ACADEMIC SENATE
for California Community Colleges
LEADERSHIP · EMPOWERMENT · VOICE

EXECUTIVE COMMITTEE MEETING

Friday, June 3, 2022

Zoom Videoconferencing
Zoom Link: https://us02web.zoom.us/j/89411940605

Hyatt Regency Long Beach
200 S Pine Ave
Long Beach, CA 90802
Meeting Room: Shoreline

8:30 AM to 9:30 AM | Breakfast
9:30 AM to 12:00 PM | Executive Committee Meeting
12:00 PM to 12:30 PM | Lunch
12:30 PM to 3:30 PM | Executive Committee Meeting

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 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 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, 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.

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 Tongva/Gabrieleño (gab-ree-uh-lee-noh) and the Acjachemen (a-ha-she-men)/Juaneño (hwa-nen-yo) Nations who have lived and continue to live here. We recognize the Tongva/Gabrieleño and the Acjachemen/Juaneño 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 Long Beach. As we begin, we thank them for their strength, perseverance and resistance.

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We also wish to acknowledge the other Indigenous Peoples who now call Long Beach 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 <u>not</u> 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. 15
H. Action Tracking, pg. 25
I. Strategic Plan Tracking, pg. 27
J. One Minute Executive Committee Member Updates

II.   CONSENT CALENDAR
A. May 6, 2022 Executive Committee Meeting Minutes
B. Updated TASSC Charge, Aschenbach, pg. 31
C. 2022-23 Exemplary Program Award Theme – 10 mins., Parker/Kirk, pg. 33

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, ASCCC Caucuses: Small or Rural College Caucus, LGBTQIA+ Caucus, Latinx Caucus, Black Caucus, Asian Pacific Islander Caucus, Womxn's Caucus, California Association of Administration of Justice Educators (CAAJE), Community College Association (CCA), California Community College Independents (CCCI), CCL, California Federation of Teachers (CFT), CIO, FACCC, the RP Group, and the SSCCC.
D. Chancellor's Office Liaison Report – 30 mins., Davison, pg. 35
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 – 30 mins., May, pg. 37
The Executive Committee will receive a report on the 2021-22 (two-year) legislative session and may consider requested action.
B. Culturally Responsive Student Services, Student Support, and Curriculum – 10 mins., Davison, pg. 77
The Executive Committee will be updated on the progress and work towards culturally responsive student services, student support, and curriculum in the system and discuss future direction.
C. Equity Driven Systems – 10 mins., Davison, pg. 79
The Executive Committee will be updated on the progress and work

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towards Equity Driven Systems and discuss future direction.
- **D.** **Transfer in the Higher Education System – 10 mins., Davison, pg. 81**
  The Executive Committee will be updated on the progress and work towards Transfer in the Higher Education System and discuss future direction.
- **E.** **Online Education Committee Paper "Ensuring Effective Online Education: A Faculty Perspective" – First Read – 20 mins., Chow/Curry pg. 83**
  The Executive Committee will provide feedback and discussion on the current draft of the Online Education Committee paper, "Ensuring Effective Online Education: A Faculty Perspective".
- **F.** **Exemplary Program Award Rubric – 15 mins., Parker, pg. 85**
  The Executive Committee will discuss and consider for approval the updated Exemplary Program Award Rubric.
- **G.** **2022 Academic Academy – Theme – 15 mins., Mica, pg. 89**
  The Executive Committee will discuss and consider for approval the 2022 Academic Academy theme.

V. DISCUSSION

- **A.** **Board of Governors/Consultation Council – 15 mins., Davison/May, pg. 91**
  The Executive Committee will receive an update on the recent Board of Governors and Consultation meetings.
- **B.** **Draft Investment Policy – 15 mins., Mica/Bean, pg. 93**
  The Executive Committee will discuss and provide recommendations to the Budget Committee on the draft Investment Policy.
- **C.** **Year-End Debrief - 30 mins., Davison, pg. 95**
  The Executive Committee will debrief the 2021-2022 year.
- **D.** **Meeting Debrief – 15 mins., Davison, pg. 97**
  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**
- **B.** **Standing Committee Minutes**
  - i. California Community College Curriculum Committee (5C), Curry, pg. 99
  - ii. Accreditation Committee, Howerton, pg. 103
  - iii. Online Education Committee, Chow, pg. 107
  - iv. Curriculum Committee, Curry, pg. 115
  - v. Equity and Diversity Action Committee (EDAC), Bean, pg. 117
  - vi. Legislative and Advocacy Committee (LAC), May, pg. 121
  - vii. Part-Time Committee (PTC), Roberson, pg. 129
  - viii. Standards and Practices Committee, Parker, pg. 131
- **C.** **Liaison Reports**
  - i. Student Senate for California Community Colleges (SSCCC), Bean, pg. 159
  - ii. Transfer Alignment Project Workgroup, May, pg. 161
  - iii. General Education Advisory Committee (GEAC), Bean, pg. 165
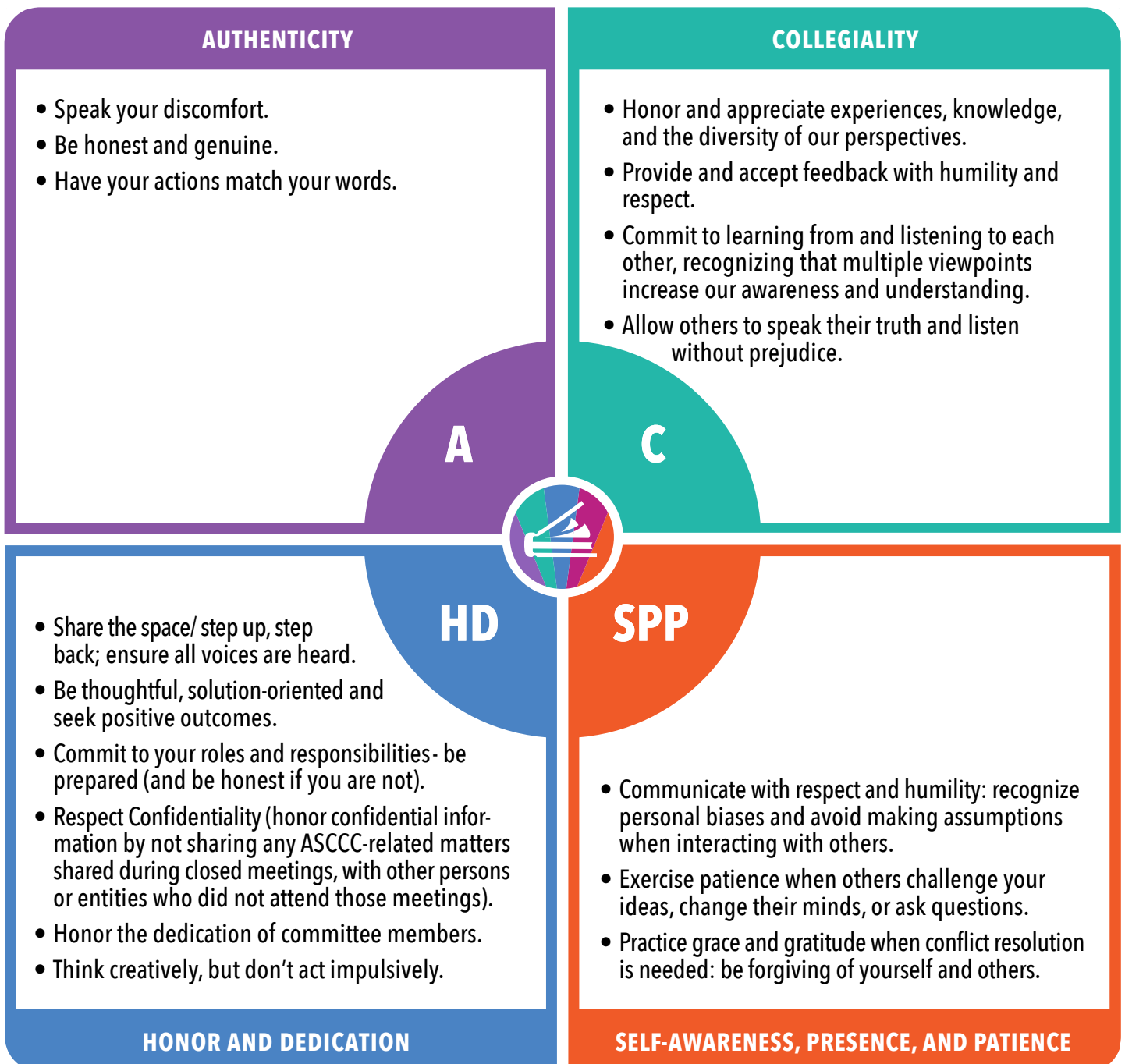- **D.** **Local Senate Visits**

VII. ADJOURNMENT

ACADEMIC SENATE
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ASCCC Executive Committee Norms

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

As an Academic Senate for California Community Colleges Board Member, I commit to the operational principles or expectations that implicitly or explicitly govern my actions:

AUTHENTICITY

- Speak your discomfort.
- Be honest and genuine.
- Have your actions match your words.

A

COLLEGIALITY

- Honor and appreciate experiences, knowledge, and the diversity of our perspectives.
- Provide and accept feedback with humility and respect.
- Commit to learning from and listening to each other, recognizing that multiple viewpoints increase our awareness and understanding.
- Allow others to speak their truth and listen without prejudice.

C

HD

SPP

- Share the space/ step up, step back; ensure all voices are heard.
- Be thoughtful, solution-oriented and seek positive outcomes.
- Commit to your roles and responsibilities - be prepared (and be honest if you are not).
- Respect Confidentiality (honor confidential information by not sharing any ASCCC-related matters shared during closed meetings, with other persons or entities who did not attend those meetings).
- Honor the dedication of committee members.
- Think creatively, but don't act impulsively.

- Communicate with respect and humility: recognize personal biases and avoid making assumptions when interacting with others.
- Exercise patience when others challenge your ideas, change their minds, or ask questions.
- Practice grace and gratitude when conflict resolution is needed: be forgiving of yourself and others.

HONOR AND DEDICATION

SELF-AWARENESS, PRESENCE, AND PATIENCE

ACADEMIC SENATE
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Executive Committee Agenda Item

SUBJECT: Calendar		Month: June	Year: 2022
•Upcoming 2021-2022 Events		Item No: I. F.	
•Reminders/Due Dates		Attachment: Yes (5)	
DESIRED OUTCOME:	The Executive Committee will be informed of upcoming events and deadlines.	Urgent: No	
		Time Requested: 5 mins.	
CATEGORY:	Order of Business	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Melissa Marquez	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Melissa Marquez	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

Upcoming Events and Meetings
- **Faculty Leadership Institute** – Sacramento/Hybrid – June 15-18, 2022
- **Curriculum Institute –** Riverside/Hybrid – July 6-9, 2022
- **Executive Committee Meeting–** Riverside/Hybrid – August 11-13, 2022

Please see the 2022-2023 Executive Committee Meeting Calendar for ASCCC Executive Committee meetings and institutes.

Reminders/Due Dates

July 25, 2022
- Agenda items for the August 11-13, 2022 Executive Committee Meeting
- Committee reports and meeting minutes, if applicable

August 29, 2022
- Agenda items for the September 15-17, 2022 meeting
- Committee reports and meeting minutes, if applicable

[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

2021-2022 ASCCC INSTITUTES AND PLENARY SESSION DATES
*Unless otherwise noted, meetings typically start 11:00 AM on Friday and end by 4:00 PM on Saturday.

Meeting Type	Approved Date	Campus Location	Hotel Location	Agenda Deadline
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	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 Event)	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		Hayes Mansion, San Jose, CA	Jan 18
Executive Meeting	March 4-5, 2022	Los Angeles Southwest College	Omni Los Angeles, Los Angeles, CA	Feb 15
Area Meetings	March 18-19, 2022		Various Locations	
Executive Meeting	April 6, 2022		Los Angeles Marriott Burbank Airport, Burbank CA	Mar 18
Executive Meeting	May 6, 2022		The Citizen Hotel, Sacramento, CA	Apr 18
Executive Committee/ Orientation	June 3-5, 2022		TBD	May 16
SESSION	**Approved Date**		**Location**	
Fall Plenary Session	November 4-6, 2021		The Westin Long Beach, Long Beach CA (Hybrid Event)	
Spring Plenary Session	April 6-9, 2022		Los Angeles Marriott Burbank Airport, Burbank CA	
INSTITUTES	**Proposed Date**		**Location**	
Academic Academy	October 7-8, 2021		Virtual	
Part-Time Institute	February 10-11, 2021		Virtual	
Accreditation Institute	February 25-26, 2022		The Embassy Suites San Francisco Airport-Waterfront	
Career and Noncredit Education Institute	May 12-14, 2022		The Westin South Coast Plaza	
Faculty Leadership Institute	June 15-18, 2022		The Citizen Hotel, Sacramento, CA	
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

Meeting Dates	Agenda Items Due	Agenda Posted and Mailed
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

2022-2023 PROPOSED ASCCC INSTITUTES AND PLENARY SESSION DATES

Approved December 6, 2019 Executive Committee Meeting

MSC (Aschenbach/Curry) to authorize the office to contract hotels for Fall Plenary Session, Spring Plenary Session, Faculty Leadership Institute, and Curriculum Institute for up to five years in the future, taking into account the area rotation of Plenary Session and to authorize the office to enter into MOUs with partner organizations for institutes dependent on external funding.

MSC (Curry/Aschenbach) to approve the following parameters for selecting event dates: (1) Fall Plenary Session will be held in the first half of November, Spring Plenary Session will be held in April, Faculty Leadership Institute will be held in the first half of June, and Curriculum Institute will be held in the first half of July, and (2) dates are chosen with awareness of holidays, Executive Committee Orientation, and system partner events.

> MSC (May/Parker) to reconsider the motion at the December 6-7, 2019, Executive Committee Meeting regarding Faculty Leadership Institute, and allow for all of June to be considered when planning Faculty Leadership Institute.

MSC (Aschenbach/May) to approve a Thursday through Saturday day pattern for Plenary Sessions for the next five academic years.

Resolution 1.05 F2021

Resolved, The Academic Senate for California Community Colleges should make remote attendance an option at all ASCCC-organized events, including plenary sessions.

SESSIONS	PROPOSED DATE	LOCATION *All events will, if possible, provide a remote attendance option*
Fall Plenary Session	November 3-5, 2022	NORTH – looking at Sacramento, CA
Spring Plenary Session	April 20-22, 2023	SOUTH
INSTITUTES	PROPOSED DATE	LOCATION *All events will, if possible, provide a remote attendance option*
Curriculum Institute	July 6-9, 2022* (scheduled date)	Riverside Convention Center
Academic Academy	October 13-15, 2022	TBD or Completely Virtual?
Part-Time Faculty Event	February 2023	VIRTUAL
Career and Noncredit Education Institute	TBD 2023	TBD or Completely Virtual?
Faculty Leadership Institute	June 15-17, 2023	TBD

Notes: Do we want to switch the months for Academic Academy and the Part-Time Faculty Event?

2022-2023 PROPOSED EXECUTIVE COMMITTEE MEETING DATES*

Meeting Type	Proposed Date	Campus Location	Hotel Location	Agenda Deadline
Executive Meeting	+August 11-13, 2022 (Th-Sat)		Mission Inn, Riverside, CA Hybrid	July 25, 2022
Executive Meeting	+September 15-17, 2022 (Th-Sat)	American River College	Sheraton Grand, Sacramento, CA Hybrid	August 29, 2022
Executive Meeting	October 5, 2022 (Wed)		Virtual	September 16, 2022
Area Meetings	October 14-15, 2022		Various Locations or virtual	TBD
Executive Meeting	November 2, 2022 (Wed)		TBD – North	October 14, 2022
Executive Meeting	December 1-2, 2022 (Th/Fri)		TBD, San Diego, CA Hybrid	November 14, 2022
Executive Meeting	January 12-13, 2023 (Th/Fri)		TBD, Sacramento, CA Hybrid	December 23, 2022
Executive Meeting	February 3-4, 2023 (Fr/Sat)		TBD, Oakland, CA Hybrid	January 17, 2023
Executive Meeting	March 3-4, 2023 (Fri/Sat)	Coastline Community College	TBD, Fountain Valley, CA Hybrid	February 14, 2023
Area Meetings	March 17-18		Various Locations	TBD
Executive Meeting	April 19, 2023 (Wed)		TBD – South	March 31, 2023
Executive Meeting	May 10, 2023 (Wed)		Virtual	April 21, 2023
Executive Committee Orientation	June 2-4, 2023 (Fr-Sun)		TBD by President	May 16, 2023

*Unless otherwise noted, meetings typically start 11:00 a.m. on the first day and end by 4:00 p.m. on the last day.[1]

[1] Times may be adjusted to accommodate flight schedules to minimize early travel times.
[2] Executive Committee members are not expected to attend these events, other than the Faculty Leadership Institute. +North or South location may changes based on hotel availability.

Academic Senate

2022 - 2023

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

Meeting Dates	Agenda Items Due	Agenda Posted and Mailed
August 11-13, 2022 (Th-Sat)	July 25, 2022	August 1, 2022
September 15-17, 2022 (Th-Sat)	August 29, 2022	September 5, 2022
October 5, 2022	September 16, 2022	September 23, 2022
November 2, 2022	October 14, 2022	October 21, 2022
December 1-2, 2022 (Th-Fri)	November 14, 2022	November 21, 2022
January 12-13, 2023 (Th-Fri)	December 16, 2022	December 23, 2022
February 3-4, 2023	January 17, 2023	January 24, 2023
March 3-4, 2023	February 14, 2023	February 21, 2023
April 19, 2023	March 31, 2023	April 7, 2023
May 10, 2023	April 21, 2023	April 28, 2023
June 2-4, 2023	May 16, 2023	May 23, 2023

Spring 2022 Scheduled Webinars/Regional Meetings

1/13/22	10:00AM	11:00AM	CTE Coffee Hour
1/18/22	6:00PM	8:00PM	FACCC and ASCCC Legislative and Advocacy Training
2/9/22	9:00AM	10:00 AM	CTE Coffee Hour
2/11/22	9:30AM	10:45AM	Mellon Grant/Rising Scholars
2/15/22	1:00 PM	2:00 PM	CTE Liaison Gathering
2/18/22	6:00PM	8:00PM	FACCC and ASCCC Legislative and Advocacy Training
2/28/22	9:00AM	12:00PM	Curriculum Regional Meeting
3/2/22	12:00PM	3:00PM	Curriculum Regional Meeting
3/11/22	11:00 AM	12:00 PM	CTE Coffee Hour
3/11/22	12:00 PM	1:00 PM	ASCCC Online Education Committee Lunch Hour Virtual Connect & Chat: HYFLEX
3/11/22	9:30 AM	10:45 AM	Spring 2022 Rising Scholars/Mellon Grant Webinar
3/22/22	6:00PM	8:00PM	FACCC and ASCCC Legislative and Advocacy Training
3/28/22	2:00 PM	3:00 PM	2022 Spring Academic Freedom Webinar
3/24/22	2:00 PM	3:00 PM	CTE Liaison Gathering
4/26/22	6:00PM	8:00PM	FACCC and ASCCC Legislative and Advocacy Training
4/22/22	9:30 AM	10:45 AM	Spring 2022 Rising Scholars/Mellon Grant Webinar
4/25/22	2:00 PM	3:00 PM	2022 Spring Academic Freedom Webinar
4/27/22	9:00 AM	10:00 AM	CTE Coffee Hour
5/13/22	9:30 AM	10:45 AM	Spring 2022 Rising Scholars/Mellon Grant Webinar
5/23/22	2:00 PM	3:00 PM	2022 Spring Academic Freedom Webinar
5/24/22	6:00PM	8:00PM	FACCC and ASCCC Legislative and Advocacy Training

Local Senate Campus Visits
2019-2021

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

COLLEGE	VISITOR	DATE OF VISIT	REASON
Area A			
American River			
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
	Stanskas	1/30/2020	Collegiality in Action
	Curry/Gillis	8/19/2021	Governance
	Curry	1/14/2022	Active Learning
Clovis	Aschenbach, May, Curry	9/5/2019	ESL Recoding Regional
Columbia			
Cosumnes River	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
	Davison	3/22/2022	Collegiality in Action
Fresno	Cruz	1/10/2019	Guided Pathways Convocation
Lake Tahoe	Davison	12/2/2021	Student Centered Listening Tour
Lassen	Stewart	8/12/2020	Local Senate Visit - Equity and Diversity
	Curry, Gillis	1/13/2022	Local Senate Visit - Culturally Responsive Curriculum Redesign
	Davison	11/17/2021	Student Centered Listening Tour

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Los Rios CCD	May, Mica, Rother	3/7/2019	Recoding Regional Meeting
	Davison	1/27/2021	Collegiality in Action
	Curry/Gillis	8/17/2021	Governance
	Davison	11/22/2021	Student Centered Listening Tour
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	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	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
	Curry, Bean	2/7/2022	DEIA In Curriculum Outlines of Record
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
	Davison	10/6/2021	Student Centered Listening Tour

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Siskiyous, College of the	Aschenbach	2/25/2020	Assistance Visit Governance
Taft	Aschenbach, Eikey	1/17/2019	Minimum Qualifications
	Stanskas	1/29/2020	Collegiality in Action
	Aschenbach	2/4/2021	Local Senate Visit - DEI
	Aschenbach, Foster	4/5/2021	Anti-Racism Education
	May, Velez	8/20/2021	Brown Act
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
Area B			
Alameda, College of			
Berkeley City			
Cabrillo	Aschenbach, Parker	10/30/2019	Local Senate Visit - Noncredit
	Davison	11/1/2021	Collegiality in Action
Cañada	Cruz	5/11/2021	Local Senate Visit - CTE
Chabot	Davison, Roberson	1/31/2019	Governance
	Aschenbach	4/28/2020	IEPI PRT - Virtual
	Curry	3/31/2022	Local Senate Visit - Assigning Courses to the Discipline - 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
	May, Gillis	3/11/2022	10+1 Purview/Participatory Governance
DeAnza	Stanskas, Davison, Aschenbac, May, Bean, Mica	2/6/2020	ICAS Meeting
	Davison	1/28/2021	Collegiality in Action

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	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, Stanskas	3/1/2021	Local Senate Visit - Equity and Diversity
Evergreen Valley			
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	Curry, Chow	5/3/2022	Local Senate Visit - Recent Resolutions and AB 1705
Hartnell	May, Hernandez	4/27/2021	Local Senate Visit - Guided Pathways
Laney			
Las Positas			
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	Davison	8/23/2019	Governance/Local Senate
	Cruz, Stanskas	1/21/2021	Diversity, Equity, and Inclusion
	Davison	3/11/2021	Collegiality in Action

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	Davison	11/8/2021	Student Centered Listening Tour
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	Stanskas, Davison, Aschenbach, May, Bean, Mica	10/4/2019	ICAS
Santa Rosa Junior	Parker, Curry	11/13/2020	Local Senate Visit - Governance
	Curry	2/19/2021	Governance
	Morse	5/12/2021	Local Senate Visit - Governance
	Aschenbach	8/27/2021	Equivalency
	Curry	11/15/2021	DEIA in Curriculum
	Howerton	10/18/2021	Accreditation/SLO's
	Curry/Bean	1/24/2022	Equity Driven Systems and Policies
	Aschenbach, Parker	2/11/2022	Equivalency and Hiring Processes specific to Ethnic Studies
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	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
	Bean, Kirk	10/12/2021	Equity Minded Hiring
West Valley	May/Bean	3/12/2021	DEI/Curriculum
Area C			
Allan Hancock	Cruz	10/25/2019	Guided Pathways Regional Meeting

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Antelope Valley			
Canyons, College of the	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
	Curry	11/30/2021	Ethnic Studies and Recent Legislation
Citrus	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
	Davison/Heard	8/20/2021	CTE Minimum Qualification
East LA			
El Camino			
Compton College	Stanskas	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
	May	1/28/2022	Dance Consortium on Legislation
	Davison, May	3/11/2022	District Discipline Day - Legislative Update
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
			20

LA Pierce	Aschenbach	11/2/2019	Curriculum Regional Meeting
LA Southwest	Roberson, Parker	2/13/2019	RWLS Committee Meeting
	Aschenbach, Roberson, Stanskas	2/28/2019	GP and Local Senate Visit
	Executive Committee	3/1/2019	Executive Committee Meeting
	Stanskas	5/9/2019	Collegiality in Action
	Bruzzese, Cruz	1/17/2020	RwLS Committee Meeting
	Executive Committee	3/4/2022	Executive Committee Meeting
LA Trade-Technical			
LA Valley	Davison	10/19/2021	Student Centered Listening Tour
Moorpark	Eikey	5/8/2019	CTE Minimum Qualification Toolkit Regional Meeting
Mt. San Antonio	May	8/1/2019	Senate Governance and Guided Pathways
Oxnard			
Pasadena City			
Rio Hondo	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	Stanskas	1/18/2019	Collegiality in Action
	Morse, Galizio	4/23/2021	Collegiality in Action
Santa Monica			
Ventura			
West LA			
Area D			
Barstow	May, Fulks	3/30/2020	Technical Visit - Guided Pathways
	Curry, Dillon (OERI)	5/10/2022	OER and Equity
Chaffey			
Coastline			
Copper Mountain	Aschenbach	12/1/2021	IEPI
	Gillis	1/27.2022	10+1 Purview and Governance

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Crafton Hills	May	10/27/2021	Role of ASCCC
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	Stanskas, Davison, Aschenbach. May, Bean, Mica	9/12/2019	ICAS
	Gillis	3/11/2022	10+1 Purview/Collegial Consultation
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
	Velez	1/28/2022	Equivalency
Norco	Cruz, Henderson	2/28/2019	Faculty Diversification Regional
	Foster, Rutan, Parker, Stanskas	3/23/2019	Area D Meeting
North Orange - Noncredit	Executive Committee	3/6/2020	Executive Committee Meeting

	May, Howerton	11/16/2021	Identifying Courses/Programs as Vocational and Using Credit for Prior Learning
Orange Coast			
Palo Verde			
Palomar	Stanskas	4/15/2019	Collegiality in Action
	Davison	2/3/2021	Collegiality in Action
	Curry	3/1/2021	Governance, Brown Act
Riverside City	Davison, Stanskas	11/4/2019	Assembly Higher Education Hearing on Faculty Diversification
Saddleback	Rutan	1/30/2019	Noncredit
San Bernardino Valley	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
	Bean	8/11/2021	Governance
San Diego City	Davison	12/6/2021	Student Centered Listening Tour
	Bean, Stewart	4/3/2022	EDAC Meeting
San Diego Cont. Ed.			
San Diego Mesa	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
	Aschenbach, Kirk	8/18/2021	Governance, 10+1
Santiago Canyon	Rutan, Parker	1/10/2019	Noncredit Committee Meeting
Southwestern			
Victor Valley	Fulks	11/1/2019	Guided Pathways Regional Meeting

Calbright College	Davison	10/15/2020	Collegiality in Action

Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Status	Description	Status Notes	Month Complete	Year Complete
Action Tracking as of 5/23/2022										
ASCCC Coaching Model	November	2020	IV. E.	ASCCC Office		Assigned	A revised Coaching Model and it will return at a future Executive Committee Meeting.	Relations with Local Senates Committee is drafting edits to the Coaching Model and will return the revised model 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.	Discussed the structure and potential partnerships for the institute at the March 4-5, 2022 Executive Committee Meeting.		

ASCCC Strategic Plan 2018-2023

New or Incomplete Strategies for 2021-22 - SPRING SEMESTER 2022

Goal 1	ASSERT THE FACULTY VOICE AND LEADERSHIP IN LOCAL, STATE, AND NATIONAL POLICY CONVERSATIONS.		
	Strategies	**Assigned to:**	**Status:**
	Maintain a current public relations campaign to promote the priorities of the ASCCC.	Executive Director	Working on increasing communications to the field, while streamlining newsletters and information sent out.
	Research and attend state and national conferences related to academic and professional matters.	Executive Committee/Executive Director	Sending representatives to the following this semester: CCNLS Conference in Washington DC, Baccalaureate Conference in Arizona, A2Mend Conference, CCCCIO, RP Group Conference
	Expand leadership opportunities for faculty, senates, and the Executive Committee.☐	Executive Director	Closing out FELA Academy cohort. Continued participation of caucuses to Exec meetings and Plenary Sessions. Rising Scholars/Mellon Grant efforts to build a structure for a stronger ASCCC voice within incarcerated education.
	Evaluate how the ASCCC utilizes faculty in liaison roles.	Executive Committee? FLDC?	Resolution 13.04 S22 Establish Rising Scholars Faculty Liaisons. Resolution 17.02 S22 Increase Part-Time Faculty Representation and Communication Through Local Part-Time Faculty Liaisons. Resolution 17.04 SP22 Ongoing Support for Academic Senate for California Community Colleges Liasons to Local Colleges. New Rising Scholars Liaison
	Ensure committee chairs are encouraged to build relationships with other organizations.	President/Executive Director/Others?	ASCCC/FACCC collaborate on future Part Time insitutes. ASCCC/FACCC collaborate on Academic Freedom webinars. ASCCC/FACCC/SSCCC collaborate on Student Academic Freedom webinars.

Goal 2	ENGAGE AND EMPOWER DIVERSE GROUPS OF FACULTY AT ALL LEVELS OF STATE AND LOCAL LEADERSHIP.		
	Strategies	**Assigned to:**	**Status:**
	Increase part-time faculty involvement in senate activities at the local and statewide level.	Part-Time Faculty Committee/Executive Committee	Foundation scholarships to events. March 4-5, 2022 Executive Committee Meeting agenda item to revisit institute structure.
	Review and revise the cultural competency plan.	EDAC	Started Cultural humility tool and inventory
	Develop and strengthen partnerships with organizations that specifically serve racially/ethnically diverse populations.	Executive Committee	More partnership on presentations for conferences with the SSCCC Faculty Leadership Institute collaboration with the SSCCC
	Comprehensively evaluate ASCCC infrastructure and processes in relation to this objective.	Standards and Practices	Recording Policy, ASCCC Speaker/Presenter Agreement, and ASCCC Local College Visit Terms and Conditions developed by the Standards and Practices Committee. Norm Development Facilitation. Standback-Stroud Diversity Award and Hayward Award rubric revisions. Exemplary Program Award Rubric Revisions
	Identify barriers to participation and implement retention strategies.	FLDC	

Goal 3	**ASSERT ASCCC LEADERSHIP IN ALL FACULTY PROFESSIONAL DEVELOPMENT FOR THE CALIFORNIA COMMUNITY COLLEGE SYSTEM REGARDING ACADEMIC AND PROFESSIONAL MATTERS.**		
	Strategies	**Assigned to:**	**Status:**
	Implement a comprehensive ASCCC Professional Development Plan.	FLDC?	
	Ensure the professional development opportunities of committee members and the Executive Committee.	President/Executive Director	
	Prioritize conference attendance to optimize professional development opportunities for committee chairs related to their assignments.	President/Executive Director	
Goal 4	**ENHANCE ENGAGEMENT, COMMUNICATION, AND PARTNERSHIPS WITH LOCAL SENATES, SYSTEM PARTNERS, AND OTHER CONSTITUENT GROUPS.**		
	Strategies	**Assigned to:**	**Status:**
	Strengthen partnership with the Chancellor's Office Divisions.	Executive Committee?	Meeting with VLW, ED, and VP Standards and Practices Chair - May 4th - CCCCO Webinar on Montal Health and Awareness Presenation
	Encourage participation of faculty at all colleges with the committees and activities of the ASCCC.	Executive Committee?	Rostrum article on Faculty voice Rising Scholars webinars, including special sessions on CDCR laptop and LMS rolllout to communicate concerns and needs to CO and CDCR
Goal 6	**SUSTAIN, SUPPORT, AND EXPAND THE ASCCC COURSE IDENTIFICATION NUMBERING SYSTEM (C-ID)**		
	Strategies	**Assigned to:**	**Status:**
	Increase CCC, CSU, and UC faculty participation in C-ID processes.	C-ID, ICAS, others?	CSU and UC Faculty paticipating on Transfer Alignment Project Workgroup

	Improve processes and functionality of C-ID.	C-ID	Rewrote ICW, C-ID change, structure handbook on ICW/C-ID/TMC underway
	Optimize technological support for C-ID Infrastructure.	C-ID	
	Evaluate the feasibility of identifying courses as meeting general education requirements.	ICAS, C-ID	Has been dicussed - still a process outside of C-ID
	Evaluate and implement competency based models of student achievement in C-ID processes.	C-ID, others?	

Academic Senate for California Community Colleges
LEADERSHIP · EMPOWERMENT · VOICE

Executive Committee Agenda Item

SUBJECT: Updated TASSC Charge		Month: June	Year: 2022
		Item No: II. B.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval the updated Transfer, Articulation, and Student Services Committee (TASSC) Charge.	Urgent: No	
		Time Requested: N/A	
CATEGORY:	Consent Calendar	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Cheryl Aschenbach/LaTonya Parker	Consent/Routine	X
		First Reading	
STAFF REVIEW[1]:	Melissa Marquez	Action	
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

At its May 2 meeting, TASSC finalized recommendations for an updated charge that is more explicit about DEIAA and more inclusive of the breadth of review and recommendations the committee has traditionally been charged with.

Current charge:

> The Transfer, Articulation, and Student Services Committee is responsible for development and review of policies, procedures, administrative requirements, and general information regarding Transfer, Articulation, Counseling, Library, and services that support instruction and student success. The committee makes recommendations to the Academic Senate Executive Committee.

Proposed charge:

> *With a commitment to and through a lens focused on advancing inclusion, diversity, equity, anti-racism, accessibility and student-centeredness, the Transfer, Articulation, and Student Services Committee is focused on eliminating barriers and advancing student access and success in the areas of transfer, articulation, counseling, library, and student support services. This includes examining and recommending policies, procedures, administrative requirements, legislation, technologies, resources, and general information to the Academic Senate Executive Committee and local senates.*

The Executive Committee will approve the updated TASSC charge to be effective for 2022-2023.

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[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Executive Committee Agenda Item

SUBJECT: 2022-23 Exemplary Program Award Theme		Month: June	Year: 2022
		Item No: II. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval the Exemplary Program Award Theme for 2022-2023 proposed by the Standards and Practices Committee.	Urgent: No	
		Time Requested: N/A	
CATEGORY:	Consent Calendar	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	LaTonya Parker/Karla Kirk	Consent/Routine	X
		First Reading	
STAFF REVIEW[1]:	Melissa Marquez	Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Standards & Practices Committee has proposed the following as the 2022-2023 Exemplary Program Award theme, highlighted in the paragraph below:

The *Exemplary Program Award* was established by the Board of Governors in 1991 to recognize outstanding community college programs. As many as two California Community College programs receive cash awards of $4,000 and up to four programs receive honorable mention plaques. The awards are sponsored by the Foundation for California Community Colleges and provide an excellent opportunity to showcase exceptional programs.

The Academic Senate selects annual themes related to the award's traditions and statewide trends. The California Community Colleges system is the largest public higher education system in the country, enrolling over 2.4 million students. The theme for the 2022-23 Exemplary Program Award is: **Walk a Mile in Someone Else's Shoes: An Ethnic Studies Approach to California Community Colleges Curriculum.** Excellence in this area will be demonstrated by understanding the experiences, challenges, and thought processes of students, and the promotion of efforts to teach ethnic studies centered on African American, Chicano/Latino, Asian American, and Native American courses which enable students to learn about their own stories.

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[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Executive Committee Agenda Item

SUBJECT: Chancellor's Office Liaison Discussion		Month: June	Year: 2022
		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: 45 mins.	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Melissa Marquez	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.

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[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Executive Committee Agenda Item

SUBJECT: Legislative Report		Month: June		Year: 2022
		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	**TYPE OF BOARD CONSIDERATION:**		
REQUESTED BY:	Virginia May	Consent/Routine		
		First Reading		
STAFF REVIEW[1]:	Melissa Marquez	Action		X
		Information		

Please note: Staff will complete the grey areas.

BACKGROUND:
The 2021-22 (two-year) Regular Session reconvened January 3, 2022.

Legislative Report June 2022 – attached; an update will follow about June 2, 2022

Legislative Deadlines 2022:
- May 27 – Last day for each house to pass bills introduced in that house

California State Budget:
- Governor's May Revise 2022: https://www.ebudget.ca.gov
- May 13, 2022: 2022-23 Joint Analysis of the Governor's May Revision (PDF)
- CCCCO Budget News: https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Budget-News

ASCCC/FACCC Legislative Advocacy Training Webinars 2022: February 15 video recording: https://www.youtube.com/watch?v=r7GpFrD5tgk

ASCCC Legislative Updates: Find information on the role of ASCCC in legislative advocacy, ASCCC positions on legislation, and ASCCC legislative reports.

Useful Websites:
CCCCO Budget News: https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Budget-News
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

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[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

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

Legislative Report
ASCCC Executive Committee Meeting
June 2022
Last update: May 16, 2022

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 with suggestions. Full text of all bills can be found at https://leginfo.legislature.ca.gov.

California State Budget 2022-23

- May 13, 2022: 2022-23 Joint Analysis of the Governor's May Revision (PDF)
- CCCCO Budget News
- Department of Finance: https://www.ebudget.ca.gov
- Trailer Bills: https://esd.dof.ca.gov/trailer-bill/trailerBill.html

2020-21 Two-Year Cycle

Legislative Deadlines 2022:
- **May 27 – Last day for each house to pass bills introduced in that house**
- **May 31 – Committee meetings may resume**
- June 15 – Budget bill must be passed by midnight
- June 30 – Last day for a legislative measure to qualify for November 8 General Election ballot
- July 1 – Last day for policy committees to meet and report bills; summer recess begins at day's end
- August 1 – Legislature reconvenes
- August 12 – Last day for fiscal committees to meet and report bills
- August 25 – Last day to amend bills from the floor
- August 31 – Last day for each house to pass bills

NOTE: Assembly bills with a projected annual cost of more than $150K go to the Committee on Appropriations Suspense File; Senate bills with more than $50K cost to the General Fund or more than a $150K cost to a special fund go the Senate Appropriations Committee Suspense File.

California Legislative Information: https://leginfo.legislature.ca.gov/faces/home.xhtml
Assembly: https://www.assembly.ca.gov
Senate: https://www.senate.ca.gov
Assembly Legislative Calendar: https://www.assembly.ca.gov/legislativedeadlines
Senate Legislative Calendar: https://www.senate.ca.gov/calendar
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

Legislation Tracking

ASCCC: https://asccc.org/legislative-updates
LegiScan: https://legiscan.com/CA/legislation
CCCCO: https://www.ccco.edu/About-Us/Chancellors-Office/Divisions/Governmental-Relations/Policy-in-action/State-Relations/Tracked-Legislation
CCLC: https://ccleague.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/

Legislative Report – Summary

Active			
Bill Number (Author)	**Title**	**Status**	**Notes**
AB 102 (Holden)	Pupil attendance at community colleges: College and Career Access Pathways partnerships: county offices of education.	Two-year bill In Senate, referred to Committee on Education 5/4/22	This bill would extend CCAP provisions and change "remedial" course to "pretransfer level" course.
AB 295 (Jones-Sawyer)	Pupil attendance at community colleges: county offices of education.	Two-year bill In Senate, referred to Committee on Education 5/4/22	
AB 1187 (Irwin)	Community colleges: Tutoring	Two-year bill In Senate, referred to Committee on Education 5/4/22	ASCCC Support (2/5/22)
AB 1232 (McCarty)	Community colleges: nonresident tuition fees: English as a second language courses.	Two-year bill In Senate, referred to Committee on Education 5/4/22	
AB 1505 (Rodriguez)	Community colleges: full-time faculty obligation.	Two-year bill In Senate, referred to Committee on Education 5/4/22	ASCCC Support (2/5/22) Co-sponsored by FACCC, CFT, CCCI
AB 1602 (McCarty)	Student, faculty, and staff housing: California Student Housing Revolving Loan Fund Act of 2022.	Re-referred to Committee on Appropriations Suspense File 3/30/22	Additional authors
AB 1606 (~~Irwin~~ *Ramos)*	Public postsecondary education: veterans: waiver of mandatory systemwide tuition and fees.	**Referred to Committee on Appropriations Suspense File 5/11/22**	ASCCC Support (2/5/22)
AB 1705 (Irwin)	Seymour-Campbell Student Success Act of 2012: matriculation: assessment	Re-referred to Committee on Appropriations 4/27/22	Revisions to AB 705 (Irwin, 2017) See Adopted Resolutions S22 03.04, 6.03, 6.04, 6.05
AB 1719 (Ward)	Housing: Teacher Housing Act of 2016: faculty and community college district employees	**Referred to Committee on Appropriations Suspense File 5/11/22**	
AB 1736 (Choi)	Community Colleges: student government	In Senate, referred to Committee on Education 5/4/22	
AB 1746 (Medina)	Student financial aid: Cal Grant Reform Act	**Referred to Committee on Appropriations Suspense File 5/11/22**	ASCCC Support See Adopted Resolutions S22 06.01

AB 1752 (Santiago)	Community colleges: part-time employees.	Referred to Committee on Appropriations Suspense File 4/27/22	Pay parity; Co-sponsored by FACCC
AB 1764 (Medina)	Public postsecondary education: student housing: survey.	Referred to Committee on Appropriations Suspense File 4/27/22	
AB 1796 (Choi)	Public postsecondary education: reenrollment.	**In Senate 5/5/22**	
AB 1856 (Medina)	Community colleges: part-time employees.	Referred to Committee on Appropriations Suspense File 4/27/22	Increase maximum hours to 85% of full-time; Co-sponsored by FACCC
AB 1913 (Bryan)	Los Angeles Community College District: California Center for Climate Change Education.	Referred to Committee on Appropriations Suspense File 5/4/22	Amendments include consultation with Academic Senates for CCCs, CSU, and UC
AB 1942 (Muratsuchi)	Community colleges: funding: instructional service agreements with public safety agencies.	Referred to Committee on Appropriations Suspense File 4/27/22	
AB 1964 (Fong)	California State University and California Community Colleges: course articulation: ethnic studies.	Re-referred to Committee on Higher Education 3/24/22 – **Died**	LACCD Board of Trustees March 16, 2022
AB 1987 (Salas)	Postsecondary education: student mental health spending: report.	Referred to Committee on Appropriations Suspense File 4/27/22	ASCCC Support See Adopted Resolutions S22 05.01
AB 1998 (Smith)	Community colleges: nonresident tuition fees: Western Undergraduate Exchange.	Re-referred to Committee on Appropriations 4/27/22	
AB 2122 (Choi)	Public postsecondary education: mental health hotlines: student identification cards	**In Senate 5/5/22**	ASCCC Support See Adopted Resolutions S22 05.01
AB 2187 (Luz Rivas)	Postsecondary education: instructional strategies: the California Computer Science Project	Referred to Committee on Appropriations Suspense File 5/4/22	
AB 2255 (Fong)	The Affordable Broadband Service Program for California Dreamers.	Referred to Committee on Appropriations Suspense File 5/4/22	**ASCCC Support 5/6/22**
AB 2266 (Santiago)	Community colleges: California college promise: fee waiver eligibility	Referred to Committee on Appropriations Suspense File 5/4/22	
AB 2315 (Arambula)	Community colleges: records: preferred or affirmed names	**Passed and ordered to 3rd Reading in Committee on Appropriations 5/11/22**	Sponsored by FACCC
AB 2371 (Santiago)	Public postsecondary education: California State University: tuition	Referred to Committee on Higher Education 3/3/22 – **Died**	

AB 2401 (McCarty)	Teacher preparation programs: planning grants and implementation or expansion grants	Referred to Committee on Appropriations Suspense File 5/4/22	
AB 2449 (Blanca Rubio)	Open meetings: local agencies: teleconferences	**Passed and ordered to 3rd Reading in Committee on Local Government 5/5/22**	Not an academic and professional matter.
AB 2456 (McCarty)	Cal Grant Program: student eligibility.	Re-referred to Committee on Appropriations 4/27/22	*Was a spot bill…*
AB 2459 (Cervantes)	Postsecondary education: student housing: guarantee.	Re-referred to Committee on Appropriations 5/2/22	*Impacts transfer students*
AB 2617 (Holden)	Pupil instruction: College and Career Access Pathways partnerships: best practices: communication and marketing strategy.	Referred to Committee on Appropriations Suspense File 5/4/22	
AB 2624 (Kalra)	Public postsecondary education: course materials.	Re-referred to Committee on Appropriations 4/27/22	Watch ASCSU position
AB 2683 (Gabriel)	Postsecondary Education: sexual violence and harassment: training and resources.	**In Senate 5/5/22**	
AB 2692 (Choi)	Public postsecondary education: priority registration for members and former members of the Armed Forces of the United States.	Referred to Committees on Higher Education and Military & Veterans Affairs 3/10/22 – **Died**	
AB 2738 (Reyes)	Public postsecondary education: community colleges: matriculation: assessment.	Re-referred to Committee on Appropriations 4/25/22	
AB 2810 (Arambula)	Student nutrition: CalFresh: student eligibility: Federal Application for Student Aid data.	**Referred to Committee on Appropriations Suspense File 5/11/22**	
AB 2820 (Medina)	The California Online Community College.	**Passed and ordered to 3rd Reading in Committee on Appropriations 5/12/22**	Co-sponsored by FACCC
AB 2881 (Berman)	Public postsecondary education: students with dependent children.	Re-referred to Committee on Appropriations 4/25/22 – Hearing postponed	
SB 885 (Laird)	Community colleges: Current and former foster youth support: NextUp.	Placed on Appropriation Suspense File 4/18/22	**Set for hearing May 19**

SB 886 (Wiener)	California Environmental Quality Act: exemption: public universities: housing projects.	Re-referred to Committee on Appropriations 5/2/22	**Set for hearing May 16**
SB 964 (Wiener)	Behavioral health.	**Placed on Appropriations Committee Suspense File 5/9/22**	**Hearing on May 19**
SB 1141 (Limón)	Public postsecondary education: exemption from payment of nonresident tuition	Placed on Appropriations Suspense File 4/18/22	Hearing April 18. See SB 68 – this is designed to expand AB 540. ASCCC Support (3/29/22). **Hearing on May 19**
SB 1160 (Durazo)	Public postsecondary education: exemption from payment of nonresident tuition	**Placed on Appropriations Committee Suspense File 5/9/22**	**Hearing on May 19**
SR 45 (Min)	Relative to Academic Freedom	Enrolled and Adopted 4/4/22	ASCCC Support (2/5/22) ASCCC Resolution F20 06.02 Legislative and Systemic Support for Academic Freedom; See Adopted Resolutions S22 06.02; Sponsored by FACCC

Approved by Governor and Chaptered			
Bill Number (Author)	**Title**	**Status**	**Notes**
SB 118 (Committee on Budget and Fiscal Review)	California Environmental Quality Act: public higher education: campus population.	Enrolled and presented to governor at 3:30 pm 3/14/22	Inside Higher Ed article

Cemetary			
Bill Number (Author)	**Title**	**Status**	**Notes**
AB 103 (Holden)	College and Career Access Pathways partnerships: best practices: communication and marketing strategy.	Two-year bill Re-referred to Committee on Higher Ed 1/4/22	Died
AB 949 (Mullin)	Community colleges: Pathways to Biotechnology Programs.	Two-year bill Re-referred to Committee on Higher Ed 1/4/22	Died

Cemetary			
Bill Number (Author)	**Title**	**Status**	**Notes**
AB 103 (Holden)	College and Career Access Pathways partnerships: best practices: communication and marketing strategy.	Two-year bill Re-referred to Committee on Higher Ed 1/4/22	Died
AB 1097 (Santiago)	Community colleges: California College Promise: fee waiver eligibility.	Two-year bill Re-referred to Committee on Higher Ed 1/4/22	Died

Bills regarding Academic and Professional Matters

Assembly Bills (AB)
(2022 bills begin with AB 1594)

AB 102 (Holden) – Pupil attendance at community colleges: College and Career Access Pathways partnerships: county offices of education.

[Two-year bill] This bill would specify that "high school," for purposes of a CCAP partnership, includes a community school or juvenile court school. The bill would authorize county offices of education to enter into CCAP partnerships with the governing boards of community college districts in accordance with these provisions. The bill would require the above-described certification requirement for certain remedial courses to instead apply to certain pretransfer level courses, as provided. The bill would extend the provisions authorizing CCAP partnerships indefinitely. The bill would also make nonsubstantive conforming changes.

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

Status: In Senate, referred to Committee on Education 5/4/22

Notes: Uses "pretransfer level" instead of "remedial" to describe course type,

AB 103 (Holden) – College and Career Access Pathways partnerships: best practices: communication and marketing strategy.

[Two-year bill] This bill would require the State Department of Education and the office of the Chancellor of the California Community Colleges, in consultation with experts in the field of CCAP partnerships, to identify best practices for CCAP partnerships and appropriate financial incentives for school districts and community college districts to participate in CCAP partnerships, and to distribute the best practices to school districts and community college districts on or before September 1, 2023. The bill would also require, on or before September 1, 2023, the department and the office of the Chancellor of the California Community Colleges, in consultation with experts in the field of CCAP partnerships and other key stakeholders, to develop a statewide pupil- and parent-centered communication and marketing strategy that includes specified outreach and information, in order to increase the visibility of the CCAP partnerships for all secondary pupils in California.

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

Status: Died in committee

Notes:

AB 295 (Jones-Sawyer) – Public postsecondary education: pilot program for free cost of attendance: working group.

[Two-year bill] 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, the Regents of the University of California, and faculty, staff, and students from the California Community Colleges, the California State University, and the University of California to consider the creation of a pilot program, as specified, that would cover the cost of attending postsecondary education in the state by replacing the system of charging students tuition, fees, and additional expenses 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.

Official ASCCC Position/Resolutions: The ASCCC has long supported reducing the cost of college. Rostrum Article: Cal Grant Modernization and the True Cost of College, April 2021; Resolution S16 6.01 – Support Legislation to Increase Cal Grant Awards; Resolution S11 6.01 – Community College Fees

Status: In Senate, referred to Committee on Education 5/4/22

Notes:

AB 949 (Mullin) – Community colleges: Pathways to Biotechnology Programs.

[Two-year bill] This bill would make available, upon appropriation in the annual Budget Act, the sum of $10,000,000 to the Chancellor's Office of the California Community Colleges for the purpose of expanding student pathways to biotechnology programs, as specified. The bill would authorize the Board of Governors of the California Community Colleges, or its authorized designees, to contract with the Foundation for California Community Colleges for the purpose of providing administrative support for the expansion of pathways to biotechnology programs. The bill would require the Chancellor's Office of the California Community Colleges, on or before July 1, 2025, to submit a report to the appropriate budget and policy committees of the Legislature regarding the outcomes resulting from the use of these funds, as specified.

Official ASCCC Position/Resolutions:

Status: **Died in committee**

Notes:

AB 1097 (Santiago) – Community colleges: California College Promise: fee waiver eligibility.

This bill would specify that first-time students include formerly and currently incarcerated students, and would expand eligibility for a fee waiver to first-time students who are enrolled part time and complete and submit the required application. The bill would also make conforming changes.

Official ASCCC Position/Resolutions: The ASCCC has long supported reducing the cost of college. Rostrum Article: Cal Grant Modernization and the True Cost of College, April 2021; Resolution S16 6.01 – Support Legislation to Increase Cal Grant Awards; Resolution S11 6.01 – Community College Fees

Status: **Died in committee**

Notes:

AB 1187 (Irwin) – Community colleges: tutoring.

[Two-year bill] This bill would provide that supervised tutoring for all credit and noncredit courses, as authorized pursuant to regulations adopted by the board of governors by July 31, 2023, is eligible for state apportionment funding.

Official ASCCC Position/Resolutions: Support as of 2/5/22. The ASCCC remained neutral on AB 1935 (Irwin, 2018), which died in committee. The ASCCC took a position of support (as of 4/3/18) on SB 1009 (Wilk, 2018), which died in appropriations.

Status: In Senate, referred to Committee on Education 5/4/22

Notes: This bill reintroduces AB 1935 (Irwin, 2018).

AB 1232 (McCarty) – Community colleges: nonresident tuition fees: English as a second language courses.

[Two-year bill] This bill would add an exception to the requirement for payment of nonresident tuition for specified nonresident students enrolled in a credit English as a second language course. To the extent that this provision would impose new duties on community college districts, it would constitute a state-mandated local program.

Official ASCCC Position/Resolutions: The ASCCC has long supported reducing the cost of college. Rostrum Article: Cal Grant Modernization and the True Cost of College, April 2021; Resolution S16 6.01 – Support Legislation to Increase Cal Grant Awards; Resolution S11 6.01 – Community College Fees

Status: In Senate, referred to Committee on Education 5/4/22

Notes:

AB 1505 (Rodriguez) – Community colleges: full-time faculty obligation.

[Two-year bill] Existing regulations require a community college district to increase its base number of full-time faculty over the prior year in proportion to the amount of growth in funded credit full-time equivalent students. These regulations, in years in which the board of governors determines that the annual Budget Act does not contain adequate funding to warrant full implementation of this full-time faculty obligation, authorize a community college district to instead choose to maintain, at a minimum, the full-time faculty percentage attained by the community college district in the prior fall term.

This bill would require the board of governors to adopt regulations that require the fall of 2023 full-time faculty obligation for each community college district to be set to the actual full-time faculty number reported for the fall of 2022 and annually adjusted pursuant to these regulations.

Official ASCCC Position/Resolutions: Support as of 2/5/22. Resolution S21 6.01 Revisiting the 50% Law and Faculty Obligation Number; Report: The 50% Law and the Faculty Obligation Number: An Updated Proposal, March 2019; Rostrum Article: The 50% Law and the Faculty Obligation Number: A Proposal, May 2016

Status: In Senate, referred to Committee on Education 5/4/22

Notes: This bill is cosponsored by the California Federation of Teachers, California Community College Independents, and FACCC. Opposed by the Community College League of California.

AB 1606 (~~Irwin~~ *Ramos)* – Public postsecondary education: veterans: waiver of mandatory systemwide tuition and fees.

As amended 3/16/22…

This bill would ~~additionally include the spouse or unmarried surviving spouse of any veteran of the United States military who has a service-connected disability, has been killed in service, or has died of a service-connected disability.~~ *instead require that the annual income of the child not exceed the area median income, as defined.* The bill would also make nonsubstantive changes to provisions relating to this waiver of mandatory systemwide tuition and fees. To the extent these provisions would add additional duties on community college districts, the bill would impose a state-mandated local program.

This bill *would instead include the spouse of a veteran with a disability rating of 70 percent or greater in the definition of "dependent of a veteran." The bill* would repeal ~~that~~ *the* provision prohibiting a dependent of a veteran from receiving those educational benefits, as specified.

Official ASCCC Position/Resolutions: Support as of 2/5/22. The ASCCC has long supported reducing the cost of college. Rostrum Article: Cal Grant Modernization and the True Cost of College, April 2021; Resolution S16 6.01 – Support Legislation to Increase Cal Grant Awards; Resolution S11 6.01 – Community College Fees

Status: **Referred to Committee on Appropriations Suspense File 5/11/22**

Notes: Author was changed.

AB 1705 (Irwin) – Seymour-Campbell Student Success Act of 2012: matriculation: assessment

This bill would, among other things, instead require a community college district or community college to maximize the probability that students will enter and complete transfer-level

coursework in English and mathematics within a one-year timeframe of their initial attempt in the discipline, and for a student with a declared academic goal, that the transfer-level coursework satisfies a requirement of the intended certificate or associate degree, or a requirement for transfer within the intended major, within a one-year timeframe of their initial attempt in the discipline. By July 1, 2023, if a community college places and enrolls students into transfer-level mathematics or English coursework that does not satisfy a requirement for the student's intended certificate or associate degree, or a requirement for transfer within the intended major, the bill would require the community college to verify the benefit of the coursework to the students, as specified.

(2) The act requires community college district or community college to use, in the placement of students into English and mathematics courses in order to achieve this goal, one or more of the following: high school coursework, high school grades, and high school grade point average. The act requires colleges to apply multiple measures in the placement of all students to ensure that either low performance on one measure may be offset by high performance on another measure or that the student can demonstrate preparedness based on any one measure.

This bill would ~~make findings and declarations of the Legislature's intent to continue to increase California community college student placement and enrollment in transfer-level English and mathematics. The bill would~~ require that high school transcript data be used as the primary means for determining placement in transfer-level English and transfer-level mathematics courses, and would limit the use of multiple measures by colleges in the placement and enrollment of ~~students so they do not restrict a student's ability to demonstrate preparedness for transfer-level coursework if a single measure would satisfy the requirement.~~ *students, as provided.* The bill would ~~require that~~ *prohibit* a community college district or community college ~~not recommend or require~~ *from recommending or requiring* students to enroll in pretransfer level English or mathematics coursework, except under specified circumstances.

~~This~~
(3) This bill would require ~~a community college district or community college, by July 1, 2023, to place and enroll~~ all new and continuing United States high school graduate students and those who have completed a ~~GED into~~ *GED, who plan to pursue a certificate, degree, or transfer program offered by a California community college, to be directly placed into, and, when beginning coursework in English or mathematics, enrolled in,* transfer-level English and ~~mathematics, with specified exceptions for mathematics placement. The~~ *mathematics, as provided. By July 1, 2023, the* bill would prohibit a community college district or community college from using specified factors as justification for placing a student in a pretransfer level course. ~~The~~

(4) This bill would require the Chancellor's Office of the California Community ~~Colleges to create a Transfer Level Gateway Completion Dashboard by July 2023. The bill would require the dashboard to be updated annually and to contain specified data.~~ *Colleges, beginning July 1, 2023, to make available on its internet website a dashboard containing multiyear data, beginning from 2015, and updated annually, containing data submitted to the chancellor's office by community colleges on student progression and completion of transfer-level English, mathematics, and English-as-a-second-language courses, disaggregated by college and subgroup, as provided.* The

bill would require, beginning ~~September 1, 2023,~~ *December 1, 2024,* and annually thereafter, the chancellor's office to provide a report to the Legislature with data from the dashboard, as specified.

…for students who seek a goal other than transfer, and who are in certificate or degree programs with specific ~~requirements that are not~~*requirements, as dictated by the program's advisory board or accrediting body, that cannot be* met with transfer-level coursework, a community college district or community college maximizes the probability that a student will enter and complete the required college-level coursework in English and mathematics within a one-year timeframe.

(8) The board of governors may establish regulations governing the use of these and other measures, instruments, and placement models to ensure that the measures, instruments, and placement models selected by a community college demonstrate that they guide English and mathematics placements and enrollment to achieve the goal of maximizing the probability that a student will enter and complete transfer-level coursework in English and mathematics*that satisfies a requirement of the intended certificate or associate degree or a requirement for transfer within the intended major* within a one-year timeframe and credit ESL students will complete transfer-level coursework in English within a timeframe of three years. The regulations should ensure that, for students who seek a goal other than transfer, and who are in certificate or degree programs with specific ~~requirements that are not~~ *requirements, as dictated by the program's advisory board or accrediting body, that cannot be* met with transfer-level coursework, a community college district or community college maximizes the probability that a student will enter and complete the required college-level coursework in English and mathematics within a one-year timeframe.

(e) (1) By July 1, 2023, if a community college places and enrolls students into transfer-level mathematics or English coursework that does not satisfy a requirement for the student's intended certificate or associate degree, or a requirement for transfer within the intended major, the community college shall show both of the following to verify the benefit of the

(f) (1) By July 1, 2024, for calculus-based associate degrees or transfer majors in science, technology, engineering, and mathematics (STEM), community colleges shall examine the impact of placing and enrolling students into transfer-level course sequences, composed of no more than two transfer-level courses, that prepare students for the first STEM calculus course, in order to verify the benefit of the coursework to students by showing all of the following:

(A) The student is highly unlikely to succeed in the first STEM calculus course without the additional transfer-level preparation.

(B) The enrollment will improve the student's probability of completing the first STEM calculus course.

(C) The enrollment will improve the student's persistence to and completion of the second calculus course in the STEM program, if a second calculus course is required.

(2) If the benefit of the coursework, as described in paragraph (1), is not verified, the college shall not recommend or require students to enroll in that course after July 1, 2025, and shall

notify students who continue to enroll in the course that it is optional and does not improve their chances of completing calculus for their STEM program.

(4) A community college shall not use noncredit coursework to circumvent the direct placement and enrollment of students into transfer-level coursework as described in this subdivision.

(j) The following are exceptions to transfer-level placement and enrollment into mathematics and English coursework, as described in subdivision (i):

> *(1) Students in a certificate program without English or mathematics requirements.*
> *(2) Students in adult education programs that have not completed high school or a GED.*
> *(3) Current high school students in dual enrollment or taking courses not available in their local high school.*

Requirement for Chancellor's Office to collect and display enrollment data has been omitted.

Official ASCCC Position/Resolutions: See Adopted Resolutions: S22 03.04, S22 6.03 Uphold the California Community College Mission – Oppose AB 1705 (Irwin, 2022) as of April 9, 2022 Unless Amended, S22 6.04 Students' Right to Choose to Take a Pre-Transfer Level English or Mathematics Course, S22 6.05 Regarding Chancellor's Office Student Enrollment Data in AB 1705 (Irwin, 2017); Resolution S17 06.04 Oppose Limiting Local Implementation of Multiple Measures […support AB 705 (Irwin, as of April 4, 2017) if it is amended…], AB 705 (Irwin), as of 05/30/17 Position: Oppose Unless Amended, Oppose AB 705 (Irwin, 2017) Seymour-Campbell Student Success Act of 2012: Matriculation: Assessment;

Status: Re-referred to Committee on Appropriations 4/27/22

Notes: Opposed (unless amended) by FACCC, CCCI, CFT, CMC[3], CCCAOE. Support for equitable placement practices for the students in the California community colleges: Resolution F20 18.01 Paper and Resources for Evaluating Placement in English, ESL, and Mathematics Pathways, Optimizing Student Success, October 2020; Understanding and Improving Student Access and Success, February 2020; Debunking Myths around AB 705, July 2019; A Year Later: Where We are with AB 705 for Mathematics and English, October 2018; Additional Resolutions: S17 06.04 Oppose Limiting Local Implementation of Multiple Measures […support AB 705 (Irwin, as of April 4, 2017) if it is amended…], F17 07.07 Implementing AB 705 to Serve the Needs of all Community College Students, S18 07.06 Support Students' Rights to Enroll in ESL Coursework, S18 17.03 Reduce Course Enrollment Maximums, F18 05.02 Identify and Report Costs AB 705, F18 13.01 Sufficient Resources and Adequate Support, F19 09.09 Access and Opportunity for all Students

AB 1746 (Medina) – Student financial aid: Cal Grant Reform Act

This bill would enact the Cal Grant Reform Act, which would revise and recast the provisions establishing and governing the existing Cal Grant Program into a new Cal Grant Program. The bill would specify that the Cal Grant Reform Act would only become operative upon the appropriation by the Legislature, in the annual Budget Act or another statute, of sufficient funds to fully implement its provisions. The bill would authorize the commission to adopt emergency regulations to implement the Cal Grant Reform Act. The new Cal Grant Program would also include a Cal Grant 2 Program and a Cal Grant 4 Program, with eligibility requirements as specified.

Official ASCCC Position/Resolutions: The ASCCC took a position of support: see Adopted Resolutions S22 06.01. The ASCCC did not take a position on AB 1456 (Medina, 2021) – Student Financial Aid: Cal Grant Reform Act, which was vetoed by the governor who indicated that such cost pressures need to go through the budget process. 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: **Referred to Committee on Appropriations Suspense File 5/11/22**

Notes:

AB 1964 (Fong) – California State University and California Community Colleges: course articulation: ethnic studies.

This bill would require the Chancellor of the California Community Colleges and the Chancellor of the California State University to ensure that at least one course identification (C-ID) descriptor number in certain ethnic studies areas is issued, as provided. The bill would require each California State University campus to accept any community college course articulated or approved, as specified, as meeting the campus' lower division ethnic studies course graduation requirement. The bill would prohibit a California State University campus from revoking the approval of any community college course previously accepted as meeting the campus' lower division ethnic studies course graduation requirement, except as provided. To the extent the bill would impose new duties on community college districts, the bill would impose a state-mandated local program.

Official ASCCC Position/Resolutions:

Status: Re-referred to Committee on Higher Education 3/24/22

Notes: See LACCD Board of Trustees March 16, 2022; Watch

AB 2122 (Choi) – Public postsecondary education: mental health hotlines: student identification cards.

This bill would authorize each campus of the California State University, the California Community Colleges, and the University of California to establish a campus mental health hotline for students to access mental health services remotely. The bill would require each campus of the California State University and the California Community Colleges, and request each campus of the University of California, with a campus mental health hotline to have printed on either side of student identification cards the telephone number of the campus mental health hotline for a student identification card issued to a student on or after January 1, 2023, as specified.

Official ASCCC Position/Resolutions: ASCCC Support See Adopted Resolutions S22 05.01; The ASCCC supports and advocates for funding for mental health resources, services: Resolution F21 03.03 *Support for Mental Health Awareness and Trauma Informed Teaching and Learning,* Resolution S16 06.04 *Mental Health Services*

Status: **In Senate 5/5/22**

Notes: See Resolutions for Discussion S22 05.01

AB 2255 (Fong) – The Affordable Broadband Service Program for California Dreamers.

This bill would establish the Affordable Broadband Service Program for California Dreamers. The bill would require the program to be developed and administered by the Student Aid Commission, in consultation with the Public Utilities Commission, to provide affordable broadband service to eligible students, as defined. The bill would make an unspecified appropriation from the General Fund to the Student Aid Commission for purposes of the program.

Official ASCCC Position/Resolutions: ASCCC delegates passed Resolution F21 11.01 Equitable Access to Technology

Status: Referred to Committee on Appropriations Suspense File 5/4/22

Notes: *ASCCC Legislative and Advocacy Committee recommends ASCCC Support 4-12-22; under consideration at May 6, 2022 Executive Committee Meeting.*

AB 2266 (Santiago) – Community colleges: California college promise: fee waiver eligibility

This bill would remove, for purpose of eligibility for the fee waiver, the qualification that students be first-time students and the exclusion of students who have previously earned a degree or certificate from a postsecondary educational institution.

Official ASCCC Position/Resolutions:

Status: Referred to Committee on Appropriations Suspense File 5/4/22

Notes:

AB 2456 (McCarty) – Cal Grant Program: student eligibility.

For purposes of the Cal Grant Program, this bill would instead define, except for a community college student, "part time" to mean 12 to 29 semester units, inclusive, or the equivalent taken in an award year when 6 or more semester units or the equivalent are taken each semester or the equivalent. The bill would define, except for a community college student, "full time" to mean 12 or more semester units or the equivalent taken in a semester for initial Cal Grant eligibility until the start of the 2023–24 award year and for renewal of Cal Grant eligibility until the start of the 2026–27 award year. The bill would define, except for a community college student, "full time" to mean 30 or more semester units or the equivalent taken in an academic year for initial Cal Grant eligibility commencing with the start of the 2023–24 award year, for subsequent renewals of that eligibility for the 2024–25 and 2025–26 award years, and for all renewals of Cal Grant eligibility commencing with the start of the 2026–27 award year.

Official ASCCC Position/Resolutions:

Status: Re-referred to Committee on Appropriations 4/27/22

Notes:

AB 2459 (Cervantes) – Postsecondary education: student housing: guarantee.

This bill would require the office of the Chancellor of the California State University and the office of the Chancellor of the California Community Colleges, and request the office of the President of the University of California, to collect and post on its external and internal internet websites, data on student housing at each of their respective campuses, as specified. The bill would require each segment to annually submit a report that compiles the collected data to the Legislature, with the first report due on or before October 15, 2023. To the extent the bill imposes additional duties on community college districts, the bill would impose a state-mandated local program.

Official ASCCC Position/Resolutions:

Status: Re-referred to Committee on Appropriations 5/2/22

Notes: Impacts transfer students

AB 2617 (Holden) – Pupil instruction: College and Career Access Pathways partnerships: best practices: communication and marketing strategy.

This bill would appropriate $500,000,000 from the General Fund to the State Department of Education for the department, in consultation with the office of the Chancellor of the California Community Colleges, by July 1, 2023, to administer a competitive grant program to enable local educational agencies to establish opportunities for pupils to obtain college credits while enrolled in high school and provide dual enrollment opportunities, as provided. The bill would authorize local educational agencies to apply for one-time grants of up to $500,000 to support costs associated with coupling robust pupil advising and success supports with available dual enrollment and accelerated college credit opportunities. The bill would authorize local educational agencies to also apply for one-time grants of up to $250,000 to support the costs to plan for, and start up, a middle college or early college high school that is located on the campus of a local educational agency, as provided. The bill would authorize local educational agencies to also apply for one-time grants of up to $100,000 to establish a CCAP partnership, as provided.

This bill would require the ~~State Department of Education and the office of the Chancellor of the California Community Colleges,~~ *department and the chancellor's office,* in consultation with experts in the field of CCAP partnerships, to identify best practices for CCAP partnerships and appropriate financial incentives for school districts and community college districts to participate in CCAP partnerships, and to distribute the best practices to school districts and community college districts on or before September 1, 2024. The bill would also require, on or before September 1, 2024, the department and the office of the Chancellor of the California Community Colleges, in consultation with experts in the field of CCAP partnerships and other key stakeholders, to develop a statewide pupil- and parent-centered communication and marketing strategy that includes specified outreach and information, in order to increase the visibility of the CCAP partnerships for all secondary pupils in California.

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

Status: Referred to Committee on Appropriations Suspense File 5/4/22

Notes: See AB 103 (Holden) – College and Career Access Pathways partnerships: best practices: communication and marketing strategy, which died in committee.

AB 2624 (Kalra) – Public postsecondary education: course materials.

This bill would require each campus of the California Community Colleges and the California State University, and request each campus of the University of California, to prominently display the estimated costs for each course of all required course materials, and fees directly related to those materials, for no less than 75% of the total number of courses on the online campus schedule. The bill would define, for purposes of this requirement, "course materials" to include digital or physical textbooks, devices such as calculators and remote attendance platforms, and software subscriptions.

Official ASCCC Position/Resolutions:

Status: Re-referred to Committee on Appropriations 4/27/22

Notes: OER Director is working with the author.

AB 2738 (Reyes) – Public postsecondary education: community colleges: matriculation: assessment.

This bill would require, on or before January 1, 2024, the governing board of each community college district to make available to the public, as specified, the schedule of courses that must be completed to obtain, and the number of academic years, months, semesters, or terms that it takes to obtain, each associate ~~of arts~~ degree and certificate offered by a community college maintained by the district. The bill would require, on or before January 1, 2024, the governing board of each community college district to offer each course required for the completion of each associate ~~of arts~~ degree and each certificate offered by a ~~college~~ *college, as specified,* and, to the extent that *compliance with* this requirement is not practicable, would require the governing board to ~~(1)~~ hold a public hearing and make findings on why its compliance with the requirement is not ~~practicable, (2) develop, approve, and present to the chancellor's office, for the chancellor's office's review and approval, a plan to comply with the requirement within the earliest timeframe possible, up to a maximum of 6 years, as provided, and (3) make its findings and plan available to the public, as specified.~~ *practicable.* By imposing new duties on community college districts, this bill would impose a state-mandated local program.

Official ASCCC Position/Resolutions:

Status: Re-referred to Committee on Appropriations 4/25/22

Notes:

AB 2810 (Arambula) – Student nutrition: CalFresh: student eligibility: Federal Application for Student Aid data.

This bill would state the intent of the Legislature to codify the federal administrative guidance encouraging institutions of higher education to use FAFSA data to inform students of eligibility for CalFresh. The bill would conform a definition of "half-time" student to the federal definition, for the purposes of determining CalFresh eligibility.

This bill would require each campus of the California State University and each community college district to use FAFSA data to identify students who meet the income requirements of the CalFresh program. The bill would require each campus of the California State University and each community college district to email those students to inform them that they may qualify for the CalFresh program if they meet one of the exemptions for CalFresh student eligibility for pupils enrolled in college or other institutions of higher education at least one-half time, as provided. The bill would require the email notifications to encourage potentially eligible students to contact the local county welfare agency and to include contact information for the local county

welfare agency and the designated campus staff who can assist the student in applying for the CalFresh program, as provided. By imposing new requirements on community college districts, the bill would impose a state-mandated local program. The bill would encourage each campus of the University of California, each independent institution of higher education, and each private postsecondary educational institution to conduct the same email outreach, as provided. The bill would require FAFSA data to only be used to inform students of their potential CalFresh Program eligibility.

Official ASCCC Position/Resolutions:

Status: **Referred to Committee on Appropriations Suspense File 5/11/22**

Notes:

Senate Bills (SB)
(2022 bills begin with SB 829)

SB 964 (Wiener, 2022) – Behavioral health.

This bill would amend the act to require the California Community Colleges, the California State University, and, if made applicable by the regents by appropriate resolution, the University of California, *Colleges and the California State University, and to request the University of California,* to develop 2 accelerated programs of study related to degrees in social work. The bill would require one program to offer a concurrent bachelor's and master's of social work program that will *would* allow students to combine their last one or 2 years of undergraduate study in social work with their graduate study in social work in order to complete both programs at an accelerated rate. The bill would require the second *2nd* program to offer an accelerated academic program in which students with experience as peer support specialists, *registered or certified alcohol or other drug counselors,* community health workers, or psychiatric technicians could receive their associate's degree, as well as a bachelor's and master's degree in social work. The bill would require both programs to require a student to take a course on working with the severely mentally ill, with a focus on working in the public behavioral health system.

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bill would require both programs to require a student to take a course on working with the severely mentally ill, with a focus on working in the public behavioral health system.

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This bill would also *specifically* authorize those payments for allocated overhead costs incurred for interns and residents in behavioral health programs.

Official ASCCC Position/Resolutions: Resolution F20 06.01 Oppose Legislation of Curriculum without Inclusion of Academic Senate Participation

Status: **Placed on Appropriations Committee Suspense File 5/9/22**

Notes:

SR 45 (Min, 2021) – Relative to Academic Freedom

Resolved by the Senate of the State of California, That the Senate recognizes that academic freedom, as defined by the American Association of University Professors, entitles teachers to "full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution"; and be it further

Resolved, That the Senate recognizes that academic freedom, as defined by the American Association of University Professors, entitles teachers to freedom in the classroom discussing their discipline, and states that teachers should not introduce into their teaching matter that has no relation to their discipline; and be it further

Resolved, That under an academic freedom policy, a faculty member can, within their discipline, articulate or even advocate positions or concepts that may be controversial in nature without fear of retribution or reprisal by the institution; and be it further

Resolved, That the Senate declares that academic freedom is an essential requisite for teaching and learning in California Community Colleges; and be it further
Resolved, That the Secretary of the Senate transmit copies of this resolution to the Board of Governors of the California Community Colleges and the Chancellor of the California Community Colleges.

Official ASCCC Position/Resolutions: ASCCC Support: See Adopted Resolutions S22 06.02; Support as of 2/5/22. The ASCCC has long supported academic freedom: Resolution F20 06.02 Legislative and Systemic Support for Academic Freedom; ASCCC Paper: *Protecting the Future of Academic Freedom During a Time of Change*, Adopted Fall 2020; ASCCC Paper: *Academic Freedom and Tenure: A Faculty Perspective*, Adopted Spring 1998; Resolution F18 01.03 Academic Freedom: ASCCC and Local Senate Recommendations; Rostrum Article: *Academic Freedom and Equity*, November 2020;

Status: Enrolled and Adopted 4/4/22

Notes: FACCC is a sponsor

Other Bills of Interest

Assembly Bills (AB)

AB 1602 (McCarty) – Student, faculty, and staff housing: California Student Housing Revolving Loan Fund Act of 2022.

This bill would establish the California Student Housing Revolving Loan Fund Act of 2022 to provide zero-interest 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 and faculty and staff housing, as specified. The bill would establish the California Student Housing Revolving Fund as a continuously appropriated fund in the State Treasury, thereby making an appropriation. The bill would state the intent of the Legislature to appropriate $5,000,000,000 for purposes of the housing loans. The bill would require the California School Finance Authority and the California Educational Facilities Authority to submit a report, by March 15, 2024, to the Department of Finance and the budget committees of the Assembly and Senate containing information on the act, as provided. The bill would apply certain provisions of the California Educational Facilities Authority Act to the University of California and the California State University for purposes of housing projects, as defined.

This bill would declare that it is to take effect immediately as an urgency statute.

Official ASCCC Position/Resolutions:

Status: Re-referred to Appropriations Committee Suspense File 3/30/22

Notes: Additional authors

AB 1719 (Ward) – Housing: Teacher Housing Act of 2016: faculty and community college district employees.

This bill would expand the authorized scope of a program established under the Teacher Housing Act of 2016 to include housing for faculty and community college district employees and would make various conforming changes in this regard. ~~The bill would also specify that a school district or community college district may allow foster youth or former foster youth to occupy housing created through the program.~~

Official ASCCC Position/Resolutions:

Status: **Referred to Committee on Appropriations Suspense File 5/11/22**

Notes:

AB 1736 (Choi) – Community Colleges: student government.

This bill would additionally allow a student to be elected to serve as an officer in the student government if they are enrolled ~~with a minimum of 25 clock hours per semester or the equivalent quarter clock hours,~~ *in an adult education program offered by a community college district,* or are a disabled student, as defined.

Official ASCCC Position/Resolutions:

Status: In Senate, referred to Committee on Education 5/4/22

Notes:

AB 1752 (Santiago) – Community colleges: part-time employees. (Pay parity)

This bill would require persons who are employed to teach adult or community college classes part time, as provided, to receive compensation in at least an amount that bears the same ratio to the amount provided to full-time employees as the time actually served by those part-time employees bears to the time actually served by full-time employees with comparable duties. The bill would impose this pay requirement upon the expiration or renewal of existing collective bargaining agreements, as provided.

This bill would also require community college districts, as a condition of receiving funds allocated for the Student Success and Support Program in the annual Budget Act, to commence the negotiation of terms of compensation consistent with the proportional pay requirement for part-time employees, as well as terms governing reemployment preferences and evaluation

processes, no later than the expiration of any negotiated agreement in effect on January 1, 2023, and for any community college district that does not have a collective bargaining agreement in effect as of January 1, 2023, upon the effective date of the bill.

Official ASCCC Position/Resolutions:

Status: Referred to Committee on Appropriations Suspense File 4/27/22

Notes:

AB 1764 (Medina) – Public postsecondary education: student housing: survey.

This bill would require CCC and CSU and request UC to collect data on student housing insecurity. It would require the Department of General Services to approve plans and specifications for a residence for students attending a campus of a community college upon a request by the community college district.

Official ASCCC Position/Resolutions:

Status: Referred to Committee on Appropriations Suspense File 4/27/22

Notes:

AB 1796 (Choi) – Public postsecondary education: reenrollment.

This bill would require the California State University, and request the University of California, to require each campus in their respective systems to grant students up to five years to reenroll in their baccalaureate degree program after withdrawing, as specified.

Official ASCCC Position/Resolutions:

Status: **In Senate 5/5/22**

Notes:

AB 1856 (Medina) – Community colleges: part-time employees. (increase the maximum hours to 85% of full-time)

This bill would instead require community colleges, as a condition of receiving funding allocated for the Student Equity and Achievement Program, to negotiate in good faith with the exclusive representatives for part-time, temporary faculty on the terms of the reemployment preference for part-time, temporary faculty assignments and the regular evaluation process for part-time, temporary faculty. The bill would instead require that negotiation on reemployment preference

for part-time, temporary faculty assignments be based on the minimum standards not exceeding 80% to 85% of a full-time equivalent load, and would prohibit the community college district from restricting the terms of the negotiated agreement to less than that range, unless explicitly agreed upon by an individual part-time, temporary faculty member and the district. The bill would require the community college district to commence the negotiation of these terms no later than the expiration of any negotiated agreement in effect on January 1, 2023, and for any community college district that does not have a collective bargaining agreement in effect as of January 1, 2023, upon the effective date of the bill. The bill would make conforming changes and repeal obsolete provisions.

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.

Official ASCCC Position/Resolutions:

Status: Referred to Committee on Appropriations Suspense File 4/27/22

Notes:

AB 1913 (Bryan) – Los Angeles Community College District: California Center for Climate Change Education.

This bill would establish the California Center for Climate Change Education, as part of the Los Angeles Community College District, to be located at West Los Angeles College, ~~for purposes of establish partnerships and developing educational resources to assist students and faculty of the state's public elementary, secondary, and postsecondary systems by providing fact-based education about climate change and its direct relation to equity and environmental justice issues.~~ *to promote climate change education at the California Community Colleges and establish opportunities for students to engage in hands-on internships and other learning opportunities.* The bill would appropriate $5,000,000 from the General Fund for the development and initial operations of the center. To the extent the bill would impose additional obligations on the Los Angeles Community College District, the bill would impose a state-mandated local program.

Official ASCCC Position/Resolutions:

Status: Referred to Committee on Appropriations Suspense File 5/4/22

Notes: Amendments include consultation with Academic Senates for CCCs, CSU, and UC

AB 1942 (Muratsuchi) – Community colleges: funding: instructional service agreements with public safety agencies.

This bill would require instruction provided by community college districts under instructional service agreements with public safety agencies, as defined, to be funded under the apportionment formula used for instruction in career development and college preparation.

Official ASCCC Position/Resolutions:

Status: Referred to Committee on Appropriations Suspense File 4/27/22
Notes:

AB 1987 (Salas) – Postsecondary education: student mental health spending: report.

This bill would require the University of California, the California State University and the Chancellor's Office of the California Community Colleges to submit a report by March 1 each year to the Department of Finance and the relevant policy and fiscal committees of the Legislature on the use of funds allocated for student mental health resources, as specified.

Official ASCCC Position/Resolutions ASCCC Support See Adopted Resolutions S22 05.01; The ASCCC supports and advocates for funding for mental health resources, services: Resolution F21 03.03 *Support for Mental Health Awareness and Trauma Informed Teaching and Learning,* Resolution S16 06.04 *Mental Health Services*

Status: Referred to Committee on Appropriations Suspense File 4/27/22

Notes: See Resolutions for Discussion S22 05.01

AB 1998 (Smith) – Community colleges: nonresident tuition fees: Western Undergraduate Exchange.

This bill would authorize the board of governors to enter into the Western Undergraduate Exchange through the Western Interstate Commission for Higher Education. The bill would authorize community college districts with 3,000 or fewer full-time equivalent students to also exempt students from states that participate in the Western Undergraduate Exchange from the mandatory fee requirement, as provided.

Official ASCCC Position/Resolutions:

Status: Re-referred to Committee on Appropriations 4/27/22

Notes:

AB 2187 (Luz Rivas) – Postsecondary education: instructional strategies: the California Computer Science Project

This bill would authorize the establishment and maintenance of the California Computer Science Project as a 10th subject matter project pursuant to these provisions.

Official ASCCC Position/Resolutions:

Status: Referred to Committee on Appropriations Suspense File 5/4/22

Notes:

AB 2315 (Arambula) – Community colleges: records: preferred or affirmed names

This bill would require the governing board of each community college district to implement a process by which students, staff, and faculty can declare an affirmed name, gender, or both name and gender identification to be used in records where legal names are not required by law. This bill would, commencing with the 2023–24 academic year, require each community college campus to be capable of allowing students, staff, or faculty to declare an affirmed name, gender, or both name and gender identification. By imposing new duties on community college districts, the bill would constitute a state-mandated local program.

Official ASCCC Position/Resolutions:

Status: **Passed and ordered to 3rd Reading in Committee on Appropriations 5/11/22**

Notes: FACCC sponsored

AB 2371 (Santiago) – Public postsecondary education: California State University: tuition

This bill would prohibit the charging of tuition or mandatory systemwide fees for enrollment at a campus of the California State University for any academic year, for up to 2 academic years, to a California Community College resident transfer student who has completed an associate degree for transfer and has received a fee waiver, as provided. Upon the enactment of an appropriation for this purpose, the bill would require the Chancellor of the California State University to distribute funding to each California State University campus to offset the costs of waiving tuition and mandatory systemwide fees to transfer students pursuant to this bill. The bill would make implementation of its provisions contingent upon the enactment of an appropriation for its purposes.

Official ASCCC Position/Resolutions:

Status: Referred to Committee on Higher Education 3/3/22

Notes:

[AB 2401 (McCarty)](#) – Teacher preparation programs: planning grants and implementation or expansion grants

This bill would revise and recast that program to instead require the commission to award planning grants of up to $250,000 each to regionally accredited institutions of higher education to develop plans for the creation of integrated programs of professional preparation that lead to more credentialed teachers either in shortage fields or that reflect a local educational agency's community diversity, as provided. The bill would require the commission to award implementation or expansion grants of up to $500,000 each for regionally accredited institutions of higher education to develop new, or expand existing, programs of professional preparation or to establish a new partnership with a California community college, as provided. The bill would require a regionally accredited institution of higher education to provide program and outcome data for at least 5 years after receiving the implementation or expansion grant. The bill would make these grant programs contingent upon appropriation of funds in the annual Budget Act or another statute.

Official ASCCC Position/Resolutions:

Status: Referred to Committee on Appropriations Suspense File 5/4/22

Notes:

[AB 2449 (Blanca Rubio)](#) – Open meetings: local agencies: teleconferences

This bill would authorize a local agency to use teleconferencing without complying with those specified teleconferencing requirements if at least a quorum of the members of the legislative body participates in person from a singular location clearly identified on the agenda that is open to the public and situated within the local agency's jurisdiction. The bill would impose prescribed requirements for this exception relating to notice, agendas, the means and manner of access, and procedures for disruptions. The bill would require the legislative body to implement a procedure for receiving and swiftly resolving requests for reasonable accommodation for individuals with disabilities, consistent with federal law.

Official ASCCC Position/Resolutions:

Status: **Passed and ordered to 3rd Reading in Committee on Local Government 5/5/22**

Notes:

[AB 2683 (Gabriel)](#) – Postsecondary Education: sexual violence and harassment: training and resources.

This bill would instead require each campus of the California Community Colleges and the California State University, and would request each campus of an independent institution of

higher education, as defined, a private postsecondary educational institution, as defined, and the University of California, to post educational and preventive information on sexual violence and sexual harassment on its campus internet website, as specified. The bill would also revise and recast certain provisions related to this educational and preventive information to include both sexual violence and sexual harassment, as defined.

This bill would, beginning on ~~January~~ *September* 1, 2024, and each year thereafter, require ~~a postsecondary institution, as defined, and request each campus of the University of California, to annually train its students, as defined, on sexual violence and sexual harassment regardless of whether a student lives on- or off-campus. The bill would require the training to cover specified topics and would authorize a postsecondary institution to implement the training through a new training for students or by integrating the required content into existing trainings conducted by a postsecondary institution. The bill would also require a postsecondary institution, and would request each campus of the University of California, to update its internet website to contain specified information regarding these topics on or before January 1, 2024.~~ *the California Community Colleges, the California State University, independent institutions of higher education that receive state financial assistance, and private postsecondary educational institutions that receive state financial assistance, and would request the University of California, to annually train its students on sexual violence and sexual harassment and cover certain topics, including, among other topics, the differing rates at which students experience sexual harassment and sexual assault in the educational setting based on their race, sexual orientation, disability, gender, and gender identity, as specified. The bill would, beginning September 1, 2024, and each year thereafter, require students attending the California Community Colleges to complete their annual training within 6 months of the beginning of the academic year.*

Official ASCCC Position/Resolutions:

Status: **In Senate 5/5/22**

Notes:

AB 2692 (Choi) – Public postsecondary education: priority registration for members and former members of the Armed Forces of the United States.

This bill would add the United States Space Force to the definition of "Armed Forces of the United States."

Official ASCCC Position/Resolutions:

Status: Referred to Committees on Higher Education and Military & Veterans Affairs 3/10/22

Notes:

AB 2820 (Medina) – The California Online Community College.

This bill would make the California Online Community College Act inoperative on January 1, 2024. On or before January 1, 2024, the bill would appropriate the California Online Community College's funding for specified purposes at the California Community Colleges, as provided.

Official ASCCC Position/Resolutions:

Status: **Passed and ordered to 3rd Reading in Committee on Appropriations 5/12/22**

Notes:

AB 2881 (Berman) – Public postsecondary education: students with dependent children.

This bill would ~~state the intent of the Legislature to enact future legislation that would support students with dependent children who are enrolled at the state's public segments.~~ *require the California State University and each community college district, and request the University of California, with respect to each campus in their respective jurisdictions that administers a priority enrollment system, to grant priority in that system for registration for enrollment to a student parent, as defined. By imposing additional duties on community college districts, the bill would impose a state-mandated local program.*

This bill would specifically require each Basic Needs Center to also ensure that students have the information they need to enroll in the California Special Supplemental Food Program for Women, Infants, and Children (WIC). To the extent the bill imposes additional duties on community college districts, the bill would impose a state-mandated local program.

This bill would add educational information and eligibility requirements for the California Special Supplemental Food Program for Women, Infants, and Children (WIC) to that requirement and request. By imposing additional duties on community college districts, the bill would impose a state-mandated local program.

This bill would specifically add the California Special Supplemental Food Program for Women, Infants, and Children (WIC) to that list of public services and programs. The bill would also require each campus of the California State University and of the California Community Colleges, and request each campus of the University of California, by no later than February 1, 2023, to host on its internet website, as provided, a student parent internet web page that includes information on all on- and off-campus student parent services and resources, as specified. By imposing additional duties on community college districts, the bill would impose a state-mandated local program. The bill would include legislative findings and declarations, and state legislative intent, relating to these provisions.

Official ASCCC Position/Resolutions:

Status: Re-referred to Committee on Appropriations 4/25/22 – Hearing postponed

Notes:

Senate Bills (SB)

SB 885 (Laird) – Community colleges: ~~Cooperating Agencies Foster Youth Educational Support Program.~~ *Current and former foster youth support: NextUp.*

This bill would ~~expand that~~ *rename the Cooperating Agencies Foster Youth Educational Support Program as NextUp, and would expand* authorization *for the program* by removing the 20 community college district ~~limit,~~ *limit. The bill would instead authorize the Chancellor of the California Community Colleges to enter into agreements with community college districts to provide, and allocate to selected community colleges within a community college district, funds for services in support of postsecondary education for foster youth,* and would make conforming changes. *The bill would require a community college district that wishes to participate in the program to submit a letter of interest to participate to the Board of Governors of the California Community Colleges, as specified.*

This bill would authorize students enrolled in fewer than 9 units to be accepted into the program if enrollment is part of an academic plan designed to move the students toward subsequent enrollment in at least 9 units.

This bill would instead authorize the chancellor to designate up to 1% of funds allocated to the program for program administration, program development, and program accountability.

Official ASCCC Position/Resolutions:

Status: Placed on Appropriation Suspense File 4/18/22

Notes:

SB 886 (Wiener) – California Environmental Quality Act: exemption: public universities: housing projects.

This bill would ~~make a nonsubstantive change to the provision relating to the public review period for those draft environmental impact reports.~~ *exempt from CEQA a student housing project, as defined, or a faculty and staff housing project, as defined, carried out by a public university, as defined, on real property owned by the public university if the project meets certain requirements and the project is not located, in whole or in part, on certain sites, including a site that is within a special flood hazard area subject to inundation by a 1% annual chance flood or within a regulatory floodway as determined by the Federal Emergency*

Management Agency, as provided. The bill, with respect to a site that is within a special flood hazard area subject to inundation by a 1% annual chance flood or within a regulatory floodway, would prohibit a local government from denying an application on the basis that a public university did not comply with any additional permit requirement, standard, or action adopted by that local government applicable to the site if the public university is able to satisfy all applicable federal qualifying criteria in order to demonstrate that the site meets these criteria and is otherwise eligible to be exempt from CEQA pursuant to the above requirements. By imposing additional duties on local governments, this bill would impose a state-mandated local program. The bill would provide that a student housing project or a faculty and staff housing project is not exempt from CEQA if, among other things, the project would require the demolition of specified housing or a historic structure that is listed on a national, state, or local historic register.

Official ASCCC Position/Resolutions:

Status: Re-referred to Committee on Appropriations 5/2/22

Notes: SSCCC working with author

[SB 964 (Wiener)](#) – Behavioral health.

This bill would amend the act to require the California Community ~~Colleges, the California State University, and, if made applicable by the regents by appropriate resolution, the University of California,~~ *Colleges and the California State University, and to request the University of California,* to develop 2 accelerated programs of study related to degrees in social work. The bill would require one program to offer a concurrent bachelor's and master's of social work program that ~~will~~ *would* allow students to combine their last one or 2 years of undergraduate study in social work with their graduate study in social work in order to complete both programs at an accelerated rate. The bill would require the ~~second~~ *2nd* program to offer an accelerated academic program in which students with experience as peer support specialists, *registered or certified alcohol or other drug counselors,* community health workers, or psychiatric technicians could receive their associate's degree, as well as a bachelor's and master's degree in social work. The bill would require both programs to require a student to take a course on working with the severely mentally ill, with a focus on working in the public behavioral health system.

This bill would establish the Behavioral Health Workforce Preservation and Restoration Fund as a fund in the state treasury, to be administered by the department, for the purpose of stabilizing the current ~~licensed~~ *licensed, certified, or registered* clinical behavioral health workforce. The bill would authorize moneys from the fund to be used, upon appropriation by the Legislature, to provide hiring or performance-based bonuses, salary augmentation, overtime pay, or hazard pay to ~~licensed~~ *licensed, certified, or registered* professionals working in the behavioral health sector. The bill would also require the department to establish a stipend program, in addition to and separate from the fund, for students pursuing a master's degree in social work with a specialized focus on public behavioral health. Under the bill, a student would be eligible for a stipend of $18,500 per year for up to 2 calendar years if specified conditions are met.

Official ASCCC Position/Resolutions:

Status: Amended and re-referred to the Committee on Appropriations 4/27/22

Notes:

SB 1141 (Limón) – Public postsecondary education: exemption from payment of nonresident tuition.

This bill would reduce, for purposes of eligibility for this exemption from paying nonresident tuition, the total years of full-time attendance in certain California schools, the years of full-time high school coursework in California, and the total years of attendance in California elementary schools and California secondary schools required from 3 or more years to 2 or more years, and would make a conforming change.

Official ASCCC Position/Resolutions: ASCCC Support (3/29/22)

Status: Placed on Appropriations Suspense File 4/18/22

Notes: See SB 68 – this is designed to expand AB 540. Request LAC to consider recommending support.

SB 1160 (Durazo) – Public postsecondary education: exemption from payment of nonresident tuition.

This bill would delete the exception from this provision made for a person the term "immigrant," as defined, from "before the exception" The bill would therefore make the person eligible for the exemption from nonresident tuition made by this provision if the nonimmigrant "alien meets" its requirements.

Official ASCCC Position/Resolutions:

Status: **Placed on Appropriations Committee Suspense File 5/9/22**

Notes:

AB 1705 Information and Suggested Amendments
May 17, 2022

[AB 1705 (Irwin)](#) – Seymour-Campbell Student Success Act of 2012: matriculation: assessment

History:
In October 2017, the governor of California signed AB 705 (Irwin, 2017) into law. This law required that most community college students be placed into transfer-level English and mathematics coursework, which provided access for more students to transfer-level English and mathematics courses and authorized concurrent support for those students that may need it. The bill states that "The goal of this act is to ensure that students are not placed into remedial courses that may delay or deter their educational progress unless evidence suggests they are highly unlikely to succeed in the college-level course" and "a community college district or college shall not require students to enroll in remedial English or mathematics coursework that lengthens their time to complete a degree unless placement research that includes consideration of high school grade point average and coursework shows that those students are highly unlikely to succeed in transfer-level coursework in English and mathematics."

The legislature allowed the colleges until fall 2019 to fully implement this law, although many colleges implemented it earlier. Faculty had begun revamping placement processes by 2017 to provide more students with direct access to transfer-level English and mathematics. Data shows significant gains for student access.

Following changes in placement protocols at colleges beginning in fall 2017 and then the implementation of AB 705, throughput, or the number of students entering and completing transfer-level English and mathematics, has increased.

According to the California Community Colleges Chancellor's Office [Transfer Level Gateway Completion Dashboard](#):

- **More students are completing transfer-level English and mathematics courses**.
- **More students are failing transfer-level English and mathematics courses**. In other words, the percentages of students receiving substandard grade notations in starting transfer-level coursework is increasing.
- **Equity gaps for Black and Latinx students are <u>not</u> closing**.
- **Nearly 100,000 students in the 2019-20 cohorts received substandard grade notations** on their transcripts in transfer-level coursework, **nearly twice the number from the prior year**, which will follow them throughout their educational and career journeys. These cohorts are composed primarily of first-time students in English or mathematics courses. In the 2018-19 cohort, 31,505 students received substandard grades in transfer-level English compared to 52,346 in the 2019-20 cohort. In mathematics, those numbers are 22,549 and 46,604, respectively.

The Public Policy Institute of California collected data[1] that shows that **throughput is higher with first enrollment in below transfer-level mathematics** than direct enrollment in transfer-level mathematics

[1] From Tables B8 and B10 in Public Policy Institute of California Report: *Community College Math in California's New Era of Student Access* – Technical Appendix:
https://www.ppic.org/publication/community-college-math-in-californias-new-era-of-student-access/

for some populations. Although not discussed in reports from many interest groups, this data should be considered as solutions are designed to meet all populations of students. **A one-size fits all fix is not the solution**.

Philosophy:
The ASCCC commends faculty for the work they have done in improving access to transfer-level coursework in English and mathematics. We have no request for nor interest in going back to pre-AB 705 placement processes requiring students to enroll in long remedial pathways in order to take their first transfer-level English or mathematics course.

The ASCCC fully supports the mission of the California community colleges as stated in Education Code §66010.4, which is consistent with student agency in choosing their educational pathways that best meet their educational and career goals: both full access to transfer-level English and mathematics with support when needed or desired and access to preparatory or remedial coursework for those students that may need or desire it due to gaps or missing components in their educational backgrounds.

Suggested Amendments to AB 1705 (Irwin, 2022) as of May 6, 2022:

1. **Include data requirements of the Transfer Level Gateway Completion Dashboard as written in the first version of AB 1705: SEC. 5. Section 78213.2**. If colleges are required to enroll students in transfer-level coursework, then **data on all enrollment must be collected and posted**, including enrollment data from the first day of class through the census date, to assess and evaluate compliance and effectiveness of AB 1705.

2. **Amend the language in Section 78213 (c)(8):** "…The regulations should ensure that, for students who seek a goal other than transfer, and who are in certificate or degree programs with specific requirements as ~~dictated~~ *determined* by the program's advisory board*,* ~~or~~ accrediting body, *or curriculum committee* ~~that cannot be met with transfer-level coursework~~, a community college district or community college maximizes the probability that a student will enter and complete the required college-level coursework in English and mathematics." **Most of these programs are career and technical education programs.** Transfer-level coursework in English and mathematics will satisfy college-level or pre-transfer-level requirements due to the scaffolding of skills in preparing students for transfer-level coursework. Placing students in transfer-level coursework is absolutely supported. However, requiring colleges to enroll students in transfer-level coursework even when that coursework is not required will result in the elimination of college-level coursework. In order to stop students from enrolling in such coursework, the colleges will be forced to not offer such coursework. By not offering such coursework, degree and certificate requirements that only require college-level will amount to having those requirements raised. In addition, students that may not have needed concurrent support may now have to take concurrent support in the transfer-level coursework, thus adding a barrier to their educational goals.

3. **Eliminate the constraints on STEM pathways**. Determining appropriate and valuable major preparation coursework should be done by faculty, experts in their fields. The new language in the bill would now require colleges to document the value or need of college algebra,

trigonometry, or pre-calculus preparation for STEM fields, which gives rise to a number of concerns:

   a. What problem is this language attempting to address? Has evidence surfaced that such pathways are not needed for success in STEM fields?
   b. This language is analogous to the requirements for placing and enrolling all or nearly all students in transfer-level English and mathematics but is now legislating STEM pathways and will likely only permit students who have prepared for STEM in high school to enter a STEM pathway in community college;
   c. If this language is passed, will it pave the way similar requirements for the benefit of coursework in English composition? Oral communication? History? Social science?

4. **Amend the language addressing noncredit education.**
   a. Does evidence exist that colleges have been using noncredit coursework to circumvent current law? **Amend Section 78213 (i)(4):** Either delete this subsection or recognize the purpose of noncredit education as follows: "A community college shall not ~~use~~ *develop new* noncredit coursework to circumvent…subdivision. *Noncredit course offerings that build basic educational skills shall continue to benefit noncredit underrepresented adult learners.*"
   b. **Amend Section 78213 (j)(2):** "…school or *equivalency* ~~a GED~~ *and students enrolled in noncredit courses that build basic educational skills, including noncredit ESL.*"
   c. Change general equivalency diploma (GED) to high school equivalency certificate throughout the bill.

5. **Amend the following as requested by the ASCCC delegates through Resolution S22 06.03:**
   a. **SEC. 3 Section 78213** of the Education Code is amended to read:
      (n) Placement and enrollment of students in a transfer-level English or mathematics course should not prevent students from enrolling in a pre-transfer level English or mathematics course when a student determines a course fulfills their academic needs based on the desire to do any of the following:
         (1) Complete a certificate or Career Technical Education program.
         (2) Make up for learning loss from the COVID-19 global pandemic or break in education.
         (3) Build skills or re-skill.
         (4) Fulfill a lifelong learning priority in written communication and quantitative reasoning courses.
      ~~(n)~~ *(o)* For purposes of this section, ~~"assessment"~~ *the following definitions apply:*

   b. **SEC. 2. Section 78212.5** is added to the Education Code, to read: 78212.5. *(b) California community colleges shall place and enroll students into transfer-level mathematics or English coursework that satisfies a requirement of the student's intended certificate or associate degree or a requirement for transfer within their intended major. Consistent with the legislative goal of expediting program completion, this placement and enrollment will not create additional English or mathematics requirements in program pathways nor to increase the level of the English or mathematics requirements in program pathways.*

6. **Funding is needed to support teaching with the increased diverse learning needs of students resulting from this reform**. In order for faculty to design and deliver curriculum and instruction to meet the needs of the broad range of students' preparation in their classes, faculty need more contact and interaction with students. To achieve this purpose, the following are essential:
    a. Lower student-to-faculty ratios with additional class assistance such as course assigned professional instructional aids and tutors.
    b. Professional development: bring faculty together to evaluate what is working, determine where improvements are needed, and design and implement improvements based on those evaluations to fully meet the needs of students.
    c. **Amend SEC. 2. Section 78212.5** is added to the Education Code, to read:
        (e) Consistent with Section 66010.4, community colleges are not prohibited from offering students the opportunity to enroll in any pre-transfer level English or mathematics course based on students' rights to determine their educational goals and academic needs.
        (f) California community colleges shall receive sufficient funding to add support and resources for faculty to implement equitable placement, such as a lower ratio of instructor to students not exceeding 1:10, professional development, embedded faculty tutors in classrooms, and updating the classroom environment to accommodate small groups.

Executive Committee Agenda Item

SUBJECT: Culturally Responsible Student Services, Student Support, and Curriculum		Month: June	Year: 2022
		Item No: IV. B.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on the progress and work towards culturally responsive student services, student support, and curriculum in the system and discuss future direction.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Melissa Marquez	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

Background:

The Executive Committee will be updated on the progress and work towards culturally responsive student services, student support, and curriculum in the system and discuss future direction.

[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Executive Committee Agenda Item

SUBJECT: Equity Driven Systems		Month: June	Year: 2022
		Item No: IV. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on the progress and work towards Equity Driven Systems and discuss future direction.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Melissa Marquez	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

Background:

The Executive Committee will be updated on the progress and work towards Equity Driven Systems and discuss future direction.

[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Executive Committee Agenda Item

SUBJECT: Transfer in the Higher Education System		Month: June	Year: 2022
		Item No: IV. D.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on the progress and work towards Transfer in the Higher Education System and discuss future direction.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Melissa Marquez	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

Background:

The Executive Committee will be updated on progress and work towards Transfer in the Higher Education System and discuss future direction.

[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Executive Committee Agenda Item

SUBJECT: Online Education Committee Paper "Ensuring Effective Online Education: A Faculty Perspective" – First Read	Month: June	Year: 2022
	Item No: IV. E.	
	Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will provide feedback and discussion on the current draft of the Online Education Committee paper, "Ensuring Effective Online Education: A Faculty Perspective".	Urgent: No
		Time Requested: 20 mins.
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**
REQUESTED BY:	Karen Chow/Stephanie Curry	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Melissa Marquez	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Online Education Committee would like to present the latest draft of the revision of the 2018 paper, "Ensuring An Effective Online Program: A Faculty Perspective", which the committee proposes re-titling to "Ensuring Effective Online Education: A Faculty Perspective" to the Executive Committee for a first reading and discussion.

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[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Executive Committee Agenda Item

SUBJECT: Exemplary Program Award Rubric		Month: June	Year: 2022
		Item No: IV. F.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will discuss and consider for approval the updated Exemplary Program Award Rubric.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	LaTonya Parker	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Melissa Marquez	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Chancellor's Office Strategies

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

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

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

ASCCC Assignment: Standards and Practices Committee

Desired Outcomes:

1. Exemplary Program Award – Rubric –ASCCC Executive Board /Action of Approval

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[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Exemplary Program Award – Rubric (21-22) Name of College and Program _____

a. Indicators of Overall Program Success (0-5 points)
b. Evidence Showing Need and Innovation (0-5 points)
c. Demonstrated Collaboration (0-5 points)
d. Evidence of Program Supporting Your College's Mission Statement (0-5 points)
e. How This Program Could Be a Model for Other CCs (0-5 points)

Total points 25

	0	1	2	3	4	5
a. Indicators of Overall Program Success	Not present	Cites positive program attributes but lacks supporting detail Too vague	Indicators of program success cursorily cited Quality and/or quantity of data is insufficient	Sufficient number of indicators of program success cited Quantitative OR qualitative data is present but ambiguous	Significant indicators of program success cited. Detailed and substantive quantitative AND qualitative evidence	**Exemplary** evidence demonstrating indicators of program successes. Program demonstrates inclusion, diversity, equity, anti-racism and accessibility (IDEAA).
b. Evidence Showing Need and Innovation	Not present	Cites program uniqueness but lacks supporting detail Too vague	Evidence of innovation cursorily cited	Evidence of innovation clearly cited Evidence shows that program is innovative in addressing a recognized need	Evidence of innovation clearly cited Evidence shows that program researched need, planned an innovative intervention, and successfully implemented it	Exemplary evidence shows that program researched need of inclusion, diversity, equity, anti-racism and accessibility (IDEAA)

c. Demonstrated Collaboration	Not present	Cites program collaboration but lacks supporting detail Too vague	Evidence of collaboration cursorily cited	Evidence shows collaboration is expanding within existing working relationships at the college or with community partners	Evidence shows new collaboration formed within the college or with community partners where none existed before the program	**Exemplary** Evidence of engagement in **multiple** organizations including community partners with evidence of inclusion, diversity, equity, anti-racism and accessibility (IDEAA)
d. Evidence of Program Supporting Your College's Mission Statement	Not present	Cites evidence supporting mission statement but lacks supporting detail Too vague	Evidence supporting mission statement cursorily cited	Evidence shows program supports elements of mission statement by clearly connecting program to one or more area of the statement	Evidence shows program supports elements of mission statement by clearly connecting program to one or more area AND being included in college planning (such as program review, master plan, accreditation, etc.)	**Exemplary** evidence for program directly supporting **several** aspects of the CCC mission with evidence of inclusion, diversity, equity, anti-racism and accessibility (IDEAA).
e. How This Program Could Be a Model for Other CCs	Not present	Cites positive program attributes but lacks supporting detail Too vague	Discussion of how this program could be a CC model is cursorily addressed Too costly or boutique to replicate	Discussion of how this program could be a CC model is addressed accurately Moderate cost or challenge to replicate	Detailed discussion of how to replicate this program at other colleges. Moderate to no cost	Exemplary evidence of resources to replicate this program at other colleges with inclusion, diversity, equity, anti-racism and accessibility (IDEAA).

Executive Committee Agenda Item

SUBJECT: 2022 Academic Academy – Theme		Month: June	Year: 2022
		Item No: IV. G.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will discuss and consider for approval the 2022 Academic Academy theme.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Melissa Marquez	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

At the May 2022 Executive Committee meeting, the Board of Directors approved moving the upcoming Academic Academy to Spring 2023, with an exact date to be determined.

The Executive Committee is now being asked to consider a theme for the upcoming Academy, in order to begin preparing for the event. Previous themes are highlighted below:

- 2021: Enhancing Transfer in the Higher Education System
- 2020: Redefining Distance Education
- 2019: Designing Our Colleges with The Student Experience In Mind
- 2018: Navigating New Frontiers: Faculty Leadership in Guided Pathways
- 2016: Better Together: Faculty Collaboration and Improved Student Services, Increased Student Equity, and More Effective Educational Pathways

[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Executive Committee Agenda Item

SUBJECT: Board of Governors/Consultation Council		Month: June	Year: 2022
		Item No: V. A.	
		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	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Dolores Davison/Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Melissa Marquez	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

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[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Executive Committee Agenda Item

SUBJECT: Draft Investment Policy		Month: June	Year: 2022
		Item No: V. B.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will discuss and provide recommendations to the Budget Committee on the draft Investment Policy.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Krystinne Mica/Michelle Bean	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Melissa Marquez	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The charge of the Budget and Finance Committee is to: "ensure financial transparency, making recommendations to the Executive Committee for the annual budget for each subsequent year, and making recommendations on fiscal policies and procedures." Over the last four years, and particularly since 2020, the ASCCC has been able to put money away and grow the money that is currently in the reserves. The reserves, as noted in the ASCCC Accounting Policies and Procedures states:

> It is the policy of the Academic Senate to maintain a reserve equivalent to a minimum of three months' operational costs, up to six months. Operational costs to be determined prior to annual budget process. The ED makes a recommendation for how much to maintain in the reserves to the Budget and Finance Committee each May. Each quarter, the ED will monitor the reserves available.

The Budget Committee has drafted an Investment Policy for the ASCCC. In doing so, the budget committee reflected on a few key questions:

1. What is our long-term goal with having an investment policy in place?
2. What is our organizational tolerance for risk?
3. What types of investments should the ASCCC consider?
4. What is our investment philosophy?

The Executive Committee is being asked for feedback on the draft Investment Policy.

[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

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Executive Committee Agenda Item

SUBJECT: Year-End Debrief		Month: June	Year: 2022
		Item No: V. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will debrief the 2021-2022 year.	Urgent: No	
		Time Requested: 30 mins.	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Melissa Marquez	Action	
		Information/Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

As the 21-22 academic year draws to a close, this is an opportunity for the group to reflect on individual challenges and celebrate successes, as committee chairs and members of various work groups.

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[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Executive Committee Agenda Item

SUBJECT: Meeting Debrief		Month: June	Year: 2022
		Item No: V. D.	
		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	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Melissa Marquez	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.

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[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Educational Services and Support Division
California Community Colleges Curriculum
March 25, 2022
9:00 AM – 12:00 PM
MINUTES

Attendees:
ASCCC: Stephanie Curry (co-chair) Michelle Bean, Robert L. Stewart Jr. Nili Kirschner, Mark Osea, Erik Shearer, Randy Beach, Amber Gillis **4CS**: Lesley Agostino **CCCCIO**: Kelly Fowler (co-chair), Marshall Fulbright, Jennifer Vega La Serna, Jennifer Zellet **CCCCO**: Raul Arambula, Aisha Lowe **ACCE**: Jan Young **CCCCSSO:** ~~Alketa Wojcik~~, Christopher Sweeten **SSCCC:** Gerardo Chavez **CCCAOE**: Maniphone Dickerson

Guests: Patti Blank, Chris Grallat, Candice Brooks, Zitlali Torres, Njeri Griffin, Rose Estrada

1. Welcome and Attendance

   The committee was welcomed and attendance was taken.

2. Approval of Agenda (attachment)

   The agenda was approved by consensus

3. Approval of Minutes (attachment):

   a. February 25, 2022- Minutes approved by consensus with minor changes
      i. Work experience, Candace review not endorse
      ii. Gerardo, Nili and Marshall name corrections.

4. In Person 5C Meeting

   Committee discussed an in-person/hybrid meeting in June. Several members have a conflict with the June 10 meeting date. CCCCO will send out email to look at other dates and if an in-person/hybrid event will be possible with new dates.

5. Work Experience Regulations Review

   CCCCO has made some suggested language changes. Committee reviewed full changes to the regulations. Questions on defining distinction between unpaid employment and volunteer work. Change from required plan to required policy on work experience. Concerned over the prescriptive language for policy in section 55251 perhaps add/or procedure. Recommend then making it clear in the guidance that the level of details can be contained in either policy or procedure. CCCCO will look at mirroring language from CPL regulations on required policy or

procedure. Procedure takes out reference to regional consortia required collaboration in regulation. Discussion over using public funds with private employees and students with developmental disabilities. Mark LeForestier will look to see if there is a related regulation that requires this designation. 5C approved to move this forward through the approval process. Motion to approve (Osea/Young)

6. Title 5 55063 and surrounding sections (Randy) Review

   Title 5 (55060-55064) changes recommended to 5C and changes since February meeting reviewed by group. Aligns to AB 705 regulations. Changes/updates in graduation competencies focused on skills/competencies rather than specific courses. Under ethnic studies area language changed to baccalaureate level rather than transfer level. Changed writing to written language and communication. Will this align with the work in AB 928? Resolution on this topic at the Spring 2022 ASCCC Plenary. 5C approved to move this forward through the approval process. Motion to approve (Bean/Osea)

7. DEIA in COR Regulations Update

   No update. Waiting on suggestions from Mark Forestier

8. DEIA Tool Approval and Dissemination Timeline: https://docs.google.com/document/d/1PpQW-9_rKC_TZoNCoqHX4uAeSlXrbeLqx0e6e8qUle0/edit

   Michelle Bean is working with Dr Candice Brooks on draft memo for distributing this tool. ASCCC will be reviewing this document for approval at Spring 2022 plenary. 5C reviewed the proposed memo, incorporates language from the document. Suggestions to changing acronym to DEIA and adding line for accessibility practices and adding definitions. Concerns from group of taking focus away from the DEI by adding accessibility. Recommend not change DEI title but potentially add language on intersectionality in the memo. Will be shared out at ASCCC Plenary, Curriculum Institute, and CCCCIO conference. Support with webinars in the Fall and in conference presentations.

9. PCAH Update and 5C review
   Raul's group has reviewed the PCAH with suggested changes included adding Baccalaureate Degrees, Correspondence Education, Ethnic Studies, and bringing back modifications. Subcommittee will review PCAH changes similar to the same 5C group as those working on Title 5. Volunteers to work on changes included: Jennifer Zellet, Mark Osea, Nili Kirschner, Erik Shearer, and Jan Young, Raul will send out changes all 5C members.

10. CCCCO Update (Aisha)
    a. BOG Update- Resolution on Student Mental Health to BOG, Baccalaureate Degree delegating authority to President to align with law, DEI employee evaluations and tenure review, and data integrity.

11. ASCCC Curriculum Institute Planning
    Stephanie Curry shared a spreadsheet asking 5C members if they wish to present at the

Curriculum Institute
https://docs.google.com/spreadsheets/d/1YalikKVUBq3D46LuhO1cVNMFW9Ep49OAGzkK1lYRr8g/edit?usp=sharing

The meeting concluded at 12:02pm

Accreditation Committee
April 18, 2022
12:30pm – 1:30pm

MEETING SUMMARY

Members Present: Christopher Howerton (chair), Carrie Roberson (2nd), Jamar London, Robert Steinberg, Van Rider

Members Absent: Laura Adams, Jeff Lamb (CIO Rep.), Alicia Lopez, Kevin Bontenbal (ACCJC)

Guests: N/A

1. **Welcome/Check-Ins**: committee members provided personal and professional updates

2. **Committee Procedural Items:**
   a. Approval of Agenda -approved by consensus
   b. Minutes taken by Carrie Roberson
   c. Approval of minutes –done via email

3. **Check-In**
   a. **ACCJC and CIO Liaisons-** no liaisons attending to present

4. **Debrief from the ASCCC Spring 2022 Plenary**
   Chair asked for perspectives from committee members around plenary. Chair provided spring 2022 plenary updates and additional information about a. b. below.
   a. Shared the Final Adopted Resolutions Packet
   b. Shared election of 2022-2023 ASCCC Executive Committee
      Results 2022-2023 List of all Executive Committee members

5. **Review of Committee Charge Statement -** Accreditation and Assessment Committee
   a. The Accreditation Committee advises the Academic Senate Executive Committee and statewide faculty on accreditation, continuous quality improvement, and equitable student learning. In collaboration with ACCJC, chief instructional officers, and other system partners, the committee organizes the Accreditation Institute and offers professional development opportunities with a focus on faculty roles and effective practices in accreditation. (updated June 4, 2021)

Discussion and Next Steps: Committee discussed suggested revisions and inclusion to include an IDEAA focus. Chair will work with perspectives and generate a draft recommendation for consideration at the next meeting.

6. **Announcements – Information/Discussion**
   Chair reviewed the following opportunities and events with the committee:
   - Volunteer Application to Serve on ASCCC Committees
   - Next ASCCC Executive Committee Meeting, May 6 (in Sacramento)
   - Career and Noncredit Education Institute 2022, May 12-14 (Hybrid)
   - Faculty Leadership Institute 2022, June 16-18 (Hybrid)
   - Curriculum Institute, July 6-9, 2022 (Hybrid) - Riverside

7. **Committee Meetings (Spring 2022): - All meetings from 12:30pm-1:30pm**
   - ~~January 24, 2022~~
   - ~~February 14, 2022~~
   - ~~March 21, 2022~~
   - ~~April 18, 2022~~
   - Next meeting: May 16, 2022

8. **Committee Next Steps and Adjournment**
   Committee discussed the upcoming end-of-the-year report and encouraged considering ideas for the committee to consider in the future.
   Adjourned: 1:00pm

Status of Previous Action Items

A. **In Progress –**
   a. Draft end-of-the year report and recommendations
   b. Annual review of Committee charge statement

B. **Completed –**
   a. Crafting Accreditation Institute Marketing Blurb
   b. First draft Institute Program presented to ASCCC Exec Nov. 3
   c. Theme and structure for institute approved
   d. Second draft Institute Program presented to ASCCC Exec Dec. 4
   e. Third and final daft of Institute Program presented and approved by ASCCC Exec. Jan. 7
   f. Secured keynote speaker and partnership presenters
   g. AI Program uploaded with Welcome Message
   h. Presenters' registration and template information sent
   i. 2022 Accreditation Institute Completed, survey administered and returned

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Accreditation Committee

May 16, 2022
12:30pm – 1:30pm

MEETING SUMMARY

Members Present: Christopher Howerton (chair), Carrie Roberson (2nd), Laura Adams, Jamar London, Robert Steinberg, Kevin Bontenbal (ACCJC), Jeff Lamb (CIO Rep.)

Members Absent: Van Rider, Alicia Lopez

Guests: n/a

Chair started the meeting at 12:30pm with committee members check-ins

1. **Committee Procedural Items:**
   - Approval of Agenda –approved by consensus
   - Minutes taken by Carrie Roberson
   - Approval of minutes –done via email

2. **Check-In**
   - **ACCJC-** preparing for June Commission meeting, last spring webinar tomorrow on standard review process/updates. Chair asked liaison for feedback on the role and responsibility of ASCCC to ACCJC liaisons and if there can be more to bolster or support the efforts. ACCJC liaison reported that is seemed to work as is.

   - **CIO Liaisons-** no report at this time related to accreditation, but a regional meeting will be next week.

3. **Review of Committee Charge Statement -** Accreditation and Assessment Committee
   - *The Accreditation Committee advises the Academic Senate Executive Committee and statewide faculty on accreditation, continuous quality improvement, and equitable student learning. In collaboration with ACCJC, chief instructional officers, and other system partners, the committee organizes the Accreditation Institute and offers professional development opportunities with a focus on faculty roles and effective practices in accreditation.* (updated June 4, 2021)
   Chair shared that this will be included as an item for the next years committee to consider- to include an IDEAA focus and deem the relevance of "assessment" in the name or to bolster that aspect of the charge, and other.

4. **End of the Year ASCCC Committee Report Draft**
   Chair reviewed the EOY Report Draft and solicited ideas from the committee members. Committee made suggestions to review structure of the institute and consider if it meet the needs or are there other modalities and professional learning that would reach a larger audience. Committee discussed the future committee developing a repository of information/ resources for all things accreditation. Recording sessions/ webinars, events could also be included as well as older presentations and additional tools/resources.

5. **Announcements – Information/Discussion**
   The chair shared the following announcements and encouraged committee members to consider filling out the application to serve on ASCCC Committees for next year. Also, encouraged committee members to share with their colleagues the upcoming ASCCC events.
   - Volunteer Application to Serve on ASCCC Committees
   - Next ASCCC Executive Committee Meeting and Orientation for 2022-2023 Executive Members, June 3rd (long Beach)
   - Faculty Leadership Institute 2022, June 16-18 (Hybrid)
   - Curriculum Institute, July 6-9, 2022 (Hybrid) - Riverside

6. **Committee Meetings (Spring 2022): - All meetings from 12:30pm-1:30pm**
   This was the last meeting of the year!

7. **Adjournment**
   Meeting adjourned at 1:15pm

Status of Previous Action Items

A. **In Progress**

B. **Completed –**
   a. Crafting Accreditation Institute Marketing Blurb
   b. First draft Institute Program presented to ASCCC Exec Nov. 3
   c. Theme and structure for institute approved
   d. Second draft Institute Program presented to ASCCC Exec Dec. 4
   e. Third and final draft of Institute Program presented and approved by ASCCC Exec. Jan. 7
   f. Secured keynote speaker and partnership presenters
   g. AI Program uploaded with Welcome Message
   h. Presenters' registration and template information sent
   i. 2022 Accreditation Institute Completed, survey administered and returned
   j. Annual Review of the Committee charge statement
   k. Year End Report recommendations

AGENDA & Minutes

Agenda for Feb 1 meeting:

--Acknowledge and thank Michelle and Jamie for submitting an article on CVC opportunities for faculty for consideration for Rostrum publication; also thanks to Kandace and Christopher for getting an article started on accessibility to submit soon for Rostrum publication consideration
--discuss update to upcoming March 1 webinar on Hyflex
--continue to work on update to 2018 paper on "Ensuring an Effective Online Program": **PLEASE make sure to CHANGE your "Editing" mode to "Suggesting" at the top right of the Googledoc BEFORE making changes to the main text. That will start a "track changes" that will show the changes made to the original document:**
https://docs.google.com/document/d/1BSFrJiggMkX_I6K5-HV_yBlZV8aXPJryTLJARBuePXc/edit?usp=sharing

Feb. 1 Minutes:

Attendees: Karen Chow, Stephanie Curry, Kandace Knudson, Jamie Alonzo, Michell Pancasky-Brock

I.   The meeting began at 1:45pm

II.   Informational Items and Celebrations
    a. Acknowledge and thank Michelle and Jamie for submitting an article on CVC opportunities for faculty for consideration for Rostrum publication
    b. Thanks to Kandace and Christopher for getting an article started on accessibility to submit soon for Rostrum publication consideration
    c. Discussed the need to get accurate information on online education support. Support may be coming from CVC OEI with a new review tool to help institutions assess their support models. Information may be coming out of Scaling Quality work. May need to write a rostrum article on the continued need for online education support beyond the pandemic. Could this be aligned to Guided Pathways. Could also be a Resolution.
    d. Resolution Ideas
        i.   Continued Support of Online Education beyond Crisis and Support CVC Framework to guide DE programs—Ongoing Need
        ii. Develop Guidelines for Faculty Responsibilities for Accessibility

III.   Discuss update to upcoming March 1 webinar on Hyflex

    a. Wendy Bass has confirmed that she will attend and present.   107

IV.   Committee continued to work on update to 2018 paper on "Ensuring an Effective Online Program"

       a.   Instructions for Committee Members

            i.   PLEASE make sure to CHANGE your "Editing" mode to "Suggesting" at the top right of the Googledoc BEFORE making changes to the main text. That will start a "track changes" that will show the changes made to the original document: https://docs.google.com/document/d/1BSFrJiggMkX_I6K5-HV_yBlZV8aXPJryTLJARBuePXc/edit?usp=sharing

V.   The meeting concluded at 3:33pm

ASCCC Online Ed Committee

Meeting Minutes
01 MAR 22

In attendance: Karen Chow, Jamie Alonzo, Kandace Knudson, Michelle Pacansky-Brock, Malinni Roeun, Dan Scott, Wendy Bass (guest)

Call to Order / Agenda Adoption / Approval of Past Minutes:
- Approval of Jan4 & Jan 21 minutes as well as Feb 1 meeting minutes (unanimous)

Shout-Outs / Affirmations / Lean-Ins:
- To this committee for the "Ensuring Effective…" paper
- Props to Michelle for drafting the Rostrum article on @ONE PD
- Kandace + for recruiting Wendy Bass as a speaker for 3/11 webinar
- Dan & Kandace for starting accessibility Rostrum article
- 2 resolutions sponsored by this committee
    - Ensuring Adequate Online Support for CCC Faculty and Students
    - Faculty Responsibility for Equitable, Accessible Learning Environments
- MPB presented Humanizing to part time faculty institute – successful event
    - Good reminder of the specific challenges associated with adjunct teaching
    - Acknowledged value of the institute

Monthly Meetings:
- April 26 & May 3

Current Location of Committee Docs:
- Google Shared Folder
- ASCCC Online Ed Committee Website

Current Location of Committee Goals:
- Last years committee recommendations
- Assigned resolutions
- ASCCC Strategic Plan
- Committee Work

Plenary: Spring 2022:
- Theme: "Strengthening Teaching, Leading, and Learning through Racial Justice and Academic Freedom"
- Details:
    - Hybrid option will be available
    - Registration link
- Karen assigned to two breakout sessions:
    - "Enrollment Declines--competing interests--how do we serve students"
    - "Success In The New Normal" (proposed by Christopher Cardona on our committee); Focused on pandemic status/response
        - Discussion:
            - KK: Recommended including pre-pandemic state of distance ed (context: new for many stakeholders but not actually "new"); KW: How can we proactively include equity, racial justice, accessibility/support services; MPB: Questioned "Enrollment…" title – "competing interests"; KW – said it connotes struggle of

rebuilding F2F campus community; JA/MR – tension b/t online and onsite; MR – hardship in how best to serve students in complex landscape; All – Potential pitfalls of using student surveys RE modality preferences; MPB – Educational Engagement Index 2021 and import of 'relationship-building'

Rostrum Articles 21/22:

POTENTIAL ROSTRUM ARTICLE TOPICS & AUTHORS FOR UPCOMING ROSTRUM DEADLINES? March 7, 2022 for final publication to the field April 6, 2022

- Possibilities include Fall Plenary Topics we brainstormed:
    1. Accessibility, Equity and Online Education [Chris & Kandace--drafted/in process]
    2. Academic Integrity, Equity and Online Education;
    3. Teamwork: the partnership of the Instructional Designers and Distance Education Coordinators; This topic has been identified as a high priority focus for additional Rostrum article for 2021-22 [Kandace & Stephanie]
    4. Student Engagement and Federal Guidelines Changes in Online Education
    5. @ONE professional development for Online Teaching (Jamie & Michelle--Drafted & Submitted for Rostrum publication consideration)

Papers Brainstorming:

- Ongoing Work to Update 2018 ASCCC White Paper "Ensuring an Effective Online Program: A Faculty Perspective"
  Continue Work today:
    1. On reading over and making comments for suggestions and drafts to the 2018 paper. PLEASE make sure to CHANGE your "Editing" mode to "Suggesting" at the top right of the Googledoc BEFORE making changes to the main text. That will start a "track changes" that will show the changes made to the original document
        a) Things we discussed ADDING to draft:
            ▪ HyFlex--definition and considerations
            ▪ Online Education Support--what does support look like?
            ▪ OER section (name OERI work)
    2. Resources for the paper:
        a) 2018 ASCCC White Paper "Ensuring an Effective Online Program: A Faculty Perspective"
        b) CCCCO Distance Education Accessibility Guidelines
        c) Distance Education Guidelines Updated (shared by Kandace at Oct. 4 meeting)
        d) Distance Education Compendium Guidelines Updated (shared by Kandace at Oct. 4 meeting)
        e) CCC Board of Governors' 11/15 Mtg 2nd read & adoption of DE Regulations (shared by Kandace on Friday 10/22) Link to CCCCO 11/15/22 DE Regulations Agenda Item: https://go.boarddocs.com/ca/cccchan/Board.nsf/goto?open&id=C6MS2J70696B
        f) Mark-up Googledoc version of 2018 Paper to capture where we want to update. Discussion at Oct. 4 meeting resulted in group's agreement to look at the Distance Education Guidelines and Distance Education Compendium Guidelines Updated documents that Kandace shared to see what else we could include/update from those documents into this updated White Paper
        g) CVC Scaling POCR Quality in Distance Education (Scorecards)- Jamie https://onlinelearningconsortium.org/consult/olc-quality-scorecard-suite/?gclid=CjwKCAjwoP6LBhBlEiwAvCcthDhBBTTgDPBhOt_r1mdc8gc-WPyhJ4NrGU3qVMgamHnEMJdClFo64BoCq78QAvD_BwE
        h) Karen is looking into an in-person meeting of Online Education Committee in January 2022
    2. NEW White Paper "Accessibility of Educational Materials"
        a) Updated Outline for this Paper

Marth 11th HyFlex Virtual Connect & Chat:

- *"Our Online Education Committee is meeting next Tuesday from 1:30-3:00 PM via Zoom, and I was wondering if you could join us for about 15-20 minutes to discuss the agenda for the upcoming HyFlex webinar. The webinar is 1 hour and I believe folks are interested in:*
    1. *quick definition of what HyFlex is*
    2. *overview of what you've been teaching in your HyFlex trainings*
    3. *overview of tech setup involved in HyFlex classrooms*
    4. *some time for Q&A"*
- Discussion:
    - Wendy Bass: B/c of vaccine mandates, only F2F students can do hyflex – dual delivery mode (with training); those that sign up online need to stay online, those who sign up F2F can do both; All instructors have been outfitted with tech – backpack w/ Owl (360 camera + speakers; follows instructor's voice), tripod…; Used HEERF funds; DS: All students have the option of online or F2F but online need a dedicated section b/c of vaccine mandates; 25% of courses back on campus; have struggled with vaccine tracking; WB/DS: Challenges with cancellation of OER courses; WB – goal is to keep students in class in the midst of changing C19 landscape; WB – will invite instructors currently teaching in using mode; have surveyed faculty who went thru training; in week 9 will survey F2F and online students and instructors (via institutional effectiveness team); Owls are registered in faculty names; Per union, additional stipend for faculty teaching dual delivery; KC/KK – definition of hyflex; not sure if we'll see a formal definition from the CCCCO; WB and KK will work on; What's actually happening in classrooms seems to be diff from the simple stacking of 3 modalities; WB – Have recommended to faculty that they record lectures to accommodate students; acknowledged that these resources are potentially valuable; acknowledged accessibility challenges; per WB use UGA? for transcription; KK/WB – DSPS response? Recommend that all students test online and treat as a take-home test; WB – showcased example [oceanography] shell with associated effective practices (e.g. student leader); All – Discussion of lack of resources supporting DE (e.g. staffing) and associated challenges; KW – Suggested starting with definition (per Rostrum article) and following up with case studies; WB – will share survey instrument; All – discussion RE residency requirements for faculty working remotely, and challenges associated with faculty who want to teach solely online; KW – Do we need to mention Owls in the "Ensuring…" paper; discussion RE need to include section on DE support and OER; per KK would like to share with DECO;

Announcements:

- Check for upcoming ASCCC events at here
    - Curriculum Regional Meetings: February 28 & March 2
    - Spring Plenary Session, April 7-9, 2022, Hybrid Event, Los Angeles Marriott Burbank
    - Career & Noncredit Institute May 12-14, 2022 Hybrid Event *subject to change
    - Curriculum Institute, July 6-9, 2022 Hybrid Event *subject to change
- Application for Statewide Service
- Amazon Smile (smile.amazon.com)—select Foundation of the Academic Senate for California Community Colleges

Closing Comments:

- Reminder of Upcoming meetings of this Committee
- Any other final comments or suggestions?

Adjournment:

- 3:20PM

In Progress:

- Review & edits of new Whitepaper "*Accessibility of Educational Materials*" drafted outline

- Review & edits of Updated Whitepaper draft list of things to update the *Ensuring an Effective Online Program: A Faculty Perspective.* Determining further Online Education Committee Goals and Projects this year

Completed Tasks:
- Executive Committee approval of update to committee charge
  - Two Rostrum Articles published in ASCCC November Rostrum:
    - "[How Student Engagement Can Mitigate Enrollment Fraud](#)" by Karen Chow & Stephanie Curry
    - "[What is Hyflex, and Why Do I Keep Hearing About It](#)?" by Erin Heasley Instructional Designer- Reedley College
- Resolution on HyFlex passed at F21 Plenary
- Fall 2021 Plenary Session "Best Practices For Online Teaching" co-presenters: Karen Chow, LaTonya Parker, & Christopher Cardona from Online Education Committee
- January 21 & February 1 Virtual work meetings on updating "Ensuring An Effective Online Program"
- Two resolutions submitted for S22 Plenary packet
- "Success In The New Normal" breakout idea accepted in the S22 Plenary program
- March 11 "Virtual Connect & Chat" Zoom event on HyFlex scheduled & marketed
- Article submitted for Rostrum publication: Leveraging System-level Professional Development to Promote High-quality, Inclusive Online Teaching & Learning
- By Michelle Pacansky-Brock, Faculty Mentor, Online Teaching & Learning, CVC/@ONE

Reminder of Meeting Expectations & Norms (keeping on agenda for reference only)
- Be aware of your own capacity--take ownership and follow-through on what you promise.
- Be accountable
- Communicate
- Active Participation--Show up
- Kindness
- Respect:
- Respect each other's time - respond in a timely manner
- Respect each other's opinions. Be professional - disagreement is okay but use professional language. Disagree with ideas, not people
- Don't negate others' experiences

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 macro-aggression 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
- 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

What do we expect of the Committee Chair?
- Be the Facilitator
- Set Agenda & include items requested by committee members
- Keep the focus of the committee - move the agenda forward
- Set clear outcomes and takeaways
- Set clear timeline and calendar of meetings with a sufficient lead time
- Document committee's work/actions
- Be the Liaison between committee and ASCCC Executive Committee
- Plan in-person meeting for committee members who can/are interested in participating, when it is safe/approved to do so (travel and incidentals expenses for participating committee members are reimbursed by ASCCC)

Please submit your Contact Info—Google Form (https://forms.gle/JuQCJ5VwU4R5orHSA)

ASCCC CURRICULUM COMMITTEE
April 18, 2022

Minutes

Attendees: Stephanie Curry, Sarah Harris, Nili Kirschner, Henry Young, Jeff Waller, Michelle Grimes Hillman

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I.   Call to Order and Adoption of the Agenda
        The committee was called to order and the agenda was adopted by consensus

II.   Approve the minutes from March 16, 2022
        The minutes were approved by consensus.

III.   Curriculum Institute Planning

The committee reviewed the timeline for Curriculum Institute Planning
       i.   Draft Outline to ASCCC Exec- March 2022
      ii. First Draft to Exec- April 2022
     iii. Final Draft to Exec- May 2022

The committee reviewed the current draft. Stephanie asked each committee member to work on breakout descriptions for the breakouts to which they are assigned. A google document was made available to committee members to make changes and update the details. Committee members discussed potential gaps and additional speakers. Stephanie will take the draft to the Executive Committee on May 6 for final approval. Feedback will be brought back to the committee at the May meeting.

IV.   Future Meetings
        The next meeting will be May 9, 2022

V.   Adjournment

Status of Previous Action Items

A. **In Progress** (include details about pending items such as resolutions, papers, *Rostrums*, etc.)
    9.02 S21 Develop a Rubric for Ethnic Studies Courses and Ethnic Studies Competencies
    9.06 S21 Develop a Rubric for Ethnic Studies Courses for the CSU General Education Area F
    9.07 S21 Defining Ethnic Studies and its Four Core Disciplines
    9.09 S21 Reinstatement of Non-substantive Revision Category for the Program and Course Approval Handbook

B. **Completed** (include a list of those items that have been completed as a way to build the end of year report).
    o   Curriculum Regionals October 2021
    o   Rostrum November 2021

- - - [Moving the Needle: Equity, Cultural Responsiveness, and Anti-Racism in the Course Outline of Record](#)
  - ASCCC Plenary Presentations November 2021
    - All things Ethnic Studies
    - The Role of Senates in General Education
  - ASCCC Resolution
    - 9.01   F21 Adding Culturally Responsive Curriculum, Equity Mindedness and Anti-Racism to Course Outline of Record (COR) Requirements in Title 5

  - Curriculum Regionals February 28 and March 1 2021 (224 Attendees)
  - Rostrum March 2022
    - [Implications and Considerations for Cross Listing Courses](#)
  - Rostrum April 2022

Academic Senate
for California Community Colleges
LEADERSHIP · EMPOWERMENT · VOICE

Equity and Diversity Action Committee
May 9, 2022
10:00 a.m.—12:00 p.m.

The Equity and Diversity Action Committee (EDAC) responds to resolutions from sessions that deal with the issues of equity, diversity, and inclusion in hiring, equal opportunity, and cultural diversity in the curriculum. EDAC recommends strategies that promote student equity and student success, including effective teaching and student learning styles and fostering a campus climate conducive to faculty diversity and student achievement. The committee provides overall guidance to colleges and recommendations to the Executive Committee with regard to the inquiry, design, and implementation of Guided Pathways frameworks and engages in broad, and inclusive discussion and inquiry about the diversity, action and inclusion integral in the Guided Pathways approach, framework and evidence. The Committee advises the Executive Committee on guidelines, laws and regulations relating to equal opportunity and cultural diversity and promotes the integration of equity and diversity issues in appropriate ASCCC activities.

Location: Zoom
Meeting Summary

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I. Call to order at 10:02 a.m. and roll call (*=present)

Michelle Bean—Chair*	Juan Arzola	Hermelinda Rocha
Robert Stewart, Jr.*	Nadia Khan	Roberto Rubalcaba*
	Mohamed Sharif-Idiris	Leslie Shull*

II. Land Acknowledgement–chair read acknowledgement.

III. Adoption of Agenda Google Shared Folder and Minutes Volunteer

IV. Shout-outs, Affirmations, and Lean In
   ● Thank you, Nadia, Leslie, Mohamed, and Rob for supporting our plenary sessions!
   ● Thank you for all your hard work on the *Special Rostrum* articles and Mohamed, Nadia, and Leslie in the clutch with submissions!
   ● Thank you, Rob, for hosting us last month in person!
   ● Congratulations to Robert and Juan on re-election to ASCCC Executive!
   ● Appreciation for a great year! EDAC crushed it!

V. In-person Meeting Travel Reimbursement –all members are in process, as needed.

VI. Spring Plenary: Strengthening Teaching, Leading, and Learning Through Racial Justice and Academic Freedom and Resolutions reviewed by chair as below.
   A. EDAC resolutions passed:
      1. IDEAA Liaison Handbook
      2. Cultural Humility Tool
   B. Other resolutions of interest and how assigned—doc here:
      1. Adopt the DEI in Curriculum Model Principles and Practices Framework
      2. Adding Anti-Racism to the ASCCC Vision Statement
      3. Noncredit Spanish Language Course Outlines of Record and Regional Support
      4. Request Funding for Mental Health Resources, Services, and Professional Learning

C. Suggestion for post event survey: Intentionally make time during general session to complete the survey; use data for continuous improvement and actually measure.

VII. Cultural Humility Tool
   A. Suggestions on distribution–discussed webinars with homework and smaller breakouts to discuss in addition to regionals
   B. Recommendation to pass to next year's EDAC–yes.

VIII. Critical Race Theory Toolkit
   A. Approved Outline with changes as recommended by Executive Committee--encourage next year's chair to select CRT experts.
   B. Recommendation to pass to next year's EDAC–yes.

IX. Spring *Rostrum*
   A. Pulled for editing
   B. Thanks to Mohamed for Cluster Hiring article and Leslie for Sexual Violence Prevention article
   C. Other concerns–discussed academic freedom and self-plagiarism and attack on CRT.

X. Special *Rostrum*: Theme: Racial Equity, Reckoning, and Academic Accountability Since George Floyd
   A. 12 articles submitted total
   B. Currently being approved by Exec Director and President

XI. Future Rostrum Article for Next Year's EDAC--All Gender Bathrooms (work with Emilie Mitchell)--yes.

XII. DEIA Chancellor's Office Webinar with Faculty Panel: May 11 at noon
   A. DEIA Competencies and Criteria
   B. Title 5 Updates

XIII. Committee Appointment Process--adjusted by ASCCC officers and ED! Chair thankful.

XIV. End of Year Report–reviewed by chair and updated with committee members.
   A. Completed EDAC Work Plan—based on Committee Priorities List
   B. Review EOY Report

XV. Announcements
   A. Application for Statewide Service: Do NOW and share widely!
   B. Upcoming ASCCC events–reviewed.
      1. Faculty Leadership Institute in Sacramento: June 15-18
      2. Curriculum Institute in Riverside and virtual: July 6-9
   C. Innovation Scholarships–shared resource.

XVI. Closing Comments and Debrief–chair provided survey to garner feedback to help with her leadership growth and ensure agreements were met. Survey sent in email to absent members.
   How do you feel about our work and community agreements this year?
   1. Acknowledge and value our diverse lived experiences and perspectives
   2. Empower each other to lead
   3. Create a non-judgmental, safe space where we come with a growth mindset and help each other learn and grow
   4. Be authentic and accountable to each other with clear communication, timelines, and knowledge of structures
   5. Advocate to the Executive Committee on behalf of the EDAC

XVII. Adjournment at 12:09 p.m.

In Progress:
- Special *Rostrum* editing
- CO DEIA Criteria and Competencies in Evaluations webinar faculty panel
- Cultural Humility Toolkit Distribution–passed to next year's EDAC
- Critical Race Theory Toolkit–passed to next year's EDAC

Completed Tasks:
- *Rostrum* Article "Cluster Hiring for Faculty Diversification"
- *Rostrum* Article "Someone in Your Classroom Needs You: Supporting College Sexual Violence Prevention Programs"
- Spring Resolutions: Develop and Publish an Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) Liaison Handbook and Cultural Humility Driving Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) Work
- A2MEND Conference Sessions: 1) A Thousand Words: Deconstructing and Reimagining Black Male Representation in the Age of Social Media, 2) Creating Radical Conditions for Black Student Success: The Power of Storytelling, Empathy, and Confidence
- Part-time Faculty Institute sessions: 1) Opportunity Awaits: Getting That Job, 2) IDEA Practioners: Considerations for Part-time Faculty
- Model Cultural Humility Tool and Inventory
- CCCCO/ASCCC Transforming Institutional Culture through Effective Antiracist Practices sessions: DEIA Competencies and Criteria and faculty breakout session
- *Rostrum* Article "The Strength of Inclusivity: Changing Our Language and Culture"
- *Rostrum* Article "To Promote or To Prevent Opportunity? Using an Equity-Minded Lens to Dispel Myths in the Equivalency Process"
- ACHRO/ASCCC Equity-minded Hiring Principles and Practices webinars
- *Rostrum* Article "Getting to the Truth of it All: The Role and Impact of Critical Race Theory on Community Colleges"
- Professional Development Webinar for Real Estate faculty on DEI in Curriculum
- EDAC 2021-2022 Workplan and Goals
- Caucus leaders invited to Executive Committees to give liaison reports
- Fall Resolutions: Resource for Racial Justice and Critical Race Theory; Equity in Science, Technology, Engineering, and Math (STEM); Support for Mental Health Awareness and Trauma Informed Teaching and Learning
- Fall *Rostrum* Article: Getting to the Truth of it All: The Role and Impact of Critical Race Theory on Community Colleges
- Recommendations on Committee Appointment Process—S&P assigned to complete process update

Legislative and Advocacy Committee

April 12, 2022
3:30 pm-5:00 pm

https://lrccd.zoom.us/j/94605147137
Meeting ID: 946 0514 7137
One tap mobile
+16699006833,,94605147137# US (San Jose)
+1 669 900 6833 US (San Jose)

Agenda

Members Present: Ginni May (chair), Christopher Howerton (2nd), Kathleen Bruce, Ric Epps, Maria Figueroa, Jeffrey Hernandez, June Yang

Liaisons: Jasmine Prasad (SSCCC), Sarah Thompson (FACCC)

Guests:

1. Minutes taken by Christopher Howerton

2. Approval of Agenda –

3. Approval of minutes

4. Announcements:
    a. Legislative and Advocacy Webinars with FACCC – April 26, and May 24; 6:00 pm – 8:00 pm
    (February 15 video recording: https://www.youtube.com/watch?v=r7GpFrD5tgk)

    b. 2022 Plenary Session Elections

5. **Discussion/Action**: Legislation

    a. Review Legislative Report

AB 1705 (Irwin)	Seymour-Campbell Student Success Act of 2012: matriculation: assessment	Referred to Committee on Higher Education 2/3/22	Hearing on April 26, 1:30 pm. Revisions to AB 705 (Irwin, 2017) See Resolutions S22 03.04, 6.03, 6.04, 6.05
AB 1746 (Medina)	Student financial aid: Cal Grant Reform Act	Referred to Committee on Higher Education 2/10/22	See Resolutions S22 06.01

AB 1987 (Salas)	Postsecondary education: student mental health spending: report.	Re-referred to Committee on Appropriations 4/6/22; Read second time and amended 4/7/22	See Resolutions S22 05.01
AB 2122 (Choi)	Public postsecondary education: mental health hotlines: student identification cards	Re-referred to Committee on Appropriations 4/6/22	See Resolutions S22 05.01
AB 2255 (Fong)	The Affordable Broadband Service Program for California Dreamers.	Amended and Re-referred to Committee on Higher Education 3/22/22	*Was a spot bill…ASCCC priority?*
SR 45 (Min)	Relative to Academic Freedom	Adopted 4/4/22	ASCCC Support (2/5/22) ASCCC Resolution F20 06.02 Legislative and Systemic Support for Academic Freedom; Sponsored by FACCC

      b. **Action**: Consider recommending to the ASCCC Executive Committee to take a position of support on AB 2255.

The ASCCC has actively supported resources, support, and programs for DACA students, and has a resolution as well as a legislative priority for Equitable Access to Technology.

Request: During the LAC meeting on Tuesday, April 12, the LAC to recommend that the ASCCC support AB 2255.

The ASCCC can take positions on bills in the following ways:
- By resolution during a plenary session
- By vote of the ASCCC Executive Committee based on past positions of the ASCCC
- By the President of the ASCCC based on passed positions of the ASCCC

Should the LAC make this recommendation, the ASCCC will consider a position of support during the May 2022 Executive Committee meeting.

6. Events and Important Dates
    a. Career and Noncredit Education Institute 2022, May 12-14 (Hybrid)
    b. Faculty Leadership Institute 2022, June 16-18 (Hybrid) – possible pre-session on June 15

7. Future Meetings: Tuesdays, 3:30 pm - 5:00 pm: https://asccc.org/directory/legislative-and-advocacy-committee

8. Future Agenda Items:

    a. Positions on bills/budget

    b. Liaison Letters

c. April 26: Recommendation from Hernandez, Yang, Epps on Chancellor's Office questions regarding budget proposal in response to F20 20.01 The Role of Student Employees in Advancing Faculty Diversification

9. Adjourn

Status of Previous Action Items

A. **In Progress** (include details about pending items such as resolutions, papers, *Rostrums*, etc.)
   For consideration by the delegates at the 2022 Spring Plenary Session:
   •

B. **Completed** (include a list of those items that have been completed as a way to build the end of year report).
   • November Letter for ASCCC Legislative Liaisons
   • Resolution 4.01 F21 Transfer Pathway Guarantees – approved by delegates at 2021 Fall Plenary Session
   • Resolution 11.01 F21 Equitable Access to Technology – approved by the delegates at 2021 Fall Plenary Session
   • January Letter for ASCCC Legislative Liaisons
   • Rostrum article addressing Resolution F20 20.01The Role of Student Employees in Advancing Faculty Diversification – on *Cultivating Faculty Diversity: Support for Peer Mentors and Tutors* by the LAC, February 2022
   • Legislative and Advocacy Day
   • Rostrum Article on *Increasing Student Enrollment and Reducing Student Unit Accumulation: A Community College Paradox?* by May and Brill-Wynkoop, February 2022
   • Rostrum Article on *Ensuring your Faculty Voice is Loud, Clear, and Heard,* by Ginni May, April 2022
   • Resolution 5.01 S22 Request Funding for Mental Health Resources, Services, and Professional Learning
   • Resolution 6.01 S22 Support AB 1746 (Medina, 2022) Student Financial Aid: Cal Grant Reform Act (As of March 5, 2022)
   • March Letter for ASCCC Legislative Liaisons
   •

Committee Priorities – Tracking Resolutions and other Assignments

F20   20.01   The Role of Student Employees in Advancing Faculty Diversification
   • In Progress

F21   03.03   Support Mental Health Awareness and Trauma Informed Teaching and Learning
   • Passed resolution [5.01 S22] to requesting funding for Mental Health Resources, Service and Professional Learning and two bills on mental health services (will provide links and specifics when resolutions are published).

Legislative and Advocacy Committee

May 10, 2022
3:30 pm-5:00 pm

Minutes

Members Present: Ginni May (chair), Christopher Howerton (2nd), Ric Epps, Maria Figueroa, Jeffrey Hernandez, June Yang

Liaisons: Jasmine Prasad (SSCCC)

Not in Attendance: Sarah Thompson (FACCC), Kathleen Bruce

Guests: Zachariah Wooden (SSCCC) LAD Region II

Meeting started at 3:32pm

1. Minutes taken by Christopher Howerton

2. Approval of Agenda – (M/S/C)

3. Approval of minutes -approved electronically and submitted

4. Announcements: The chair shared the following:
   a. Legislative and Advocacy Webinars with FACCC – May 24; 6:00 pm – 8:00 pm (February 15 video recording: https://www.youtube.com/watch?v=r7GpFrD5tgk)

   b. ASCCC testimony on AB 1705 and SB 964 – ASCCC VP provided testimony to the Assembly Committee on Higher Education and shared the ASCCC positions during a recent hearing. The committee discussed several data needs and potential ramifications, and concerns if these bills pass. There may be opportunities for amendments. Committee member M. Figueroa shared information about an upcoming FACCC webinar (5/13/2022) "Reclaiming Student Success: AB 1705 in the Context of Minority Students" focused on the implementation of AB1705 and impact on BIPOC students.

5. **Discussion/Action**: Legislation The committee discussed the following report and updates. Appropriate formal letters of ASCCC support have been sent.

   a. Review Legislative Report

Bill Number (Author)	Title	Status	Notes

AB 1705 (Irwin)	Seymour-Campbell Student Success Act of 2012: matriculation: assessment	Re-referred to Committee on Appropriations 4/27/22	Revisions to AB 705 (Irwin, 2017) See Adopted Resolutions S22 03.04, 6.03, 6.04, 6.05
AB 1746 (Medina)	Student financial aid: Cal Grant Reform Act	Re-referred to Committee on Appropriations 4/25/22	ASCCC Support See Adopted Resolutions S22 06.01
AB 1987 (Salas)	Postsecondary education: student mental health spending: report.	Referred to Committee on Appropriations Suspense File 4/27/22	ASCCC Support See Adopted Resolutions S22 05.01
AB 2122 (Choi)	Public postsecondary education: mental health hotlines: student identification cards	Ordered to Committee on Appropriations Consent Calendar 4/28/22	ASCCC Support See Adopted Resolutions S22 05.01
AB 2255 (Fong)	The Affordable Broadband Service Program for California Dreamers.	Referred to Committee on Appropriations Suspense File 5/4/22	*ASCCC Legislative and Advocacy Committee recommends ASCCC Support 4-12-22*
AB 2738 (Reyes)	Public postsecondary education: community colleges: matriculation: assessment.	Re-referred to Committee on Appropriations 4/25/22	
SB 964 (Wiener)	Behavioral health.	Amended and re-referred to the Committee on Appropriations 4/27/22	Hearing on May 9

b. Actions taken: The chair updated the committee on the following positions by ASCCC. ASCCC VP May did meet with Senator Wiener's office to discuss possible amendments and to ensure work with faculty and the academic senate

    i. AB 2255 (Wong) Support – During the May 6, 2022 ASCCC Executive Committee meeting, the ASCCC Executive Committee took a position of support.

    ii. SB 964 (Wiener) Oppose unless amended – Resolution F20 06.01 Oppose Legislation of Curriculum without Inclusion of Academic Senate Participation

The ASCCC can take positions on bills in the following ways:
- By resolution during a plenary session
- By vote of the ASCCC Executive Committee based on past positions of the ASCCC
- By the President of the ASCCC based on passed positions of the ASCCC

6. Letters to Liaisons regarding next steps in legislative cycle and advocacy – There is a desire to have one more letter sent out this academic year to the Legislative Liaisons to update on the current process. Using our previous letter to modify and update with the hope to send out by the end of May. (Committee member J. Yang will work on the draft for the committee)

7. **ACTION** – F20 20.01 The Role of Student Employees in Advancing Faculty Diversification – Draft Response to questions from CCCCO from Hernandez, Yang, Epps: https://docs.google.com/document/d/15SHSsgFitVVhn6OJKWYhNgJ-VxCAItOwK4jNjvLM1C0/edit

The Committee reviewed the document developed by committee members Hernandez, Yang and Epps. Next step: The chair will take this response to ASCCC executive leadership for consideration for inclusion in system budget proposal language.

8. Events and Important Dates – The chair reminded the committee of the following upcoming ASCCC events.
   a. Career and Noncredit Education Institute 2022, May 12-14 (Hybrid)
   b. Faculty Leadership Institute 2022, June 15-18 (Hybrid)
   c. Curriculum Institute 2022, July 6-9 (Hybrid)

9. Future Meetings: Tuesdays, 3:30 pm - 5:00 pm: https://asccc.org/directory/legislative-and-advocacy-committee The LAC's final meeting will be 5/24/2022. The chair shared the process for the end-of-the-year committee report and the selection process of committee member selection for next year.

10. Future Agenda Items:

    a. Positions on bills/budget

    b. Liaison Letters

11. Adjourn Meeting concluded at 4:35pm

Status of Previous Action Items

A. **In Progress** (include details about pending items such as resolutions, papers, *Rostrums*, etc.) *For consideration by the delegates at the 2022 Spring Plenary Session:*
   •

B. **Completed** (include a list of those items that have been completed as a way to build the end of year report).
   • November Letter for ASCCC Legislative Liaisons
   • Resolution 4.01 F21 Transfer Pathway Guarantees – approved by delegates at 2021 Fall Plenary Session
   • Resolution 11.01 F21 Equitable Access to Technology – approved by the delegates at 2021 Fall Plenary Session
   • January Letter for ASCCC Legislative Liaisons
   • Rostrum article addressing Resolution F20 20.01The Role of Student Employees in Advancing Faculty Diversification – on *Cultivating Faculty Diversity: Support for Peer Mentors and Tutors* by the LAC, February 2022
   • Legislative and Advocacy Day
   • Rostrum Article on *Increasing Student Enrollment and Reducing Student Unit Accumulation: A Community College Paradox?* by May and Brill-Wynkoop, February 2022

- Rostrum Article on *Ensuring your Faculty Voice is Loud, Clear, and Heard,* by Ginni May, April 2022
- Resolution 5.01 S22 Request Funding for Mental Health Resources, Services, and Professional Learning
- Resolution 6.01 S22 Support AB 1746 (Medina, 2022) Student Financial Aid: Cal Grant Reform Act (As of March 5, 2022)
- March Letter for ASCCC Legislative Liaisons
-

Committee Priorities – Tracking Resolutions and other Assignments

Need to add both of these requests to the System Budget Request in summer/fall 2022:

F20   20.01   The Role of Student Employees in Advancing Faculty Diversification
- In Progress

F21   03.03   Support Mental Health Awareness and Trauma Informed Teaching and Learning
- Passed resolution [5.01 S22] requesting funding for Mental Health Resources, Service and Professional Learning and supporting two bills on mental health services.

I.   Call to Order
   a. Welcome/ Attendance
       i.   PRESENT: Juan Arzola, Ian Comer, Mussie Okbamichael, Carrie Roberson, Anthony Stevens, Anastasia Zavodny
       ii. ABSENT: none
       iii. GUESTS: Ralph Tropf, LACCD Part-Time Faculty member
   b. Notetaker- Carrie Roberson

II. Adoption of the Agenda- committee agreed to address the agenda items in no particular order to be sure we account for the guest present and a committee member's need to leave early. Approved by consensus.

III. Approval of Minutes for 4.11.2022- approved by consensus via email

IV. ASCCC Information
   a. Chair reminded committee members to complete the ASCCC Faculty Application for Statewide Service

V.   ASCCC Part-Time Faculty Committee Priorities/ Tasks (Google Drive)
   a. Committee discussed the future of the Part-Time Faculty Institute. At its May meeting, the ASCCC approved to not conduct the PTFI and determined to consider regional meetings, webinars, and ongoing professional development and learning opportunities for 2022-2023 and then evaluate effectiveness.

   b. Recommendations and update from ASCCC Executive Committee
       i.   Committee reviewed the SURVEY with ASCCC feedback and made final adjustments. Chair will forward to ASCCC to develop and determine when to administer.
       ii. Chair updated the committee that the ASCCC approved the ASCCC Paper (DRAFT outline) and that it will be worked on by next year's committee and come to the ASCCC Spring 2023 Plenary Session. Committee members indicated their interest in helping write the paper.

   c. Part-Time Faculty Spring 2022 MEMO
       i.   Committee made final adjustments and updates to the MEMO to be disseminated ASAP.

   d. Part-Time Faculty Liaison (Google Drive document HERE)

       i.   Committee began the meeting addressing this item with guest in attendance to give perspective on the roles and responsibilities of the liaison. Committee agreed to forward to the ASCCC Executive Committee in hopes that local colleges will identify a Part-Time Faculty Liaison by Fall 2022 for the 2022-2023 academic year

   e. ASCCC Part-Time Committee End-of-Year Report

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<ol type="i" start="9">
Committee discussed accomplishments, aspects unable to address, info/recommendations for next year's committee

VI.   ASCCC Updates
   a. ASCCC Events

VII.   Announcements/ Last words…
   a. Committee members shared appreciation for each other and the work. Committee members expressed an interest in returning/serving on the committee again as the continuity would be beneficial for the ASCCC Part-Time Faculty Committee efforts.

VIII.   Adjournment: 5:37pm

Status of Previous Action Items

In Progress:
Rostrums
ASCCC Part-Time Faculty MEMO- Spring 2022

Completed:
Presentation at ASCCC Fall 2021 Plenary session- Hot Topics for Part-Time Faculty
ASCCC Part-Time Faculty MEMO- November
Committee name change on website: Part-Time Committee to Part-Time Faculty Committee
Part-Time Faculty Institute- Hot Topics in a Hybrid World: Connecting it all Together
*Contributed ideas and feedback to EdInsights/CCCCO survey on Part-Time Faculty Professional Learning Needs (launched March 2022)
ASCCC Spring Plenary resolutions:
*17.02 S22 Increase Part-Time Faculty Representation and Communication Through Local Part-Time Faculty Liaisons
*17.04 Ongoing Support for ASCCC Liaisons to Local Colleges
*Developed (approved by ASCCC Exec) a ASCCC Part-Time Faculty SURVEY to disseminate to part-time faculty to inform the paper
*Developed a DRAFT paper outline (approved by ASCCC Exec) to address Spring 2021 Resolution 19.01: **Part-Time Faculty Equity, Rights, Inclusion, and Roles in Governance**
*Developed a Part-Time Faculty Liaison description for the ASCCC

FUTURE AGENDA ITEMS (TBD):
None, this was the last meeting of the year!

STANDARDS AND PRACTICES COMMITTEE MEETING

Minutes Time: **March 17, 2022 02:30** PM Pacific Time (US and Canada)

Zoom Meeting

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

Member	Term	
LaTonya Parker	2021-22	Chair
~~Ed Bird Song~~	~~2021-22~~	
Miryan Nogueira	2021-22	
Karla Kirk	2021-22	
Eric Narveson	2021-22	
Travis Ritt	2021-22	

II.   Approval of Minutes 9.23.21 M. Eric S. Travis Approved , 11/18/21 M. Travis S. Eric , Approved 12/16/21 M. Eric S Miryan Approved, 2/17/22 M. Eric S. Travis Approved

III.   Application for Statewide Service – http://asccc.org/content/application-statewide-service

IV.   Action Item - Standards and Practices **Committee Charge** Inclusion, Diversity, Equity, Anti-Racism and Accessibility IDEAA Inclusion
https://www.asccc.org/directory/standards-and-practices-committee

The Standards & Practices Committee is charged with reviewing, acting on, and monitoring various activities as needed and assigned by the President or the Executive Committee of the Academic Senate. The Standards & Practices Committee's activities include, but are not limited to, conducting the Disciplines List revision process; analyzing and reviewing suggested changes in Executive Committee policies, Academic Senate Bylaws, and Rules; administering designated statewide faculty awards presented by the Board of Governors and the Academic Senate; and reviewing and recommending revisions to all processes under its purview as needed. The Standards and Practices Committee also provides professional guidance and technical assistance regarding faculty minimum qualifications and equivalence to the minimum qualifications.

Revised: M. Eric S. Miryan Approved
The Standards and Practices (S&P) Committee is a standing committee within the Executive Committee composed of an Executive member Chair and California community colleges faculty. The Committee is devoted to promoting the Academic Senate for California Community Colleges' mission through oversight of practices, procedures and policies. The Standards and Practices Committee charge is to review, act on, and monitor various

activities as assigned by the President or the Executive Committee of the Academic Senate. The Standards and Practices Committee is Committed to:

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

V. Chair Discussed the Status of Previous Action Items
   a. Item **ASCCC Recording Policy** – Executive Board Agenda Item

VI. Committee Priorities –Chair Agenda Reminders
   a. High Priority DEI Implementation Strategies and Activities

Hiring Practices
Strategy: Diversify hiring or screening committees with members of diverse educational background, gender, and ethnicity
   Proposed Activity#1*:* CCCCO and ACHRO create modules that outline a process for improving and diversifying screening and hiring committees to provide guidance to the field.
      ASCCC Activity: Continue to update Model Hiring Principles and Practices; Create guidelines/criteria for diverse committee appointment & participation (building from hiring/screening committee selection in MHPP)
      ASCCC Assignment: Standards & Practices, EDAC, Educational Policies, ASCCC DEI Implementation Workgroup representatives (Aschenbach/Bean)
   Proposed Activity #2*:* ACHRO and ASCCC collaborate to create a tool to assess diverse representation.
      ASCCC Activity: Develop guidelines and criteria for assessing representation on committees, including hiring/screening committees
      ASCCC Assignment: EDAC, Educational Policies, ASCCC DEI Implementation Workgroup representatives (Aschenbach/Bean)

Chancellor's Office Strategies
Strategy: Imbed diversity, equity, and inclusion into all faculty and staff (classified and administrators) awards (i.e. Stanback-Stroud Diversity Award, Dr. John Rice Diversity and Equity Award; Hayward Award; CC Classified Employee of the Year Award).
   Proposed Activity: ASCCC to evaluate the Academic Senate Faculty award application process and imbed diversity, equity, and inclusion criteria; Statewide associations to take similar actions.
      ASCCC Activity: Follow-up on 2019-2020 Standards & Practices efforts to update award announcements, criteria, and **rubrics** to further embed DEI; evaluate diversity of past winners using available data; make recommendations for increasing diversity of award applicants and winners; share effective practices with local senates
      ASCCC Assignment: Standards and Practices Committee, ASCCC DEI Implementation Workgroup representatives (Aschenbach/Bean)

Resource: Vision for Success Diversity, Equity, and Inclusion Task Force 2020 Report (see Appendix C on page 31 for Implementation Strategies)
https://www.ccco.edu/-/media/CCCCO-Website/Reports/CCCCO_DEI_Report.pdf

   b. Accessibility Webinar Follow Up Discussion
   c. Hayward Award Winners -March 21st Board of Governors (BoG) Meeting
      ➢ Area A: Sierra College, Winsome Jackson
      ➢ Area B: Diablo Valley College, Anne Kingsley
      ➢ Area D: Coastline College (PT): Marilyn Brock

   d. **Discussion/Action Item: Awards Rubric/Scoring Form –** S&P Committee Recommendations December 2021 Executive Committee Agenda Item Follow up *Rubric & Scoring Form Recommendations*
      ➢ Stanback-Stroud Diversity Award Rubric Recommendations Completed for ASCCC Executive Committee Mtg. April 2nd Read
      ➢ **Hayward Award** Complete for ASCCC Executive Committee Mtg. April 1st Read

The Hayward Award– Rubric (2021-22) Revisions

a. Commitment to serving and empowering students from diverse backgrounds and experiences (0-5 points)
b. Participation in campus, professional, and/or student activities (0-5 points)
c. Commitment to education and currency in the discipline (0-5 points)
d. Commitment to the mission of California community colleges (0-5 points)
e. Community, state and/or national activities that represent the profession (0-5 points)

   Total points possible 25

	0	1	2	3	4	5
a. Commitment to serving and empowering students from diverse backgrounds and experiences	Not present	Awareness of the value for student centered operations is shown but **lacks** evidence of activities demonstrating commitment to serving students.	Evidence detailing activities demonstrating **minimal** commitment to serving students included in the application.	Evidence detailing **some** activities demonstrating a strong commitment to serving students in candidate form. Some evidence in supporting letter as well.	**Significant** evidence detailing activities demonstrating a strong commitment to serving students in both candidate form and supporting letter. Activities demonstrate willingness to go beyond standard expectations in job description.	**Exemplary** evidence detailing activities demonstrating a strong commitment to serving students in both candidate form and supporting letter. Activities demonstrate inclusion, diversity, equity, anti-racism and accessibility (IDEAA) and **willingness** to go beyond standard expectations in job description.

b. Participation in campus, professional, and/or student activities	Not present	Evidence shows **limited** participation in one or more campus activities.	Evidence shows **engaged participation** and leadership in at least one campus activity or project.	Evidence shows engaged **senior leadership** (president, chair, etc.) in at least one campus activity or project.	Evidence shows **long term** engaged senior leadership (president, chair, etc.) in **multiple** campus activities and projects.	Exemplary evidence shows **long term** engaged senior leadership (president, chair, etc.) in **multiple** campus activities and projects that demonstrate inclusion, diversity, equity, anti-racism and accessibility (IDEAA)
c. Commitment to education and currency in the discipline	Not present	Evidence of interest and **limited** engagement in discipline related activities.	Evidence of engagement in **at least one** regional, state, or national discipline group, industry, or professional organization.	Evidence of criteria from #2 as well as engagement with department faculty to similarly engage them in their discipline communities.	Evidence of engagement in **multiple** organizations **and** sustained engagement with department faculty **and** students to similarly engage them in their discipline communities.	**Exemplary** Evidence of engagement in **multiple** organizations **and** sustained engagement with department faculty **and** students to similarly engage them in their discipline communities with evidence of inclusion, diversity, equity, anti-racism and accessibility (IDEAA)
d. Commitment to the mission of California community colleges	Not present	Description details an understanding of **one or two** aspects of the community college mission.	Description details a **broad** understanding of CCC mission and how candidate's role affects all aspects of the mission including evidence of commitment to open access.	Evidence of criteria from #2 with a description of **some** candidate activities that directly support open access and student success.	Strong evidence for **multiple** activities directly supporting **several** aspects of the CCC mission. Evidence of activities being institutionalized that lead to **sustained** support for open access and helping students succeed across the curriculum.	**Exemplary** evidence for **multiple** activities directly supporting **several** aspects of the CCC mission with evidence of inclusion, diversity, equity, anti-racism and accessibility (IDEAA). Evidence of activities being institutionalized that lead to **sustained** support for open access and helping students succeed across the curriculum.
e. Community, state and/or national activities that	Not present	Evidence of interest and **limited** representation in regional, state or national activities that	Evidence of **sustained** representation in **at least one** regional, state or national discipline	Evidence of **sustained** representation in at least one of the previously mentioned organizations in	Evidence of **sustained** representation in several of the previously mentioned organizations as	Exemplary evidence of **sustained** representation in several of the previously mentioned

| **represent the profession** | | extend their participation and influence beyond their discipline or institution. | group, industry, or professional organization. Descriptions detail a broader scope of activities such as serving on committees outside of their core interests. | a **leadership role** to further that organization's purposes while also broadening their abilities as a leader and their capacity to represent in areas that are not traditional to their expertise. | an **experienced leader** and evidence of engagement with other like-minded participants to improve upon their participation and experiences as well as to further the organization's purposes. | organizations as an **experienced leader** and evidence of engagement with other like-minded participants to improve inclusion, diversity, equity, anti-racism and accessibility (IDEAA). |

> **Exemplary Program Award** Complete for ASCCC Executive Committee – follow up next meeting

VII. Chair Discussed Spring 2022 Plenary https://www.asccc.org/events/april-7-2022-900am/2022-spring-plenary-session-hybrid-event

    a. Breakout Sessions:
        i. Advancing Authentic Inclusion of Diverse Voices in Governance and Practice
            LaTonya, Manuel
        ii. Managing Enrollment and Retention through a Racial Justice Lens
            Robert, LaTonya

VIII. Disciplines List
Chair Announced:

- Draft • Disciplines List Resolutions Approved During March 5, 2022 Executive Meeting
- Spring Plenary 2nd Hearing & BoG May 23rd 2022 Meeting

    Asian American Studies*
    Native American/American Indian Studies*
    Nanotechnology

- February 22-23,2022 Legislate Day Training & Virtual Legislative Day Attendance Chair LaTonya Parker
- College Visit: Santa Rosa Junior College February 11th Chair LaTonya Parker & Cheryl Achenbach (February 7th Pre Meeting)

Disciplines List Handbook
https://asccc.org/sites/default/files/DLHandbook_Final_Revision_Spr_20.pdf

IX. Awards

Award	Call	Due in Office	Sent to Readers	Selection Due to Office	Award Presented
Exemplary	~~October 1st week~~	~~November 2nd week~~	~~November 2nd week~~	~~November 4th week~~	January BOG Meeting
	~~October 4, 2021~~	~~November 8, 2021~~	~~November 12, 2021~~	~~December 3, 2021~~	<mark>TBD (BoG staff 1st week of Dec)</mark>
Hayward	~~November~~	~~December~~	~~December~~	~~February~~	**March BOG**

	1st week	2nd week	3rd week	1st week	Meeting
	November 1, 2021	December 10, 2021	**December 17, 2021**	February 1, 2022	TBD (BoG staff 3rd week of Feb)
Diversity	December 1st week	February 2nd week	February 3rd week	March 2nd week	**Spring Plenary Session Fri**
	December 1, 2021	February 7, 2022	February 14, 2022	**March 7, 2022**	

Readers:
The Standards and Practices (S&P) Committee chair is responsible for ensuring that the appropriate readers are selected for each award. Below is the reader selection process for each award.

Selection:
Exemplary Program Award: S&P Committee members and at least one representative from CIOs, CSSOs, CEOs, and Student Senate will read these awards. The S&P chair will identify these representatives prior to the due date so that the applications can be mailed directly to them by the office.

Hayward Awards: S&P members and Area Representatives will select four additional faculty members from their area to read. Note—no one reads applications for their own area.

Stanback-Stroud Diversity Award: S&P members and the Equity and Diversity Action Committee (EDAC) will read these awards.

Disqualification of readers: Members of S&P, Executive Committee, or any other readers cannot participate in reading any application where their college is a nominee. This participation includes receiving a copy of the applications or participating in the discussion about scores or applications.

X. Chair Announced:
   a. ASCCC President's Update
   b. ASCCC Elections –March 21st Projected Form Availability Date
   c. Upcoming Events and Meetings
      i. Spring 2022 Scheduled Webinars/Regional Meetings
         1. 3/22/22 6:00PM 8:00PM FACCC and ASCCC Legislative and Advocacy Training
         2. 3/24/22 2:00 PM 3:00 PM CTE Liaison Gathering
         3. 4/26/22 6:00PM 8:00PM FACCC and ASCCC Legislative and Advocacy Training
         4. 4/27/22 9:00 AM 10:00 AM CTE Coffee Hour
         5. 5/24/22 6:00PM 8:00PM FACCC and ASCCC Legislative and Advocacy Training

      ii. 2021-2022 ASCCC INSTITUTES AND PLENARY SESSION DATES
         1. Area Meetings March 18-19, 2022 Various Locations
         2. Executive Meeting April 6, 2022 Los Angeles Marriott Burbank Airport, Burbank, CA
         3. Executive Meeting May 6, 2022 The Citizen Hotel, Sacramento, CA

4. Executive Meeting June 3, 2022 Hyatt Long Beach, Long Beach, CA
5. Orientation June 4-5, 2022 Hotel Metropole, Catalina Island, CA
6. Spring Plenary Session April 6-9, 2022 Los Angeles Marriott Burbank Airport, Burbank CA (Hybrid Event)
7. Career and Noncredit Education Institute May 12-14, 2022 The Westin South Coast Plaza
8. Faculty Leadership Institute June 15-18, 2022 The Citizen Hotel, Sacramento, CA
9. Curriculum Institute July 6-9, 2022 Riverside Convention Center, Riverside, CA

XI. Meeting Dates:
~~Thursday, September 23, 2021 3:10-4:10 pm~~
~~Thursday, October 21, 2021 3:10-4:10 pm~~
~~Thursday, November 18, 2021 3:10-4:10 pm~~
~~Thursday, December 16, 2021 3:10-4:10 pm~~
~~Thursday, February 17, 2022 2:30-4:00pm~~

Spring 2022 Dates
March 17 3:00pm-4:00pm
Next April 21, 2022 3:00pm-4:00pm
May 22, 2022 3:00pm-4:00pm

XII. Adjournment

Status of Previous Action Items

A. In Progress (include details about pending items such as resolutions, papers, *Rostrums*, etc.)
   a. Discipline's List Resolutions
   b. Recording Policy
   c. Awards Rubric Recommendations

B. Completed (include a list of those items that have been completed as a way to build the end of year report).

   a. ASCCC Norm Training & Development
   b. Rostrum Article February 2022 Posted
      https://www.asccc.org/content/accessibility-bridge-between-success-and-disability
   c. Rostrum Article Submitted for March 2022

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

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

ASCCC'S mission is to serve as the official voice of California community college faculty in academic and professional matters, the Academic Senate for California Community Colleges (ASCCC) is committed to

equity, student learning and student success. The Academic Senate for California Community Colleges acts to

- Empower faculty to engage in local and statewide dialog and take action for continued improvement of teaching, learning, and faculty participation in governance;
- Lead and advocate proactively for the development of policies, processes, and practices;
- Include diverse faculty, perspectives, and experiences that represent our student populations;
- Develop faculty as local and statewide leaders through personal and professional development;
- Engage faculty and system partners through collegial consultation.

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

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

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

In spring 2013 the delegates of the Academic Senate for California Community Colleges (ASCCC) directed the Executive Committee, through Resolution S13 1.02 [1], to develop a process of periodic institutional review for assessing operations, policies, processes, and programs in order to ensure the public good and accountability. The purpose of the periodic review is to provide internal and external stakeholders' assurance as to the ASCCC's quality and commitment to the standards it sets for itself, to assist in improving the effectiveness of its services and operations in order to meet its stated goals, and to improve its policies and procedures. This was followed by adopted Resolution F21 01.01 an Updated Periodic Review of the Academic Senate for California Community Colleges.

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

27; cycle began June 5, 2021) and it is conducted by the Periodic Review Committee. The Periodic Review Committee is composed of six members (1 each from areas A, B, C, and D plus an additional representative from the north and south) randomly selected from a list of attendees at ASCCC events

over the previous 24 months. Source: https://asccc.org/directory/periodic-review-committee

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

Moreover, the Executive Director provides highlights of activities in an Executive Committee monthly report usually arranged in the four categories: Board Governance, Financial Performance and Viability, Organization Mission and Strategy, and Organization Operations. Additionally, the Executive Director conducts a two-year ASCCC report. The 2019 -2021 report (https://asccc.org/sites/default/files/asccc_annual-report_2019-21_220117_media.pdf) assessed the following:

- · Professional Development
- · Publications
- · Leadership. Empowerment. Voice.

· 2019-2020 Areas of Focus
- o Faculty Role in Governance
- o Guided Pathways Implementation
- o Faculty Diversification

· COVID Response
· Call to Action Response
· 2020-2021 Areas of Focus

- o Culturally Responsive Student Services and Support
- o Equity Driven Systems
- o Guided Pathways Implementation and Integration to Transfer and Careers

ASCCC External and Internal Factors and Transformational Change

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

analysis is a logical and effective way to begin exploration" (Chermack, 2011).

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

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

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

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

References

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

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

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

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

STANDARDS AND PRACTICES COMMITTEE MEETING

Minutes

Topic: ASCCC Standards and Practices Committee Meeting

Time: Apr 21, 2022 02:30 PM Pacific Time (US and Canada)

Virtual/ Zoom Meeting

I. Meeting Called to Order 2:35pm

Member	Term	
LaTonya Parker	2021-22	Chair
Ed Bird Song	2021-22	absent
Miryan Nogueira	2021-22	
Karla Kirk	2021-22	
Eric Narveson	2021-22	
Travis Ritt	2021-22	

II. Approval of Minutes: March 17, 2022 Postponed

III. Application for Statewide Service – http://asccc.org/content/application-statewide-service-Reminder announcement

IV. **Update:** Standards and Practices **Committee Charge** Inclusion, Diversity, Equity, Anti-Racism and Accessibility IDEAA Inclusion *Discussed*
https://www.asccc.org/directory/standards-and-practices-committee
Standards and Practices Committee Proposed Charge Revisions Spring 2022
Original
The Standards & Practices Committee is charged with reviewing, acting on, and monitoring various activities as needed and assigned by the President or the Executive Committee of the Academic Senate. The Standards & Practices Committee's activities include, but are not limited to, conducting the Disciplines List revision process; analyzing and reviewing suggested changes in Executive Committee policies, Academic Senate Bylaws, and Rules; administering designated statewide faculty awards presented by the Board of Governors and the Academic Senate; and reviewing and recommending revisions to all processes under its purview as needed. The Standards and Practices Committee also provides professional guidance and technical assistance regarding faculty minimum qualifications and equivalence to the minimum qualifications.
Revised S&P Committee 3/17/22
The Standards and Practices (S&P) Committee is a standing committee within the Executive Committee composed of an Executive member Chair and California community colleges

faculty. The Committee is devoted to promoting the Academic Senate for California Community Colleges' mission through oversight of practices, procedures and policies. The Standards and Practices Committee charge is to review, act on, and monitor various activities as assigned by the President or the Executive Committee of the Academic Senate. The Standards and Practices Committee is Committed to:

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

V.   *Chair Updated committee member of Status of Previous Action Items*
   a. Item **ASCCC Recording Policy**

VI.   Committee Priorities *Reminder agenda item*
   a. High Priority DEI Implementation Strategies and Activities

Hiring Practices
Strategy: Diversify hiring or screening committees with members of diverse educational background, gender, and ethnicity
   Proposed Activity#1*:* CCCCO and ACHRO create modules that outline a process for improving and diversifying screening and hiring committees to provide guidance to the field.
      ASCCC Activity: Continue to update Model Hiring Principles and Practices; Create guidelines/criteria for diverse committee appointment & participation (building from hiring/screening committee selection in MHPP)
      ASCCC Assignment: Standards & Practices, EDAC, Educational Policies, ASCCC DEI Implementation Workgroup representatives (Aschenbach/Bean)
   Proposed Activity #2*:* ACHRO and ASCCC collaborate to create a tool to assess diverse representation.
      ASCCC Activity: Develop guidelines and criteria for assessing representation on committees, including hiring/screening committees
      ASCCC Assignment: EDAC, Educational Policies, ASCCC DEI Implementation Workgroup representatives (Aschenbach/Bean)

Chancellor's Office Strategies
Strategy*:* Imbed diversity, equity, and inclusion into all faculty and staff (classified and administrators) awards (i.e. Stanback-Stroud Diversity Award, Dr. John Rice Diversity and Equity Award; Hayward Award; CC Classified Employee of the Year Award).
   Proposed Activity: ASCCC to evaluate the Academic Senate Faculty award application process and imbed diversity, equity, and inclusion criteria; Statewide associations to take similar actions.
      ASCCC Activity: Follow-up on 2019-2020 Standards & Practices efforts to update award announcements, criteria, and **rubrics** to further embed DEI; evaluate diversity of past winners

using available data; make recommendations for increasing diversity of award applicants and winners; share effective practices with local senates
ASCCC Assignment: Standards and Practices Committee, ASCCC DEI Implementation Workgroup representatives (Aschenbach/Bean)

Resource: Vision for Success Diversity, Equity, and Inclusion Task Force 2020 Report (see Appendix C on page 31 for Implementation Strategies)
https://www.cccco.edu/-/media/CCCCO-Website/Reports/CCCCO_DEI_Report.pdf

    b.   Accessibility Webinar Follow Up Discussed

    c.   **Discussion/Action Item: Awards Rubric/Scoring Form –** S&P Committee Recommendations December 2021 Executive Committee Agenda Item Follow up *Rubric & Scoring Form Recommendations*
> ➢ Update: Stanback-Stroud Diversity Award Rubric Recommendations Completed for ASCCC Executive Committee -see attachment!
> ➢ Update**:** Hayward Award Complete for ASCCC Executive Committee - *Revised*
> ➢ **Exemplary Program Award** Complete for ASCCC Executive Committee June Meeting – *Ran out of time revisions scheduled for next meeting*

VII.   Action Item: ASCCC Policy-*Brief discussion, clarity needed for specific area input/recommendations*
> i.   https://www.livebinders.com/b/2557634#anchor

VIII.   Discussion Item: Cultural Competency Training Statement
Information
Held on: Thursday, August 12, 2021 - Mission Inn Hotel and Spa
Location: 3649 Mission Inn Avenue, Riverside, CA 92501
Room: Galleria
Time: 10:30 a.m. to 6:00 p.m. -

Statement:

"We are a collective of diverse educators who honor and celebrate the respective voices and lived experiences of its members in order to engage in authentic abolitionist work."
Note: General discussion with consensus Executive Board decision

IX.   Disciplines List: *Chair announced the adopted spring plenary resolutions.*
- 58th SESSION RESOLUTIONS Spring Plenary ADOPTED RESOLUTIONS
https://www.asccc.org/sites/default/files/Resolutions%20Spring%202022%20-%20ADOPTED%204.15%20R.docx
-

- *Next steps for the Discipline's List discussed by the Chair*

- Spring Plenary 2nd Hearing & BoG May 23rd 2022 Meeting Held
  Asian American Studies*
  Native American/American Indian Studies*
  Nanotechnology
- ASCCC Executive Director Submitted to Consultation Council Item for May 2022
- Once the Disciplines have been approved by the Consultation Council, ASCCC will submit an item for the July Board of Governors (BoG).

Disciplines List Handbook
https://asccc.org/sites/default/files/DLHandbook_Final_Revision_Spr_20.pdf

X. *Chair Announced:*
   a. ASCCC President's Update http://createsend.com/t/y-DB508B4DD176130E2540EF23F30FEDED
   b. **ASCCC Elections**
      i. Congratulations to the ASCCC Executive Committee for 2022-23!

EXECUTIVE COMMITTEE OFFICERS 2022-23

President: Virginia "Ginni" May, Sacramento City College

Vice President: Cheryl Aschenbach, Lassen College

Secretary: LaTonya Parker, Moreno Valley College

Treasurer: Michelle Bean, Rio Hondo College

EXECUTIVE COMMITTEE REPRESENTATIVES ELECTED

Area A Representative: Stephanie Curry, Reedley College 2021-2023

Area B Representative: Karen Chow, DeAnza College 2022-2024

Area C Representative: Erik Reese, Moorpark College 2022-2024

Area D Representative: Manuel Velez, San Diego Mesa College 2022-2023

North Representative: Christopher Howerton, Woodland College 2021- 2023

North Representative: Eric Wada, Folsom Lake College 2022-2024

South Representative: Amber Gillis, Compton College 2021-2023

South Representative: Robert L. Stewart Jr., Los Angeles Southwest College 2022-2024

At-Large Representative: Carrie Roberson, Butte College 2021-2023

At-Large Representative: Juan Arzola, College of the Sequoias 2022-2024

   c. Members reminded of the Upcoming Events and Meetings:
- i. Spring 2022 Scheduled Webinars/Regional Meetings
  1. 4/26/22 6:00PM 8:00PM FACCC and ASCCC Legislative and Advocacy Training
  2. 4/27/22 9:00 AM 10:00 AM CTE Coffee Hour
  3. 5/24/22 6:00PM 8:00PM FACCC and ASCCC Legislative and Advocacy Training

- ii. 2021-2022 ASCCC INSTITUTES AND EVENT DATES
  1. Executive Meeting May 6, 2022 The Citizen Hotel, Sacramento, CA
  2. Executive Meeting June 3, 2022 Hyatt Long Beach, Long Beach, CA
  3. Orientation June 4-5, 2022 Hotel Metropole, Catalina Island, CA
  4. Spring Plenary Session April 6-9, 2022 Los Angeles Marriott Burbank Airport, Burbank CA (Hybrid Event)
  5. Career and Noncredit Education Institute May 12-14, 2022 The Westin South Coast Plaza
  6. Faculty Leadership Institute June 15-18, 2022 The Citizen Hotel, Sacramento, CA
  7. Curriculum Institute July 6-9, 2022 Riverside Convention Center, Riverside, CA

XI.   Meeting Dates:
~~Thursday, September 23, 2021 3:10-4:10 pm~~
~~Thursday, October 21, 2021 3:10-4:10 pm~~
~~Thursday, November 18, 2021 3:10-4:10 pm~~
~~Thursday, December 16, 2021 3:10-4:10 pm~~

Spring 2022 Dates
~~Thursday, February 17, 2022 2:30-4:00pm~~
~~March 17 3:00pm-4:00pm~~
~~April 21, 2022 3:00pm-4:00pm~~
Next: May 22, 2022 3:00pm-4:00pm

XII.   Adjournment

Status of Previous Action Items

A. In Progress (include details about pending items such as resolutions, papers, *Rostrums*, etc.)
  a. Awards Rubric Recommendations

B. Completed (include a list of those items that have been completed as a way to build the end of year report).

a. Discipline's List Resolutions
b. Recording Policy
c. ASCCC Norm Training & Development
d. Rostrum Article February 2022 Posted
   https://www.asccc.org/content/accessibility-bridge-between-success-and-disability
e. Rostrum Article Submitted for March 2022

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

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

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

- Empower faculty to engage in local and statewide dialog and take action for continued improvement of teaching, learning, and faculty participation in governance;
- Lead and advocate proactively for the development of policies, processes, and practices;
- Include diverse faculty, perspectives, and experiences that represent our student populations;
- Develop faculty as local and statewide leaders through personal and professional development;
- Engage faculty and system partners through collegial consultation.

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

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

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

In spring 2013 the delegates of the Academic Senate for California Community Colleges (ASCCC) directed the Executive Committee, through Resolution S13 1.02 [1], to develop a process of periodic institutional review for assessing operations, policies, processes, and programs in order to ensure the public good and accountability. The purpose of the periodic review is to provide internal and external stakeholders' assurance as to the ASCCC's quality and commitment to the standards it sets for itself, to

assist in improving the effectiveness of its services and operations in order to meet its stated goals, and to improve its policies and procedures. This was followed by adopted Resolution F21 01.01 an Updated Periodic Review of the Academic Senate for California Community Colleges.

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

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

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

Moreover, the Executive Director provides highlights of activities in an Executive Committee monthly report usually arranged in the four categories: Board Governance, Financial Performance and Viability, Organization Mission and Strategy, and Organization Operations. Additionally, the Executive Director conducts a two-year ASCCC report. The 2019 -2021 report (https://asccc.org/sites/default/files/asccc_annual-report_2019-21_220117_media.pdf) assessed the following:

- · Professional Development
- · Publications
- · Leadership. Empowerment. Voice.

· 2019-2020 Areas of Focus
- o Faculty Role in Governance
- o Guided Pathways Implementation
- o Faculty Diversification

· COVID Response
· Call to Action Response
· 2020-2021 Areas of Focus

- o Culturally Responsive Student Services and Support

o Equity Driven Systems
o Guided Pathways Implementation and Integration to Transfer and Careers

ASCCC External and Internal Factors and Transformational Change

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

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

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

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

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

References

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

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

STANDARDS AND PRACTICES COMMITTEE MEETING

Minutes

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

Join Zoom Meeting

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

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

Member	Term	
LaTonya Parker	2021-22	Chair
~~Ed Bird Song~~	~~2021-22~~	
Miryan Nogueira	2021-22	
Karla Kirk	2021-22	
Eric Narveson	2021-22	
Travis Ritt	2021-22	

II. Approval of Minutes: March 17, 2022 **(approved)** ; April 21, 2022 **(approved)**

III. Application for Statewide Service – http://asccc.org/content/application-statewide-service
   a. **Reminder to committee**

IV. **Update(INFORMATION ONLY):** Standards and Practices **Committee Charge** Inclusion, Diversity, Equity, Anti-Racism and Accessibility IDEAA Inclusion – *Approved by Executive Board during May 2022 Meeting.*
https://www.asccc.org/directory/standards-and-practices-committee
The Standards and Practices (S&P) Committee is a standing committee within the Executive Committee composed of an Executive member Chair and California community colleges faculty. The Committee is devoted to promoting the Academic Senate for California Community Colleges' mission through oversight of practices, procedures and policies. The Standards and Practices Committee charge is to review, act on, and monitor various activities as assigned by the President or the Executive Committee of the Academic Senate. The Standards and Practices Committee is Committed to:
   - Conducting the Disciplines List revision process.
   - Analyzing and reviewing suggested changes in Executive Committee policies, Academic Senate Bylaws, and Rules; administering designated statewide faculty awards presented by the Board of Governors and the Academic Senate.
   - Reviewing and recommending revisions to all processes under Academic Senate

purview identified as priorities.
- Providing professional guidance and technical assistance regarding faculty minimum qualifications and equivalence to the minimum qualifications.
- Embedding inclusion, diversity, equity, antiracism and accessibility practices into the organization culture through policies and practices.

V.   Update: Status of Previous Action Items INFORMATION ONLY
   a. Approved Academic Senate for California Community Colleges (ASCCC) Local College Visit Terms and Conditions document attached.
   b. Approved Academic Senate for California Community Colleges (ASCCC) Speaker/Presenter Agreement document is attached. ADA language per Executive Committee members request is as follows:

VI.   Committee Priorities: *Reminder Agenda Item*
   a. High Priority DEI Implementation Strategies and Activities

Hiring Practices
Strategy: Diversify hiring or screening committees with members of diverse educational background, gender, and ethnicity
   Proposed Activity#1*:* CCCCO and ACHRO create modules that outline a process for improving and diversifying screening and hiring committees to provide guidance to the field.
       ASCCC Activity: Continue to update Model Hiring Principles and Practices; Create guidelines/criteria for diverse committee appointment & participation (building from hiring/screening committee selection in MHPP)
       ASCCC Assignment: Standards & Practices, EDAC, Educational Policies, ASCCC DEI Implementation Workgroup representatives (Aschenbach/Bean)
   Proposed Activity #2*:* ACHRO and ASCCC collaborate to create a tool to assess diverse representation.
       ASCCC Activity: Develop guidelines and criteria for assessing representation on committees, including hiring/screening committees
       ASCCC Assignment: EDAC, Educational Policies, ASCCC DEI Implementation Workgroup representatives (Aschenbach/Bean)

Chancellor's Office Strategies
Strategy*:* Imbed diversity, equity, and inclusion into all faculty and staff (classified and administrators) <mark>awards</mark> (i.e. Stanback-Stroud Diversity Award, Dr. John Rice Diversity and Equity Award; Hayward Award; CC Classified Employee of the Year Award).
   Proposed Activity: ASCCC to evaluate the Academic Senate Faculty award application process and imbed diversity, equity, and inclusion criteria; Statewide associations to take similar actions.
       ASCCC Activity: Follow-up on 2019-2020 Standards & Practices efforts to update award announcements, criteria, and **rubrics** to further embed DEI; evaluate diversity of past winners using available data; make recommendations for increasing diversity of award applicants and winners; share effective practices with local senates
       ASCCC Assignment: Standards and Practices Committee, ASCCC DEI Implementation Workgroup representatives (Aschenbach/Bean)

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

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

    b.   Accessibility Webinar Follow Up Discussion- NO DISCUSSION

    c.   **Discussion/Action Item: Awards Rubric/Scoring Form –** S&P Committee Recommendations December 2021 Executive Committee Agenda Item Follow up *Rubric & Scoring Form Recommendations*
- ➢ Discussion: **Exemplary Program Award** – Chair submitted as ASCCC Executive Committee June Meeting Agenda Item
- ➢ **Action**: Exemplary Award Theme Recommendation (approved)
- ➢ 2022-23 Theme: Walk a Mile in Someone's Else Shoes: An Ethnic Studies Approach to California Community Colleges Curriculum.
  - ○

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

Overview and Process of ASCCC Standing Committee Selection

Updated May 9, 2022

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

Committee Member Selection

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

Historically, ASCCC standing committees generally had 5-6 members including the chair, and may have additional members depending on the workload and turnover of the committee. New in 2022, committees may have up to 8 members for the year, with the exception of the CTE Leadership Committee which was established under California Education Code, Part 54.5, Section 88821. In the

event that a committee cannot meet equitable representation, additional faculty members may be added with approval of the President and Executive Director.

Process:

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

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

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

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

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

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

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

    ii. Discussion:
        1. Voluntary disclosure of race/ethnicity (separate information- names from ethnicity) for transparency
        2. Committee selection- contacting yearly volunteers that were not selection; e.g. "there were ## of seats available this year, and all seats were filled. Thank you for volunteering, but…"
        3. Recommend a policy on how chairs select members to provide consistency

        4. <mark>Local senate recruiting and providing recruitment for faculty of color from the campuses.</mark>
        5. <mark>Promotion beyond ASCCC events</mark>
        6. <mark>Testimonial videos available on the website from former service volunteers</mark>

VIII.   Discussion Item: Cultural Competency Training Statement-<mark>INFORMATION ONLY</mark>
      Update: *During May 2022 Executive Committee meeting the members approved the incorporating the statement on the Norms page.*

Statement:

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

IX.   Disciplines List
      Announcement: Waiting on July Board of Governors Meeting

X.   Announcements
    a. **ASCCC Elections**
        i. Congratulations to the ASCCC Executive Committee for 2022-23!

            Upcoming Events and Meetings (INFORMATION ONLY)
        ii. Spring 2022 Scheduled Webinars/Regional Meetings
           1. 5/24/22 6:00PM 8:00PM FACCC and ASCCC Legislative and Advocacy Training

        iii. 2021-2022 ASCCC INSTITUTES AND EVENT DATES
           1. Executive Meeting June 3, 2022 Hyatt Long Beach, Long Beach, CA
           2. Orientation June 4-5, 2022 Hotel Metropole, Catalina Island, CA
           3. Spring Plenary Session April 6-9, 2022 Los Angeles Marriott Burbank Airport, Burbank CA (Hybrid Event)
           4. Career and Noncredit Education Institute May 12-14, 2022 The Westin South Coast Plaza
           5. Faculty Leadership Institute June 15-18, 2022 The Citizen Hotel, Sacramento, CA
           6. Curriculum Institute July 6-9, 2022 Riverside Convention Center, Riverside, CA

XI.   Meeting Dates:
      ~~Thursday, September 23, 2021 3:10-4:10 pm~~
      ~~Thursday, October 21, 2021 3:10-4:10 pm~~
      ~~Thursday, November 18, 2021 3:10-4:10 pm~~

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

Spring 2022 Dates
Thursday, February 17, 2022 2:30-4:00pm
March 17 3:00pm-4:00pm
April 21, 2022 3:00pm-4:00pm
Final - May 19, 2022 3:00pm-4:00pm

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

Status of Previous Action Items

A. **In Progress** (include details about pending items such as resolutions, papers, *Rostrums*, etc.)
   a.   Awards Rubric Recommendations

B. **Completed** (include a list of those items that have been completed as a way to build the end of year report).

   a.   Discipline's List Resolutions
   b.   Recording Policy
   c.   ASCCC Norm Training & Development
   d.   Rostrum Article February 2022 Posted
        https://www.asccc.org/content/accessibility-bridge-between-success-and-disability
   e.   Rostrum Article Submitted for March 2022

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

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

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

● Empower faculty to engage in local and statewide dialog and take action for continued improvement of teaching, learning, and faculty participation in governance;
● Lead and advocate proactively for the development of policies, processes, and practices;
● Include diverse faculty, perspectives, and experiences that represent our student populations;
● Develop faculty as local and statewide leaders through personal and professional development;
● Engage faculty and system partners through collegial consultation.

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

governance. Professional learning progress and assessment is maintained thru strategic planning efforts of 14 Executive Board members and an Executive Director.

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

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

In spring 2013 the delegates of the Academic Senate for California Community Colleges (ASCCC) directed the Executive Committee, through Resolution S13 1.02 [1], to develop a process of periodic institutional review for assessing operations, policies, processes, and programs in order to ensure the public good and accountability. The purpose of the periodic review is to provide internal and external stakeholders' assurance as to the ASCCC's quality and commitment to the standards it sets for itself, to assist in improving the effectiveness of its services and operations in order to meet its stated goals, and to improve its policies and procedures. This was followed by adopted Resolution F21 01.01 an Updated Periodic Review of the Academic Senate for California Community Colleges.

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

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

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

Moreover, the Executive Director provides highlights of activities in an Executive Committee monthly report usually arranged in the four categories: Board Governance, Financial Performance and Viability,

Organization Mission and Strategy, and Organization Operations. Additionally, the Executive Director conducts a two-year ASCCC report. The 2019 -2021 report (https://asccc.org/sites/default/files/asccc_annual-report_2019-21_220117_media.pdf) assessed the following:

· Professional Development
· Publications
· Leadership. Empowerment. Voice.

· 2019-2020 Areas of Focus
    o Faculty Role in Governance
    o Guided Pathways Implementation
    o Faculty Diversification

· COVID Response
· Call to Action Response
· 2020-2021 Areas of Focus

    o Culturally Responsive Student Services and Support
    o Equity Driven Systems
    o Guided Pathways Implementation and Integration to Transfer and Careers

ASCCC External and Internal Factors and Transformational Change

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

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

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

and the formulation of a Data and Research Task Force.

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

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

References

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

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

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

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

Student Senate for California Community Colleges Liaison Report

Submitted by Michelle Velasquez Bean
Meeting Date: May 14, 2022

SSCCC Meeting Highlights

- Executive VC Marty Alvarado presented list of updates to title 5 that are agendized for next BOG meeting and in public comment period.
- Legislative Update provided. Approval of matrix of support.
  - AB 1705—voted to move from support on to co-sponsorship.
  - SB 1289—some discussion on low support.
- Reviewed work completed this year—see resolutions status report.
  - Next year—support and communicate to colleges that students can get paid to be on governance committees.
- Updated Code of Conduct to include sexual harassment and gender-neutral pronouns and Harassment Policy.
- Created rubric for
  - SSCCC Police Brutality Scholarship Fund: scholarship in honor of community college students who were impacted by police brutality with the criteria that the funds could be used to provide impacted families financial, mental health, academic assistance, and other resources to help students succeed. Amount: (pool of $20,000)
  - SSCCC Natural Relief Fund: fund created to provide support to those California Community College students who have been impacted by natural disasters. Amount: (pool of $20,000)
- Recommended three student members to Board of Governors nomination: Greenwood, Medina, Mehta.

ASCCC Report

- Acknowledged Asian Pacific Islander Heritage month.
- Thanked President Campos for the collaboration on Employee Evaluations CO webinar and VP Hill for the collaboration invite to the Student Grievance Model Process planning.
- Reported continued work on Transfer Alignment Project with UCs and updating TMCs in ICW.
- Thanked students for working to give ICAS input on AB 928 new GE pattern name.
- Shared newly elected ASCCC officers for 2022—2023.
- Introduced Carrie Roberson as new liaison who will start attending meetings in fall.
- Gave appreciation for serving as liaison and shared personal familia story and encouragement to keep going in harried time of finals.

Transfer Alignment Project
Work Group Meeting
March 24, 2022
9:30a m – 11:00 am via Zoom

MINUTES

Members: Ginni May (chair), Cheryl Aschenbach, Elizabeth Atondo, Karla Kirk, Krystinne Mica, LaTonya Parker, Eric Wada, Miguel Rother, Robert Collins

Guests: Jim Chalfant, Hilary Baxter

1. Welcome and introductions
    Ginni welcomed everyone to the meeting.

2. Agenda approved.

3. Review and Update Action Plan for 2021-22:
    https://docs.google.com/document/d/1sOTneIdfVTYhl0gCG09bIUxam_3-5x3IG5eIKPg1bng/edit
    *   The workgroup reviewed the action plan. A question was raised about the UCTP pilots in Chemistry and Physics and whether a similar process could be used to develop degrees where a different pathway is needed for UC versus the TMC established with CSU. There was also concern expressed that models like the UCTP pilots in Chemistry and Physics aren't honored in the same way in regards to funding for student completion of degrees; unfortunately, there is tremendous pressure on California community colleges to develop ADTs rather than other AA/AS pathways given that they are funded at a greater rate in the SCFF.
    *   Some elements of the Phase I plan were updated
    *   Under questions for consideration, there was discussion about whether any of the questions had been addressed and could be removed. It was agreed all 5 questions remain so they can continue to be discussed and addressed further.
    *   Relative to appointment of a UC member, Hilary shared that there are currently overlapping responsibilities within committees as it relates to transfer, so there hasn't been a consistent dedicated space to address transfer or collaborate between segments. Council discussed establishing a special committee focused on transfer to work more closely with CCC and CSU as well as to work on transfer-related policy initiatives.
    *   Robert Collins (CSU) shared that a call for CSU Anthropology faculty participation on FDRGs went out with response deadline of April 8, 2022.

4. Review and Update ASCCC Transfer Alignment Project webpage:
   https://www.asccc.org/transfer-alignment-project

5. Review and Update Links on the ASCCC Transfer Alignment Project webpage
   Jim raised concern that the linked C-ID pathways webpage mentions a requirement of 3.5 GPA, specifically for the UCTP pilots in Chemistry and Physics, but the UC never set that requirement and doesn't enforce it. Students need to have a Transfer Admission Guarantee (TAG), and TAG GPA requirements vary by campus. Confusion about the GPA requirement may stem from early dialog about the UCTP pilots; Jim and Hilary said they would look into getting clarification from UC so the GPA requirement could be removed. It was noted that information is clear and correct on the UC website.

6. Review, refine, and consider for recommendation to ICW: More than One TMC per FDRG document (attached)
   The committee supported continued development of the document in preparation for ICW. A more complete draft will be shared with this group for commenting before submitting it for the April 26 ICW meeting.

7. Next meeting scheduled for Thursday, May 5, 2022 9:30am-10:30am.

8. Adjourn

Transfer Alignment Project
Work Group Meeting
May 5, 2022
9:30a m – 10:30 am via Zoom

MINUTES

Members: Ginni May (chair), Cheryl Aschenbach, Elizabeth Atondo, Karla Kirk, Krystinne Mica, ~~LaTonya Parker~~, Eric Wada, Miguel Rother, Robert Collins, Jim Chalfant

Guests: Fredye Harms (UC)

1. Welcome and introductions
   The group was welcomed and everyone introduced.

2. Agenda approved. In addition, the minutes from March 24, 2022 were approved.

3. Announcements
   ASCCC election results announced. Rob Collins announced that the Anthropology FDRG has a new CSU member.

4. Review and Update Action Plan for 2021-22:
   https://docs.google.com/document/d/1sOTneIdfVTYhl0gCG09bIUxam_3-5x3IG5eIKPg1bng/edit
   The workgroup reviewed the action plan and updated it.
   Membership was updated to reflect Jim Chalfant's official appointment and representation as chair of UC Academic Council Special Committee on Transfer Issues (ACSCOTI) and to include Fredye Harms as analyst assigned to ACSCOTI.

5. Review and Update ASCCC Transfer Alignment Project webpage:
   https://www.asccc.org/transfer-alignment-project
   The workgroup determined that we are now in Phase III. Disciplines under consideration are listed on the C-ID website. The page will be updated to include membership updates noted in agenda item #4.

6. More than One TMC per FDRG:
   On April 26, 2022 ICW acted to move forward as it is already possible and will include some clarifying language in the C-ID/TMC/ADT Handbook - Karen (CSUCO), Bob & Raul (CCCCO) are to send language with recommendations, questions, and comments. Ginni reported on the ICW discussion and the intention of potentially having a 2nd ADT in a discipline, which is already permitted. Jim shared some perspectives on how the current ADT in Anthropology could incorporate UCTP courses. While the system offices

and C-ID advocate for funding to bring faculty from all three segments together within disciplines, Krystinne Mica shared that current C-ID funding can be used to facilitate initial efforts. This group may need to determine which disciplines should be brought together first, most likely in fall, and plans can begin to be put into place to make that happen. The question was also raised whether webinars can be used to bring people together more conveniently, especially if no funding is received. These could be held within specific disciplines, include representation from all three segments, be recorded, and have mechanism to collect feedback.

7. Next Steps – the group discussed pulling members together over the summer to meet briefly and set up for the work to place this fall. Ask that the Transfer Alignment Project be on the June 2 ICAS agenda. Explore opportunities for senates to collaborate and have discussions about transfer. Develop plans for fall.

8. Adjourned at 10:30 am.

GEAC Meeting Summary Notes

Meeting Date: May 17, 2022

Submitted By: Michelle Velasquez Bean

Segment Reports

ASCCC—Michelle Bean shared the following:

- ASCCC newsletter (May 10)
- OER Conference registration link
- Shared the mirrored language in IGETC Standards document from the Guiding Notes update regarding ESL advanced courses for Humanities area—thanked the groups for collaboration.
- Introduced Dr. Parker as new ASCCC representative

CCCCO—Dr. Aisha Lowe shared updates on baccalaureate process and AB 1111 briefly.

CCC AOs—Michelle Plug shared concerns still emerging with AB 928 and AB 1111 and impacts to CID.

CSU AOs—Concerns are similar to CC report.

ASCSU—Plenary resolutions on more transparency for GE review process. Briefly discussed the similarity of the CSU and UC ethnic studies competencies.

CSUCO:

- WASC approved more than 50% online course delivery as a modality for face-to-face degrees; concern of 50% more courses taken by student may not show up on transcript as an online program.
- Did a joint webinar with UC on legislation, ethnic studies, and timeline for AB928 at CIAC annual conference.
- Reviewing GE right now. Decisions coming out soon—by June. Looking good for more Area F approvals—thanked CCCs for hard work on meeting competencies this year.

Discussion Items

- CSUCO updated Guiding Notes to be released at same time as new IGETC Standards document—see multiple changes in [updated summary of changes.](#) No changes were made in 2021, so this document has much clean up. Major changes are the following: updating CSU approved language to CPL for veterans, removed Stats Pathway section, updated quantitative reasoning, life long learning, and Area E.
  - Dr. Lowe asked for further clarification on intermediate algebra.
  - CSUCO Quajuana will update with courses, competencies, or skills.
  - Reviewed IGETC Standards document updates soon to happen and showed the mirrored language in the Guiding Notes and showcase the new section for Ethnic Studies.
- Discussion on GE consideration with AP and IB re: high school pathways.
  - Presentation about international students from India as CSU's largest international population.
  - Presentation about Cambridge International Program.
- Presentation about OER for GE courses from CSUCO, Leslie Kennedy; highlighting cool4ed.org with OER mapped to CID.
  - Bean shared OER collections list: https://asccc-oeri.org/finding-oer-to-use-in-your-courses/

- Ethnic Studies
  - IGETC for CSU passed and now required starting fall 2023. UC also passed and to start fall 2023 for IGETC.
  - Meeting with AA/APEP and CSU Council on Ethnic Studies to create a recommendation on what is allowed for ES competencies to state that the competencies of UC are similar; resolution written to get CSU AS approval.
- GE Reviewers--CSU CO asked to consider publicizing call and standards for GE faculty reviewers; consideration of using CID framework and process.
- AB 928 report and discussion on common lower division GE for transfer and native CSU students. Some emerging concerns:
  - Work needed on life-long learning in upper division CSU
  - Allowance of CLEP
  - GPA minimum standard
  - Critical thinking and oral communication definitions with intersegmental group
  - Review process of transferable courses—due dates for review to ensure yearly updates for UC at same time as GE review