



2016

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES  
STRATEGIC PLAN UPDATE

Academic Senate  
for California Community Colleges  
EMPOWERMENT VOICE

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# PRESIDENT'S LETTER

*THE ACADEMIC YEAR 2015-2016 PROVIDED a unique opportunity for the Academic Senate for California Community Colleges (ASCCC) to activate the goals, actions, and strategies outlined in the ASCCC Strategic Plan. Adopted by the body in Spring 2015, the plan provided direction to the ASCCC leadership in prioritizing the work of the organization while affording the flexibility needed to respond to new pressures and changing situations. The year has been a productive one with progress made on many projects, initiatives, goals, and activities. We collaborated with system partners to advance the interests of faculty and students in statewide initiatives and projects such as the Institutional Effectiveness Partnership Initiative, Educational Planning Initiative, Online Education Initiative and Common Assessment Initiative. We assisted in developing the Strong Workforce Taskforce recommendations and became actively involved in the implementation of the recommendations. We continue to strengthen the organization by developing policies and plans in areas including professional development, public relations, and communications. We continue to develop strong and positive relationships with system partners, constituent organizations, individuals, and government representatives. And of course, we engaged in a number of activities including organizing and participating in institutes, events, workshops, and meetings on such subjects as curriculum, instructional design, noncredit instruction, basic skills, and leadership. This annual report captures the endeavors and accomplishments of the past year on behalf of the faculty of the California Community College System.*

Respectfully,

A handwritten signature in black ink, appearing to read "Julie Bruno", written in a cursive style.

Julie Bruno, Academic Senate President







# INTRODUCTION

**IN SEPTEMBER 2014, THE EXECUTIVE COMMITTEE** began the thoughtful development of the ASCCC strategic plan. Through discussions facilitated by a Sacramento-based professional strategic planning consultant, the Executive Committee developed five goals that were then reviewed at the 2014 Fall Plenary Session with plenary delegates, past senators, a past president, and a senator emeritus in attendance. The Executive Committee revised the goals based on the input from this meeting and then finalized the goals by connecting them to tangible objectives and strategies. This completed plan was vetted through surveys sent to all member academic senates, which yielded overwhelmingly positive responses. At the Spring 2015 Plenary Session, the goals, objectives, and strategies for a three-year strategic plan were adopted by a vote of the delegates. This annual report will provide an update on the goals and priorities identified by the Executive Committee for 2015–16 and accomplished in the continued support of the faculty we serve.



# GOALS, OBJECTIVES, STRATEGIES, AND ACTIONS

for 2015-16

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

*Objective 1.1: Develop and strengthen strategic relationships between the Executive Committee and at least five legislators, system partners, or organizations involved in statewide or national education policy.*

**B. Develop a legislative agenda aligned with the goals of the ASCCC and actively pursue bills of interest.**

The Legislative and Advocacy Committee recommended and the ASCCC Executive Committee approved the 2015–16 legislative agenda. Legislative priorities included:

adjusting the audit fee, granting local stand alone course approval, and providing mental health services for students. Additional items of interest included improving campus safety, developing and implementing open educational resources (OER), and a creating pathway for community college students to become community college faculty. In 2015 and 2016, the ASCCC has submitted nine letters of support for legislation involving mental health services, student financial aid, CTE pathways, basic skills, and other topics, and four letters of opposition to bills involving state-mandated advance placement credit, the creation of additional commissions or other bodies on community college accountability, and other topics, as well as additional letters expressing concerns or providing input on bills. These letters can be found on the

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ASCCC's new webpage—Legislative Updates. This year, the Executive and Legislative and Advocacy Committees participated in an ASCCC Advocacy Day at the Capitol on May 9, 2016, resulting in 15 meetings with legislators and legislative staff members.

In addition, Executive Committee members met with the Chancellor's Office Legislative Advisory Committee to discuss legislative proposals and to assist in developing legislative priorities and sponsored legislation adopted by the Board of Governors. These priorities and sponsored bills addressed stakeholder involvement in adult education consortia, the audit fee, Cal Grant program revisions, priority enrollment for Extended Opportunity Programs and Services (EOPS), Disabled Student Programs and Services (DSP&S), foster youth, and workforce program reporting requirements.

**C. Develop a public relations campaign to promote the visibility of the ASCCC.**

The ASCCC is in the process of developing its public relations campaign, and the organization has already increased its use of social media to call attention to ASCCC activities and events. After review and evaluation of the plan by ASCCC stakeholders, the ASCCC will implement strategies to secure outreach and promote the visibility of the organization. The plan will highlight objectives and operations to achieve a successful public relations campaign. It will also serve as a guide for effective practices regarding press and media inquiries. Through the use of social media platforms, the ASCCC strives to reach a broader audience and to inform the larger public of the organization's presence in relation to the higher education field.

In addition, the ASCCC has enhanced its visibility and highlighted its activities through a strong presence at meetings and conferences of the California Community College Chief Instructional Officers (CCCCIO), Association of California Community College Administrators (ACCCA), California Community Colleges Association of Occupational Educators (CCCAOE), Community College League of California (CCLC), Faculty Association of California Community Colleges (FACCC), Research and Planning (RP) Group, Student Senate of California Community Colleges (SSCCC), and other system partner organizations.

*Objective 1.2: Establish multiple training opportunities in matters of advocacy and leadership for faculty and senates.*

**A. Include Legislative Advocacy topics at appropriate ASCCC Events.**

The Legislative and Advocacy Committee held breakouts at Fall and Spring Plenary Sessions in 2015 and 2016. The breakouts included updates on legislation, the ASCCC legislative agenda, and advocacy issues. In addition, the Civic Engagement and Citi-





zenship Workgroup, a subcommittee of the Legislative and Advocacy Committee and Educational Policies Committee, presented at the Instructional Design and Innovation Institute in Spring 2016. The Legislative and Advocacy Committee will continue to hold breakouts at ASCCC plenary session and institutes, as appropriate.

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

*Objective 2.1: Increase leadership development opportunities for diverse faculty such that they are prepared to participate in and lead local and statewide conversations.*

### **A. Lead professional development opportunities designed to promote recruitment of diverse faculty for participation in local and statewide senate activities.**

Members of the ASCCC Executive Committee have presented on the topic of faculty diversity at the Fall 2015 and Spring 2016 Plenary Sessions, as well as at the Community College League of California's 2015 Equity Summit and 2015 Fall Conference. In the 2015–16 year, the ASCCC also partnered with the California Community College Chancellor's Office to sponsor a series of regional meetings on equity. *Rostrum* articles dealing with faculty diversity and recruitment appeared in the May 2015 and February 2016 issues of the publication. The ASCCC was also very active and influential on the Chancellor's Office Equal Employment Opportunity (EEO) and Diversity Advisory Committee, which examined and promoted four areas of professional development activities for faculty as well as a pipeline teaching program for students interested in returning to the community college system as faculty members. The ASCCC also partnered with the Chancellor's Office on EEO Regionals throughout the state.

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\* See ASCCC Inclusivity Statement for definition of "diverse groups"

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

*Objective 3.1. Ensure that all system-wide faculty professional development in California Community Colleges occurs in collaboration with the ASCCC.*

**C. Consult with the Chancellor's Office on methods to ensure the ASCCC's primacy in faculty professional development.**

With the influx of funding available to the California Community College System, opportunities for professional development are increasing. This situation has resulted in a menu of professional development opportunities from a variety of constituents,

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including the Chancellor's Office and other faculty organizations. The ASCCC will continue to encourage the Chancellor's Office to partner with the ASCCC on professional development activities that fit within the faculty purview. The ASCCC continues to dialog and clarify the role of the ASCCC in system decision-making processes and fostering good working relationships with other groups.

The Academic Senate is actively working with the Institutional Effectiveness Partnership Initiative (IEPI) to plan professional development activities for the next 12 to 18 months. Possible topics include student pathways, student learning outcomes, leadership development, and community college budgets. The faculty membership







on the Professional Development Workgroup of IEPI was doubled to ensure that the Academic Senate was properly positioned for upcoming discussions about professional development activities that are directly related to academic and professional matters.

The ASCCC staff continued to work with California Community College Association of Occupational Educators (CCCAOE) and the Chancellor's Office to present the Career Technical Education Curriculum Academy January 14–15, 2016. Over 200 faculty members, staff, administrators, curriculum chairs, deputy and sector navigators, and Chancellor's Office staff attended.

**D. Develop relationships and collaborate with other professional development organizations on events.**

In 2015–2016, ASCCC representatives presented at conferences of Faculty Association of California Community Colleges, Association of California Community College

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*Since Spring 2015, the ASCCC has been fully involved and integrated in IEPI and continues to play a key role in the initiative.*

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Administrators the Chief Instructional Officers, the Research and Planning Group, and multiple events of the Community College League of California including its Fall annual conferences, Equity Summit, Trustee Orientations, Legislative Conference, and Chief Executive Officers Symposium.

Executive Committee members worked with the Chancellor's Office Institutional Effectiveness Partnership Initiative (IEPI) to improve communication between the Academic Senate and IEPI regarding professional development activities. Since Spring

2015, the ASCCC has been fully involved and integrated in IEPI and continues to play a key role in the initiative.

In Spring 2016, the ASCCC 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 conference at the Sacramento Convention Center. The joint conference, which covered a total of four days, was attended by over 1,000 representatives of the combined organizations and also featured attendance by the California Community College Chancellor's Office and members of the Board of Governors.

The ASCCC Noncredit Committee collaborated with the Association of Community and Continuing Education at their South Meeting in November 2015, and ACCE Continuing

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*The Academic Senate has partnered with the Common Assessment Initiative (CAI) to plan and present several in-person professional development workshops regarding the new common assessment system.*

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Education Council Leader hosted and presented at the ASCCC Noncredit Regional Meeting in April 2016. An interest exists on behalf of both groups to continue partnering for technical assistance and professional development at each other's events.

The Accreditation and Assessment Committee worked very closely with representatives from the Research and Planning Group for California Community Colleges on several breakouts and general sessions offered at the 2016 Accreditation Institute. The combined efforts of the two organizations were invaluable for making the institute a success.

The Academic Senate has partnered with the Common Assessment Initiative (CAI) to plan and present several in-person professional development workshops regarding the new common assessment system. CAI has already offered four one-day training sessions and is planning to hold additional sessions in the future. The format, agenda, and content for these sessions are developed by the CAI Professional Development Workgroup, which has several appointees from the Academic Senate.

The Academic Senate representatives presented at the California Community College Success Network (3CSN) Links 2.0 conference about the Academic Senate's Professional Development College and the opportunities that it could provide for faculty professional development in areas of faculty purview.

*Objective 3.2. Design and implement a comprehensive ASCCC professional development plan.*

**A. Design and Implement a comprehensive ASCCC Professional Development Plan.**

The Faculty Development Committee created a professional development plan that included expanding the Academic Senate's Professional Development College, exploring new ways of offering professional development, including outcomes for Senate presentations and basing evaluations on those outcomes, and surveying the field each year to ensure that the Senate is meeting the professional development needs of all faculty. The Executive Committee approved this plan in March 2016. Additionally, the Executive Committee approved topics and priorities for the PDC. The PDC Curriculum 101 module was released through Canvas. This module is free for anyone interested in learning more about curriculum development. If individuals complete the modules and assessment test, they receive an ASCCC Certification. Other planned modules include New Senate President Orientation, Incarcerated Programs, and New Faculty Orientation.

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

*Objective 4.2. Improve methods of gathering input from faculty, local senates and system partners.*

**A. Create a communication plan.**

ASCCC staff is in the process of creating an organization-wide communications plan. The plan will serve as a guide to effectively communicate strategic messaging to stakeholders and the public at large. The goals of the communications plan include fostering relationships with the legislature and external organizations, promoting organizational interests, and assisting with the development of priorities for the sustained growth of the ASCCC.

*Objective 4.3. Visit all CCC colleges.*

**A. Develop short-and long-range plan for local senate visits by ASCCC.**

The Relations with Local Senate Committees and the Executive Director have begun the process of developing this plan. At the September/October Executive Committee meeting, an initial draft of the plan was shared.

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

*Objective 5.1. Realize a minimum increase in ASFCCC funding of \$25,000 per year.*

**A. Increase applications for appropriate short-term and long-term grants.**

The ASCCC worked with Butte and College of the Canyons to secure funding in support of the Common Assessment Initiative and IEPI Partnership Resource Teams. This funding provides support for recruiting faculty and paying faculty stipends.



*Objective 5.3. Maintain current grants, if appropriate, and seek additional grant monies to fund ASCCC activities.*

The ASCCC is working with the Chancellor's Office to identify and secure sustainable funding for the Course Identification Numbering (C-ID) System. During the 2015-16, ASCCC worked with Mt. San Antonio College as the fiscal agent for C-ID. An request for proposal will go to the field in Fall 2016 for future funding.

**THE FOLLOWING GOALS, OBJECTIVES, STRATEGIES, AND ACTIONS WERE NOT IDENTIFIED AS PRIORITIES BUT WERE ACCOMPLISHED IN 2015-16.**

*Objective 1.1: Develop and strengthen strategic relationships between the Executive Committee and at least five legislators, system partners, or organizations involved in statewide or national education policy.*

**A. Establish relationships between ASCCC Executive Committee members and legislators and aides.**

The ASCCC leadership established ongoing relationships involving frequent and direct communication with staff in the Governor's Office, the Legislative Analyst Office, and the Department of Finance. All of these government offices contacted the ASCCC on multiple occasions for input on legislation and other matters. The ASCCC also met or communicated on multiple occasions with representatives from the Senate Committee on Education, Assembly Republican Office of Policy and Budget, Office of Assembly Speaker Toni Atkins, and Assembly members Bonilla, Williams, Irwin, and Medina.

In Spring 2016, the ASCCC Executive Committee and Legislative and Advocacy Committee conducted the first ASCCC Advocacy day, during which ASCCC leaders and members met with a number of legislators and aides. The purpose and objective of such visits are to continue fostering relationships with legislators and aides to further the Academic Senate's voice on behalf of its member senates.

**D. Research and attend state and national conferences related to academic and professional matters.**

The ASCCC attended the November 2015 South Meeting of the Association of Community and Continuing Education, the professional organization for faculty and administrators working with noncredit and community service in California.

The ASCCC Equity and Diversity Action Committee Chair attended the National Convention on Race and Ethnicity in American Higher Education.

**E. Cultivate relationships and work with the legislative lobbyist and representative of FACCC, CFT, and CTA higher education to discuss common interests and how we may mutually advance the critical policies of CCC.**

The ASCCC president, vice-president, and executive director continued to meet monthly with the leadership of Faculty Association of California Community Colleges (FACCC) and the statewide union organizations as a part of the Council of Faculty Organizations (CoFO). The members of this body jointly authored a letter to the legislature in support of full-time faculty hires and part-time faculty office hours. ASCCC leadership also attended and presented at FACCC's annual Advocacy and Policy Conference.

*Objective 2.2. 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.*

**A. Develop a cultural competency plan.**

The Equity and Diversity Action Committee has developed a strategic plan that will guide the Executive Committee to integrate cultural competency into the work of the Executive Committee, ASCCC, and local senates.

Dr. Veronica Neal, Faculty Director of the De Anza Office of Equity, Social Justice and Multicultural Education, provided the Executive Committee with a daylong cultural competency training. The intent of this training was to provide a train the trainer type



of presentation so that the Executive Committee is better prepared to assist local senates.

In addition, the Equity and Diversity Committee published a *Rostrum* article outlining the need to hire faculty who are better prepared to serve diverse students. The article emphasized the need to move from conversations about cultural competency and to productive action on hiring methods. The article further advocated for colleges to implement cultural competency training across the board to provide an inclusive space for faculty members post-hire.

In conjunction with the *Rostrum* article, a research project will launch in Spring 2017 that will begin with a literature review on how to infuse cultural competencies into hiring practices for California Community Colleges from job announcement to the tenure process.

#### **B. Increase outreach activities.**

The ASCCC held 15 regional meetings on topics including career technical education, C-ID discipline input groups, curriculum, online, and noncredit. These meetings reached more than 1,000 faculty members, administrators, and staff across the state.

The ASCCC continues to identify and reach out to key stakeholders that may assist in meeting organizational mission. Some of this outreach has been through listserv messaging, social media, and email communications such as the President's Update. The ASCCC continues to survey its members on areas such as CTE faculty hiring and accreditation to gauge interests, investigate policies and processes, and evaluate standards and practices.

*Objective 3.1. Ensure that all system-wide faculty professional development in California Community Colleges occurs in collaboration with the ASCCC.*

#### **A. Increase outreach to organizations and individuals regarding ASCCC professional development activities by developing partnerships and collaborations.**



The Faculty Development Committee created a professional development plan for the Academic Senate that was adopted by the Executive Committee in March 2016. The plan includes offering professional development through alternative means, evaluating the current professional development offerings by the Academic Senate to ensure they are meeting the needs of the body, expanding the modules within the Professional Development College, and developing resources to assist colleges with increasing the diversity of their faculty.

The ASCCC has partnered with organizations that are aligned with its mission and values. Partnerships with these organizations allow the ASCCC to build supportive relationships, provide information, and promote shared interests during events. Such partners are being invited to Fall Plenary Session 2016 including: the Professional Learning Network (PLN) and @ONE, Foundation for California Community Colleges, and Faculty Association of California Community Colleges.

**B. When grant opportunities for system initiatives are released, immediately contact applicants and urge inclusion of the ASCCC in grant applications.**

Professional development for the Common Assessment Initiative (CAI) was awarded to Saddleback College. The Academic Senate has worked closely with Saddleback to plan professional development events through Senate representation on the CAI professional development workgroup. Additionally, Senate appointments to CAI have participated in each of the professional development workshops provided by the initiative.

The ASCCC was written into the Bachelor Degree Professional Development grant application and has been part of the Baccalaureate Degree Summit in March and April 2016 and the Baccalaureate Degree Symposium held in July 2016.

The Academic Senate is a partner in the Institutional Effectiveness Partnership Initiative (IEPI) with representation on the IEPI executive committee, faculty representations on each workgroup, and a faculty co-chair for each of those groups. Senate representatives have been vital in the development of indicators, participation in

partnership resource teams (PRT), and in the development and presentation of IEPI sponsored workshops.

**E. Establish a conference attendance budget for Executive Committee members and staff to attend conferences relevant to their ASCCC committee assignments.**

The Budget and Finance Committee recommended and the Executive Committee approved a budget for sending Executive Committee members to conferences related to their committee work and other assignments. Increasing professional development for Executive Committee members and staff will assist in building program development, communications capacity, and networking with like-minded organizations.

*Objective 4.1. Increase the participation of official ASCCC representatives at events and meetings conducted by system partners.*

**A. Strengthen partnership with the Chancellor's Office Divisions.**

ASCCC representatives served on numerous advisory groups, task forces, and other groups such as the System Advisory Committee on Curriculum, the Task Force on Workforce, Job Creation, and a Strong Economy, the IEPI, the Basic Skills Advisory Committee, the Workforce & Economic Development Program Advisory Committee, and the Equal Employment and Opportunity and Diversity Advisory Committee.

These partnerships allow the ASCCC to assist in work that benefits the system including Title 5 revisions on sections that affect stand-alone course approval and adding a new evaluative grade of Satisfactory Progress (SP) to academic record symbols. Additionally, the Telecommunications & Technology Advisory Committee (TTAC) co-chairs worked closely with the Vice Chancellor of Institutional Effectiveness to plan the TTAC retreat that included discussions on the future vision for technology. Chancellor's Office staff was invited to participate in ASCCC Curriculum Regionals, Noncredit Regionals, plenary sessions, and the Curriculum Institute.

**B. Expand the ASCCC presence at constituent groups meetings and conferences to create faculty presence.**

The ASCCC has liaisons to several constituent groups including the Chief Instructional Officers, Chief Student Services Officers, Community College Association of Occupational Educators, and the Faculty Association of California Community Colleges. The Curriculum Committee Chair led a workshop on curriculum basics at the Fall 2015 CIO Conference, and attends CIO board meetings as the ASCCC liaison.

The 2016 Spring Plenary Session was a joint conference with CIOs, CSSOs, and CCCAOE and was well attended and very successful. The ASCCC will consider holding the event again in 2019.

**B. Create a master calendar of events.**

The Chancellor's Office created the Professional Learning Network website, which includes a calendar of events for the California Community College System. The calendar includes events from many groups including the ASCCC. Additionally, the ASCCC has a calendar that includes dates of all Senate events.

*Objective 5.2. Realize a minimum increase in the Governor's base funding to the ASCCC per year.*

Working with the Chancellor's Office vice chancellors, the ASCCC requested and the governor approved an increase to the ASCCC's grant funding of \$300,000 to continue our work on behalf of the faculty of California community colleges.

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