



2018

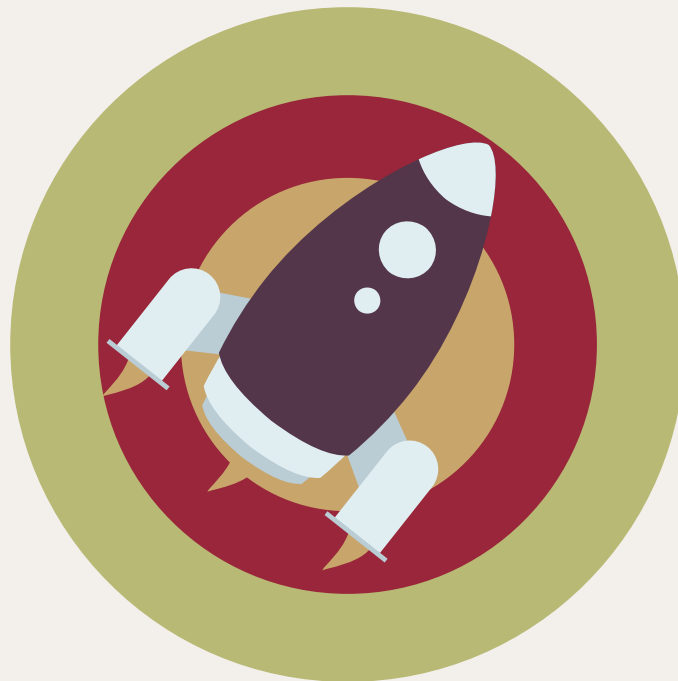
ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

# ANNUAL REPORT



Academic Senate  
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.



# INTRODUCTION

**IN SEPTEMBER 2014**, the Executive Committee of the Academic Senate for California Community Colleges (ASCCC) commenced the development of the ASCCC strategic plan. Through thoughtful deliberation, the Executive Committee developed five goals that were then reviewed by the delegates at the 2014 Fall Plenary Session. The Executive Committee revised these goals based on the input from this session and finalized the three-year strategic plan at the Spring 2015 Plenary Session. Since that time, the Academic Senate has been implementing and integrating the Strategic Plan through all of its work with outside partners, development of events, and work on initiatives. This report summarizes the accomplishments of the Academic Senate over the past three years and transitions into the Strategic Plan for 2018 – 2023, adopted by the delegates at the Spring 2018 Plenary Session.



# 2015-2018 ASCCC STRATEGIC PLAN

## **GOAL 1: ASSERT THE FACULTY VOICE AND LEADERSHIP IN LOCAL, STATE, AND NATIONAL POLICY CONVERSATIONS.**

**OVER THE LAST THREE YEARS**, the Academic Senate has been working to establish connections with state and local leadership in order to strengthen and broaden the voice of faculty. Annually, the ASCCC Legislative and Advocacy Committee provides recommendations to the Executive Committee on legislative priorities for the year. During the last three years, the Legislative and Advocacy Committee focused on the following priorities:

- Audit fee
- Dedicated Professional Development Money
- Granting local stand-alone course approval
- Increasing the number of full-time faculty
- Providing mental health services for students
- Securing funding for the C-ID system
- Supporting new resources for students, including veteran resource centers and mental health services
- Wrap-around Student Support

In 2015, a need was identified to house legislative resources and supporting documents from the Academic Senate in one place so that these materials are accessible by the public; as a result, the ASCCC Legislative Updates page was born. This page contains letters written in support or opposition to specific bills and is updated annually with the ASCCC Legislative Report. Twenty-four letters were written between 2015-2018 and sent to various members of the legislature, on topics including, but not limited to, EOPS and CAFYES Expansion, reformation of the Cal Grant C Awards, establishment of the College Textbook Affordability Act of 2015, supervised tutoring for courses, and the feasibility of creating an exclusively online California community college.

Each spring, the Academic Senate for California Community Colleges holds a Legislative Advocacy day where members of the Executive Committee and members of the Legislative and Advocacy Committee meet with legislators and their aides to express faculty perspectives and positions on pending or potential legislation. These meetings have proven to be effective with expressing faculty concerns, as evidenced by key pieces of legislation that were changed or removed based on recommendations

from the Academic Senate. The ASCCC Legislative Advocacy days will continue into the foreseeable future. Additional activities are conducted with other statewide organizations, such as the Intersegmental Committee of Academic Senates, The Faculty Association of California Community Colleges, and the California Community Colleges Chancellor's Office. In addition, the ASCCC President and Vice President have participated in federal level legislative visits to Washington DC, meeting with California lawmakers regarding legislation and areas of faculty interest.

As part of Goal 1, the Academic Senate was tasked with providing "multiple training opportunities in matters of advocacy and leadership for faculty and senates". Over the last three years, the Legislative and Advocacy Committee has led numerous breakouts during plenary sessions to discuss and review current legislation and potential issues of interest for faculty. Additionally, the Civic Engagement Workgroup, a subcommittee of the Legislative and Advocacy Committee and Educational Policies Committee, presented at the Academic Senate's Instructional Design and Innovation Institute in Spring 2016 as well as participating at multiple conferences in 2016-2018, including the Inaugural Civic Engagement Summit in October 2017. The Faculty Leadership Institute, held annually in June, also focuses on topics important to new local senate leaders, including breakouts related to legislation, advocacy, and policy development are offered to attendees. When the Faculty Leadership Institute is held in Sacramento, the ASCCC also provides a separate half day legislative training for attendees.

Embedded within Goal 1 is the need to increase the visibility of the Academic Senate, not only to legislators concerned with policy development, but to the community writ large. In light of this, the Academic Senate created and implemented a public relations campaign and developed a communications plan, available on the ASCCC website. The ASCCC has also encouraged the development of local legislative liaisons at all campuses, to help track the legislation being introduced that might be of interest to local senates.



**GOAL 2: ENGAGE AND EMPOWER DIVERSE GROUPS OF FACULTY AT ALL LEVELS OF STATE AND LOCAL LEADERSHIP.**

The goal of engaging and empowering diverse groups of faculty has always been, and will continue to be, a goal for the Academic Senate. In the last three years, the Executive Committee sought ways to increase professional development opportunities dedicated to the role of faculty in the recruitment, hiring, and training of diverse faculty. Multiple events were utilized to discuss and promote faculty diversification during all three years of the Strategic Plan: fall and spring ASCCC plenary sessions, presentations at the Community College League of California's Equity Summit and Fall Conference, regional meetings in partnership with the Chancellor's Office, and on-going senate visits to colleges that request assistance around this topic. Working with the California Community Colleges Chancellor's Office, the Academic Senate representatives on the Equal Employment Opportunity (EEO) & Diversity Advisory Committee helped develop the EEO and Diversity Best Practices Handbook and provided statewide trainings on the practices highlighted. The handbook included an explanation of the multiple methods of criteria developed by the committee for awarding EEO funds based on a college's comprehensive EEO plan. The handbook also includes selected models of effective practices at colleges in the system. In Resolution 03.01 (S17), the body directed the Academic Senate to update the paper A Re-examination of Faculty

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Hiring Processes and Procedures, to incorporate the need to diversify faculty and practical ways to do so. The updated paper was adopted at the Spring 2018 plenary session and is now available to the body.

The Equity and Diversity Action Committee (EDAC) completed a cultural competency plan that drives the continued efforts of the Academic Senate to increase faculty diversification at the statewide level. This effort will be continued well into the future, with the Executive Committee focusing on this goal through the 18-19 academic year and beyond. Regional meetings are being planned to discuss ways in which colleges can increase faculty diversity, by examining hiring processes, and identifying ways in which to attract more diverse applicants to apply. The EDAC Committee also completed a cultural competency plan that drives the continued efforts of the Academic Senate to increase faculty diversification at the statewide level.

The Academic Senate Executive Committee has a commitment to recruit diverse faculty to represent faculty across the state, through committees, work groups, and task forces put together by the Academic Senate or other organizations, including the Chancellor's Office. Every spring, the President reviews the pool of applicants and conducts an analysis to ensure that the faculty appointments represent the overall pool of faculty applicants. An additional goal of the Academic Senate is to increase the diversity of the overall pool of applicants and remove barriers for those faculty who may not apply because of systemic circumstances.



### GOAL 3: LEAD FACULTY PROFESSIONAL DEVELOPMENT FOR THE CALIFORNIA COMMUNITY COLLEGE SYSTEM.

The Academic Senate's mission states that the organization serves as the "official voice of the faculty of California Community Colleges in academic and professional matters". In that role, the Academic Senate provides and leads professional development opportunities for faculty within the system. During the last three years, the Academic Senate aimed to increase access to more trainings and professional development opportunities.

At the onset of the strategic plan, the Academic Senate identified the development of an ASCCC Professional Development Plan as a key priority. The professional development plan outlines goals for the organization and looks to more clearly identify key barriers to faculty participation, eliminate those barriers, improve overall participation of statewide faculty, reach those in rural communities, and increase faculty diversity and participation within the entire system. The Faculty Development Committee continues its work on the professional development plan, and is currently identifying goals and strategies for the future. In tandem with the professional development plan was the development of the ASCCC's Professional Development College (PDC) that offers free online instruction open to all California community college

faculty. Modules and courses currently included in the PDC include Curriculum 101, Shared Governance, New Faculty Orientation, and Teaching Incarcerated Students. Individuals that complete the modules and assessment receive an ASCCC certification.

The Academic Senate collaborated with many system partners throughout the last three years, including the California Community Colleges Chancellor's Office's Institutional Effectiveness Partnership Initiative (IEPI), which helped to provide professional development for the California Community Colleges. Representatives from the Academic Senate provided advice and collaborated on IEPI offerings, presented at IEPI

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workshops, reviewed the evaluation results from each in-person training, helped develop the review criteria for submissions to the Professional Learning Network (PLN) (now known as the Vision Resource Center), and served as reviewers for all PLN submissions involving academic and professional matters. Academic Senate representatives were also directly involved with the planning and presentation of workshops on curriculum and financial aid, as well as basic skills and noncredit instruction.

A specific strategy within Goal 3 directs the Academic Senate to develop relationships and collaborate with other professional development organizations and events. Over the past three years, the Academic Senate increased its partnerships with other system wide organizations, including the Faculty Association of California Community

Colleges (FACCC), California Community College Administrators (ACCA), the Chief Instructional Officers (CCCCIO), the California Community College Association of Occupational Educators (CCCAOE), the Accrediting Commission for Community and Junior Colleges (ACCJC), the Community College League of California (CCLC), the African American Male Education Network and Development (AMEND), the Association of Community and Continuing Education (ACCE), the California Community College Success Network (3CSN), Umoja, and the Research Professionals Group (RP Group). Through its partnerships with these organizations, the Academic Senate broadened its reach by providing breakouts and presentations at each of the organization's annual conference or regional workshops, including but not limited to the following:

- CCLC Fall Conference and Legislative Advocacy Conference
- CCLC Equity Summit
- CEO Symposium
- CCCAOE Fall and Spring Conference
- ACCJC Conference
- CIO Fall and Spring Conferences
- AMEND Conference
- RP Strengthening Student Success Conference

A notable accomplishment occurred in spring 2016, when the Academic Senate coordinated and combined resources with the Chief Executive Officers, Chief Student Services Officers, and the California Community College Association of Occupational Educators to present a joint Spring Session conference at the Sacramento Convention Center. The joint conference was attended by over 1,000 representatives of the combined organizations and provided professional development opportunities in the form of breakouts, general sessions, networking opportunities, and focused conversations.

During the last academic year, 2017-18, the California community college system was tasked with implementing AB 705 (Irwin, 2017). In order to help colleges comply with the legal requirements established by AB 705, the Academic Senate worked closely with the Chancellor's Office to develop guidelines that provide a framework that colleges can use to assess their communities and curriculum and determine the best way to serve their students. The guidance was provided to the field and is available on the

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Academic Senate AB 705 Resources page on the ASCCC website. The Academic Senate also worked with the Chancellor's Office to update Title 5 requirement to ensure that they reflect the new legislation.

In 2017-18, the Academic Senate, the RP Group, the Career Ladders Project, and the Chancellor's Office began the joint system-wide implementation of the Guided Pathways Award Program. This effort continued through the academic year, with workshops designed to assist colleges in completing their college assessment and to provide information and resources for local implementation of guided pathways.



#### **GOAL 4: ENHANCE ENGAGEMENT, COMMUNICATION, AND PARTNERSHIPS WITH LOCAL SENATES AND SYSTEM PARTNERS, AND OTHER CONSTITUENT GROUPS.**

The Academic Senate created a communication plan that will serve as a guide to effectively communicate to stakeholders and the public at large. This was completed in spring 2017. The communications plan is meant to provide guidance and best practices in areas such as building relationships with the legislature and external organizations, promoting organizational interests, and assisting with the development of priorities for the sustained growth of the ASCCC. In tandem with this goal of furthering communication to the field and increasing awareness of activities and events put together by the Academic Senate, the Academic Senate developed a master calendar of events, available on the ASCCC website. This calendar of events contains the meetings of committees, task forces, and workgroups, as well as Plenary Sessions, Institutes, Regional Meetings, and other events. In addition, the Academic Senate worked closely with the Chancellor's Office to update their master calendar of all systemwide events through the Professional Learning Network (PLN), now called the Vision Resource Center.

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In an effort to enhance communication to the field, and specifically to the colleges, the Academic Senate established official liaison positions in the areas of Legislation, Career Technical Education, Noncredit, and Guided Pathways. The purpose of these liaison positions is to serve as a conduit for gathering information from and communicating with faculty, local senates, and administrative and classified colleagues in these specific areas. The ASCCC asked local academic senate presidents to identify a faculty member or members to serve in each of the four positions. Official listservs were also developed in order for the liaisons in each area to receive pertinent information related to their assignment.

As part of Goal 4, the Academic Senate recognized that outreach needed to be done to all 114 colleges to make local senates aware of the services available to them from the Academic Senate for California Community Colleges. The Relations with Local Senates Committee developed short- and long- range plans to conduct visits to all 114 colleges. Part of the short-range goal was to identify those colleges that had not sent a representative to attend an Academic Senate institute or plenary session in the last three years and to work with the colleges in increasing their attendance, either by providing funding to have faculty attend or working with the local senate president

to identify barriers to attendance and find solutions to address them. The long-range goal included planning visits to colleges so that colleges are visited at least once every three years and providing training to the Academic Senate Executive Committee on how to conduct local senate visits. During the last three years, the Academic Senate has visited close to 75% of the colleges. This work will continue to be a focus for the Academic Senate.

The Academic Senate continued to strengthen the relationship built with the Chancellor's Office through service on various standing committees, work groups, and task forces, including but not limited to the California Community Colleges Curriculum Committee (5C), Telecommunications and Technology Advisory Committee (TTAC), CTE Minimum Qualifications Workgroup, Equal Employment Opportunity and Diversity Advisory Committee, Guided Pathways Advisory Committee, and the AB 705 Implementation Work Group. Numerous other committees and work groups include the voice of the faculty via the Academic Senate, with close to 300 faculty members appointed annually. As a result, attendance and participation of Chancellor's Office staff at Academic Senate events also increased, with collaborative efforts surrounding Guided Pathways, C-ID, Minimum Qualifications, EEO, and others. Notably, the Academic Senate, working with the Chancellor's Office, RP Group, and Career Ladders Project, convened faculty statewide to begin discussions and work on Guided Pathways implementation by holding a series of regional meetings. The Academic Senate also continued the work done in partnership with WestEd and the Chancellor's Office for the Code Alignment Project, bringing colleges together to discuss and review TOP codes to cleanup and better align data statewide.



### **GOAL 5: SECURE RESOURCES TO SUSTAIN AND SUPPORT THE MISSION AND THE WORK OF THE ASCCC.**

The Academic Senate receives funding via several funding streams, including a base grant from the Governor's Office, grants funding specific projects and initiatives, and membership dues. As California has had a prosperous last few years, the funding for the Academic Senate remained the same but the increasing work of the senate, coupled with increasing costs of operations, lead the Academic Senate to seek an indefinite increase to the base grant to \$1M dollars. The legislature in 2017 agreed to this funding request and approved a base increase of \$1M per year. Additionally, the Academic Senate was able to work with the Governor's Office to include in the budget trailer bill language that allows the Chancellor's Office to contract directly with the ASCCC on grant funding, with the end result being that the Academic Senate can

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directly receive funds to continue running the Course Identification Numbering System (C-ID). In 2017-18, the Academic Senate worked with the Chancellor's Office to secure funding to implement Guided Pathways. Efforts to coordinate Guided Pathways throughout the state relies primarily upon faculty expertise, and the Academic Senate, working with the Chancellor's Office, RP Group, and Career Ladders Project, are in the optimal position to propel the work forward. The Academic Senate also partnered with 3CSN to fund work statewide to provide professional development specific to part-time faculty, including an institute dedicated to part-time faculty along with regional meetings. At the end of the 2018 academic year, the Academic Senate secured funding to expand on the work of the Open Educational Resources (OER) Initiative, with the total funding amount of \$6M over a five-year period.



# ACADEMIC SENATE STRATEGIC PLAN 2018-2023

**OVER THE PAST FEW YEARS** the Academic Senate for California Community Colleges (ASCCC) worked to address the goals identified by the ASCCC Executive Committee in the three year work plan: assert faculty voice and leadership in local, state, and national policy conversations; engage and empower diverse groups of faculty at all levels of state and local leadership; lead faculty professional development for the California community college system; enhance engagement, communication,

and partnerships with local senates, system partners, and other constituent groups; and secure resources to sustain and support the mission and the work of the ASCCC. Through the goals and objectives outlined within the 2018-2023 strategic plan, the ASCCC intends to continue, and build upon, the work and accomplishments achieved over the past few years, while addressing new challenges and opportunities as they arise, such as appropriate college-level placement, Guided Pathways, and the Strong Workforce Program.

### *Strategic Plan Goals and Objectives Adopted April 14, 2018 by the ASCCC Delegates*

**GOAL:** Assert the faculty voice and leadership in local, state, and national policy conversations.

#### **OBJECTIVES:**

1. Develop and strengthen strategic relationships between the Executive Committee and legislators, system partners, and organizations involved in state-wide and national education policy.
2. Expand advocacy and leadership opportunities for faculty, senates, and the Executive Committee.

#### **STRATEGIES:**

1. Establish and maintain relationships between ASCCC Executive Committee members and legislators and aides.
2. Annually develop a legislative agenda aligned with the goals of the ASCCC and actively pursue/sponsor bills of interest.
3. Maintain a current public relations campaign to promote the priorities of the ASCCC.
4. Research and attend state and national conferences related to academic and professional matters.

5. Cultivate relationships and work with external organizations to discuss common interests and how we may mutually advance the critical policies of CCCs.
6. Include Legislative Advocacy topics at appropriate ASCCC Events including Leadership Institute for new Senate leaders.
7. Expand leadership opportunities for faculty, senates, and the Executive Committee.
8. Evaluate how the ASCCC utilizes faculty in liaison roles.
9. Ensure committee chairs are encouraged to build relationships with other organizations.
10. Provide training, guidance, and opportunity to ensure committee continuity and succession planning occurs.

**GOAL:** Engage and empower \*diverse groups of faculty at all levels of state and local leadership. \*See ASCCC Inclusivity Statement for definition of “diverse groups”

#### **OBJECTIVES:**

1. Increase leadership development opportunities to prepare diverse faculty to participate in and lead local and statewide conversations.
2. Increase the diversity of faculty representation on committees of the ASCCC, including the Executive Committee, and other system consultation bodies to better reflect the diversity of California.

#### **STRATEGIES:**

1. Lead professional development opportunities designed to promote recruitment of diverse faculty for participation in local and statewide senate activities.
2. Design leadership development opportunities focused on specific populations of faculty.
3. Increase part-time faculty involvement in senate activities at the local and statewide level.

4. Engage local senates to promote culture change to empower diverse faculty at the local level.
5. Review and revise the cultural competency plan.
6. Develop and strengthen partnerships with organizations that specifically serve racially/ethnically diverse populations.
7. Identify disengaged faculty voices and develop recruitment and retention strategies.
8. Comprehensively evaluate ASCCC infrastructure and processes in relation to this objective.
9. Evaluate the efficacy of the ASCCC caucus structure as a mechanism to encourage involvement in ASCCC activities by diverse faculty members.
10. Identify barriers to participation and implement retention strategies.

**GOAL:** Assert ASCCC leadership in all faculty professional development for the California Community College system regarding academic and professional matters.

**OBJECTIVES:**

1. Ensure that all statewide faculty professional development regarding academic and professional matters in California Community Colleges occurs in collaboration with the ASCCC.
2. Evaluate and Revise the ASCCC professional development plan.

**STRATEGIES:**

1. Increase outreach to organizations and individuals regarding ASCCC professional development activities by developing partnerships and collaborations.
2. Advocate for the faculty role and primacy in system initiatives that involve academic and professional matters.
3. Reinforce the ASCCC's role in academic and professional matters through intentional collaboration with the Chancellor's Office on areas of faculty primacy.

4. Develop relationships and collaborate with other professional development organizations on events.
5. Implement a comprehensive ASCCC Professional Development Plan.
6. Ensure the professional development opportunities of committee members and the Executive Committee.
7. Prioritize conference attendance to optimize professional development opportunities for committee chairs related to their assignments.
8. Maintain a conference attendance budget for Executive Committee members and staff to attend conferences relevant to their ASCCC committee assignments.

**GOAL:** Enhance engagement, communication, and partnerships with local senates, system partners, and other constituent groups.

**OBJECTIVES:**

1. Increase the participation of official ASCCC representatives at events and meetings conducted by system partners and other constituent groups.
2. Improve methods of communicating with faculty, local senates and system partners.
3. Improve engagement of ASCCC with all colleges.

**STRATEGIES:**

1. Expand the ASCCC presence at Chancellor's Office Division meetings and conferences to improve partnerships and create more faculty presence that advances the ASCCC goals.
2. Expand the ASCCC presence at constituent groups meetings and conferences to create more faculty presence and advance ASCCC goals and resolutions.
3. Implement and evaluate a communication plan.
4. Create and implement a master calendar of events.
5. Evaluate the role of liaisons, caucuses, and other groups to facilitate gathering input.

6. Maintain short- and long-range plan for local senate visits by ASCCC.
7. Arrange college visits at times and days when local faculty may be present to engage with the Executive Committee.
8. Encourage participation of faculty at all colleges with the committees and activities of the ASCCC.

**GOAL:** Secure resources to sustain and support the mission and the work of the ASCCC.

**OBJECTIVES:**

1. Evaluate resources and implement appropriate strategies to secure funding needed to maintain the work and mission of the ASCCC.
2. Realize a minimum increase of \$250,000 in Governor's base funding.

**STRATEGIES:**

1. Create a work plan to justify the increase.
2. Enter into conversations with the Chancellor's Office about ways to increase ASCCC funding.
3. Leverage relationships established between Executive Committee members and legislators/system partners to secure increased funding for the ASCCC.

**GOAL:** Sustain, support, and expand the ASCCC course identification numbering system (C-ID).

**OBJECTIVES:**

1. Stabilize funding stream to maintain C-ID system.
2. Maintain and Optimize C-ID transfer functions.
3. Expand C-ID CTE Efforts.

**STRATEGIES:**

1. Enter into conversations with the Chancellor's Office about ways to secure stable C-ID funding.
2. Create a 5-year workplan for C-ID with measurable goals and alignment to ASCCC and system goals.
3. Evaluate and improve the 5-year curriculum review process to ensure continuous quality improvement.
4. Increase CCC, CSU, and UC faculty participation in C-ID processes.
5. Optimize technological support for C-ID Infrastructure.
6. Establish non-TMC based pathways for transfer majors with significantly more lower division requirements.
7. Evaluate the feasibility of identifying courses as meeting general education requirements.
8. Evaluate and recommend methods to improve CTE C-ID efforts.
9. Expand the number of certificate and degree Model Curricula.
10. Evaluate and implement competency based models of student achievement in C-ID processes.

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