

STANDARDS AND PRACTICES COMMITTEE MEETING

Minutes

**Time: May 19, 2022 02:30 PM Pacific Time (US and Canada)**

Join Zoom Meeting

https://rccd-edu.zoom.us/j/93413256090?pwd=b0dERzI3OEtMZXRsWEFEY0FaWWxYZz09

1. Call to Order and Adoption of the Agenda 2:33pm

Member Term

LaTonya Parker 2021-22 Chair

~~Ed Bird Song 2021-22~~

Miryan Nogueira 2021-22

Karla Kirk 2021-22

Eric Narveson 2021-22

Travis Ritt 2021-22

1. Approval of Minutes: March 17, 2022 **(approved)** ; April 21, 2022 **(approved)**
2. Application for Statewide Service – <http://asccc.org/content/application-statewide-service>
   1. **Reminder to committee**
3. **Update(INFORMATION ONLY):** Standards and Practices **Committee Charge** Inclusion, Diversity, Equity, Anti-Racism and Accessibility IDEAA Inclusion – *Approved by Executive Board during May 2022 Meeting.*

<https://www.asccc.org/directory/standards-and-practices-committee>

The Standards and Practices (S&P) Committee is a standing committee within the Executive Committee composed of an Executive member Chair and California community colleges faculty. The Committee is devoted to promoting the Academic Senate for California Community Colleges’ mission through oversight of practices, procedures and policies. The Standards and Practices Committee charge is to review, act on, and monitor various activities as assigned by the President or the Executive Committee of the Academic Senate.

The Standards and Practices Committee is Committed to:

* Conducting the Disciplines List revision process.
* Analyzing and reviewing suggested changes in Executive Committee policies, Academic Senate Bylaws, and Rules; administering designated statewide faculty awards presented by the Board of Governors and the Academic Senate.
* Reviewing and recommending revisions to all processes under Academic Senate purview identified as priorities.
* Providing professional guidance and technical assistance regarding faculty minimum qualifications and equivalence to the minimum qualifications.
* Embedding inclusion, diversity, equity, antiracism and accessibility practices into the organization culture through policies and practices.

1. Update: Status of Previous Action Items INFORMATION ONLY
   1. Approved Academic Senate for California Community Colleges (ASCCC) Local College Visit Terms and Conditions document attached.
   2. Approved Academic Senate for California Community Colleges (ASCCC) Speaker/Presenter Agreement document is attached. ADA language per Executive Committee members request is as follows:
2. Committee Priorities*: Reminder Agenda Item*
   1. **High Priority DEI Implementation Strategies and Activities**

**Hiring Practices**

*Strategy:* Diversify hiring or screening committees with members of diverse educational background, gender, and ethnicity

***Proposed Activity#1****:* CCCCO and ACHRO create modules that outline a process for improving and diversifying screening and hiring committees to provide guidance to the field.

*ASCCC Activity:* Continue to update Model Hiring Principles and Practices; Create guidelines/criteria for diverse committee appointment & participation (building from hiring/screening committee selection in MHPP)

*ASCCC Assignment:* *Standards & Practices,* EDAC, Educational Policies, ASCCC DEI Implementation Workgroup representatives (Aschenbach/Bean)

***Proposed Activity #2****:* ACHRO and ASCCC collaborate to create a tool to assess diverse representation.

*ASCCC Activity:* Develop guidelines and criteria for assessing representation on committees, including hiring/screening committees

*ASCCC Assignment:* EDAC, Educational Policies, ASCCC DEI Implementation Workgroup representatives (Aschenbach/Bean)

**Chancellor’s Office Strategies**

***Strategy****:* Imbed diversity, equity, and inclusion into all faculty and staff (classified and administrators) awards (i.e. Stanback-Stroud Diversity Award, Dr. John Rice Diversity and Equity Award; Hayward Award; CC Classified Employee of the Year Award).

*Proposed Activity:* ASCCC to evaluate the Academic Senate Faculty award application process and imbed diversity, equity, and inclusion criteria; Statewide associations to take similar actions.

*ASCCC Activity:* Follow-up on 2019-2020 Standards & Practices efforts to update award announcements, criteria, and **rubrics** to further embed DEI; evaluate diversity of past winners using available data; make recommendations for increasing diversity of award applicants and winners; share effective practices with local senates

*ASCCC Assignment:* Standards and Practices Committee, ASCCC DEI Implementation Workgroup representatives (Aschenbach/Bean)

Resource: Vision for Success Diversity, Equity, and Inclusion Task Force 2020 Report (see Appendix C on page 31 for Implementation Strategies)

<https://www.cccco.edu/-/media/CCCCO-Website/Reports/CCCCO_DEI_Report.pdf>

* 1. Accessibility Webinar Follow Up Discussion- NO DISCUSSION
  2. **Discussion/Action Item: Awards Rubric/Scoring Form –** S&PCommittee Recommendations December 2021 Executive Committee Agenda Item Follow up *Rubric & Scoring Form Recommendations*
* Discussion: **Exemplary Program Award** – Chair submitted as ASCCC Executive Committee June Meeting Agenda Item
* **Action**: Exemplary Award Theme Recommendation (approved)
* 2022-23 Theme: Walk a Mile in Someone’s Else Shoes: An Ethnic Studies Approach to California Community Colleges Curriculum.

1. Action Item: ASCCC Policy \_ Request for committee to review policy & the reporting of part-time & full-time faculty, committee composition reporting, BIPOC/multiracial
   1. Greater Transparency in the Committee Appointment Process Fall2021 <https://www.asccc.org/resolutions/greater-transparency-committee-appointment-process>
   2. <https://www.livebinders.com/b/2557634#anchor>
      * 1. **Click Committees**
           1. **Select Guidelines**

Overview and Process of ASCCC Standing Committee Selection

Updated May 9, 2022

The chair of each ASCCC standing committee is responsible for putting together the proposed membership of the committee, and are encouraged to work with the committee’s 2nd chair. The 2nd chair, while typically an Executive Committee member, may sometimes be another faculty member with committee chair experience, and is there to support the chair and step-in in the event the chair is unable to lead the committee. All committee appointments are subject to the approval of the president. The final list of appointed faculty will be approved at the August Executive Committee meeting. Unless otherwise noted, each faculty appointment is for a one-year term, limited to two one-year terms for the same committee.

Committee Member Selection

Faculty members may be recommended to serve on ASCCC committees by their local academic senate, the committee chair, the President, or members of the Executive Committee. Committee chairs are encouraged to reach out to partner organizations such as Umoja, Puente, APAHE, A2MEND, Colleges, as well as ASCCC caucuses to encourage a vast and broad faculty pool for consideration. All faculty for consideration must indicate their desire to serve on an ASCCC committee by completing the online Application to Serve Form. Applications are accepted on a rolling basis throughout the year.

Historically, ASCCC standing committees generally had 5-6 members including the chair, and may have additional members depending on the workload and turnover of the committee. New in 2022, committees may have up to 8 members for the year, with the exception of the CTE Leadership Committee which was established under California Education Code, Part 54.5, Section 88821. In the event that a committee cannot meet equitable representation, additional faculty members may be added with approval of the President and Executive Director.

Process:

1. The committee chair will review the Application to Serve report, which can be accessed via the linked google sheet, for potential candidates. This sheet will be updated regularly by the ASCCC office with any new volunteer applications. The committee chair should download a copy of the report to their desktop in order to manipulate the data in the sheet.

2. In selecting committee members, the chairs ~~should consider~~ will prioritize racially/ethnic diversity in the committee membership. Other factors will include ~~such as stated racially/ethnic identity~~, gender identity, geographical location (i.e. North/South representation, Area representation, and no more than two faculty from the same district), college size (e.g. large urban college, small rural college, large rural college, etc.), discipline, full-time/part-time status, and experience (little or lack of experience should not necessarily preclude a faculty member from participating).

3. The committee chair will communicate with potential faculty appointees to determine if they are interested in serving on the committee. In communicating with potential appointees, it is important to note that their service on a committee is contingent upon the approval of the President and Executive Committee, as well as the approval of their local college academic senate president. Sample emails can be accessed via the linked google folder. In addition, all appointees must have a current Application to Serve form on file for the current academic year.

4. The committee chair will submit a list of potential committee members to the President and Executive Director, typically mid-July but may be earlier, for consideration and approval. The list should contain at least 10 potential faculty members, in the event that a faculty member has been requested to serve on multiple committees. A template for how to submit faculty for consideration can be accessed via this google sheet.

5. The President and Executive Director may move around faculty members, in order to distribute committee membership, with priority to equitable diversity among a broad constituency and to balance expertise and diverse representation within committees. If this occurs, the President will contact the committee chair to let them know that faculty were either added or removed from their list.

6. The President, with advice from the Executive Director and committee chairs, will make recommendations on committee membership to the Executive Committee, which approves committee members no later than the August Executive Committee meeting.

7. Once the final list is approved, the committee chair will contact all faculty on their list, whether appointed or not, to let them know the outcome of their selection. Sample emails can be accessed via the linked google folder. LANGUAGE HERE TO CONTACT VOLUNTEERS NOT SELECTED

* + 1. Discussion:
       1. Voluntary disclosure of race/ethnicity (separate information- names from ethnicity) for transparency
       2. Committee selection- contacting yearly volunteers that were not selection; e.g. “there were ## of seats available this year, and all seats were filled. Thank you for volunteering, but…”
       3. Recommend a policy on how chairs select members to provide consistency
       4. Local senate recruiting and providing recruitment for faculty of color from the campuses.
       5. Promotion beyond ASCCC events
       6. Testimonial videos available on the website from former service volunteers

1. Discussion Item: Cultural Competency Training Statement-INFORMATION ONLY

Update: *During May 2022 Executive Committee meeting the members approved the incorporating the statement on the Norms page.*

*Statement:*

*“We are a collective of diverse educators who honor and celebrate the respective voices and lived experiences of its members in order to engage in authentic abolitionist work.”*

1. Disciplines List

**Announcement: Waiting on July Board of Governors Meeting**

1. Announcements
   1. **ASCCC Elections**
      1. Congratulations to the ASCCC Executive Committee for 2022-23!

### Upcoming Events and Meetings (INFORMATION ONLY)

* + 1. Spring 2022 Scheduled Webinars/Regional Meetings
       1. 5/24/22 6:00PM 8:00PM FACCC and ASCCC Legislative and Advocacy Training
    2. 2021-2022 ASCCC INSTITUTES AND EVENT DATES
       1. Executive Meeting June 3, 2022 Hyatt Long Beach, Long Beach, CA
       2. Orientation June 4-5, 2022 Hotel Metropole, Catalina Island, CA
       3. Spring Plenary Session April 6-9, 2022 Los Angeles Marriott Burbank Airport, Burbank CA (Hybrid Event)
       4. Career and Noncredit Education Institute May 12-14, 2022 The Westin South Coast Plaza
       5. Faculty Leadership Institute June 15-18, 2022 The Citizen Hotel, Sacramento, CA
       6. Curriculum Institute July 6-9, 2022 Riverside Convention Center, Riverside, CA

1. Meeting Dates:

~~Thursday, September 23, 2021 3:10-4:10 pm~~

~~Thursday, October 21, 2021 3:10-4:10 pm~~

~~Thursday, November 18, 2021 3:10-4:10 pm~~

~~Thursday, December 16, 2021 3:10-4:10 pm~~

*Spring 2022 Dates*

~~Thursday, February 17, 2022 2:30-4:00pm~~

~~March 17 3:00pm-4:00pm~~

~~April 21, 2022 3:00pm-4:00pm~~

**Final - May 19, 2022 3:00pm-4:00pm**

1. Adjournment **(3:31)**

**Status of Previous Action Items**

1. **In Progress** (include details about pending items such as resolutions, papers, *Rostrums*, etc.)
   1. Awards Rubric Recommendations
2. **Completed** (include a list of those items that have been completed as a way to build the end of year report).
   1. Discipline’s List Resolutions
   2. Recording Policy
   3. ASCCC Norm Training & Development
   4. Rostrum Article February 2022 Posted

<https://www.asccc.org/content/accessibility-bridge-between-success-and-disability>

* 1. Rostrum Article Submitted for March 2022

What is the current level of accountability in the ASCCC organization?

By LaTonya Parker Ed. D. ASCCC Standards and Practices Chair

ASCCC’S mission is to serve 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.

The Academic Senate for California Community Colleges (ASCCC) is currently functioning at a cross-functional accountability level. ASCCC is an integral part of the social and economic development of the California community college system. The Senate is committed to exceeding the expectations of students, community, faculty, and staff by providing and expanding opportunities for professional learning, personal enrichment, and community development. Strategic processes are community-minded approaches that embrace open communication, cooperation, transparency, and participatory governance. Professional learning progress and assessment is maintained thru strategic planning efforts of 14 Executive Board members and an Executive Director.

The ASCCC coordinated efforts and decision making takes place within Executive Board meetings. Unlike the local senate structure of representation for discipline faculty members, the Executive Board members represent all faculty throughout our system. Recommendations from the body are forwarded to the Academic Senate leadership thru resolutions. This process along with community developed team norms helps to minimize action oriented disagreements or friction about recommendations on academic and professional matters in the planning process so that implementation is not held up. As a result this type of participatory governance process the organizations performance is positively impacted.

What are we doing differently to increase a level of accountability?

In spring 2013 the delegates of the Academic Senate for California Community Colleges (ASCCC) directed the Executive Committee, through Resolution S13 1.02 [1], to develop a process of periodic institutional review for assessing operations, policies, processes, and programs in order to ensure the public good and accountability. The purpose of the periodic review is to 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 services and operations in order to meet its stated goals, and to improve its policies and procedures. This was followed by adopted Resolution F21 01.01 an Updated Periodic Review of the Academic Senate for California Community Colleges.

The ASCCC Executive Committee initiates the Periodic Review every six (6) academic years. The Periodic Review cycle begins on the first day of the incoming Executive Committee (next periodic review: 2026-

27; cycle began June 5, 2021) and it is conducted by the Periodic Review Committee. The Periodic Review Committee is composed of six members (1 each from areas A, B, C, and D plus an additional representative from the north and south) randomly selected from a list of attendees at ASCCC events over the previous 24 months. Source: https://asccc.org/directory/periodic-review-committee

It is important to note, during the 2020-2021 Period Review process ASCCC was commended on the development of a strategically designed comprehensive internal evaluation process. However, based on findings to date there still remains process, communication and strategic planning growth areas. It is recommended that the ASCCC consider establishing a transparent process and timeline for regular review and/or revision of the mission, vision, and values statements. Furthermore, with the vast publicizing of the mission, vision, and values statements visibility on the Website the Period Review Committee recommended that the mission, vision, and values statements be featured more prominently on the web, other locations, and publications such as the Rostrum and that the ASCCC should seek input or opportunities for dialogue from the local senates specific to the mission, vision, and values through surveys and other regularly scheduled evaluations. Lastly, the Period Review Committee recommended the connection between the ASCCC Strategic Plan and the mission, vision, and values be clarified. The 2020-2021 Period Review can be found on the ASCCC website at https://asccc.org/sites/default/files/2020-21%20PRC%20Final%20Report-%20Rev%201\_0.pdf.

Moreover, the Executive Director provides highlights of activities in an Executive Committee monthly report usually arranged in the four categories: Board Governance, Financial Performance and Viability, Organization Mission and Strategy, and Organization Operations. Additionally, the Executive Director conducts a two-year ASCCC report. The 2019 -2021 report (https://asccc.org/sites/default/files/asccc\_annual-report\_2019-21\_220117\_media.pdf) assessed the following:

· Professional Development

· Publications

· Leadership. Empowerment. Voice.

· 2019-2020 Areas of Focus

o Faculty Role in Governance

o Guided Pathways Implementation

o Faculty Diversification

· COVID Response

· Call to Action Response

· 2020-2021 Areas of Focus

o Culturally Responsive Student Services and Support

o Equity Driven Systems

o Guided Pathways Implementation and Integration to Transfer and Careers

ASCCC External and Internal Factors and Transformational Change

Morrison, 2003 stated “American higher education is undergoing substantial change in terms of the way colleges and universities are organized and function. This change is being driven by the combined forces of demographics, globalization, economic restructuring, and information technology” (p.6). Fast forward to the year of 2022 add to the external forces COVID-19 and the disruption in teaching, learning, student services, and governance in the CCC system since 2020. Therefore, social, technical, economic, environmental and political (STEEP) factors have continually been assessed. “This STEEP analysis is a logical and effective way to begin exploration” (Chermack, 2011).

As part of ASCCC’s higher education transformational change the Executive Committee seeks to implement intentional Real World Evaluation (RWE) strategies aimed to align subcommittee work to the overall Strategic Plan. Real World Evaluation (RWE) includes both qualitative and quantitative methodologies used to examine ASCCC’s resources, educational and professional development strategies. The Real World Evaluation (RWE) of process, policies, procedures, organization culture, and trends is vital in understanding the implementation of a Strategic Plan and analysis of findings.

Real World Evaluation (RWE) minimize resistance and help gain support in the evaluation process due to the inclusion and input from stakeholders in the solicitation of needed data (Bamberger, Rugh & Mabry, 2012). For example, an intentional strategy to guide ASCCC’s transformational organization change has included the input from discipline faculty, internal staff and student services faculty members who have served valuable in achieving more useful, relevant, and credible evaluation findings. One of the major contextual factors in relation to the transformational organization change strategy has been an organizational culture shift. ASCCC has undergone major changes to embed new systems, processes, norms, and commitment to continuous dialogue and improvement. This has included a new logo, team norm development, website redesign, new Data and Research position hire and the formulation of a Data and Research Task Force.

The development of the Mission Statement and Strategic Plan implementation is supported by the Senate President’s and Senate Office personnel led by the Executive Director’s goals to improve the utilization of technological resources, and enhancement of the infrastructure necessary to advance technology innovations that will support academic and professional matters system wide.

The aforementioned external and internal factors are affecting higher education, thus impacting the ASCCC’s implementation and evaluation findings. Additionally, the Executive Committee’s Strategic Planning implementation process is driven by the combined forces of demographics, legislative requirements, California Community Colleges Chancellor’s Office imperatives, cultural imperatives, mindset imperatives, and information technology. With that stated, ASCCC ongoing Real World Evaluation (RWE) of process, policies, procedures, organization culture, and trends is vital in understanding the implementation of a robust communication plan and the analysis of findings response strategies. ASCCC’s evaluation of data does not only include external factors impacts on the interpretation of findings but level of support allocated for continual and innovative Strategic Plan implementation strategies, and ASCCC’s commitment to continual improvement as an organization and in its service to local senates and faculty statewide.

References

Bamberger, M., Rugh, R., & Mabry, L. (2012). Real world evaluation: Working under budget, time, data, and political constraints (2nd Ed.) Thousand Oaks, Ca: Sage Publications.

Retrieved from http://horizon.unc.edu/courses/papers/InTransition.asp

Chermack, T. (2011). Scenario Planning in organizations. Berrett-Koehler Publishers, Inc. San Francisco, CA

Morrison, J. L. (2003), US higher education in transition. On the Horizon, 11(1), 6,