



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

ASCCC 2-Year Report
June 2019 to June 2021

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About the ASCCC

Formed in 1970, the Academic Senate for California Community Colleges is a 501(c)6 nonprofit organization. Created for the promotion and advancement of public community college education in California, its general purposes are as follows:

1. To strengthen local academic senates and faculty councils of community colleges;
2. To serve as the voice of the faculty of the community colleges in matters of statewide concern;
3. To develop policies and promote the implementation of policies on matters of statewide issues;
4. To make recommendations on statewide academic and professional matters affecting the community colleges.

Academic Senate Purview and Authority

Title 5 § 53200 (b) states that an academic senate means an organization whose primary function is to make recommendations with respect to academic and professional

matters. In Section 53200 (c), academic and professional matters, colloquially called the 10 + 1, are defined as the following policy development and implementation areas:

1. Curriculum including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate

The Academic Senate for California Community Colleges takes its authority to strengthen local academic senates at California community colleges statewide from the California Code of Regulations Title 5 § 53206, which states the following:

(a) An Academic Senate for the California Community Colleges has been established through ratification by local academic senates or faculty councils so that the community college faculty of California may have a formal

and effective procedure for participating in the formation of state policies on academic and professional matters.

(b) The Board of Governors recognizes the Academic Senate of the California Community Colleges as the representative of community college academic senates or faculty councils before the Board of Governors and Chancellor's Office.

Mission, Vision, and Values Statements

The Academic Senate for California Community Colleges fosters the effective participation by community college faculty in all statewide and local academic and professional matters; develops, promotes, and acts upon policies responding to statewide concerns; and serves as the official voice of the faculty of the California community colleges in academic and professional matters.

In fall 2020, the delegates to the Academic Senate Plenary Session updated the mission of the organization and added a Vision Statement.

MISSION

As the official voice of California community college faculty in academic and professional matters, the Academic Senate for California Community Colleges (ASCCC) is committed to equity, student learning, and student success. The Academic Senate for California Community Colleges acts 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.

VISION STATEMENT

Faculty leading change, serving students, and embracing inclusion

VALUES STATEMENT

Leadership

The Academic Senate champions and models the effective leadership role of faculty at their colleges and at the state level, promotes the inclusion of leaders from various backgrounds and experiences in order to represent all faculty, and fosters faculty participation in governance to effect change and promote student success. The Academic Senate facilitates and supports the development of faculty leaders. The Academic Senate is respectful and reflective in its work and relationships and expects accountability from its leaders. In all its activities, the Academic Senate adheres to the highest professional ethics and standards.

Empowerment

The Academic Senate empowers faculty from diverse backgrounds and experiences in order to promote inclusiveness and equity through its publications, resources, activities, policies, and presentations. The Academic Senate collaborates with other statewide organizations and with administrators, trustees, students, classified professionals, and others to develop and maintain effective relationships.

The Academic Senate believes that collaboration with others and faculty engagement improve professional decisions made locally and at the state level.

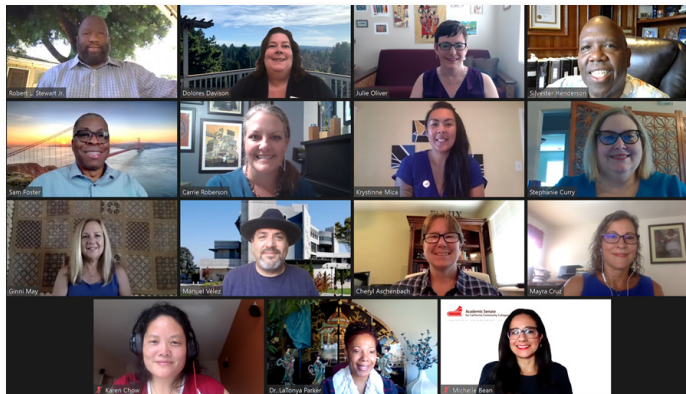
Voice

The Academic Senate asserts faculty primacy in academic and professional matters as established in statute and regulation and incorporates diverse perspectives as a means of reaching reasoned and beneficial results. The Academic Senate is the official voice of the California community college faculty in statewide consultation and decision making regarding academic and professional matters and, through leadership and empowerment, endeavors to make each local senate the voice of the faculty in college and district consultation and decision making. The Academic Senate values thoughtful discourse and deliberation and centers its work on student success.

Executive Committee

The ASCCC Executive Committee is comprised of **14 representatives** elected by the plenary session delegates in addition to the executive director, who is an ex officio member. At all times, Executive Committee members represent the positions of the Academic Senate in their service. Executive Committee members have an obligation to carry out the directives, as feasible, of the delegates to the bi-annual plenary sessions, which are presented in the form of approved resolutions. Executive Committee members represent adopted positions of the Academic Senate.

The ASCCC Executive Committee is responsible for ensuring that the organization is acting in the best interest of the ASCCC member senates. To this end, the Executive Committee provides

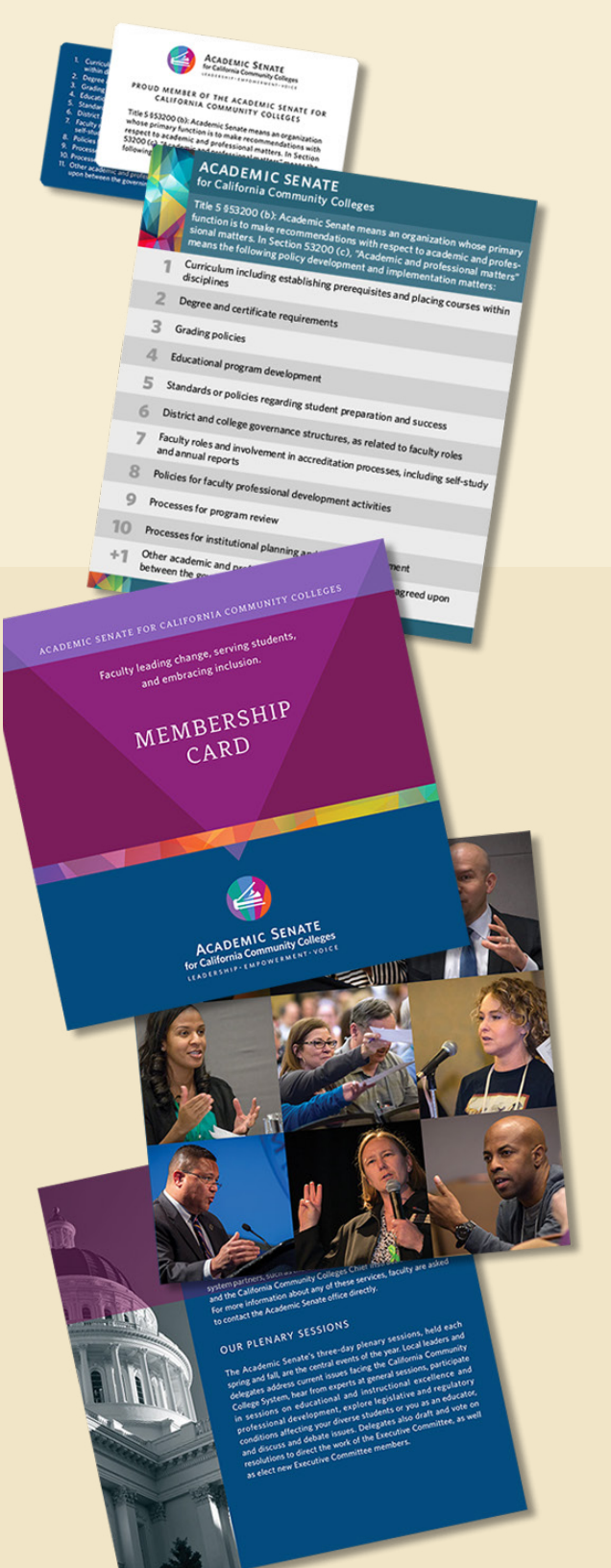


2019-2020 Executive Committee

John Stanskas, President
Dolores Davison, Vice President
Cheryl Aschenbach, Secretary
Virginia “Ginni” May, Treasurer
Geoffrey Dyer, Area A Representative
Mayra Cruz, Area B Representative
Michelle Velasquez Bean, Area C Representative
LaTonya Parker, Area D Representative
Carrie Roberson, North Representative
Stephanie Curry, North Representative
Anna Bruzzese, South Representative
Sam Foster, South Representative
Silvester Henderson, At-large Representative
Nathaniel Donahue, At-large Representative

2020-2021 Executive Committee

Dolores Davison, President
Virginia May, Vice President
Cheryl Aschenbach, Secretary
Mayra Cruz, Treasurer
Julie Oliver, Area A Representative
Karen Chow, Area B Representative
Robert L. Stewart Jr., Area C Representative
LaTonya Parker, Area D Representative
Stephanie Curry, North Representative
Carrie Roberson, North Representative
Manuel Vélez, South Representative
Samuel Foster, South Representative
Michelle Velasquez Bean, At-Large Representative
Silvester Henderson, At-large Representative



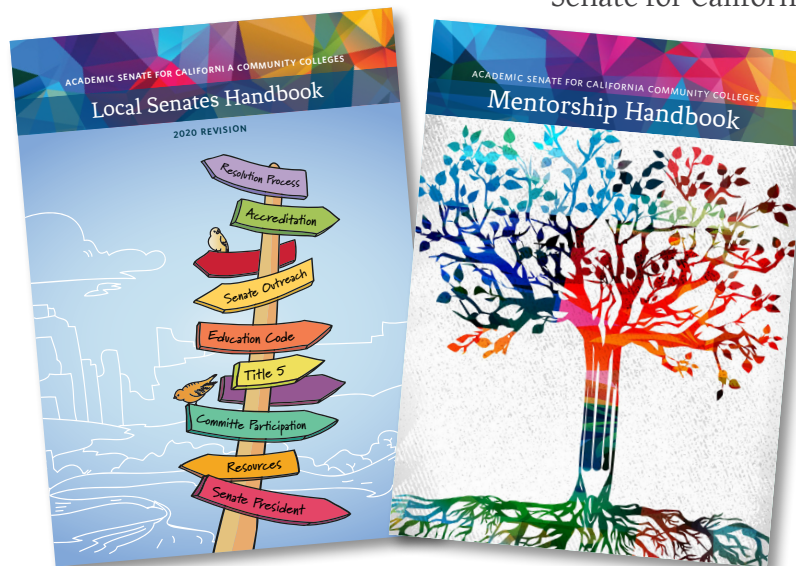
strategic guidance for the successful achievement of the **ASCCC Mission**. The Executive Committee oversees the strategic plan of the ASCCC and its organizational performance, reviews high-level organizational goals and policies, makes high-level decisions, reviews executive director performance, and serves as a community advocate for the ASCCC. The Executive Committee is supported by the executive director and a **full-time professional staff** who are responsible for day-to-day operations and recommending goals and policies. Executive Committee members must commit to attending all meetings during the academic year.

ASCCC Constituency

California community college faculty members are a crucial component of California's higher education system; the welfare of students, the system, and the state relies on the faculty's active involvement and participation in the development and implementation of local, regional, and statewide policies. The 60,000 California community college faculty members comprise the heart of the Academic Senate and set the organization's strategic goals by voting on and passing resolutions directing the work of the Academic Senate. The Academic

Senate for California Community Colleges

represents all 116 local academic senates in all academic and professional matters.



Quick Figures

PROFESSIONAL DEVELOPMENT

Between June 2019 and June 2021, the ASCCC held 283 professional development events in the form of institutes, sessions, webinars, and meetings. Many of these events fell into the following general categories:

As a response to the COVID-19 pandemic, when most in-person services were halted—including those of community colleges—the ASCCC rose to the occasion and presented a series of webinars and training opportunities to help faculty continue providing high-quality education to their students in the COVID-19 environment and to address the impact of COVID-19 on their students and teaching. From March through May of 2020, the ASCCC put together 176 professional development webinars and meetings meant to help address faculty issues and concerns during that time.

The ASCCC conducted 83 local academic senate visits to colleges, both in-person and online, with topics ranging from governance to guided pathways implementation to equitable hiring practices and more.

PUBLICATIONS

Fourteen Academic Senate papers were produced between 2019 and 2021, and nine issues of the [ASCCC Senate Rostrum](#) were provided to faculty leaders across the state. All [ASCCC publications](#) are provided free of charge, and copies may be requested via the ASCCC Office.

LEADERSHIP. EMPOWERMENT. VOICE.

Throughout the last three years, the Academic Senate for California Community Colleges has been working on implementing its five-year strategic plan. Six goals

283 professional development events including:

25 Guided Pathways

45 Open Educational Resources

15 Institutes/Sessions

176 professional development offerings during March - May 2020

83 local academic senate visits to colleges

14 Senate publications

9 Rostrums

were identified by the Executive Committee and approved by the ASCCC plenary session delegates:

- Assert the 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;
- Assert ASCCC leadership in all faculty professional development for the California Community Colleges system regarding academic and professional matters;
- Enhance engagement, communication, and partnerships with local senates, system partners, and other constituent groups;
- Secure resources to sustain and support the mission and the work of the ASCCC; and
- Sustain, support, and expand the ASCCC course identification numbering system (C-ID)

Based on the identified strategic plan goals and in order to make tackling the objectives and strategies manageable, the Executive Committee identified yearly areas of focus. The areas of focus were meant to guide the Executive Committee regarding its priorities for the year as well as demonstrate to the system at large the work that the ASCCC is doing on the specific goals. Work on the areas of focus is in addition to standing items that the ASCCC conducts yearly, which include but are not limited to conducting two plenary sessions per academic year, hosting professional development institutes such as Faculty Leadership, Curriculum, Career and Noncredit Education, Part-Time Faculty Leadership, Accreditation, and Academic Academy, conducting nominations for ASCCC

Awards, conducting interviews for faculty appointments to the CCC Board of Governors, working with faculty statewide on resolutions voted on by the delegates at the plenary sessions, creating publications such as position papers and the Senate Rostrum, working with faculty on submissions for changes to the disciplines list, and working on and implementing grants such as the Course Identification Numbering System (C-ID) and the Open Educational Resources Initiative (OERI).

In 2019, the ASCCC endeavored to begin a rebranding of the organization in order to stay aligned with the direction in which the ASCCC is moving towards over the last 50 years. The Executive Committee was presented with a variety of logos and considerations for the change and ultimately landed on a logo that fits the ASCCC today. The coloring of the new logo was specifically designed to represent the diversity of faculty and students in the community college system. During 2019-2020, the ASCCC revised its Mission Statement and Values Statement and added a new Vision Statement.



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Also during 2019-2020, Phase I of the Transfer Alignment Project began, as the ASCCC was aware that impending legislation regarding SB 1440 (Padilla, 2010) and the 10 year anniversary of transfer model curricula (TMCs), the template under which associate degrees for transfer (ADTs) are created, was coming up in 2020. To begin this work, the ASCCC and C-ID identified disciplines that might work best with aligning





the TMCs and UC Transfer Pathways and selected seven to start. Webinars were conducted to inform the faculty in the seven disciplines about the alignment attempt and what faculty would be asked to do. In tandem with this effort, the ASCCC and the Community College League of California worked together to draft legislative language to request legislators to modify the current requirements for transfer degrees in order to align the TMCs and UCTPs as well as to expand unit caps for high-unit majors to better meet the needs of students. The ASCCC engaged the Intersegmental Committee of Academic Senates to support the legislative request.

In 2020, the ASCCC initiated the periodic review of its own organization. First approved in 2013-14, the periodic review was implemented as a mechanism to assess the ASCCC and provide internal and external stakeholders assurance as to the ASCCC’s quality and commitment to the standards it sets for itself, to assist in improving the effectiveness of its programs and operations in order to meet its goals, and to improve its policies and procedures. The Periodic Review

Committee met regularly during the year and looked through materials provided on the ASCCC website as well as by request of the committee. The Periodic Review Committee presented its report to the Executive Committee in May 2021 for feedback and in June for acceptance.

In 2020, the ASCCC incorporated a land acknowledgment statement at the beginning of all its meetings and events as a way to honor the land that modern society is occupying and to honor and give thanks to the indigenous people who called the land home. Delegates to the ASCCC plenary session also approved the Anti-Racism Pledge in fall 2020 in hopes that local colleges and academic senates might use it as a model to adopt anti-racist practices and commit to ending institutional racism. The ASCCC continued its partnership on the Undocu Ally Week in October as well as the Black Student Success week in April.

**Periodic Evaluation Committee
2020-21**

 <p>Lourdes Brent, Los Angeles Trade-Technical College</p>	 <p>Shelley Eckvahl, Chaffey College</p>	 <p>Ric Epps (Chair), Imperial Valley College</p>	 <p>Rhonda Farley, Cosumnes River College</p>	 <p>Scott Lukas, Lake Tahoe Community College</p>
 <p>Christie Howell, Bakersfield College</p>	 <p>Judy Marasco, Santa Monica College</p>	 <p>Yvonne Reed, Victor Valley College</p>	 <p>Ryan Sullivan, Mt. San Jacinto College</p>	 <p>Nikki Visveshwara, Fresno City College</p>

ASCCC 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.

FACULTY ROLE IN GOVERNANCE

- Worked to identify liaisons to external committees and bodies including the Student Senate for California Community Colleges and the RP Group.
- Provided fifteen colleges with technical assistance visits, focusing on governance and how local academic senates can work collegially with their administrations.
- Reviewed and updated ASCCC elections processes and procedures.



- Updated “Participating Effectively in District and College Governance” and “Scenarios to Illustrate Effective Participation in District and College Governance,” two documents developed in collaboration with the Community College League of California and used during Collegiality in Action technical assistance visits.

GUIDED PATHWAYS IMPLEMENTATION

- Through the work of the Guided Pathways Task Force (GPTF) and the ASCCC office, created an ASCCC guided pathways brand logo to clearly identify the work the



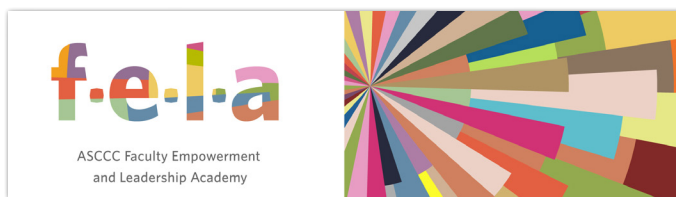
ASCCC is doing statewide in guided pathways implementation.

- Presented the 2019 Academic Academy, which focused on guided pathways and the student experience, including topics such as culturally responsive student support, the online student experience, and re-evaluating program review.
- Oversaw GPTF work on a Canvas course to assist colleges in putting together a guided self-placement assessment tool.
- Worked with 3CSN, the CCCCCO, and the RP Group on AB 705 Implementation Regional Convenings to help faculty implement the requirements of AB 705.
- Presented guided pathways workshops in spring 2020 focused on assisting guided pathways liaisons, defining roles of counseling, paraprofessionals, and faculty advisors, and data literacy.
- Created a plan to integrate guided pathways into all ASCCC standing committees.
- Conducted research and wrote a white paper on English and math placement

FACULTY DIVERSIFICATION

- Worked with CCCCCO Diversity Task Force on the following:
 - A systemwide budget request to support faculty diversification efforts to hire full-time faculty and expand EEO implementation.
 - Planning the Diversity Summit.

- A DEI integration plan and adoption of the Chancellor's Office DEI statement.
- Through the Equity and Diversity Action Committee, worked to update the ASCCC's Inclusivity Statement.
- Worked with system partners such as Umoja, Puente, ACHRO, and A2Mend on opportunities to partner on professional development for faculty, including tools for hiring processes and a leadership academy for new faculty of color.
- Adopted the paper *Equity-Driven Systems: Student Equity and Achievement in the California Community Colleges*.
- Upon recommendation of the Faculty Leadership Development Committee, reviewed and proposed restarting the Faculty Empowerment and Leadership Academy (FELA), a one-to-one mentoring program designed to meet the needs of the diverse faculty in the California Community Colleges system.



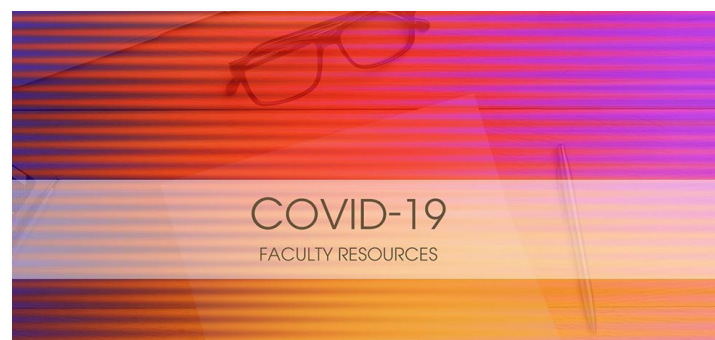
- Reviewed and revised the ASCCC caucus structure and revised the application for caucus and procedures and guidelines.
- Worked on the evaluation of the minimum qualification regarding sensitivity to student diversity

and strategies to support local senates in conversations about bias and antiracism.

- Developed modules on model hiring processes and guiding principles and tools for dialogue in partnership with ACHRO and other professional organizations in the state.

COVID RESPONSE

The ASCCC held 136 webinars and professional development meetings in the month of April 2020 and 26 in the month of May 2020 in response to COVID-19 and the disruption in teaching and learning throughout the CCC system. The webinars ranged in topics from discipline-specific discussions to governance and teaching in a remote environment. Over 6,200 faculty attended the webinars and professional development offerings. The ASCCC also worked with the Chancellor's Office to issue guiding memos to colleges as well as to create a specific webpage on the ASCCC website that provided resources to colleges and faculty on governance, online resources, pedagogy, and professional development. Part of the work of the ASCCC with the



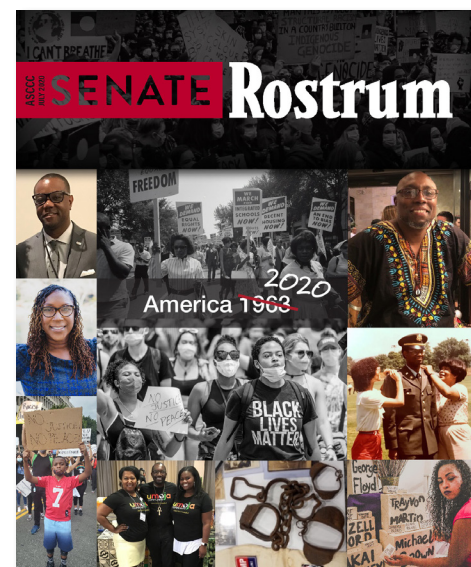
Chancellor's Office was regarding the blanket distance education addendum set in place to comply with Title 5 and the move of classes to online, with the exception of hard-to-convert classes. The ASCCC also worked with the Community College League of California and the Chancellor's Office on a safe reopening report that was delivered to campuses as guidance on how to safely reopen.

The ASCCC transitioned all of its remaining events in spring 2020 to a virtual format, including the Faculty Leadership Institute and Curriculum Institute. For the first time in the history of the ASCCC, the spring plenary session was canceled due to the pandemic as well as the Career and Noncredit Education Institute. Although the spring session was canceled, the ASCCC conducted its elections online for the first time.

CALL TO ACTION

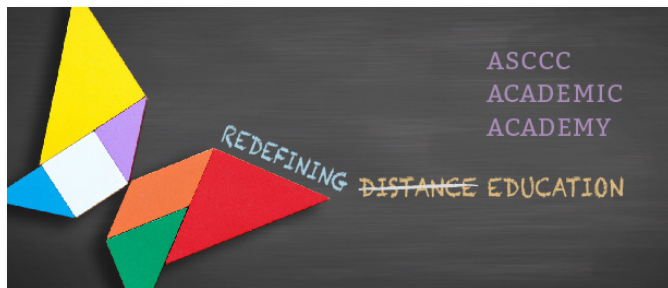
In the wake of the murder of George Floyd, the California Community Colleges system unified in its efforts against racism and developed a "Call to Action" requesting all stakeholders in the system to mobilize around several tenets including review of current curriculum and what is taught to emergency responders and law enforcement, addressing campus climate and ways in which colleges can engage in dialogue, creating an action plan to establish inclusive classrooms and anti-racist curriculum, reviewing college equity plans, and implementing DEI Integration Plans. The ASCCC also sent out its own call to action, urging faculty leaders

and academic senates to engage in conversations locally on anti-racism and no-hate education, prioritize culturally responsive curricular redesign, prioritize the evaluation of hiring and faculty review processes, evaluate local academic senates including finding voices among faculty missing in local governance, and work with college administration and students to find constructive ways students can express themselves about the well-publicized deaths and the structural and historical biases that exist.



CULTURALLY RESPONSIVE STUDENT SERVICES AND SUPPORT

- Presented the 2020 Academic Academy focused on open educational resources (OER) and online education and included topics such as course design, equity and distance education, and OER basics.



- Focused on ethnic studies and how the CCCs could respond to AB 1460 (Weber, 2020) and recommended modifications to Title 5 language to strengthen the ethnic studies education requirement. The ASCCC, along with the California Community Colleges Curriculum Committee, recommended changes to the Title 5 language to include ethnic studies as a graduation requirement for the associate degree.
- Oversaw C-ID's work with faculty discipline review groups (FDRGs) to infuse culturally relevant curriculum into course descriptors and transfer model curricula (TMCs).
- Directed the remainder of guided pathways funding that was not going to be utilized by the end of December 2020 to help fund the Library Services Platform, which did not have dedicated funding from the Chancellor's Office funding request at that time.

- Worked with C-ID to convene faculty to discuss the potential creation of an ethnic studies TMC. This action was done in coordination with the social justice studies FDRG and the TMC 5-year review.
- Created and distributed a DEI survey to local senates to capture successes, barriers, and ways in which the ASCCC can support local academic senates.
- Partnered with the Foundation for California Community Colleges (FCCC) on the Rising Scholars Network. The FCCC received a grant to create and facilitate professional development and a community of practice for faculty teaching incarcerated and formerly incarcerated students.

EQUITY DRIVEN SYSTEMS

- Worked with the Chancellor's Office DEI Workgroup on an implementation plan with stakeholders across the system responsible for specific assignments related to the work of the organization. The ASCCC has a specific work plan that involves many of the ASCCC standing committees, and that plan would be integrated into the work of the committee for the year.
- Approved the paper *Anti-racism Education in California Community Colleges*.
- Opened the FELA Academy in fall 2020 with the first cohort selected and started in February 2021.
- Continued discussion with partner organizations such as ACHRO, CCCCIO, CCLC, A2Mend, and APAHE

to discuss mentorship strategies and opportunities for faculty, including the following:

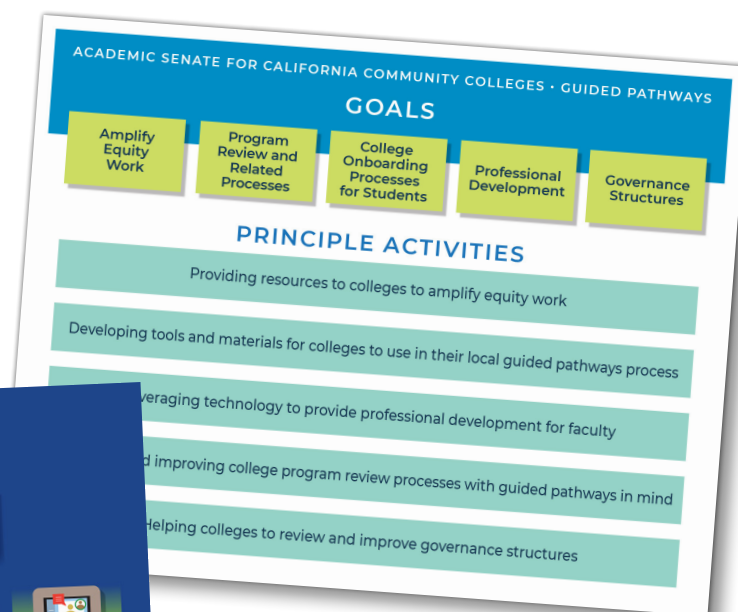
- Supported and approved two CCCT documents: Diversification of Search Committees and Workgroup on Mentoring.
- Supported and approved exit interview recommendations from ACHRO/CCCCIO/CCCT.
- Placed all documents in Model Hiring Principles and Procedures modules.
- Through the work of the Standards and Practices Committee, audited all existing ASCCC policies and procedures and offered recommended changes.
- Continued working with the Chancellor's Office on updating the Equal Employment Opportunity handbook.
- Through the work of the Part-Time Faculty Committee, held Part-Time Faculty Nexus workshops in spring 2021 and created the Part-Time Faculty Nexus Website. The Part-time Faculty Nexus aims to provide opportunities for leadership to part-time faculty and resources for mentorship in the California community colleges.
- Reviewed the SSCCC DEI Compact and agreed to support the compact with slight modifications to the language.



GUIDED PATHWAYS IMPLEMENTATION AND INTEGRATION TO TRANSFER AND CAREERS

- After funding was scheduled to end in December 2020 for the ASCCC's guided pathways efforts with no additional funding identified for subsequent years, worked with the GPTF on determining how to move forward with the task force's work as it is incorporated into standing senate structures.
- Received from the GPTF a roadmap on changes to ASCCC standing committees regarding how to integrate guided pathways elements into their work.

- Approved: *Optimizing Student Success— A Report on Placement in English and Mathematics Pathways.*
- Through the GPTF, created mini-Canvas courses and mini-papers for distribution in spring 2021 on many topics including scheduling with the student in mind, ensuring learning, and data literacy and data coaching.



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