



**Thursday, August 12, to Saturday, August 14, 2021**

*Zoom Videoconferencing*

*Zoom Link: [https://us02web.zoom.us/webinar/register/WN\\_sqFynTFNSiagu6v4Svh\\_PQ](https://us02web.zoom.us/webinar/register/WN_sqFynTFNSiagu6v4Svh_PQ)*

*[Mission Inn Hotel and Spa](#)*

*3649 Mission Inn Avenue, Riverside, CA 92501*

*Meeting Room - Thursday: Galleria*

*Meeting Room – Friday/Saturday: Grand Parisian Ballroom*

**Thursday, August 12, 2021**

*9:30 a.m. to 10:30 a.m. | Breakfast*

*10:30 a.m. to 12:00 p.m. | Board Training*

*12:00 p.m. to 1:00 p.m. | Lunch*

*1:00 p.m. to 5:00 p.m. | Board Training*

*5:00 p.m. to 6:00 pm. | Training Debrief*

*7:00 p.m. to 9:30 p.m. | Dinner*

*Mission Inn Restaurant*

*3649 Mission Inn Avenue, Riverside, CA 92501*

*Room: Executive Wall*

**Friday, August 13, 2021**

*8:00 a.m. to 9:00 a.m. | Breakfast*

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

*12:00 p.m. to 1:00 p.m. | Lunch*

*1:00 p.m. to 5:00 p.m. | Executive Committee Meeting*

*6:00 p.m. to 8:30 p.m. | Dinner*

*Mario's Place*

*3646 Mission Inn Avenue, Riverside, CA 92501*

*Room: Patio*

**Saturday, August 14, 2021**

*8:00 a.m. to 9:00 a.m. | Breakfast*

*9:00 a.m. to 9:30 a.m. | Executive Committee Closed Session*

*9:30 a.m. to 12:00 p.m. | Executive Committee Meeting*

*12:00 p.m. to 12:30 p.m. | Boxed Lunch*

*12:30 p.m. to 2:30 p.m. | Board Training*

*All ASCCC meetings are accessible to those with special accommodation needs. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by emailing the Senate at [agendaitem@asccc.org](mailto:agendaitem@asccc.org) no less than five working days prior to the meeting. Providing your request at least five business days before the meeting will help ensure the availability of the requested accommodation. This event will utilize automated closed captioning. If you would like to request a live human closed captioner for any of our offerings, please contact us at [agendaitem@asccc.org](mailto:agendaitem@asccc.org) at least 10 business days in advance.*

*A teleconference or other remote connection can be established for any Executive Committee meeting with prior notice. Any interested guest or other individual requiring the availability of a remote connection for an Executive*

Committee meeting must notify the ASCCC Office, at [agendaitem@asccc.org](mailto:agendaitem@asccc.org), at least 48 hours prior to the beginning of the meeting.

*Public Comments: Members of the public wishing to comment on an agenda item or another topic within the not on the agenda will be given the opportunity to ask questions via Zoom. Public testimony will be invited at the end of the Executive Committee discussion on each agenda item. Persons wishing to make a presentation to the Executive Committee on a subject not on the agenda shall address the Executive Committee during the time listed for public comment. Public comments are limited to 3 minutes per individual and 30 minutes per agenda item. Materials for this meeting are found on the Senate website at: [http://www.asccc.org/executive\\_committee/meetings](http://www.asccc.org/executive_committee/meetings).*

## **I. ORDER OF BUSINESS**

### **A. Roll Call**

### **B. Approval of the Agenda**

### **C. Land Acknowledgement**

*We begin today by acknowledging that we are holding our gathering on the land of the Cahuilla [ka-weeahh], Tongva [tong-va], Luiseño [loo-say-ngo], and Kizh [Keech] who have lived and continue to live here. We recognize the Cahuilla, Tongva, Luiseño, and Kizh 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 Riverside. As we begin we thank them for their strength, perseverance and resistance.*

*We also wish to acknowledge the other Indigenous Peoples who now call Riverside their home, for their shared struggle to maintain their cultures, languages, worldview and identities in our diverse City.*

### **D. Public Comment**

*This portion of the meeting is reserved for persons desiring to address the Executive Committee on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes.*

### **E. [Executive Committee Norms, pg. 5](#)**

### **F. [Calendar, pg. 7](#)**

### **G. [Local Senate Visits, pg. 11](#)**

### **H. [Action Tracking, pg. 21](#)**

### **I. Dinner Arrangements**

### **J. One Minute Check-In**

## **II. CONSENT CALENDAR**

### **A. [June 4, 2021, Meeting Minutes, Aschenbach, pg. 23](#)**

### **B. [ASCCC Liaison to SSCCC, Davison/Mica, pg. 33](#)**

### **C. [Support for DEI Implementation Strategies: ASCCC and ACHRO Professional Development Webinar Series, Aschenbach/Bean, pg. 35](#)**

### **D. [DEI Recommendations: Screening and Selection Processes, Aschenbach/Bean, pg. 37](#)**

### **E. [DEI-Focused Evaluations: Competencies and Criteria, Aschenbach/Bean, pg. 59](#)**

### III. REPORTS

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

B. **Foundation President's Report – 10 mins., Curry**

C. **Liaison Oral Reports** (*please keep report to 5 mins., each*)

Liaisons from the following organizations are invited to provide the Executive Committee with updates related to their organization: AAUP, CAAJE, CCA, CCCI, CCL, CFT, CIO, FACCC, the RP Group, and the Student Senate.

D. **Chancellor's Office Liaison Report – 30 mins., Davison, pg. 69**

A liaison from the Chancellor's Office will provide Executive Committee members with an update of system-wide issues and projects.

### IV. ACTION ITEMS

A. **Legislative Report – 20 mins., May, pg. 71**

The Executive Committee will receive a report on the 2021-22 (two-year) legislative session and may consider requested action.

B. **Adoption of 2021-2022 Executive Committee Areas of Focus – 30 mins., Davison/Mica, pg. 97**

The Executive Committee will consider for adoption the 2021-2022 Executive Committee Areas of Focus.

C. **ASCCC Standing Committee Appointments – 20 mins., Davison/Mica, pg. 99**

The Executive Committee will consider for approval the 2021-2022 standing committee assignments.

D. **Fall Plenary Planning – 60 mins., Davison/Mica, pg. 101**

The Executive Committee will discuss and consider for approval the hybrid Fall Plenary Session program.

E. **2022 Career and Noncredit Education Institute – 15 mins., Vélez/Heard, pg. 103**

The Executive Committee will consider for approval the recommendation regarding the 2022 Career and Noncredit Education Institute.

F. **Periodic Review Process – 20 mins., May, pg. 105**

The Executive Committee will provide feedback on the draft revision of the Periodic Review Process.

G. **2021-2022 ASCCC Budget – 30 mins., Bean/Mica, pg. 115**

The Executive Committee will consider for approval the 2021-2022 ASCCC budget.

H. **2021 Academic Academy – First Reading – 20 mins. Aschenbach/Curry, pg. 117**

The Executive Committee will provide feedback on the draft 2021 Academic Academy program.

I. **Association of Community Colleges Trustees (ACCT) National Legislative Summit 2022, - 10 mins., May, pg. 121**

The Executive Committee will consider for approval the attendance of the ASCCC President and Vice President at the ACCT National Legislative Summit in February 2022.

J. **Board of Governors Interview Questions – Closed Session, 30 mins., Mica, pg. 123**

The Executive Committee will review and revise as needed the interview questions for the Board of Governors Candidates.

**V. DISCUSSION**

- A. **[OERI Update – 25 mins., Mica/Pilati, pg. 125](#)** *(Time certain, Friday, August 13, 11:00 am)*  
The Executive Committee will receive an update on the Open Educational Resources Initiative (OERI).
- B. **[C-ID Update – 25 mins., Mica, pg. 127](#)** *(Date certain, Friday, August 13)*  
The Executive Committee will receive an update on the Course Identification Numbering (C-ID) System.
- C. **[ASCCC Update to Community Norms – 30 mins., Davison/Mica, pg. 139](#)**  
The Executive Committee will discuss potential updates to the ASCCC Community Norms.
- D. **[ASCCC Financial Terms Review – 20 mins., Bean/Mica, pg. 141](#)**  
The Executive Committee will review common terms and types of financial documents that may be discussed or provided in 2021-2022 Treasurer reports.
- E. **[Board of Governors/Consultation Council – 15 mins., Davison/May, pg. 143](#)**  
The Executive Committee will receive an update on the recent Board of Governors and Consultation meetings.
- F. **[Meeting Debrief – 15 mins., Davison, pg. 145](#)**  
The Executive Committee will debrief the meeting to assess what is working well and where improvements may be implemented.

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

- A. **Senate and Grant Reports**
  - i. [Periodic Review Process Committee, May, pg. 147](#)
- B. **Standing Committee Minutes**
  - i. [Career Technical Education Leadership Committee, Cruz, pg. 151](#)
  - ii. [Curriculum Committee, Roberson, pg. 155](#)
  - iii. [Relations with Local Senates Committee, Curry, pg. 157](#)
- C. **Liaison Reports**
  - i. [Black Student Success Week, Bean, pg. 159](#)
  - ii. [California Community Colleges Curriculum Committee \(5C\), Roberson, pg. 161](#)
  - iii. [Student Senate for California Community Colleges, Bean, pg. 165](#)
  - iv. [UndocuAlly Action Week, Bean, pg. 167](#)
  - v. [Veterans Services Advisory Committee, Heard, pg. 169](#)
- D. **Local Senate Visits**

**VII. ADJOURNMENT**

## **Executive Committee Community Norms**

Approved February 2-3, 2018

### **Authenticity**

- Commit to being your authentic, truthful self.
- Be honest. Speak truth as you see it and ensure that your words and actions match.
- Allow others to speak their truth and listen without prejudice as they do.
- Listen with respect as others speak. Be informed by what they say.
- Be open to outlying opinions or ideas and share the air to allow time for others to speak.

### **Practice Self-Awareness, Presence, and Patience**

- Be mindful of your own possible assumptions or biases, reflect on them, and set them aside. Forgive someone if they fall short or express bias.
- Be positive and respectful when speaking of others (e.g., if the person heard what you said would it be hurtful)
- Forgive yourself if you need to stop, rewind, and change your mind.
- Practice patience when others dig deeper or change their minds.
- Be mindful when communicating. Be mindful of behaviors that may appear to be a macroaggression and passive aggressive behaviors.
- Recognize your potential attachment to issues. Bring options and interests to the group for discussion and be open to other possibilities.

### **Collegiality, Criticism, and Feedback**

- Honor experience, knowledge, and the diversity of our perspectives
- Critique, with respect and humility, not maliciousness
- When an issue or conflict arises, engage individuals directly to resolve the issue or conflict.
- Support others to find a positive way to express concerns or conflict and to find resolution.
- Be a trusted ally who can be a sounding board and will help you redirect negativity into positive action.
- Recognize that we are more than one opinion or position and avoid labeling or stereotyping someone based on past decisions or opinions

### **Honor the Space and the Dedication of The Committee**

- Give thought and attention to innovative ideas during a meeting and avoid making rapid decisions or reacting to an idea too quickly or derisively.
- Establish clarity between what comments should be kept in confidence and what can be expressed outside the meeting. Respect that shared expectation of privacy.
- Acknowledge and celebrate the work of all of the Executive Committee members and Staff
- Praise publicly and provide constructive criticism and other critique privately.





## Executive Committee Agenda Item

SUBJECT: Calendar		Month: August	Year: 2021
•Upcoming 2021-2022 Events		Item No: I. F.	
•Reminders/Due Dates		Attachment: Yes (2)	
DESIRED OUTCOME:	Inform the Executive Committee of upcoming events and deadlines.	Urgent: No	
		Time Requested: 5 mins.	
CATEGORY:	Order of Business	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	April Lonerio	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonerio	Action	
		Information	X

*Please note: Staff will complete the grey areas.*

### BACKGROUND:

#### Upcoming Events and Meetings

- **Executive Committee Meeting** – Oakland/Hybrid – September 9-11, 2021
- **Executive Committee Meeting** – Virtual – October 6, 2021
- **2021 Academic Academy – Virtual Event** – October 7-8, 2021
- **Area Meetings** – October 15-16, 2021
- **Executive Committee Meeting** – Long Beach/Hybrid – November 3, 2021
- **2021 Fall Plenary** – Long Beach/Hybrid – November 4-6, 2021

*Please see the 2021-2022 Executive Committee Meeting Calendar on the next page for ASCCC Executive Committee meetings and institutes.*

#### Reminders/Due Dates

##### August 23, 2021

- Agenda items for the September 9-11, 2021 meeting
- Committee reports, if applicable

##### September 17, 2021

- Agenda items for the October 6, 2021 meeting
- Committee reports, if applicable

#### Academic Academy

- Program draft to Executive Committee for first reading – **July 26, 2021** for August meeting.
- Final program draft to Executive Committee for final reading – **August 23, 2021** for September meeting.
- Program due to Krystinne – **September 11, 2021**
- AV and events supply needs to Tonya – **September 20, 2021**

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

- Materials posted to ASCCC website **October 1, 2021**

**2021 Fall Plenary**

- Draft papers due for first reading **August 23, 2021** for September meeting
- Draft papers due for second reading **September 17, 2021** for October meeting
- Pre-session resolutions due to Resolutions Chair – **September 17, 2021**
- AV and event supply needs to Tonya by **October 1, 2021**
- Final Resolutions due to Krystinne for circulation to Area Meetings – **October 4, 2021**
- Approval of outside presenters due to Dolores/Krystinne **October 1, 2021**
- Presenters list and breakout sessions descriptions due to Krystinne **October 8, 2021**
- Deadline for Area Meetings resolutions to Resolutions Chair: **October 18, 2021**
- Final Program to Krystinne by **October 15, 2021**
- Final Program to print **October 22, 2021**
- Materials posted to ASCCC website **October 28, 2021**

**Rostrum Timeline**

<b>To Krystinne</b>	<b>To David</b>	<b>To Dolores</b>	<b>To Katie</b>	<b>To the Field</b>
September 24	October 1	October 11	October 18	November 3
January 3	January 7	January 14	January 21	February 7
February 25	March 4	March 24	March 21	April 6





**2021-2022 ASCCC INSTITUTES AND PLENARY SESSION DATES**

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

<b>Meeting Type</b>	<b>Approved Date</b>	<b>Campus Location</b>	<b>Hotel Location</b>	<b>Agenda Deadline</b>
Executive Meeting	August 12-14, 2021		Mission Inn, Riverside, CA Hybrid	July 26
Executive Meeting	September 9-11, 2021	AREA B	Waterfront Hotel, Oakland, CA Hybrid	Aug 23
Executive Meeting	October 6, 2021		Virtual Meeting	Sept 17
Area Meetings	October 15-16, 2021		Various Locations or virtual	
Executive Meeting	November 3, 2021		The Westin Long Beach, Long Beach, CA Hybrid	Oct 15
Executive Meeting	December 3-4, 2021		The Citizen Hotel, Sacramento, CA Hybrid	Nov 15
Executive Meeting	January 7-8, 2022		The Hotel Maya, Long Beach, CA	Dec 16
Executive Meeting	February 4-5, 2022		TBD - San Jose, CA	Jan 18
Executive Meeting	March 4-5, 2022	AREA C	South	Feb 15
Area Meetings	March 18-19, 2022		Various Locations	
Executive Meeting	April 6, 2022		Los Angeles Marriott Burbank Airport, Burbank CA	March 18
Executive Meeting	May 6, 2022		North	April 18
Executive Meeting/ Orientation	June 3-5, 2022		TBD	May 16
<b>SESSION</b>	<b>Approved Date</b>		<b>Location</b>	
Fall Plenary Session	November 4-6, 2021		The Westin Long Beach, Long Beach, CA	
Spring Plenary Session	April 7-9, 2022		Los Angeles Marriott Burbank Airport, Burbank CA	
<b>INSTITUTES</b>	<b>Proposed Date</b>		<b>Location</b>	
Academic Academy	October 7-9, 2021		Virtual Event	
Part-Time Institute	February 2022 TBD		TBD	
Accreditation Institute	February 24-26, 2022		Embassy Suites by Hilton San Francisco Airport Waterfront, Burlingame, CA	
Career and Noncredit Education Institute	TBD 2022		TBD	
Faculty Leadership Institute	TBD 2022		TBD	
Curriculum Institute	July 6-9, 2022		Riverside Convention Center, Riverside, CA	

# Academic Senate

2021 - 2022

## Executive Committee Meeting Agenda Deadlines

### Reminder Timeline:

- Agenda Reminder – 7 days prior to agenda items due date
- Agenda Items Due – 7 days prior to agenda packets being due to executive members
- Agenda Packet Posted – 10 days prior to executive meeting

<b>Meeting Dates</b>	<b>Agenda Items Due</b>	<b>Agenda Posted and Mailed</b>
August 12-14, 2021	July 26, 2021	August 2, 2021
September 9-11, 2021	August 23, 2021	August 30, 2021
October 6, 2021	September 17, 2021	September 24, 2021
November 3, 2021	October 15, 2021	October 22, 2021
December 3-4, 2021	November 15, 2021	November 22, 2021
January 7-8, 2022	December 16, 2021	December 23, 2021
February 4-5, 2022	January 18, 2022	January 24, 2022
March 4-5, 2022	February 15, 2022	February 22, 2022
April 6, 2022	March 18, 2022	March 25, 2022
May 6, 2022	April 18, 2022	April 25, 2022
June 3-5, 2022	May 16, 2022	May 23, 2022

## Local Senate Campus Visits 2018-2021

(LS= member of Local Senates; IN = report submitted; strikeout = planned but not done)

COLLEGE	VISITOR	DATE OF VISIT	REASON
<b>Area A</b>			
American River	May	9/21/2018	AB 705 Presentation with Network for Equity in Math Education
Bakersfield	Cruz, Henderson	2/21/2019	Faculty Diversification Regionals
Butte	Foster	4/3/2021	DEI and Advocacy
Cerro Coso	Henderson	5/8/2019	Cal City Prison Graduation
	Executive Committee	9/6/2019	Executive Committee Meeting
	Stankas	1/30/2020	Collegiality in Action
Clovis	Aschenbach, May, Curry	9/5/2019	ESL Recoding Regional
Columbia			
Cosumnes River	Rutan, May	10/6/2018	AB 705 Regional
	Aschenbach	1/16/2019	Governance
Feather River			
Folsom Lake	May, Mica	11/1/2019	Guided Pathways Regional Meeting
	Aschenbach	11/1/2019	Curriculum Regional Meeting
Fresno	Cruz	1/10/2019	Guided Pathways Convocation
Lake Tahoe			
Lassen	Stewart Jr.	8/12/2020	Local Senate Visit - Equity and Diversity
Los Rios CCD	May, Mica, Rother	3/7/2019	Recoding Regional Meeting
	Davison	1/27/2021	Collegiality in Action

Madera	Stanskas, Davison	1/31/2020	Collegiality in Action
	Stewart Jr., Dyer	4/30/2021	Local Senate Visit - Governance
Merced	Aschenbach, Eikey	2/6/2019	Technical Visit – MQs and Equivalency
	Wakim	10/26/2020	Local Senate Visit - OERI
Modesto			
Porterville			
Redwoods, College of the			
Reedley	Aschenbach	5/3/2019	CTE Minimum Qualification Toolkit Regional Meeting
	Aschenbach, Chow	4/5/2021	Noncredit
Sacramento City	Cruz, Henderson, Parker, Eikey	11/29/2018	FDC/ EDAC Hiring Regional Planning Meeting
	Parker, Roberson	12/11/2019	CTE / Noncredit Committee Meeting
San Joaquin Delta	Dyer, Aschenbach, May, Stanskas	3/22/2019	Area A Meeting
	Stanskas	9/25/2019	Collegiality in Action
	May, Cruz	2/24/2020	GP Equity
Sequoias, College of the	Dyer, Davison, May, Roberson	10/12/2018	Area A Meeting
	Fulks, Selden	1/31/2020	Guided Pathways Visit
	Roberson, Bean	5/18/2021	Technical Assistance Visit - Curriculum
Shasta	Dyer	5/29/2020	Local Senate Visit - Governance, Brown Act Compliance
	Aschenbach, Oliver	4/12/2021	Equivalency Processes
Sierra	Bean, Bruzzese	8/15/2019	Technical Visit - Building Relationships in Governance
	Bean, Foster	9/19/2019	Faculty Leadership Development College
	Aschenbach, Bean, Davison, May, Stanskas	12/3/2019	ICAS
Siskiyou, College of the	Aschenbach	2/25/2020	Assistance Visit Governance

Taft	Aschenbach, Eikey	1/17/2019	Minimum Qualifications
	Stankas	1/29/2020	Collegiality in Action
	Aschenbach	2/4/2021	Local Senate Visit - DEI
	Aschenbach, Foster	4/5/2021	Anti-Racism Education
West Hills Coalinga			
West Hills Lemoore			
Woodland College	Curry, Dyer, Roberson, May, Aschenbach	10/11/2019	Area A Meeting
Yuba	Cruz, Henderson	2/25/2019	Faculty Diversification Regional
	Donahue	8/14/2019	Guided Pathways Workshop
	Bean, Roberson	10/24/2019	Shared Governance - Technical Assistance
<b>Area B</b>			
Alameda, College of			
Berkeley City			
Cabrillo	May, Aschenbach	10/5/2018	Curriculum Certificates
	Aschenbach, Parker	10/30/2019	Local Senate Visit - Noncredit
Cañada	Cruz	5/11/2021	Local Senate Visit - CTE
Chabot	Davison	9/13/2018	
	Bruno, Davison		FACCC Meeting
	Rutan	11/6/2018	Noncredit Visit
	Davison, Roberson	1/31/2019	Governance
	Aschenbach	4/28/2020	IEPI PRT - Virtual
Chabot – Las Positas District			
Contra Costa	Aschenbach	1/22/2020	Curriculum Visit/Presentation
	Davison	11/2/2020	Collegiality in Action
	Davison	1/19/2021	Local Senate Visit
DeAnza	Stankas, Davison, Aschenbac, May, Bean, Mica	2/6/2020	ICAS Meeting
	Davison	1/28/2021	Collegiality in Action
	Aschenbach, Velez	6/8/2021	Local Senat Visit - Noncredit

Diablo Valley	May, Rutan	1/22/2019	Noncredit Curriculum
	Davison	11/12/2019	RP Leading Versus Lagging Convening
	Aschenbach, Bean, Stankas	3/1/2021	Local Senate Visit - Equity and Diversity
Evergreen Valley	Parker, Cruz, Eikey	9/19/2018	Faculty Development Committee Meeting
Foothill	Davison	6/4/2019	Curriculum Committee - CPL
	Foster	10/24/2019	Local Senate Visit - Counseling Service Area Outcome Support
	Aschenbach	2/24/2020	Assistance Visit Governance
	Kaur	9/18/2020	Local Senate Visit - OERI
	Morse	2/5/2021	Collegiality in Action
	Roberson, Bean	5/25/2021	Local Senate Visit - Curriculum
Gavilan	Executive Committee	9/6-7/2018	Executive Committee Meeting
Hartnell	May, Hernandez	4/27/2021	Local Senate Visit - Guided Pathways
Laney	Stankas	8/28/2018	Peralta District Collegiality in Action
Las Positas	May	8/16/2018	CLCCD Speaker at Convocation
Los Medanos			
Marin, College of	Eikey	1/15/2019	Minimum Qualifications Equivalency
Mendocino			
Merritt			
Mission	May, Roberson	3/15/2019	Curriculum Regionals
	Cruz	9/26/2019	FACCC SouthBay Advocacy Summit
	Kaur, Dodge	10/15/2020	Local Senate Visit- OERI
Monterey Peninsula	Henderson, Cruz, Davison	3/22/2019	Area B Meeting
	Aschenbach	4/29/2020	Technical Assistance Visit - Virtual
Napa Valley			

Ohlone	Stankas	9/26/2018	Collegiality in Action
	Davison	8/23/2019	Governance/Local Senate
	Cruz, Stankas	1/21/2021	Diversity, Equity, and Inclusion
	Davison	3/11/2021	Collegiality in Action
Peralta CCD	Parker	11/4/2019	Local Senate Visit - Noncredit
San Francisco, City College of	Rutan	2/5/2019	AB 705
	Parker	4/26/2019	FACCC Counselor's Conference
	Curry, Aschenbach	2/26/2021	Governance
San José City	Foster, Bruzzese	8/30/2019	TASSC In-person Meeting
San Jose - Evergreen District	Davison	10/30/2020	Local Senate Visit
	May	3/12/2021	Governance
San Mateo, College of	McKay, Rutan	10/12/2018	AB 705 Workshop
	Stankas, Davison, Aschenbach, May, Bean, Mica	10/4/2019	ICAS
Santa Rosa Junior	Aschenbach	10/3/2018	Tech Visit - Gov and Consultation
	Aschenbach, Roberson		Counselor Conference (Petaluma Campus)
	Parker, Curry	11/13/2020	Local Senate Visit - Governance
	Curry	2/19/2021	Governance
	Morse	5/12/2021	Local Senate Visit - Governance
Skyline	May	3/5/2019	Recoding Regional Meeting
	Aschenbach	9/23/2019	AB 705 ESL Recoding Regional
	Aschenbach	12/14/2019	Curriculum Committee Meeting
Solano	Aschenbach, Davison, May, McKay	10/24/2018	WEDPAC/EDAC Tour
	Cruz, Davison	10/11/2019	Area B Meeting (Off-site due to PG&E power shut down)
	May	5/13/2021	Local Senate Visit - DEI and Curriculum
West Valley	Davison	8/24/2018	Local Senate Accreditation
	May/Bean	3/12/2021	DEI/Curriculum
			15

Area C			
Allan Hancock	Cruz	10/25/2019	Guided Pathways Regional Meeting
Antelope Valley			
Canyons, College of the	Aschenbach	10/18/2018	Tech Visit, Advisory Committees
	May	3/18/2019	Recoding Regional Meeting
	May	9/20/2019	Guided Pathways and Governance
Cerritos	Davison	1/18/2019	FACCC Policy Forum
	Cruz	5/9/2019	Faculty-Employee Diversification Action Planning Session
	May, Parker	10/27/2020	Local Senate Visit - DEI
	Dyer	2/9/2021	Governance
Citrus	Roberson	8/23/2018	Local Senate Visit, Guided Pathways
	Eikey, Davison, Bruzzese, Bean	3/23/2019	Area C Meeting
Cuesta	Fulks	11/14/2019	Local Senate Visit, Guided Pathways
	Cruz	11/15/2019	CEO Training, with ACHRO
East LA			
El Camino	Parker, Eikey	10/19/2018	ECC Pride Leadership Presenters
Compton College	Eikey, Stankas, Bruzzese, Aschenbach	10/13/2018	Area C Meeting
	Stankas	2/8/2019	Collegiality in Action
	Aschenbach, May	10/6/2020	Local Senate Visit - Curriculum
	Aschenbach, May	10/20/2020	Local Senate Visit - Curriculum
	Curry	3/29/2021	Local Senate Visit - Governance
Glendale			
LA District	May	10/18/2019	Local Senate Visit - AB 705
	May, Davison, Stewart Jr.	9/25/2020	Local Senate Visit
	May	2/26/2021	Local Senate Visit
LA City			
LA Harbor	Curry	10/15/2020	Local Senate Visit - Governance



LA Mission	Dyer, Velasquez Bean	2/15/2020	Standards and Practice Committee Meeting
LA Pierce	Roberson	8/23/2018	Guided Pathways Visit
	Aschenbach	11/2/2019	Curriculum Regional Meeting
LA Southwest	Roberson, Parker	2/13/2019	RWLS Committee Meeting
	Aschenbach, Roberson, Stankas	2/28/2019	GP and Local Senate Visit
	Executive Committee	3/1/2019	Executive Committee Meeting
	Stankas	5/9/2019	Collegiality in Action
	Bruzzese, Cruz	1/17/2020	RwLS Committee Meeting
LA Trade-Technical			
LA Valley			
Moorpark	Eikey	5/8/2019	CTE Minimum Qualification Toolkit Regional Meeting
Mt. San Antonio	Aschenbach	7/19/2018	Curriculum Assistance
	May	11/17/2018	Curriculum Regional
	May	8/1/2019	Senate Governance and Guided Pathways
Oxnard			
Pasadena City			
Rio Hondo	Beach	9/27/2018	Guided Pathways
	Cruz	8/21/2019	Technical Visit - EDI Focus
	Bean, Davison, Donahue, Bruzzese	10/12/2019	Area C Meeting
	Foster, Bruzzese	1/31/2020	TASSC In-person Meeting
Santa Barbara City	Stankas	1/18/2019	Collegiality in Action
	Morse, Galizio	4/23/2021	Collegiality in Action
Santa Monica	McKay	9/14/2018	Equity and Diversity Action Committee Meeting
Ventura			
West LA			

Area D			
Barstow	May, Fulks	3/30/2020	Technical Visit - Guided Pathways
Chaffey			
Coastline			
Copper Mountain			
Crafton Hills			
Cuyamaca			
Cypress	May	8/3/2019	GP, Local Senate. Curriculum
	Aschenbach, May	9/11/2019	AB 705 ESL Recoding Regional
Desert, College of the	Rutan, Fulks	1/24/2019	Guided Pathways/AB 705
Fullerton	Taintor, Kaur	11/13/2020	Local Senate Visit - OERI
	Taintor, Kaur, Pilati	11/20/2020	Local Senate Visit - OERI
Golden West			
Grossmont	May	5/13/2019	Curriculum and Guided Pathways
	Chow, Curry	1/29/2021	Governance
Imperial Valley	Donahue	11/21/2019	Guided Pathways Regional Meeting
Irvine Valley	May	3/16/2019	Curriculum Regional
Long Beach City	Davison, Foster	10/16/2018	Accreditation Committee Meeting
	Stankas, Davison, Aschenbach. May, Bean, Mica	9/12/2019	ICAS
MiraCosta	May, Aschenbach	3/13/2019	Recoding Regional Meeting
Moreno Valley	May	2/27/2020	Guided Pathways Visit
Mt. San Jacinto	Rutan	1/30/2019	Chemistry
	May	1/15/2020	Chemistry/Curriculum Visit
	Curry, Oliver	2/19/2021	Governance

Norco	Cruz, Henderson	2/28/2019	Faculty Diversification Regional
	Foster, Rutan, Parker, Stankas	3/23/2019	Area D Meeting
North Orange - Noncredit	Executive Committee	3/6/2020	Executive Committee Meeting
Orange Coast			
Palo Verde			
Palomar	Rutan, Parker, Foster, Davison	10/13/2018	Area D Meeting
	Stankas	4/15/2019	Collegiality in Action
	Davison	2/3/2021	Collegiality in Action
	Curry	3/1/2021	Governance, Brown Act
Riverside City	Davison, Stankas	11/4/2019	Assembly Higher Education Hearing on Faculty Diversification
Saddleback	Rutan	1/30/2019	Noncredit
San Bernardino Valley	Rutan, Parker	9/20/2018	AB 705 Regional
	Foster, Davison	2/19/2019	Accreditation Committee Meeting
	Dyer, Bruzzese	10/30/2019	Local Senate Visit - Brown Act/Roberts Rules
	May, Mica, Cruz, Donahue	1/30/2020	Guided Pathways Taskforce
	Fulks	8/13/2020	Local Senate Visit - Guided Pathways
	Bean	8/14/2020	Technical Visit--Culturally Responsive Curriculum
	Curry	4/13/2021	Collegiality and the 10+1
San Diego City			
San Diego Cont. Ed.			
San Diego Mesa	May	9/22/2018	MQRTF Meeting
	Curry, Donahue	1/16/2020	Educational Policies Committee Meeting
San Diego Miramar			
Santa Ana	Foster, May, Bruzzese	1/25/2019	SLO Symposium
	Bean	8/19/2020	Technical Visit--Culturally Responsive Curriculum
Santiago Canyon	Rutan, Parker	1/10/2019	Noncredit Committee Meeting

Southwestern	Parker	9/17/2018	TASCC Meeting
	Davison, Stanskas	9/17-18/2018	Board of Governors and Trustee for California Online CCD
Victor Valley	Fulks	11/1/2019	Guided Pathways Regional Meeting
Calbright College	Davison	10/15/2020	Collegiality in Action

Action Tracking as of 6/4/2021										
Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Status	Description	Status Notes	Month Complete	Year Complete
ASCCC Coaching Model	November	2020	IV. E.	ASCCC Office		Assigned	A revised Coaching Model and it will return at a future Executive Committee Meeting.			
Part-time Institute Name Change	January	2021	IV. F.	President and Executive Director		Assigned	The President and Executive Director will form a workgroup to review the language used in the naming of Academic Senate events and bring recommendations to a future Executive Committee Meeting.			
2020-21 Periodic Review	January	2021	IV. O.	Periodic Review Process Committee		In Progress	The subgroup will provide a summary of the responses to the 2016-17 Periodic Review Committee Report's recommendations to be given to the 2020-2021 Periodic Review Committee and revised the Periodic Review Committee process based on feedback from the 2016-2017 and 2020-2021 Committees.	2.4.21 - The Periodic Review Committee was provided with the summary document.		
First Draft of the Paper on Faculty Professional Development	February	2021	IV. G.	Faculty Leadership Development Committee		Assigned	The Faculty Leadership Development Committee will consider the use of "development" in Academic Senate programming and bring a recommendation to a future meeting.			
Standards & Practices Committee Policy Edits	June	2021	IV. E.	Standards and Practices Committee		Assigned	The 2021-2022 Standards and Practices Committee will consider revisions to the Advocacy policy based on the discussion.			
Scheduling of 2022 Career and Noncredit Education Institute	June	2021	IV. I.	Leadership Committee and Noncredit, Pre-Transfer, and Continuing Education Committee Chairs		Assigned	The CTE Leadership Committee and Noncredit, Pre-Transfer, and Continuing Education Committee chairs will bring a recommendation for the Career and Noncredit Education Institute to the August Executive Committee Meeting.			





## EXECUTIVE COMMITTEE MEETING

### EXECUTIVE COMMITTEE MEETING

Friday, June 4, 2021

Coronado Island Marriott Resort & Spa, Coronado, CA

Zoom and Teleconference

#### I. ORDER OF BUSINESS

##### A. Roll Call

President Davison (in person) called the meeting to order at 10:30 AM and welcomed members and guests.

C. Aschenbach (in person), M. Bean (in person), K. Chow (in person), M. Cruz (remote), S. Curry (in person), S. Foster (in person), S. Henderson (remote), G. May (in person), K. Mica (in person), J. Oliver (remote), L. Parker (in person), C. Roberson (in person), R. Stewart Jr. (in person), and M. Vélez (in person)

Liaisons and Guests: Julie Adams, Executive Director, Student Senate for California Community Colleges (SSCCC) (in person); Wendy Brill-Wynkoop, President-Elect, Faculty Association of California Community Colleges (FACCC) (remote); Dan Crump, Liaison, Council of Chief Librarians (CCL) (remote); Amber Gillis, South Representative-elect (in person); Daisy Gonzales, Deputy Chancellor, California Community College Chancellor's Office (CCCCO) (remote); Lance Heard, At-Large Representative-elect (in person); Christopher Howerton, North Representative-elect (in person); Karla Kirk, North Representative-elect (in person); Stephen Kodur, President, Student Senate for California Community Colleges (SSCCC) (in person); Chialin Hsieh, Board Member, The Research and Planning (RP) Group (remote); Rebecca Ruan-O'Shaughnessy, Vice Chancellor for Educational Services and Support, California Community College Chancellor's Office (CCCCO) (remote); and Minou Spradley, San Diego Regional Chair, California Community College Chief Instructional Officers (CCCCIO) (in person).

Staff: Tonya Davis, Director of Administration (remote); Alice Hammar, Director of Finance (remote); and April Lonero, Executive Assistant (in person).

##### B. Approval of the Agenda

**MSC (Roberson/Curry) to approve the agenda and consent calendar with the following modifications:**

**II. E. Convene a Data and Research Task Force to Address Resolution F20 18.01 pulled from the consent calendar for discussion.**

##### C. Land Acknowledgement

*We begin today by acknowledging that we are holding our gathering on the land of the Kumeyaay Nations who have lived and continue to live here. We recognize the Kumeyaay 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 Coronado. As we begin, we thank them for their strength, perseverance and resistance.*

*We also wish to acknowledge the other Indigenous Peoples who now call Coronado their home, for their shared struggle to maintain their cultures, languages, worldview and identities in our diverse City.*

**D. Public Comment**

*This portion of the meeting is reserved for persons desiring to address the Executive Committee on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes.*

Roy Shahbazian, Santa Ana College, was in attendance.

No formal public comment was entered.

**E. Executive Committee Norms, pg. 5**

Members were reminded about the Executive Committee Norms

**F. Calendar, pg. 7**

Members were updated on deadlines.

**G. Local Senate Visits, pg. 17**

Members updated the Local Senate Visits record.

**H. Action Tracking, pg. 29**

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

**I. Dinner Arrangements**

Members were informed of dinner arrangements.

**J. One Minute Check-In**

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

**II. CONSENT CALENDAR**

**A. May 7, 2021, Meeting Minutes, Aschenbach**

**B. Accreditation Committee Charge, Aschenbach, pg. 31**

**C. Resolution Assignments S2021, Davison/Curry, pg. 33**

**D. CTE Leadership Committee Charge update, Cruz, pg. 37**

**E. Convene a Data and Research Task Force to Address Resolution F20 18.01, May/Roberson, pg. 39**

The Executive Committee discussed convening a Data and Research Task Force to address Resolution F20 18.01: Paper and Resources for Evaluating Placement



in English, English as a Second Language, and Mathematics Pathways. Members suggested that this task force collaborate with the Educational Policies Committee on Resolution F19 13.02 Data Paper and Equity-Minded Practices.

**MSC (Foster/Vélez) to approve the creation of the Data and Research Task Force.**

**III. REPORTS**

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

Mica reported that the Academic Senate Office is reopening on July 6, 2021, with a rotating team member schedule. However, the conference room will remain closed until further notice. Mica provided an update on registrations for the Faculty Leadership and Curriculum Institutes. The Fall 2021 Executive Committee Meeting locations are being finalized, and all in-person committee meetings will have a hybrid attendance option for the fall. Mica shared that the Academic Senate brand update is underway pending tentative approval of the new Academic Senate logo, and the website redesign has undergone an initial data migration and audit. The 2021-2022 Membership Dues letters will be sent to colleges at the end of June.

Davison reported that the Academic Senate is working with the Chancellor's Office regarding campus reopening, and discussed local versus state guidance. Davison informed the committee that the October Executive Committee Meeting will be virtual and shared that hybrid and virtual event options will be evaluated for Spring 2022 events. The Academic Senate is partnering with the Chancellor's Office to hold the postponed Equity and Diversity Summit on hiring in January 2022.

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

Henderson highlighted the accomplishments of the Foundation during 2020-2021, including hosting Giving Tuesday 2020, launching the Innovation Scholarship, awarding attendee scholarships to the Fall and Spring Plenaries and A<sup>2</sup>MEND Conference, supporting the Faculty Empowerment and Leadership Academy, and updating Fundraising and Marketing plan.

**C. Liaison Oral Reports (*please keep report to 5 mins., each*)**

Liaisons from the following organizations are invited to provide the Executive Committee with updates related to their organization: AAUP, CAAJE, CCA, CCCI, CCL, CFT, CIO, FACCC, the RP Group, and the Student Senate.

Chialin Hsieh, The Research and Planning (RP) Group Board Member, provided an oral report. Hsieh reported that the elections for Regional Board Representatives for the North Bay/Peninsula and Inland Empire regions have concluded. Registration is open for the 2021 Institutional Research, Planning, and Effectiveness (IRPE) Summer Institute in June 2021. Hsieh shared that the 2021 Strengthening Student Success Conference will be held on October 13-15, 2021, virtually in partnership with 3CSN, the Career Ladders Project, and LearningWorks. Hsieh shared the available resources on the RP Group website,

including an AB 1805 User Guide.

Dan Crump, Council of Chief Librarians (CCL) Liaison, provided an oral report. Crump provided an update on the inclusion of funding for the Library Services Platform (LSP) in the Governor's May Budget. The CCL Summer Retreat and Board Meeting will be held virtually on July 12 and 19, 2021, and Crump was appointed to serve as the CCL Liaison to the Academic Senate for the 2021-2022 academic year.

Wendy Brill-Wynkoop, Faculty Association of California Community Colleges (FACCC) President-Elect, provided an oral report. Brill-Wynkoop reviewed FACCC sponsored legislation that has passed to the Senate, including AB 1326 (Arambula) Public social services: county liaison for higher education, AB 1432 (Low) The California Online Community College, and AB 375 (Medina) Community colleges: part-time employees. Brill-Wynkoop shared an update on the state budget and proposed faculty investments. FACCC's recent position papers are available on the FACCC website, and the board is working on new three year strategic priorities. The 2021-2022 FACCC Board terms begin on June 15, 2021.

Minou Spradley, California Community College Chief Instructional Officers (CCCCIO) San Diego Regional Chair, provided an oral report. Spradley provided an update on the CIOs regular meetings with the Chancellor's Office and legislative tracking. The CIO Executive Board approved a revised constitution to reflect their diversity, equity, and inclusion (DEI) goals, and are developing an academy for Deans of color to support advancement to CIO positions.

Stephen Kodur, Student Senate for California Community Colleges (SSCCC) President, and Julie Adams, SSSCC Executive Director, provided an oral report. The SSSCC reconvened the Institutional Success for People of Color Committee to include and support Asian American and Pacific Islander students. Kodur reported that the SSSCC is participating in the Campus Police Reform Task Force, the California Recovery with Equity briefings, and supporting AB 1456 (Medina) Student financial aid: Cal Grant Reform Act. The SSSCC is working to train and empower students to be active members of participatory governance structures locally and statewide. Kodur discussed the role local academic senates have in supporting student governments.

**D. Chancellor's Office Liaison Report – 30 mins., Davison, pg. 45**

Rebecca Ruan-O'Shaughnessy, California Community College Chancellor's Office (CCCCO) Vice Chancellor for Educational Services and Support, provided an oral report. Ruan-O'Shaughnessy provided an update on the first reading of the Ethnic Studies requirement at the May Board of Governors meeting and shared that the California State University Area F Resubmission window is open from June 3-10, 2021. Ruan-O'Shaughnessy shared that the AB 1805 Reporting Template is due July 9, 2021, and that the assessment committee will be reconvened. Ruan-O'Shaughnessy reported on efforts to determine and support student needs such as financial aid and housing and evaluating the infrastructures

needed.

#### **IV. ACTION ITEMS**

##### **A. Legislative Report – 20 mins., May, pg. 47**

The Executive Committee received a report on the 2021-22 (two-year) legislative session. May provided an update on the status of tracked bills and reviewed the legislative process. The following bills passed to the Senate: AB 89 (Jones-Sawyer) Peace officers: minimum qualifications, AB 417 (McCarty) Rising Scholars Network: justice involved students, AB 421 (Ward) Community colleges: career development and college preparation courses, AB 492 (Patterson) Cosmetology students: externships, AB 927 (Medina) Public postsecondary education: community colleges: statewide, AB 928 (Berman) Student Transfer Achievement Reform Act of 2021: Associate Degree for Transfer Intersegmental Implementation Committee, AB 1040 (Muratsuchi) Community colleges: ethnic studies, AB 1111 (Berman) Postsecondary education: common course numbering system, AB 1407 (Burke) Nurses: implicit bias courses, and AB 1456 (Medina) Student financial aid: Cal Grant Reform Act. Members discussed the impact of AB 1417 (Frazier) Community colleges: providers of care for individuals with developmental disabilities: model curriculum for certification program and bills related to the Brown Act and AB 1273 (Rodriguez) Interagency Advisory Committee on Apprenticeship: the Director of Consumer Affairs and the State Public Health Officer. May updated the committee on the state budget and funds directed to the California Community Colleges system.

No action by motion was taken on this item.

##### **B. Guided Pathways Implementation and Integration to Transfer and Careers – 15 mins., Davison, pg. 119**

The Executive Committee received a written summary report on the 2020-2021 Guided Pathways work towards implementation and integration to transfer and careers.

No action by motion was taken on this item.

##### **C. Culturally Responsive Student Services, Student Support, and Curriculum – 15 mins., Davison, pg. 121**

The Executive Committee received an update on culturally responsive student services, student support, and curriculum in the system. Aschenbach provided an update on the applications for the Andrew W. Mellon Future of Higher Learning in Prison/Equity in Curriculum grant and shared that the professional development courses and resources are due in October 2021 for release in January 2022.

No action by motion was taken on this item.

##### **D. Equity Driven Systems – 15 mins., Davison, pg. 123**

The Executive Committee received an update on the Equity Driven Systems in the system. Davison reported that the Equal Employment Opportunity (EEO) and

Diversity Advisory Committee is updating the EEO regulations in 2021-2022. The Diversity, Equity, and Inclusion (DEI) Implementation Workgroup is developing recommendations regarding the student grievance process, the inclusion of DEI in all personnel evaluations, and the language of the *Minimum Qualifications Handbook*. The committee discussed framing evaluations as an opportunity for growth.

No action by motion was taken on this item.

**E. Standards & Practices Committee Policy Edits – 15 mins., Oliver/Aschenbach, pg. 124**

The Executive Committee reviewed and provided feedback on the second reading of the proposed policy edits. Oliver summarized the revisions to 20.02, 40.01, Expectations of Executive Committee Members, and Advocacy since the first reading. The committee discussed the inclusion of language regarding fiscal commitments and donations in the Advocacy policy and the committee's review process for policy 20.02. The 2021-2022 Standards and Practices Committee will consider revisions to the Advocacy policy based on the discussion.

**MSC (May/Bean) to approve policies 20.02, 40.01, Expectations of New Committee Members, and Advocacy.**

Follow up: The 2021-2022 Standards and Practices Committee will consider revisions to the Advocacy policy based on the discussion.

**F. ASCCC Curriculum Committee assignment to Resolution F20 9.02 – 15 mins., Bean/Roberson, pg. 135**

The Executive Committee provided feedback on addressing Resolution F20 9.02 Update Paper on Local Curriculum Committees. The committee discussed the relevance of the current paper, concerns over the publication date, and additional Academic Senate curriculum-related resources. Members suggested creating a dynamic and functional resource such as a handbook and recommended evaluating if a paper is needed after creating that resource.

**MSC (Curry/Bean) to approve the creation of a handbook to address Resolution F20 9.02 and re-evaluate if a paper is needed after the handbook's publication.**

**G. Periodic Review Committee Report – 15 mins., May, pg. 137**

The Executive Committee discussed receiving the 2020-21 Periodic Review Report and acknowledged the work of the Periodic Review Committee. May shared that the Periodic Review Process Committee will incorporate a mechanism to respond to the report's recommendations in the revised review process.

**MSC (Stewart Jr./Bean) to approve receipt of the 2020-2021 Periodic Review Report from the Periodic Review Committee.**

**H. ASCCC 2021 Curriculum Institute – 20 mins., Roberson/Bean, pg. 173**

The Executive Committee reviewed and provided feedback on the Curriculum Institute program. Roberson provided an update on the final program, and the committee shared suggestions for the social sessions.

**MSC (Aschenbach/Curry) to approve the 2021 Curriculum Institute Program.**

**I. Scheduling of 2022 Career and Noncredit Education Institute – 10 mins., Cruz/Chow, pg. 175**

The Executive Committee discussed scheduling the 2022 Career and Noncredit Institute and the challenges of the event closely following Spring Plenary. Members suggested holding the conference in the fall instead of spring, collaborating with system partners, considering separating the Career Technical Education (CTE) and noncredit components, and surveying the field. The CTE Leadership Committee and Noncredit, Pre-Transfer, and Continuing Education Committee chairs will bring a recommendation for this event to the August Executive Committee Meeting.

No action by motion was taken on this item.

Follow up: The CTE Leadership Committee and Noncredit, Pre-Transfer, and Continuing Education Committee chairs will bring a recommendation for the Career and Noncredit Education Institute to the August Executive Committee Meeting.

**J. Standards & Practices Committee: Exemplary Program Award Theme for 2021-2022 – 15 mins., Oliver/Aschenbach, pg. 177**

The Executive Committee reviewed the Exemplary Program Award Theme, “Addressing Inequity in a Time of Crisis,” for 2021-2022 proposed by the Standards and Practices Committee. Members suggested additional language when marketing the theme.

**MSC (Stewart Jr./Vélez) to approve the 2021-2022 Exemplary Program Award theme, “Addressing Inequity in a Time of Crisis.”**

**K. Tentative 2021-22 ASCCC Budget – 30 mins., Mica/Cruz, pg. 179**

The Executive Committee reviewed and provided feedback on the tentative 2021-2022 Academic Senate budget for summer operations. Mica reviewed the projected revenue streams, including membership dues, events, and grants, and reviewed projected expenses, including reassign time, office expenses, grant expenses, event expenses, and non-direct costs. Mica shared the quarterly reports from quarters one through three of 2020-2021, the Treasurer’s Report from April 2021, and the statement of financial position. Members suggested including funding in the 2021-2022 budget for the Part-Time Institute, the Career and Noncredit Education Institute, Part-Time Nexus Workshops, and a researcher staff position. The committee discussed potential changes to the events’ budgets dependent on event modality.

**MSC (Curry/Foster) to approve the 2021-2022 tentative budget and discuss the suggested additions at the August Executive Committee Meeting.**

**L. Position Paper on Learning Assistance and Learning Center Coordinators, First Read – 15 mins., Vélez, pg. 199**

The Executive Committee reviewed and provided feedback on the first draft of the position paper on learning assistance and learning center coordinators. Members recommended including the resolution and establishing the paper's purpose earlier, adding more general background information and definitions, moving the sections on pedagogy and philosophy to the appendix, and including recommendations. The revised draft will come to the September Executive Committee Meeting from the 2021-2022 Transfer, Articulation, and Student Services Committee.

**MSC (Foster/Bean) to approve the first draft of the position paper on learning assistance and learning center coordinators.**

**M. ASCCC Curriculum Committee updated (again) charter, – 15 mins., Bean/Roberson, pg. 249**

The Executive Committee reviewed and provided feedback on the proposed revised ASCCC Curriculum Committee charter. The committee discussed the proposed membership and implications of specifying disciplines in the charter and reviewed the expectations of committee chairs when selecting members. Members suggested modifying the charter to read "Membership of this committee is expected to include various faculty perspectives" and use the list of disciplines as a guide. The committee recommended sharing the standing committee selection process with the field.

**MSC (Foster/Vélez) approve the revised Curriculum Committee charter with the updated membership section.**

**V. DISCUSSION**

**A. Board of Governors/Consultation Council – 15 mins., Davison/May, pg. 251**

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

Consultation Council met on May 20, 2021. The discussion included updates on the Diversity Equity and Inclusion Integration Plan, the Equal Employment Opportunity regulations, equitable transfer pathways data, and state and federal legislative and budgets.

The Board of Governors met on May 24-25, 2021, and had a first reading of the revisions to Title 5, §55063, minimum requirements for the Associate Degree (Ethnic Studies Requirement), and proposed regulatory action to amend the Equal Employment Opportunity regulations. The Board received an update on the Diversity, Equity, and Inclusion Integration plan and the 2021 State of the System. The Board of Governors members will participate in a series of Learning Sessions throughout Fall 2021, including teaching and learning.

**B. End of Year Debrief – 30 mins., Davison, pg. 253**

The Executive Committee debriefed the 2020-2021 academic year.

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

**A. Senate and Grant Reports**

- i. Guided Pathways Task Force, May, pg. 255
- ii. Periodic Review Committee, May, pg. 271
- iii. Statement of Activities as of March 31, 2021, Mica, pg. 273

**B. Standing Committee Minutes**

- i. Curriculum Committee, Roberson, pg. 279
- ii. Educational Policies Committee, Foster, pg. 281
- iii. Legislative and Advocacy Committee, May, pg. 283
- iv. Noncredit and Basic Skills Committee, Chow, pg. 291
- v. Part-Time Committee, Bean, pg. 294
- vi. Standards and Practices Committee, Oliver, pg. 302

**C. Liaison Reports**

- i. Chancellor's Office Campus Police Reform Task Force, Curry, pg. 307
- ii. Chancellor's Office Diversity, Equity, and Inclusion Implementation Workgroup, Cruz, pg. 313
- iii. Chancellor's Office Guided Pathways Advisory Committee, May, pg. 315
- iv. CSU Chancellor's General Education Advisory Committee (GEAC), Bean, pg. 385
- v. RP Group Liaison Report, Bean, pg. 387

**D. Local Senate Visits**

**VII. ADJOURNMENT**

The Executive Committee adjourned at 5:23 PM

Respectfully submitted by:

April Lonero, Executive Assistant

Cheryl Aschenbach, Secretary







## Executive Committee Agenda Item

SUBJECT: ASCCC Liaison to SSSCC		Month: August	Year: 2021
		Item No: II. B.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval a liaison position for the SSSCC.	Urgent: No	
		Time Requested: NA	
CATEGORY:	Consent Calendar	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Dolores Davison/Krystinne Mica	Consent/Routine	X
		First Reading	
STAFF REVIEW <sup>1</sup> :	Melissa Marquez	Action	
		Information/Discussion	

*Please note: Staff will complete the grey areas.*

**Background:** The Student Senate for California Community Colleges has requested a liaison from the ASCCC. This is a new liaison position for the ASCCC. The liaison appointed to the SSSCC for this academic year will be Michelle Bean.

The Executive Committee will consider for approval this new liaison position.

---

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





## Executive Committee Agenda Item

SUBJECT: Support for DEI Implementation Strategies: ASCCC and ACHRO Professional Development Webinar Series		Month: August	Year: 2021
		Item No: II. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval a collaboration with ACHRO for fall webinars focused on model screening and selection processes as a DEI hiring strategy.	Urgent: Yes	
		Time Requested: NA	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Cheryl Aschenbach/Michelle Bean	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Melissa Marquez	Action	X
		Information/Discussion	

*Please note: Staff will complete the grey areas.*

**BACKGROUND:**

The Chancellor’s Office Diversity, Equity, and Inclusion (DEI) Implementation Workgroup continues the work of building relationships among stakeholder groups to operationalize the Board of Governor’s (BOG) DEI Action Plan. The Tier 2 DEI Implementation strategies are currently being developed to present to the BOG at its next meeting in September; in support of this work as well as in alignment with the ASCCC strategic plan calling for continued collaboration and relationship building with fellow system partners, the DEI Implementation Workgroup ASCCC liaisons would like to conduct fall 2021 webinars with ACHRO leaders to support the field. This work is vital in bridging the system-level conversation and support for local implementation particularly in preparation for spring 2022 hiring processes, especially as the funding from the recently approved California state budget includes resources to increase full-time hiring for faculty diversification.

The Executive Committee is asked to consider for approval a professional development webinar series informing the faculty body of DEI-focused, equity-minded hiring processes.

---

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





## Executive Committee Agenda Item

SUBJECT: DEI Recommendations: Screening and Selection Processes		Month: August	Year: 2021
		Item No: II. D.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will be informed of and consider endorsing the ACHRO recommendations for screening and selection processes as a DEI hiring strategy.	Urgent: Yes	
		Time Requested: NA	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Cheryl Aschenbach/Michelle Bean	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Melissa Marquez	Action	X
		Information/Discussion	

*Please note: Staff will complete the grey areas.*

**BACKGROUND:**

The Chancellor’s Office DEI Implementation Workgroup has been meeting since 2019 to operationalize the Board of Governor’s DEI Action Plan. The workgroup is comprised of stakeholder groups who have been creating and sharing effective and promising practices to address Tier 2 DEI Implementation strategies.

Attached Resources: ACHRO (Association of Chief Human Resources Officers) summary and examples for equity-minded hiring.

Executive Committee is asked to review, provide feedback, and endorse the ACHRO recommendations for DEI-focused screening and selection processes for equity-minded hiring and consider including the finalized recommendations into the ASCCC Model Hiring Principles and Procedures Canvas modules.

---

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

## **ACHRO Screening and Selection Process Recommendations**

### **Executive Summary**

July 23, 2021

The Association of Chief Human Resources Officers has analyzed commonly-used screening and selection procedures to identify barriers to diversifying workforces and aligning hiring processes with the priorities and needs of community college students.

#### **Key Issue**

Current screening and selection processes are founded on conventional human resources functions developed in the early 1900s when race, ethnicity, gender, ability status, and other characteristics were explicit factors in hiring decisions. The information solicited in application procedures and used by individuals to screen and select candidates contains many explicit and implicit biases that privilege white males from middle and upper class economic statuses. In many instances, the information has weak, if any, correlation with job performance and contains no information about a candidate's ability to work successfully in a diverse workplace and deliver services successfully to diverse student communities.

#### **Proposed Change**

ACHRO has developed strategy recommendations to change how California community colleges market employment opportunities, the information requested for initial screening, the content and structure of interview questions, and the tools used to score and advance candidates through screening, interviewing, and selection. Collectively, these recommendations embed the ability to work in a diverse workforce, serve diverse student communities, contribute to a culture of inclusion, and deliver equitable outcomes as essential qualifications for every position.

Key features of the recommendations include:

1. Marketing the DEI-focus of the community college district's mission in all employment-related advertisements and announcements to attract candidates specifically capable and interested in contributing to diversity, equity, and inclusion.
2. Defining the specific behaviors necessary for successful job performance within a diverse environment and requesting application materials that address those criteria explicitly.
3. Assessing technical knowledge, skills, and abilities through a DEI-framework in which the application of technical abilities within a diverse environment defines whether a candidate is qualified for the position.
4. Utilizing an interview question model that requires candidates to give example of specific behaviors and positive outcomes demonstrating technical proficiency, inclusivity, and equitable outcomes.
5. Develop scoring rubrics and methods that require candidates to demonstrate successful DEI-related behaviors to be considered highly-qualified.

# Diversity, Equity, and Inclusion Strategy Recommendation

DEI Strategy:	DEI Focused Screening and Hiring Process
ACHRO Workgroups:	Equity-focused Vacancy Announcements and Application Requirements; Equity-focused Screening Criteria; Equity-minded Interviews

*Version Date: July 23, 2021*

## Issue Statement

Community colleges retrain the American workforce, train displaced workers, and help develop new industries. The 21st-Century Commission on the Future of Community Colleges' Reclaiming the American Dream Report recognizes the challenges facing community colleges. These challenges include ensuring the success of the millions of diverse and often underserved students seeking a high-quality college education. For California Community Colleges, this student success translates into institutional funding via the Student-Centered Funding Formula. To make the educational culture more inclusive and foster equity outcomes, campus faculty [staff] diversity can be laid by search committee processes— processes which not only reflect the larger institutional commitment to diversity, but which also serve as occasions for serious campus reflection on the barriers to recruitment and retention of faculty [staff] of color” (Turner, p..28)

- New Paradigms for Diversifying Faculty and Staff in Higher Education: Uncovering Cultural Biases in the Search and Hiring Process - <https://eric.ed.gov/?id=EJ759654>
- Interrupting the Usual: Successful Strategies for Hiring Diverse Faculty - <https://www.tandfonline.com/doi/abs/10.1080/00221546.2004.11778900?journalCode=uhej20>
- Reclaiming the American Dream: A report from the 21st-. Century Commission - <http://www.aacc21stcenturycenter.org/wp-content/uploads/2014/03/21stCenturyReport.pdf>.

Conventional application, screening, interviewing, and hiring processes were developed in the early 20<sup>th</sup> century when employment discrimination based on race, ethnicity, gender, disability status, and other characteristics was legal, socially acceptable, and widely encouraged. Conventional processes have evolved beyond explicit discriminatory barriers, but often retain subjective biases with questionable or no correlation with job performance that favor white, cisgender males. Individuals working within conventional processes may choose to value diversity, equity, and inclusion as minimum and/or preferred qualifications, but the structure of and assumptions embedded in the processes tend to ignore and discourage those individual efforts.

## Strategy Proposal

Redesign application, screening, interviewing, and hiring processes to mitigate structural biases that guide individual decision-making, prioritize DEI-related qualifications as essential predictors of job performance, and require participants to assess candidates based on technical knowledge and DEI-related qualifications on equal terms.

## Current Challenges

- Conventional screening and hiring processes are based on assumptions about the predictive ability of work history, educational attainment, transcripts, letters of recommendation, and similar information to identify candidates who will perform a job well without considering the context of those criteria or the context in which the job will be performed.
- Conventional application requirements tend to provide information conforming to assumptions about work history, education, GPA, references, and similar information founded on the expectations of white, cisgender men as more naturally inclined to professional work, interested in and with an aptitude for technical fields (e.g. STEM), expected to be the primary wage-earners for families, and other related biases.
- Conventional processes tend to ignore how candidates will engage and work with others, especially in the specific context of working with and serving individuals from diverse ethnic, racial, gender, and other backgrounds.
- Conventional processes tend to systematize positive and negative stereotypes about race, ethnicity, gender, and other characteristics, creating barriers to employment for candidates of color, women, non-binary candidates, and other non-white, non-cisgender male candidates.
- Conventional application processes and materials fail to produce information on successful engagement with others in the performance of job duties, especially with diverse communities, and provide inadequate evidence of education, training, and prior performance on DEI-related engagement.
- District administrators, faculty, and classified professionals may strongly oppose changes to conventional processes and information used in current screening processes such as work histories, educational histories, transcripts, cover letters, reference letters, and similar information.
- Screening committee members may lack training on DEI-engagement in job performance, evaluating candidates on technical skills and engagement simultaneously, and incorporating DEI-related performance into current screening criteria and measurements.
- People may perceive DEI-focused application, screening, and selection processes as an attempt to give preference to candidates from specific races, ethnicities, gender identities, or other protected statuses.
- Selection committee members may be reluctant to participate in DEI-focused screening and selection methods out of fear of violating EEO and similar laws and/or policies.
- HR staff may lack training to provide effective guidance to screening committees to perform DEI-focused screening within legal and policy frameworks.

## Strategy Recommendations

*The actions below are collectively designed to address the procedural issues preventing greater diversity in hiring, while being mindful of the challenges identified. Districts are considered to consider adopting*



*the full set of recommendations as provided, but may strategically select and implement specific recommendations based on local factors.*

### Establish a DEI-focused application, screening, and selection process

- Step One: Screening committee is formed (recommend following the strategy recommendations on diversifying selection committee participation and increasing student participation in selection committees) with an emphasis on diverse participation and reviews job descriptions, minimum and preferred qualifications, and performance expectations for the position with an explicit focus on the skills and behaviors needed for successful performance within a diverse working environment and culture, including understanding of the lived experiences of individuals from diverse communities which will impact successful job performance (e.g. serving and/or working with individuals from diverse groups).
- Step Two: Screening committee defines essential attributes and behaviors for successful job performance within a diverse environment and establishes the criteria to be used to evaluate applicants and determine which applicants will be forwarded in the selection process. The Diversity Officer or similar representative reviews and approves the criteria.
- Step Three: Screening committee draft a set of open-ended questions prompts focused on acquisition and successful use of essential knowledge, skills, and abilities with diverse communities, including an understanding of lived experiences of diverse communities. The Diversity Officer or similar representative reviews and approves the question prompts.
  - The number of question prompts is determined by the level and scope of the position and should range from five to 15 questions for most positions.
  - Responses are organized into three sections:
    - state key positive outcomes;
    - state how you achieved the outcomes; and
    - state how you will achieve similar outcomes in this position.
  - Set word limits on each section to prioritize concise responses focused on the most critical information and eliminate philosophical responses which fail to convey specific outcomes and behaviors.
- Step Four: Screening committee drafts behavioral questions following the strategic recommendation for writing DEI-focused behavioral interview questions. The Diversity Officer or similar representative reviews and approves the interview questions.
- Step Four: Job is posted externally in an announcement that describes the District’s mission and values with an emphasis on serving diverse communities equitably and contributing to an inclusive culture, describes the key functions and responsibilities of the job, and provides functional information (salary range, benefits, work schedules, etc.). Candidates are invited to complete a candidate profile (necessary personal information, employment eligibility, and minimum qualifications) and answer the open-ended question prompts developed by the committee.

- Step Five: HR screens for minimum qualifications and invites applicants to apply for equivalency where appropriate.
- Step Six: Equivalency determination is made and question prompt responses for all qualified applicants are forwarded to the committee for review.
- Step Seven: Screening committee reviews the responses, without seeing any identifying information about the applicant (including name), scores responses using a DEI-focused scoring rubric, and selects applicants to be invited to submit a complete application and/or CV/resume and attend an interview. Applicants are given specific instruction to state successful outcomes serving and/or working with individuals from diverse communities and contributions to organizational DEI culture in their application, CV, and/or resume.
- Step Eight: Committee conducts interviews using behavioral-focused interview questions embedding DEI-focused relational application of technical knowledge, skills, and abilities.
- Step Nine: Committee scores interviews using a DEI-focused scoring rubric and deliberates and selects candidates for 2<sup>nd</sup> level interviews based on the total information reviewed in the screening and interview processes indicating the candidate possesses the technical qualifications and clear evidence of successful performance with diverse communities and contributions to an inclusive culture.
- Step Ten: 2<sup>nd</sup> level interviews are conducted by the CEO and/or designees using behavioral-focused interview questions embedding DEI-focused relational application of technical knowledge, skills, and abilities. CEO includes Diversity Officer or similar representative in every 2<sup>nd</sup> level interview to clearly demonstrate the importance of and commitment to DEI and antiracism; or, Diversity Officer conducts a separate

#### Training on revised application, screening, interviewing, and selection processes

- *Section to be developed after the first recommendation is finalized*

#### EEO and Compliance Considerations and Recommendations

- *Section to be developed after the first recommendation is finalized*

#### References, Tools, and Resources

- Diversifying Selection Committees Strategy Recommendation
- Increasing Student Participation in Selection Committees Strategy Recommendation
- DEI-Focused Vacancy Announcements Strategy Recommendation
- DEI-Focused Screening Criteria and Scoring Rubric Strategy Recommendations
- DEI-Focused Interviews and Scoring Rubric Strategy Recommendations

Name	Prior Teaching/Training/Related Experience	Knowledge of Educational Technology Resources	Communication Skills	Related Vocational Experience	Ability to Effectively Engage in Participatory Governance	Multicultural Sensitivity	Knowledge and Understanding of DEI	Total		
Candidate 1	3	3.75	3	5	2	3	3.75	23.5		
Candidate 2	2	4.5	3.25	4.75	2	4	3	23.5		
Candidate 3	3.5	2	5	2	4.25	2	3	21.75		

**Guidelines for Selecting Criteria**

1. Screening Committees should review the essential functions of the position and identify the knowledge, skills, and abilities necessary for successful
2. With the essential KSAs identified, the committee should discuss the desired characteristics of a successful candidate
3. The desired characteristics should then be discussed in terms of successful outcomes the committee can observe in application materials
4. The committee composes the application questions and submits for review by Diversity Officer
5. The committee discusses the criteria for awarding scores in each criteria used in screening

**Scoring Methodology**

One Point: Application response failed to address the question or demonstrated inadequate preparation and performance

Two Points: Application response indicated some related experience or preparation, but no clear examples of successful outcomes

Three Points: Application response clearly articulated adequate experience or preparation with successful outcomes

Four Points: Application response clearly articulated adequate experience or preparation with successful outcomes AND provided successful DEI-related

Five Points: Application response clearly articulated adequate experience or preparation with successful outcomes AND provided successful DEI-related

*Quarter and half points should be used when a candidate provides some evidence of DEI-related performance, but does not fully articulate successful*

<b>Screening Process</b>										
1. Committee agrees on the screening criteria (Row 1 Column Headers)										
2. Committee agrees on criteria for scoring 1-3 (technical knowledge, skills, experience)										
3. Committee agrees to criteria for scoring 4-5 (DEI-related application)										
4. Committee reviews and scores all application question responses										
5. Committee reviews total scores and deliberates to select candidates for interview										
<b>Sample Criteria Scoring Framework</b>										
<b>Prior Teaching/Training/Related Experience Scoring Guidelines</b>										
1	Candidate possesses less than two years									

2	Candidate has between 2 and 5 years									
3	Candidate has 5 or more years									
4	Candidate has two or more years AND demonstrated success teaching students from diverse communities									
5	Candidate has two or more years AND demonstrated success teaching students from diverse communities AND contributions to building a strong culture of DEI within an institution									
<b>Knowledge of Educational Technology Resources Scoring Guidelines</b>										
1	No evidence of relevant experience using current educational technologies									
2	Prior work experience, education, training, certificates, etc. indicates less than two years of relevant experience using current educational technology (e.g. LMS, instructional applications, communication technologies)									
3	Prior work experience, education, training, certificates, etc. indicates at least two years of relevant experience using current educational technology (e.g. LMS, instructional applications, communication technologies)									
4	Prior work experience, education, training, certificates, etc. indicates at least five years of relevant experience using current educational technology (e.g. LMS, instructional applications, communication technologies) AND addresses how educational technologies have been used to benefit individuals from diverse cultural backgrounds									
5	Prior work experience, education, training, certificates, etc. indicates at least five years of relevant experience using current educational technology (e.g. LMS, instructional applications, communication technologies) AND addresses how educational technologies have been used to benefit individuals from diverse cultural backgrounds AND provides evidence of contributing to a culture of utilizing educational technology in a equitable, inclusive way throughout the institution									
<b>Communication Skills</b>										
1	Application materials fail to demonstrate evidence of development and use of communication skills in a context relevant to successful performance in this position									
2	Prior work experience, education, training, etc. provides limited evidence of development and use of communication skills in a context relevant to successful performance in this position									
3	Prior work experience, education, training, etc. provides moderate evidence of development and use of communication skills in a context relevant to successful performance in this position									
4	Prior work experience, education, training, etc. provides extensive evidence of development and use of communication skills in a context relevant to successful performance in this position WITH specific success applying communication skills with individuals from diverse cultural backgrounds									
5	Prior work experience, education, training, etc. provides extensive evidence of development use of communication skills in a context relevant to successful performance in this position WITH specific success applying communication skills with individuals from diverse cultural backgrounds AND positive contributions to building a culture of communicating with cultural humility, equity, and inclusion within the institution									

<b>Related Vocational Experience</b>									
1	Prior experience stated in application materials is not related to the essential functions of this position								
2	Some related prior experience, but less than two years								
3	Between two and five years of related prior experience								
4	Five or more years of related prior experience WITH specific evidence of successful engagement with individuals from diverse cultural backgrounds								
5	Five or more years of related prior experience WITH specific evidence of successful engagement with individuals from diverse cultural backgrounds AND positive contributions to a culture of diversity, equity, and inclusion more broadly in prior institutions								
<b>Ability to Effectively Engage in Participatory Governance</b>									
1	Prior experience stated in application materials does not indicate successful performance in participatory governance or a substantially similar shared decision-making context								
2	Prior experience demonstrates some successful outcomes in a participatory governance or substantially similar shared decision-making context, but fewer than two years experience								
3	Prior experience demonstrates successful outcomes in a participatory governance or substantially similar shared decision-making context, with more than two years experience								
4	Prior experience demonstrates successful outcomes in a participatory governance or substantially similar shared decision-making context, with more than two years experience, AND specific evidence of successful engagement with individuals from diverse cultural backgrounds in a participatory governance or similar shared decision-making context								
5	Prior experience demonstrates successful outcomes in a participatory governance or substantially similar shared decision-making context, with more than two years experience, AND specific evidence of successful engagement with individuals from diverse cultural backgrounds in a participatory governance or similar shared decision-making context AND positive contributions to building a culture of equity and inclusion supporting cultural diversity in participatory governance or similar shared decision-making contexts in an institution								
<b>Multicultural Sensitivity</b>									
1	Responses to application questions regarding diversity, equity, inclusion, cultural humility, and related topics fail to demonstrate the ability to effectively engage with individuals from diverse cultural communities								
2	Responses to application questions regarding diversity, equity, inclusion, cultural humility, and related topics provide limited evidence of the ability to effectively engage with individuals from diverse cultural communities								
3	Responses to application questions regarding diversity, equity, inclusion, cultural humility, and related topics provide clear evidence of the ability to effectively engage with individuals from diverse cultural communities								
4	Responses to application questions regarding diversity, equity, inclusion, cultural humility, and related topics provide clear evidence of the ability to effectively engage with individuals from diverse cultural communities AND provide evidence of specific positive outcomes achieved in a related work or social context								

5	Responses to application questions regarding diversity, equity, inclusion, cultural humility, and related topics provide clear evidence of the ability to effectively engage with individuals from diverse cultural communities AND provide evidence of specific positive outcomes achieved in a related work or social context AND provide evidence of positively impacting a culture of diversity, equity, and inclusion within an institution
<b>Knowledge and Understanding of Diversity, Equity, and Inclusion</b>	
1	Responses to application questions regarding diversity, equity, inclusion, cultural humility, and related topics fail to demonstrate an understanding of the significance of DEI within an educational or related professional context
2	Responses to application questions regarding diversity, equity, inclusion, cultural humility, and related topics demonstrate limited understanding of the significance of DEI within an educational or related professional context
3	Responses to application questions regarding diversity, equity, inclusion, cultural humility, and related topics demonstrate clear understanding of the significance of DEI within an educational or related professional context
4	Responses to application questions regarding diversity, equity, inclusion, cultural humility, and related topics demonstrate clear understanding of the significance of DEI within an educational or related professional context AND provide evidence of specific positive outcomes achieved in a related work or social context
5	Responses to application questions regarding diversity, equity, inclusion, cultural humility, and related topics demonstrate clear understanding of the significance of DEI within an educational or related professional context AND provide evidence of specific positive outcomes achieved in a related work or social context AND provide evidence of positively impacted a culture of diversity, equity, and inclusion within an institution

# Diversity, Equity, and Inclusion Strategy Recommendation

DEI Strategy: Equity-Minded Interview Questions  
ACHRO Workgroups: Screening Criteria; Interviews; BPs/APs/Hiring Procedures

*Version Date: January 20, 2021*

## Issue Statement

Interviews tend to prioritize technical competence, experience, and subject area knowledge without adequately addressing the application of knowledge within a diverse workplace.

Failure to assess how well applicants will apply their technical competencies, experiences, and knowledge in a manner that advances equity and inclusion for people from diverse backgrounds results in the selection of less qualified applicants and perpetuates exclusion and equity gaps.

## Strategy Proposal

Revise policies and procedures to require interview committees to use interview questions, writing tasks, and practical/teaching demonstrations (as applicable) assessing technical competence and subject matter expertise framed by the application of knowledge with diverse communities. Throughout this recommendation, references to 'interview questions' includes writing tasks, practical/teaching demonstrations, and any other materials used to assess candidates during the interview process.

## Current Challenges

- Subject matter expertise is overvalued in committee participation and assessing applicants' ability to serve people from diverse communities is undervalued.
- Currently committees may not have experience creating questions or practical/teaching demonstrations that address technical competence and equity and inclusion for diverse communities.
- Committees may be reluctant to create and use questions prioritizing the application of knowledge in an equitable and inclusive manner.
- Committees may lack knowledge of and experience with assessing equity and inclusion in the context of routine job performance.
- Committee members may resist prioritizing DEI by undervaluing diversity, equity, and inclusion when evaluating candidates and interview responses.
- Committee members may lack training on DEI-related concepts, terms, and definitions and methods for appropriately accessing and rating candidates' ability to apply technical competence in an equitable and inclusive manner.
- Committee members may believe DEI-focused questions do not apply to their discipline, job, work unit, department, etc.

- Changes to interview question requirements may require approval through participatory governance processes which resist change.
- Committee members may not know where to find resources to gain knowledge and skills in writing DEI-focused interview questions and assessing responses.
- Committee members may claim EEO-related concerns about prioritizing DEI in interviews, such as reverse discrimination or hiring less qualified people from diverse communities to meet diversity goals.
- Districts may also have unique challenges based on their current policies, standard operating procedures, work culture, and other factors not listed above.

## Strategy Recommendations

### Training

- Training should include DEI definitions and terminology to create a common understanding and application of language and meaning in assessing candidates, deliberation, and decision-making
- Training should include examples of equity-minded competency and demonstrate the importance of student outcomes (e.g. student success metrics and correlations with exposure to district faculty, staff, and administrators with shared cultural backgrounds)
- Training should include institutional demographic data highlighting current and historical employment trends based on race, ethnicity, and gender (and other categories as appropriate) within major classifications
  - Districts should present data for at least faculty, classified/confidential, and administrator classifications
  - More nuanced employee classifications should be used in larger districts where there are 30 or more employees within a classification (e.g. academic divisions)
  - Districts should present data on representation in leadership positions within participatory governance, including the Board of Trustees
  - Demographic data on student populations may be used for context and comparison, but should not be used exclusively to define a target for diversity in employment
- Training should provide tools for identifying specific DEI-related knowledge, skills, and abilities (KSAs) most relevant for a given position, department, division, and/or the institution and incorporating those KSAs into interview questions
- Training should include exercises in drafting, evaluating, and revising equity-focused interview questions in a behavioral interview framework (see behavioral interview guide in Resources section)
- Training should include effective practices for requiring DEI-focused candidate statements in the application process, evaluating statements, identifying deficit-minded language in statements, and the impact of DEI-focused statements on decisions about candidates
- Training on effective methods of engaging in committee deliberations with an emphasis on expectations about how a candidate will engage with diverse communities within the position and managing DEI-related discussions in compliance with EEO requirements
- Define DEI Competencies to be Evaluated in Interviews
- Employees serving on selection committees will likely have a wide range of perceptions and understanding of diversity, equity, and inclusion based on their cultural background, personal



history, education and training on DEI, recent national and local events, political identification, and other external influences

- Training for committee members on institutional definitions of DEI competencies, evaluation of DEI-competency in application materials and interview responses, and appropriate discussion of DEI-competencies during deliberations is critical for effective implementation of DEI-focused selection methods
- Districts should adopt the Chancellor’s Office DEI Glossary of Terms or a similar locally-developed list of terms and definitions to create a common language and understanding of meaning (<https://www.cccco.edu/-/media/CCCO-Website/Files/Communications/vision-for-success/8-dei-glossary-of-terms.pdf?la=en&hash=21FCA99EAE353E6F481025115DC98272EAA36BA9>)
- Districts should incorporate DEI competencies into existing candidate assessment resources with examples of desired characteristics, interview responses, and other job-specific models for determining how well a candidate demonstrated the competencies relevant to the position
- Districts should address EEO compliance concerns when evaluating DEI competencies in selection committee trainings

### Use Behavior-Focused, Equity-Minded Interview Questions

- Provide training on writing effective interview questions using a behavioral interview model
- Behavioral Interview Model
  - Questions asking candidates to demonstrate desired knowledge, skills, and abilities by describing actions they have taken in their work, education, volunteer work, and other relevant experience and the outcomes from those actions
  - Behavioral Interview Question Formula: Helpful lead-in, open-ended beginning, desired behavior

Example One:

- Helpful lead-in: Many of our students are 1st generation college students.
- Open-ended beginning: Please describe a time you helped someone
- Desired behavior: from a different cultural background understand a new process and achieve their desired outcome.

Example Two:

- Helpful lead-in: We teach students from diverse races, ethnicities, gender identities, ability statuses, and many other characteristics.
  - Open-ended beginning: Please tell us how you have
  - Desired behavior: successfully created curriculum engaging learners from diverse backgrounds.
- Train committee members to frame all behavioral interview questions in equity-mindedness with an emphasis on the application of technical competency in serving and working with people from diverse cultural communities
    - E.g. the interview questions should assess the application of knowledge with diverse stakeholders, not just the possession of knowledge
  - Provide support for committees in drafting behavior-focused, equity-minded questions such as HR review of proposed questions, recommendations for improving questions, and assessing the quality of applicant responses

- Develop a bank of effective behavior-focused, equity-minded interview questions for committees to use as models when writing questions
- Assess interview questions for terms and language that may create barriers for diverse candidates and individuals lacking direct experience working in California Community Colleges
  - E.g. faculty interview questions focused on formal teaching experience in a community college or related setting

### Assessing Responses in DEI Focused Interviews

- Provide model answers and/or a list of key points to look for in responses to all questions
- Train committees to listen for answers that exhibit a commitment to inclusionary practices
- Train committees on key terms and concepts related to DEI and deficit-minded language and indicators
- Train committees on methods to evaluate applicants' technical competence through the application of knowledge, skills, and abilities with diverse communities
- Integrate DEI measures into current rubrics, scoring sheets, and other tools used to assess, rank, or otherwise select candidates for recommendation for the next step of application process

### Review Committee Participation

- Review committee participation and work products to ensure committee members from diverse communities are not expected to do the majority of work on infusing DEI into interview questions
- Review committee participation and work products to ensure committee members are not ignoring DEI elements in interview responses or giving generic assessments of DEI-related answers (e.g. scoring all DEI-related elements the same for every applicant)
- Provide training to committee members who oppose prioritizing DEI, passively ignore DEI-related content, or otherwise fail to follow policies and procedures addressing DEI interviews
- Revise policies, through the participatory governance process, to disqualify committee members who refuse to comply with DEI-related interview requirements

### EEO and Compliance Considerations and Recommendations

- Interview questions specifically asking about a candidate's race, ethnicity, sex, or another protected status under Title VII, FEHA, Education Code, Title V, and other applicable laws and regulations would likely be discriminatory under current EEO law
- Interview questions calling out serving and/or working with specific populations based on protected status, unless clearly job-related, may violate or give the appearance of violating current EEO law (e.g. asking about experience working with individuals with disabilities for a DSPS program position would be clearly job-related; asking applicants for a Chemistry Instructor position about teaching Black students specifically could present legal issues)
- DEI-focused interview questions should not be misunderstood or used as an attempt to reduce the likelihood of any individual being hired based on their race, ethnicity, gender, or other legally-protected status
- The goal of equity-minded interview questions is to elevate the ability to work with and serve diverse communities to a primary qualification for all positions; committees should not think the

purpose of equity-minded interviews is to suggest candidates from specific protected statuses are preferred

- HR or the appropriate staff should review interview questions for legal compliance and EEO concerns before they are used by a committee

## References, Tools, and Resources

- Behavioral Interview Guide
- Committee Training on Equity-Minded Interviews Example
- Equity-Minded Interview Scoring Rubric Template

## Behavioral Interview Guide

Behavioral interview questions are the most effective interview technique available. Behavioral questions request specific information about how an applicant will handle essential functions of their position. Past performance is the best predictor of future performance. Understanding how an applicant has approached work duties similar to those in our positions will provide relevant information for us to predict their success (or lack of success) in our position.

A key advantage of behavioral interview questions is their flexibility. Whether a candidate has worked in the specific job or context of the job is less important than whether they will perform key responsibilities in a manner likely to be successful. This framework emphasizes successful behaviors over characterizations of traits or qualities of a candidate, which are more susceptible to biases.

### Behavioral Interview Question Construction

Behavioral interview questions can be composed following a simple formula:

*Helpful lead in – open-ended beginning – desired behavior*

1. Helpful lead-in: provides the context for the duties performed by the position we are hiring. This is critical information for the applicant to provide information relevant to our position.
2. Open-ended beginning: asks the candidate to draw on their prior work experience and describe the behaviors they have used.
3. Desired behavior: asks the candidate to discuss the specific job-related information we want to assess, related back to the context provided in the helpful lead-in.

Examples:

1. We serve a lot of 1st generation college students. Tell us about a time when you helped someone master new skills to succeed in an unfamiliar setting.
2. We provide financial aid services to students from a wide range of socioeconomic and cultural backgrounds. Please describe your experience with helping people from a different cultural background understand a complicated technical process.
3. A critical part of our mission is preparing students to succeed in an increasingly diverse world. Please give us an example of how you ensure students from diverse cultures and non-traditional communities can fully engage in your course.

Consider example A. The helpful lead in provides the actual setting in which the job is performed, serving students, but specifically, 1st generation college students. Candidates who understand that context have the opportunity to tailor their answer to communicate work behaviors they have used to help people new to community college achieve their desired outcomes. Importantly, candidates who do not understand the meaning of “1st generation college students” are still able to demonstrate they have the desired behavior and abilities, however, because of the desired behavior portion of the question. By focusing in on a specific aspect of serving 1st generation college students – helping people succeed in an unfamiliar setting – we give the candidate an opportunity to describe how they have performed an essential part of this position, regardless of their understanding of the terminology. Whether helping someone new to processes at the DMV, completing financial aid forms, complete their taxes, buy a first

home, or many other activities where they are trying to learn how the process works while actually doing it, the underlying skill set and behaviors for successful performance are generally the same.

Behavioral interview questions are particularly effective for embedding a DEI focus into virtually every question. This allows a committee to prioritize how effective a candidate will be in serving and/or working with diverse communities within the context of the technical knowledge and skills needed to perform the job. Using behavioral questions in this way can infuse DEI throughout an interview instead of using one or two EEO-focused questions.

Example: We serve a lot of 1st generation college students from diverse cultural communities. Tell us about a time you helped someone from a different cultural background master new skills to succeed in an unfamiliar setting.

To answer this question well, the candidate has to describe the desired behaviors for helping someone succeed in an unfamiliar process, but with the added context of performing those behaviors with someone from a different cultural background. Candidates able to do this well could describe how they build rapport, trust, connection, and other relational characteristics with people from diverse communities as they perform an essential job function. The combination of skill and application of skill becomes the key criteria in a successful answer, not just the possession of technical knowledge and skills.

# DEI-Focused Interview Scoring Rubric Strategy Recommendation

DEI Strategy: DEI-Focused Interviews

ACHRO Workgroups: Screening Criteria; Interviews; BPs/APs/Hiring Procedures

*Version Date: April 1, 2021*

## Issue Statement

Commonly used interview formats prioritize technical competence, experience, and subject area knowledge without adequately assessing the ability to apply technical skills with diverse student populations, employee groups, and communities to increase equity and inclusion.

## Strategy Proposal

Revise interview policies and procedures to require committees for all positions to evaluate responses to interview questions, writing tasks, and work demonstrations (as applicable) for the application of technical competence and subject matter expertise with diverse communities with demonstrated positive contributions to equity and inclusion.

## Current Challenges

- Subject matter expertise is overvalued in the evaluation of applicants during interviews and ability to serve people from diverse communities equitably is undervalued.
- Traditional interview processes tend to reinforce cultural biases which undervalue job-related performance within a culturally diverse environment.
- Interview committees may lack training to create and assess interview questions through a DEI framework.
- Interview committees lacking diversity and/or an understanding of how to serve people from diverse communities effectively may struggle to implement DEI-focused interview scoring methods.
- Selection committees may mistake a DEI focus in evaluating interviews as an EEO violation or preference for hiring candidate based on race, ethnicity, gender, etc.
- Districts may encourage resistance in participatory governance committees to changes to interview processes that emphasize DEI engagement.
- Committee members may be reluctant to engage in robust deliberations focused on DEI engagement.
- If not designed properly, interview scoring tools may be manipulated by resistant committee members to diminish the importance of DEI-related criteria.

## Strategy Recommendations

### Training

- Training for effective participation in interview formats prioritizing DEI engagement should be required for all individuals serving on screening committees.
- Training should provide tools for assessing interview responses for DEI engagement with emphasis on recognizing deficit-minded language in interview responses, evidence of positive outcomes, and applicability within the job requirements and working environment.
- Training should provide tools for engaging in conversations about DEI engagement and including diverse perspectives in a collaborative, productive way.
- Training should provide tools for developing DEI-focused interview questions, defining desired DEI-related qualifications, and using scoring rubrics correctly.

### Develop a DEI-Focused Scoring Rubric

- Develop a standard interview scoring rubric all committee members must use to assess candidates' responses.
- Develop a scoring system that assigns points for technical knowledge and application of technical knowledge with diverse communities (*see Attachment for examples*).
- Provide clear directions for defining assessment criteria and awarding points.
- Require assessment criteria to have a direct correlation with the essential job duties.
- Scoring Framework:
  - Candidates earn 1-3 points based on their technical knowledge, skills, and abilities related to the position
  - Candidates earn a 4<sup>th</sup> point for articulating successful application of technical abilities within a diverse working environment (e.g. using skills in an inclusive way contributing to equity of outcomes)
  - Candidates earn a 5<sup>th</sup> point for articulating successful contributions to organizational DEI culture beyond their individual job performance
  - Quarter and half point scores should be used when candidates provide some evidence of desired behaviors and outcomes, but fail to fully articulate the level of desired job performance

### Monitor for Adverse Impact

- HR or appropriate area should review scoring rubrics prior to use to ensure they do not specifically assess or preference candidates based on race, ethnicity, sex, or another protected status under applicable EEO laws and regulations.
- HR or appropriate area should review scoring ratings and selection decisions periodically for patterns of adverse impact based on race, ethnicity, and gender.
- HR or appropriate area should evaluate individual ratings in selection decisions where credible EEO concerns are identified.

## EEO and Compliance Considerations and Recommendations

- Scoring interviews based on a candidate's race, ethnicity, sex, or another protected status under Title VII, FEHA, Education Code, Title V, and other applicable laws and regulations is discriminatory under current EEO law.
- DEI-focused scoring rubrics should not be misunderstood or used as an attempt to reduce the likelihood of any individual being hired based on their race, ethnicity, gender, or other legally-protected status.
- The goal DEI-focused scoring rubrics is to elevate the ability to work with and serve diverse communities to a primary qualification for all positions; committees should not think or act as if the purpose is to preference candidates from specific protected statuses.
- HR or the appropriate staff should review scoring rubrics for legal compliance and EEO concerns before they are used by a committee

## References, Tools, and Resources

- Equity-Minded Interview Scoring Rubric Template



Name	Q1: We serve a diverse student population. Tell us about your experience teaching, training, or otherwise working with people from diverse cultural backgrounds successfully.	Q2: Technology is increasingly expensive, but essential to the business of community colleges. Provide an example of how you have successfully leveraged technology to improve data and outcomes while maintaining cost efficiencies.	Q3: This position serves executives from diverse cultural backgrounds. Please describe how you have reviewed and revised written communications for managers with an emphasis on how you engage with people from diverse backgrounds.	Q4: How would you promote the library to students, faculty, and administrators? How would you encourage faculty to integrate library research skills into their courses?	Q5: What have you personally done in your previous work history to improve the effectiveness and/or efficiency of a system or process? What was the original situation, what changes did you make, and how did the changes impact the situation?	Q6: How have you professionally or personally prepared yourself to work with students and employees of diverse backgrounds and abilities? How has your past work demonstrated an active commitment to equity and diversity?
Candidate 1	3	3.25	3	4.25	2	3
Candidate 2	2	5	4	4.75	2	3.25
Candidate 3	4	2	5	2	4.5	2

#### Guidelines for Scoring Interviews

1. Screening Committees should review the essential functions of the position and identify the knowledge, skills, and abilities necessary for successful performance
2. With the essential KSAs identified, the committee should discuss the desired characteristics of a successful candidate
3. The desired characteristics should then be discussed in terms of successful outcomes the committee can observe in interview responses
4. Finally, the committee should discuss the criteria for awarding scores in each criteria used in interview scoring

#### Scoring Methodology

One Point: Candidate failed to address the question or demonstrated inadequate preparation and performance

Two Points: Candidate indicated some related experience or preparation, but no clear examples of successful outcomes

Three Points: Candidate clearly articulated adequate experience or preparation with successful outcomes

Four Points: Candidate clearly articulated adequate experience or preparation with successful outcomes AND provided successful DEI-related application of job skills in prior experience

Five Points: Candidate clearly articulated adequate experience or preparation with successful outcomes AND provided successful DEI-related application of job skills in prior experience AND provided positive contributions to an overall culture of DEI beyond their individual job performance

*Quarter and half points should be used when a candidate provides some evidence of DEI-related performance, but does not fully articulate successful behaviors and positive outcomes*

#### Interviewing Process

1. Committee agrees on the interview questions (Row 1 Column Headers)
2. Committee agrees on criteria for scoring 1-3 (technical knowledge, skills, experience)
3. Committee agrees to criteria for scoring 4-5 (DEI-related application)
4. Committee conducts and scores all interviews
5. Committee reviews total scores and deliberates to recommend candidates for 2nd level interview

#### Sample Interview Question Scoring Framework

##### Q1: Experience teaching students from diverse cultural backgrounds successfully

- 1 Candidate failed to address the question and/or demonstrated little or no related successful experience
- 2 Candidate indicated experience teaching students from diverse cultural backgrounds, but no clear examples of successful outcomes
- 3 Candidate clearly articulated successful outcomes teaching students from diverse cultural backgrounds  
Candidate clearly articulated successful outcomes teaching students from diverse cultural backgrounds AND gave specific examples of inclusive, equitable
- 4 teaching methods and behaviors  
Candidate clearly articulated successful outcomes teaching students from diverse cultural backgrounds AND gave specific examples of inclusive, equitable
- 5 teaching methods and behaviors AND positive contributions to a culture of equity and inclusion for students from diverse cultural backgrounds

##### Q2: Leveraging technology with cost efficiencies

- 1 Candidate failed to address the question and/or demonstrated little or no related successful experience

- 2 Candidate provided an example of leveraging technologies, but without clear successful outcomes
- 3 Candidate provided an example of leveraging technologies with clear successful outcomes AND addressing cost efficiencies
- 4 Candidate provided an example of leveraging technologies with clear successful outcomes AND addressing cost efficiencies AND proactively addressing any potential equity gaps created by the use of technologies
- 5 Candidate provided an example of leveraging technologies with clear successful outcomes AND addressing cost efficiencies AND proactively addressing any potential equity gaps created by the use of technologies AND contributing to a broader culture of equity-minded use of technology resources

**Q3: Reviewing/revising communications for executives**

- 1 Candidate failed to address the question and/or demonstrated little or no related successful experience
- 2 Candidate provided an example of using proofreading skill, but no clear successful outcomes
- 3 Candidate provided clear examples of using proofreading skills and achieving successful outcomes
- 4 Candidate provided clear examples of using proofreading skills and achieving successful outcomes AND addressed working with individuals from different cultural backgrounds
- 5 Candidate provided clear examples of using proofreading skills and achieving successful outcomes AND addressed working with individuals from different cultural backgrounds successfully AND addressed how they have helped other employees work with individuals from different cultural backgrounds successfully

**Q4: Promoting the library services**

- 1 Candidate failed to address the question and/or demonstrated little or no related successful experience
- 2 Candidate provided an example of promoting library services and/or encouraging faculty to integrate research skills, but no clear successful outcomes
- 3 Candidate provided clear examples of promoting library services and/or encouraging faculty to integrate research skills and achieving successful outcomes
- 4 Candidate provided clear examples of promoting library services and/or encouraging faculty to integrate research skills and achieving successful outcomes AND promoting library services to diverse student communities successfully and/or encouraging faculty to integrate research skills in an inclusive way successfully
- 5 Candidate provided clear examples of promoting library services and/or encouraging faculty to integrate research skills and achieving successful outcomes AND promoting library services to diverse student communities successfully AND addressed how they have helped faculty to integrate research skills in an inclusive way successfully AND contributed to a

**Q5: Improving Processes**

- 1 Candidate failed to address the question and/or demonstrated little or no related successful experience
- 2 Candidate provided an example of developing process improvements, but no clear successful outcomes
- 3 Candidate provided an example of developing process improvements with clear successful outcomes
- 4 Candidate provided an example of developing process improvements with clear successful outcomes AND specifically addressed efficiencies and effectiveness benefitting diverse populations
- 5 Candidate provided an example of developing process improvements with clear successful outcomes AND specifically addressed efficiencies and effectiveness benefitting diverse populations AND addressed positive contributions to processes outside their work area that increased equity and inclusion for diverse populations

**Q6: Preparation for working with diverse communities**

- 1 Candidate failed to address the question and/or demonstrated little or no related successful experience
- 2 Candidate provided philosophical statements only or failed to state any specific equitable and/or inclusive work behaviors that would serve diverse communities successfully
- 3 Candidate stated specific equitable and/or inclusive work behaviors that would serve diverse communities successfully and provided positive outcomes in their prior experience
- 4 Candidate stated specific equitable and/or inclusive work behaviors that would serve diverse communities successfully and provided positive outcomes in their prior experience AND positive contributions to a culture of equity and inclusion in other areas of the organization and/or work culture
- 5 Candidate stated specific equitable and/or inclusive work behaviors that would serve diverse communities successfully and provided positive outcomes in their prior experience AND positive contributions to a culture of equity and inclusion in other areas of the organization and/or work culture AND positive contributions to DEI in the local community, statewide,



## Executive Committee Agenda Item

SUBJECT: DEI-Focused Evaluations: Competencies and Criteria (DRAFT)		Month: August	Year: 2021
		Item No: II. E.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	The Executive Committee will provide feedback and consider endorsement of DEI Implementation Workgroup DEI-Focused Evaluation Competencies and Criteria.	Urgent: No	
		Time Requested: NA	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Cheryl Aschenbach/Michelle Bean	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Melissa Marquez	Action	X
		Discussion	

*Please note: Staff will complete the grey areas.*

A sub-group of members of the Chancellor’s Office DEI Implementation Workgroup has been meeting since mid-Spring 2021 to consider implementation strategies and recommendations for DEI-focused evaluations. ASCCC input has been a valuable part of this group’s work given the initial emphasis on faculty evaluation and tenure review.

At its meeting on July 26, 2021, the Evaluation Subgroup reviewed the attached DEI-focused competencies and criteria for employee evaluations (not just faculty) based on input received during previous subgroup meetings and opportunities for input.

The ASCCC Executive Committee is asked to provide feedback and endorse the attached competencies and criteria.

---

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

## **DEI Competencies and Criteria Recommendations Revised following June 10, 2021, Subgroup Meeting**

### **Background**

The purpose of establishing DEI competencies is to define the skills, knowledge, and behaviors that CCC employees must demonstrate to work, teach, and lead in a diverse environment that celebrates and is inclusive of diversity. In addition, the competencies are used to support the areas of skills, knowledge, and behaviors that employees can demonstrate during their evaluation and tenure review processes.

The Evaluations and Tenure Review subgroup has met on four occasions to provide input on the diversity, equity, and inclusion (DEI) competencies and criteria for the evaluation and tenure review process. These will be issued as part of a statewide guidance that will provide support and create enabling conditions for local colleges to engage in dialogue with their stakeholders, and to adopt and implement local processes that incorporate DEI competencies and criteria and assessment. Based on the subgroup's input from these four meetings, a set of DEI competencies and criteria are listed below in this document. A final list of proposed competency and criteria descriptions will be presented to the subgroup at the July 29, 2021, meeting.

### **Next Steps**

The final recommendations will be presented at the following meetings:

- Evaluations/Tenure Review Subgroup meeting on July 29, 2021,
- Consultation Council meeting on August 19, 2021, and
- Board of Governors meeting on September 21, 2021.

### **Coding Process for Competencies and Criteria**

The Success Center analyzed and categorized the subgroup's activity responses from the May meeting for both the competencies and equity criteria using thematic coding. Responses that share a common theme were grouped together under an overarching thematic code. In addition, a description was created for each thematic code based on the responses provided; the number of responses for each code were tallied to determine frequency; and each competency and criteria were assessed as to whether they apply to faculty, staff (includes administrators), or both employee types.

### **DEI Competencies**

The purpose of establishing DEI competencies is to define the skills, knowledge, and behaviors that CCC employees must have. During the evaluation and tenure review processes, employees are to demonstrate they have met these competencies through the various DEI criteria that the subgroup developed (these are listed further below). The most common theme referenced for DEI Competencies is Cultural Competency followed by Self-reflection and Self-Improvement. The recommended descriptions have been updated to reflect suggestions by the subgroup from our June 10<sup>th</sup> meeting.

DEI Competencies			
Theme	Recommended Description	Applies to Staff/Faculty/Both	Frequency
Cultural Competency	<p>Acknowledges that cultural and social identities are diverse, fluid, and intersectional.</p> <p>Demonstrates an ongoing awareness, fluency and humility regarding social identities and their relevance in creating structures of oppression or inclusion.</p> <p>Demonstrates an understanding of the lived experiences of culturally diverse students, employees, and communities in the District and uses that understanding to contribute to student success, equity, and inclusion. Seeks DEI and anti-racist perspectives and applies knowledge to problem solving, policies, and processes to create respectful, DEI-affirming environments (e.g., campus and classroom environments that are inclusive, promotes equity, and affirms diversity).</p>	Both	22
Self-reflection	Engages in self-assessment of one's own commitment to DEI and opportunities for growth.	Both	5
Self-improvement	Commits to continuous improvement as it relates to one's DEI knowledge, skills, and commitment and understanding of the lived experiences of diverse cultural communities.	Both	4
DEI Pedagogy & Curriculum	Promotes and incorporates DEI and anti-racist pedagogy and accommodates for diverse learning styles.	Faculty	4
Data	Uses data to uncover inequitable outcomes in policies and practices to inform strategies to improve equitable student success.	Both	3
DEI & Mission	Articulates the importance and impact of DEI as part of the institution's greater mission.	Both	1

### DEI Criteria

The most common theme referenced for DEI Criteria is Service followed by Self-assessment and DEI Environment.

DEI Criteria			
Theme	Recommended Description	Applies to Staff/Faculty/Both	Frequency
Service (e.g., service to the institution or community, or professional service)	<p>Advocates for and advances DEI goals and initiatives.</p> <p>Leads DEI efforts by participating in DEI groups, committees, or community activities that promote systemic and cultural change to close equity gaps.</p> <p>Contributes to student life on campus and supports students beyond the classroom.</p> <p>Reinforces a DEI and race-conscious pedagogy and/or curriculum through campus activities for students, faculty, and/or staff.</p> <p>Commits to the success of minoritized students by providing specific opportunities (including academic and non-academic advising, mentorship).</p> <p>Creates an inclusive learning and working environment by appreciating and respecting differences among colleagues and students.</p> <p>Contributes to DEI-focused research and scholarship.</p>	Both	19
Self-assessment	<p>Participates in a continuous cycle of self-assessment of one's growth and commitment to DEI.</p> <p>Demonstrates the implementation of DEI practices in teaching and/or service in the evaluation process.</p>	Both	13

	Assesses student outcomes and progress to close equity gaps as outlined in the Vision for Success.		
DEI Environment	Promotes and advocates for a diverse, inclusive, and anti-racist environment for students, colleagues, and community members.	Both	10
Pedagogy/Curriculum	Develops and implements a pedagogy and/or curriculum that promotes a race-conscious and intersectional lens that equips students to engage with the world as scholars and citizens.  Develops and implements a pedagogy that promotes equitable access.  Develops and implements a pedagogy that fosters an anti-racist and inclusive environment for minoritized students.	Faculty	6
Professional Development	Commits to a continuous cycle of self-growth and progress by participating in DEI professional development and learning opportunities.  Provides professional development and learning opportunities for students, faculty, and staff to participate in and advance DEI strategies.	Both	5
Connected to Mission	Articulates the connection of DEI efforts to the institution's mission and the Vision for Success.	Both	2
Employee Interactions	Recruits, hires, and retains diverse faculty and staff.  Introduces new employees to the institution and system's focus on DEI and the expectations for their contribution.	Both	2

	<p>Promotes a respectful, diverse, and equitable campus and work environment.</p> <p>Respects and appreciates the diverse cultural and ethnic backgrounds of colleagues.</p> <p>Engages in supportive behaviors and attitudes to foster a positive and inclusive campus and work environment.</p> <p>Demonstrates the ability and willingness to communicate effectively with people of diverse backgrounds and experiences to create a collaborative and collegiate community.</p> <p>Considers and includes diverse perspectives and opinions.</p> <p>Shows respect, compassion, and empathy for others.</p>		
--	--	--	--



# Employee Evaluations and Tenure Review

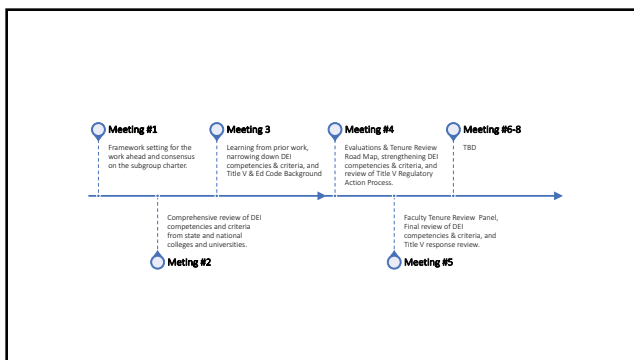
Thursday, July 29, 2021  
12:30pm-3:30pm via Zoom

- ## Agenda
1. Faculty Panel on Tenure Review
  2. Final DEI Competencies & Criteria
  3. Title V Regulatory Feedback Review
  4. Evaluation & Tenure Review Road Map Activities
  5. Next Steps

## Faculty Panel on Tenure Review

Moderated By: Cheryl Aschenbach (ASCCC) & Michelle Bean (ASCCC)

Panelists:  
 Dr. Rob Rubalcaba, San Diego City College  
 Chisa Uyeki, Mt. San Antonio College  
 Dr. Hossna Sadat, Palomar College



## DEI Competencies and Criteria

### Why establish DEI Competencies and criteria?

- Moving beyond structural requirements and compliance to prioritizing DEI-related skills.
- Creating transformational system change to address policies and procedures that are fundamental for success in all community college positions.
- Creating positive DEI-related outcomes as determining factors for successful job performance.

### DEI Competencies & Criteria

Based on the subgroup's feedback:

- The Competencies and Criteria descriptions were strengthened
- New descriptions were drafted that could be applied to different employee types

DEI Competencies

- Added 3 new descriptions to the Cultural Competency theme
- Changed Self-reflection and Evaluation to Self-Reflection

DEI Criteria

- Added 2 new descriptions to the Service theme
- Included both "pedagogy and/or curriculum" to be more inclusive of the duties of part-time faculty
- Changed Self-evaluations/Accountability to Self-assessment
- Made connections to the Vision for Success in Self-assessment and Connected to Mission themes (DEI Criteria)
- Added 6 new descriptions under Employee Interactions theme

DEI Competencies		
Theme	Recommended Description	Applies to Staff/Faculty/Both
Cultural Competency	Acknowledges that cultural and social identities are diverse, fluid, and intersectional.	Both
	Demonstrates an ongoing awareness, fluency, and humility regarding social identities and their relevance in creating structures of oppression or inclusion.	
	Demonstrates an understanding of the lived experiences of culturally diverse students, employees, and communities in the District and uses that understanding to contribute to student success, equity, and inclusion.	
	Seeks DEI and anti-racist perspectives and applies knowledge to problem solving, policies, and processes to create respectful, DEI-affirming environments (e.g., campus and classroom environments that are inclusive, promotes equity, and affirms diversity).	
Self-reflection	Engages in self-assessment of one's own commitment to DEI and opportunities for growth.	Both

DEI Competencies		
Theme	Recommended Description	Applies to Staff/Faculty/Both
Self-improvement	Commits to continuous improvement as it relates to one's DEI knowledge, skills, and commitment and understanding of the lived experiences of diverse cultural communities.	Both
DEI Pedagogy & Curriculum	Promotes and incorporates DEI and anti-racist pedagogy and accommodates for diverse learning styles.	Faculty
Data	Uses data to uncover inequitable outcomes in policies and practices to inform strategies to improve equitable student success.	Both
DEI & Mission	Articulates the importance and impact of DEI as part of the institution's greater mission.	Both

DEI Criteria		
Theme	Recommended Description	Applies to Staff/Faculty/Both
Service (e.g., service to the institution or community, or professional service)	Advocates for and advances DEI goals and initiatives.	Both
	Leads DEI efforts by participating in DEI groups, committees, or community activities that promote systemic and cultural change to close equity gaps.	
	Contributes to student life on campus and supports students beyond the classroom.	
	Reinforces a DEI and race-conscious pedagogy and/or curriculum through campus activities for students, faculty, and/or staff.	
	Commits to the success of minoritized students by providing specific opportunities (including academic and non-academic advising, mentorship).	
	Creates an inclusive learning and working environment by appreciating and respecting differences among colleagues and students.	
	Contributes to DEI-focused research and scholarship.	

DEI Criteria		
Theme	Recommended Description	Applies to Staff/Faculty/Both
Self-assessment	Participates in a continuous cycle of self-assessment of one's growth and commitment to DEI.	Both
	Demonstrates the implementation of DEI practices in teaching and/or service in the evaluation process.	
	Assesses student outcomes and progress to close equity gaps as outlined in the Vision for Success.	
DEI Environment	Promotes and advocates for a diverse, inclusive, and anti-racist environment for students, colleagues, and community members.	Both
Pedagogy/Curriculum	Develops and implements a pedagogy and/or curriculum that promotes a race-conscious and intersectional lens that equips students to engage with the world as scholars and citizens.	Faculty
	Develops and implements a pedagogy that promotes equitable access.	
	Develops and implements a pedagogy that fosters an anti-racist and inclusive environment for minoritized students.	
Professional Development	Commits to a continuous cycle of self-growth and progress by participating in DEI professional development and learning opportunities.	Both
	Provides professional development and learning opportunities for students, faculty, and staff to participate in and advance DEI strategies.	

DEI Criteria		
Theme	Recommended Description	Applies to Staff/Faculty/Both
Connected to Mission	Articulates the connection of DEI efforts to the institution's mission and the Vision for Success.	Both
Employee Interactions	<p>Recruits, hires, and retains diverse faculty and staff.</p> <p>Introduces new employees to the institution and system's focus on DEI and the expectations for their contribution.</p> <p>Promotes a respectful, diverse, and equitable campus and work environment.</p> <p>Respects and appreciates the diverse cultural and ethnic backgrounds of colleagues.</p> <p>Engages in supportive behaviors and attitudes to foster a positive and inclusive campus and work environment.</p> <p>Demonstrates the ability and willingness to communicate effectively with people of diverse backgrounds and experiences to create a collaborative and collegiate community.</p> <p>Considers and includes diverse perspectives and opinions.</p> <p>Shows respect, compassion, and empathy for others.</p>	Both

# Title V Regulatory Action Feedback

### Title 5 Section 53006

**Current Regulations**

- "Additional measures to support diversity and ensure equal employment opportunity."
- The regulation specifies criteria to evaluate the underrepresentation of minoritized employees and includes measures to increase employee diversity.

Subsections noted: 53006(B)(b), 53006(b)(4)(B), 53006(c), 53006(b)(7)

**Subgroup Feedback Summary**

- Strengthen the language outlined in the regulations to demonstrate skills and abilities beyond just a demonstrated sensitivity to the diversity of CCC students.

### Title 5 Section 53022

**Current Regulations**

- "Job announcement qualifications."
- Job announcements shall state clearly job specifications setting forth the knowledge, skills, and abilities necessary to job performance (faculty and administrative positions).

**Subgroup Feedback Summary**

- Strengthening the language outlined in the current regulations by illustrating a demonstrated understanding of working in diverse environments.
- Providing a more specific framework for assessing DEI-related skills by clarifying the language "sensitivity to and understanding of..."

### Title 5 Section 53024.1

**Current Regulations**

- "Developing and maintaining institutional commitment to diversity."
- This regulation provides examples for establishing and maintaining a diverse workforce in an ongoing process of intentional actions and behaviors.

Subsection noted: 53024.1(L)

**Subgroup Feedback Summary**

- Update and strengthen the language and make it consistent in the current regulations regarding cultural responsiveness, equity-mindedness, antiracism, and DEI.

### Title 5 Section 53410

**Current Regulations**

- "Minimum Qualifications for Instructors of Credit Courses, Counselors, and Librarians."
- This regulation speaks to the minimum qualifications certain faculty and staff need to meet to be eligible for employment at the CCCs .

**Subgroup Feedback Summary**

- Add in a reference that this is 1 of 2 minimum qualifications for all employees and the updates in 53022.
- Strengthen the language to demonstrate a commitment to DEI.

### Title 5 Section 53420

**Current Regulations**

- "Minimum Qualifications for Educational Administrators."
- This regulation speaks to the minimum qualifications for service as an educational administrator.

**Subgroup Feedback Summary**

- Add language that demonstrates a commitment to DEI and reference section 53022 for the minimum qualification of cultural responsiveness.

### Title 5 Section 55724

**Current Regulations**

- "Request for Approval."
- This regulation refers to the requirements for the flexible calendar operations including activities approved for staff, students and instructional improvement days.
- Subsection noted: 55724(a)(4)

**Subgroup Feedback Summary**

- Add mentorship to the list of activities
- Strengthen the language to include antiracism and equity-minded training.
- Employees should engage in a reflective process on their commitment to DEI as an opportunity for growth.
- Iterate that it is a process of professional development rather than a punitive process.

### Other Regulation Opportunities

- Evaluations should include DEI criteria and apply to all employee groups and trustees.
- The evaluation process should be reflective for improvement, not punitive, and include feedback from supervisors and supervisees.
- Demonstration of commitment to DEI should be added to minimum qualifications for noncredit faculty.

### How will the proposed changes advance equity and enable culture change on campus?

- The suggestions support transformational changes that align with the goals and recommendations of the Vision for Success and DEI Implementation Plan.
- These suggestions/changes provide stronger, clearer language requiring Districts to be more intentional and specific in implementing DEI in their policies and practices.
- Will require applicants and employees to demonstrate their understanding and contributions to DEI.
- The proposed changes illustrate institutional culture changes to create equity-minded CCC employees.

### Evaluations and Tenure Review Road Map

- ❑ First year experience support structures for faculty and all employees (ASCCC & ACHRO)
- ❑ Updates to the Best Practices Handbook
- ❑ Create a process where conversations about DEI-focused competencies & criteria can happen outside of the evaluation process.



### Next Steps...

1. Next Meeting: Friday, August 27 (10am-12pm)
2. Draft Regulatory Action Form
3. Consultation Council (September 16th)
4. Board of Governors (September 21st)



## Executive Committee Agenda Item

SUBJECT: Chancellor’s Office Liaison Discussion		Month: August	Year: 2021
		Item No: III. D.	
		Attachment: No	
DESIRED OUTCOME:	A liaison from the Chancellor’s Office will provide the Executive Committee with an update of system-wide issues and projects.	Urgent: No	
		Time Requested: 30 mins.	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Information/Discussion	X

*Please note: Staff will complete the grey areas.*

**BACKGROUND:**

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

---

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





## Executive Committee Agenda Item

SUBJECT: Legislative Report		Month: August	Year: 2021
		Item No: IV. A.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	The Executive Committee will receive a report on the 2021-22 (two-year) legislative session and may consider requested action.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Melissa Marquez	Action	X
		Information	

Please note: Staff will complete the grey areas.

### BACKGROUND:

The 2021-22 (two-year) Regular Session reconvened January 11, 2021. Last day for bills to be introduced was February 19, 2021.

### ASCCC Legislative Report as of July 20, 2021:

Attached is the Legislative Report as of July 20, 2021. The Assembly and the Senate are adjourned until August 16, 2021. An update including any requested action will be posted with the August 2021 [Executive Committee meeting agenda](#), Item IV.A, before the August Executive Committee meeting.

[ASCCC Legislative Updates](#): Find information on the role of ASCCC in legislative advocacy, ASCCC positions on legislation, and ASCCC legislative reports.

### Budget Update:

- [SB 129 \(Skinner, 2021\)](#) – Budget Act of 2021  
Status: Signed by Governor with an item veto – in senate; item veto pending 7/12/21
- [AB 132 \(Ting, 2021\)](#) – Postsecondary education trailer bill  
Status: Enrolled and presented to Governor 7/15/21
- Chancellor’s Office [Budget News](#)
- Community College League of California [Advocates Webinars](#)

### Useful Websites:

California Legislative Information: <https://leginfo.legislature.ca.gov/faces/home.xhtml>

Legislative Analyst’s Office (LAO): <https://lao.ca.gov>

California Department of Finance: <http://www.dof.ca.gov>

Glossary of Terms: <https://leginfo.legislature.ca.gov/faces/glossaryTemplate.xhtml>

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

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

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

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



## Legislative Report

ASCCC Executive Committee Meeting

August 12-14, 2021

Last update: July 20, 2021

*The following legislation has implications for academic and professional matters or may impact an area of academic and professional matters peripherally. Suggestions of additional bills for the ASCCC to follow are welcome – please email [info@asccc.org](mailto:info@asccc.org) with suggestions. Full text of all bills can be found at <https://leginfo.legislature.ca.gov>.*

### 2020-21 Two-Year Cycle

2021 Tentative Legislative Calendar:

[https://www.senate.ca.gov/sites/senate.ca.gov/files/revised\\_agreed\\_2021\\_calendar.pdf](https://www.senate.ca.gov/sites/senate.ca.gov/files/revised_agreed_2021_calendar.pdf)

- July 14 – Last day for policy committees to meet and report bills
- August 16 – Legislature reconvenes from recess
- August 27 – Last day for fiscal committees to meet and report bills
- September 3 – Last day to amend bills on the floor
- September 10 – Last day for any bill to be passed
- October 10 – Last day for Governor to sign or veto bills passed by the legislature on or before September 10

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

Legislative Process Senate: <https://www.senate.ca.gov/legislativeprocess>

State Budget Process:

[https://www.senate.ca.gov/sites/senate.ca.gov/files/the\\_budget\\_process.pdf](https://www.senate.ca.gov/sites/senate.ca.gov/files/the_budget_process.pdf)

The legislature’s focus has included the following issues:

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

### 2021-22 California State Budget Department of Finance

Budget – <https://www.dof.ca.gov>

Trailer Bill Language

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

[AB 129 \(Ting, 2021\)](#) – Budget Act of 2021

Status: In senate; ordered to 3<sup>rd</sup> Reading 6/28/21



[SB 129 \(Skinner, 2021\)](#) – Budget Act of 2021

Status: Signed by Governor with an item veto – in senate; item veto pending 7/12/21

[AB 132 \(Ting, 2021\)](#) – Postsecondary education trailer bill

Status: Enrolled and presented to Governor 7/15/21

- **Common Course Numbering** – establish a workgroup that supports development and implementation of CCC Common Course Numbering System and align with CSU and UC if feasible (\$10M)
- **Common Intersegmental Learning Management System** by 2023-24: UC (\$1M), CSU (\$2M), CCC (\$20M for CVCDEP can be used)
- **5.07% super COLA**
- **Hold Harmless** extended one more year (to 2024-25)
- **Basic Needs Centers/Coordinators** (\$30M ongoing)
- **Umoja, Puente, MESA, EOPS, HBCU Transfer** (ongoing increases)
- **Part-time faculty** (office hours \$10M ongoing; \$90M one-time)
- **Full-time faculty hiring** (\$100M ongoing)
- **Financial Aid** (in public HS, seniors required to complete FAFSA or opt-out waiver)
- **Competency Based Education Pilot** (\$10M)
- **Rising Scholars** (\$10M)
- **AB 1460 Implementation** (\$5.6M)
- **Guided Pathways** (\$50M)
- **Zero Text-book Cost Degrees** (\$115M)
- **Dual Admission**

**The Assembly and the Senate are adjourned until August 16, 2021**

### **Assembly Bills (AB)**

[AB 89 \(Jones-Sawyer\)](#) – Peace Officers: minimum qualifications.

This bill would increase the minimum qualifying age from 18 to 25 years of age. This bill would permit an individual under 25 years of age to qualify for employment as a peace officer if the individual has a bachelor's or advanced degree from an accredited college or university. The bill would not apply to peace officers already employed. *It would require POST to work with the CCCs to develop an ADT in modern policing.*

Official ASCCC Position/Resolutions:

Status: In Senate; Amended and re-referred to Committee on Appropriations 7/15/21.

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

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

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

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

Status: Re-referred to Committee on Ed 3/26/21.

Notes:

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

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

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

Status: Referred to Committees on Higher Education and Education 1/11/21. Hearing canceled by author 3/24/21.

Notes:

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

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

Official ASCCC Position/Resolutions: The ASCCC supports providing educational opportunities and services to current and formerly incarcerated students. Resolutions: [F19 3.06](#), [S17 5.01](#), [S17 7.02](#), [S17 17.02](#). The ASCCC delegates adopted a position of support during the 2021 Spring Plenary Session: see S21 6.02 in the [Resolution Packet](#).

Status: In Senate; Referred to Committee on Appropriations 7/7/21.

Notes: This bill reintroduces [AB 2341 \(McCarty, 2020\)](#). Following the “System Policy Advocacy Webinar” of March 12, a sample letter of support for AB 417 was shared for individuals or groups that wish to submit a letter of support. CCCCCO is a sponsor.

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

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

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

Official ASCCC Position/Resolutions: Although the ASCCC did not take an official position on the previous bill, AB 1727 (Weber, 2019), there are positions of support to equalize noncredit funding with that of credit. Resolutions: [F20 13.02](#), [S19 9.02](#), [F18 9.02](#), Rostrum Article: [Changes Ahead for Noncredit?](#); ASCCC Paper: Noncredit Instruction: [Opportunity and Challenge](#). The ASCCC delegates adopted a position of support during the 2021 Spring Plenary Session: see S21 6.03 in the [Resolution Packet](#).

Status: In Senate; Referred to suspense file 7/5/21.

Notes: This bill reintroduces AB 1727 (Weber, 2019) that was vetoed by the Governor on 10/19/19 due to a likely substantial increase in cost. Consideration of Governor’s veto was stricken from the file on 1/21/20. Language detailing accounting procedures such as FTES, student contact hours, term length multiplier was removed 5/24/21.

Supported by Advisory Committee on Legislation.

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

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

Official ASCCC Position/Resolutions:

Status: In Senate. Referred to Committee on Business, Professions and Economic Development 5/19/21.

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

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

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

Official ASCCC Position/Resolutions: The ASCCC passed resolutions [F19 6.01](#) to reverse the ASCCC prior position on the baccalaureate program and remove the pilot designation and [F19 6.02](#) to expand the baccalaureate program in disciplines and communities that best serve students and prioritize expansion of baccalaureate programs in allied health fields. *The ASCCC delegates adopted a position of support during the 2021 Spring Plenary Session: see S21 6.06 in the [Resolution Packet](#).*

Status: In Senate; Amended and re-referred to Committee on Appropriations 7/15/21.

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

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

This bill would:

- Establish the Associate Degree for Transfer Intersegmental Implementation Committee to serve as the primary entity charged with the oversight of the ADT.
- Require ICAS to establish a singular lower division general education pathway, and if no agreement, the system administrators would establish the pathway.
- Examine the 60-unit lower division STEM pathway; shall not recommend a change of more than six units.
- Require colleges to place students on ADT pathways where they exist. A student may opt out of the ADT pathway for a local associate degree or a University of California equivalent transfer pathway.

Official ASCCC Position/Resolutions: ASCCC has long supported streamlining transfer to four-year institutions, especially to CSU and UC that meet the needs of the students. Examples include resolutions [S95 4.09](#), [S10 4.05](#), [F17 4.01](#), [F18 15.01](#); Rostrum articles [November 2011](#), [November 2015](#), [February 2020](#), and April 2021; Transfer Alignment project [2020 RP Group SSSC](#), [2020 Curriculum Institute](#); and the recently approved ASCCC Paper, [Effective and Equitable Transfer Practices in California Community Colleges](#), November 2020. *The ASCCC delegates adopted a position of oppose during the 2021 Spring Plenary Session: see S21 6.07 in the [Resolution Packet](#).* In partnership with the CCLC, FACCC, and CCCI to request the following, ASCCC submitted a letter to [Amend AB 928](#) on June 18, 2021.

History of C-ID and TMC: <https://asccc.org/sites/default/files/History%20of%20C-ID%20and%20TMC%20final.pdf>

Status: In Senate; Amended and re-referred to Committee on Appropriations 7/15/21.

Notes: Assembly member Berman's office is in communication with the ASCCC, and other groups. The Campaign for College Opportunity is sponsoring this bill. The author has invited the SSSCC to be a co-sponsor. Amendments in Assembly are not substantive 5/24/21.

Rostrum article: <https://asccc.org/content/transfer-political-issue-or-college-mission>

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

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

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

Status: Held under submission in Appropriations Suspense File 5/20/21.

Notes: CCCCCO supports.

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

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

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

Official ASCCC Position/Resolutions:

Status: Hearing in Committee of Higher Education set for 4/22/21. Hearing canceled by author.

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

AB 1040 (Muratsuchi) – Community colleges: ethnic studies.

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

*This bill would require the Legislative Analyst’s Office to conduct a study on the number of ethnic studies courses the California State University accepted from the community college districts to satisfy the ethnic studies graduation requirements established in existing law. The bill would require the California State University to provide specified information to the Legislative Analyst’s Office on or before January 1, 2023, and would require the Legislative Analyst’s Office to submit a report to the education and fiscal policy committees of the Legislature with findings and recommendations on or before April 30, 2023.*

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

Status: In Senate; In Committee on Education and held without recommendation 7/14/21.

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

AB 1111 (Berman) – Postsecondary education: common course numbering system.

~~This bill was a spot bill, but now would require the California Community Colleges to adopt, at all community colleges and for each community college campus catalog, a common course numbering system, starting with courses included in the Course Identification Numbering System (C-ID) and expanding to general education requirements and transfer pathway courses, as specified. Colleges, on or before July 1, 2023, to adopt a common course numbering system for all general education requirement courses and transfer pathway courses, and require each community college campus, on or before July 1, 2023, to incorporate common course numbers from the adopted system into its course catalog. The bill would require the common course~~

*numbering system to be student facing and ensure that comparable courses across all community colleges have the same course number.* By requiring community college campuses to incorporate the common course numbers in their catalogs, the bill would impose a state-mandated local program.

**In addition**, the common course numbering system shall be student facing, based on the work of the workgroup established in Item 6870-101-0001 of Section 2.00 of the Budget Act of 2021, and ensure that comparable courses across all community colleges have the same course number.

The common course numbering system may align with C-ID, but is not a requirement.

**Official ASCCC Position/Resolutions:** The ASCCC has [past positions](#) on common course numbering and a [1995 Paper](#). Resolutions [F94 4.01](#), [F94 4.02](#) and [S95 4.01](#) were repealed by resolution [F95 4.05](#). Additional resolutions on Common Course Numbering include [S95 4.11](#) and [S96 4.01](#). Resolutions on C-ID include [F06 4.01](#), [F10 15.01](#), [S12 9.02](#), [S12 9.05](#), [F12 9.03](#), [F14 9.07](#), [F14 9.13](#), [F15 13.01](#), [F16 15.02](#), [F19 9.02](#). *The ASCCC delegates adopted a position of oppose during the 2021 Spring Plenary Session: see S21 6.08 in the [Resolution Packet](#).*

**History of C-ID and TMC:** <https://asccc.org/sites/default/files/History%20of%20C-ID%20and%20TMC%20final.pdf>

**Status:** In Senate; Referred to Committee on Appropriations 7/7/21.

**Notes:** Common Course numbering has been included in the Budget Act of 2021, AB 128 with an allocation of \$10M to form a workgroup to examine common course numbering in the CCCs. This bill originally would have required that the Department of Housing and Community Development recommendations for an improved regional housing need allocation process and methodology additionally promote and streamline the development of housing for low-income community college students.

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

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

Rostrum article by Mark Wade Lieu explains creating of C-ID [here](#). [SB 1415 \(Brulte, 2004\)](#) – *Postsecondary Education: Donahoe Higher Education Act: common course numbering system* now in Ed Code §66725 was signed by the Governor September 24, 2004 and led to the creation of the C-ID Numbering System. Report to legislature due June 2006 not found.

Rostrum article by Jane Patton explain challenges and opportunities of CSU LDTP [here](#).

Rostrum article: <https://asccc.org/content/transfer-political-issue-or-college-mission>

### [CSU Course Numbering system](#)

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

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

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

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

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

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

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

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

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

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

[AB 1273 \(Rodriguez, 2021\)](#) – Interagency Advisory Committee on Apprenticeship: the Director of Consumer Affairs and the State Public Health Officer. (2021-2022)

This bill would prohibit the Department of Consumer Affairs and its various boards from prohibiting or approving an accrediting program that prohibits earn and learn programs for training in a profession licensed or certified by the board. The bill would prohibit the State Department of Public Health from prohibiting earn and learn programs for training of personnel. The bill would require boards of the Department of Consumer Affairs and the State Department of Public Health to use licensing or certification standards that authorize the use of earn and learn trainings.



Official ASCCC Position/Resolutions:

Status: In Committee on Appropriations and ordered to second reading 7/15/21.

Notes: Stay-tuned

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

This bill would require an approved school of nursing or an approved nursing program to include *direct participation in one hour of* implicit bias ~~coursework, training~~, as specified, ~~in its curriculum. as a requirement for graduation.~~ The bill would ~~require the board to update regulations concerning prelicensure nursing program curriculum requirements in accordance with those provisions. prohibit that provision from being construed to require a curriculum revision or to affect the requirements for licensure or endorsement under the Nursing Practice Act.~~

Official ASCCC Position/Resolutions:

Status: In Senate; Amended and re-referred to Committee on Appropriations 7/15/21.

Notes:

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

The bill would require the chancellor's office to develop a model curriculum for a certification program for providers of care for individuals with developmental disabilities, designed to be offered at community college campuses where there is sufficient student interest and a properly qualified faculty to sustain such a program.

Official ASCCC Position/Resolutions:

Status: In Senate; Referred to Committees on Education and Human Services 6/9/21. Hearing postponed by committee 6/18/21.

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

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

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

Cal Grant 2 – Community Colleges

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

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

Status: In Senate; Amended and e-referred to Committee on Appropriations 7/15/21.

Notes: CCCCCO supports.

### Senate Bills (SB)

[SB 40 \(Hurtado\)](#) – Healthcare workforce development: California Medicine Scholars Program.

This bill would create the California Medicine Scholars Program, a 5-year pilot program commencing January 1, 2023, and would require the Office of Statewide Health Planning and Development to establish and facilitate the pilot program to establish a regional pipeline program for community college students to pursue premedical training and enter medical school.

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

Status: In Assembly; Re-referred to Committee on Appropriations 7/7/21.

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

[SB 45 \(Portantino\)](#) – Wildfire Prevention, Safe Drinking Water, Drought Preparation, and Flood Protection Bond Act of 2022

This bill would enact the Wildfire Prevention, Safe Drinking Water, Drought Preparation, and Flood Protection Bond Act of 2022, for consideration by the voters at the November 8, 2022, statewide general election. If approved, five million dollars (**\$5,000,000**) shall be allocated to

**the California Community Colleges for workforce development programs** for prescribed fire treatments, forest and woodland restoration, fire hardening, defensible space management, and approved community defense techniques.

Official ASCCC Position/Resolutions: The ASCCC supports the funding of workforce development programs.

Status: In Senate; ordered to inactive file by author 6/1/21.

Notes: Watch the section on workforce development programs.

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

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

Official ASCCC Position/Resolutions:

Status: In Senate; Ordered to inactive file on request of Senator McGuire 6/3/21.

Notes: CCCCCO supports.

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

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

Official ASCCC Position/Resolutions:

Status: In Senate; ordered to inactive file 5/28/21.

Notes:

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

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

Official ASCCC Position/Resolutions:

Status: In Assembly; Placed on Suspense File 7/14/21.

Notes: CCCCCO supports.

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

This bill would authorize community college districts to charge students an enrollment fee of up to \$46 per unit per semester. The bill would require the governing board of a community college district that charges a fee rate less than \$46 per unit per semester to adopt a policy that establishes eligibility requirements for fee rate modifications, and a community college district that charges a fee rate less than \$46 per unit per semester would not be eligible for state reimbursement for the difference between the fee rate charged and the \$46 per unit per semester enrollment fee.

Official ASCCC Position/Resolutions:

Status: Placed on Appropriations Suspense File 5/4/21. Held in committee under submission 5/20/21.

Notes:

### **Bills of Interest**

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

Status: In Senate; Referred to Committees on Education and Governmental Organization 6/9/21.

Notes: See [Cradle-to-Career Data System Governance](#) in DoF Trailer Bill language. Extensive amendments made 4/27/21. In Budget bill.

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

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

Status: In Senate; Amended and re-referred to Committee on Appropriations 7/15/21.

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

[AB 245 \(Chui\)](#) – Educational equity: student records: name and gender changes.

This bill would require a campus of the University of California, California State University, or California Community Colleges to update a former student’s records to include the student’s updated legal name or gender if the institution receives government-issued documentation, as described, from the student demonstrating that the former student’s legal name or gender has been changed.

Status: In Senate; In Committee on Appropriations and ordered to second reading 7/15/21.

Notes: FACCC has a position of support.

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

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

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

Notes: FACCC has a position of support.

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

This bill would establish the California Apprenticeship Grant Program, commencing with the 2022–23 academic year, under the administration of the office of the Chancellor of the California Community Colleges, to provide grants to encourage high school pupils, community college students, and employed and unemployed workers seeking to go into career technical education and vocational professions through participation in qualifying, state-approved

apprenticeship programs. The chancellor's office would provide supplemental grants apprentices who participate in qualified, state-approved apprenticeship and vocational programs through high schools, campuses of the California Community Colleges, and industry-driven and -funded state-approved apprenticeship and vocational programs. The grants cannot replace any existing financial aid or compensation that an apprentice may receive during apprenticeship training. It would be required that specified eligibility criteria to be met by students and apprenticeship employers and programs to participate in the program to be determined by the chancellor's office in accordance with regulations adopted by the chancellor's office, and would authorize the chancellor's office to adopt emergency regulations, as specified, to carry out the purposes of the bill. The operation of the program in any fiscal year is contingent upon the enactment of an appropriation, in the Budget Act or another statute, of an amount deemed sufficient by the chancellor's office to implement the program for that fiscal year.

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

Notes:

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

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

Status: In Senate; Referred to Suspense File 7/15/21.

Notes: FACCC is a co-sponsor. Student Success and Support program was amended as Equity and Achievement program. Clarified intent would still include part-time, temporary faculty assignments evaluation process with exclusive representative. Intent of legislature amended to clarify that there is not an expectation to increase the number of part-time assignments 5/24/21.

[AB 403 \(Kalra\)](#) – Fair Access to College Textbooks Act.

This bill would establish the Fair Access to College Textbooks Act as part of the Donahoe Higher Education Act. The act would prohibit a campus of the California Community Colleges, the California State University, an independent institution of higher education, or a private postsecondary educational institution from assessing an automatic charge for instructional materials, as defined, to a student, or enter into an agreement with a book publisher or other entity to assess the charge unless certain conditions are met.

- The automatic charge for instructional materials assessed to each student is less than the price at which a student could acquire the same or similar instructional materials in a similar format, in similar condition, and with no less restrictive rental or digital access terms, if any, from any other source generally available to the student.

- The instructional materials assigned for a course are made available no later than the first day of the term to each student who enrolls in the course at least seven days before the first day of the term, and no later than seven days after enrollment for those who enroll thereafter.
- The institution of higher education adopts a policy under which a student is automatically charged only if the student opts in to having the cost of instructional materials included in the fees automatically charged to the student for enrollment in a course, and provides that a student may not be required to opt in for the automatic charge in order to participate in, or to successfully complete, the course.
- The full amount of the automatic charge is disclosed in, or linked from, the listing for the course or course section in the institution's online course schedule, and the amount is specified separately from any other charges associated with the course or course section.

Status: Amended and Re-referred to Committee on Higher Education 3/26/21.

Notes:

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

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

Status: In Senate; Amended and Re-referred to Committee on Appropriations 6/30/21.

Notes:

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

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

Status: Re-referred to Committee on Appropriations 3/24/21. In committee: Hearing postponed by committee 4/14/21.

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

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

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

Status: In Senate; Amended and re-referred to Committee on Education 6/17/21.

Notes: This is a legislative priority of the SSCCC. CCCCCO supports if amended. This bill was amended 6/17/21 as a bill on contribution requirements...gutted and amended: **no longer a bill on education**. Content is now in trailer bill language.

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

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

Status: In Senate; Re-referred to Committee on Appropriations 7/8/21.

Notes:

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

Official ASCCC Position/Resolutions:

Status: Referred to Appropriations Suspense File 4/21/21. Held under submission 5/20/21.

Notes:

[AB 1185 \(Cervantes\)](#) – Student financial aid: Cal Grant program



This bill would require that, in a state of emergency, as defined, resulting from the COVID-19 public health crisis, specified Cal Grant Program eligibility requirements related to time limits for award eligibility and to the age of an award recipient would not apply.

Status: In Senate; Re-referred to Committee on Appropriations 7/5/21.

Notes: Response to COVID-19. CCCCCO supports.

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

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

Status: Referred to Appropriations Suspense File 4/28/21. Held under submission 5/20/21.

Notes: CCCCCO opposes.

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

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

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

Status: In Senate. Referred to Committee on Education 5/19/21. Hearing canceled at request of author 7/13/21. **Now a two-year bill.**

Notes: The bill cites the [ASCCC finding](#) that three programs offered are duplicative of existing programs at accredited CCCs, and the method of delivery is duplicative of existing methods in other CCCs. Medina was added as a co-author 4/9/21. *As amended 4/28/21, the reference to ASCCC was omitted. This bill was moved to the “bills of interest” section in this ASCCC Legislative Report since reference to the ASCCC was omitted from the bill language.* [State Auditor’s Report on Calbright](#), May 2021. CCCCCO opposes.

### **Bills of Interest – Students**

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

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

**Status: Approved by the governor and chaptered 6/28/21.**

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

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

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

Status: Referred to Appropriations Suspense File 5/12/21. Held under submission 5/20/21.

Notes: The SSCCC is sponsoring this bill.

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

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

Status: In Senate. Referred to Committee on Education 5/12/21. Hearing canceled by request of author 6/7/21.

Notes: This is a legislative priority of the SSCCC.

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

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

Status: In Senate; Re-referred to Committee on Appropriations 7/15/21.

Notes:

[SB 20 \(Dodd\)](#) – Student nutrition: Eligibility for CalFresh benefits

This bill would require the board of governors to adopt regulations so that a student who qualifies for this fee waiver, and whose household income is below 200% of the federal poverty level, may also qualify for CalFresh benefits to the maximum extent permitted by federal law.

Status: In Senate; ordered to inactive file by author 5/28/21.

Notes:

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

Status: In Assembly; Committee on Appropriations consent calendar 7/15/21.

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

### **Bills of Interest – Local Academic Senates**

[AB 339 \(Lee\)](#) – State and local government: open meetings.  
For city council or county board of supervisors over body of at least 250K—

Status: In Senate; Re-referred to Committee on Appropriations 7/15/21.

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

Status: In Senate; Read second time and ordered to third reading 7/15/21.

[AB 703 \(Blanca Rubio\)](#) – Open meetings: local agencies: teleconferences.  
This bill would remove the notice requirements particular to teleconferencing and would revise the requirements of the act to allow for teleconferencing subject to existing provisions regarding the posting of notice of an agenda, provided that the public is allowed to observe the meeting and address the legislative body directly both in person and remotely via a call-in option or internet-based service option, and that a quorum of members participate in person from a singular physical location clearly identified on the agenda that is open to the public and situated within the jurisdiction. The bill would require that, in each instance in which notice of the time of the teleconferenced meeting is otherwise given or the agenda for the meeting is otherwise posted, the local agency also give notice of the means by which members of the public may observe the meeting and offer public comment and that the legislative body have and implement

a procedure for receiving and swiftly resolving requests for reasonable accommodation for individuals with disabilities, consistent with the federal Americans with Disabilities Act, as provided.

Status: Re-referred to Committee on Local Government 5/3/21.

[AB 1419 \(Kiley\)](#) – Local educational agencies: meetings: online public participation.

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

[SB 274 \(Wieckowski\)](#) – Local government meetings: agenda and documents.

Status: In Assembly. Read second time and ordered to third reading 7/8/21.

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

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

Status: Re-referred to Committee on Higher Education 3/15/21. Hearing in Committee of Higher Education set for 4/22/21. Hearing postponed by committee.

Notes: Bill is not needed now: *Included \$3.5M in the 2021-22 Budget (see Floor Report of the 2021-22 Budget (6-28-21)).*

Notes: The [Suspense File](#) is where the Appropriations Committee sends any bill with an annual cost of more than \$150,000 (any fund). Suspense File bills are then considered at one hearing after the state budget has been prepared and the committee has a better sense of available revenue. No testimony is presented – author or witness – at the Suspense File hearing.

## Legislation Tracking

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

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

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

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

### **Hearings**

Assembly: <https://www.assembly.ca.gov/dailyfile>

Senate: <https://www.senate.ca.gov/calendar>



**Legislative Report - Summary**  
ASCCC Executive Committee Meeting  
August 12-14, 2021  
Last update – July 20, 2021

*Note: Not all bills from the full ASCCC Legislative Report are included in this report summary.*

**Active**

<b>Bill Number (Author)</b>	<b>Title</b>	<b>Status</b>	<b>Notes</b>
<a href="#">AB 417 (McCarty)</a>	Rising Scholars Network: justice-involved students.	Senate Committee on Appropriations 7/7/21	Support as of 3/8/21
<a href="#">AB 421 (Ward)</a>	Community colleges: career development and college preparation courses.	Senate Suspense File 7/5/21	Support as of 3/8/21
<a href="#">AB 927 (Medina)</a>	Public postsecondary education: community colleges: statewide baccalaureate degree pilot program	Senate Committee on Appropriations 7/15/21	Support as of 4/9/21
<a href="#">AB 928 (Berman)</a>	Student Transfer Achievement Reform Act of 2021: Associate Degree for Transfer Intersegmental Implementation Committee	Senate Committee on Appropriations 7/15/21	Oppose as of 4/9/21
<a href="#">AB 1111 (Berman)</a>	Postsecondary education: common course numbering system	Senate Committee on Appropriations 7/7/21	Oppose as of 4/9/21
<a href="#">AB 1273 (Rodriguez)</a>	Interagency Advisory Committee on Apprenticeship: the Director of Consumer Affairs and the State Public Health Officer	Senate Committee on Appropriations 7/15/21	
<a href="#">AB 1407 (Burke)</a>	Nurses: implicit bias courses	Senate Committee on Appropriations 7/15/21	
<a href="#">AB 1456 (Medina)</a>	Student financial aid: Cal Grant Reform Act	Senate Committee on Appropriations 7/15/21	
<a href="#">SB 40 (Hurtado)</a>	Healthcare workforce development: California Medicine Scholars Program	Assembly Committee on Appropriations 7/7/21	
<a href="#">SB 416 (Hueso)</a>	Corrections: educational programs	Assembly Suspense File 7/14/21	

<a href="#">AB 375 (Medina)</a>	Community colleges: part-time employees	Senate Suspense File 7/15/21	<a href="#">AB 375 (Medina)</a>
<a href="#">AB 1002 (Choi)</a>	Postsecondary education: course credit for prior military education, training, and service	Senate Committee on Appropriations 7/8/21	<a href="#">AB 1002 (Choi)</a>
AB 1185 (Cervantes)	Student financial aid: Cal Grant program	Senate Committee on Appropriations 7/5/21	<a href="#">AB 1185 (Cervantes)</a>

### Approved by Governor and Chaptered

Bill Number (Author)	Title	Status	Notes
<a href="#">AB 337 (Medina)</a>	The Board of Governors of the California Community Colleges	Approved by Governor and chaptered 6/28/21	

### Not moving forward in 2021

Bill Number (Author)	Title	Status	Notes
<a href="#">AB 102 (Holden)</a>	College and Career Access Pathways partnerships	Committee on Ed 3/26/21	In budget bill
<a href="#">AB 103 (Holden)</a>	College and Career Access Pathways partnerships: county offices of education.	Hearing canceled by author 3/24/21.	In budget bill
<a href="#">AB 492 (Patterson)</a>	Cosmetology students: externships	Senate Committee on Bus, Prof and Econ Dev 5/19/21.	
<a href="#">AB 940 (McCarty)</a>	College Mental Health Services Program	Held under submission 5/20/21	
<a href="#">AB 949 (Mullin)</a>	Community colleges: <u>biological sciences</u> incubators	Hearing canceled by author 4/22/21.	
<a href="#">AB 1040 (Muratsuchi)</a>	Community colleges: ethnic studies	Held in Senate Committee on Education w/o Recommendation 7/14/21	
<a href="#">AB 1115 (Choi)</a>	Public postsecondary education: community colleges: statewide baccalaureate degree pilot program	Committee on Higher Ed 3/4/21	
<a href="#">AB 1187 (Irwin)</a>	Community colleges: tutoring	Committee on Higher Ed 3/4/21	

<a href="#">SB 659 (Becker)</a>	Community colleges: California College Promise	Held under submission 5/20/21	
<a href="#">AB 1269 (Cristina Garcia)</a>	Community colleges: part-time faculty	Held under submission 5/20/21	
<a href="#">AB 1216 (Salas)</a>	California Community Colleges: governing board membership: student members.	Held under submission 5/20/21	
<a href="#">AB 1417 (Frazier)</a>	Community colleges: providers of care for individuals with developmental disabilities: model curriculum for certification program	Senate Committees on Education and Human Services 6/18/21	
<a href="#">AB 1432 (Low)</a>	The California Online Community College	Senate Committee on Education 5/19/21	Two-year bill
<a href="#">SB 45 (Portantino)</a>	Wildfire Prevention, Safe Drinking Water, Drought Preparation, and Flood Protection Bond Act of 2022	Senate inactive file 6/2/21	
<a href="#">SB 228 (Leyva)</a>	Public postsecondary education: support services for foster youth: Cooperating Agencies Foster Youth Education Support Program	Ordered to inactive file on request of Senator McGuire 6/3/21	
<a href="#">SB 387 (Portantino)</a>	Peace officers: certification, education, and recruitment	Senate inactive file 6/2/21	





## Executive Committee Agenda Item

SUBJECT: Adoption of 2021-2022 Executive Committee Areas of Focus		Month: August	Year: 2021
		Item No: IV. B.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for adoption the 2021-2022 Executive Committee Areas of Focus.	Urgent: No	
		Time Requested: 30 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Dolores Davison/Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

*Please note: Staff will complete the grey areas.*

### BACKGROUND:

The Executive Committee will consider for adoption the 2021-2022 Executive Committee Areas of Focus.

2020 – 2021 Area of Focus

1. Guided Pathways to Transfer and Careers
  - a. Various projects TBD

DRAFT Areas of Focus continued from 2020-2021:

1. Culturally Responsive Student Services/Support and Curriculum
  - a. Various projects TBD
2. Equity Driven Practices
  - a. Faculty Diversification
  - b. Faculty Empowerment Leadership Academy

Additional Area of Focus for 2021-2022

1. Transfer in the Higher Education System

---

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





## Executive Committee Agenda Item

SUBJECT: ASCCC Standing Committee Appointments		Month: August	Year: 2021
		Item No: IV. C.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will consider for approval the 2021-2022 standing committee assignments.	Urgent: Yes	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Dolores Davison/Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

*Please note: Staff will complete the grey areas.*

**BACKGROUND:**

The Executive Committee will consider for approval the 2021-2022 standing committee assignments pending local senate review.

---

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





## Executive Committee Agenda Item

SUBJECT: Fall Plenary Planning		Month: August	Year: 2021
		Item No: IV. D.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will discuss and consider for approval the hybrid Fall Plenary Session program.	Urgent: Yes	
		Time Requested: 60 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Dolores Davison/Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Melissa Marquez	Action	X
		Discussion	

*Please note: Staff will complete the grey areas.*

### BACKGROUND:

At the May 2021 Executive Committee meeting, the Executive Committee approved holding the 2021 Fall Plenary Session in a hybrid format, hosting both in-person and virtual sessions. In planning for the plenary, the Executive Committee will need to make a decision on how to hold the hybrid event, synchronously or asynchronously. This decision will affect the way in which the program is crafted, the type of office support needed for the event, as well as the audio/visual needs contracted with the technology vendor.

Below are some considerations the Executive Committee should review when making the decision.

**Proposed 150 attendees in-person to continue with social distancing.** Note: the hotel does not currently have any social distancing requirements, but the comfort level of attendees should be considered. Virtual attendees can be maxed at 500.

**General Session:** Hotel ballroom can accommodate up to 500 with no social distancing; 200 with social distancing. This space is two ballrooms put together. It might be possible to use ½ of the ballroom for another breakout session room (see below).

**Breakout Sessions:** 6 rooms reserved, with max capacity of each room ranging from 50-75; with social distancing, room capacity is maxed at 20-25. If we decide to implement social distancing, the hotel suggests combining two rooms to max the seating to 50. **That would leave 3 breakout rooms for sessions.** We may consider using the other half of the ballroom if we decide to combine breakouts, for 4 breakout rooms total. **Total number of sessions will be reduced, from 30 sessions to 15-20.**

---

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

**Technology:**

**Synchronous:** The general sessions and the breakout sessions can be livestreamed through Pathable. This will require office staff to moderate all the rooms that will be livestreamed as well as having A/V for all the rooms (camera, mic, speakers mixers, etc). Additional staff members will be required to attend in-person to moderate the sessions and run the registration desk.

**Asynchronous:** The general sessions can still be livestreamed and accessible to virtual attendees in real time. Breakout sessions could be pre-recorded or recorded live from the plenary session and then released in a determined timeframe after the session (e.g. 1 week after the live plenary ends). Pre-recorded breakouts will require presenters to do additional work of pre-recording their session and presenting live.

The Executive Committee will review and discuss other ideas on how to hold the hybrid plenary session and will approve a direction moving forward in order to continue planning.



## Executive Committee Agenda Item

SUBJECT: 2022 Career and Noncredit Education Institute		Month: August	Year: 2021
		Item No: IV. E.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval the recommendation regarding the 2022 Career and Noncredit Education Institute.	Urgent: Yes	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Manuel Vélez/Lance Heard	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Melissa Marquez	Action	X
		Information/Discussion	

*Please note: Staff will complete the grey areas.*

**Background:** The Career and Noncredit Education Institute was an action item at the June 2021 committee meeting. “Having CNEI take place only two weeks after Spring Plenary meant that ASCCC Staff and the CNEI co-chairs and other Executive Committee members who served as session leads and/or presenters did not have a break between two large multi-day ASCCC events, each with hundreds of registered attendees. In addition, the scheduling of CNEI on April 30-May 1,2021 also proved challenging to non-Executive Committee co-leads and presenters since it is very close to final exams and the end of most CCC semester terms and commencement. An additional challenge this year was that CNEI also coincided with the Black Students Success Week, so that put a big strain on presenters who participated in both events.”

Recommendation from June: “We would like to propose that the scheduling of the 2022 Career and Noncredit Education Institute be changed so that it is not held in the same month as Spring Plenary. Our suggestion is to consider moving this to end of January/early February or the end of September /Early October.”

The item was set for the August 2021 to consider 1) the above question and 2) the question of separating the Career and Noncredit Education Institute into two separate events.

**Recommendation:**

The 2022 Career and Noncredit Education Institute be held in late April or early May and respect the BSSW events as much as possible.

The two committees use 2022 survey information to help determine whether to combine future institutes and when to offer same.

---

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







## Executive Committee Agenda Item

SUBJECT: Periodic Review Process		Month: August	Year: 2021
		Item No: IV. F.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will provide feedback on the draft revision of the Periodic Review Process.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Virginia May	Consent/Routine	
		First Reading	X
STAFF REVIEW <sup>1</sup> :	Melissa Marquez	Action	X
		Information/Discussion	

*Please note: Staff will complete the grey areas.*

### BACKGROUND:

In spring 2013, the delegates of the Academic Senate for California Community Colleges (ASCCC) directed the ASCCC, through [Resolution S13 1.02](#), 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 this 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. In following a process of self-review and improvement, and in response to the Periodic Review Reports of 2016-17 and 2020-21, the Periodic Review process is under review.

A Periodic Review Process Committee was formed to summarize responses and feedback for the 2020-21 Periodic Review Committee (PRC) on the 2016-17 PRC Report which included a review the Periodic Review Process. The committee was composed of past and present Executive Committee members including two members that served on the Operational Oversight Committee which was tasked with drafting the initial Periodic Review Process.

**Periodic Review Process Committee members:** Ginni May, Cheryl Aschenbach, Geoffrey Dyer, Craig Rutan, Sam Foster, Julie Oliver, Stephanie Curry

**Committee Meeting Minutes:** Section VI Reports of this agenda

### Timeline for adopting changes to the Periodic Review Process:

- Spring 2021 – In April, May, and June, the Periodic Review Committee met and drafted a revised Periodic Review Process
- August 2021 – Executive Committee Meeting: Revised Periodic Review Process draft presented to Executive Committee for feedback

---

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

- **September 2021 – Executive Committee Meeting: Revised Periodic Review Process presented to Executive Committee for consideration**
- October 2021 – Revised Periodic Review Process and Resolution to Area meetings
- November 2021 – Revised Periodic Review Process to Fall 2021 Plenary Session for consideration by delegates

**Overview of Changes to Periodic Review Process for Consideration:**

- Cycle-length (4 years to 6 years)
- Periodic Review Committee – name (was Periodic Review Task Force) and composition (10 members to 6 members; one from each Area: A, B, C, D, North, South)
- ASCCC to fund all PRC members to attend at least one plenary session
- Review Criteria clarified and simplified
- Executive Committee internal evaluation and PRC Report aligned through a Review Criteria Template and Rubric
- Process for responding to recommendations from PRC Report established
- Resources to review will be updated

# Periodic Review of the Academic Senate for California Community Colleges

*DRAFT 7-21-2021*

## Introduction

In spring 2013 the delegates of the Academic Senate for California Community Colleges (ASCCC) directed the ASCCC, through [Resolution S13 1.02](#), 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 this 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. In following a process of self-review and improvement, and in response to the Periodic Review Reports of 2016-17 and 2020-21, the Periodic Review process has been reviewed and updated. The Periodic Review shall be conducted by a Periodic Review Committee (PRC) using the following criteria and processes structured around the ASCCC Mission with a focus on accountability, benefit to the public, and transparency. Please see the Periodic Review Guidelines for additional information regarding the process for the review.

It should be noted that the ASCCC is a 501(c)(6) nonprofit organization, not an educational institution, and must adhere to laws governing such organizations. While this may resemble an accreditation review process, it is not an accreditation process, nor is it a required element of a 501(c)(6) nonprofit organization.

## Review Criteria

The review criteria were originally adapted from the broad ethical principles outlined in the 10.00 Code of Ethics policy approved by the ASCCC Executive Committee on

January 14, 2006, revised August 12, 2011, and revised again March 5, 2021 with a new number: 20.01 Code of Ethics. *It appears as though the formatting on the ASCCC website needs some edits to reflect that there are seven areas* ([https://asccc.org/sites/default/files/Download%20Agenda\\_51.pdf](https://asccc.org/sites/default/files/Download%20Agenda_51.pdf), page 77).

The following criteria and processes shall be used to complete the review. The ASCCC Executive Committee (EC) will respond to each of the following areas as provided for in the Periodic Review Criteria template and rubric. In examining each area, the PRC shall factor in the operations, policies, procedures, and programs which support these areas and how well they function, along with the EC responses in the Periodic Review Criteria template and rubric. The PRC shall record its overall assessment of each of the areas using the Periodic Review Template and Rubric. As appropriate, the PRC shall provide a brief analysis which may include commendations and recommendations and a rationale for each one.

1. Mission - The ASCCC aligns its operations, policies, processes, and programs with the mission and addressing the strategic plan.
2. Accountability - The ASCCC has a system of checks and balances to ensure that the ASCCC addresses the needs of and directives from local academic senates and faculty in the California Community College system relating to academic and professional matters.
3. Benefit to the Membership and Public - The ASCCC provides resources, services, and guidance to local academic senates and faculty in regard to academic and professional matters in the California Community College system that are beneficial to member academic senates and the California Community Colleges in providing high quality, equity-focused education and educational services to students.
4. Transparency - The work of the ASCCC, including processes and communication is transparent.

## **ACTION:**

1. Upon approval of this document, the ASCCC will form a workgroup to create the Periodic Review Criteria Template and Rubric:
  - a. A version to be completed by the ASCCC and
  - b. A version to be completed by the PRC. These templates and rubrics will be considered through the resolution process by the delegates of the ASCCC at the 2022 Spring Plenary Session.
2. Following the completion of each Periodic Review, the cycle-length and the Periodic Review Criteria Template and Rubric will be evaluated and updated as needed.

# Guidelines

The following guidelines shall be employed for the Periodic Review of the ASCCC. These guidelines accompany the Review Criteria to be used by the Periodic Review Committee (PRC) and by the ASCCC Executive Committee. The guidelines address the following areas:

1. Composition of the PRC,
2. Selection process for the PRC,
3. Responsibilities of the PRC chair and reviewers,
4. Resources to review,
5. Responsibilities of the ASCCC Executive Committee,
6. Evaluation by the ASCCC Executive Committee, and
7. Report document and presentation.

The PRC shall record its overall assessment of each of the areas using the Periodic Review Template and Rubric, which will serve as the PRC Report. As appropriate, the PRC shall provide a brief analysis which may include recommendations with a rationale for each one that can be considered by the ASCCC Executive Committee to strengthen the organization, and possibly commendations for areas where the ASCCC has demonstrated outstanding service. The President and Executive Director, in consultation with the officers, will assign any recommendations from the PRC Report to the appropriate ASCCC Committees, Task Forces, or individuals for consideration, action and response. The assignments will be considered by the Executive Committee for final approval.

## 1. Composition of the Periodic Review Committee

The Periodic Review Committee will consist of **6 total members**:

- 1 member from each of Areas A, B, C, and D (4 members)
- 1 member from the north and 1 member from the south (2 members)

The six (6) seated PRC members will choose one individual from among themselves to be the non-voting chair. The other five (5) members are voting members.

## 2. Selection Process for PRC

A Periodic Review Committee consisting of six (6) faculty members will be identified at the Spring Plenary Session prior to the review year. To establish a representative group of faculty evaluators, the ASCCC will employ a random selection process that ensures

that committee members represent all ASCCC designated areas. A list of faculty participating in ASCCC activities during the previous 24 months will form the pool of candidates, specifically including delegates, ASCCC committee and task force members, and faculty attendees at ASCCC events. Former executive committee members that served during the most recent Periodic Review cycle (cycle ends at the end of the term in which the PRC Report is presented at the ASCCC Plenary Session) and current Executive Committee members will be excluded from the list. The ASCCC staff will compile the list of eligible candidates.

During an open meeting (to be decided by the President and ED) at the Spring Plenary Session prior to the year of the Periodic Review, each faculty member on the list will be assigned a random number. The list of prospective reviewers will then be reordered from the smallest random number to the highest, and the list will be posted at the Spring Plenary Session and on the ASCCC website. The ASCCC will select candidates from the list in the order they appear until all six Areas (A, B, C, D, North, and South) are filled. This may entail skipping candidates on the list from areas where positions have been filled. Should a candidate decline, the ASCCC will start at the top of the list seeking the next possible candidate, until all positions are filled and all candidates have agreed to serve. Then, the selection process will end and the PRC for that review cycle can begin its work. All individuals must confirm their commitment to serve within one week of the email invitation to serve. The six (6) seated PRC members will choose one individual from among themselves to be the non-voting chair. The ASCCC Vice President will oversee the selection process and serve as a liaison from the Executive Committee to the PRC. An ASCCC Staff member (selected by the ED) will assist the PRC throughout the entire process. The final PRC membership will be posted on the ASCCC Committees webpage. *(Need to discuss selection process regarding achieving a diverse PRC)*

### **3. Responsibilities of the PRC Chair and Members**

The non-voting chair of the PRC will agree to the following responsibilities:

- Work with the Executive Director in managing the budget for the PRC activities
- Develop the meeting schedule in consultation with the PRC
- Attend both Fall and Spring Plenary Sessions (ASCCC will finance attendance)
- Sign a statement of responsibility to be fair, responsible, and professional and to have no conflicts of interest
- Attend and facilitate all meetings of the PRC
- Coordinate the preparation of the PRC report and submit the report to the Executive Committee no later than the February Executive Committee meeting

- After consideration of the response and input of the Executive Committee, present a completed report to the body at the Spring Plenary Session

#### **4. The five voting members of the PRC will agree to the following responsibilities:**

- Attend the fall or spring plenary session (ASCCC will finance attendance contingent upon available funding)
- Determine in consultation with the PRC chair which members will attend and participate in each plenary session presentation,
- Participate in the creation, completion, and finalization of the PRC Report
- Sign a statement of responsibility to be fair, responsible, and professional and to have no conflicts of interest
- Attend all meetings of the PRC unless prevented from attending a specific meeting by extenuating or emergency circumstances

#### **5. Resources to Review**

*(This section needs to be updated by Krystinne or designee)*

PRC members will base their report on the following resources:

- <http://www.asccc.org/content/executive-committee-information> (link dead)
- ASCCC Mission, Values, Bylaws, Policies, and Procedures
- ASCCC Program page
- ASCCC Resolutions page
- Interviews with Executive Committee members, ASCCC committee and task force members, and other individuals as appropriate
- ASCCC Annual Report
- Executive Committee Internal Evaluation
- Surveys
- Other resources as determined to be appropriate by the Review Task Force

#### **6. Responsibilities of the ASCCC Executive Committee**

The ASCCC Executive Committee (EC) members are expected to participate in the periodic review process by providing information when requested, being available for interviews by PRC members, and striving for honesty, integrity, and professionalism in their interactions with the PRC members. The EC will complete an Internal Evaluation (IE) by responding to each of the areas provided for in the Periodic Review Criteria Template and Rubric. The EC is responsible for approving the budget for the PRC's work and providing any necessary resources in a timely manner to ensure that the PRC

members are able to complete their work. Finally, the EC may compose a response to the PRC Report to address any factual errors or if the EC determines there is a need to provide additional context or interpretation of events or actions.

## **7. Evaluation by the Executive Committee**

The members of the Executive Committee possess a unique perspective on the decision-making, planning, and advocacy efforts of the ASCCC that is derived from their daily efforts representing the faculty of the California community colleges in regard to academic and professional matters. To assist the PRC, the EC will be surveyed about each of the areas provided for in the Periodic Review Criteria Template and Rubric that consists of the same review criteria being considered by the PRC. The Periodic Review Criteria template and rubric will be created so that individual Executive Committee members' analysis of how effectively the ASCCC is working in each of the areas under the review criteria may be incorporated. It should include specific details that support the statements made and information regarding resources through which the PRC can locate additional details. After the EC members (all 15) complete the Periodic Review Template and Rubric, the President and ED (or their designees) will prepare a report based on the Periodic Review Template and Rubric which will be the Internal Evaluation (IE). The IE will be available at the beginning of the spring plenary session that initiates the Periodic Review process.

## **8. Report Content and Presentation**

The PRC Report will be completed using a similar template and rubric that was used by the EC, include an analysis on areas of success and areas for possible improvement and may include both commendations and recommendations regarding the work of the ASCCC as a whole. The PRC will present the PRC Report at an Executive Committee meeting no later than February of the academic year in which the Periodic Review is being conducted. The EC will have this opportunity to request clarifications regarding the analysis or to offer further information to the PRC. The updated and final PRC Report will be "received" through an action item by the EC at the March meeting. The PRC will then present its final report to the body of the ASCCC at the Spring Plenary Session.

Following the Spring Plenary Session in which the PRC Report is presented, the President and Executive Director, in consultation with the officers, will assign the recommendations (if any) from the PRC Report to the appropriate ASCCC Committees, Task Forces, or individuals for consideration, action and response. The assignments will be considered by the EC for final approval no later than the June Executive Committee meeting directly following the Spring Plenary Session



presentation. A report on the status of all recommendations will be available by the following Spring Plenary Session.

## Review Cycle

- The ASCCC Executive Committee will initiate the Periodic Review every six (6) academic years.
  - The cycle begins on the first day of the incoming Executive Committee (next periodic review: 2026-27; cycle begins June 5, 2021).
  - The cycle ends on the last day of the outgoing Executive Committee terms (next periodic review: 2026- 2027; cycle ends at the completion of the June 2027 executive committee meeting).
- Completed Periodic Reviews
  - 2016-17 (cycle ended June 1, 2017)
  - 2020-21 (cycle ended June 4, 2021 - presented to body in fall 2021 due to COVID-19 pandemic)
- Next Periodic Review
  - 2026-27
  - Internal Evaluation to be completed by the 2026 Spring Plenary Session
  - PRC to be selected during the 2026 Spring Plenary Session

## 2026-27 Periodic Review Timeline:

- Fall 2025: ASCCC ED and President to initiate Periodic Review Process for 2026-27 Periodic Review and provide direction to the Executive Committee
- Spring 2026: Internal Evaluation completed by Spring Plenary Session
- Spring 2026: PRC selection at Spring Plenary Session
- Fall 2026: PRC meets, conducts Periodic Review
- Fall 2026: PR Breakout at Fall 2026 Plenary Session
- Jan-Feb 2027: PRC Draft Report to the EC for questions and corrections of errors of fact
- March 2027: PRC Final report received by EC
- April 2027: PRC PR Presentation of PRC Report at Spring 2027 Plenary Session
- May-June 2027: EC assignment of PRC recommendations
- Spring 2028: Executive Committee report on status of all recommendations from the PRC Report by Spring Plenary Session

# Evaluation of the Periodic Review Process

The ASCCC will evaluate and revise the Periodic Review Process every two cycles.

DRAFT



## Executive Committee Agenda Item

SUBJECT: 2021-2022 ASCCC Budget		Month: August	Year: 2021
		Item No: IV. G.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will consider for approval the 2021-2022 ASCCC budget.	Urgent: Yes	
		Time Requested: 30 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Krystinne Mica/Michelle Bean	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Melissa Marquez	Action	X
		Information/Discussion	

*Please note: Staff will complete the grey areas.*

### BACKGROUND:

Following the review and discussion by the Executive Committee at the May and June meetings, the attached tentative budget for 2021-2022 fiscal year is being presented for discussion and adoption.

The [Budget and Finance Operational Committee](#), comprising of the ASCCC president, vice president, secretary, treasurer, executive director, and accountant (as advisor), met in July to update the budget and prepare the final annual 2021-2022 budget for ASCCC. Funding recommendations were based on current trends and recommendations by the 2020-2021 Executive committee, such as protecting reassigned time for Executive Committee members, maintaining staff salaries and benefits, maintaining program and committee budgets, and anticipating any recurrence of the COVID-19 pandemic through 2022. The tentative budget also includes projected numbers for the grants C-ID and OERI.

---

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





## Executive Committee Agenda Item

SUBJECT: 2021 Academic Academy – First Reading		Month: August	Year: 2021
		Item No: IV. H.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will provide feedback on the draft 2021 Academic Academy program.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Cheryl Aschenbach/Stephanie Curry	Consent/Routine	
		First Reading	X
STAFF REVIEW <sup>1</sup> :	Melissa Marquez	Action	X
		Discussion	

*Please note: Staff will complete the grey areas.*

The ASCCC Executive Committee previously took action to approve a theme for the Academic Academy being held virtually October 7-8, 2021: Enhancing Transfer in the Higher Education System. With new assignments being made for Executive Committee members, Cheryl as incoming TASSC Chair and Stephanie as incoming Curriculum Chair were tasked in June with collaborating with the RP Group (Darla Cooper) and C-ID (Eric Wada) to develop a draft program. Stephanie and Cheryl started a draft based on work previously started by Carrie Roberson, and met with Darla and Eric on June 29, 2021 to further refine the draft.

The ASCCC Executive Committee will provide feedback on the attached draft program.

---

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

Academic Academy - Virtual Event  
Enhancing Transfer in the Higher Education System  
October 7th - 8th, 2021

**Thursday October 7th**

9:00a – 10:45a GENERAL SESSION 1 (set context / review data high level)

- Include SSCCC Panel/Student Transfer **Experience** (challenges and effective practices from student perspective/student transfer journey & experience)

10:45a-11:00a Break

11:00a-12:15p Breakout 1 (3 sessions)

- Follow Up with students
- Legislation & External Influences (transfer, CCN) (Leg & Advocacy Committee? Campaign reports? PPIC reports?)
- Intersegmental efforts and conversation (incl. C-ID) (ICAS)

12:15-1:30 LUNCH

1:30p-3:00p GENERAL SESSION 2 (ethnic studies)

3:00p-3:15p Break

3:15p - 4:30p BREAKOUT 2 (3 sessions)

- C-ID & ADTs
- CSU Area F articulation & IGETC Impact
- CCC Ethnic Studies competencies

4:45p-5:45p Evening social/reception/talk?

**Friday October 8th**

9:00a - 10:30a General Session 3 (RP Group)- Background on Transfer research  
Highlight new documents on covid transfer survey, student toolkit and student services support (padlet or pathable polls for interaction)

10:30a-10:45a Break

10:45a-12:00p Breakout Session 3 (3 sessions)

- Student Engagement (role of instructional & non-instructional faculty together) (Darla/RP group)
- Student Services and Support / Career Exploration / Guided Pathways
- Equity in teaching and learning

12:00a - 1:00p LUNCH

1:00-3:00p CLOSING GENERAL SESSION (Stephanie & Cheryl facilitate)

- Introduce student guide (RP-GROUP work with SSCCC)
- Future of transfer from student experience (follow-up student panel?)
- How can we work with students
- The Future of Transfer - pull from other general sessions/take-aways
- Reflection, practices to take back (embed dialog/discussion)

Additional notes from Brainstorming (6/29/2021)

General Session 1: Where are we with transfer and student panel focus on the 4 areas from the Through the Gate--What worked...challenges...

bottlenecks...improvements... person or resource that made the difference

General Session 2: What is the impact of the new Ethnic Studies Requirement on Transfer

General Session 3: Research on Transfer and What students have told us... (what is working, what needs improvement, what has changed with COVID)

General Session 4: Takeaways and How you can work with student groups to support transfer







## Executive Committee Agenda Item

SUBJECT: Association of Community Colleges Trustees (ACCT) National Legislative Summit 2022		Month: August	Year: 2021
		Item No: IV. I.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval the attendance of the ASCCC President and Vice President at the ACCT National Legislative Summit in February 2022.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Melissa Marquez	Action	X
		Information	

*Please note: Staff will complete the grey areas.*

**BACKGROUND:**

Each year, the Association of Community College Trustees (ACCT) holds a National Legislative Summit in Washington, D.C. For the past five years, the Community College League of California (CCLC) has invited the Academic Senate President and Vice President to attend and participate in the Summit, and the ASCCC has approved that attendance with the provision that the message and talking points from the CCLC and the California Community Colleges Chancellor’s Office align with the ASCCC priorities. Due to the fact that this trip requires out-of-state travel, Executive Committee approval for the trip is requested.

The next [ACCT National Legislative Summit](#) takes place in Washington, D.C. at the Marriott Marquis, February 6-9, 2022.

---

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





## Executive Committee Agenda Item

SUBJECT: Board of Governors Interview Questions		Month: August	Year: 2021
		Item No: IV. J.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will review and revise as needed the interview questions for the Board of Governors Candidates.	Urgent: Yes	
		Time Requested: 30 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

### BACKGROUND:

Annually the Academic Senate for California Community Colleges calls for nominations for one of the two faculty seats on the Board of Governors. Candidates for nomination submit an [online application](#), statement of intent, current resumé outlining relevant professional activities, and the letter of local senate endorsement if applicable. Nominees are then selected and interviewed by the Executive Committee at its September Executive Committee meeting.

The process is outlined as follows:

**July:** The Senate Office will screen the applications for completeness. Incomplete applications will not be considered. Applicants whose applications are deemed incomplete will be notified and be invited to apply again in the future.

**August:** The President of the Academic Senate shall present draft interview questions for review and possible revision by the Executive Committee. To preserve the confidentiality of the process and to ensure fairness to nominees, the review and revision of interview questions will be conducted in closed session. The Officers and Executive Director will then screen the applications based on the required and desirable qualifications and determine the candidates for nomination to be interviewed by the Executive Committee.

**September:** All candidates, including sitting Board of Governors members, shall be interviewed by the Executive Committee to be considered for nomination to the Governor.

The Executive Committee is being asked to review and potentially revise the questions for the Board of Governors interview.

---

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





## Executive Committee Agenda Item

SUBJECT: OERI Update		Month: August	2021
		Item No: V. A.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will receive an update on the Open Educational Resources Initiative (OERI).	Urgent: No	
		Time Requested: 25 mins.	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Krystinne Mica/Michelle Pilati	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Discussion	X

*Please note: Staff will complete the grey areas.*

**BACKGROUND:**

The Executive Committee will receive an update on the Open Educational Resources Initiative (OERI), including major goals for 21-22 and highlights from the work done in 20-21.

---

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





## Executive Committee Agenda Item

SUBJECT: C-ID Update		Month: August	Year: 2021
		Item No: V. B.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will receive an update on the Course Identification Numbering (C-ID) System.	Urgent: No	
		Time Requested: 25 mins.	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Discussion	X

*Please note: Staff will complete the grey areas.*

**BACKGROUND:**

The Course Identification Numbering (C-ID) System is a grant operated by the Academic Senate to facilitate transfer and articulation among the higher education segments in California. C-ID was first established in 2007 to create course descriptors for the top 20 transfer majors. The C-ID system is also the mechanism that was used to implement SB 1440 (Padilla, 2010) and Associate Degrees for Transfer (AD-Ts). Most recently, C-ID has focused on updating core processes on TMC modification, discontinuation, and/or consolidation, as well as working with Ethnic Studies faculty to explore the creation of an Ethnic Studies TMC.

The Executive Committee will receive an update on the C-ID system, including major goals for 21-22 and highlights from the work done in 20-21.

---

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



ACADEMIC SENATE  
for CALIFORNIA COMMUNITY COLLEGES



# C-ID Update

---

ASCCC Executive Committee Update – August 2021



# Overview

- C-ID Leadership
- TMC Modification, Discontinuation, and/or Consolidation Process
- ICW/C-ID Advisory Committee
- Ethnic Studies TMC
- C-ID 5-Year Review
- C-ID Faculty Recruitment
- Website

# C-ID Leadership

C-ID Leadership meetings are held bi-weekly to discuss and strategize on topics related to C-ID.

- Ethnic Studies TMC Development.
- Process for implementation of substantially revised TMC.
- Ensuring that current policies and processes are done so through the lens of equity.
- System to system transfer.
- Engaging partners in CSU and UC systems.
- Discussions with CCCCO regarding standardizing double counting practices.

# TMC Modification, Discontinuation, and/or Consolidation Process

At an April 21, 2021 convening of the C-ID Advisory Committee and Intersegmental Curriculum Workgroup (ICW), it was determined that a workgroup consisting of ICW members would develop a draft process for discontinuing a transfer model curriculum (TMC) and for modification of a TMC such that elements of one TMC were removed from one and moved to another.

## Principles

- Options for students and colleges
- Data-driven decision-making
- Consistency with existing TMC/C-ID practices and policies
- Realistic and reasonable timelines
- Transparency

## Process Components

- Modification/Discontinuation Timeline
- Modification of a TMC
- Discontinuation of a TMC

# ICW /C-ID Advisory Committee Phase-Out Process

## **TMC Phase-Out Process**

An ICW TMC Phase Out Subgroup was convened in May and was tasked with designing a process for the phase out of old TMCs, drawing upon experiences realized during the recent phase out of the Business Administration 1.0 TMC.

## **ICW/C-ID Advisory Reorganization**

- Defining the roles of each committee
- Streamlining membership and meeting schedules

# Ethnic Studies TMC Development

- C-ID organized and held three Discipline Input Group (DIG) meetings to explore the possibility of developing a TMC for Ethnic Studies.
- Working with the Ethnic Studies Faculty Council.
- Drafts were developed and sent to the field for feedback
- An FDRG consisting of faculty from both CCC and CSU is in the process of being appointed.

# C-ID 5- Year Review

C-ID will initiate the 5-year review for 6 disciplines this fall.

- Art History
- Law, Public Policy, and Society
- Social Work and Human Services
- Environmental Science
- Music
- Hospitality Management

# C-ID Faculty Participation & Recruitment

C-ID continues to experience challenges in recruiting and appointing CSU faculty to participate as Faculty Discipline Review Group (FDRG) and Course Outline of Record Evaluators (COREs).

- There are currently eight FDRGs unable to continue the 5-year review due to lack of faculty appointments.

Administration of Justice • English • Geology • Philosophy • Spanish • Elementary Teacher Education • Anthropology • History

- There are twenty-two disciplines in need of CSU faculty COREs:

Accounting • Administration of Justice • Art History • Biology • Child Development • Computer Science • Early Childhood Education • Economics • English • Environmental Science • Film, Television & Electronic Media • Geography • Geology • Global Studies • Graphic Design • History • Information Technology & Information Systems • Journalism • Kinesiology • Physics • Public Health Science • Spanish

# C-ID Website

- Development and functionality is showing improvement.
- Automated alerts and notifications are now being sent for reviewers and Articulation Officer's.
- 2021-2022 development will focus on:
  - CSU Articulation Officer Workflow
  - Upgrading the notifications and alert system.
  - Building in a user dashboard.
  - Upgrades to the AO, Primary Reviewer, CORE, and Site Administrator pages.
  - Completing work on an appeals process.
  - Website bugs.



Questions?





## Executive Committee Agenda Item

SUBJECT: ASCCC Update to Community Norms		Month: August	Year: 2021
		Item No: V. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will discuss potential updates to the ASCCC Community Norms.	Urgent: Yes	
		Time Requested: 30 mins.	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Dolores Davison/Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Discussion	X

*Please note: Staff will complete the grey areas.*

**BACKGROUND:**

On August 19, 2016, the Executive Committee participated in a presentation on Challenging Conversations. During the presentation, Dr. Veronica Neal recommended that the Executive Committee create norms for the most effective means of communication in meetings and committee groups. The Executive Committee agreed on the methods of communication on a trial basis and agreed to bring back the norms for discussion. At its September 29-30, 2017 meeting, the Executive Committee reflected on the norms and requested some edits to the document and at its February 2-3, 2018 meeting, approved the final version of the Norms.

After three years of adhering to the approved Community Norms, the Executive Committee is invited to review and possibly update the norms. The Executive Committee is being asked to discuss any potential changes to be considered for approval at a future meeting.

---

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





## Executive Committee Agenda Item

SUBJECT: ASCCC Financial Terms Review		Month: August	Year: 2021
		Item No: V. D.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	Executive Committee will review common terms and types of financial documents that may be discussed or provided in 2021-2022 Treasurer reports.	Urgent: Yes	
		Time Requested: 20 mins.	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Krystinne Mica/Michelle Bean	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Melissa Marquez	Action	
		Information/Discussion	X

*Please note: Staff will complete the grey areas.*

**BACKGROUND:**

As part of the responsibilities of the ASCCC Treasurer, in conjunction with the Executive Director, the treasurer oversees the budget preparation and ensures that appropriate financial reports are made available to the Executive Committee on a timely and regular basis.

The attached sheet provides an overview of internal financial processes of the ASCCC and descriptions of the types of reports and information the Executive Committee may expect to see in the upcoming year to keep the board and the delegates informed about the financial condition of the organization.

---

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

# Financial Terms Review Sheet

ASCCC financial operations include the following:

- **Internal controls**--the ASCCC accounting department has established detailed internal operational procedures and policies.
- **Budget and Finance Operational Committee**--comprising the ASCCC officers and executive director is responsible for making recommendations to the Executive Committee for the annual budget for each subsequent year and making recommendations on fiscal policies and procedures.
- **Treasurer**--reports on a periodic basis to the Executive Committee.

## Standard Reports

A few of the standard ASCCC financial reports generated and distributed are as follows:

- **Budget forecast**--an annual written statement projecting the forecasted expenses and revenue for the following fiscal year; usually presented to the Executive Committee before the fiscal year begins (May/June).
- **Statement of activity**--the report showing the revenue and expenses to date; it can include the comparison to the budget forecast.
- **Statement of financial position**--the report showing the organization's assets (e.g., cash--receivables and reserves), total assets, liabilities (e.g., money we owe), net assets (e.g., the difference between liabilities and assets). This report may be given to the Executive Committee in the quarterly report; also called balance sheet.
- **Quarterly report**-- a summary that will have brief descriptions of income and expenses to date within overall categories and will be brought to Exec after accounting books close (approximately November/December, February, April/May, September/Audit Report).
- **Audit report**--summary of findings (e.g., opinions on the organization's financial procedures and statements) made by an external auditor brought to Executive Committee in November; to be distributed to the faculty body at fall plenary session.
- **Reconciliation reports**--treasurer and accountant work together to review bank statements monthly as oversight; includes review of money market account where reserves are held (six months of operational expenses).



## Executive Committee Agenda Item

SUBJECT: Board of Governors/Consultation Council		Month: August	Year: 2021
		Item No: V. E.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will receive an update on the recent Board of Governors and Consultation Council Meetings.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Dolores Davison/Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Information/Discussion	X

*Please note: Staff will complete the grey areas.*

**BACKGROUND:**

President Davison and Vice President May will highlight the recent Board of Governors and Consultation meetings. Members are requested to review the agendas and summary notes (website links below) and come prepared to ask questions.

Full agendas and meeting summaries are available online at:

- <https://www.cccco.edu/About-Us/Board-of-Governors/Meeting-schedule-minutes-and-agenda>
- <https://www.cccco.edu/About-Us/Consultation-Council/Agendas-and-Summaries>

---

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







## Executive Committee Agenda Item

SUBJECT: Meeting Debrief		Month: August	Year: 2021
		Item No: V. F.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will debrief the meeting to assess what is working well and where improvements may be implemented.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Information/Discussion	X

*Please note: Staff will complete the grey areas.*

**BACKGROUND:**

In an effort to improve monthly meetings and the functioning of the Executive Committee, members will discuss what is working well and where improvements may be implemented.

---

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





**Periodic Review Process Committee**

April 20, 2021

10:00 am-10:30 am

**Minutes**

**Present:** Stephanie Curry, Geoffrey Dyer, Sam Foster, Ginni May (chair), Julie Oliver, Craig Rutan

1. The group met to discuss the Periodic Review Process with the following goals for this meeting:
  - a. Discuss changes/clarifications to the process, guidelines, and roles/responsibilities
  - b. Assign members to draft changes
  - c. Schedule next meetings and timelines for presenting at fall plenary session
2. Members reviewed the following documents in preparation:
  - a. Review Criteria
  - b. Guidelines for the Periodic Review
  - c. Statement of Responsibility – Committee Chair
  - d. Periodic Review Report 2016-17
  - e. Periodic Review Report 2020-21
3. Plan:
  - a. Ginni will create a Google doc with current processes for PRRW members to provide detailed suggestions for process modifications
  - b. Next meeting is scheduled for May 26, 2021
  - c. A first draft of an updated process will be provided for the Executive Committee to consider at the August meeting
4. Meeting adjourned at 10:30.



**Periodic Review Process Committee**

May 26, 2021

3:30 pm-5:00 pm

Minutes

**Present:** Cheryl Aschenbach, Stephanie Curry, Geoffrey Dyer, Sam Foster, Ginni May (chair), Julie Oliver, Craig Rutan

1. Members discussed comments in the GoogleDoc and specific changes to the Periodic Review process:
  - a. Fewer and assessable criteria
  - b. Structure criteria around the Mission with the original intent of accountability, benefit to the public, and transparency
  - c. Design a template/rubric that the Executive Committee would complete and provide to PRC. PRC would use the same template/rubric for their report – more of a checkbox template with space to provide some narrative and links to examples. There was a suggestion to consider a model like the Scale of Adoptions Assessments (SOAAs) from Guided Pathways
  - d. Consider the Periodic Review as a program review
  - e. The President and Executive Director, in consultation with the officers, would make PRC Report recommendation assignments much like the resolution assignments are made. The assignments would go to the Executive Committee for final approval.
  - f. Responses to the recommendations would be documented and tracked like resolutions which make use of simple updates and tracking-completed, in-progress, not started, etc.
  - g. Before the process begins, send a survey to all of those that have attended ASCCC events. Simple questions based on alignment with mission and accountability, benefit to the public, and transparency.
2. Plan:
  - a. Ginni will grant all members with editor access to the GoogleDoc; members will edit non substantive changes and include substantive changes as comments for Ginni to make those edits
  - b. Ginni will set up next meeting – probably for early July
  - c. A first draft of the updated process should be ready by mid-July so that it can be submitted for a first reading at the August Executive Committee meeting
  - d. A second reading of the proposed updated process will be considered by the Executive Committee at the September meeting and included with a resolution in the Area resolution packet.
  - e. The proposed updated process will be provided at the October Area meetings as part of a resolution for the ASCCC delegates to consider adopting the update process
  - f. The delegates will consider adopting the updated process at the fall plenary session
3. Meeting adjourned at 4:40.



## **Periodic Review Process Committee**

June 30, 2021

5:00 pm-6:00 pm

Minutes

**Present:** Cheryl Aschenbach, Stephanie Curry, ~~Geoffrey Dyer~~, Sam Foster, Ginni May (chair), Julie Oliver, Craig Rutan

### 1. Reviewed Timeline for 2021:

- |            |   |
|------------|---|
| July 26    | Submit revised Periodic Review Process-draft for 1 <sup>st</sup> -Reading at August Executive Committee Meeting<br>Will have document ready for submitting to ASCCC Agenda by July 21.                    |
| August ~23 | Submit Final Draft of revised Periodic Review Process for action at the September Executive Committee Meeting   |
| Sept ~14   | Submit resolution for October Area meetings for approval of revised Periodic Review Process by the delegates  |
| October    | Provide Periodic Review Process revision and resolution at Area meetings  |
| November   | Plenary Session for consideration – Should this be part of the PRC breakout? It was recommended that the Vice President work with the PRC and the President and ED to determine how this would work best. |

### 2. Periodic Review Process Draft – Discussion included the following considerations/recommendations:

- a. Request that the President and ED determine an existing ASCCC Committee or a new workgroup to create Review Criteria detail and Rubric to serve as a template for the Executive Committee to complete (the prior year) and then provide to the next PRC to use to write their report. It is recommended that this Review Criteria and Rubric template be brought to the ASCCC delegates for consideration of approval at the 2022 Spring Plenary Session.
- b. PRC Composition – 6 members, one from each of the areas: A, B, C, D, North, South; chosen using a random generator, candidates are placed in order and then selection goes down the list until all six seats are filled.
- c. PRC attendance and funding at ASCCC events – PRC Chair will be financed to attend both the fall and spring plenary session during the review year, the members will be financed to attend at least one of the plenary sessions during the review year.
- d. Periodic Review cycle – move to six-year cycle and evaluate
- e. Current Exec members may not serve on the PRC. Former Exec members may serve on a PRC provided their tenure ended before the current PRC cycle began. The PRC cycle begins at the end of the most recent review year.

- f. Working with the President and ED, in the interest of transparency, and out of respect for the work of the 2020-21 PRC, consider sharing Periodic Review Process revision draft with the 2020-21 PRC and invite feedback either before the August Executive Committee meeting or during.
- g. ASCCC Vice President and ASCCC staff member selected by the ED shall provide support and serve as the contacts and liaisons to the Executive Committee and Office, respectively during the Periodic Review Process.

### 3. Adjourn



**Academic Senate**  
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

**Career Technical Education Leadership Committee**

**May 21, 2021**

**12:30-2:00 PM**

**MINUTES**

---

- I. Welcome-**Mayra Cruz, Julie Oliver, Jim Bowen, Lynn Shaw, Donald Laird, Elmida Baghdaserians, Christy Coobatis, Robby Bodden, Olivia Herriford**
- II. Call to Order, Roll Call and Adoption of the Agenda
- III. Consent Agenda
  - a. **Approved** the April 23, 2021 meeting minutes (Attachment 1)
- IV. Reports
  - A. Student Senate CCC (David)-**no report; many thanks to David for his participation on this committee this year.**
  - B. Academic Senate for CCC Executive Committee (Mayra/Julie)
    - **Review of current legislation. More details located in the agenda materials for [May ASCCC Executive Committee meeting for May](#)**
    - **Some with a relationship to CTE...**
      - **SB 387 (Portantino): would require the Commission on Peace Officer Standards and Training (POST) to work with specified stakeholders (including the Chancellor's Office) to develop a list of courses to include as requirements for obtaining a peace officer basic certificate, as specified. It would require an applicant for a basic certificate to complete those courses before obtaining the certificate. PASSED with technical amendments.**
      - **SB 609 (Hurtado): This bill would require the California Department of Social Services (CDSS), to the extent permitted by federal law, to include adult education and career technical education programs in the list of programs deemed to meet the student exemptions for purpose of eligibility for CalFresh benefits. PASSED with amendments to make provisions contingent upon appropriation.**
      - **SB 770 (Roth): This bill would appropriate \$10 million to the Chancellor's Office to expand California Leadership, Access, Workforce (LAW) Pathways, a statewide initiative that creates a model pipeline between high schools and law schools to help close the diversity gap in the state's attorney workforce population. PASSED with amendments to make provisions contingent upon appropriation.**
    - **Review of mentorship handbook**
    - **Upcoming ASCCC events: [Faculty Leadership Institute](#) in June and [Curriculum Institute](#) in July**
    - **ASCCC Periodic Review report completed by the committee also in May meeting area of the website**

V. **CTELC Charge update-committee approved this revised charge to be on the June ASCCC Executive Committee meeting agenda for final approval**

Per California Education Code, Part 54.5, section 88821, the CTE Leadership Committee provides recommendations on career and technical education and workforce development issues and challenges in the California community colleges. The committee works collaboratively with the ASCCC Executive Committee to provide assistance to ~~assist~~ community college districts, CTE departments, and CTE faculty in creating and maintaining ~~to provide assistance to community college districts to ensure that career technical education and workforce development as they provide~~ responsive and system-wide portable curriculum ~~aligned to current and emergent industry trends,~~ courses, programs, and degrees aligned to current and emergent industry trends, guided pathways, and to focus on diversity, equity, and inclusion in all aspects of career education. The committee is also focused on diversity by expanding the participation of diverse CTE faculty in leadership roles at the local, regional, and statewide levels through its ongoing professional development efforts.

[https://leginfo.legislature.ca.gov/faces/codes\\_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=54.5.&chapter=&article=](https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=54.5.&chapter=&article=)

VI. **End of the Year Report (Attachment 2)-committee reviewed the end of year report; additional ideas were shared for possible work 2021-2022 committee; Mayra will send updated document to ASCCC**

VII. **Reflections, Gratitude, and Celebration of Accomplishments**

- a. **Teamwork-THANKS to everyone!**
- b. Career Noncredit Education Institute (April 30-May 1, 2021)
- c. Professional development & learning program (including collaborations)
- d. Committee priorities
- e. Communication and support to CTE liaisons

VIII. **[Application for Statewide Service](#)-please sign up for service in 2021-2022**

IX. **Adjournment**

**Thank you for a great year!**





- A. In Progress** (include details about pending items such as resolutions, papers, *Rostrums*, etc.)
- Collaboration with ICT disciplines ( IT-Cyber, Business Office Software, Digital Media)
- B. Completed** (include a list of those items that have been completed as a way to build the end of year report).
- CTE Liaison May & Memo
  - Collaborations: with Regional Consortia Chairs and CVC-OEI CTE
  - PD Program for 20-21: May 14<sup>th</sup> session and CTE faculty diversification webinar
  - Committee priorities progress and completion
  - Canvas Modules Update & Recommendation- [Focus on Career/Technical Education](#)
  - 2021 Spring Plenary sessions
  - CVC-OEI Collaboration- Pilot Program Proposal
  - CTE March Liaison Memo Topic: CPL
  - Collaboration on CPL March series with CO CPL Workgroup
  - CNEI Program
  - Rostrum articles completed Thank you!  
<https://asccc.org/sites/default/files/Rostrum-April2021.pdf>
    - *Perspective: DEI, Student Voice and CTE* (David, Christie and Mayra)
    - *Regional Advisory Boards* (Lynn, Christy, Mayra)
  - CTE Liaison February Memo
  - Spring 2021 Resolution submitted
  - 2021 CCCAOE Conference sessions- Leads: Lynn and Mayra
  - Curriculum Institute topics submitted
  - Spring Plenary topics submitted
    - Rethinking curriculum, instruction, student services and student support in Covid-19 and beyond
    - Best practices in collaboration to solve problems (in disciplines and functions)
    - What we learn from helping each other
    - Cross-collaboration
    - Best practices and innovative ways of doing online education
    - Colonization and decolonization: What is it?
    - Decolonizing our Institutions: Necessary Conversations with Intellectual Humility
    - Why Decolonizing Institutions Now
    - Unlearning and undoing colonial ideas, practices and infrastructures: (Re)learning together
  - Rostrum article/s (Jan)- *Elevate the CTE Faculty Voice* Coauthors: Christy, Lynn, Julie and Mayra
  - CTE Liaison coffee hour schedule
  - October & November 2020 CTE Liaison Memo
  - Committee charge review
  - Fall 2020 Plenary breakout assignments
  - 20-21 Action Plan components review and formation of focus area teams (3)
  - CNEI Marketing blurb
  - Fall Rostrum article *Credit for Prior Learning as an Equity Lever* Co-Authors: Jackie Martin,

Chantee Guiney, Jodi Lewis & Mayra Cruz

- Basecamp set up
- Fall 2020 calendar of meetings
- CCCAOE Conference Sept 30-Oct 2, 2020 (Shaw)
- Focus area team plans
- Focus area team lead role

[Career Technical Education Leadership Committee \(CTELC\)](#)

approved 11/4/20

The CTE Leadership Committee provides recommendations on career and technical education and workforce development issues and challenges in the California community colleges. The committee works collaboratively with the ASCCC Executive Committee to assist community college districts, CTE departments, and CTE faculty to ensure that career technical education and workforce development provide responsive curriculum aligned to current and emergent industry trends, and to focus on diversity, equity, and inclusion in all aspects of career education. The committee is also focused on diversity by expanding the participation of diverse CTE faculty in leadership roles at the local, regional, and statewide levels through its ongoing professional development efforts.

**Meeting Summary**

---

- I. Call to Order/ Attendance  
Present: Randy Beach, Michelle Bean, Alexandra Diamant (SSCCC), Rose Giordano, Josefina Gomez, Michelle Plug, Jeff Waller  
Committee members checked in by responding to the question, *what is one thing you are looking forward to in the coming months?*
- II. Adoption of the Agenda  
Approved by consensus, no adjustments
- III. Approval of Minutes
  - a. 5.14.2021  
Motion by Giordano, 2<sup>nd</sup> by Waller- approved
- IV. Announcements
  - a. CCC System Reports (SSCCC, CIO, CCCCCO, ASCCC Committees, other)  
Announcements from committee members around ASCCC assignments, SSSCCC (SSCCC rep at ASCCC Orientation +), CCCCIO (equity efforts, next leadership), ACCJC (policy changes- Standard 1C, catalog integrity)
  - b. [ASCCC Statewide Service](#) for 2021-2022  
Chair /2<sup>nd</sup> Chair shared the opportunities for and updates to forms related to ASCCC statewide service, committee asked questions regarding the process
  - c. Onward... for ALEX!  
Student, Alexandria Diamant shared about her next ventures to UCLA!  
Committee members shared thoughts and wishes for Alex
- V. Updates & Discussion of Priorities/Tasks [Google Drive](#)
  - a. [ASCCC Curriculum Committee charter](#)  
Committee was informed about updates to and approval of new charter after the June 4<sup>th</sup> ASCCC Executive Committee meeting. Update to charter should be on the website by July.
  - b. ASCCC Resolution: Updating the 1996 ASCCC paper- [Curriculum Committee: Role, Structures, Duties and Standards of Good Practice- HANDBOOK](#)  
Committee was informed about updates regarding addressing the ASCCC F20 9.02 resolution. ASCCC Exec voted to not update the paper, rather to create a “handbook” as a resource for local academic senates. Conversation about how this will play out as the breakout session (same as title) for the Curriculum Institute. Clarification was made between Curriculum Basics breakout and Roles, Structures, and Functions...etc. breakout. Committee members encouraged to reach out to Chair with lingering thoughts/questions.

c. **ASCCC Curriculum Institute Planning**

- i. July 7<sup>th</sup> – 9<sup>th</sup> 2021: Ensuring Learning: Accessibility & Flexibility in Equity-Driven Curriculum
- ii. TBD- social mixer, networking by role, breakfast  
Committee determined leads for these sessions
- iii. Committee member questions, needs?  
Committee members asked questions directly

VI. Other

a. CBE, CPL, Work Based Learning (5C)

Committee members were provided a brief update of where these aspects are related to 5C efforts. Questions pertaining to each will have an opportunity to be heard through various constituent group participation.

b. Last meeting...going, going, gone!

- i. Debrief: final thoughts, ideas, what's next?

Committee members shared final thoughts

VII. Adjournment

10:08am

**Status of Previous Action Items**

**Completed**

SSCCC Representative

Rostrum (March 2021) Ethnic Studies: Looking Back; Looking Forward

ASCCC CC Charter- updated 6.2021



# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## ASCCC Relations with Local Senates Committee (RwLS)

May 20, 2021

TIME 3-5pm

**Attendees: Stephanie Curry, Nickawanna Shaw, Cheri Hossna Sadat Adadi, Katherine Krolikowski, and Howard Eskew**

### MINUTES

---

#### I. Call to Order and Adoption of the Agenda

The meeting was called to order at 3:02pm and the agenda was adopted by consensus.

#### II. Equity Leadership Canvas 10 Minute Modules (Spring 2021)

The Committee drafted two modules on DEI to help support the CCCCCO DEI Task Force Recommendations.

#### III. Committee Charge Review (Guided Pathways Integration)

The Relations with Local Senates (RwLS) Committee serves to augment the work of the Executive Committee. The committee is interested in cultivating and maintaining a climate where equity and mutual respect are both intrinsic and explicit by valuing individuals and groups from all backgrounds, demographics, and experiences. Its overall purpose is to provide an opportunity to share local and state challenges, exemplary practices, and other information with the Executive Committee. In order to accomplish its overall mission, the RwLS members are conversant with and promote pertinent statutes and strategies for effective and inclusive academic senates. The RwLS will assess the needs of local leaders in order to provide resources needed to participate effectively in governance at the local level.

#### IV. Committee End of Year Review and Thank You!

#### V. Announcements

- a. Reminder to Sign up for [Statewide Service](#)
- b. Curriculum Institute July 7-9, 2021

#### VI. Adjournment



## Liaison Update and Reports

Submitted by Michelle Velasquez Bean

Report Date: August 13, 2021

### Black Student Success Week

Liaison report from June 11, 2021 Black Student Success Week Meeting

- 3,100 participants in all webinars during 2021 Black Student Success Week
- April 25-29, 2022-next year's webinar week with regional after parties
- Mailers will be sent next year as save the date cards
- Planning Advocacy Day and a Sounding the Alarm webinar with Frank Harris (summer 2021)
- Looking at developing a 365 calendar of support and events







Educational Services and Support Division  
**California Community Colleges Curriculum Committee (5C)**

May 21<sup>st</sup>, 2021  
9:00 AM – 12:00 PM  
**ZOOM**

**2020-2021 5C Membership**

**ASCCC:** Carrie Roberson (Co-Chair), Michelle Bean, Mayra Cruz, Stephanie Curry, Estela Narrie, Mark Osea, Erik Reese, Erik Shearer **4CS:** Lesley Agostino **CCCCIO:** Karen Daar (Co-Chair), Kelly Fowler, David Williams, Don Miller **CCCCO:** Raul Arambula, Aisha Lowe **ACCE:** Jan Young **CCCCSSO:** Alketa Wojcik (absent) **SSCCC:** Kelly Li (absent) **CCCAOE:** Jennifer Patel (absent)  
**Guests:** John Hetts, Erin Larson, Marc LeForestier

1. **Welcome and Attendance** – 9:02 am

2. **Approval of Agenda**

The meeting agenda was approved by consensus.

3. **Approval of Minutes**

MSC (Osea/Curry) to approve the meeting minutes.

4. **Pass/No Pass Regulation Change**

Arambula presented the proposed revisions to Title 5, Section 55022 which currently states each student may designate their course as pass/no pass no later than the end of the first 30 percent of the term. The revisions would remove the time constraints and allow students to elect to take a pass/no pass grading option at any point within the term. The group discussed how the end of the term should be defined and whether late-term pass/no pass designations would conflict with grade finalization and transcription processes. A suggestion was made to keep “or “credit no credit” in § 55022 Section (b) to account for out-of-state institutions' designations. All members are asked to complete a feedback survey by May 28<sup>th</sup>. Stakeholder groups will continue to review the revisions in June and the first read will be in July.

5. **Proposed Distance Education Title 5 Revisions**

Larson presented the proposed revisions to the group for their review and feedback. The proposed revisions include updating Distance Education (Title 5, Section 55200, 55240, 55206, 55208) to align with federal and state distance education regulations and amend California Code of Regulations, Title 5, Section 550005 to mandate disclosing online course requirements to students. The California Community College Distance Education Coordinators' Organization will review the proposed revisions on May 21.

## **6. AB 1805 template and dashboard**

The AB 1805 memo and template were released on May 20<sup>th</sup>. Hetts presented the equity placement interactive dashboard for their feedback. The data is presented in various forms including disaggregated by various categories and comparisons across districts or regions. The group suggested additional categories for the disaggregation to be considered for a future version of the dashboard. The dashboard will be shared with other stakeholder groups and will be presented at BoG in July.

## **7. Updates**

### **a. ASCCC Resolutions**

Curry presented and summarized all the ASCCC curriculum and curriculum-related resolutions adopted in Spring 2021. Resolutions related to curriculum include the following:

9.01 S21 Develop a Set of Resources to Assist in Establishing Ethnic Studies Programs in Alignment with California State University Requirements

9.02 S21 Develop a Rubric for Ethnic Studies Courses and Ethnic Studies Competencies

9.03 S21 Asserting Faculty Primacy in Teaching Modality

9.04 S21 Update Title 5 Language for Section 55070 Credit Certificates

9.05 S21 Developing an Anti-Racism, Diversity, Equity, and Inclusion Curriculum Audit Process

9.06 S21 Develop a Rubric for Ethnic Studies Courses for CSU General Education Area F

9.07 S21 Defining Ethnic Studies and its Four Core Disciplines

9.08 S21 Support Independent Course Alignment for California Virtual Campus Badging

9.09 S21 Reinstatement of Non-substantive Revision Category for the Program and Course Approval Handbook

6.03 S21 Support AB 421 (Ward, 2021) as of March 8, 2021 (Career Development and College Preparation Courses)

6.05 S21 Aligning Attendance Accounting for Asynchronous Credit Distance Education Courses with Synchronous Credit Distance Education Courses

6.07 S21 Oppose AB 928 (Berman, 2021) as of April 9, 2021 (Student Transfer Achievement Reform Act of 2021)

6.08 S21 Oppose AB 1111 (Berman, 2021) as of April 9, 2021 (Postsecondary Education: Common Course Numbering System)

### **b. 5C Webpage**

Garcia presented an updated version of the 5C page to the group for feedback. Garcia will add a resources page and share it with Lowe, Arambula, Roberson, and Daar. The group approved the demo page.

## 8. Workgroups

### a. PCAH

The workgroup reported that they would like to have periodic PCAH updates to incorporate Title 5 revisions. They are currently discussing how this can be implemented and what information will be needed each year to decide whether a new version is warranted. The workgroup has also discussed the introductory framework and philosophy included at the beginning of the PCAH and focused on how it can be written to represent the values of the system. The group continues to identify areas that need updating and will provide a list for the 2021-2022 workgroup.

Additionally, the group is continuing to seek expertise from the CCCCCO to incorporate their suggestions and comments regarding the companion technical manual. The technical manual is identified as a high priority. The resource repository is under discussion and will need to be developed as the PCAH revisions are underway.

### b. Work Experience Education/ Work Based Learning

LeForiester and legal will provide direction for the organization of the sections to the workgroup. The workgroup will work on incorporating the suggested revisions throughout the summer with plans to bring them to the BoG in the fall. The update of the 2009 paper *In-Person Consultations: Cooperative Work Experience Education* is on hold as the regulations undergo revision.

### c. Taxonomy of Programs (TOP) and Classification of Instructional Programs (CIP) Codes transition

The workgroup will reconvene to further discuss updating and creating the process for creating a TOP code and consider the transition to CIP codes. The workgroup will provide their recommendation to 5C or ask 5C for a recommendation in the June meeting.

## 9. Constituent Group Reports

**ACCE:** Young reported that they are continuing to track AB 421 (Ward) and AB 1491 (McCarty).

**4CS:** Agostino reported that they are continuing to push the ASCCC Curriculum Institute and that specialists are looking forward to the technical manual.

**CCCCO:** The first read for the proposed Ethnic Studies Title 5 regulatory change will be at the May BoG meeting on May 24-25<sup>th</sup>. All members are asked to attend and invite representatives from their stakeholder groups to show support.

**CCCCIO:** Fowler reported that they are continuing work around DEI. Wrapping up – several workgroups going on. Jennifer Vega La Serna A lot of work around

DEI. Don Miller is the CCCCIO President-Elect and Stephanie Curry will be the ASCCC Liaison for the next academic year.

**ASCCC:** ASCCC's leadership is currently transitioning. Stephanie Curry will serve as the 5C Co-Chair and CCCCIO Liaison for 2021-2022. Michelle Bean will be serving as the EDAC chair and Mayra Cruz is retiring. The Faculty Leadership Institute will be held virtually on June 16-18, 2021. The ASCCC Executive Committee Orientation will be held on June 4<sup>th</sup> to welcome all members and an in-person option will be available. The ASCCC is currently recruiting faculty for statewide service for the upcoming academic year.

**CCCCSSO:** No report was made.

**CCCAOE:** No report was made.

**SASCCC:** No report was made.

## **10. Adjournment**

The meeting adjourned at 11:50 am.

### **Future Agenda Items:**

- 5C Year in Review
- DEI as relates to curriculum

## Liaison Update and Reports

Submitted by Michelle Velasquez Bean

Report Date: August 13, 2021

### Student Senate for California Community Colleges

Liaison report from July 17, 2021 SSCCC board meeting:

- Advocating for full implementation of AB 705 at every campus
- Hired new legislative role and a new community organizer role
- Intensive budget review and training
- Detailed legislative update—a few of the highlights: ZTC support and acknowledgement of work with ASCCC; AB 928—voted to update with opposition unless amended; AB 1040 support; support for leg involving housing and basic needs.
- Approved a FACCC liaison to SSCCC
- Voted to support LGBTQ+ month and Hispanic Heritage month by creating committees to propose actions for the upcoming year
- Created a taskforce to complete the unfinished elements of the Antiracism Student Plan of Action
- Assigned action and committees to spring session resolutions—some items that may be coming to ASCCC in request letters: supporting Ethnic Studies, specifically with inclusion into IGETC; supporting Gender Studies as a GE requirement; providing curriculum and professional development workshops on equitable menstruation language and practices; offering more online STEM, Business, and Law classes, as well as more virtual office hours.

Report to SSCCC from ASCCC included reviewing the June 2021 President's Update.



## Liaison Update and Reports

Submitted by Michelle Velasquez Bean

Report Date: August 13, 2021

### UndocuAlly Action Week

Liaison report from June 28, 2021 UndocuAlly Action Week Meeting

- Action Week will be October 18-22, 2021
- Chancellor's Office beginning the planning meeting
- Discussing idea of trainers of trainers for undocumented student support
- Celebrating what works and Dream Center liaison role creation on campuses
- Discussing possible resolution on AB 540 support and updates





**Present**

Daniel Avegalio, Dan Torres, Luis Padilla, Todd Steffan, Ashley Martinez, Thomas Renard, Jessica Peak, Terence Nelson, Lizette Tenorio, Victoria Hernandez, Lance Heard, Ted Kagan, Lynn Glickstein, Thomas Marshall, Amy Kennedy, Nancy Montgomery, and Gian Gayatao.

Chancellor's Office: Gina Browne and Heather McClenahen

**VRC Ongoing Funding**

- Funding levels for FY 21-22 will remain the same as FY 20-21 for all VRCs, total funding allocation will remain at \$10 million.
- The FY 21-22 allocations memo will be sent out in July 2021.
- The funding formula for future VRC allocations will be reviewed this year. Changes to formula at the earliest will occur in fiscal year 22-23. The internal funding formula review will include consideration to the number of certifications, MIS data, college headcounts, and military connected students being served by the VRCs.
- Advisory Discussion:
  - College accountability in meeting the minimum standards, peer review of minimum standards, need for additional funding for assessment and evaluation of VRCs, accuracy of MIS data, blending of funding to support basic needs and mental health, stipulations to include veterans as a vulnerable priority population for use of basic needs and mental health funds, and guidance for business offices on the use of VRC funds for emergency grants to students including food, grocery cards, and gift cards.
  - Colleges should check with their financial aid office and food pantries first before determining that VRC funds should be used for emergency grants, food and grocery cards.
- Action Items:
  - A sub-group of advisory members (Heather McClenahen, Nancy Montgomery, Amy Kennedy, and Todd Steffan) will be meet to assess the current VRC minimum standards and make recommendations for additional/expanded VRC minimum standards.
  - Please contact Heather McClenahen [hmcclenahen@cccco.edu](mailto:hmcclenahen@cccco.edu) to join the sub-committee.
  - Chancellor's Office to share information with the advisory on the systems budget and legislative request process and CCC Budget and Legislative Request Form.

**Non-punitive Grades**

- Advisory Discussion:
  - Students are starting to get debt letters from the VA.
  - Advisory members have been in contact with the VA including Michael Marks and Wayne Boettcher.
  - Advisory members have also been in contact with Congressman Levin and Congressman Swalwell regarding this issue.
  - Requesting Chancellor's Office assistance and support on this issue such as a formal letter of request to the VA Executive Management, emergency meeting with

the VA, request assistance from the Chancellor's Office of General Counsel to review Ed code.

- Action Items:
  - Advisory members will share additional details with the Chancellor's Office on background, anecdotal information about students being affected, samples of debt letters with personal information redacted, contacts with congressmen, and contacts with the VA.
  - Chancellor's Office will submit a request for advice with the CCCCCO General Counsel to review Ed Code to determine course of action.
  - Chancellor's Office to schedule meeting with the VA, CalVet, and a few members of the Advisory members.

### **VRC Survey**

- The Chancellor's Office will be drafting and administering a system wide VRC survey in late summer or early fall. The VRC survey will include questions about implementation of the VRC minimum standards.
- Advisory members will have the opportunity to review the survey questions and submit additional questions and provide feedback prior to launching the survey to the field.
- Nancy Montgomery has been working with the RP group to complete an evaluation of Irvine Valley College's VRC, she will share any insights that will assist in developing the survey.

### **Certification Tracking & Data**

- VetPRO has completed a demonstration of their software product with several regions and advisory members.
- The benefits and features of VetPRO would streamline processes, tracking, notifications and provide a safe and secure mechanism for students to upload documents with personal information such as a DD-214, case manage, and gain VA approvals. The colleges can also share information electronically with other colleges and county VA departments.
- Members indicated that the majority of VRCs that have learned about VetPRO see this as a benefit and would be interested in using this platform.
- Chancellor's Office shared proposal from VetPRO which includes startup costs and customization estimated at \$1.5 million. The standard basic fee for VetPRO is \$1,000 per year plus \$150 per user/college representative.

Action Items:

- Potentially schedule a system wide VetPRO demonstration for all interested VRCs.
- Chancellor's Office will contact VetPRO to get more information about what is included in the startup costs and share with the Advisory.
- Chancellor's Office will look into possible funding and reach out to our Technology Committee to discuss options.

### **Announcements & General Comments/Questions**

- UC is offering a Summer Information Session for CCC student Veterans interested in transferring to a UC campus. They will have the opportunity to meet with UC VRCs staff and current Veteran students at the UC campuses. CCC student interested should complete the interest form by July 16<sup>th</sup> [here](#).

- Veterans Symposium will be incorporated into a larger system wide Equity Conference in the spring of 2022.
- The Isakson Roe Act memorandum will be finalized and share in July of 2021. Advisory members were included to review and provide feedback and revisions.
- VRC grants list was shared for grants ending 09/30/2021 and 12/31/2021. Heather McClenahen will send out report forms and reminders to all colleges with open grants.
- The next Veterans Advisory committee meeting in the fall will focus on reviewing the VRC minimum standards and sub-group recommendations and the advisory committee goals for 21-22.



# California Community College Proposal

## Panoramic Software History

Panoramic Software, was founded in 1990 with the goal to serve government agencies by advocating for software modernization. To do this, over our 31 year history, we have worked with front line users to understand business needs, then develop outstanding software and provide incredible customer support. Most of our customers have been with us for decades.

Our “secret sauce” is our ability to understand the unique needs of a user group, then create software that makes business more efficient. Our company mission is to improve local communities by leveraging technology and empowering our users.

We are dedicated to helping Veterans. Since the mid 90’s, Panoramic has been working with Veteran Service Officers to improve the disability claim filing process. In the early days, we pioneered e-faxing to the VA. More recently we partnered with the VA in an effort to open up an API for direct upload of claims, drastically speeding up decision time and cutting down on claim errors.

In partnership with CalVet and CA CVSOs, over 100,000 claims a year are submitted to the VA through our claim management system VetPro. In 2020, we helped put over 250 million dollars in the hands of deserving Veterans. In total, over 6 billion dollars in award money has been paid to Veterans because of claims filed through VetPro. To say we are proud is an understatement.

## Opportunity

We are excited about this potential opportunity to help colleges better serve their Veteran students. This is our wheelhouse, this is what we love to do. We have a proven track record of working with business experts to fully understand processes and needs, then develop a platform using cutting edge technology to manage, track, report and audit data in the system. Even better, that this is related to serving Veterans, something our company is passionate about.

## Process

Our team currently has a high level understanding of the needs of the schools.

Our first step will be to hold multiple subject matter experts (SME) meetings with a selected group from multiple schools, who can walk us through the functions of their offices in detail. .

Once we have gathered complete requirements for the system and understand the user's needs, we will design a system to meet those requirements. That design will be presented to the SME group. We will gather feedback on this design to ensure we didn't miss anything and update the design where needed.

Once the design is approved, our development team will begin building the system. Our development team won't be starting from scratch. We have a toolkit system functionality which allows our team to customize features very quickly and deploy them to a test environment. As we release parts of the system, we will review the functionality with the SME group to ensure it works as designed and meets user needs.

After the system is fully developed, we will perform an end to end user acceptance test (UAT) and address any bugs that are found.

Finally, we will deploy the completed system to our production environment, which is HIPAA compliant, secure and stable. We will run user training sessions and create video tutorials for future users to reference.

After launch, our best in the industry customer support team will be available to resolve user issues and address any other needs that may arise.

We see these development efforts as long term partnerships and if laws change, or requirements evolve, our project and development team can work with the SMEs to gather new requirements and a project proposal can be created to address future needs.

## Potential Technical Capabilities

We love using technology to make life easier. From what we understand of your needs, here are some ideas. We are sure we can come up with more as we work together to understand the process and current pain points.

- Manage Veteran student enrollment and credits
- Manage and maintain a document repository for audit protection and student documents
- Produce VA audit reports with a click of a button
- Transfer student records from college to college
- Standardized form creation
- Remote form signature capability
- Student portal to securely upload documents
- Possible interface with VA-ONCE
- Potential integration with college systems (Banner, Colleague, etc.)



# UC INFORMATION SESSION



## UNIVERSITY OF CALIFORNIA

**Are you interested in attending an information session about military connected student programs at the different UC campuses?**

**Please fill out the interest form below!**

<https://docs.google.com/forms/d/e/1FAIpQLSdoJfBZgcOPhJLrioSnLtNzo71WDLQYb5KNjJuyGMPKjIbYHA/viewform>



**For questions please email [tamarat@ucr.edu](mailto:tamarat@ucr.edu)**