nexus. Be thinking of other ideas to bring to next meeting.
- VIII. [PTC Resolution 1.02](#) (Steven)
- A. Next steps for resource
 1. Notification of ASCCC elections and leadership positions—Steven encourages use of Twitter and consider a new handle or account for part-time faculty.
 2. Google site
 - Listserv form and norms/rules
 - Annotated bibliography
 - Links to resources and registries
 - Explanation of VRC community—committee expressed concerns about included this.
 - Hiring and CV tips—discussion on how to include info on “what hiring panels look for” and what the “hussle” is and discipline specific tips.
 - Virtual mentoring—committee likes included a virtual matching version—more working out of the this idea needed.
 - Anything else—Grace expressed the need to tie in equity and empowerment.
- IX. *Rostrum*
- A. PTC Articles
 - Mentoring programs--Chelsea completed January 2021
 - Part-time voting rights and seniority rights—Grace and Luis (in progress)
 - B. Spring deadline March 8. Articles due to Michelle on March 1.
- X. [ASCCC Awards](#)—be sure to promote part-time colleague nominations with your local senates.
- XI. 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. ASCCC [Foundation Innovation Scholarship](#) for professional development opportunities
 - E. [CCC Registry virtual event](#): January 26
- XII. 2021 Meeting Dates—Michelle sent calendar requests and sends reminders with agendas in email.
- Jan 21, 2021 02:30 PM--04:00 PM
 - Feb 11, 2021 02:30 PM--04:00 PM (second Thursday; institute on Feb 18-19)
 - Mar 18, 2021 02:30 PM--04:00 PM
 - Apr 22, 2021 02:30 PM (fourth Thursday, plenary on April 15-17)
 - May 20, 2021 02:30 PM--04:00 PM

- Jun 17, 2021 02:30 PM--04:00 PM

XIII. Closing Comments—none.

XIV. Adjournment at 4:01 p.m.

In Progress:

- Part-time Institute Planning
- PT Institute Proceedings e-Publication
- Part-time Google Listserv
- Part-time Institute Name Change to Conference
- *Rostrum* article: PT Voting and Seniority Rights

Completed Tasks:

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



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Part-time Committee

Thursday, February 11, 2021

2:30 p.m.—4:00 p.m.

Zoom Meeting

Meeting Summary

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

I. Members Roll Call:

*indicates absent

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

II. Call to order at 2:34 p.m. and agenda adoption ([Google Shared Folder](#))

III. Minutes

- A. Volunteer—Michelle.
- B. [January Summary](#) Approval—will save for next meeting.
- C. Community norms: empathy, communication, responsibility

IV. Shout Outs, Affirmations, and Lean-in

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

- A. Final [Program](#)
 - 1. Pathable Platform went live February 10. Look for the email from ASCCC Sandbox. Tell your co-presenters to look for that email to get into Pathable.
 - 2. Conference proceedings e-publication— due March 12; encourage your co-presenters to submit.
 - 3. All PTC members should be at every General Session.
 - 4. Table Talks and Social/Networking Hours attendance highly encouraged.
- B. Breakout Sessions
 - 1. Session leads
 - Keep theme in mind as you design: Driving Change: Building Unity, Culture, and Equity-mindedness.
 - Zoom Background—send to your co-presenters as an option—not required. Email Michelle if you need help uploading the Zoom background.
 - Pathable—explain to co-presenters that Zoom link embedded in Pathable and need to sign up with personal password (email from ASCCC Sandbox).

- Lighting and video—be sure to use bright light in front of you and you are on screen. Thank you!
 - Remember that as ASCCC PT Committee, we represent ASCCC and all faculty and not our own college or district. Be value neutral.
2. Presentation slides—send to eventmaterials@asccc.org. Be sure your slides are accurate and resubmit if necessary.
 3. Pathable Info
 - Session Zoom links available in Pathable 20 minutes before the meeting and meet w/co-presenters (ASCCC staff available for support)
 - Live to attendees 1 minute before session
 - Will shut off 10 minutes after end of scheduled time
 - If you did not attend the Pathable training, then watch the video sent by ASCCC or attend a live session in CampPathable. Email Michelle if you need those links again.
 4. Presentation—remind attendees of housekeeping things:
 - Use Pathable chat in a separate window.
 - Mute to avoid background noise.
 - Closed caption available.
 - Session survey in Pathable.
- C. Please send a thank you email to your co-presenters after the institute.
 - D. Any questions—profile picture: it’s optional but a good thing to update in Pathable.
- VI. Plenary
- A. Spring pre-Resolutions due February 16—no ideas submitted or discussed.
 - B. Elections and [bylaws](#)—part-time faculty eligible. Discussed how to embed info in our resource (i.e., the Google site).
- VII. Committee Goals and Priorities--[PTC work plan](#)
- A. Google unofficial listserv. Hopefully, Chelsea can assist in dropping the link into the chat during the general sessions.
 - B. Regionals in spring—discussed April 22 and 23 from 2-5 p.m. Michelle will propose to ASCCC. Email her if you cannot do those to dates. We will be leading this two workshops. Things to present in April workshops:
 1. Google site (Chelsea is working on this with Michelle).
 2. Cover letter review component and CV tips (Michelle wrote and will share at next meeting).
 3. Small group mentoring/networking: To be done in breakout rooms. Next meeting discuss how—by region, by college type (small, large, rural), by discipline?
 4. Proposed dates: April 22 and April 23 at 2-5 p.m. Save the dates please!
- VIII. [PTC Resolution 1.02](#) (Steven)
- A. Next steps for resource
 1. Notification of ASCCC elections and leadership positions—discussed having ASCCC send out an email to part-time listserv.
 2. Google site—discussed having ASCCC place on their website—maybe under Part-time Committee page.

To include:

 - Unofficial listserv link
 - Annotated bibliography
 - Links to resources and employment registries
 - Mentoring resources—discussed creating a Mentoring Handbook. Michelle will draft and send to committee after the institute.

- Hiring and CV tips—shift the handout Michelle made to the mentee as an audience.
- Other ideas:
 - To include two pathways: “from part-time to full-time” and “part-time/adjunct as a choice”
 - To include a section for shadowing and classroom presentation tips
 - Discussed having a tips for mentoring from a strength-based approach

IX. *Rostrum*

A. PTC Articles

- Mentoring programs--Chelsea completed January 2021
- Part-time voting rights—Grace (in progress)
- Adjunct as a life choice—Luis will send Michelle an outline of ideas (in progress)

B. Spring deadline March 8. Articles due to Michelle on March 1.

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. ASCCC [Foundation Innovation Scholarship](#) for professional development opportunities
- E. [Plenary Scholarship](#) due March 8 at 5 p.m.
- F. [CCC Registry virtual event](#)
- G. Interesting legislation introduced: [AB 375](#)

XI. Next meeting: Mar 18 at 2:30 p.m.--4:00 p.m.

XII. Closing Comments--any other final comments or suggestions? Michelle to email her cell just in case for the institute, but always reach out to edie@asccc.org, tonya@asccc.org if you need help or have concerns next week for the institute. You should have also received emails from the ASCCC staff member helping you next week.

XIII. Adjournment at 3:53 p.m.

In Progress:

- Part-time Institute
- PT Institute Proceedings e-Publication
- Part-time Google Listserv
- *Rostrum* article: PT Voting and Seniority Rights
- Spring Regionals

Completed Tasks:

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



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ASCCC Relations with Local Senates Committee (RwLS)

March 15, 2021

TIME 9:30-11am

Attendees: Stephanie Curry, Nickawanna Shaw, Cheri Fortin, Katherine Krolkowski, and Howard Eskew

MINUTES

I. Call to Order and Adoption of the Agenda

The meeting was called to order at 9:32am

The committee reviewed the agenda and adopted it by consensus

II. Equity Leadership Canvas 10 Minute Modules (Spring 2021)

<https://drive.google.com/drive/folders/1V0sEVivNgHFsl1i72i7wFO0i7JTt9fyC?usp=sharing>

The Committee reviewed two modules and provided input. Becoming an Equity Driven Leader and Valuing Small Steps: Identifying Inequalities and taking Action. Committee members will continue the work on these modules and complete them by the end of March.

Stephanie will put create a doodle poll to plan for our next meeting.

III. Review Draft Thank You Follow Up (Statewide Service)

This item is moved to the next meeting

IV. Future Agenda Items:

The committee reviewed the future agenda items

- a. Review Committee Charge (Aligning with GP)
- b. Equity Leadership Canvas (continued)

V. Announcements—All events virtual for Spring 2021

- a. Spring Plenary April 15-17, 2021
- b. Career and Non-Credit Institute April 30-May 2, 2021
- c. Curriculum Institute July 7-9, 2021

VI. Adjournment

The committee adjourned at 11am



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Standards and Practices Committee

Friday Jan 29, 2021 3:30-5:00pm

MINUTES

- I. Call to Order
- II. Adoption of the Agenda
- III. Approval of Nov 20, 2020 Minutes-approved
- IV. Welcome -All members of the committee were present
- V. **Plenary Spring 2021 Disciplines List**
 - i. Second Hearings & Resolutions (documents at end of this agenda)
 1. Film & Media Studies **Contact Sharon**
 2. Digital Fabrication Technology **Contact Angela**
 - Resolutions to be sent to ASCCC for Spring Plenary
 - Discussed revisions for ASCCC Disciplines List website. GoogleDoc of draft will be shared with the group.
- VI. **Work on Edits to ASCCC Executive Committee Policies**
 - a. Continue to work on all policies
 - i. Review ASCCC Executive Committee feedback on first batch of policies
 1. **Forwarding 5 polices for second reading at March Exec meeting**
 2. **Still working on Removal of Board Member policy**
 - ii. Review new batch of policies
 1. **Forwarding 9 policies for first reading at March Exec meeting**
- VII. **ASCCC DEI Integration Plan S&P**
 - a. Develop guidance for local senates about their role in the revision of faculty evaluation including the establishment of a diversity component.
 - i. Research on how academic senates consult with a union prior to entering negotiations on faculty evaluation.
 1. Consider creating models or guidance regarding how academic senates may work with bargaining units

Resolution [due Feb 16th]-encourage local senates to work with bargaining units to include a diversity component in faculty evaluations; suggest exploring the idea of a regulatory requirement; local decisions ultimately [Julie, David, Sharon, Eric T, Eric N]

Rostrum article [due March 4th]-resources and models in CCCC EEO committee of districts that have done this-Los Rios (Julie), Barstow (David) [Cheryl taking lead working with Eric T, Angela]

VIII. Awards

a. *Hayward Awards*

i. Reviews need to be returned to ASCCC by **Feb 1st**

b. *Diversity Awards*-**mid-February will receive applications to read**

Award	Call	Due in Office	Sent to Readers	Selection Due to Office	Award Presented
Diversity	December 1 st week	February 2 nd week	February 3 rd week	March 2 nd week	Spring Plenary Session Fri
	December 1, 2020	February 8, 2021	February 15, 2021	March 8, 2021	April 16, 2021

Readers:

Diversity Award: S&P members and the Equity and Diversity Action Committee (EDAC) will read these awards.

Disqualification of readers: Members of S&P, Executive Committee, or any other readers cannot participate in reading any application where their college is a nominee. This participation includes receiving a copy of the applications or participating in the discussion about scores or applications.

XII. Future Meetings (last Friday of each month): February 26th, March 26th, April 30th 3:30-5:00pm

XIII. Future Agenda Items

a. Continuation of current work

b. Review committee charge-equity and Guided Pathways

XIV. Adjournment

Disciplines List—Film and Media Studies

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

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

AND

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

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

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Film and Media Studies.

Contact: **Sharon Sampson**, Standards & Practices Committee

Disciplines List—Digital Fabrication Technology

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

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

OR

6 years of professional experience
AND
Any associate's degree; and

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

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Digital Fabrication Technology.

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

GEAC Meeting Summary Notes

Meeting Date: March 16, 2021

Submitted By: Michelle Velasquez Bean

Reports

CCCCO

- Working on title 5 language for Ethnic Studies requirement.

ASCCC

- Shared President's Update from February 2021 and highlighted the DIG March meeting link, as well as shared possible new TMC in Ethnic Studies and updates to CID descriptors.
- Highlighted *Antiracism* paper and *Equity-driven System* paper.
- Provided overview of types of resolutions coming to spring plenary.

CCC AOs

- CCCs submitted Ethnic Studies courses for GE approvals and receiving approvals and denials.

CSUCO and AOs

- **Ethnic Studies course approvals** submitted and approved this fall (December 2021) will be **backdated and allowed** for approval of summer or fall 2021 course approval; only allowed this once (2021). Received many Area F courses and a number of them did not get approved because of lack of alignment with the Ethnic Studies core competencies. Working with and waiting on UCOP regarding updates to IGETC changes for Ethnic Studies.
- Updating/revising Cal State Apply (People Soft) to account for and provide options to ADT certifications based on variance of GE certification based on catalogue rights of transfer students (re: Ethnic Studies requirement).
- CSUCO created military and graduate program specific sections in newly updated CPL Memo (formerly known as EO 1036)—see below note in discussion.
- Watching legislation on transfer—AB 928 (Berman).

CSU AS

- Working with Math Council—see below discussion.

Discussion

- **Credit for Prior Learning** (revision to CSU EO 1036): CSUCO has created special sections addressing military CPL and processes for graduate programs; the sections include terms and resources. Also, noted were examples of how CCCs may transcribe CPL for CSU acceptance. [Systemwide Admission Eligibility and/or Baccalaureate Credit Awarded for External Examinations, Experiential Learning, and Instruction in Non-Collegiate Settings.](#)
- A request from CSU Monterey Bay for exemption/waiver to GE Area 3 (Critical Thinking) for new Megatronics Engineering degree (lower division for transfer will be at 69 units); they shared their [curriculum map](#). Request was approved. Exemptions for CSU GE is interchangeable with

waiver, which means transfer students would have acceptance into the CSU without A3 but would need to finish the program/degree to meet that capstone course waiver requirement or take the course if the student changes major/program once at CSU [see <https://calstate.policystat.com/policy/8919100/latest/> 5 (b)]. List of high unit majors with exemptions: <https://www2.calstate.edu/attend/student-services/casper/Pages/high-unit-majors.aspx>.

- Reviewed comments on the IGETC Standards 2.1 document and focused on recommendations from CSU Math Council to section 10.2 ([Quantitative Reasoning Course Principles](#)). Chair also directed Bean to the CSU policy stats page for the question on allowing 2 unit lectures. Chapman clarified that no 2 unit stand alone class is accepted for GE approval but a few 2 unit with 1 unit lab combo/co-requisite may have been allowed in the past. Members also agreed to standardized the language for equity of ESL advanced courses while clarifying not skills based courses from ESL for GE approval.



MEETING MINUTES

Diversity, Equity, & Inclusion Implementation Statewide Workgroup

Tuesday, January 26, 2020

1:30p.m.-2:30p.m. via zoom

I. Welcome and Meeting Goals

- A. Provide an update on EEO Plan Regulation Changes and progress by DEI Workgroup Members.
- B. Designate space to strategize how we elevate DEI in statewide conferences.

II. Update on EEO Plan Regulation Changes in Progress

- Fermin will draft a 1 pager that will be sent to DEI Workgroup members before the next meeting.

III. Coordination to elevate DEI in Statewide Conferences

IV. Diversity, Equity and Inclusion Workgroup Member Reports

a. CCCT

- Two of the workgroups have almost completed their tasks, but the items are not publishable yet.
- Vetting a consultant to take work to completion and create sustainability.

b. CEOCCC

- Discussing professional development for CEOs in relation to change management strategies.

c. ASCCC

- Focusing on three areas in the next 6 months: institutional process review through an equity lens, anti-racist curriculum design and professional development in DEI.
- Things on the horizon where DEI is reflected: Faculty Empowerment Leadership Academy, ASCCC Spring Plenary, Career non-credit education institute, curriculum institute, and the standards and practices committee developing guidance for local senate's about their role in the revision of faculty evaluations.

V. Next Meeting: Thursday, February 25, 2021 (11 a.m.-2 p.m.)



MEETING MINUTES

Diversity, Equity, & Inclusion Implementation Statewide Workgroup

Thursday, February 25, 2021

10:00a.m.-1:00p.m. via zoom

I. Welcome and Meeting Goals

- A. Provide key updates that impact the DEI Implementation Workgroup.
- B. Re-orient ourselves to the Master Workplan tasks, deadlines and intended outcomes to assist in the implementation of the DEI Integration Plan recommendations.
- C. Dedicate space for association updates and coordination across groups.

II. Communications Plan Update: DEI Awareness Month

- The communications plan aims to bring along those who aren't familiar with the DEI work and to connect the dots for those that are coming along and are considered in between.
- Three levels of messengers to engage with the Communications Plan: peers, converts (people who previously had been reluctant to accept and engage in this work), and those with lived experiences.
- Major messaging themes: power, agency, and responsibility.
- Toolkit to feature: social media, news releases, template newsletter articles.
- A formal communications plan will be coming in the first week of April (From the CCCCCO)
- The toolkit will go to the system March 22nd.
- Note: If you have suggestions for people that we can have share their story as converts or those with lived experiences please share them with Vice Chancellor Paul Feist.

III. Master Work Plan

- Intent/Purpose of the Master Work Plan: to integrate the individual work plans with the work of the Chancellor's Office and ensure statewide communication and collaboration to avoid the silos in advancing the silos in advancing the DEI Integration Plan.
- Tier 1 activities are all reflected in the master work plan.



- The master work plan should be used instead of the individual association work plans. The individual work plans do not include the co-leads, the tasks, timelines, or the outcomes.
- **Purpose/Intent of the Workplan:** to ensure collaboration, communication, and to avoid the silos in advancing the DEI Integration Plan through the integration of individual work plans with the work of the Chancellor's Office as part of a collective statewide effort.

IV. Completed DEI Integration Plan Recommendations

- ACHRO:** Diversifying hiring and screening committees with members of diverse educational background, gender, and ethnicity.
- CCCT:** Adopt a diversity statement as part of each college/district's mission statement.

V. Diversity, Equity and Inclusion Workgroup Member Reports

VI. Informational: The Spring Report to the Board of Governors has been moved to the May 2021 meeting. DEI Implementation Workgroup associations will be asked to submit an organizational update by Monday April 26, 2021. Reports will be included as an attachment to the Board item.

VII. Next Meeting: Monday, March 08, 2021 (11 a.m.-2 p.m.)



RECOVERY WITH EQUITY

A ROADMAP FOR HIGHER EDUCATION AFTER THE PANDEMIC



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Foreword by Dr. Lande Ajose

CALIFORNIA FOR ALL CALLS US TO REACH HIGHER



Since the global pandemic struck, Californians, and the institutions that serve them, have been grappling with serious challenges—like how to manage grave health risks and ramifications, as well as frightening financial uncertainty. The national public health emergency that has wracked our economy has also revealed and intensified long-standing inequities across California, including deep disparities by region, age, race, and ethnicity in employment and in higher education.

Student success in higher education is critical to the health of our state and regional economies. But like most of California's economy, nearly every aspect of post-secondary teaching, learning, and campus life has been impacted by the global pandemic and recession. We need to ensure that California's systems of higher learning fully recover and thrive, and that while planning for this recovery, our students remain our number one priority. Their success is inextricably tied to the future of California.

Long before the pandemic, it was clear that too many California students face structural barriers that limit their opportunity to earn a college degree. Such barriers include the total cost of attending college, the time it takes to complete a degree program, and uneven access to college prerequisites. Historic inequities make these obstacles steeper for students who are Black, Latinx, Asian Pacific Islander, or Indigenous. The pandemic magnified stresses for students, leading some to stop out, drop out, and underperform, as mental health and other challenges became more acute. As a result, far too many are not realizing their goal of earning a degree, at the same time that California needs more college graduates to provide the workforce talent to meet future economic demands.

To fulfill the vision of California for All we can and must do better.

For this reason, together with the Governor's Council for Post-Secondary Education, I convened the Recovery with Equity Taskforce, a set of state and national experts in higher education and innovation, and asked its members to recast today's challenges as an opportunity to help California's economy recover with a post-secondary ecosystem that is more equitable, more resilient, and more coordinated.

Grounded in the conviction that equity in higher education is essential to a stronger California for All, the Taskforce set out to generate equity-driven, student-centered strategies, policies, and practices with a shared aim: to help California's post-secondary institutions emerge from the pandemic stronger and better poised to serve all students.

The Taskforce sought input from a broad swath of students and K–12 and post-secondary educators, as well as leaders in civic organizations, local governments, nonprofits, and workforce development. Many of the challenges they worked to address did not start with the pandemic, but the health crisis provided the opportunity to re-envision what's possible, and address new urgent issues of concern and those that have needed attention for a long time. This report seeks to address not only the realities students and institutions will face on the other side of the pandemic, but also what it will take to re-engage those students who have sidelined their academic and career ambitions amid extraordinary stress.

The Taskforce identified recommendations to advance four **guiding principles**:

- **Fostering Inclusive Institutions:** Institutional cultures and approaches to teaching and learning that work for all learners, especially those left behind.
- **Streamlining Pathways to Degrees:** An integrated statewide system for admission and transfer to provide clear, easy-to-navigate pathways to degrees.
- **Facilitating Student Transitions:** High-touch, high-tech guidance and improved academic preparation for college access and success.
- **Simplifying Supports for Student Stability:** Resources and structures packaged and simplified to help students meet basic, digital, and financial aid needs.

The recommendations supporting each of these principles are interconnected and together provide a roadmap for California's education systems, policymakers, business leaders, and philanthropic institutions as they plan for the short- and long-term economic needs of our state.

These approaches are intended to elevate the number and diversity of Californians who earn a degree, with a focus on improving outcomes for Black, Latinx, Asian Pacific Islander, Indigenous, and adult learner students who disproportionately have been denied opportunity and access to higher education. Doing so is essential to our commitment to equity that will strengthen California communities and the economy for generations to come.

The content of this report should be considered in context: Seven other recently published reports and an eighth, which is forthcoming, recommend steps to rebuild California's economy, strengthen critical economic sectors, and improve how we nurture and educate learners of all ages (see page 87 for a list of these reports). A common throughline of this body of work is the role of colleges and universities in driving recovery and prosperity. Woven together, these reports inspire a tapestry of reforms that will make California stronger across all regions and economic sectors. California also benefits from a new era of partnership with a federal administration that is aligned in its commitment to build back better with equity at the core of its agenda.

While the roadmap presented here by the Recovery with Equity Taskforce is bold and far-reaching, it is important to note that it does not address every critical issue that California students face. Unpacking and addressing college affordability and broader issues related to public higher education finance, for example, are largely outside the scope of this report. These topics remain an important area for additional reform.

Nor is this roadmap a to-do list for one leader or one institution. Rather, it is a call to our higher education segments and institutions to take strong action that will require coordination and collaboration across segments and within each region of our state. Post-secondary system leaders have an important implementation role, with progress on many fronts requiring collaboration with California's students, faculty, K–12 system, political leaders, the business community, and philanthropy. The imperative to recover from crisis provides a critical opportunity to act upon these recommendations to rebuild a more equitable higher education system that benefits all Californians.

I sincerely thank the esteemed state and national experts in higher education and innovation who served on the Recovery with Equity Taskforce over the past six months. I am grateful to the many students and leaders who shared their perspectives and suggestions to enrich the quality of this report and its recommendations—I am motivated and inspired by your insights. I thank Education First for supporting the Taskforce in research, exploration of solutions, report writing, and project management. I also extend my deep gratitude to College Futures Foundation for its support of the Taskforce and the production of this report.

During the presidential inauguration earlier this year, National Youth Poet Laureate Amanda Gorman urged Americans toward a better future in her poem “The Hill We Climb,” saying: **“We will not march back to what was, but move to what shall be.”** In this spirit our state will move toward our moonshot goal of eliminating equity gaps and charting a new trajectory toward a California for ALL.

Dr. Lande Ajose is the senior policy advisor for higher education for the Office of Governor Gavin Newsom. She leads the Governor’s Council for Post-Secondary Education and chairs the Recovery with Equity Taskforce.



Taskforce Members

The California Higher Education Recovery with Equity Taskforce was convened to envision a new approach for California's post-secondary preparation and workforce readiness. It was established in August 2020 by Governor Gavin Newsom's Senior Policy Advisor for Higher Education, Dr. Lande Ajose, in consultation with the Governor's Council for Post-Secondary Education. The Recovery with Equity Taskforce comprised California and national experts in higher education equity and innovation and was chaired by Dr. Ajose.

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G. Gabrielle Starr

President
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Former Student Regent
University of California Board of Regents

Michael Wiafe

Former President
California State University Student Association

Vision for the Future of California's Post-Secondary System and Workforce

California has long been known for its strong and innovative economy, demographic diversity, and enviable quality of life. The state's rich and diverse environment—from mountains to deserts to farmland to beaches—makes it one of the most popular places to live. But the true value of California lies in its people.

California succeeds when it builds fully on the talents, creativity, and energy of its people. Many have contributed to and benefited from what the Golden State has to offer, but there is work to do to ensure that the opportunity for success and economic mobility is equitable and available to all.

The global coronavirus pandemic has had devastating health and economic consequences for the people of California. It has exacerbated existing employment and wealth gaps, food and housing insecurity, and inequality of digital access. All of this change has occurred in the midst of our nation's reckoning over systemic racism.

It is critical to chart a course to a new day when all Californians can actively participate in helping our state thrive. What is the best route to that future? Preparing everyone with the training and education necessary to engage in the high-quality, in-demand jobs that will drive a recovering, vital economy.

The current rate of educational attainment in California is insufficient to meet workforce needs. Most of the fastest-growing high-quality jobs in the state require post-secondary education, and there are significant gaps in educational attainment by race/ethnicity and geographic region.¹ Low-income, first-generation, Latinx, Black, and Indigenous students—who make up most of the student population in California's public high schools—are less likely than their peers to finish high school, complete the A–G coursework necessary for admission to the University of California (UC) and California State University (CSU), enroll in college, and graduate from college.² Coastal regions far exceed inland regions in percentage of residents with post-secondary degrees; this trend mirrors economic disparities between the coastal and inland regions.

California has the **fifth highest unemployment** in the nation.²⁰

San Joaquin Valley and Imperial Valley experience **depression-level unemployment, at 29% and 27% respectively.**²⁰

Black and Latinx residents face disproportionately **high unemployment rates, at 8.2% and 7.9% in 2020,** compared to 7.0% total unemployment that year.⁸

99% of the Black labor force with a high school degree or less **filed for unemployment in 2020.**¹⁰

The pandemic has exacerbated these problems. Many Californians are choosing between feeding their families and incurring the real costs of pursuing degrees that could change their futures for the better. While virtual instruction presents an opportunity to significantly expand capacity, it also presents an array of challenges, including access to necessary technology, quality of online teaching, and lack of necessary personal and academic support. In addition, out-of-work adults often have trouble finding post-secondary programs with the kind of intensive, just-in-time approach and support they need to quickly retrain for different industries and get back on their feet. With families sheltering at home, students of all ages learning virtually, and many out of work or underemployed, participating in post-secondary education is an increasingly difficult choice to make.

The result? Many Californians are choosing not to re-enroll in programs they have already begun or not to enter post-secondary education at all. Fall 2020 post-secondary enrollment dropped by 6.1% in California compared with fall 2019, far worse than the national one-year enrollment decline of 2.5%.³ The drop in enrollment was most severe at California's community colleges, where the majority of Black and Latinx post-secondary students are concentrated.

All learners have been affected, but this report focuses on those most severely impacted: Black, Latinx, Asian Pacific Islander, and Indigenous Californians, as well as adults without post-secondary credentials or those who need to return to post-secondary learning to upskill or re-skill for a different job or industry. What was an existing challenge pre-pandemic is now an undeniable and widening racial attainment gap that demands action.

How do we turn this around? How do we upskill, re-skill, and re-engage displaced workers in the short term? How can we close equity gaps and promote success for students of color and adult learners? What will it take to develop the talent that will drive the state's recovery and diversify the workforce at all levels? The California Recovery with Equity Taskforce wrestled with these important questions.

All learners have been affected, but this report focuses on those most severely impacted: Black, Latinx, Asian Pacific Islander, and Indigenous Californians, as well as adults without post-secondary credentials or those who need to return to post-secondary learning to upskill or re-skill for a different job or industry.

The Taskforce believes California needs a recovery that courageously addresses inequities in post-secondary education that have created and exacerbated wealth gaps.

California will thrive when income inequality and disparities of credential and degree attainment by race and geography are eliminated.

The **Taskforce's recommendations focus** on redesigning post-secondary education with equity at its core to bring this vision to life by:

- **Listening carefully to the voices and expectations** of Black, Latinx, Indigenous, Asian Pacific Islander, and adult learners—those student groups experiencing the widest equity gaps today—in determining priorities for redesign of the post-secondary system
- **Dramatically increasing the number and diversity of learners** who earn post-secondary degrees and other credentials
- **Eliminating attainment gaps, with equitable outcomes** for all students regardless of historic distinctions by race and ethnicity, gender, geography, age, immigration status, or economic status
- **Preparing an increasingly diverse population for jobs** critical to the state's economic recovery and future with credentials and degrees in areas such as STEM (science, technology, engineering, and math), healthcare, and education⁴
- **Harnessing the power of California's political and civic leadership**, K–12 education system, business community, and philanthropic institutions to support student success and drive economic mobility in the growing sectors of the state's economy

As California seeks to recover from the pandemic, it is not enough to go back to the way things were. Californians must learn from this experience, build on their assets, and reimagine the future. Recovery with Equity will take the efforts of Californians across disciplines: from post-secondary institutions to K–12 schools, from human services agencies to local healthcare providers, from business partners to learner-focused nonprofit organizations. Working together, Californians can change the trajectory of the state so that all its residents have the support they need to qualify for the high-wage, high-quality, high-demand jobs that will drive California's economy. The potential in California is limited only by the talent and skills of its people.

The work ahead is challenging. But the post-secondary sector, in partnership with communities across the state, can build a more equitable future from this crisis. Together, Californians can make that future a reality.

Taskforce Context

The Recovery with Equity Taskforce was convened to envision a new approach for post-secondary preparation and workforce readiness in California. It was established in August 2020 by Governor Gavin Newsom's Senior Policy Advisor for Higher Education, Dr. Lande Ajose, in consultation with the Governor's Council for Post-Secondary Education. The Recovery with Equity Taskforce comprised California and national experts in higher education equity and innovation and was chaired by Dr. Ajose (see page 6 for a list of Taskforce members).

The Taskforce worked collaboratively to produce a roadmap for California's public post-secondary institutions to recover from the impact of the pandemic more integrated, equitable, and resilient than before—and more aligned with the economic needs of the state. The Taskforce invites and encourages California's independent post-secondary institutions to participate in this agenda as well.

The Taskforce followed an equity-centered process in developing **its recommendations**. **It regularly acknowledged and reflected on race, identity, historical/political context, and power, and rigorously engaged stakeholders most proximate to California's pressing equity issues**. Interviews, focus groups, and feedback tools captured the experiences and ideas of 105 leaders and stakeholders from K–12 and higher education, local government, nonprofit organizations, and workforce development agencies (see page 78 for a list of these stakeholders). Most important, this research captured the **perspectives of 91 diverse College and high school students from five California regions: the Bay Area, San Joaquin Valley, Inland Empire, Los Angeles, and Imperial Valley**.

Following the publication of the Taskforce's report, the Governor's Council for Post-Secondary Education will lead next steps in implementation and engagement.

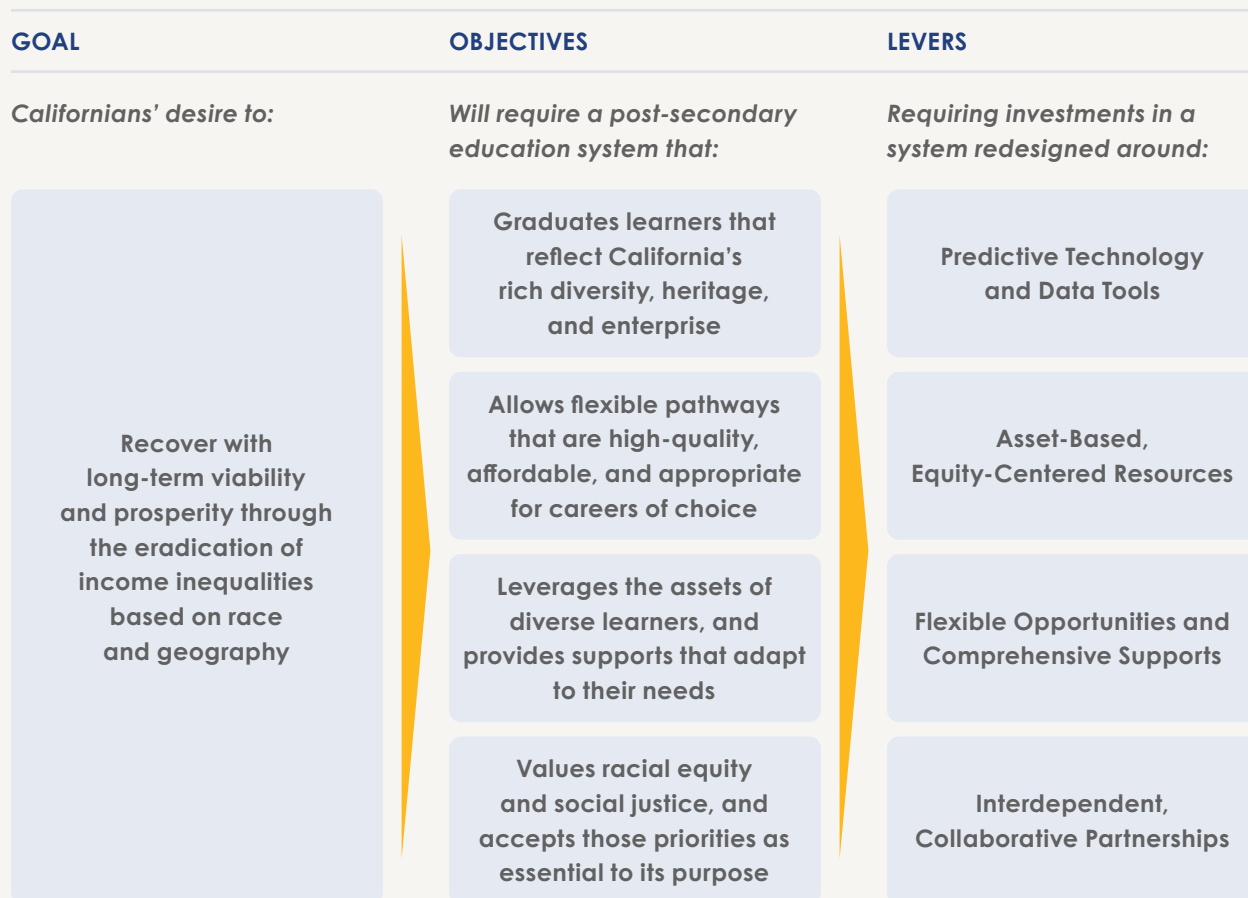


Recovery Framework

The Taskforce conducted its work with a keen understanding that its task could be accomplished only through far-reaching, deeply embedded system redesign.

Historically, California's higher education system was designed based on implicit assumptions about its student population that do not reflect the richly diverse learners it now serves. While improvements have been made to the higher education system throughout the years, the Taskforce recognized that significant change is still required to realize the system's potential to drive equitable opportunity and economic mobility. The Taskforce's approach resulted in a Recovery Framework (see Figure 1 below) that articulates its vision for a better future for all Californians, redesigns key elements of the system for post-secondary education, and describes the investments required.

FIGURE 1: RECOVERY FRAMEWORK



The Recovery Framework illustrates the logic that informed the Taskforce's final recommendations and features a set of four key change levers:

**Predictive Technology
and Data Tools**

Easy-to-use, automated technology that provides personalized access, navigation, and support for learners along their post-secondary journeys. The tools should be anchored by **California's new Cradle-to-Career Data System** so that it is integrated across segments and designed with predictive analytics, as well as data-sharing across systems and institutions, to provide learners with timely, coherent, and comprehensive advising, interventions, and resources.

**Asset-Based,
Equity-Centered Resources**

Tools, guidance, training, and resources to embed equity-focused culture and commitment at every level of the post-secondary system. Investments should be rooted in instructional environments that are engaging and cultivate a sense of belonging, and in institutional supports that build upon learners' strengths and meet their unique needs and career interests. To be effective, these resources must be embedded within each segment's internal processes.

**Flexible Opportunities and
Comprehensive Supports**

Reimagined instructional and resource offerings catered to the **"whole learner"** and the diversity of their talents, life circumstances, and career pursuits. **System structures, processes, and financial supports should be re-engineered to eliminate barriers by embracing flexible educational pathways and innovative student assistance.**

**Interdependent,
Collaborative Partnerships**

Investment of time and incentives in new and promising ways of working within and across institutions and systems that are learner-centered and equity-driven. Authentic relationships and partnerships can be established by prioritizing the interdependencies that are critical for learner success, and using those interdependencies as the blueprint for regional and statewide coherence.

Summary of Taskforce Recommendations

Just as the challenges in recovering with equity are complex—and not caused by one factor alone—it is also true that one recommendation alone will not propel Californians in their recovery. The recommendations in this report are a set of interconnected and interdependent systemic solutions meant to fundamentally change the way California supports all learners. California's institutions and systems of education are dedicated to serving students, but must fundamentally shift to a learner-centered perspective that is proactive and prioritizes the supports and structures that will help all learners thrive. To do this work, higher education must collaborate within and across segments and with key partners, including K–12 education, nonprofit organizations, and employers. Independent institutions, which are an integral part of California's higher education system, are invited to join these efforts and to adopt or adapt these recommendations to meet the needs of their student populations.

The Taskforce identified **recommendations** to advance four guiding principles:



Fostering Inclusive Institutions

Institutional cultures and approaches to teaching and learning that work for all learners, especially those left behind.



Streamlining Pathways to Degrees

An integrated statewide system for admission and transfer to provide clear, easy-to-navigate pathways to degrees.



Facilitating Student Transitions

High-touch, high-tech guidance and improved academic preparation for college access and success.



Simplifying Supports for Student Stability

Resources and structures packaged and simplified to help students meet basic, digital, and financial aid needs.



Fostering Inclusive Institutions

Goal: By 2030, learners of all backgrounds will report that they feel valued, supported, and affirmed at their institutions; that faculty are adept at creating courses that are responsive to and build upon the unique experiences, needs, and talents of all learners; and that post-secondary institutions actively support their academic success and career readiness.

1. Improve Faculty, Staff, and Administrator Diversity

An equitable and inclusive culture cannot occur if campus personnel do not reflect the rich diversity of California. Expanding faculty, staff, and administrator diversity requires dedicated, intentional efforts bolstered by strong data monitoring and accountability.

2. Cultivate Inclusive, Engaging, and Equity-Oriented Learning Environments

System and local boards, faculty, administrators, and staff need professional development, resources, and support to redesign the learning environment so that it better serves all learners.

3. Retain Students through Inclusive Supports

To develop an affirming and supportive culture that promotes student wellbeing and academic success, institutions must intentionally, thoughtfully, and creatively evaluate and, as necessary, redesign current support activities and develop new practices and programs.



Streamlining Pathways to Degrees

Goal: By 2030, learners will have clear, easy-to-navigate pathways into and through post-secondary education, as well as admission and transfer processes facilitated by an integrated technology platform, dual admission, and common course numbering.

4. Establish an Integrated Admissions Platform

California should create a single technology platform for admissions and transfer to replace the currently overwhelming and byzantine application and transfer processes. Designed well, such a platform also can help colleges and universities better manage enrollment, integrate recognition of students' existing knowledge and skills through credit for prior learning and mastery-based learning, plan for course delivery, and address capacity constraints.

5. Streamline and Unify the College Admission Process

Recognizing that most learners attend more than one college in order to earn a degree, California public institutions should adopt a streamlined and unified admission process, enabled by an integrated technology platform, that provides an option for dual admission to smooth the pathway for learners who wish to attend a four-year institution but begin at a community college.

6. Develop a Common Course Numbering System

To streamline transfer from two- to four-year institutions and reduce excess credit accumulation, California's community colleges should adopt a common course numbering system, starting with general education requirements, and eventually expanding to transfer pathway courses. The aim would be to align all community college courses so that students transferring to four-year institutions know, as they are pursuing their courses, that they are meeting the requirements of the receiving institutions.



Facilitating Student Transitions

Goal: By 2030, learners in all public schools will have access to college preparatory coursework; early college experiences; and a high-tech, high-touch advising system that supports their success from middle and high school into and through higher education and into the workforce.

7. Provide High-Tech, High-Touch Advising

Through an integrated technology platform paired with a statewide chatbot, California can ensure that middle school, high school, and college learners (and those who support them) can access all the information they need regarding learners' educational records, college preparation, enrollment, financial aid, and progress toward a degree. The technology platform and chatbot should integrate tools to allow advisors to provide data-driven, high-tech, high-touch advising to support learners on their pathways to degrees.

8. Support College Preparation and Early Credit

Completing a college preparatory curriculum is important to high school learners' ability to transition and succeed in post-secondary education. A–G course completion sets learners up to be eligible for admission to CSU and UC, and earning early college credit—for example, through dual enrollment—not only gives learners credit toward a post-secondary degree but also can instill confidence in their ability to be successful in college. K–12 and post-secondary education should work together to make A–G coursework the default high school curriculum, strengthen K–12 accountability for college preparation, and expand access to early college experiences.



Simplifying Supports for Student Stability

Goal: By 2030, learners will receive support to meet basic needs through a simplified, integrated system that enables qualified college students to access California’s social services, subsidized internet and technology, and increased financial aid.

9. Integrate Platform of State Services for Students

California should build an integrated platform that allows learners to apply all at once for the full spectrum of state services they qualify to receive (e.g., financial aid, CalFresh, housing programs, health/mental healthcare, subsidized childcare, transportation, internet/technology support, etc.). The system also would provide all students, families, and advisors with a simplified, low-burden approach to completing the FAFSA and the California Dream Act Application (CADAA) prior to high school graduation and return timely information to support their next steps. When combined with a unified college application process, this system can become a powerful one-stop shop for post-secondary learners, families, and advisors.

10. Subsidize Internet Access for Eligible Students

California should provide students who need it with subsidized access to reliable internet service by expanding the amount of funds offered through Cal Grant B and forming public-private partnerships to offer support for internet and technology access to all students who qualify. This strategy builds on the significant effort begun early in the pandemic to expand technology access, and on recommendations of the *California Broadband for All*⁵ report issued in late 2020.

11. Improve College Affordability

California would benefit from increasing and diversifying opportunities for financial aid, as well as providing students with paid work opportunities (including federal work study) that prepare them for careers without getting in the way of their academic progress. Finally, California must create a pathway whereby learners can complete post-secondary education without having to take on additional debt, through a combination of refocusing and increasing student financial aid.



Introduction

California has long been known for its strong and innovative economy, demographic diversity, and enviable quality of life. The state's rich and diverse environment—from mountains to deserts to farmland to beaches—makes it one of the most popular places to live. But the true value of California lies in its people.

California succeeds when it builds fully on the talents, creativity, and energy of its people. Many have contributed to and benefited from what the Golden State has to offer, but there is work to do to ensure that the opportunity for success and economic mobility is equitable and available to all.

The global coronavirus pandemic has had devastating health and economic consequences for the people of California. It also has exacerbated existing employment and wealth gaps, food and housing insecurity, and inequality of digital access. All of this change has occurred in the midst of our nation's reckoning over systemic racism.

It is critical to chart a course to a new day when all Californians can actively participate in helping our state thrive. What is the best route to that future? Preparing everyone with the training and education necessary to engage in the high-quality, in-demand jobs that will drive a recovering, vital economy.

The current rate of educational attainment in California is insufficient to meet workforce needs. Most of the fastest-growing high-quality jobs in the state require post-secondary education, and there are significant gaps in educational attainment by race/ethnicity and geographic region.⁶ Low-income, first-generation, Latinx, Black, and Indigenous students—who make up most of the student population in California's public high schools—are less likely than their peers to finish high school, complete the A–G coursework necessary for admission to the University of California (UC) and California State University (CSU), enroll in college, and graduate from college.⁷

As the Recovery with Equity Taskforce began its work in the summer of 2020, **California had the fifth highest unemployment rate in the nation, with Black and Latinx residents and residents of inland and rural communities experiencing the highest rates of all.**⁹ Many who have experienced unemployment or underemployment during the pandemic are in industries unable to move to remote work (such as tourism and hospitality) and do not possess the credentials needed to access jobs in other growing and in-demand occupations. More than half of California's labor force with a high school degree or less (who account for 38% of all workers in the state) has filed for unemployment since March 2020 compared with 13% of the labor force with a bachelor's degree or higher. Virtually all of the Black labor force with a high school degree or less (99%) has filed for unemployment, along with 75% of the Asian Pacific Islander labor force with this level of education, compared with 52% of the white labor force and 33% of the Latinx labor force that did the same.¹⁰ Coastal regions far exceed inland regions in percentage of residents with post-secondary degrees; this trend mirrors economic disparities between the coastal and inland regions.

Many Californians are choosing between feeding their families and incurring the real costs of pursuing degrees that could change their futures for the better. While virtual instruction presents an opportunity to significantly expand capacity, it also presents an array of challenges, including access to necessary technology, quality of online teaching, and lack of necessary personal and academic support. In addition, out-of-work adults often have trouble finding post-secondary programs with the kind of intensive, just-in-time approach and support they need to quickly retrain for different industries and get back on their feet. With families sheltering at home, students of all ages learning virtually, and many out of work or underemployed, participating in post-secondary education is an increasingly difficult choice to make.

California has the **fifth highest unemployment** in the nation.²⁰

San Joaquin Valley and Imperial Valley experience **depression-level unemployment, at 29% and 27% respectively.**²⁰

Black and Latinx residents face disproportionately **high unemployment rates, at 8.2% and 7.9% in 2020,** compared to 7.0% total unemployment that year.⁸

99% of the Black labor force with a high school degree or less **filed for unemployment in 2020.**¹⁰

The result? Many Californians are choosing not to re-enroll in programs they have already begun or not to enter post-secondary education at all. Fall 2020 post-secondary enrollment dropped by 6.1% in California compared with fall 2019, far worse than the national one-year enrollment decline of 2.5%.¹¹ The drop in enrollment was most severe at California's community colleges, where the majority of Black and Latinx post-secondary students are concentrated.

All learners have been affected by the pandemic, but this report focuses on those most severely impacted: Black, Latinx, Asian Pacific Islander, and Indigenous Californians, as well as adults without post-secondary credentials or those who need to return to post-secondary learning to upskill or re-skill for a different job or industry. What was an existing challenge pre-pandemic is now an undeniable and widening racial attainment gap that demands action.

How do we turn this around? How do we upskill, re-skill, and re-engage displaced workers in the short term? How can we close equity gaps and promote success for students of color and adult learners? What will it take to develop the talent that will drive the state's recovery and diversify the workforce at all levels? The California Recovery with Equity Taskforce wrestled with these important questions.

The Taskforce believes California needs a recovery that courageously addresses inequities in post-secondary education that have created and exacerbated wealth gaps.

California will thrive when income inequality and disparities of credential and degree attainment by race and geography are eliminated.

The Taskforce's recommendations focus on redesigning post-secondary education with equity at its core to bring this vision to life by:

- **Listening carefully to the voices and expectations** of Black, Latinx, Indigenous, Asian Pacific Islander, and adult learners—those student groups experiencing the widest equity gaps today—in determining priorities for redesign of the post-secondary system
- **Dramatically increasing the number and diversity of learners** who earn post-secondary degrees and other credentials
- **Eliminating attainment gaps, with equitable outcomes** for all students regardless of historic distinctions by race and ethnicity, gender, geography, age, immigration status, or economic status
- **Preparing an increasingly diverse population for jobs** critical to the state's economic recovery and future with credentials and degrees in areas such as STEM (science, technology, engineering, and math), healthcare, and education¹²
- **Harnessing the power of California's political and civic leadership,** K–12 education system, business community, and philanthropic institutions to support student success and drive economic mobility in the growing sectors of the state's economy

As California seeks to recover from the pandemic, it is not enough to go back to the way things were. Californians must learn from this experience, build on their assets, and reimagine the future. Recovery with Equity will take the efforts of Californians across disciplines: from post-secondary institutions to K–12 schools, from human services agencies to local healthcare providers, from business partners to learner-focused nonprofit organizations. Working together, Californians can change the trajectory of the state so that all its residents have the support they need to qualify for the high-wage, high-quality, high-demand jobs that will drive California's economy. The potential in California is limited only by the talent and skills of its people.

The work ahead is challenging. But the post-secondary sector, in partnership with communities across the state, can build a more equitable future from this crisis. Together, Californians can make that future a reality.

The Recovery with Equity Taskforce

The Recovery with Equity Taskforce was convened to envision a new approach to post-secondary preparation and workforce readiness in California. It was established in August 2020 by Governor Newsom's Senior Policy Advisor for Higher Education, Dr. Lande Ajose, in consultation with the Governor's Council for Post-Secondary Education. The Recovery with Equity Taskforce comprised an intentionally diverse team of California and national experts in higher education equity and innovation and was chaired by Dr. Ajose (see page 6 for a list of Taskforce members).

The Taskforce worked collaboratively to produce a roadmap for California's public post-secondary institutions to recover from the impact of the pandemic more integrated, equitable, and resilient than before—and more aligned with the economic needs of the state. The Taskforce invites and encourages California's independent post-secondary institutions to participate in this agenda as well.

This Taskforce's recommendations acknowledge and build on numerous initiatives already underway to address some barriers and inequities. Examples of existing initiatives include:

- *California Community Colleges: Vision for Success*, placement reforms and elimination of remedial courses, the California College Promise, and Associate Degree for Transfer³
- *Career Technical Education: K12 Strong Workforce Program*, Career Technical Education Incentive Grant, California Career Pathways Trust⁴
- *California State University: Graduation Initiative 2025*, policy changes to general education and remedial education in 2017⁵
- *University of California: UC 2030*, 2018 Enhancing Student Transfer agreement⁶
- California Student Aid Commission's Cal Grant Modernization Project⁷
- California Cradle-to-Career Data System⁸
- California College Guidance Initiative⁹

Each month from August 2020 to January 2021, Taskforce members convened virtually to identify and discuss the most pressing equity issues in California's post-secondary education system and develop recommendations for change using equity-centered design methods. Throughout the process, the Taskforce was driven by questions all states should be asking themselves:

Are people from all demographic groups and geographic regions earning the credentials and degrees that will help them—and our state economy—thrive? Are our post-secondary institutions and systems equitably supporting not just student learning and academics, but students' ability to access economic and social mobility? If not, what is in the way? Which students are succeeding and who is being left out? What are students telling us about their aspirations, challenges, experiences, and needs as they look to earn degrees? What will it really take for post-secondary education in California to seize this moment of change and use it to recover from the pandemic fundamentally more equitable and resilient than it was before?

The Taskforce followed an intentional process to ensure that equity remained its highest priority every step of the way.

- **Vision-setting:** The Taskforce began its work by discussing a vision of recovery for post-secondary education in California and establishing a set of equity commitments for each phase of the Taskforce process (see page 86 for the Taskforce Equity Framework).
- **Research and stakeholder engagement:** Next, the Taskforce reviewed and discussed quantitative and qualitative research²⁰ on post-secondary education and workforce outcomes in California, as well as the needs and experiences of priority stakeholders throughout the state. Interviews and focus groups were conducted with 105 leaders and stakeholders from K–12 and higher education, local government, nonprofit organizations, and workforce development (see page 78 for a list of stakeholder participants). In addition, focus groups were conducted with 91 diverse college and high school students from five California regions: the Bay Area, San Joaquin Valley, Inland Empire, Los Angeles, and Imperial Valley. With this data in hand, the Taskforce was able to hone in on the most important issues in the state's post-secondary education system, with a clear understanding that Black, Latinx, Indigenous, Asian Pacific Islander, and adult students needed to be at the center of its recommendations.
- **Solution development:** Once critical equity issues had been identified, the Taskforce organized into small working groups with some of the state's leading post-secondary and workforce experts to brainstorm and develop solutions to address those issues. The working groups' solution ideas were then shared with the same stakeholders who had participated in the initial interviews and focus groups to get their thoughts and feedback to help shape the Taskforce's final recommendations (see page 77 for a list of working group members).
- **Recommendations and dissemination:** Taskforce members then continued to meet and work together to refine solution ideas into a final set of guiding principles, each with a problem statement, goal, and set of specific, actionable recommendations to achieve that goal.

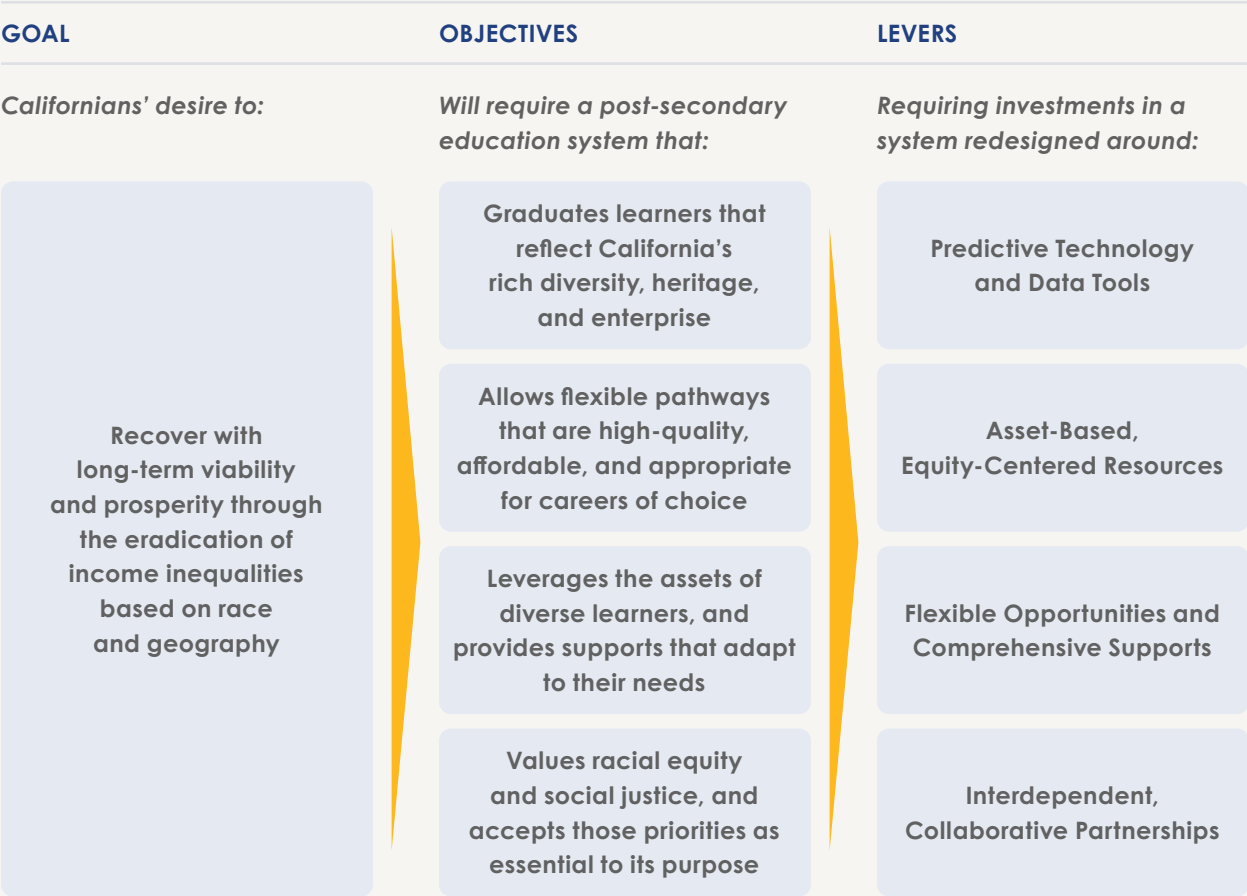
Throughout this process, the Taskforce followed an equity-centered approach, reflecting on race, identity, power, and historical/political context in its work, and rigorously engaging people most proximate to the state's pressing equity issues through interviews, focus groups, and feedback tools.

Recovery Framework

The Taskforce conducted its work with a keen understanding that its task could be accomplished only through far-reaching, deeply embedded system redesign.

Historically, California's higher education system was designed based on implicit assumptions about its student population that do not reflect the richly diverse learners it now serves. While improvements have been made to the higher education system throughout the years, the Taskforce recognized that significant change is still required to realize the system's potential to drive equitable opportunity and economic mobility. The Taskforce's approach resulted in a Recovery Framework (see Figure 1 below) that articulates its vision for a better future for all Californians, redesigns key elements of the system for post-secondary education, and describes the investments required.

FIGURE 1: RECOVERY FRAMEWORK



The **Recovery Framework** illustrates the logic that informed the Taskforce's final recommendations and features a set of four key change levers:

**Predictive Technology
and Data Tools**

Easy-to-use, automated technology that provides personalized access, navigation, and support for learners along their post-secondary journeys. The tools should be anchored by California's new Cradle-to-Career Data System so that it is integrated across segments and designed with predictive analytics, as well as data-sharing across systems and institutions, to provide learners with timely, coherent, and comprehensive advising, interventions, and resources.

**Asset-Based,
Equity-Centered Resources**

Tools, guidance, training, and resources to embed equity-focused culture and commitment at every level of the post-secondary system. Investments should be rooted in instructional environments that are engaging and cultivate a sense of belonging, and in institutional supports that build upon learners' strengths and meet their unique needs and career interests. To be effective, these resources must be embedded within each segment's internal processes.

**Flexible Opportunities and
Comprehensive Supports**

Reimagined instructional and resource offerings catered to the "whole learner" and the diversity of their talents, life circumstances, and career pursuits. System structures, processes, and financial supports should be re-engineered to eliminate barriers by embracing flexible educational pathways and innovative student assistance.

**Interdependent,
Collaborative Partnerships**

Investment of time and incentives in new and promising ways of working within and across institutions and systems that are learner-centered and equity-driven. Authentic relationships and partnerships can be established by prioritizing the interdependencies that are critical for learner success, and using those interdependencies as the blueprint for regional and statewide coherence.

Key Research Findings

The Taskforce's deliberations were informed by extensive research on post-secondary and workforce outcomes and experiences in California. Research activities included review of key findings from existing reports, original analyses of publicly available data, and interviews and focus groups with 196 stakeholders across California.

FINDINGS FROM REPORTS AND DATA ANALYSIS

In California, a bachelor's degree yields higher wages, increased full-time employment, and lower unemployment. Those with a bachelor's degree are more likely to own a home, less likely to live in poverty, and more likely to be civically engaged. Demand for workers with post-secondary credentials is increasing in the vast majority of industries, including those that traditionally have not required post-secondary credentials.²¹

Academic and occupational sub-baccalaureate degrees and credentials are also an important part of California's higher education system. One in three jobs in California requires some college but less than a bachelor's degree. Those with career education credentials see an average 20% increase in earnings and, while they still earn less than those with a bachelor's degree, this increase in earnings can be substantial for many Californians.²²

Educational attainment in California is insufficient to meet the current and anticipated demand for high-skill workers.²³ Only 42% of residents aged 25 or older hold an associate's degree or higher, and only 34% hold a bachelor's degree or higher (slightly above the national rate of 32%).²⁴ When non-degree workforce credentials are added into these calculations, California is estimated to have 51% post-secondary attainment among its adult population.²⁵

Educational attainment in California is insufficient to meet the current and anticipated demand for high-skill workers.

Further, Californians have inequitable access and support on the pathway to and through post-secondary education. Gaps in educational attainment exist along racial/ethnic and economic lines: Low-income, first-generation, Latinx, Black, and Indigenous learners—who make up most of the population in California's public high schools—are less likely than their peers to finish high school, complete the A–G coursework necessary for admission to the University of California (UC) and California State University (CSU), enroll in college, and graduate from college.²⁶ Gaps in educational attainment also exist geographically, with coastal regions far exceeding inland regions in the percentage of residents with post-secondary degrees;²⁷ this trend mirrors economic disparities between the coastal and inland regions, and also reflects the greater number of post-secondary institutions in coastal versus inland regions.²⁸

Numerous reports identify barriers to post-secondary access and success in California, including:

- Overall college affordability and support for students' basic needs
- Lack of clear pathways and processes to get to and through higher education²⁹
- Lack of coherence between K–12 and higher education as well as within the three public higher education segments³⁰
- Limited seats and course availability
- Constrained capacity to use data to track and support students³¹

Affordability is a particular concern. The lowest-income students in California spend a significantly larger portion of their family income paying for post-secondary education than higher-income students, and half of California college graduates leave college with student loan debt averaging \$23,000.³² While this is relatively low in national terms, debt is disproportionately concentrated among low-income students and students of color, presenting a distinct equity concern.

The pandemic has exacerbated challenges for California's post-secondary students, staff, and institutions. First and foremost, the pandemic has disproportionately affected the health of the Latinx population in California, with Latinx Californians comprising 55% of cases and 47% of deaths while they comprise only 39% of the state's population.³³

Given California's high cost of living, meeting post-secondary students' basic needs was a major challenge before the pandemic, and these needs have intensified since the onset of the pandemic. As of July 2020, the percentage of students who expressed "a lot" of concern about paying for housing and food, affording adequate technology/internet, caring for family members, and maintaining personal health and wellbeing had more than tripled since before the pandemic.³⁴

These concerns appear to have influenced some learners to stop out of college or to delay initial enrollment. Total enrollment in the California Community Colleges system dropped by 5.2% in 2020, course withdrawals increased by 55%, and course enrollment fell by 17%.³⁵ The decline in course enrollment was most severe for Black (23%) and Indigenous students (36%). First-time freshman enrollment at CSU is down 6% (though overall enrollment increased by 0.75%).³⁶

Total enrollment in the California Community Colleges system dropped by 5.2% in 2020, course withdrawals increased by 55%, and course enrollment fell by 17%.³³

FINDINGS FROM STAKEHOLDER INTERVIEWS AND FOCUS GROUPS

To ensure that the Taskforce's recommendations were well-tailored to current needs and circumstances across California, it was important to hear directly from stakeholders on the ground. Interviews and focus groups were conducted with 196 individuals, including leaders from post-secondary institutions, K–12 school districts, nonprofit organizations, and workforce development agencies, as well as high school and college students in five California regions: the Bay Area, San Joaquin Valley, Inland Empire, Los Angeles, and Imperial Valley. The following key findings emerged from these interviews and focus groups.

The prevalence of **racial injustice** in higher education is a major barrier to student success.

Racial injustice, combined with economic uncertainty and the removal of students from campus environments where they have relationships and support, is taking a toll on students' sense of belonging. Students in focus groups wondered aloud, "What is my place in the world? Am I going to be welcome at college?" Stakeholders raised concerns about the role of policing on campus, the prevalence of microaggressions and discrimination, instances of blatant racism, a lack of affirming and culturally responsive classrooms, and inadequate support for students to find community and belonging. It will take ongoing and consistent action—including faculty and staff mindset shifts and professional development—to support all students, particularly racially minoritized students, along the path to and through college.

"There must be a commitment to equity—distribution of resources to address decades of disinvestment—to bring justice to how this pandemic has disproportionately impacted communities of color."

— Local Civic Leader



The pandemic has exacerbated existing inequities in society, heightening barriers to students meeting their **basic needs.**

Students must meet basic needs in order to successfully engage in education. The pandemic has raised additional barriers to having these needs met, particularly for learners who were already experiencing disadvantage in the system. These needs include food, shelter, healthcare, mental health services, transportation, internet and device access, and emergency dependent care.

“Students experiencing poverty are faced with choosing between going to school or working to support family and take care of siblings—parents didn’t have the luxury to work from home. Many are essential workers, putting responsibility on older children to take care of siblings or work.”

— K–12 Leader

The digital divide—access to and cost of both adequate devices and internet connectivity with sufficient bandwidth—has been fully exposed and exacerbated by the pandemic.

Particularly for low-income students and students in more remote areas, access to the internet can be extremely challenging. In some places, connectivity is not available, and in all places, connectivity adds to family expenses. For families with multiple students, a higher level of bandwidth is needed to accommodate K–12 learning and online college classes happening concurrently. In addition, homes must have multiple devices to effectively accommodate multiple learners engaged at the same time. While some colleges and universities tried to provide connectivity through WiFi hotspots and by working with internet providers or extending service to school parking lots, each approach came with its own challenges, creating additional costs or inconvenience. Internet access and appropriate devices must be considered a “basic need” for students who wish to pursue an education in the 21st century.

“We’ve known for ten years that the connectivity issue is a real barrier to learning. Suddenly—with the pandemic—our educators are saying, ‘we must do something.’ The message isn’t new. We turned our heads, and it wasn’t a priority.”

— Nonprofit Organization Leader

The pandemic has deeply impacted students' mental and emotional health.

Due to the pandemic, many students lost on-campus social networks, personal and family income, access to housing and childcare, and learning supports like internet access, devices, and a quiet place to study. Some have experienced the severe illness and death of family and friends. Simultaneously, many students took on additional responsibilities at home. While students have been incredibly resilient in overcoming and persisting through these challenges, the combination of these stressors has been difficult for students to handle mentally and emotionally. Unfortunately, access to mental health services has been inconsistent for students due to a dramatic increase in demand, the challenges of services being offered in a virtual format, and lack of counselor diversity and cultural competency.

“For students, they admit very publicly that they’re experiencing depression because of what we’re living through. We have virtual support for staff, but not enough.”

— Higher Education Leader

Some California industries may not fully recover from the pandemic, which will disproportionately impact students prioritized in this report.

The pandemic impacted industries dominated by Black and Latinx workers (e.g., tourism, construction, agriculture, manufacturing). Workforce experts believe that some of these industries may not fully recover to pre-pandemic levels due to increased reliance on technology and automation. This creates a need for speedy and agile workforce retraining and upskilling, and increases the importance of strong and direct connections between post-secondary education and the business community. Without them, California will lose critical talent, and families will miss out on the economic mobility they could have achieved.

“We have seen a reduction in the size of the labor pool. There has been some drop in migration of labor. Some people are going home to care for family back in Mexico—it takes just small shifts in behavior to have a large impact on our workforce.”

— Economic Development Partner

The **unpredictable nature of the pandemic** is a major factor that limits recovery efforts.

The unpredictability of the virus and its effects causes leaders to hesitate on timelines for systemwide recovery. The availability of a vaccine, public health responses to the pandemic outbreaks, and new variants of the virus may influence recovery efforts across the state. Some institutions are choosing to maintain distance learning exclusively until conditions improve. For institutions operating on hybrid schedules, student compliance with social distancing guidelines is a key determinant of recovery.

"We are anxious about the long-term outlook of how we come out of this. We are underserved, and we've had a lot of risk factors present for COVID, and we don't have a lot of health support. We're afraid we don't come out of it, and it may become endemic to us."

— P-16 Partner

Decreased enrollment and budget cuts due to the pandemic exacerbate existing financial challenges and inequities in the higher education system.

Across and within the three segments, higher education stakeholders perceive that funding is inequitable, and express concern that the volatility and unpredictability of state budgets will exacerbate, rather than address, these challenges.

"There is a multiplicity of issues that will require investment in higher education, and I think post-COVID you're going to see even more complex behavioral impacts that will require us to really be thoughtful in our investment in higher education. Now, with these budget cuts due to lost revenue we have to do more with less in a more complex environment, an environment where students are going to have a multiplicity of social emotional issues walking into the classroom."

— Higher Education Leader



Connections between K–12 and post-secondary education are not strong and pervasive enough to support successful transitions for all learners.

Qualifying for, applying to, and enrolling in a post-secondary institution is a complex, multiyear process. Because of this, students without a history of college-going in their families—students who are disproportionately low-income, older, and from communities of color—are at an inherent disadvantage. Many students are in need of high-touch advising to meet admission requirements and navigate the admission and financial aid process, but existing resources in schools and the nonprofit sector are stretched thin. This challenge has been exacerbated by the pandemic, with students struggling to receive information and guidance that was easier to access when school was conducted in person. Students need clear post-secondary degree roadmaps to follow, as well as advising and data systems that support their success at every step of preparation and transition.

“We have a new counselor who has been here for a year, but I don't depend on her and I'm not comfortable asking her questions. I'm a dual enrollment student, so when I need something I depend on my advisor, not my counselors. My advisor is my freshman year counselor, and she's my A–G advisor now and I depend on her.”

— High School Student

Connections between higher education and the workforce are insufficient to meet the economic and workforce needs of California.

As a result, students often do not see a clear connection between post-secondary programs and achieving their career goals. Career information and advising, degree pathways, credit for prior learning, mastery-based learning, internships and other work-based learning opportunities, and micro-credentials are all approaches that can help students find their way through to post-secondary credentials and to gain valuable work experience along the way. Strengthening connections between higher education and employers is important to helping students prepare for and select in-demand jobs that will support the state's economic recovery in an equitable and sustainable way.

“We need a much more dynamic work-based learning and experiential learning piece to our community college system. It's the missing piece to the experience we provide our students. Simple changes [are needed]—most work experiences are capped at 16 units, so they do that as a very small part of their elective experience.”

— Higher Education Leader

Lack of flexibility and coherence within the higher education system creates barriers to student success.

For example, without a common course numbering system and comprehensive transfer policies, students struggle to transfer credits between institutions and to plan out a coherent roadmap to earning their degree. In addition, students find the process of applying for financial aid—and understanding what it does and does not cover out of the “true cost of attendance”—to be inaccessible. Policies intended to support students, such as the Fifty Percent Law, can limit the flexibility of institutions to tend to student needs (e.g., advising) and limit statewide transferability.³⁷

“The transfer [degree]—ADT—is an example of a program from the state that was supposed to strengthen the transfer process, but it’s a mystery to most students, even those that qualified.”

— Nonprofit Organization Leader

The completion and implementation of the statewide longitudinal data system will be critical to system redesign.

Without a statewide data system, it is difficult to know how students are moving through the education pipeline and how best to understand both regional and statewide needs. The Cradle-to-Career Data System will protect student privacy, support intrusive advising, and illustrate students’ movement from K–12 to post-secondary, as well as across the three post-secondary segments and into the workforce. To support students at scale, it is critical to have data that tracks student retention, completion, time to degree, level of attainment, and workforce engagement.

“There’s a real need for the post-secondary systems to get better about sharing data. Some systems are fragmented, but the state needs to figure out how to get the data to play together. If any state can figure that out, it should be California, but we’re behind other states.”

— Higher Education Leader

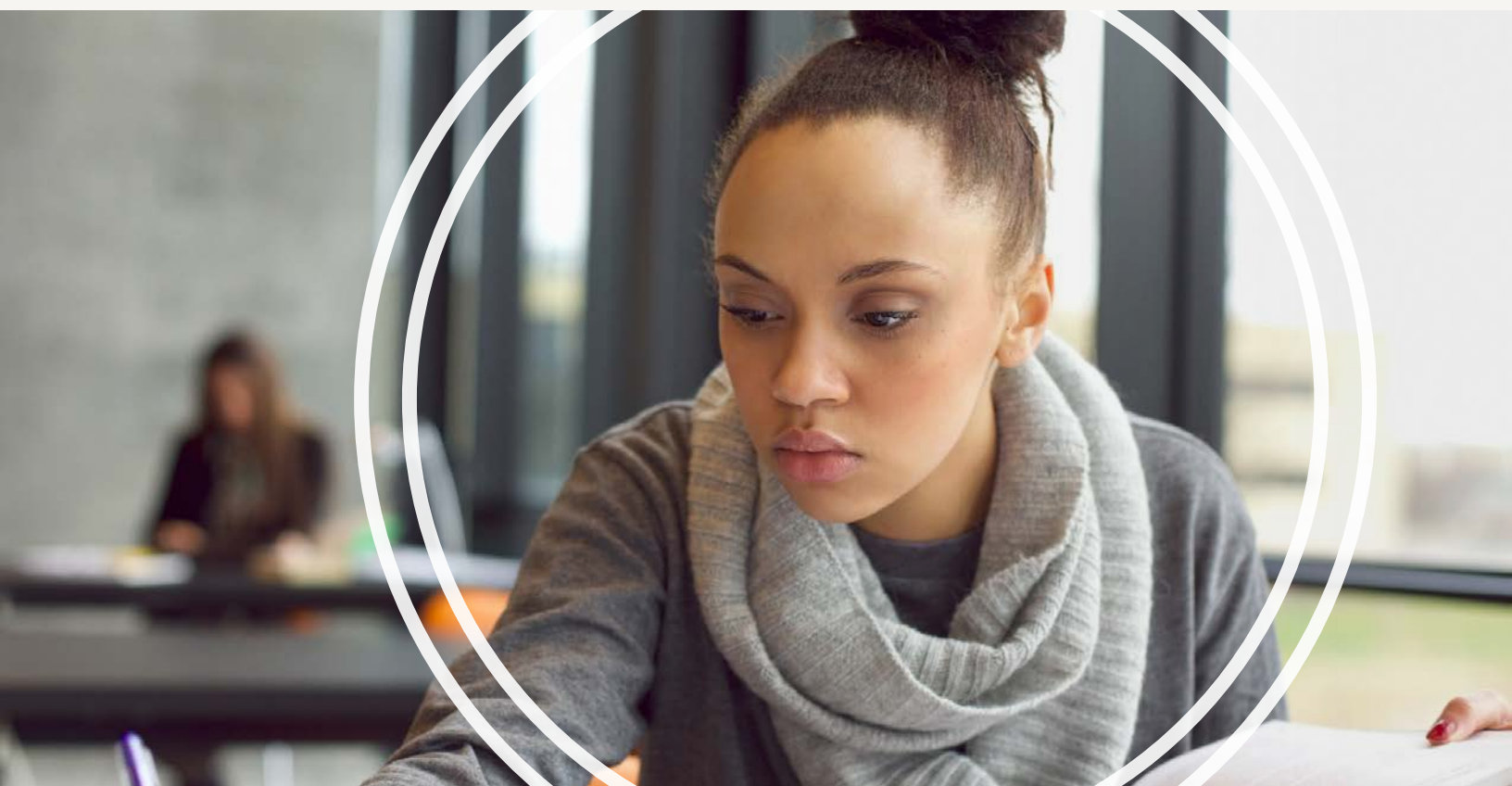
Because of the challenges and limitations of remote instruction, some students have come to believe that higher education is no longer worth the time, expense, and effort.

Students question whether the education they are receiving remotely will enable them to meet their career goals. They also perceive a lack of culturally responsive curricula and teaching practices, lack of flexibility in scheduling and assignments, and lack of empathy and engagement from their professors. Some students expressed that these concerns existed before the pandemic and have become worse under the switch to online classes. Because of this perceived mismatch between the cost of attending college—in both time and money—and the value of the education they are receiving, some students are re-evaluating whether they should invest in higher education at all and are considering dropping out permanently or stopping out until in-person instruction resumes.

“The instructors should be expected to perform at their best level like they expect the students to do. We need to get what we’re paying for!”

— College Student





Based on these findings, the Taskforce has developed a set of recommendations to address the challenges post-secondary students and institutions face in recovering with equity from the pandemic.



Recommendations

The recommendations in this report are a set of interconnected and interdependent systemic solutions meant to fundamentally change the way California supports all of its residents in equitably preparing for and engaging in education and careers. California's institutions and systems of education are dedicated to serving students, but must fundamentally shift to a learner-centered perspective that is proactive and prioritizes the supports and structures that will help all learners thrive. To do this work, higher education must collaborate within and across segments and with key partners, including K–12 education, nonprofit organizations, and employers. Independent institutions, which are an integral part of California's higher education system, are invited to join these efforts and to adopt or adapt these recommendations to meet the needs of their student populations.

The Taskforce identified four guiding principles that comprise the recommendations:

-  **Fostering Inclusive Institutions**
Institutional cultures and approaches to teaching and learning that work for all learners, especially those left behind.
-  **Streamlining Pathways to Degrees**
An integrated statewide system for admission and transfer to provide clear, easy-to-navigate pathways to degrees.
-  **Facilitating Student Transitions**
High-touch, high-tech guidance and improved academic preparation for college access and success.
-  **Simplifying Supports for Student Stability**
Resources and structures packaged and simplified to help students meet basic, digital, and financial aid needs.

Each guiding principle includes three key components:

PROBLEM

What is the issue, why does it matter, and how will addressing this issue impact priority student groups?

GOAL

What is the end state to be achieved, for whom, and within what timeframe?

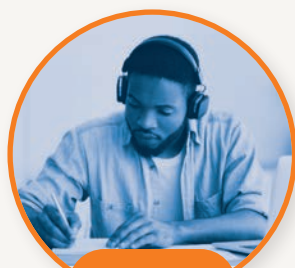
STRATEGIES

What policy, practice, and resource allocation are needed to reach the goal?



Case Examples

To illustrate the impact of the Taskforce recommendations, this report includes case examples using the following fictional student personas. These personas are deeply informed by the interviews and focus groups conducted for this report, while protecting the anonymity of individual students.



Erik

age 19
Black

Erik grew up in a proud, historic community in Los Angeles. He lives with his parents and two younger siblings and commutes to a local community college. He hopes to eventually transfer to a CSU campus to earn a degree in nursing, but he worries about taking the right classes and whether he can even hope to be admitted to such a popular program. Even though his tuition is low, he works as much as possible to afford his car and also contribute to his family's household expenses. He also tries to help his younger siblings, who are attending school remotely. He wishes that his professors were more understanding of how hard it is to balance online classes, work, and family responsibilities.



Marisol

age 14
Latinx

Marisol's parents immigrated to California and settled in the San Joaquin Valley. Seeing how hard her parents work motivates Marisol to excel in school. She would like to attend a UC to study engineering, but she worries about affording it. She also wonders whether her high school is preparing her to be successful in such a highly competitive academic program. She tried to talk to a counselor at her high school, but there wasn't an appointment available for several weeks.



Michaela

age 27
Asian Pacific Islander

Michaela works at a day-care center in Oakland; it is not a high-paying job, but it provides discounted tuition for her three-year-old daughter. She loves working with children and is thinking about attending community college to begin the process of becoming a teacher, but she wonders whether she can manage work, parenting, and school. She sees ads online for for-profit schools and wonders whether that might be a faster and more certain route to a teaching job.



Fostering Inclusive Institutions

Institutional cultures and approaches to teaching and learning that work for all learners, especially those left behind.

PROBLEM

Institutional cultures and classrooms are not shaped around the experiences of students of color and adult students—and this impacts student success.

The pandemic and the nationwide racial reckoning have only exposed and exacerbated the mismatch between who California's students are and how they are served.

An equity-focused institutional culture is needed to promote the success of Black, Latinx, Asian Pacific Islander, Indigenous, and adult learners. When an institutional culture is inclusive, diverse, and equity-centered, we know students are “better educated and better prepared for leadership, citizenship, and professional competitiveness.”³⁸ In addition, an equity-centered institutional culture is key to successful implementation of the Taskforce's other recommendations.

“One thing that has negatively impacted me is that there are no African American studies courses on my campus. It's offensive, it's really hurtful, and it's not helpful to developing my identity.”

— College Student

GOAL

By 2030, learners of all backgrounds will report that they are valued, supported, and affirmed at their institutions; that faculty are adept at creating courses that are responsive to and build upon the unique experiences, needs, and talents of all learners; and that post-secondary institutions actively support their academic success and career readiness.

Inclusive institutional cultures recognize and value students as key partners and sources of expertise. Such cultures reflect an asset-based approach, recognizing the contribution that students' unique backgrounds and experiences bring to the educational environment, making the curricula relevant to students' unique experiences and interests, and helping students thrive through cultivating a sense of belonging. Within an inclusive and anti-racist institutional culture, faculty hold the same aspirations and standards for all students and believe in their capacity to achieve. Such a culture benefits all students, regardless of background.

To implement inclusive cultures, higher education leaders and institutions must design and advance systems that meet students where they are by providing relevant resources, culturally competent learning environments, recognition of students' family and work commitments, integration of career-relevant knowledge and skills, and equity-oriented curricula and course pathways.

As outlined in the strategies that follow, developing inclusive institutional cultures requires transforming professional development and hiring practices, improving classroom experiences, and aligning student supports.

RECOMMENDATION 1

Improve Faculty, Staff, and Administrator Diversity

An equitable and inclusive culture cannot exist if campus personnel do not reflect the rich diversity of California. Expanding faculty, staff, and administrator diversity requires dedicated, intentional efforts bolstered by strong data monitoring and accountability.

Policy Changes at the State, Segment, and Institutional Levels:

- Adopt and implement **innovative hiring practices** to increase faculty, staff, and administrator diversity, including equity-centered outreach and duty statements, inclusive minimum qualification and selection processes, cluster hiring, diversity in hiring committees, exit interviews, and first-year onboarding programs.
- Redesign **Equal Employment Opportunity (EEO) plans** to uplift equity-centered practices throughout all aspects of employment process and retention. These documents should be tools for reflection and innovation, not compliance.
- Include a periodic **review of progress on EEO plans in board agendas** at the segment and local levels.

Practice Changes at the Segment and Institutional Levels:

- Develop **supports for diverse faculty, staff, and administrators**, such as mentorship opportunities and newly hired communities, to improve retention rates.
- Provide **boards and administrators with professional development** on fostering a diverse and inclusive workplace.
- Foster **collaboration between faculty preparation programs and campuses** to effectively support the next generation of California educators.
- Empower faculty, administrators, staff, and students to **report instances of microaggression, harassment, or discrimination**, and provide safe, anonymous reporting channels. Ensure that campus policies support increased reporting.
- Collect **comprehensive quantitative and qualitative data** throughout all aspects of the employment process, and ensure that institutions track and act upon this data to address diversity, equity, and inclusion issues. Necessary data must be disaggregated and include:
 - Demographics by employee type, including interim positions and rank
 - Tenure of administrators
 - Courses taught by adjunct faculty by department
 - Investments in equal opportunity employment practices
 - Departures by department, employee type, and rank
- Hold institutional leaders responsible for developing plans outlining specific **diversity goals and strategies** to reach each goal, practicing data transparency, conducting diversity reviews/audits to identify problems, identifying staff to address problems as they arise, and incorporating progress on diversity goals into performance reviews.

Resources Needed:

Institutions should allocate funding and staff time toward the diversity-oriented hiring and retention practices recommended. Segments and institutions also should devote resources to quantitative and qualitative data collection related to faculty, administrator, and staff diversity, and dedicate professional development to workforce data analysis and action planning, with the goal of shifting from a compliance mindset intent only on meeting legal requirements to the transformation of the system. Data should be collected during the pre-hiring, hiring, and retention stages. While some new resources will likely be required to build more robust data systems, the greatest resource required is likely to be staff time for data analysis, monitoring, and follow-up.

RECOMMENDATION 2

Cultivate Inclusive, Engaging, and Equity-Oriented Learning Environments

System and local boards, faculty, administrators, and staff need professional development, resources, and support to redesign the learning environment so that it better serves all learners.

Policy Changes at the State, Segment, and Institutional Levels:

- Enact legislation **mandating that each segment upskill all board members, staff, faculty, and administrators** with training and professional development in implicit bias, cultural competency/fluency, and effective teaching techniques for diverse learners, targeting 2022 for completion of first-round professional development.
- Empower and **incentivize faculty, staff, and administrators to diversify the curricula, incorporate career-relevant learning experiences** (such as work-based learning), and recognize progress through administrator and staff evaluations and through the faculty tenure and review processes, with a target of significant course and program redesign by 2025.
- Ensure that **programs of study incorporate on-ramps and off-ramps** for learners who must attend to other priorities (e.g., work, caregiving).

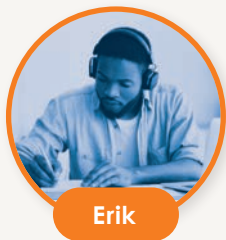
Practice Changes at the Segment and Institutional Levels:

- **Re-envision curricula** across disciplines to be anti-racist and equity-centered and foster a sense of belonging among students. In partnership with faculty leaders, institutional leaders should develop metrics to monitor curriculum redesign. For example, students' course evaluations could include a question pertaining to whether the course content aligned with principles of diversity, equity, and inclusion.
- Implement **culturally competent teaching and learning practices**, which include routinely assessing instruction from a diversity, equity, and inclusion perspective.
- Incorporate **equity-centered practices** into teaching and learning, grading, annual evaluations, and faculty review/tenure processes.
- Create culturally responsive and easily accessible **channels for students to report instances of hate, discrimination, and microaggressions**, and implement restorative justice-centered practices to address those behaviors.
- Embrace teaching and learning practices based in research on **effective teaching techniques for adult learners** and that reflect and value the knowledge, skills, and experiences of adult learners.
- Include **adults and programs that focus on adults** (e.g., continuing education programs) in institutional and system goals.
- Provide the option for **competency-based courses and programs** to affirm the college and work experience of all learners.

- Integrate **work-based learning across the segments**, and throughout all disciplines, to better prepare learners for their desired careers and to make programs more relevant and responsive to learners' interests and goals. Develop metrics to track progress on implementing work-based learning.
- Engage **employers as partners and stakeholders**, not just as passive consumers, to ensure that post-secondary programs meet current and anticipated statewide and regional workforce needs; also engage these partners to provide work-based learning and teach courses.

Resources Needed:

Existing professional development funding can be repurposed to prioritize equity-oriented training. Some new funding and considerable staff time will need to be identified to develop professional development modules, redesign curricula and courses, and draft model evaluation and tenure review processes.



CASE EXAMPLE: WHEN EDUCATORS CAN RELATE

When Erik registered for classes, he was glad to see that some of his professors were Black. He looked forward to taking their classes, knowing that they might be able to relate to his background and experiences as well as the many competing demands on his time. In one of his classes, Erik's professor led a discussion about implicit and explicit discrimination in healthcare, as well as the importance of healthcare workers being sensitive to the needs and concerns of the Black community. This discussion helped Erik feel seen, respected, and affirmed. By pursuing a career in nursing, Erik felt confident that he could not only support his family, but also make a difference in his community.

RECOMMENDATION 3

Retain Students through Inclusive Supports

To develop an affirming and supportive culture that promotes student wellbeing and academic success, institutions must intentionally, thoughtfully, and creatively evaluate and, as necessary, redesign current support activities and develop new practices and programs.

Policy Changes at the State, Segment, and Institutional Levels:

- Expand programs that **promote students' representation and sense of belonging** (e.g., identity-based resource centers, outreach programs, etc.).
- Develop a **statewide approach for California students to access certain supports** (e.g., campus food pantries) regardless of campus/system affiliation.
- Review the **role of policing in higher education**, evaluating its impact on institutional culture, particularly for Black, Latinx, and Indigenous students; adopt community-based approaches for addressing campus safety issues (e.g., mental health counselors, crisis response teams) as appropriate.
- Develop **research-based metrics for evaluating campus climate** and its impact on student success and retention. Examples of potential data to collect include measures of learners':
 - Sense of belonging
 - Experiences with discrimination and harassment
 - Perceptions of the degree to which the campus promotes diversity across race, gender, sexual orientation, and ability
- Hold institutional leaders and governing boards responsible for ensuring that institutions have plans outlining **specific goals for these metrics, and strategies to reach each goal**. Such plans may leverage existing campus climate data as appropriate.

Practice Changes at the Segment and Institutional Levels:

- Cultivate a **stronger sense of inclusion** among students by fostering opportunities for students of different backgrounds to build community with one another and by encouraging students to be better stewards of campus climate.
- Offer **academic and student support programs year-round and outside the traditional work week** to better serve learners with work or caregiving obligations.
- Foster **collaboration and alignment among student support departments** (e.g., Basic Needs and Office for Students with Disabilities) and between **student and academic affairs**.
- Empower **students to engage in diversity, equity, and inclusion** work by recognizing their expertise, providing them with mentorship, and incorporating them into decision-making (including the review of EEO plans and hiring practices).
- Empower **faculty with student support information**, integrate the information into course syllabi, and encourage appropriate referrals to campus programs and lead staff.

Resources Needed:

Segments and institutions will need to provide resources to support collaboration among student support services and faculty (e.g., funds for joint programming, percentages of staff time focused on establishing collaborative initiatives, etc.) and research on the impact of campus climate on student success/retention (e.g., dedicated time for existing research positions or the creation of new roles).



“To aid California’s recovery we must uplift student voices and create equity-centered institutions of learning. At the core of this work is an ecosystem that fosters inclusive, diverse, and equity-centered teaching and learning; in other words, the cultural transformation of our higher education systems is critical. We will succeed by supporting educators to lead culturally competent learning environments and by systematically designing equity-oriented curriculum, course pathways, and student supports.”

**— Dr. Daisy Gonzales, Taskforce Member and Deputy Chancellor,
California Community Colleges Chancellor’s Office**





Streamlining Pathways to Degrees

An integrated statewide system for admission and transfer to provide clear, easy-to-navigate pathways to degrees.

PROBLEM

Historically, the process of applying to college has been unnecessarily complex and time-consuming, creating immense challenges for families and learners, particularly those without prior college experience.

As a result, many learners (disproportionately Black, Latinx, Indigenous, Asian Pacific Islander, and adult learners) have opted not to apply to or attend colleges for which they are qualified.³⁹ Californians should not be dissuaded from applying to college, or from transferring between institutions, due to finances, family or work considerations, or bureaucratic hurdles. To reduce these challenges and address their impact on college persistence and completion, a three-pronged approach to reforming college admission and transfer is proposed.

“I’ve had two different counselors—it depends who is looking over your curriculum, your classes, and that affects your schedule. The one I had earlier had something different planned for me than the next one. That’s one big point while transferring. I think it depends on the counselor how they explain and what resources they provide.”

— College Student

GOAL

By 2030, learners will have clear, easy-to-navigate pathways into and through post-secondary education, as well as admission and transfer processes facilitated by an integrated technology platform, dual admission, and common course numbering.

All students, but particularly Black, Latinx, Indigenous, Asian Pacific Islander, and adult learners, will benefit from the availability of college-going pathways that guarantee seamless integration of early college credit, dual admission, transfer, and reverse-transfer to support the timely completion of their post-secondary goals. Anchored by an integrated technology platform, learners will be supported along their individual pathways in anticipation of a college journey in which they take classes from at least two post-secondary institutions. Once established, this system will offer more effective planning for prospective students, guidance counselors, outreach programs, and admission professionals, and will also increase collaboration among institutions.

INTEGRATED TECHNOLOGY PLATFORM

The creation of an integrated technology platform is a critical strategy referenced throughout the Taskforce's recommendations. The platform will provide learners with an easy-to-use, single point of access to applications, tools, data, resources, and digital supports across California's vast education and social services systems. Throughout this report, the numerous ways the platform can help advance equity for learners and formalize collaboration across institutions and systems are described in detail. The initial steps for developing the platform have already taken place with the state's investment in a Cradle-to-Career Data System that is integrated with the California College Guidance Initiative.



RECOMMENDATION 4

Establish an Integrated Admissions Platform

California should create an integrated technology platform to streamline the currently overwhelming and excessively complex application and transfer processes. Designed well, such a platform also can help colleges and universities better manage enrollment, integrate recognition of students' existing knowledge and skills through credit for prior learning and mastery-based learning, plan for course delivery, and address capacity constraints. The development of an integrated technology platform will take extensive coordination and investment as described below.

Policy Changes at the State, Segment, and Institutional Levels:

- Approve the creation of an **integrated technology platform** that facilitates a common application for admission and transfer to California public institutions of higher education.
- Explore possible **legislation mandating a singular system integrated with the California College Guidance Initiative (CCGI) and the Cradle-to-Career Data System**.
- Ensure that the single platform includes a **dual admission function**.
- Develop **policy changes across community college, CSU, and UC segments** to align to a singular application system, including common admission deadlines, application requirements, etc.
- Discern a **funding formula for allocating application revenues** across parties.

Practice Changes at the State, Segment, and Institutional Levels (including associated platform design elements):

- Scaffold the integrated platform on top of an **existing system** (such as CCGI)⁴⁰ and align it with the statewide Cradle-to-Career Data System and its operational tools.⁴¹ The platform should allow for an application/enrollment process to all public institutions in which **high school transcript data and previously earned credits at California public institutions pre-populate** into the application.
- Create a **single repository for student transcripts** across high schools, community colleges, CSU, and UC (prioritizing high schools and community colleges initially).
- Develop **intersegmental post-secondary degree program roadmaps** to promote efficient course-taking behaviors across educational sectors, and embed these roadmaps in the technology platform so learners and their advisors can plan ahead and track progress. This effort can build on the work of the CCGI.⁴²
- Develop a **bundled application fee structure** that does not discourage learners from applying.

Resources Needed:

Dedicated resources from the state will be needed to design and create the integrated technology platform, including software and system development to build the platform, as well as technical staff to operate the platform in collaboration with institutions. Extensive planning time also will be needed for the architects and managers of each segment's existing admissions and transfer systems to work with the developers of the integrated technology platform to design and implement back-end system integration.

Faculty and administrators from K–12 and post-secondary segments will need time to collaborate to develop intersegmental post-secondary degree roadmaps. This work could be modeled after the state's existing intersegmental coordination efforts (e.g., the K–12/ community college College and Career Access Pathways agreements and the Associate Degree for Transfer).



CASE EXAMPLE: WHEN COURSES TRULY CONNECT

As Erik thought about enrolling in his local community college, he wondered whether he'd be able to transfer to a CSU to complete a nursing degree. He shared his concerns with his friend Marcus who already attends community college. Marcus assured him that there had been some important changes that address just this kind of question.

At Marcus's urging, Erik visited the college's website. When he typed "nursing" into the search box, he was directed to a degree map that outlined the courses he could take at the community college that would transfer directly into a CSU nursing program. Encouraged, he clicked on the "apply now" button and was directed to a statewide admission platform. The admission site explained that, if he applied for dual admission and was accepted, his place on the CSU campus would be assured. A few weeks later, Erik was notified that he qualified for dual admission to the CSU. Getting into the competitive nursing program would be dependent on completing his initial courses within two years and the grades he earned at the community college, but at least he knew that if he followed the degree map and worked hard in those courses he could reach his goal of becoming a nurse.

RECOMMENDATION 5

Streamline and Unify the College Admission Process

Recognizing that most learners attend more than one college in order to earn a degree, California public institutions should adopt a streamlined and unified admission process, enabled by an integrated technology platform, that provides an option for dual admission to smooth the pathway for learners who wish to attend a four-year institution but begin at a community college. Similar to the commitment community colleges have already made to dual enrollment opportunities, dual admission would incentivize community college students to enroll full-time and continuously, with the assurance that they have been accepted to a four-year college and would be prioritized for programs and services (such as priority registration) to keep them on track. The successful creation of a streamlined and unified college admission process will require collective commitments across multiple fronts.

Policy Changes at the State, Segment, and Institutional Levels:

- Develop a **unified admission process** for all California public post-secondary institutions.
- Require segments to create a **two-tiered, guaranteed dual admission process**⁴³ to a campus and major of choice for otherwise qualified applicants who are missing up to three courses in their A–G sequence in math or language (Tier I) or who are UC/CSU-eligible but did not apply (Tier II). Design the dual admission process to allow learners to complete their first two years at a community college with guaranteed admission to a specific UC or CSU prior to beginning their community college courses.
- Allow learners who are dually admitted to **take advantage of resources (e.g., library, gym, etc.) at the nearest UC or CSU campus** while attending a community college.
- Adopt policies, such as **priority course registration** for dual admission applicants, increasing the likelihood that learners can complete their lower division courses within two years.
- Develop a **four-year financial aid package for dually admitted students that accounts for the total cost of college attendance**, that braids together institutional, state, and federal resources, and that offers financial support predictability for learners.
- Expand **prior learning assessment and the recognition of prior learning credits** in the transfer process.⁴⁴
- Enact policy that would **automatically admit high school seniors to** their local community college or workforce training program, with the option to opt out if they have other post-secondary plans in place. Based on their high school records and assessment of prior learning experience, and enabled by the integrated technology platform, proactive guidance and advising would be provided to assist students with next steps in the enrollment and registration process.

Practice Changes at the Segment and Institutional Levels:

- Recommit to **accelerating the widespread, consistent implementation of the Associate Degree for Transfer (ADT) program** as a statewide vehicle to facilitate streamlined and transparent pathways for student transfer from community college to four-year institutions.
- Target **high-impact communities for initial implementation**, including communities with high-need school districts and/or community colleges with historically low transfer rates.
- Partner with **workforce development agencies, high school counselors, and outreach programs** to identify on-track learners and equip these partners with access to a tool such as the California College Guidance Initiative (CCGI).⁴⁵
- Implement **college knowledge supports and outreach** for high-potential learners and their families, including workforce training applicants and soon-to-be high school graduates.
- Synchronize **admissions and transfer timelines** across all public post-secondary institutions.

Resources Needed:

Strategic investment to encourage the creation and adoption of a streamlined and unified admission system can begin by targeting initial implementation in high-impact communities where CCGI is well-established. This initial implementation must include outreach that is conducted by professional, community-based, multilingual champions trained in cultural competence. Expansion beyond initial implementation should occur simultaneously with the scale-up of CCGI to provide the data to help all institutions identify Tier I and Tier II learners.



Michaela

CASE EXAMPLE: WHEN STUDENTS FIND VIABLE OPTIONS

Michaela found out that her local community college had an advisor who could help her get college credit for the training she received in her job at the daycare center. She was skeptical, but made an appointment. When she arrived, she was surprised to see plenty of older students on campus. The advisor explained that there were several ways Michaela could earn college credit both for the formal courses she had taken and by demonstrating her knowledge and skills. The advisor also showed how the courses she could take at the community college would transfer directly into a B.A. program that could lead to a teaching credential. Michaela was especially happy to see that, with an associate's degree, she could qualify for a teacher's aide position at a public school. This job would provide much better benefits than her current one and still give her time to care for her daughter. Later, when her daughter starts kindergarten, Michaela could think about continuing on for her bachelor's degree and teaching credential.

RECOMMENDATION 6

Develop a Common Course Numbering System

To streamline transfer from two- to four-year institutions and reduce excess credit accumulation, California's community colleges must adopt a common course numbering system, starting with general education requirements and eventually expanding to transfer pathway courses. The aim would be to align all community college courses so that students transferring to four-year institutions know, as they are pursuing their courses, that they are meeting the requirements of the receiving institutions. General education courses would be targeted for common course numbering by 2023, while transfer pathway courses would be targeted for 2025. The effort to establish a common course numbering system will be extensive, requiring a multi-level, sequenced approach. The development of common course numbering would also help to facilitate reverse-transfer.

Policy Changes at the State, Segment, and Institutional Levels:

- Mandate that **community colleges work together** to develop a common course numbering system to facilitate transfer and reverse transfer.
- Create a **standard for transferring between semester and quarter units**.
- **Tie funding to courses** in the community colleges that are a part of the common course numbering system with clear pathways into CSU and UC.



Practice Changes at the Segment and Institutional Levels:

- Foster institutional collaboration to **create standards for common courses**, as well as a “rubric” for more specialized courses, to ensure course credits are properly recognized and accepted across institutions.
- Encourage **communication and regional partnerships** to ensure that community college-CSU/UC articulation agreements are updated in real time with course numbering changes.
- Align **regional institutional offices to create seamless processes** for learners moving throughout regional systems and to help keep regional systems working in sync.

Resources Needed:

Time will be the most valuable resource needed to develop a common course numbering system, including time for community college faculty to agree on course equivalencies and for institutions to align curriculum changes to allow for smooth transitions. In addition, institutions will need time to train counseling and admission staff to leverage the common course numbering system in order to make course equivalence and certificate/degree awarding processes automatic.



We must tackle the systemic barriers that students face when matriculating through California's systems of higher education by utilizing existing and emerging technologies and resources. By recognizing the new reality for the majority of California's students that are increasingly diverse and intersectional, the erosion of these barriers is critical to an equitable recovery from the inequitable impacts that the pandemic continues to have on our students."

— **Michael Wiafe, Taskforce Member and Former President of the California State Student Association**



Facilitating Student Transitions

High-touch, high-tech guidance and improved academic preparation for college access and success.

PROBLEM

For K–12 learners in California, inadequate college preparation, limited advising and access to college information, and constrained access to early college experiences are key contributors to equity gaps.⁴⁶

Advising is limited at many public high schools, so students are often left to identify their academic and career interests and to navigate the college admission process on their own. In 2018–19, the student-to-counselor ratio in California was 612-to-1, well above the national average of 430-to-1 and the recommended ratio of 250-to-1.⁴⁷ The A–G course system makes it easier for students to identify courses that will qualify for UC and CSU admission, but access to these courses is limited at many California high schools. Because of these challenges, only half of California high school graduates complete the A–G course requirements necessary for admission to UC and CSU, and Black, Latinx, Indigenous, and some sub-groups of Asian Pacific Islander learners have significantly lower rates of A–G completion than their peers.⁴⁸

Some high school learners gain early college exposure and earn early college credit—which is associated with positive outcomes including high school completion, college entry, improved college performance, credit accumulation, and degree attainment⁴⁹—but many learners lack access to these early college opportunities and the benefits they confer.⁵⁰

These challenges continue into higher education, where it can be difficult for students to choose an academic program and navigate the many rules and requirements, necessary forms, and deadlines. Beyond managing the college bureaucracy, students need to know that they have a knowledgeable, caring advisor to whom they can turn when they encounter difficulties.

Many of the obstacles students face can be addressed through greater K–12 accountability for college readiness, stronger advising in K–12 and higher education, and more opportunities for learners to experience college while still in high school.⁵¹ If California does not address these institutional and informational barriers, thousands of learners across the state will be deprived of the opportunity and support needed to earn a post-secondary credential. This is all the more important to pandemic recovery as obstacles have been heightened and many learners and their families face even greater financial insecurity.

“At my school we only have two counselors, one for every two grade levels. We have 500 students total. Those counselors are really packed with a lot of work. It’s hard to keep in touch with them and difficult to get information you need. I can reach out to the counselor, but the ability to communicate with counselors is really rare at my school right now.”

— High School Student

GOAL

By 2030, learners in all public schools will have access to college preparatory coursework; early college experiences; and a high-tech, high-touch advising system that supports their success from middle school and high school into and through higher education and into the workforce.⁵²

Students require a combination of rigorous and relevant academic preparation and proactive support and advising to meet their academic and career goals. Improving college access and success and closing equity gaps in degree attainment require expansion of college preparatory course-taking and early college experiences, paired with state-of-the-art advising that blends data and technology with proactive, personalized support. An effective system such as this would start in middle school and continue through post-secondary.

RECOMMENDATION 7

Provide High-Tech, High-Touch Advising

The integrated technology platform (referenced in previous recommendations in this report), paired with a statewide chatbot accessible 24/7 via the web and mobile devices, would allow advisors to provide data-driven, high-tech, high-touch advising to support middle school, high school, and college learners on their pathways to degrees. The platform will ensure that middle school, high school, and college learners (and those who support them) can access all the information they need regarding students' educational records, college preparation, enrollment, financial aid, and progress toward a degree. The chatbot will use this information to identify and help students resolve routine problems, freeing up advisors to provide proactive, personal support.

Policy Changes at the State, Segment, and Institutional Levels:

- Establish policies to create a statewide **integrated technology platform with a connected chatbot** that ensures middle school, high school, and college learners and their supporters can access critical information. This strategy builds on the groundbreaking work of Georgia State University, which has established national best practices for leveraging data and technology to improve student experiences and outcomes.⁵³ This technology will free up advisor capacity for important one-on-one advising of students.
- Create **integrated advising tools** within the technology platform and chatbot. These tools include an advisor-facing interface that helps advisors monitor their advisees' progress along personal, academic, and career goals, fueled by artificial intelligence (AI) technology that leverages predictive analytics to notify advisors when students get off track or have an important task coming up.⁵⁴
- Establish a plan to assign learners most in need to a **professionally trained advisor**—beginning in middle school and lasting through college—who will provide encouragement and authoritative advice to facilitate their paths to high-quality post-secondary credentials.⁵⁵



Practice Changes at the State, Segment, and Institutional Levels:

- Ensure the platform and chatbot **leverage data to proactively provide high-tech, high-touch personalized support** to learners in middle school through college.⁵⁶
- Design the integrated technology platform and chatbot so that **learners and their parents will be able to track progress to and through college** and find/ask for the information they need, which will, in turn, provide data for targeted messaging from the chatbot (and for some learners, targeted interventions from advisors) to encourage the timely completion of critical tasks and processes.
- Make the chatbot available through the technology platform and via **texting platforms** on users' phones, so they are able to send and receive messages directly as texts.
- Using artificial intelligence, send **“personalized” nudges to learners in targeted populations** (e.g., learners who have not submitted a form, failed to register for classes, or who are eligible for a scholarship or study abroad experience), with learners having the ability to ask immediate follow-up questions and receive automated, clarifying answers.
- **Customize the knowledge base for the chatbot** so that it provides higher-level answers that pertain to all post-secondary segments, provides more specific answers that pertain to particular institutions, and uses AI to target answers to learners based on their specific characteristics (e.g., region, grades, major, college campus, financial circumstances, etc.).
- Deploy the technology platform and chatbot to support **virtual one-to-one advising appointments** and to uniformly connect with K–12, community college, and four-year university technology platforms to foster a data-driven, collaborative, case-management approach to advising California learners.

Resources Needed:

Building the integrated statewide technology platform and chatbot—and embedding advising tools within the technology—will require a significant startup investment along with ongoing financial support for system updates and maintenance. Technology costs increase with the potency of the tool: For instance, it is less expensive to deploy a chatbot that provides all students the same answer to the same question, and more costly but also more impactful to deploy a chatbot that deeply taps into data systems and uses AI to provide customized answers to questions based on students' individual characteristics. A core team of full-time staff will be needed to manage the integrated technology platform and chatbot on a daily basis, with professional experts in communication and social media approaches needed to supplement the technology team in the daily running of the platforms. Content experts from campuses, including faculty and learners, can be deployed to provide content and messaging and to maintain and update the chatbot's knowledge base.

With regard to advisors, assuming a 250-to-1 student-to-advisor ratio, a diverse group of roughly 2,000 advisors will be needed to provide support to 500,000 students deemed to be most in need of high-touch advising, and a small staff team will be needed to manage and support this network of advisors. A plan must be established for setting up and financing this system of advisors, created in partnership by K–12 and post-secondary systems.

RECOMMENDATION 8

Support College Preparation and Early Credit

Completing a college preparatory curriculum is important for high school learners' ability to transition and succeed in post-secondary education. A–G course completion sets learners up to be eligible for admission to CSU and UC, and earning early college credit—for example, through dual enrollment—not only gives learners credit toward a post-secondary degree but can also instill confidence in their ability to be successful in college. K–12 and post-secondary education should work together to make A–G coursework the default high school curriculum, strengthen K–12 accountability for college preparation, and expand access to early college experiences.

Policy Changes at the State, Segment, and Institutional Levels:

- Strengthen **K–12 accountability for post-secondary preparation** using the College and Career Indicator (CCI)⁵⁷ to measure schools' success in college preparation, including A–G completion and default scheduling, AP course-taking, and other early college credit opportunities.⁵⁸ As recommended in a recent report by the Education Commission of the States, “Organizations will pay the most attention to the measures they are required to report. With that in mind, states' departments of education could include measures of college and career readiness on district and school report cards.”⁵⁹
- Establish a plan to make **A–G coursework the default high school curriculum for all students**, with alternate programs available for students who choose to opt out of a college preparatory pathway.⁶⁰
- Expand **early college credit opportunities**. Building on California's AB 288,⁶¹ allow college classes to be taught on high school campuses exclusively for high school students and create College and Career Access Pathways (CCAP) partnerships between community college districts and high schools to offer dual enrollment courses that count for both a high school diploma and an associate's degree.

Practice Changes at the Segment and Institutional Levels:

- Provide **robust professional development** for faculty, administrators, and staff of middle schools, high schools, community colleges, and universities to improve college and career preparation, use of data, and advising.
- Establish **K–12/higher education teams to identify and dismantle barriers to A–G and early college course completion** for all learners, including constraints with regard to scheduling, instruction, and counselors.



“To reduce inequality in educational attainment we must better align our systems of education, reduce information barriers, and improve support for students navigating the road to a college degree.”

— Michal Kurlaender, Taskforce Member and Professor and Department Chair, University of California, Davis, School of Education

Resources Needed:

Dramatically increasing student participation in college preparatory courses will require resources to support K–12 teachers over an extended timeframe, especially given that students' eligibility for college preparatory courses is often determined by their experiences in elementary and middle school. To begin that process, resources will be needed to convene administrators and faculty from K–12 and post-secondary education, first at the state level and then locally, to determine the professional development, staffing, and other changes necessary to enable broad-based expansion of A–G course-taking. Similarly, staff from high schools and community colleges will require time to address barriers to expanded early college enrollment.



CASE EXAMPLE: WHEN HELP IS ALWAYS AVAILABLE

One day, Marisol is pulled out of class to attend a meeting in her high school guidance office. Worried that she is somehow in trouble, Marisol is relieved—and excited—to learn that she has been selected for a new program that will provide her with a dedicated advisor. She soon gets an email inviting her to meet virtually with her coach, Ms. Rodriguez.

At the meeting, Marisol tells Ms. Rodriguez about her dream of becoming a mechanical engineer and confides in her, asking questions about affording UC and being prepared for such a rigorous program. Ms. Rodriguez shows Marisol a degree map listing all the courses she should take in high school and the courses she will have to complete in college to earn an engineering degree. The advisor notes that there are several classes offered through the dual enrollment program with the local community college that meet the A–G admission requirements and will count toward an engineering degree. Ms. Rodriguez also shares that taking these courses will help Marisol decide whether engineering is right for her and may help her feel more confident in her preparation to succeed in that pathway. Before the meeting ends, Ms. Rodriguez shows Marisol how to establish an account on the statewide integrated technology platform. She explains that, not only is this the place to fill out her college application, it is also a means to find information, ask questions, and plan her next steps, which she can even do through an app and chatbot she can access on her phone. Soon after she signs up, Marisol receives a text about a financial aid information night that will be conducted in Spanish; she shows the text to her mom, who is relieved to know that college is within reach.



Simplifying Supports for Student Stability

Resources and structures packaged and simplified to help students meet basic, digital, and financial aid needs.

PROBLEM

One of the greatest challenges during the pandemic is that learners cannot adequately focus on learning because they must focus on meeting their basic needs.⁶²

These needs include food, housing, and access to technology necessary for college participation, as well as other foundational services such as transportation and dependent care. These challenges reduce the odds of college entry and completion for many learners, particularly those who stand to benefit the most from college attainment—hindering both individual economic mobility and the state’s ability to recover from the pandemic-induced recession.

Basic needs security requires “an ecosystem that supports financial stability by ensuring equitable access to nutritious and sufficient food; safe, secure, and adequate housing (to sleep, study, cook, and shower); healthcare to promote sustained mental and physical wellbeing; affordable transportation; resources for personal hygiene care; and emergency needs for students with dependents.”⁶³

The definition above from the University of California provides a thoughtful foundation for supporting learner needs. To further strengthen and update it for us across segments, it should be adapted to add the requirements of digital equity: affordable and reliable internet access as well as the technology devices needed for learning, particularly in light of the pandemic's implications for education.⁶⁴ Prior to the pandemic, the inability to consistently attend classes in person due to transportation issues led to students dropping out, failing to complete their coursework, and/or struggling to maintain good attendance. In the pandemic era, it is access to sufficient and reliable internet service that makes the difference. The effects of being unable to access the class, course, or instruction are the same. Support for both will be critical as pandemic recovery takes hold.

The Newsom Administration led public-private partnerships raising a total of \$3.9 billion in corporate and philanthropic funding during the first eight months of the pandemic to support Californians' basic needs.⁶⁵ In addition, the Governor's 2021–2022 budget proposes to invest \$100 million in one-time funds and \$105 million in ongoing funds to support basic needs at the public segments. While these investments are impressive, a more systematized ongoing approach to meeting basic needs for California post-secondary learners who qualify is necessary in the long term. Without it, students are making difficult short-term choices to stop out of higher education or delay enrollment.

Finally, state and federal student financial aid amounts have not kept pace with the increased costs of student basic needs, especially in high-cost areas of the state. The need-based Cal Grant is primarily designed to support tuition costs, leaving basic need costs to be covered from other funds (e.g., federal Pell Grants, student employment, and student loans).⁶⁶ Efforts to increase financial aid have been welcome, but more needs to be done to maximize the flexibility to address ongoing severe basic needs challenges, such as doubling the Pell Grant.⁶⁷ Without all students completing the FAFSA or CADAA form before leaving high school, however, California will have only a partial picture of what that focus could accomplish.

"I know the school is doing a lot, like providing WiFi. But some families just can't afford it. How can we expect students to do well when their WiFi is cutting off, they're missing lectures, or they're getting kicked out of Zoom meetings."

— College Student

GOAL

By 2030, learners will receive support to meet basic needs through a simplified, integrated system that enables qualified college students to access California’s social services, subsidized internet and technology, and increased financial aid.

Proactively supporting the basic needs of California college students can allow learners to prioritize focusing on their education, but it requires delivering that support differently. By working together across social service agencies, institutions, and regional/local partners, and by automating enrollment in these services, California can create a seamless system for qualified college students to access the state’s robust social services (e.g., CalFresh; housing programs; healthcare, including mental health; direct aid; subsidized childcare; transportation; etc.) as well as federal, state, and institutional financial aid.

Meeting students’ needs also requires treating access to fast, reliable, and low-cost internet as a basic need, legally and culturally, just as transportation to and from campus has been supported in the past.

Finally, California must create a pathway whereby learners can complete post-secondary education without having to take on additional debt, through a combination of refocusing and increasing student financial aid.

RECOMMENDATION 9

Integrate Platform of State Services for Students

Historically, students apply for financial aid as their main support to defray college expenses. But that solves only part of the challenge. Using the integrated platform previously described in this report, students could submit their financial aid application once and receive, in return, the full suite of supports for which they qualify (e.g., financial aid, CalFresh, housing programs, healthcare, mental healthcare, subsidized childcare, transportation, internet/technology access support, etc.). A unified application process would provide students with a complete picture of how they can earn a credential or degree and also ensure that their basic needs—and those of their family—can be met. This eliminates the need for students to apply separately for every support service they may need.

This integrated system also would provide all students, families, and advisors with a simplified, low-burden approach for completing the FAFSA and the California Dream Act Application (CADAA) prior to high school graduation and return timely information to support their next steps. Some of the services could be delivered directly from the state, and others—such mental health and counseling services—may be coordinated and delivered locally on campus or in the community where a student lives or attends class. This integrated and automated platform, which would combine financial aid and social service access with college application and advising as recommended in this report, can become a powerful one-stop shop for high school and post-secondary students and families.

Policy Changes at the State, Segment, and Institutional Levels:

- Building on the early work of the CalFresh Work Group, create a multi-agency taskforce to identify any **existing legal barriers** (California or federal) to granting college students the ability to access the full suite of support services and **align these findings with the creation of the integrated Cradle-to-Career Data System** to ensure all institutions—K–12 education, post-secondary education, health services, human services, and others—are better able to **help students qualify for and use government support programs** to effectively access and complete their educations.
- Enable students to submit a **single application to access basic needs services alongside financial aid**. This will require data integration and data sharing across numerous local state and federal programs and agencies.
- Automate eligibility for services by **pre-populating the application** based on family income tax data and the Cradle-to-Career Data System.⁶⁸

Practice Changes at the State, Segment, and Institutional Levels:

- Determine the **extent to which student/family data submitted via the FAFSA or the CADAA is sufficient** to apply for and receive other state, local, and federal services. The multi-agency taskforce will identify any deficiencies in the FAFSA or CADAA to serve this added purpose and recommend solutions that provide the greatest ease for students and families.
- Build partnerships between post-secondary institutions, state agencies offering services, and **local community agencies, nonprofits, and employers** to communicate and coordinate service delivery locally for eligible students as appropriate.
- Design user-friendly **reports that clearly and succinctly communicate what financial and basic needs supports learners are eligible for** and identify contacts for learners seeking additional help in filling any remaining gaps of support that would prevent them from applying and enrolling.

Resources Needed:

Resources required include significant dedicated staff time for the multi-agency taskforce. This taskforce would identify legal barriers and priority functionality for the integrated technology platform. It would determine what information (from the Cradle-to-Career Data System, state tax data, and financial aid databases) is required with a single application. The taskforce would also define the characteristics of the user interface and student reports. Funds will be required for technical experts to advise on and construct a user-friendly interface, integrate the data needed to produce individualized reports, and deliver reports to students in a secure fashion.

Institutions will need to assign staff to build partnerships with local agencies and service providers that bolster basic needs supports that the state may not provide. Institutions will also need to deploy staff to train advisors to engage with students on their individualized support package.

RECOMMENDATION 10

Subsidize Internet Access for Eligible Students

To provide subsidized access to reliable internet service for students who need it, this strategy calls for expanding the amount of funds offered through Cal Grant B and working with internet service providers to ensure they are offering their low-cost plans to all students who qualify for state or federal financial aid. This work builds on and amplifies the significant effort begun early in the pandemic, and it aims to institutionalize internet access as a basic need for learners. It also intersects with the recommendations of the *California Broadband for All*⁶⁹ report issued in late 2020.

Policy Changes at the State, Segment, and Institutional Levels:

- Consider any **statutory changes necessary to mandate student access to low-cost technology/internet access programs** for students who qualify state and/or federal financial aid.
- Consider increasing the **stipend portion of Cal Grant B** to accommodate technology-related costs.



Practice Changes at the State, Segment, and Institutional Levels:

- Explore partnerships with California's internet service and technology providers to offer **low- to no-cost technology access to college students with demonstrable need**, including promoting existing state contractual vehicles with internet service providers and equipment vendors to support cost savings and efficient purchasing of broadband services by local public entities.⁷⁰ This would be accomplished working through the California Broadband Council.
- Partner with internet service providers to **promote, track, and publicly report the progress of adoption of affordable internet services and devices** throughout the state (includes developing tools for low-income individuals and service organizations to identify and subscribe to affordable broadband plans).⁷¹ This would be accomplished working through the California Broadband Council.
- Explore partnerships with local and county agencies and providers (e.g., libraries) to **expand WiFi and technology access in unserved and underserved geographic areas** in the immediate term. For some areas, it will be necessary for institutions to explore and adopt innovative technology and new partnership solutions to establish WiFi and technology access.

Resources Needed:

The resources required for this strategy include dedicated staff time for post-secondary segments and/or institutions to participate in California Broadband deliberations and understand the options for partnership and purchasing. The work also demands dedicated staff time and modeling expertise to explore the implications and options for using Cal Grant B to support internet and device subsidies, and to determine if there are other funding sources that can be leveraged. Identifying and considering any needed statutory changes also will require staff time and conversations with leadership.

At the institutional level, it will be important to have dedicated staff assigned to exploring local partnership support for short-term efforts and determining which tools and purchasing opportunities (that might be developed through the Broadband Council) are available. The effort may require additional funds to make basic technology available at little to no cost for students who qualify.

RECOMMENDATION 11

Improve College Affordability

California would benefit from expanding opportunities for financial aid, including the opportunity to more robustly engage students in work opportunities (federal work study and others) that allow students to reduce their reliance on loans, gain relevant work experience, and earn their way forward with a reasonable workload that supports their academic progress. The California Student Loan and Debt Service Review Workgroup is already exploring creation of a pathway for learners to complete post-secondary education without having to take on additional debt, through a combination of refocusing and increasing student financial aid.

Policy Changes at the State, Segment, and Institutional Levels:

- Engage the Governor, state legislative leaders, California's congressional delegation, and its higher education and business leadership in a coordinated campaign to advocate **doubling the maximum federal Pell Grant and funding for the Federal Work Study (FWS) program**. Work to refine the distribution formula such that community colleges—many of which currently receive a disproportionately low amount of FWS relative to the significant numbers of low-income students they serve in California—receive a fair share of distributed funds.⁷²
- Develop a **Cal Grant policy that provides equity for students by focusing award levels commensurate with the real cost of attendance** for students with demonstrated need. Design the policy to keep pace with the real cost of attendance.⁷³
- Expand **paid internships and experiential education pilot programs**, such as the California Department of Public Health and California State University Internship Program.

Practice Changes at the Segment and Institutional Levels:

- Expand **campus-based employment and create a campus “minimum wage,”** which will enable students to meet a large percentage of their “self-help requirement” while maintaining a reasonable workload and not straining their academic progress.



“Meeting basic needs is essential to helping students to be students first, creating a path for all to achieve their full academic potential. Removing barriers and streamlining access to existing services, coupled with a strong commitment to student financial aid, will bring greater opportunity for countless individuals and benefit the entire state. Best of all, these goals are within reach if the state commits to a focused, consistent effort.”

— G. Gabrielle Starr, Taskforce Member and President, Pomona College

Resources Needed:

Resources required for this strategy include time and people to design and implement the federal advocacy campaign, as well as additional data analysis to inform suggested changes in the distribution formula. Funds may be necessary for the California Student Aid Commission to convene and support an advisory group on refining and refocusing the Cal Grant program and for data modeling to understand options and likely outcomes of changes that group considers. Funds and staffing will be required to convene program directors, elevate best practices, and identify scaling opportunities for paid internships and experiential education pilot programs, as well as to support exploration of a campus minimum wage. Funds may be available through a combination of federal, state, and private philanthropic support⁷⁴ to accomplish this work.



CASE EXAMPLE: WHEN STUDENTS CAN PLAN ON SUPPORT

When Erik submitted his admission application, he was directed to complete something called the “FAFSA Comprehensive Student Needs Assessment.” With his mom’s help, he was able to authorize access to his parents’ tax records so the system would have information on the family’s income. After he answered several more questions, the system returned a report. Erik was surprised to see that in addition to showing how much financial aid he could get (he was happy to see the amount of Pell and Cal Grant funds he qualified to receive), the report also identified other benefits he could access, including CalFresh and a subsidy to help him pay for high-speed internet. Once admitted to the community college, Erik learned about additional local support services he was eligible to receive, such as mental health counseling provided through one of his community college’s partner organizations.

Next Steps

The Taskforce's recommendations are rich and complex, reflecting the needs of California's diverse population, the issues and challenges identified through stakeholder research, and the varied experiences and expertise of Taskforce members. Together, these recommendations create a powerful blueprint for California's higher education system to recover from the pandemic with equity at the forefront of all its activities. At this extraordinarily challenging moment in America's history, these recommendations may also seem daunting. How can California embark on such an ambitious agenda?

Stakeholder Opportunities for Action

The answer to the question posed above lies with the commitment, drive, and creativity of Californians. From the Governor and legislators to faculty and students, many stakeholders have important roles to play in enacting these recommendations. As the Governor and the Governor's Council for Post-Secondary Education consider the Taskforce's recommendations, the following steps are offered as a starting point for key stakeholders to consider:

- **State Policymakers:** Pass legislation and prioritize resources to enact the recommendations. Hold segment leaders accountable for bringing the recommendations to fruition. Serve as public champions for the recommendations and support segment leaders as they negotiate change management.
- **Segment Leaders (senior leadership and boards):** Develop statewide and segment plans for implementing the recommendations, including metrics to monitor progress and accountability for results. As necessary, establish statewide working groups that bring together stakeholders and experts to design new systems, programs, and services. Adjust segment policies and strategic plans to incorporate the recommendations.
- **Institution Leaders (senior leadership, local boards, and administrators):** Integrate implementation of the recommendations into campus strategic plans and re-allocate staff and funds to support the work. Monitor progress and hold personnel accountable. Ensure that faculty and students play an integral role in implementation efforts.
- **Faculty and Staff:** Participate actively in professional development as well as curriculum and program redesign, incorporating input from students and employers. Embrace new teaching, learning, and advising techniques that better serve diverse learners. Collaborate across segments, campuses, academic departments, and student affairs to actively support students.
- **Students/Student Associations:** Advocate for the implementation of the recommendations before institutional, segment, and state leaders. Provide candid, direct, and ongoing input to all efforts to create a more inclusive campus culture; to streamline admission, financial aid, and transfer; and to improve college preparation and advising. Take full advantage of new opportunities as the recommendations are implemented.

- **K–12 Education Leaders:** Collaborate with post-secondary education colleagues to make college preparation the norm for K–12 students, expand early college credit opportunities, and strengthen advising. Partner in the process to streamline college admissions.
- **Business Community:** Participate in ongoing dialogue and collaboration with higher education leaders to help post-secondary education, at both the regional and state levels, make strategic adjustments to align with anticipated shifts in industry and workforce needs. Offer work-based learning opportunities, create more high-road jobs for graduates from diverse backgrounds, and build public support for the Taskforce's recommendations.
- **Nonprofit Organization Leaders:** Contribute perspectives and expertise to the development of the integrated technology platform, revamped admission and financial aid processes, and new advising services. Help ensure student, parent, and community input into plans for implementing the recommendations. Provide ongoing feedback on how well new programs and services are serving constituents.
- **Philanthropy:** Serve as conveners and trusted partners to support stakeholders as they wrestle with implementing the Taskforce's recommendations. Invest in elements of the recommendations where they align with mission and priorities. Hold leaders at all levels accountable by monitoring progress and identifying areas that need attention. Document, elevate, and celebrate progress on implementing the Taskforce's recommendations and eliminating equity gaps.



Potential Outcome Measures

The Taskforce's recommendations are based on research and experience with regard to the interventions necessary for student success. Implementing these recommendations with fidelity should, over time, significantly reduce equity gaps in educational attainment and result in improvements in economic mobility for Californians who have not shared in the state's economic prosperity.

As stakeholders do this work, a core set of outcome measures will track whether their efforts are improving the college experience and closing gaps in preparation, access, transfer, and degree attainment. **These measures will need to be disaggregated by segment, institution, and student race/ethnicity, age, and other characteristics to ensure that the recommendations result in improved outcomes for priority student populations.**

Potential outcome measures to consider may include:

GUIDING PRINCIPLE	2030 GOAL	MEASURES OF EQUITY
 <p>Fostering Inclusive Institutions</p>	<p>Learners of all backgrounds will report that they are valued, supported, and affirmed at their institutions; that faculty are adept at creating courses that are responsive to and build upon the unique experiences, needs, and talents of all learners; and that post-secondary institutions actively support their academic success and career readiness.</p>	<ul style="list-style-type: none"> • Student surveys on campus climate • Student retention • Changes to academic programs and course descriptions • Faculty and department chair survey on curricula and teaching and learning

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GUIDING PRINCIPLE**2030 GOAL****MEASURES OF EQUITY**

**Streamlining Pathways
to Degrees**

Learners will have clear, easy-to-navigate pathways into and through post-secondary education, as well as admission and transfer processes facilitated by an integrated technology platform, dual admission, and common course numbering.

- Enrollment and retention rates
- Dual enrollment and transfer
- Time and credits to degree
- Graduation rates



**Facilitating Student
Transitions**

Learners in all public schools will have access to college preparatory coursework; early college experiences; and a high-tech, high-touch advising system that supports their success from middle school and high school into and through higher education.

- A–G course completion rates
- Early college credit participation
- College enrollment and success rates of recent high school graduates



**Simplifying Supports
for Student Stability**

Learners will receive support to meet basic needs through a simplified, integrated system that enables qualified college students to access California's social services, subsidized internet and technology, and increased financial aid.

- Student participation in social service programs
- Student reports of food and housing insecurity and digital access
- Unmet financial need and student indebtedness

Parting Reflection

Throughout its history, California has been a beacon of opportunity, attracting people from around the country and around the world. While many have used the state's extraordinary higher education system as a springboard to achieve their dreams, too often the promise of California has gone unfulfilled. The dual crises of the pandemic and racial injustice have laid bare these inequities in the starkest terms, with Black, Latinx, Indigenous, and Asian Pacific Islander communities most severely impacted. If California hopes to recover, it can do so by only addressing these persistent and growing inequities head-on.

Thankfully, there is hope. California has everything it needs to meet this challenge: a creative, vibrant, and diverse population; committed leadership in the public and private sectors; and institutions with a long history of innovation and achievement. California's system of higher education is an extraordinary asset that can be leveraged to provide real opportunity to all Californians. New leadership and priorities at the federal level—including a notable focus on community colleges—promises renewed attention to the challenges and opportunities we face. By working together to make the system more accessible, welcoming, and responsive to the needs and ambitions of all learners, Californians can ensure that the Golden State will fulfill its enduring promise to current and future generations.



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- 74 *State of California Social Innovation Impact Report* (2019-20).

Acknowledgements

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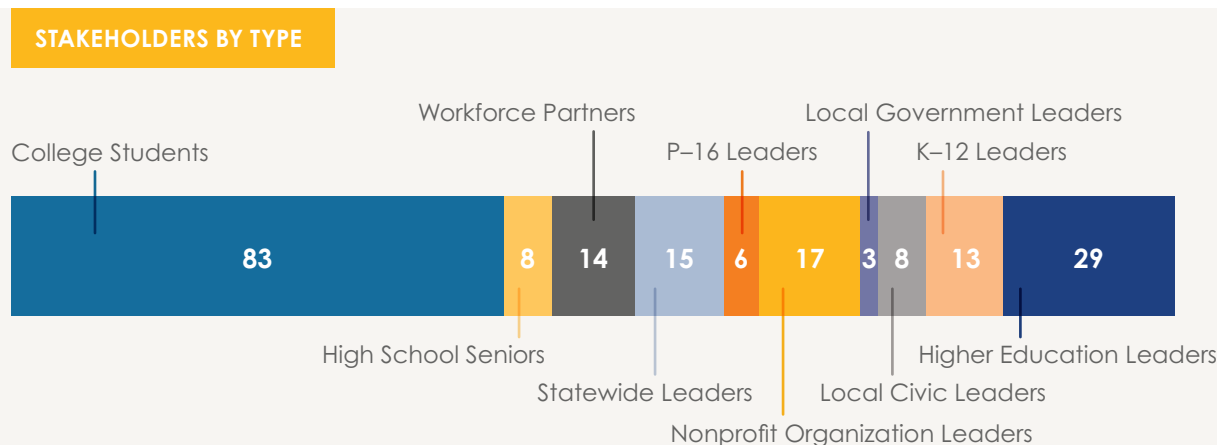
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10,000 Degrees

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California State University,
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Central Valley Higher
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College of Marin

College of the Sequoias

Corazon Healdsburg

Foothill College

Imperial Valley College

LA College Promise

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Appendix

- 85 Recommendations at a Glance
- 86 Taskforce Equity Framework
- 87 Related Reports

Recommendations at a Glance

The Recovery with Equity Taskforce developed recommendations to advance four guiding principles. These recommendations are a set of interconnected and interdependent systemic solutions meant to fundamentally change the way California supports all of its residents in equitably preparing for and engaging in education and careers.



Fostering Inclusive Institutions

Institutional cultures and approaches to teaching and learning that work for all learners, especially those left behind.

1. Improve Faculty, Staff, and Administrator Diversity
 2. Cultivate Inclusive, Engaging, and Equity-Oriented Learning Environments
 3. Retain Students through Inclusive Supports
-



Streamlining Pathways to Degrees

An integrated statewide system for admission and transfer to provide clear, easy-to-navigate pathways to degrees.

4. Establish an Integrated Admissions Platform
 5. Streamline and Unify the College Admission Process
 6. Develop a Common Course Numbering System
-



Facilitating Student Transitions

High-touch, high-tech guidance and improved academic preparation for college access and success.

7. Provide High-Tech, High-Touch Advising
 8. Support College Preparation and Early Credit
-



Simplifying Supports for Student Stability

Resources and structures packaged and simplified to help students meet basic, digital, and financial aid needs.

9. Integrate Platform of State Services for Students
10. Subsidize Internet Access for Eligible Students
11. Improve College Affordability

Taskforce Equity Framework

The Recovery with Equity Taskforce began its work by discussing a vision of recovery for post-secondary education in California and establishing the following set of equity commitments for each phase of the Taskforce process.

The commitments that will hold us accountable to an equity-centered process.

Vision-Setting

We will agree to a shared understanding of **equity representation** and priority **stakeholder groups** in the development of an **equity-focused process**.

Research Collection and Data

We will collect **disaggregated data** and identify the impact of current strategies, policies, and programs on **priority stakeholder groups**.

Stakeholder Engagement

We will conduct multiple **regionally based virtual conversations** with stakeholders to better understand and incorporate the experience of those most proximate to the problem.

Solution Development

We will assign more weight in our coherence strategies to **strategies expected to have the greatest impact on equity** for the priority stakeholder groups of Black, Latinx, Asian Pacific Islander, Indigenous, and adult students in California.

Recommendations and Dissemination

We will **prioritize the needs of priority stakeholder groups** regarding policy, implementation capacity, and resource allocation, and ensure Taskforce recommendations are **accessible** to all stakeholders.

User-Centered Design



Stakeholders consulted

Co-Design



Stakeholders part of design team

User-Created Design

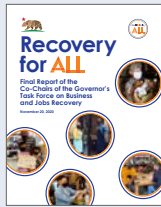


Stakeholders as designers

Spectrum of design power dynamics, from the equityXdesign Collaborative

Related Reports

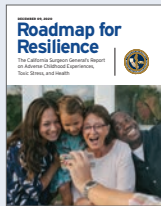
This report and its recommendations should be considered in context of a number of recent reports recommending reforms to rebuild and strengthen California's economy. These include:



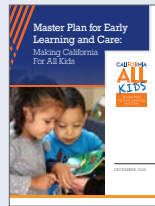
[Recovery for All: Final Report of the Co-Chairs of the Governor's Task Force on Business and Jobs Recovery](#)
(released November 2020)



[State of California Social Innovation Report](#)
(released November 2020)



[Roadmap for Resilience: The California Surgeon General's Report on Adverse Childhood Experiences, Toxic Stress, and Health](#)
(released December 2020)



[Master Plan for Early Learning and Care: Making California For All Kids](#)
(released December 2020)



[Cradle-to-Career Data System Legislative Report](#)
(released December 2020)



[California Broadband For All: Broadband Action Plan 2020](#)
(released December 2020)



[Master Plan for Aging](#)
(released January 2021)



[Future of Work: A New Social Compact for Work and Workers](#)
(forthcoming from *The Future of Work Commission*)

A common throughline of this body of work is the role of colleges and universities in driving recovery and prosperity. Woven together, these reports can inspire a tapestry of reforms that will make California stronger across all economic sectors.

About the Taskforce

The Recovery with Equity Taskforce was convened to envision a new approach for California's post-secondary preparation and workforce readiness. It was established in August 2020 by Governor Newsom's Senior Policy Advisor for Higher Education, Dr. Lande Ajose, in consultation with the Governor's Council for Post-Secondary Education. The Recovery with Equity Taskforce comprised California and national experts in higher education equity and innovation and was chaired by Dr. Ajose.

Learn more at:

CAPostsecondaryForAll.org  **@CAPostsecForAll**

About the Author

Education First is a national, mission-driven strategy and policy organization with deep expertise in education improvement. Its mission is to deliver exceptional ideas, experience-based solutions and results so all students—and particularly low-income students and students of color—are prepared for success in college, career and life.



Learn more at Education-First.com.

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The production of this report was funded by College Futures Foundation, which works to catalyze systemic change, increase college degree completion, and close equity gaps so that the dream of opportunity can become a reality available to every student—regardless of zip code, skin color, or income.



Learn more at CollegeFutures.org.