



Friday, March 10, 2023 to Saturday, March 11, 2023

Coastline College
Marriott Costa Mesa
Conference Center Room 109
Meeting Room: Anton
[Zoom link](#)

March 10, 2023

11:30 AM – 12:30 PM | Lunch
12:30 PM – 5:00 PM | Executive Committee Meeting

Dinner
6:45 PM
Costa Contemporary Kitchen
650 Anton Blvd Costa Mesa, CA 92626

March 11, 2023

8:30 AM – 9:00 AM | Breakfast
9:00 AM – 12:00 PM | Executive Committee Meeting
12:00 PM – 12:30 PM | Lunch
12:30 PM – 2:00 PM | Executive Committee Meeting

All ASCCC meetings are accessible to those with accommodation needs. A person who needs an accommodation or modification in order to participate in the meeting may make a request by emailing the ASCCC Office at agendaitem@asccc.org no less than five business 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.

Public Comments: Members of the public wishing to comment on an agenda item or another topic not on the agenda will be given the opportunity to comment. Public comment will be invited at the end of the Executive Committee discussion on each agenda item. Persons wishing to make a public comment 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 [ASCCC Executive Committee Meeting website page](#).

- 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/Gabrieleno and the Acjachemen/Juaneño Nations who have lived and continue to live here. We recognize the Tongva/Gabrieleno 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

Costa Mesa. As we begin, we thank them for their strength, perseverance, and resistance.

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

D. Public Comment

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

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

F. [Calendar, pg.6](#)

G. [Local Senate Visits, pg.13](#)

H. [Action Tracking and Future Agenda Items, pg.22](#)

I. One Minute Executive Committee Member Updates

J. President/Executive Director Updates

II. CONSENT CALENDAR

A. [January Executive Committee Meeting Minutes](#)

B. [February Executive Committee Meeting Minutes](#)

C. [ASCCC Investment Policy](#)

D. [EDAC Webinar](#)

III. ACTION ITEMS

A. [Legislative Update – 10 mins., Aschenbach, pg.33](#)

The Executive Committee will receive a report on the 2022-23 (two-year) legislative session and may consider requested action.

B. [ASCCC Spring Plenary Resolutions – 40 mins., Bean/Arzola, pg.41](#)

The Executive Committee will review and discuss the resolutions that will be included in the pre-session packet.

C. [Faculty Leadership Institute -- 30 mins., Mica/May, pg.51](#)

The Executive Committee will review and provide feedback for the structure and topics of the 2023 Faculty Leadership Institute.

D. [Effective and Equitable Online Education: A Faculty Perspective ASCCC Position Paper – Second Read– 20 mins., Gillis/Bean, pg.53](#)

The Executive Committee will review and consider for approval the position paper.

E. [Second Draft Strategic Enrollment Paper – 45 mins., Arzola/Curry, pg.55](#)

The Executive Committee will consider for approval the second draft of the Strategic Enrollment Paper.

F. [Spring Plenary Session Program Final Draft – 45 mins., May/Mica, pg.57](#)

The Executive Committee will review and consider for approval the final draft of the spring plenary session program.

G. [DEI in Curriculum Praxis Grid – 20 mins., Parker/Bean, pg.75](#)

The Executive Committee will discuss and consider action for the DEI in curriculum Praxis Grid.

H. Reinstatement of Small or Rural College Caucus -- 15 mins., Mica, pg.81

The Executive Committee will consider for approval reinstating the Small or Rural College Caucus.

IV. DISCUSSION

A. Chancellor's Office Update – 30 mins., May, pg.85

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

B. Oral Reports

i. Foundation President's Report – 10 mins., Vélez

ii. Liaison/Caucus Reports -- 5 mins. each, May, pg.87

The Executive Committee will receive oral or written reports from liaisons or representatives from partner organizations and ASCCC Caucuses.

C. Equitable Placement Paper Draft – 60 mins., Wada, pg.89

The Executive Committee will read and provide feedback on the draft Equitable Placement Paper.

D. Board of Governors/Consultation Council – 15 mins., May, pg.91

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

E. Meeting Debrief – 10 mins., May, pg.93

The Executive Committee will have an opportunity to share thoughts on the meeting and provide considerations for potential agenda items to be discussed at future meetings.

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

A. Academic Senate and Grant Reports

B. Standing Committee and Chancellor's Office Reports

- i. December 5C Minutes
- ii. December CTELC Minutes
- iii. August Education Policies Committee Meeting
- iv. November Curriculum Committee Minutes
- v. December Curriculum Committee Minutes
- vi. October Budget Committee Minutes
- vii. DRC November Minutes
- viii. DRC December Minutes
- ix. DRC January Minutes
- x. EDAC January Minutes
- xi. FLDC January Minutes
- xii. GEAC November Minutes
- xiii. Regional Planning Meeting Minutes
- xiv. November Part Time Committee Minutes
- xv. January Part Time Committee Minutes
- xvi. California Apprenticeship Council First Quarterly Meeting
- xvii. January Resolution Minutes
- xviii. January TASSC Committee Minutes
- xix. January TTAC meeting Minutes
- xx. **Reports**

C. Local Academic Senate Visits

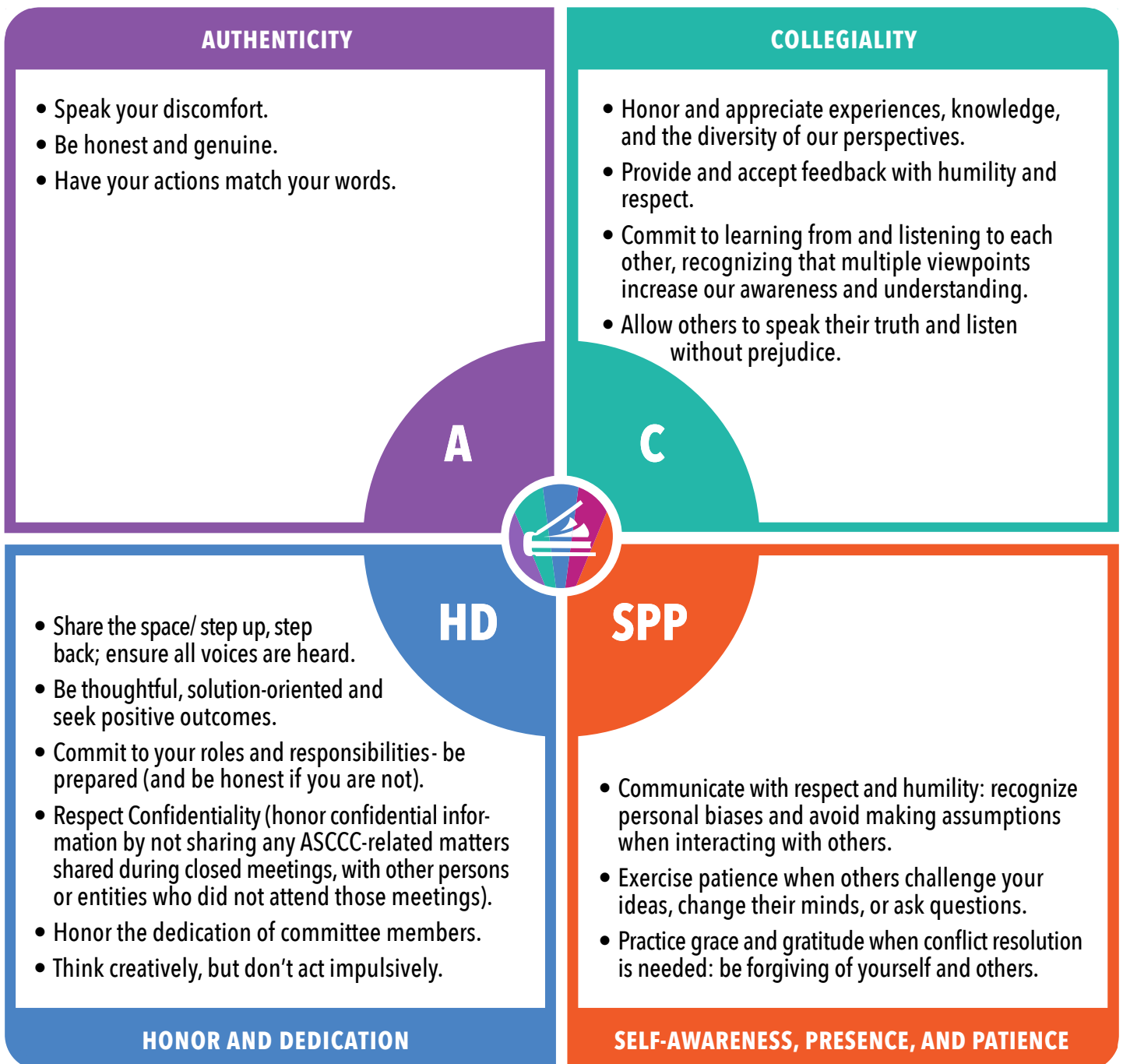
VI. ADJOURNMENT



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:





ASCCC Executive Committee Agenda Item

Month: March **Year:** 2023

SUBJECT: Calendar

DESIRED OUTCOME: The Executive Committee will be informed of upcoming events and deadlines.

CATEGORY: OOB

REQUESTED BY: Mica

STAFF REVIEW : Carrillo

Item No: I.F.

Attachment: Yes (1)

Urgent: No

Time Requested: 5 minutes

TYPE OF BOARD CONSIDERATION

Consent/Routine:

First Reading:

Action:

Information: X

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

Upcoming Events and Meetings

Executive Committee Meeting – DoubleTree by Hilton Hotel Anaheim/Hybrid- April 19, 2023

Executive Committee Meeting – Virtual- May 10, 2023

Executive Committee Meeting – Hyatt regency Mission Bay Spa and Marina-June 2, 2023

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

Reminders/Due Dates

March 31, 2023

- Agenda items for the April meeting
- Committee reports, if applicable

April 21, 2023

- Agenda items for the May meeting
- Committee reports, if applicable

May 16, 2023

Rostrum Timeline 2022-23

<u>To ED</u>	<u>To Editor</u>	<u>To President</u>	<u>To Visual Designer</u>	<u>To Field</u>
March 5	March 13	March 20	April 3	April 20

Academic Papers Timeline 2022-23

- A. Educational Policies Committee – Enrollment Management (Update) – [R17.03 S2022](#)
- B. Online Education Committee – Ensuring Effective and Equitable Online Education (Update) – [R13.02 S2022](#)
- C. Data and Research Committee – Optimizing Student Success by Evaluating Placement (NEW) – [R18.01 F2020](#)
- D. Part-time Faculty Committee – Part-time Faculty Equity – [R19.01 S2021](#)

Ed Pol: Enrollment Management Paper

- First Draft of paper to be submitted to February Executive Committee meeting – Due January 17, 2023
- Second Draft of paper to be submitted to March Executive Committee meeting – Due February 14, 2023
- Final Draft to Area Reps for March Area Meetings – March 15, 2023
- Include in Thursday Spring 2023 Resolutions Packet – April 20, 2023

Online Ed: Ensuring Effective and Equitable Online Education Paper

- First Draft was submitted to June 2022 Executive Committee meeting
- Second Draft of paper to be submitted to March Executive Committee meeting – Due February 14, 2023
- Final Draft to Area Reps for March Area Meetings – March 15, 2023
- Include in Thursday Spring 2023 Resolutions Packet – April 20, 2023

Data and Research: Optimizing Student Success by Evaluating Placement Paper

- First Draft of paper to be submitted to August Executive Committee meeting – Due July 2023
- Second Draft of paper to be submitted to September Executive Committee meeting – Due August 2023
- Final Draft to Area Reps for March Area Meetings – October 2023
- Include in Thursday Fall 2023 Resolutions Packet

Part-time: Part-time Faculty Equity Paper

- Draft Paper outline and survey submitted on May 6, 2022 Executive Committee Meeting
- Timeline TBD



2022-2023 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	DATE	LOCATION *All events will, if possible, provide a remote attendance option*
Fall Plenary Session	November 3-5, 2022	The Sheraton Grand Sacramento
Spring Plenary Session	April 20-22, 2023	DoubleTree by Hilton Anaheim/Orange
INSTITUTES	DATE	LOCATION *All events will, if possible, provide a remote attendance option*
Part-Time Faculty Event	February 24, 2023	VIRTUAL
Faculty Leadership Institute	June 15-17, 2023	The Westin San Francisco Airport
Curriculum Institute	July 12-15, 2023	Riverside Convention Center

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



2022-2023 EXECUTIVE COMMITTEE MEETING DATES*

Meeting Type	Date	Campus Location	Hotel Location	Agenda Deadline
Executive Meeting	August 11-13, 2022 (Th-Sat)		The Mission Inn Riverside, CA Hybrid	July 25, 2022
Executive Meeting	September 15-17, 2022 (Th-Sat)	American River College	The Sheraton Grand Hotel Sacramento, CA Hybrid	August 29, 2022
Executive Meeting	September 30, 2022 (Fri)		Virtual	September 16, 2022
Area Meetings	October 14-15, 2022 (Fri-Sat)		Various Locations or virtual	TBD
Executive Meeting	November 2, 2022 (Wed)		The Sheraton Grand Sacramento, CA Hybrid	October 14, 2022
Executive Meeting	December 1-2, 2022 (Th-Fri)		Westgate Hotel San Diego, CA Hybrid	November 14, 2022
Executive Meeting	January 12-13, 2023 (Th-Fri)		The Citizen Hotel Sacramento, CA Hybrid	December 23, 2022
Executive Meeting	February 3-4, 2023 (Fri-Sat)		Sonesta Emeryville Emeryville, CA Hybrid	January 17, 2023
Executive Meeting	March 10-11, 2023 (Fri-Sat)	Coastline Community College	Marriott Costa Mesa Fountain Valley, CA Hybrid	February 14, 2023
Area Meetings	March 24-25, 2023		Various Locations	TBD
Executive Meeting	April 19, 2023 (Wed)		DoubleTree by Hilton Anaheim Orange, CA Hybrid	March 31, 2023
Executive Meeting	May 10, 2023 (Wed)		Virtual	April 21, 2023
Executive Committee Orientation	June 2-4, 2023 (Fr-Sun)		Hyatt Regency Mission Bay Spa and Marina San Diego, CA Hybrid	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 change based on hotel availability.



2023-2024 PROPOSED EXECUTIVE COMMITTEE MEETING DATES*

Meeting Type	Proposed Date	Campus Location	Hotel Location + remote option	Agenda Deadline
Executive Meeting	August 17-19, 2023		South + remote option	TBD
Executive Meeting	September 15-16, 2023	AREA B	North + remote option	TBD
Executive Meeting	October 13, 2023		Virtual	
Area Meetings	October 27-28, 2023		Various Locations or virtual	TBD
Executive Meeting	November 15, 2023		SOUTH	TBD
Executive Meeting (Th/Fri)	December 14-15, 2023		North + remote option	TBD
Executive Meeting (Th/Fri)	January 11-12, 2024		South + remote option	TBD
Executive Meeting	February 9-10, 2024		North + remote option	TBD
Executive Meeting	March 8-9, 2024	AREA C	South + remote option	TBD
Area Meetings	March 22-23, 2024		Various Locations	TBD
Executive Meeting	April 17, 2024		NORTH	
Executive Meeting	May 10, 2024		Virtual?	TBD
Executive Committee/ Orientation	June 7-9, 2024		TBD by President	TBD

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

Local Senate Campus Visits 2019-2022

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

COLLEGE	VISITOR	DATE OF VISIT	REASON
Area A			
American River	Executive Committee	9/15/2022	Executive Committee Meeting
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
	Parker, Chow	11/28/2022	Equity in Curriculum
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
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
	Reese, Arzola	10/21/2022	Local Senate Visit (Virtual) - Brown Act
Modesto			
Porterville	Aschenbach, Reese	8/18/2022	Local Senate Visit - Faculty 10+1, Governance
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
	Velez/Howerton	9/21/2022	Cultural Humility Toolkit
Siskiyou, College of the	Aschenbach	2/25/2020	Assistance Visit Governance

Taft	Aschenbach, Eikey	1/17/2019	Minimum Qualifications
	Stankas	1/29/2020	Collegiality in Action
	Aschenbach	2/4/2021	Local Senate Visit - DEI
	Aschenbach, Foster	4/5/2021	Anti-Racism Education
	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
	Stewart, Parker	11/14/2022	ASCCC Accreditation Committee 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	Aschenbach/Chow	8/17/2022	ASCCC IDEAA Efforts and Resources
Cabrillo	Aschenbach, Parker	10/30/2019	Local Senate Visit - Noncredit
	Davison	11/1/2021	Collegiality in Action
	Aschenbach, LaTonya, Bean	10/13/2022	Virtual Local Senate Visit- Noncredit
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	Stankas, Davison, Aschenbac, May, Bean, Mica	2/6/2020	ICAS Meeting
	Davison	1/28/2021	Collegiality in Action
	Aschenbach, Velez	6/8/2021	Local Senat Visit - Noncredit
Diablo Valley	May, Rutan	1/22/2019	Noncredit Curriculum

	Davison	11/12/2019	RP Leading Versus Lagging Convening
	Aschenbach, Bean, Stanskas	3/1/2021	Local Senate Visit - Equity and Diversity
Evergreen Valley	Curry, Arzola	9/23/2022	Local Senate Visit- Distance Education & 10+1
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
	May	6/21/2022	CIA Visit
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	Curry, May, Parker, Stewart, Bean	6/8/2022	5C Meeting
	May	9/1/2022	CIA Visit
Ohlone	Davison	8/23/2019	Governance/Local Senate
	Cruz, Stanskas	1/21/2021	Diversity, Equity, and Inclusion
	Davison	3/11/2021	Collegiality in Action
	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
	Curry/ Gillis	9/29/2022	Guided Pathways
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
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	Stankas	2/8/2019	Collegiality in Action
	Aschenbach, May	10/6/2020	Local Senate Visit - Curriculum
	Aschenbach, May	10/20/2020	Local Senate Visit - Curriculum
	Curry	3/29/2021	Local Senate Visit - Governance
	Davison	5/13/2022	Collegiality in Action
Glendale			
LA District	May	10/18/2019	Local Senate Visit - AB 705
	May, Davison, Stewart Jr.	9/25/2020	District Discipline Day
	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
LA Pierce	Aschenbach	11/2/2019	Curriculum Regional Meeting
LA Southwest	Roberson, Parker	2/13/2019	RWLS Committee Meeting
	Aschenbach, Roberson, Stankas	2/28/2019	GP and Local Senate Visit
	Executive Committee	3/1/2019	Executive Committee Meeting

	Stankas	5/9/2019	Collegiality in Action
	Bruzzese, Cruz	1/17/2020	RwLS Committee Meeting
	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
	Aschenbach/Deyer	6/8/2022	DE regulations and AB 928 GE Pathway
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
	May, Aschenbach, Bean, Parker, Stewart	12/30/2022	ICAS Meeting
Santa Barbara City	Stankas	1/18/2019	Collegiality in Action
	Morse, Galizio	4/23/2021	Collegiality in Action
Santa Monica			
Ventura	Stewart/Reese	01/05/2023	Local Senate Visit- 10+1 Governance/IDEAA
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
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
	Velez, Roberson	8/18/2022	10+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
	Aschenbach	7/19/2022	Local Senate Visit - Equivalency
	Aschenbach	7/20/2022	Local Senate Visit - IDEAA/Cultural Humility Toolkit
	Aschenbach	9/2/2022	Local Senate Visit - Equivalency Follow up
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	Stankas	4/15/2019	Collegiality in Action
	Davison	2/3/2021	Collegiality in Action
	Curry	3/1/2021	Governance, Brown Act
	Velez, Wada	10/3/2022	Local Senate Visit- Brown Act, 10+1, ASCCC Functions
Riverside City	Davison, Stankas	11/4/2019	Assembly Higher Education Hearing on Faculty Diversification
Saddleback	Rutan	1/30/2019	Noncredit
	Reese, Chow	12/7/2022	Brown Act & Senate Meetings
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 Tracking as of 9/19/2022										
Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Status	Description	Status Notes	Month Complete	Year Complete
CCC Advocate Award for Assemblymember Jose Medina	September	2022	IV.H.	ASCCC Office	?	Assigned	ASCCC Office will need to determine when the award can take place. The Awards Handbook noted that this award will be given at a plenary session.	Ordered- will award at Spring Plenary 2023.	11/22	2022



ASCCC Executive Committee Agenda Item

Month: March **Year:** 2023

SUBJECT: ASCCC Investment Policy

DESIRED OUTCOME: The Executive Committee will review and consider for approval the proposed ASCCC Investment Policy.

CATEGORY: Consent

REQUESTED BY: Mica/Bean

STAFF REVIEW : Carrillo

Item No: II.C.

Attachment: YES

Urgent: No

Time Requested:

TYPE OF BOARD CONSIDERATION

Consent/Routine: X

First Reading:

Action:

Information:

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

The [Budget and Finance Operational Committee](#), comprising of the ASCCC president, vice president, secretary, treasurer, executive director, and accountant (as advisor), discussed and developed the proposed investment policy.

The Committee began discussions on a proposed investment policy in 2021-2022, and completed the policy development at its February 2023 meeting, following the feedback from the 2021-2022 Executive Committee at its May 2022 meeting and input from legal counsel, Mark Alcorn, in spring of 2023. The policy includes the purpose, the management roles, and the investment philosophy based on environmental, social, and governance (ESG) factors.

The next steps: Once the Executive Committee provides approval of the policy, the ASCCC Executive Director will research investment firms to support any future investments based on the approved policy.

Academic Senate for California Community Colleges Investment Policy

Purpose:

The Academic Senate for California Community Colleges (ASCCC) Investment Policy establishes investment objectives, policies, guidelines, and eligible deposits or guarantees related to all assets held by the ASCCC primarily for investment purposes. In doing so, the policy:

- *Clarifies the delegation of duties and responsibilities concerning the management of ASCCC's funds;*
- *Identifies the criteria used to measure the investment performance of ASCCC's investments;*
- *Communicates the funding objectives to the Board, staff, and membership of the ASCCC;*
- *Confirms policies and procedures relative to the expenditure of ASCCC funds; and*
- *Serves as a review document to guide the ongoing oversight of the management of ASCCC's investments.*

Delegation of Responsibilities

The Board of Directors (Executive Committee) has oversight role regarding all decisions that impact ASCCC's funds. The Board has delegated supervisory responsibility for the management of our funds to the Budget Committee. Specific responsibilities of the various bodies and individuals responsible for the management of our institutional funds are set forth below:

Board of Directors. The Board shall ensure that its fiduciary responsibilities concerning the proper management of ASCCC's funds are fulfilled through appropriate investment structure, internal and external management, and portfolio performance consistent with all policies and procedures. The Board of Directors shall:

- *Approve investment policies and objectives that reflect the organizations' tolerance for long-term investment-risk of the assets.*

Budget Committee. The Budget Committee will consist of [ASCCC](#) Officers as indicated in the ASCCC bylaws, [and is accountable to the Board](#). The Budget Committee shall adhere to the process by which decisions are made with respect to ASCCC's funds. The Budget Committee is responsible for the development, recommendation, implementation and maintenance of all policies relative to ASCCC's funds and shall:

- Develop and/or propose policy recommendations to the Board with regard to the management of all funds.
- Recommend long-term and short-term investment policies and objectives for funds, including the study and selection of assets, determining asset allocation ranges, and setting performance objectives.

- Determine that funds are prudently and effectively managed with the assistance of management and any necessary investment consultants and/or other outside professionals.
- Monitor and evaluate the performance of all those responsible for the management of funds.
- Recommend the retention and/or dismissal of investment consultants and/or other outside professionals.
- Receive and review reports from management, investment consultants and/or other outside professionals.
- Periodically meet with management, investment consultants and/or other outside professionals management, investment consultants and/or other outside professionals.

Management. Management, as defined, consists of the ASCCC Executive Director or designee, responsible for the oversight of operations of the ASCCC Office. Management shall be responsible for the day-to-day administration and implementation of policies established by the Board and/or the Budget Committee concerning the management of ASCCC funds. Management shall also be the primary liaison between any investment consultants and/or other outside professionals that shall be retained to assist in the management of such funds. Specifically, in consultation and coordination with the Budget Committee, management shall:

- Oversee the day-to-day operational investment activities of all funds subject to policies established by the Board and/or the Budget Committee.
- Contract with outside service providers, such as: investment consultants, investment managers, banks, and/or trust companies and/or any other necessary outside professionals.
- Ensure that the service providers adhere to the terms and conditions of their contracts; have no material conflicts of interests with the interests of ASCCC; and, performance monitoring systems are sufficient to provide the Budget Committee with timely, accurate, and useful information.
- Regularly meet with any outside service providers to evaluate and assess compliance with investment guidelines, performance, outlook and investment strategies; monitor asset allocation and rebalance assets, as directed by the Budget Committee and in accordance with any asset allocation policies, among asset classes and investment styles; and, tend to all other matters deemed to be consistent with due diligence with respect to prudent management of funds.
- Comply with official accounting and auditing guidelines regarding due diligence and ongoing monitoring of investments. Prepare and issue periodic status reports to the Board and the Budget Committee.

Guidelines for Investing (Investment Philosophy)

The ASCCC Accounting Policies and Procedures Manual outlines the current Senate Reserves policy. The reserves would typically be in a savings or money market account. Excess funds

beyond the listed operational reserve may be considered for investment in stable, growth-oriented financial products.

The ASCCC subscribes to socially responsible investing (ESG Investing), and the ASCCC considers strongly environmental, social, and corporate governance (ESG) factors before contributing money and resources to a particular company or venture. Whenever possible, the ASCCC will invest dollars to promote positive societal impact, corporate responsibility, and long-term financial return

ESG Investing Factors. An investment's sustainability impact is evaluated using environmental, social, and governance (ESG) factors.

1. Environmental

This category considers the impact a company has on the environment, such as its carbon footprint, waste, water use and conservation, and clean technology it uses and creates in its supply chain.

2. Social

This refers to the social impact an individual company or fund has within society and how it advocates for social good and change within the broader community. Analysts look closely at a company's involvement and stances on social issues such as human rights, racial diversity within hiring and inclusion programs, the health and safety of its employees and board members, and community engagement.

3. Governance

Governance deals with how an exchange traded fund (ETF) or company is managed, or "governed," for driving positive change. It encompasses reviewing the quality of management and the board, executive compensation and diversity, shareholder rights, overall transparency and disclosure, anti-corruption, and even corporate political contributions.

Eligible Investments

1. *FDIC Insured Certificates of Deposit*
2. *Common Stocks that adhere to ESG Investing Principles*
3. *US Treasuries and/or California Municipal Bonds*

Measuring Performance

The investment portfolio's performance will be reviewed according to benchmarks established in collaboration with the selected investment advisor. The investment advisor will provide ASCCC with a benchmark for each fund held within the portfolio.

Monitoring

The financial advisor will provide ASCCC with a detailed report of the portfolio at least quarterly. The quarterly report will outline the following:

1. *Returns for the specified quarter, year to date, and inception*

2. *The current portfolio allocation compared to the target asset allocation*
3. *A comparison of the performance of each fund and manager relative to other managers with a similar investment style or strategy*
4. *The portfolio's performance relative to a broad portfolio based on the target asset Allocation*
5. *The portfolio's performance relative to a custom benchmark based on the individual funds held within the portfolio*



ASCCC Executive Committee Agenda Item

Month: March **Year:** 2023
SUBJECT: EDAC Brown Bag Webinar #3
DESIRED OUTCOME: The Executive Committee will review and approve the description and panelists for EDAC’s third brown bag webinar
CATEGORY: Consent
REQUESTED BY: Manuel Velez and Karen Chow
STAFF REVIEW : Carrillo

Item No: II.D.

Attachment: Yes (1)
Urgent: Yes
Time Requested: 10 minutes

TYPE OF BOARD CONSIDERATION

Consent/Routine: X
 First Reading:
 Action:
 Information:

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

EDAC, is proud to present our third webinar in the Brown Bag webinar series, entitled “The Proliferation of Technology and its Impact on Students of Color”

This webinar is scheduled for Tuesday, April 11th from 12:30 – 2:00PM and will be presented via Zoom.

Title:
 The proliferation of technology in our colleges and its impact on students of color

Date:
 Tuesday, April 11th 12:30 - 2:00PM

Moderators:
 Manuel J. Vélez, ASCCC Area D Representative
 Karen Chow, ASCCC Area B Representative

Panelists:

Description:
 The use of technology in our classrooms and throughout our college campuses has surged over the last several years, fueled in large part by the COVID-19 pandemic. While it’s true that this surge allowed many of our colleges to respond to the restrictions imposed by COVID-19 successfully, this experience has also led to what some faculty describe as an over-reliance and blind-acceptance of technology without considering its impact especially on students of color. Join us in this timely and important webinar where we consider the proliferation of

technology through a critical race lens and discuss both the positive and negative impact for our students of color.



ASCCC Executive Committee Agenda Item

Month: March **Year:** 2023

SUBJECT: Legislative Update

DESIRED OUTCOME: The Executive Committee will receive a legislation update and may consider requested action

CATEGORY: Action

REQUESTED BY: Aschenbach

STAFF REVIEW : Carrillo

Item No: III.A.

Attachment: No

Urgent: No

Time Requested: 15

TYPE OF BOARD CONSIDERATION

Consent/Routine:

First Reading:

Action: X

Information:

BACKGROUND

California State Budget:

- [Governor’s January Budget Proposal \(2023-2024\): Higher Education](#)
- [Legislative Analyst Office \(LAO\) Overview of The Governor’s Budget \(2023-2024\)](#)
- [Joint Analysis of the Governor’s January Budget Proposal \(2023-2024\)](#)
- [Legislative Analyst’s Office 23-24 Budget Fiscal Outlook for Schools and Community Colleges \(November 16, 2022\)](#)
- [Joint Analysis of the Enacted 2022-2023 Budget \(July 1, 2022\)](#)
- Chancellor’s Office [Budget News](#) webpage
 - 2022-2023 California Community Colleges [Compendium of Allocations and Resources \(December 14, 2022\)](#)
 - Board of Governors [2023-2024 System Budget Request](#)
- [Department of Finance Trailer Bill Language](#)

2023 Legislative Calendar

- March 30-April 10 – Legislature Spring Recess
- April 28 – Last day for policy committees to hear and report to fiscal committees fiscal bills introduced in their house
- May 5 – Last day for policy committees to hear and report to the Floor non-fiscal bills introduced in their house
- May 12 – Last day for policy committees to meet prior to June 5
- May 19 – Last day for fiscal committees to meet; Last day for fiscal committees to hear and report to the Floor bills introduced in their house
- June 2 – Last day for each house to pass bills introduced in that house
- June 15 – Budget Bill must be passed by midnight

Useful Websites:

- [Multi-Year Roadmap Between the Newsom Administration and the California Community Colleges](#) (May 2022)
- [ASCCC Legislative Updates](#): Role of ASCCC in legislative advocacy, ASCCC positions on legislation, and ASCCC legislative reports.
- [California Legislative Information](#): Landing page for searches of California codes, past legislation, current bills, and more.
- [Legislative Analyst's Office \(LAO\)](#): The LAO provides fiscal and policy advice to the legislature and develops nonpartisan analyses of the state budget.
- [California Department of Finance](#): The Department of Finance provides fiscal policy advice to the Governor. Website includes links to trailer bill language and legislative analyses. *Look here for info about Governor's January Budget!
- [Glossary of Legislative Terms](#): Part of the California Legislative Information website.
- Assembly [Daily File](#) and [Daily History](#) & Senate [Daily File](#) and [Daily Summary](#): The Daily Files are the agendas of Assembly and Senate business for each day. The Daily History/Summary is produced each day after each House has met and includes specific actions taken on legislation.
- Legislative Rosters: [Assemblymembers](#), [Senators](#), [Find Your Representative](#)
- Legislative Committees: [Assembly Higher Education](#), [Senate Education](#), Assembly Budget [Subcommittee 2 Education Finance](#), [Senate Budget Subcommittee 1 on Education](#)

Stakeholder Organizations: Legislative Positions and Bill Tracking Pages

- Chancellor's Office [Tracked Legislation](#)
- Community College League of California (CCLC) [Bill Tracking](#)
- Faculty Association of California Community Colleges (FACCC) [Legislative Priorities](#) and [Current Legislation](#) (not reflective of 23-24 legislative session as of 12/13/22)
- Community College Association (CCA) [Legislative and Political Action](#)
- California Federation of Teachers (CFT) [Legislative Updates](#)

Committee Memberships

Assembly Higher Education Committee

- Assemblymember Mike Fong, Chair
- Assemblymember Tri Ta, Vice Chair
- Assemblymember Dawn Addis
- Assemblymember Dr. Joaquin Arambula
- Assemblymember Jesse Gabriel
- Assemblymember Jacqui Irwin
- Assemblymember Evan Low
- Assemblymember Liz Ortega
- Assemblymember Kate Sanchez
- Assemblymember Miguel Santiago
- Assemblymember Greg Wallis
- Assemblymember Akilah Weber, M.D.

Assembly Budget Sub 2 Education Finance Committee

- Assemblymember Kevin McCarty, Chair
- Assemblymember David Alvarez
- Assemblymember Sabrina Cervantes
- Assemblymember Megan Dahle

- Assemblymember Mike Fong
- Assemblymember Al Muratsuchi

- Assemblymember Kate Sanchez

Senate Education Committee

- Senator Josh Newman, Chair
- Senator Rosilicie Ochoa Bogh, V. Chair
- Senator Dave Cortese
- Senator Dave Cortese

- Senator Steven M. Glazer
- Senator Mike McGuire
- Senator Lola Smallwood-Cuevas
- Senator Scott Wilk

Senate Budget Subcommittee 1 on Education

- Senator John Laird, Chair
- Senator Dave Min

- Senator Rosilicie Ochoa Bogh
- Senator Lola Smallwood-Cuevas



Bill Tracking

ASCCC Executive Committee

Summary as of February 21, 2023 9:00PM

Active Bills with 10+1 Focus			
Bill Number (Author)	Title	Status	Notes
AB 255 (Alanis)	Public postsecondary education: priority registration for first responders		
AB 359 (Holden)	Pupil instruction: dual enrollment: College and Career Access Pathways partnerships		Would appropriate General Funds to DoE and CCCCCO for providing technical support and services for CCAP partnerships
AB 368 (Holden)	College and Career Access Pathways partnerships		Nonsubstantive changes to existing provisions. Spot bill?
AB 395 (Reves)	Community colleges: matriculation: assessment		Spot bill
AB 458 (Jones-Sawyer)	Peace officers		Extends due date for AB 89 Task Force report to June 30, 2023 (from June 1, 2023)
AB 506 (M. Fong)	California State University: graduation requirement: ethnic studies		Require CSU to collaborate w/ CCCCCO, CCC Ethnic Studies Faculty Council, and CSU Council on Ethnic Studies to develop a process for ES course approval
AB 569 (Garcia)	Veterans: cybersecurity apprenticeship program		
AB 607 (Kalra)	Public postsecondary education: course materials		Require prominent display of estimated costs of course materials and fees for no less than 75% of courses on online course schedule
AB 634 (Ward)	Community colleges: career development and college preparation courses		Changes “sequence” to “a complement”, allows for F2F or DE, and includes a means for FTES accounting
AB 689 (Carrillo)	Community colleges: registered nursing programs		Nonsubstantive changes. Spot bill?
AB 811 (M. Fong)	Seymour-Campbell Student Success Act of 2012: repeating credit courses		Authorize credit course repetition up to five times for courses in which a substandard grade was earned, and up to three times for courses in which a satisfactory grade was earned
AB 1040 (Alvarez)	Community colleges: mentoring credit program		Establish 1-to-1 credit mentoring program

SB 711 (Caballero)	Community colleges: blockchain degree and certification programs: working group		Require CO to convene a working group to take specific actions related to CCC blockchain certificate & degree programs
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Active Bills with College Affordability, Basic Needs, or Student Success Focus			
Bill Number (Author)	Title	Status	Notes
AB 25 (McCarty)	Postsecondary education: debt-free college		Spot bill
AB 26 (M. Fong)	Personal Income Tax Law: exclusion: federal student loan debt relief plan		
AB 91 (Alvarez)	Community colleges: exemption from nonresident tuition fee: San Diego and Imperial Counties Community Colleges Association		
AB 263 (Jones-Sawyer)	Public postsecondary education: pilot program for free cost of education: working group		
AB 274 (Bryan)	CalWORKs: CalFresh: eligibility: income exclusions		
AB 311 (Santiago)	California Food Assistance Program: eligibility and benefits		
AB 358 (Addis)	Community college districts: student housing		
AB 376 (Villapudua)	Student financial aid: Cal Grant C: driver training programs: commercial motor vehicles		
AB 509 (V. Fong)	Personal income taxes: gross income: exclusion: student loan assistance		
AB 680 (Blanca Rubio)	Public postsecondary education: nonresident tuition: exemption		
AB 746 (Sanchez)	Learning-Aligned Employment Program: eligibility and priority		
AB 870 (Arambula)	Public Social Services: benefits to students		
AB 928 (Reyes)	CalFresh data dashboard: students		
AB 1245 (McCarty)	Community colleges: childcare providers: fee waivers		Would require waiver of fees for students employed as childcare providers
AB 1342 (M. Dahle)	California College Promise: fee waiver eligibility		
AB 1540 (M. Fong)	Public postsecondary education: nonresident tuition: exemption		
AB 1745 (Soria)	Public postsecondary education: veterans: waiver of mandatory systemwide tuition and fees		
SB 1 (Glazer)	Personal Income Tax Law: exclusions: student loan forgiveness		
SB 245 (Hurtado)	California Food Assistance Program: eligibility and benefits		
SB 307 (Ashby)	Middle Class Scholarship Program: community colleges: current and former foster youth		

Active Bills with College Affordability, Basic Needs, or Student Success Focus			
Bill Number (Author)	Title	Status	Notes
SB 444 (Newman)	Community colleges: Mathematics, Engineering, Science, Achievement (MESA) programs		
SB 521 (Smallwood-Cuevas)	CalWORKs: pregnancy- or parenting-related accommodations		
SB 629 (Cortese)	Community colleges: West Valley-Mission Community College District		

Active Bills with Higher Education Focus or Impact			
Bill Number (Author)	Title	Status	Notes
AB 252 (Holden)	The College Athlete Protection Act		
AB 260 (Santiago)	Community colleges: part-time employment		
AB 264 (Ting)	Community colleges: Lunar New Year holiday		
AB 290 (Hoover)	Career technical education: California Career Technical Education Incentive Grant Program: Strong Workforce Program		Would end K-12 SWF as of July 1, 2024 and shift funds to CA CTEIGP
AB 299 (Holden)	Hazing: educational institutions: civil liability		
AB 320 (Lee)	Student Aid Commission		Expand student membership on CSAC to 1 from each higher education system
AB 377 (Muratsuchi)	Career technical education: California Career Technical Education Incentive Grant Program: Strong Workforce Program		Same as AB 290?
AB 447 (Arambula)	Public postsecondary education: students with disabilities: inclusive college pilot programs		
AB 456 (Maienschein)	Public postsecondary education: campus mental health hotlines		
AB 461 (Ramos)	Student safety: fentanyl test strips		
AB 603 (Cervantes)	Postsecondary education: segments		Nonsubstantive changes. Spot bill?
AB 624 (Grayson)	Public postsecondary education: disabled student services: assessments		
AB 644 (Jones-Sawyer)	Public postsecondary education: campus safety: hate crime: surveys		
AB 656 (McCarty)	California State University: doctoral programs		
AB 760 (Wilson)	California State University and University of California: records: affirmed name and gender identification		
AB 789 (Berman)	Student financial aid: Cal Grants: satisfactory academic progress		
AB 817 (Pacheco)	Local government: open meetings		Nonsubstantive changes to Brown Act. Spot bill?

Active Bills with Higher Education Focus or Impact			
Bill Number (Author)	Title	Status	Notes
AB 942 (M. Fong)	Postsecondary education: sex equity		
AB 1142 (M. Fong)	Postsecondary education: Coordinating Commission for Postsecondary Education		
AB 1275 (Arambula)	Community colleges: student-run community college organizations: open meetings: teleconferences		Proposes adjustments to open meeting act requirements for student-run organizations. Sponsored by SSCCC.
AB 1370 (Ta)	California Community Colleges Economic and Workforce Development Program		
AB 1541 (M. Fong)	Community colleges: governing board membership:		Proposes advisory vote for student members
AB 1542 (M. Fong)	Board of Governors of the California Community Colleges: student members: Student Success Completion Grant program awards		Would grant program awards to student BoG members
AB 1543 (M. Fong)	Community colleges: student representation fees		
AB 1558 (Gallagher)	Postsecondary education: safety: credible threats		
AB 1699 (McCarty)	K-14 classified employees: part- time or full-time vacancies: public postings		
SB 234 (Portantino)	Opioid antagonists: schools, college campuses, stadiums, concert venues, and amusement parks		
SB 467 (Portantino)	Community colleges: apprenticeship or internship training programs		Prohibit a student from being denied admission to apprenticeship or internship program because student uses ITIN for background check instead of SSN.

Other Active Bills of Interest			
Bill Number (Author)	Title	Status	Notes
AB 390 (Haney)	Commission on Peace Officer's Standards and Training: assessment of training requirements		Aligns with AB 89 Task Force efforts



ASCCC Executive Committee Agenda Item

Month: March **Year:** 2023

SUBJECT: ASCCC Spring Plenary Resolutions

DESIRED OUTCOME: The Executive Committee will review and discuss the resolutions submitted by ASCCC committees.

CATEGORY: Action

REQUESTED BY: Bean/ Arzola

STAFF REVIEW : Carrillo

Item No: III.B.

Attachment: Yes

Urgent: Yes

Time Requested: 40 minutes

TYPE OF BOARD CONSIDERATION

Consent/Routine:

First Reading:

Action: X

Information:

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

Resolutions Committee chair and second chair will present the draft of the resolutions submitted by ASCCC Committees.

Objective: To discuss and approve the resolutions that will be included in the pre-session packet.

The Resolutions Handbook, pg. 5-6 states the following:

"Prior to the Area meetings in the fall and spring, the Academic Senate Executive Committee meets to review resolutions developed by the standing and ad hoc committees of the Academic Senate. In addition, individual Executive Committee members may develop resolutions prior to Area meetings based on their experiences working with other groups and organizations around the state.

"The Executive Committee reviews all such resolutions prior to the Area meetings and determines which of these resolutions to forward to the Area meetings where they are discussed and reviewed. Resolutions not forwarded by the Executive Committee may be shared at Area meetings or plenary session by interested faculty willing to follow the steps listed in the "Resolutions at Area Meetings" and "Resolution and Amendment Writing at the Plenary" sections below."

ASCCC Resolutions from Committees

For Discussion at March 2023 Executive Committee Meeting

Overhauling Academic Probation Language and Processes

Whereas, Current California Code of Regulations, title 5, §55031 Standards for Probation¹ requires colleges to place students on Academic or Progress Probation if they fall below Grade Point Average (GPA) or successful course completion standards;

Whereas, The term “probation” is a deficit-minded principle that is associated with criminal activity and this term and current practices are perpetuating trauma for students who identify as Black, Indigenous, People of Color (BIPOC) as well as justice-impacted students;²

Whereas, Studies such as the Research and Planning Group's *The African American Tipping Point: Identifying the Factors that Impact Transfer Among African American/Black Community College Students* (2022) show that being put on academic probation “presents a significant barrier to making it near the transfer gate for students of all races/ethnicities”³; and

Whereas, The Research and Planning Group study also showed that practices like putting students on academic and/or progress probation disproportionately impacted Black students as they found that 41% of Black students were placed on probation versus 24% of white students in California Community Colleges from 2011 and 2016;⁴

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to overhaul the title 5 language on probation including a name change and updating the language and processes to be asset-minded, not punitive; and

Resolved, That the Academic Senates for California Community Colleges support local academic senates with professional development and resources to encourage reviewing local policies and practices with an aim of mitigating local processes that may negatively impact students who are on academic and/or progress probation while title 5 changes are in progress.

Contact: Stephanie Curry, Executive Committee, Transfer, Articulation, and Student Services Committee

¹ California Code of Regulations, title 5, §55031 Standards for Probation:

<https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-6-curriculum-and-instruction/subchapter-1-programs-courses-and-classes/article-3-probation-and-dismissal/section-55031-standards-for-probation#:~:text=A%20student%20who%20has%20attempted,system%20described%20in%20section%2055023.>

² *The African American Tipping Point: Identifying the Factors that Impact Transfer Among African American/Black Community College Students Brief 1 of 3* may be found at

[https://rpgroup.org/Portals/0/Documents/Projects/African_American_Transfer_Tipping_Point-\(AATTP\)-Study/AATTP_Brief1_Fall2022.pdf](https://rpgroup.org/Portals/0/Documents/Projects/African_American_Transfer_Tipping_Point-(AATTP)-Study/AATTP_Brief1_Fall2022.pdf).

³ Ibid.

⁴ Ibid.

Add A Designated At-Large Part-Time Representative to the Executive Committee

Whereas, The Academic Senate for California Community Colleges (ASCCC) has had a long-standing commitment to participation of part-time faculty demonstrated in resolutions⁵ and papers, as they bring vital and unique authentic voices and experiences to discussions of academic and professional matters in alignment with the Inclusion, Diversity, Equity, Antiracism and Accessibility commitment of the ASCCC;

Whereas, Resolution S96 01.05⁶ called for the Academic Senate for California Community Colleges to develop a proposal to ensure participation of part-time faculty on the Executive Committee and a paper titled "Participation of Part-time Faculty on the Executive Committee of the Academic Senate for California Community Colleges" was developed in 1998 with recommendations to support the opportunity for part-time faculty inclusion, the paper recommended several bylaws changes to make possible for part-time faculty to run for election, yet the paper fell short of "assuring participation on the Executive Committee"⁷;

Whereas, Since the 1998 paper "Participation of Part-time Faculty on the Executive Committee of the Academic Senate for California Community Colleges" only one known part-time faculty member has successfully run for a seat on the Academic Senate for California Community Colleges (ASCCC) Executive Committee, showing that changes to the bylaws alone will not assure that there will be a part-time faculty voice on the ASCCC Executive Committee and there are still significant barriers to part-time faculty running for election including the qualification requirements; and

Whereas, According to the California Community Colleges Datamart Dashboard, in Fall 2022 part-time faculty made up 66.7% (citation needed) of the faculty workforce encompassing over half of the faculty in the California Community College system, and part-time faculty are important voices that are currently not represented on the Academic Senate for California Community Colleges Executive Committee;

Resolved, That the Academic Senate for California Community Colleges revise its bylaws to create a fifteenth member of the Executive Committee as a designated at-large part-time faculty member and review polices to support part-time faculty's ability to run and that these changes be brought back to the body by 2024 Spring Plenary;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) review its eligibility requirements for Executive Committee members and support equitable opportunities for part-time faculty to run for the ASCCC Executive Committee; and

⁵ Resolution F95 17.02 Part-time Faculty Involvement in Local Senates: <https://www.asccc.org/resolutions/part-time-faculty-involvement-local-senates>.

⁶ Resolution S96 01.05: <https://www.asccc.org/resolutions/participation-part-time-faculty-executive-committee>.

⁷ "Participation of Part-time Faculty on the Executive Committee of the Academic Senate for California Community Colleges" (1998) found at <https://www.asccc.org/papers/participation-part-time-faculty-executive-committee-academic-senate-california-Community>.

Resolved, That the Academic Senate for California Community Colleges provide professional development opportunities for part-time faculty on the role of the Executive Committee and opportunities for participation to encourage part-time faculty to run for any position for which they qualify.

Contact: Anastasia Zavodny, Reedley College, Part-time Faculty Committee

Disciplines List–Ethnic Studies

Whereas, Oral and written testimony given through the consultation process used for the review of Minimum Qualifications for Faculty and Administrators in California Community Colleges, also known as the Disciplines List, supported the following revision of the Ethnic Studies discipline:

Master’s in African American Studies, Black Studies, Africana Studies, Latino Studies, La Raza Studies, Chicana/o Studies, Asian American Studies, Native American Studies, or American Indian Studies

OR

Master’s in Ethnic Studies

OR the equivalent; and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the Disciplines List Revision Handbook was followed;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Ethnic Studies.

Contact: Tamara Cheshire, Folsom Lake College, Standards and Practices Committee

Flexible Area Meetings

Whereas, The Academic Senate for California Community Colleges Area A and Area B meetings have been consistently held on a Friday, and the Area C and Area D meetings have been consistently held on a Saturday, which is often outside of the traditional work week;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) explore options for Area meetings that align with the needs and best interest of each individual Area while also balancing logistical considerations of the ASCCC Executive Committee and ASCCC office team starting with the Fall 2023 Area meetings.

Contact: Pablo Martin, San Diego Miramar College, Standards and Practices Committee

Recommendation to Replace TOP Code with CIP Code

Whereas, The California Community Colleges system has made numerous unsuccessful efforts in the past decade to move the system of identifying programs/courses with the Taxonomy of Programs (TOP) codes to Classification of Instructional Programs (CIP) codes⁸;

Whereas, The 2004 Taxonomy of Programs (TOP) manual is outdated and not aligned with the Program and Course Approval Handbook (PCAH) and converting to the Classification of Instructional Programs (CIP) codes will align California Community Colleges with other educational partners and employment data outcomes, while eliminating the issues with the PCAH, such as Career Technical Education (CTE) limited TOP codes, incongruence with non-CTE degree or certificate outcomes, and mismatched terminology; and

Whereas, The California Community College Curriculum Committee in conjunction with West Ed and the Centers for Excellence and other system stakeholders have already been in discussions regarding the steps and factors that would be necessary to convert from the use of Taxonomy of Programs code to Classification of Instructional Programs code in the California community colleges and have made significant progress but not with all colleges/districts and programs;

Resolved, that the Academic Senate for California Community Colleges work with the Chancellor's Office to develop a strategy, work plan, and timeline for switching course and award codes from Taxonomy of Programs (TOP) code to Classification of Instructional Programs code while considering how this change will affect Guided Pathways-related program mapping, Chancellor's Office Curriculum Inventory specifications, local and statewide Management Information System structures, technical assistance requirements, and implications of TOP code conversion for other use; and

Resolved, That the Academic Senate for California Community Colleges recommends the Chancellor's Office create a taskforce to provide an end-date for discontinuing Taxonomy of Programs code and convert to Classification of Instructional Programs codes and share the plan of action by fall of 2024.

Contact: Carrie Roberson, Executive Committee, CTE Leadership Committee

Adopt the 2023-2026 ASCCC Strategic Plan

Whereas, Strategic planning is a critical component of successful organizations, which provides clear direction and stability and ensures that the organization's leadership is responsive to its members;

⁸ Classification of Instructional Programs (CIP) codes are used nationally by the US Department of Education and only required of California community colleges in contexts such as IPEDs and accreditation.

Whereas, Since the 2018—2023 Strategic Plan of the Academic Senate for California Community Colleges (ASCCC) is set to expire in 2023, the ASCCC Executive Committee engaged in comprehensive and public strategic planning sessions from December 2022 through February 2023;⁹

Whereas, The Academic Senate for California Community Colleges (ASCCC) Executive Committee considered ASCCC’s mission and vision, resolutions, recommendations from the periodic reviews, as well as current issues impacting academic and professional matters to guide the planning; and

Whereas, The Academic Senate for California Community Colleges (ASCCC) Executive Committee has proposed the 2023--2026 Strategic Plan¹⁰ for consideration and adoption by the delegates of the ASCCC;

Resolved, That the Academic Senate for California Community Colleges adopt the 2023--2026 ASCCC Strategic Plan.

Contact: Ginni May, Executive Committee

Low Textbook Cost Designation and Search in CVC Online Course Finder

Whereas, Resolution F22 17.05, “Adopt Student Senate for California Community Colleges Low-Cost Recommendation” encourages local academic senates to adopt \$30 or less as their locally established cost threshold that must not be exceeded for a course to be considered low-cost for reporting purposes and designation in the class schedule;

Whereas, Establishing a low-cost definition is a local determination yet a single meaning of low-cost is necessary when students are provided the opportunity to select courses from different colleges since various definitions of low-cost at different institutions can be confusing and even misleading for students;

Whereas, The California Virtual Campus Exchange’s online Course Finder enables students to access online courses across the state and both designates when a section is Zero Textbook Cost (ZTC) with a symbol and enables students to limit their search to only those section that are ZTC; and

Whereas, The Academic Senate for California Community Colleges has encouraged colleges to implement a mechanism for identifying course sections that employ low-cost course materials and recognizes that although reducing costs to zero may not be immediately possible, efforts to substantially decrease the costs of course materials should be recognized;

⁹ “Reimagining with Purpose: ASCCC Strategic Planning Session December 2022 to February 2023.” (Power Point) may be found at <https://asccc.org/sites/default/files/2023-02/ASCCC%20Strategic%20Planning%20Process%202023-2026.pdf>.

¹⁰ 2023—2026 ASCCC Strategic Plan can be found at <https://asccc.org/sites/default/files/2023-02/23-26%20Strategic%20Plan%20Directions%20ASCCC.pdf>.

Resolved, That the Academic Senate for California Community Colleges requests that the California Virtual Campus (CVC) add a Low Textbook Cost (LTC) symbol to recognize those sections that have a cost of textbooks and supplemental resources that do not exceed \$30 and include the LTC symbol in the search feature in the CVC's online Course Finder.

Contact: Michelle Pilati, Open Educational Resources Initiative

Adopt “Enrollment Management Revisited Again: Post Pandemic” Paper

Whereas, In Fall 2018, the Academic Senate for California Community Colleges adopted Resolution 17.01 Guided Pathways, Strategic Enrollment Management, and Program Planning,¹¹ which recognized the significant environmental changes that California community colleges find themselves operating in;

Whereas, Faculty leaders, in 1999 and 2009, contributed their expertise on 10 + 1 academic and professional matters as it relates to enrollment management that subsequently resulted in the crafting of a paper titled the “Role of Academic Senates in Enrollment Management”¹² and a paper titled “Enrollment Management Revisited”¹³;

Whereas, Faculty leaders, in 2021 through 2023, recognized the changes in the California community colleges landscape, such as Guided Pathways, College Promise, AB 705 and AB 1705, embarked on an effort to provide California community colleges with an updated perspective on enrollment management; and

Whereas, The global COVID-19 pandemic, in many ways, further demonstrated an overwhelming need to revisit approaches to enrollment management in the California community colleges system;

Resolved, That the Academic Senate for California Community Colleges adopt the paper titled “Enrollment Management Revisited Again: Post Pandemic” and disseminate the paper to local academic senates upon its adoption.

Contact: Carlos R. Guerrero, Los Angeles City College, Educational Policies Committee

¹¹ Resolution F18 17.01 Guided Pathways, Strategic Enrollment Management, and Program Planning: <https://www.asccc.org/resolutions/guided-pathways-strategic-enrollment-management-and-program-planning>.

¹² “Role of Academic Senates in Enrollment Management” (1999) found at <https://www.asccc.org/papers/role-academic-senates-enrollment-management>.

¹³ “Enrollment Management Revisited” (2009) found at <https://www.asccc.org/papers/enrollment-management-revisited>.

Support AB 607 (Kalra, 2023), If Amended

Whereas, AB 607 (Kalra, as of February 17, 2023)¹⁴ proposes to modify California Education Code §66406.9¹⁵ by adding the requirement that the California Community Colleges “prominently display, by means that may include a link to a separate internet web page, the estimated costs for each course of all required course materials and fees directly related to those materials, for no less than 75 percent of the total number of courses on the online campus course schedule. 'Course materials' as used in this paragraph includes digital or physical textbooks, devices such as calculators and remote attendance platforms, and software subscriptions”;

Whereas, California Education Code §66406.9¹⁶ currently uses the term “course materials” and “digital course materials” to refer to course resources that are exclusive of devices and supplies such as calculators;

Whereas, Resolution F20 20.02 Ensure Course Cost Transparency for Students encourages “local academic senates to advocate for the implementation of a process for consistent, clear, and transparent messaging to students prior to registration regarding all material and supply costs in appropriate locations including the schedule of classes and the bookstore”¹⁷; and

Whereas, California Code of Regulations, title 5 §59402¹⁸ states that required instructional materials “means any materials which a student must procure or possess as a condition of registration, enrollment or entry into a class; or any such material which is necessary to achieve the required objectives of a course,” establishing “instructional materials” as inclusive of textbooks, supplemental materials, and course supplies;

Resolved, That the Academic Senate for California Community Colleges supports AB 607 (Kalra, as of February 17, 2023), if amended: amend “course materials” to “instructional materials” to ensure that definitions within California Education Code §66406.9¹⁹ are consistent, to prevent the introduction of a definition into law that is inconsistent with a definition that is presently in regulation.

Contact: Michelle Pilati, Open Educational Resources Initiative

Continue Funding the Online Network of Educators (@ONE)

Whereas, The Online Network of Educators was established in conjunction with the California Virtual Campus-Online Education Initiative to provide free or low-cost robust and comprehensive innovative professional learning and development opportunities for California

¹⁴ AB 607 (Kalra): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB607.

¹⁵ California Education Code §66406.9: <https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html>.

¹⁶ Ibid.

¹⁷ Resolution F20 20.02 Ensure Course Cost Transparency for Students: <https://www.asccc.org/resolutions/ensure-course-cost-transparency-students>.

¹⁸ California Code of Regulations, title 5, §59402: <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-10-community-college-administration/subchapter-7-instructional-materials/section-59402-definitions>.

¹⁹ California Education Code §66406.9: <https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html>.

community college faculty, staff, and administrators to increase student engagement and success through the effective use of digital tools and platforms;

Whereas, the Online Network of Educators (@ONE) team of educators provides such innovative pedagogical and technical training that they are routinely called upon as experts in distance education pedagogy, setting the highest standard for the systematic delivery of professional development for online teaching, their catalog of courses and their delivery are instrumental in the delivery of distance education that many colleges have built their entire professional development plans around @ONE's continued offerings, and that @ONE's focus on equitable and culturally responsive distance education practices have supported individual faculty members and colleges to supplement local efforts, especially for smaller colleges who may not have the resources for full-time instructional designers;

Whereas, The Online Network of Educators' training and support to faculty has been pivotal in the development of Canvas trainings for faculty and colleges that aim to design and implement a local Peer Online Course Review (POCR) process and these trainings were, and continue to be, pivotal to helping faculty across the system pivot quickly to online teaching during the COVID-19 pandemic and continue to increase online learning accessibility and equity-minded online teaching practices, especially since many colleges do not have adequate distance education coordinators, specialists, or instructional designer support for faculty; and

Whereas, Funding for the Online Network of Educators has been provided through the California Community Colleges Chancellor's Office and managed by the Foothill-DeAnza Community College District but has not been renewed by the California Community College Chancellor's Office for the 2023—2024 academic year, and there is no current plan to address the loss of these resources that are needed to support the increased online instruction that continues after the 2020 COVID-19 pandemic;

Resolved, That the Academic Senate for California Community Colleges acknowledges that the work of the Online Network of Educators around their student-centered and equity-driven approach to supporting the faculty of the California Community Colleges in creating, innovating, and enhancing online education is important, foundational work for online accessibility and equity, and losing this support that their work provides California community college faculty could significantly impede the system's ability to achieve systemwide online accessibility and equity at a time when student demand for online courses remains high.

Contact: Amber Gillis, Executive Committee, Online Education Committee

Define Academic Freedom in Title 5

Whereas, In July 2021, the State of California Senate passed Senate Resolution 45 "recogniz[ing] the lack of consistent academic freedom policies across the state, [and] declar[ing] that academic freedom is essential for teaching and learning in California's community colleges"²⁰; and

²⁰ Senate Resolution 45 (Min). March 16, 2022:

https://sjud.senate.ca.gov/sites/sjud.senate.ca.gov/files/sr_45_min_sjud_analysis.pdf.

Whereas, California Code of Regulations, title 5 §51023 mandates “the governing board of a community college district to adopt a policy statement on academic freedom and make the policy statement available to the faculty,”²¹ yet there remains no state law or regulatory language that defines academic freedom, which has left California community colleges operating with “inconsistent” and “insufficient” policies related to academic freedom²²;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to revise California Code of Regulations, title 5 §51023 to add a definition for academic freedom needed by California community colleges to establish a standard for their curriculum and classrooms.²³

Contact: Juan Arzola, Executive Committee, Educational Policies Committee

Adopt “Effective and Equitable Online Education: A Faculty Perspective” Paper

Whereas, In spring 2022, the Academic Senate for California Community Colleges (ASCCC) adopted Resolution 13.02 Faculty Responsibility for Equitable, Accessible Learning Environments,²⁴ which recognized the need to update the existing ASCCC position paper entitled, “Ensuring Effective Online Programs: A Faculty Perspective” to include current and clarifying information regarding accessibility in online learning environments related to Sections 504²⁵ and 508²⁶ of the Rehabilitation Act, as well as faculty responsibility in providing these accessible learning environments for students; and

Whereas, Faculty leaders have contributed their expertise in collaboration with the 2021—2022 and 2022—2023 Online Education Committee, resulting in the draft paper titled “Effective and Equitable Online Education: A Faculty Perspective”;

Resolved, That the Academic Senate for California Community Colleges adopt the paper titled “Effective and Equitable Online Education: A Faculty Perspective” and disseminate the paper to local academic senates upon its adoption.

Contact: Amber Gillis, Executive Committee, Online Education Committee

²¹ California Code of Regulations, title 5, §51023 : <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-2-community-college-standards/subchapter-1-minimum-conditions/section-51023-faculty>.

²² Senate Resolution 45 (Min). March 16, 2022: https://sjud.senate.ca.gov/sites/sjud.senate.ca.gov/files/sr_45_min_sjud_analysis.pdf.

²³ Ibid.

²⁴ Resolution S22 13.02 Faculty Responsibility for Equitable, Accessible Learning Environments: <https://asccc.org/resolutions/faculty-responsibility-equitable-accessible-learning-environments>.

²⁵ “Protecting Students With Disabilities.” (10 January 2020). US Department of Education. <https://www2.ed.gov/about/offices/list/ocr/504faq.html>.

²⁶ “Section 508 Compliance” (2023). Level Access. <https://www.levelaccess.com/accessibility-regulations/section-508-rehabilitation-act/>.



ASCCC Executive Committee Agenda Item

Month: March **Year:** 2023

SUBJECT: 2023 Faculty Leadership Institute

DESIRED OUTCOME: The Executive Committee will review and provide feedback for the structure and topics of the 2023 Faculty Leadership Institute

CATEGORY: Action

REQUESTED BY: May/Mica

STAFF REVIEW: Patricia Carrillo

Item No: III.C.

Attachment: No

Urgent: No

Time Requested: 30 minutes

TYPE OF BOARD CONSIDERATION

Consent/Routine:

First Reading:

Action: X

Information:

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

The ASCCC 2023 Faculty Leadership Institute is scheduled for June 15-17, 2023 at the Westin San Francisco Airport Hotel. Here is a link to the 2022 Faculty Leadership Institute for reference: <https://www.asccc.org/events/2022-06-16-160000-2022-06-18-220000/2022-faculty-leadership-institute-hybrid-event-subject>.

Themes in past years:

2015, 2016, 2017, 2018 – No theme, “Leadership, Empowerment, Voice” was included on program
 2019 – Taking Leadership into the Future: Collaboration and Collegiality
 2020, 2021, 2022 – No theme, program art was unique to each

Considerations:

1. Should there be a theme?
2. Determine a conference format
3. Is there interest in a partnership with SSCCC? If so, to what extent?
4. Brainstorm topics
 - a. General Sessions
 - b. Breakout Sessions
 - c. Area meetings
 - d. Mock Plenary Session

A draft program will be brought to the April Executive Committee meeting for consideration. Note, the 2023-24 Executive Committee will be in place at the time of the event, so presenters will be determined after elections and new committee assignments have been made.



ASCCC Executive Committee Agenda Item

Month: March **Year:** 2023

SUBJECT: *Effective and Equitable Online Education: A Faculty Perspective* ASCCC Position Paper – Second Read

DESIRED OUTCOME: The Executive Committee will take review and approve the position paper.

CATEGORY: Action

REQUESTED BY: Gillis/Bean

STAFF REVIEW: Carrillo

Item No: III.D.

Attachment: Yes

Urgent: Yes

Time Requested: 20 minutes

TYPE OF BOARD CONSIDERATION

Consent/Routine:

First Reading:

Action: X

Information:

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

As directed by [Resolution 13.02](#), the Online Education Committee has been charged with updating the ASCCC position paper, “[Ensuring an Effective Online Program: A Faculty Perspective](#)” to include “clarification of the differences between accommodations (as referenced in [Section 504 of the Rehabilitation Act](#)) and accessibility (as referenced in Section 508 of the Rehabilitation Act), as these definitions relate to faculty fulfilling their responsibility as educators in all modalities.” The Executive Committee received a draft in June 2022 for a first read and provided comments and feedback to the Online Education Committee.

At this time, the Online Education Committee is bringing forward an updated draft to the ASCCC Executive Committee for a second read and seeks approval on this draft ahead of the spring 2023 plenary session.

Paper Link: [Effective and Equitable Online Education: A Faculty Perspective](#)



ASCCC Executive Committee Agenda Item

Month: March

Year: 2023

SUBJECT: Second Draft Strategic Enrollment Management Paper

DESIRED OUTCOME: The Executive Committee will consider, for approval, the second draft of the Enrollment Management paper update.

CATEGORY: Action

REQUESTED BY: Arzola/Curry

STAFF REVIEW : Carrillo

Item No: III.E.

Attachment: Yes (1)

Urgent: Yes

Time Requested: 45 minutes

TYPE OF BOARD CONSIDERATION

Consent/Routine:

First Reading:

Action: X

Information:

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

Per [resolution 17.01](#) (Guided Pathways, Strategic Enrollment Management, and Program Planning—Fall 2018), the Educational Policies Committee was tasked with updating the [Enrollment Management Revisited](#) paper (2009). An outline of the draft was approved by the Executive Committee during the January 2022 meeting. The first draft of the Enrollment Management Revisited Again: Post Pandemic paper was presented at the February 2023 Executive Committee meeting for feedback. The feedback from the Executive Committee was considered and incorporated into this second draft. The Executive Committee will consider for approval the second draft of the paper the Enrollment Management Revisited Again: Post Pandemic.

*Draft will be sent by February 27th, 2023.



ASCCC Executive Committee Agenda Item

Month: March **Year:** 2023
SUBJECT: Spring Plenary Session Program Final Draft
DESIRED OUTCOME: The Executive Committee will review and consider for approval the final draft of the spring plenary session program.
CATEGORY: Action
REQUESTED BY: Ginni May/Krystinne Mica
STAFF REVIEW: Carrillo

Item No: III.F.

Attachment: Yes
Urgent: Yes
Time Requested: 45 minutes

TYPE OF BOARD CONSIDERATION Consent/
 Routine:
 First Reading:
 Action: X
 Information:

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

The 2023 Spring Plenary Session is scheduled for April 20 – 22, 2023 at the DoubleTree by Hilton Anaheim hotel. The theme for the plenary session is *Making Space for Connection and Belonging as We Center Authentic Voices and Lived Experiences in the 10+1.*

The Executive Committee will review and consider for approval the final spring plenary session program.

Spring Plenary Session Timeline

- Approval of all presenters due to Ginni/Krystinne **March 10, 2023.**
- Final Draft Papers to Area Reps for March Area Meetings – **March 15, 2023.**
- Pre-session Resolutions packet out to the field by March 17, 2023.**
- Breakout sessions final titles, descriptions, and approved presenters due to Ginni/Krystinne **March 17, 2022**
- Hotel room block expires **March 20, 2023.**
- Area Meetings | **Area A & B March 24, 2023, Area C & D March 25, 2023**
- Deadline for Area Meetings resolutions to Resolutions Chair: within 24-hours after the end of the Area Meeting (Resolutions Handbook, pg. 27).**
- Elections: Call for Nominations for the ASCCC Executive Committee sent out **March 27, 2023.**
- Event Graphics and Sample Badge Data to Kleertech (Badge Vendor) by **March 30, 2023.**
- Review and book Staff and Executive Committee flights to SNA (Orange County) **March 30, 2023.**

- **Plenary Session Resolutions Packet sent to the field: April 7, 2023.**
- Nearly final program to Executive Committee to proofread and confirm sessions are accurate March 30, 2023 to confirm with Krystinne and Ginni **by April 3, 2023.**
- AV and any event supply needs to Tonya by **April 3, 2023.**
- Final Program to Events Team by **April 3, 2023.**
- Events Team to host (2) Presenter Training Sessions, **Monday, April 3, 2023** and **Wednesday, April 5, 2023.** The presenter training session is a mandatory training and presenters must participate in a training session prior to the start of the Institute. Training sessions are intended to guide presenters through the Zoom Events Hub and to address any questions regarding the virtual event.
- Final At-a-Glance Program to print **April 7, 2023.**
- In-Person (online) registration ends and final badge/attendee data to Kleertech - **April 12, 2023.**
- Zoom Events Hub live, Program and Materials posted to ASCCC website **April 13, 2023.**
- Delegate Certification Form due **April 17, 2023.**
- New resolutions due using <https://tinyurl.com/ASCCCResolutions> **by 2:45 pm on Thursday, April 20, 2023**
- Amendments and urgent resolutions due using <https://tinyurl.com/ASCCCResolutions> **by 1:00 pm on Friday, April 21, 2023**

2023 Spring Plenary Program

THEME: *Making Space for Connection and Belonging as We Center Authentic Voices and Lived Experiences in the 10+1*

Map of Hotel

COVID-19 Safety

President's Welcome - LETTER from Ginni

Land Acknowledgement

We acknowledge that this important work is taking place throughout the unceded territory of California, home to nearly 200 tribal nations. We acknowledge and honor the original inhabitants of our various regions. A land acknowledgment is a critical step towards working with native communities to secure meaningful partnership and inclusion in the stewardship and protection of their cultural resources and homelands.

We begin today by acknowledging that we are holding our gathering on the land of the Tongva (Gabrieleno) Nations who have lived and continue to live here. We recognize the Tongva (Gabrieleno) 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 Orange County. As we begin, we thank them for their strength, perseverance, and resistance.

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

Mission

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

Values Statement

LEADERSHIP

The ASCCC champions and models the effective leadership role of faculty at their colleges and at the state level, promotes the inclusion of leaders from various backgrounds and experiences

in order to represent all faculty, and fosters faculty participation in governance to effect change and promote student success. The Academic Senate facilitates and supports the development of faculty leaders. The ASCCC is respectful and reflective in its work and relationships and expects accountability from its leaders. In all its activities, the ASCCC adheres to the highest professional ethics and standards.

EMPOWERMENT

The ASCCC empowers faculty from diverse backgrounds and experiences, promoting actions resulting in inclusion, diversity, equity, anti-racism, and accessibility through its publications, resources, activities, policies, and presentations. The ASCCC collaborates with other statewide organizations, and with administrators, trustees, students, classified professionals, and others, to develop and maintain effective relationships. The ASCCC believes that collaboration with others and faculty engagement improve professional decisions made locally and at the state level.

VOICE

The ASCCC asserts faculty primacy in academic and professional matters as established in statute and regulation and incorporates diverse perspectives as a means of reaching reasoned and beneficial results. The ASCCC is the official voice of the California community college faculty in statewide consultation and decision making regarding academic and professional matters and, through leadership and empowerment, endeavors to make each local senate the voice of the faculty in college and district consultation and decision making. The ASCCC values discourse and deliberation which result in the enhancement of inclusion, diversity, equity, anti-racism, and accessibility in achieving and centers its work on student success.

Table of Contents

****Note on open room for in-person attendees****

*In-person conference attendees wishing to attend an online session may use the **Redwood Tahoe Room (2nd Floor)** as a quiet space to do so. **You must bring your own computer or other device and headphones to access the online breakout. Internet access will be provided.***

Wednesday, April 19, 2023 **Executive Committee Meeting California Ballroom**

Thursday, April 20, 2023

8:00 a.m. to 9:00 a.m. **Registration Opens Grand Ballroom Foyer**

8:00 a.m. **Breakfast**

8:00 a.m. to 9:00 a.m. **Coffee Networking: Meet and Greet and New Delegate Session**

Malibu

Relations with Local Senates Committee

Join members from the Relations with Local Senates Committee (and other ASCCC representatives) for coffee and an opportunity to meet other plenary session attendees and to discuss upcoming plenary breakout sessions.

9:00 a.m. to 12:30 p.m. **In-Person Rooms Open for Caucuses**

Caucus members may request to use an open breakout room by going to the registration desk and speaking with an ASCCC Office Staff member.

9:15 a.m. to 10:30 a.m. **First General Session Grand Ballroom CLN**

Call to Order Ginni May, ASCCC President

Adoption of Procedures Cheryl Aschenbach, ASCCC Vice President

Presentation of Minutes and 2022-23 Budget Update

Foundation Report Manuel Vélez, ASCCC President

State of the Academic Senate Ginni May, ASCCC President

10:45 a.m. to 11:45 a.m. **First Breakout Sessions**

1. **Be a Change Agent: Leveraging Resolutions to Maximize Impact (Redondo)**

Michelle Velasquez Bean, ASCCC Treasurer

Peter Fulks, Cerro Coso College

Mark Edward Osea, Mendocino College

Carrie Roberson, ASCCC At-large Representative

Resolutions serve a crucial role for local and statewide academic senates to impact policy in the areas of academic and professional matters, or the 10+1. Developing a resolution can be a complex process of understanding the ecosystem of influence and impact by faculty. Join this session for an in-depth workshop approach to understanding why resolutions exist, how to construct them for maximum impact, and how to ensure they are meaningful after passage.

2. **General Education in California's Public Higher Educational Systems (Malibu)**

Ginni May, ASCCC President

LaTonya Parker, ASCCC Secretary

Elizabeth Ramirez, Rio Hondo College

Zachariah Wooden, SSCC VP of Legislative Affairs

General Education has been a long-standing component of associate and baccalaureate degrees, designed to provide students with a breadth of knowledge and skills to be well-informed members of society. Join this session to learn about current general education patterns and the changes taking place intended to streamline and ease students' transfer journey. In particular, the presenters will provide updates on the Cal-GETC framework and proposed regulatory changes for CCC associate degree and baccalaureate degree general education requirements along with an opportunity for lively discussion regarding the opportunities and challenges ahead for students.

3. **Legislative and Advocacy Update (Sunset)**

Cheryl Aschenbach, ASCCC Vice President

Angela Echeverri, Los Angeles Mission College, ASCCC Legislative and Advocacy Committee

Ric Epps, Imperial Valley College, ASCCC Legislative and Advocacy Committee

The 2023 Legislative Session is in full swing! It can be helpful for faculty and local academic senate leaders to know what is being proposed through legislation, and it is important to let legislators know whether you agree or disagree with elements of the proposals. Join members of the ASCCC Legislative and Advocacy Committee to learn about bills ASCCC is watching, how to stay informed of what is happening at the California State Capitol, and how to advocate for issues and positions that interest you.

4. **Academic Freedom: Making space for Belonging and Connection in our Classes and Campuses (Yosemite)**

Juan Arzola, ASCCC At-large Representative

Julie Bruno, ASCCC Past President 2016-18

Lee Gordon, Orange Coast College

Over the last few years, there has been a concerted effort to rethink the educational enterprise that continues to see students from historically marginalized communities left struggling to find belonging and make true connections in a system that was not designed for them. In response, legislators and governing agencies have issued important mandates meant to transform our classes and campuses in search of a formula needed to create space where Black, Indigenous, and People of Color are able to thrive academically, professionally, and socially. Please join our breakout as we discuss how academic freedom is an important element to creating and making space for belonging and connection in our classes and campuses for all.

5. **Accreditation During Changing Times (ONLINE)**

Amber Gillis, ASCCC South Representative

Robert L. Stewart Jr., ASCCC South Representative

Members of Accreditation Committee

The Academic Senate for California Community Colleges (ASCCC) is delighted to invite you to join us to discuss the ever-shifting landscape of accreditation in the California Community College system. With changes in accreditation at the federal level and new accreditation standards on their way, faculty will play a pivotal role in using their authentic voices to help guide their colleges to meet accreditation standards. During this breakout, join us to discuss how faculty can be an effective part of your college's accreditation infrastructure to leverage the emphasis on accreditation as an agent of continuous quality improvement, innovation, and social justice in support of students.

6. **Faculty Role in Institutional Planning as it Relates to Strategic Enrollment Management (ONLINE)**

Michelle Barton, RP Group

Stephanie Curry, ASCCC Area A Representative

Christopher Howerton, ASCCC North Representative

Michelle White, RP Group

Declining enrollment has impacted almost every district in our community college system. Local and statewide efforts are being made to increase enrollments while addressing challenges that impact student preparation and success. Join this session as representatives from the RP group will share strategic enrollment management (SEM) research and resources while we discuss the important role for faculty voice and collaboration throughout. An update on the ASCCC Enrollment Management Revisited paper will be provided.

LUNCH 12:00 p.m. to 1:00 p.m.

Grand Ballroom CLN

12:30 p.m. - 12:45 p.m.

Elections Nominations David Morse, Elections Chair

12:45 p.m. to 1:00 p.m.

Honorary Resolution Presentation

1:00 p.m. to 2:00 p.m.

Second General Session Grand Ballroom CLN

**Update on Budget and Legislation: Community College Budget:
From the State to the District/College**

Cheryl Aschenbach, ASCCC Vice President

Austin Webster, W Strategies LLC

Following a review of the California budget process and the Governor's January budget proposal for 2023-2024, presenters will discuss what the proposed budget could mean to local districts and colleges and will share perspectives about changes that might be in the Governor's May Revise.

2:00 p.m. to 2:15 p.m. Snack Break/Coffee Break **Grand Ballroom Foyer**

2:15 p.m. to 3:15 p.m. **Second Breakout Sessions**

1. **Collegiality in Action: Building a Relationship with your College President/District Chancellor (Redondo)**

Christopher Howerton, ASCCC North Representative

Ginni May, ASCCC President

Angelica Suarez, President Orange Coast College

Academic senates have the primary responsibility for making recommendations to their governing boards or designees in regard to all matters academic and professional. For this to work well, a sense of belonging to the institution which follows from strong relationships is needed for both the academic senate leadership and governing board designees. Join this session for a brief primer on academic and professional matters and collegial consultation, a discussion on the importance of a strong relationship between the academic senate leadership and the college president/district chancellor, and a snap-shot on navigating the discussions on which of the 10+1 are "rely primarily upon" and which are "reach mutual agreement".

2. **Rethinking Attendance Accounting: What if we do things differently? (Malibu)**

Brian Sanders, Interim Vice President of Instruction, Modesto Junior College; CCCIO Treasurer

Tram Vo-Kumamoto, Vice President of Instruction, Saddleback College; CCCIO President

Eric Wada, ASCCC North Representative

California's community colleges are funded on a course-by-course basis through FTES calculations rooted in 1950s K-12 attendance rules. Recent advances in course modalities such as hyflex classrooms, the need for flexible scheduling for students, and our ongoing reliance upon online classes are causing many to ask, "Isn't there a better

way?” Join leaders from the California Community Colleges Chief Instructional Officers in a discussion of principles and priorities to undergird FTES accounting for the future.

3. **Common Course Numbering (Sunset)**

Cheryl Aschenbach, ASCCC Vice President

Omar Torres, College of the Canyons, Assistant Superintendent/Vice President of Instruction

Tiffany Tran, Irvine Valley College, Articulation Officer/Counseling Faculty

Join presenters for an update on the work of the AB 1111 Common Course Numbering Task Force and to discuss ideas on how to implement common course numbering system-wide. Faculty have many perspectives about common course numbering; your concerns, experiences, and ideas are welcome and valued in this session as together we explore the benefits to students, challenges and unintended consequences, and opportunities to rethink how we look at course comparability and portability.

4. **Promising Practices for faculty evaluations on DEIA (Yosemite)**

Michelle Bean, ASCCC Treasurer

Stephanie Curry, ASCCC Area A Representative

Sandra Guzman, Sacramento City College

Luke Laura, MiraCosta College

Join us for a breakout on making actionable change in centering faculty evaluations in Diversity, Equity, Inclusion and Anti-Racism (DEIA). With the new Title 5 regulations for faculty evaluations grounded in DEIA, academic senates across the state will need to work with their local collective bargaining agents to review current structures and propose dynamic systemic change in evaluation processes. Learn from fellow faculty members from the Los Rios Community College District and MiraCosta College District who have taken the lead in purposeful infusion of DEIA into faculty evaluations.

5. **The Brown Act in a Post-State-of-Emergency World (ONLINE)**

Jacob Knapp, General Counsel, Los Rios Community College District

Erik Reese, ASCCC Area C Representative

Manuel Vélez, ASCCC Area D Representative

Academic Senates have the opportunity to promote transparency and inclusion by complying with the Brown Open Meeting Act, as well as a legal obligation to do so. The Brown Act requires local government business to be conducted at open and public

meetings, except in certain limited situations. It is based upon state policy that the people must be informed when a government agency takes action on their behalf. This session will provide an introductory overview of the Ralph M. Brown Act with a focus on how to remain in compliance as we prepare for the return to in-person meetings, and consider the impact of the new rules regarding teleconferencing.

6. **A Proliferation of Technology for Teaching: How Do We use it to Facilitate Authentic Student Learning? (ONLINE)**

Karen Chow, ASCCC Area B Representative

Amber Gillis, ASCCC South Representative

Chanelle Win, SSCCC Legislative Affairs Director Region III

Join this online, interactive session to explore the opportunities and challenges of technology such as Proctorio and ChatGPT, the limitations, unintended consequences, and solutions for classroom technology use that cultivate authentic student narratives and critical thinking. In addition, participants will have an opportunity to use ChatGPT in real time and discuss the results as well as the challenges and possibilities for its use as a teaching tool.

2:45p **Resolutions and Amendments Due - Lassen**

3:30p - 4:30p

Third General Session - ALL Authentic Faculty Voices & Lived Experiences Belong in Academic Leadership Grand Ballroom CLN

Juan Arzola, ASCCC At-Large Representative

Karen Chow, ASCCC Area B Representative

Robert L Stewart Jr, ASCCC South Representative

Having a place at the table is not enough! Academic senates serve a unique role on our California Community College campuses. Academic senates are the primary way by which the faculty engage in local, district and state participatory governance, and work closely with administrations on academic and professional matters. Academic senates achieve this by offering the administration recommendations, guidance, perspective, and feedback as the college makes important decisions on how the college does its business. It is well established in educational leadership research that decision-making is at its best when diverse voices are amplified and when alternative perspectives are considered. Decisions are often influenced by who occupies the leadership role, and faculty from underrepresented groups are not being equitably elevated

to positions of leadership in our academic senates and decision-making committees. Come join us in this very important discussion on intentionally including Black, Indigenous, and People of Color (BIPOC) in faculty leadership roles on our campuses

3:30 p.m. In-Person Rooms Re-open for Caucuses

Caucus members may request to use an open breakout room by going to the registration desk and speaking with an ASCCC Office Staff member.

4:30 p.m. to 5:15 p.m. Candidate Information Session Malibu
Elections Chair

All individuals who are considering running for the ASCCC Executive Committee are highly encouraged to attend this event.

4:45 p.m. to 5:30 p.m. Resolutions and Amendments - Mandatory for Contacts Lassen

Juan Arzola, ASCCC At-large Representative
Michelle Bean, ASCCC Treasurer

Join members of the resolutions committee and executive committee to go over your proposed resolution or amendment. This is a mandatory session for those plenary session attendees who submitted a resolution or amendment at the plenary session. The contact for the submitted resolution or amendment must attend this meeting in order for the Resolutions Committee to consider adding it to the packet for the following day.

Join the Academic Senate Foundation during our Restaurant Dine-out this evening! Help raise funds to support professional development for faculty by dining out at one of the participating restaurants. The restaurants will donate a portion of your total bill to the Academic Senate Foundation. For a list of participating restaurants, visit the Registration table or speak with a member of the Foundation Directors.

Friday, April 21, 2023

8:00 a.m. to 9:00 a.m. Registration Opens/Breakfast Grand Ballroom Foyer

8:00 a.m. to 9:00 a.m. Disciplines List 2nd Hearing (Malibu)
Erik Reese, ASCCC Area C Representative, S&P Chair
Carrie Roberson, ASCCC At-Large Representative

Annually, the Academic Senate for California Community Colleges (ASCCC) conducts a review of the Disciplines List, which establishes the minimum qualifications for the faculty of California Community Colleges. This is the final Disciplines List Hearing for the submitted proposal received by ASCCC: Ethnic Studies. Delegates desiring to learn more about the Disciplines List process are also encouraged to attend.

9:15 a.m. to 10:15 a.m. **Fourth General Session - Candidate Speeches**
Grand Ballroom CLN
David Morse, Elections Chair

10:30 a.m. to 12:00 p.m. **Area Meetings**
This four-area grouping is the formal basis for local senate representation to the Executive Committee of the Academic Senate for California Community Colleges. The groups discuss matters of concern to their areas as well as review proposed resolutions to be voted on during the plenary session.

Area A: Stephanie Curry **Redondo**

Area B: Karen Chow **Malibu**

Area C: Erik Reese **Sunset**

Area D: Manuel Vélez **Yosemite**

LUNCH 12:00 p.m. to 1:00 p.m. **Grand Ballroom CLN**
12:45 p.m. to 1:00 p.m. **Honorary Resolution Presentation**
Regina Stanback Stroud Diversity Award Presentation

1:00 p.m. **Amendments and Urgent Resolutions DUE - Lassen**

1:15 p.m. to 2:15 p.m. **Third Breakout Sessions**

1. **Authentic Voices in Curriculum Design (Redondo)**

Amber Gillis, ASCCC South Representative

Christopher Howerton, ASCCC North Representative

LaTonya Parker, ASCCC Secretary

The Academic Senate for California Community Colleges is pleased to present an interactive session on promising practices and strategies to begin – or continue –

conversations with local curriculum champions about curriculum design within a student-centered framework. This interactive session will consist of an in-depth exploration of strategies to create a connection between capturing students' authentic voices via their lived experiences and course curriculum development as well as new ideas to approach assessment and curriculum design based on the tenets and principles of inclusion, diversity, equity, anti-racism, and accessibility (IDEAA). Join us to learn how to support these promising practices by taking a deeper dive through discussion on student-in-mind curriculum design.

2. **We Need You: Statewide Service (Malibu)**

Krystinne Mica, Executive Director, ASCCC

Michelle Pilati, OERI Project Director

Robert L. Stewart Jr., ASCCC South Representative

If you have ever considered service to our students beyond your college, then participating on a state-level advisory group, task force, or committee might be an opportunity to expand your experience. The ASCCC depends on the faculty volunteers that it appoints to serve on statewide bodies to represent the faculty voice, but state-level service also benefits the volunteers themselves and their colleges. If you are interested in becoming more involved in this important work, join us for this interactive session where we will discuss the appointment process as well as time commitments and responsibilities. In addition, we will talk about the role of the Senate President in approving faculty for statewide service.

3. **The Disciplines List, Minimum Qualifications, Equivalency, and Assigning Courses to Disciplines Oh My! (Sunset)**

Mark Edward Osea, Mendocino College

Erik Reese, ASCCC Area C Representative

Carrie Roberson, ASCCC At-large Representative

Manuel Vélez, Area D Representative

Wondering when and how to use the Disciplines List? Curious about the implications of minimum qualifications? What does equivalency even mean? Need to learn about assigning courses to disciplines? Where do Career and Technical Education or the new Ethnic Studies requirement fit in? Join us to learn about all of this and engage in lively discussion around the effective principles and practices that support student success.

4. **Academic Senate Leadership and Governance: Cultivating Belonging During Challenging Times (Yosemite)**

Cheryl Aschenbach, ASCCC Vice President
Stephanie Curry, ASCCC Area A Representative
Jeffrey Hernandez, East Los Angeles College
Pablo Martin, San Diego Miramar College

As local academic senate leaders, we are encouraged to build and maintain constructive relationships with administrators, the board, and other stakeholder groups. What about when the academic senate disagrees with administrators or the board? And how can we cultivate belonging amongst the faculty we represent, even though sometimes academic senates need to have discussions and take actions that may not be popular with faculty colleagues? Join past and present local academic senate presidents to engage in discussion about one of the hardest parts of leadership: cultivating belonging during challenging times.

5. **Understanding Noncredit Education for Equity and Access (ONLINE)**

Michelle Bean, ASCCC Treasurer
John Bromma, San Diego Continuing Education
Tina King, President, San Diego Continuing Education
2 Students (TBD from SDCE or ELAC)
Janue Johnson,
Jeffrey Hernandez, East Los Angeles College
Leticia Barajas, East Los Angeles College

Join this session to hear our noncredit students' stories as they claim their place. Hear from noncredit practitioners who will share promising practices and useful tools for how to make space that supports belonging for successful programs. Understand how noncredit education provides access and equitable pathways to help students meet their educational and career goals.

6. **Empowering Faculty in Using Data (ONLINE)**

Brenda Edgerton-Webster,
Erica Menchaca, Bakersfield College
Meridith Selden, Yuba College
Eric Wada, ASCCC North Representative

As a constituent group, faculty interact with students most closely and have perspectives on both quantitative and qualitative measures of student success. How are

faculty currently involved in accessing, interpreting, and analyzing data? What processes does your college currently use to empower faculty to lead data-informed discussions about student success and equity? Join us to learn about data tools, data literacy, and the importance of faculty agency in data analysis to implement data-driven change and advance equity in instruction and student services.

1:15-2:15 Amendments and Urgent Resolutions Lassen

Juan Arzola, ASCCC At-large Representative
Ginni May, ASCCC President

Join members of the resolutions committee and executive committee to go over your proposed amendment or urgent resolution. This is a mandatory session for those plenary session attendees who submitted an amendment or urgent resolution at the plenary session. The contact for the submitted amendment must attend this meeting in order for the Resolutions Committee to consider adding it to the packet for voting day.

2:15 p.m. In-Person Rooms Open for Caucuses

Caucus members may request to use an open breakout room by going to the registration desk and speaking with an ASCCC Office Staff member.

2:15 p.m. to 2:30 p.m. Snack Break Grand Ballroom Foyer

2:30 p.m. to 3:30 p.m. Fifth General Session - Keynote Speaker: Ben Chida Grand Ballroom CLN

Ben Chida is the Chief Deputy Cabinet Secretary for the Office of Governor Gavin Newsom, where he has served as senior policy advisor for cradle to career. Previously, Chida was an attorney at an international law firm, an attorney-advisor in the executive office of Attorney General Kamala D. Harris, and a judicial law clerk to federal judges in California and on the D.C. Circuit. Earlier in his career, Chida was a third grade teacher at P.S. 325 in New York City and a roofer while attending a continuation high school.

Join this session to hear about the governor’s multi-year roadmap for CCCs and discuss the role of faculty and academic senates in ensuring the success of 100% of the students in the California Community Colleges system. [We should discuss session description with Ben]

3:45p - 4:45p Ginni, Krystinne, and Parliamentarian meet to go over Resolutions

3:45 p.m. to 4:45 p.m.

Sixth General Session Grand Ballroom CLN

Inclusion Works: Centering Authentic Voices and Lived Experiences through a Vision and Mission

LaTonya Parker, ASCCC Secretary

Carrie Roberson, ASCCC At-large Representative

Eric Wada, ASCCC North Representative

Jessica Dominguez, SSSCC VP of Regional Affairs

Clemaus Tervalon, SSSCC President

With the goal of ensuring the success of all students, the ASCCC embraces IDEA as a call to action for a better future. Including and centering authentic voices and lived experiences acknowledges that institutional discrimination and implicit bias exist. Honoring the voices and stories in light of our vision and mission will support our students and colleagues as we dismantle structural barriers. This interactive session will consider how local academic senates and colleges can strive to deliberately value and include the underrepresented voices of BIPOC and Part-Time faculty and students to leverage our growth and understanding as an educational community.

5:00 p.m. to 6:00 p.m.

Officers Candidate Forum Malibu

Come and interact with candidates for president, vice president, secretary, and treasurer. This opportunity allows you to ask questions, clarify information on the candidate statements, or hear about how these individuals will continue to move the ASCCC forward in its current climate.

6:00 p.m. to 6:30 pm.

Executive Committee Meeting Lassen

This is a closed session meeting of the ASCCC Executive Committee to consider urgent resolutions.

7:30 p.m. to 10:00 p.m.

President's Reception and Dance Hermosa

We invite attendees to join us for late night snacks and desserts and enjoy networking with colleagues. A no-host bar will be available. Come and enjoy the libations, celebrate the work that you do with fellow colleagues, and dance the night away at this open-to-all networking event!

Saturday, April 21, 2023

7:00 a.m. to 8:00 a.m.

Breakfast

Technical Help for RankedVote

8:00 a.m. to 8:30 a.m.

Test Voting

Come early and make sure to test out your equipment before the elections voting takes place at 8:30 a.m.

8:30 a.m. **Seventh General Session Grand Ballroom CLN**

Elections Voting Begins

Upon the conclusion of the Elections, there will be a 15-minute break. Following the break, Resolutions voting will commence no earlier than 9:15 a.m.

Resolutions Voting Begins

LUNCH 12:00 p.m. to 12:45 p.m

Special Elections Speeches (if needed)

12:45 p.m. to 2:30 p.m. **Seventh General Session continues Grand Ballroom CLN**
(3pm absolute latest because of flights out that day for Sacramento folks)

Presenters

Executive Committee

Office Team



ASCCC Executive Committee Agenda Item

Month: March **Year:** 2023

SUBJECT: DEI in curriculum Praxis Grid

DESIRED OUTCOME: The Executive Committee will discuss and consider action on the DEI in curriculum Praxis Grid

CATEGORY: Curriculum

STAFF REVIEW: Carrillo

Item No: Yes

Attachment: Yes (1)

Urgent: No

Time Requested: 20 Minutes

TYPE OF BOARD CONSIDERATION

Consent/Routine:

First Reading:

Action: X

Information:

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

At the February 24, 2023 California Community Colleges Curriculum Committee (5C) meeting, the members approved the attached DEI in curriculum Praxis Grid recommended by the DEI in COR and DEI Framework Implementation workgroup. The next step in the process is the vetting of the document. Members are requested to review the DEI in curriculum Praxis Grid and make recommendations.

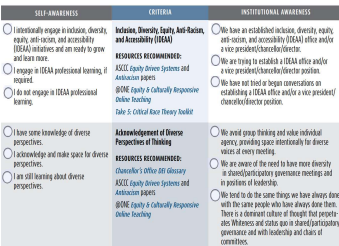
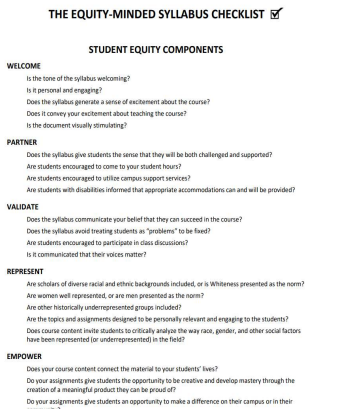
DEI in Curriculum Praxis Tool


Context to Praxis: As we work to transform campus culture to be more inclusive, anti-racist, and diverse, it is necessary to address considerations to be made in deciding to act and to move beyond performative, passive acknowledgements for the need to infuse DEI in curriculum and learning spaces and instead toward actualizing and operationalizing change with deep reflection and critical assessment. Acknowledging that higher education was not designed to include all but rather historically has marginalized diverse groups and acknowledging that the remnants of that hidden curriculum still permeates higher education and college classrooms is a necessary point for transformation. As educators, we need to ask ourselves, if our courses and learning spaces could talk (without us uttering a word) what would they be saying to our students? Culturally responsive curriculum and learning practices begin with a mindset shift from hope to action; it is a life-long journey. This toolkit provides actions your group, committee, or institution may take in beginning or moving in your journey toward embodying the culturally responsive mindset that awakens curiosity for our diverse students to discover themselves in curricula.

Toolkit Description: Below you will find model directions to support local implementation of transformative change in curricular practices and mindsets based on equity-minded foundations and critical inquiries of practices. Each listed domain digs deeper into each domain listed in the DEI in Curriculum Model Principles and Practices (<https://www.cccco.edu/-/media/CCCCO-Website/Reports/cc-co-deia-in-curriculum-model-principles-and-practices-June-2022.pdf>) and provides model actions for varied levels of engagement and resources from CCCs doing the work that you may consider using to tailor to your campus. The DEI in Curriculum Model Principles and Practices includes a glossary that provides definitions of a few of the terms used throughout this DEI in Curriculum Praxis Tool.

Directions: Select one row (domain) and move across the levels of action throughout your year(s) to map your college/committee/group's journey to infuse DEI into curriculum and CORs. The California Community Colleges Curriculum Committee is currently recommending updates to California Code of Regulations title 5, section 55002 that echo the DEI in Curriculum Model Principles and Practices framework for which this tool is intended to support as colleges implement and advance work in diversity, equity, and inclusion into curriculum.

Traditional Practice (taken from DEI in Curriculum Tool: https://www.cccco.edu/-/media/CCCCO-Website/Reports/cc-co-deia-in-curriculum-model-principles-and-practices-June-2022.pdf)	Equity Principle (taken from DEI in Curriculum Tool: https://www.cccco.edu/-/media/CCCCO-Website/Reports/cc-co-deia-in-curriculum-model-principles-and-practices-June-2022.pdf)	Level 1: Gearing Up and Starting	Level 2: Advancing Action and Digging Deeper	Level 3: Growing and Scaling	Resources and Models	Highlighted Model	Resource page/slide #
Traditional Eurocentric Texts and Materials	Use textbooks and materials that include multiple cultures represented Low cost and zero textbook costs used Open Educational	1. Create an equity-minded rubric for review of texts and materials. 2. Discuss and decide what the outcomes you will be measuring (e.g., frequency of diverse representation in images, authors, examples, etc.; include a process to garner feedback from students).	1. Use your equity-minded rubric to create a plan of action. 2. Design a timeline and decide which college groups to present the rubric and plan of action (i.e., curriculum, senate, department, etc.).	1. Update your rubric and plan of action based on the first years of implementation. 2. Access and review data (e.g., department data or course level data). Intentionally develop a needs assessment survey and discuss data and measure outcomes for continuous improvement.	OERI Audit Framework: https://ascccoeri.org/wp-content/uploads/2022/03/Inclusion-Diversity-Equity-and-Anti-Racism-IDEA-3-7-22-V1A-PDF-for-E.pdf	<p>1.0 Background and Cultural Awareness - A Broad Overview of Why</p> <p>Teaching and learning is a complex endeavor, and many different factors can influence the learning process. One of the most important factors is the student's background and cultural awareness. This document provides an overview of why background and cultural awareness are important for teaching and learning, and offers strategies for promoting cultural awareness in the classroom.</p> <p>For teaching to be effective and for learning to occur, faculty need to recognize the importance of background and cultural awareness in the learning process and adjust their teaching practices accordingly. Cultures represent unique worldviews and shape the way of thinking, acting, and interacting. Understanding the cultural differences between the student and the instructor is the first step in creating a more inclusive learning environment. This document provides an overview of why background and cultural awareness are important for teaching and learning, and offers strategies for promoting cultural awareness in the classroom.</p>  <p>Figure 1: Characteristics of culturally responsive practice</p>	OERI Audit Framework, page 4: https://ascccoeri.org/wp-content/uploads/2022/03/Inclusion-Diversity-Equity-and-Anti-Racism-IDEA-3-7-22-V1A-PDF-for-E.pdf .
		1. Create intentional space (i.e., meeting time) to ask: How do you cultivate and foster a learning environment from a place of respect to humanize the lived experiences inclusive of all cultures and backgrounds? 2. Contemplate the following: Do I give students a clear sense of expectations communicated in a non-threatening way or is there harsh, deficit-minded language used in my learning materials/syllabi? 3. Is the language acting as a gatekeeping mechanism? Ask: Do I present language in learning materials that is asset-based and equity-minded, which conveys support, mentorship, co-learning, and warmth?	1. Plan a training day to get groups/departments/teams to write or review learning materials that answer the following: What can I create or change to cultivate and foster asset-minded language and a culturally responsive learning environment from a place of respect that humanizes the lived experiences of students inclusive of all cultures and backgrounds in classroom learning materials or front-facing college resources? 2. Create a rubric and invite students to review and provide feedback on your learning materials, front-facing materials, and college resources to assess if they are culturally responsive, warm, and asset-minded.	1. Create a timeline on how you can share and measure what you do to cultivate and foster asset-minded language and a learning environment from a place of respect that humanizes the lived experiences of students inclusive of all cultures and backgrounds in learning materials, front-facing materials, and college resources with others on your campus. 2. Invite students to provide feedback on the infusion of asset-minded language in learning materials and resources and allow students to become co-creators in all college materials (e.g., building on their backgrounds and interests).	Skyline Equity Academy: https://equityinstitute.com/equityacademy/index.php . ASCCC Revamping slide deck: https://asccc.org/content/revamping-recruitment-process-attract-diverse-faculty-0 ASCCC Student Voice Guided Pathways Canvas module (Incorporating Student Voice): https://ccconlineed.instructure.com/courses/2634/pages/student-voice-module-introduction?module_item_id=388359 .		Slides 10-13 in ASCCC Revamping slide deck: https://asccc.org/content/revamping-recruitment-process-attract-diverse-faculty-0
Teacher-centered and deficit-minded language	Use asset-minded, student-centric and decolonized language	<p>Types of language</p> <p>Deficit-minded language</p> <ul style="list-style-type: none"> <input type="checkbox"/> At-risk/high need <input type="checkbox"/> Underprepared/ disadvantaged <input type="checkbox"/> Untraditional/non-traditional <input type="checkbox"/> Underprivileged <input type="checkbox"/> Learning styles* <input type="checkbox"/> Achievement gap <p style="text-align: right;"><i>*if assuming that someone with X learning style is somehow "other"</i></p>					

Traditional Practice (taken from DEI in Curriculum Tool: https://www.cco.edu/-cco.edu/)	Equity Principle (taken from DEI in Curriculum Tool: https://www.cco.edu/-media/CCCCO-)	Level 1: Gearing Up and Starting	Level 2: Advancing Action and Digging Deeper	Level 3: Growing and Scaling	Resources and Models	Highlighted Model	Resource page/slide #
Institutional culture of hierarchies that perpetuates barriers and a hidden curriculum	Interrogate systemic and institutional barriers and dismantle institutional deference to hierarchies that perpetuate barriers. Move as a faculty collective toward antiracist critical consciousness	<p>1. Invest time into assessing your campus culture using the ASCCC Cultural Humility Tool.</p> <p>2. Assess your own classroom or learning space culture and commit to a personal cultural humility journey, allowing for the openness to learn about the fundamentals of cultural humility.</p>	<p>1. Create a journey map (see the ASCCC Cultural Humility Tool) for your group or institution (i.e., curriculum, senate, department, etc.).</p> <p>2. As an individual, attend professional development activities and invest in self-awareness and personal/professional growth.</p> <p>3. Move from hopeful intentions to action by investing in culturally responsive training days/workshops that support infusing your classroom/learning spaces with cultural humility practices.</p>	<p>1. Assess your group's (i.e., curriculum, senate, department, etc.) journey and revise plan of action for further transformation.</p> <p>2. Create measureable outcomes for your cultural humility journey decision points (see ASCCC Cultural Humility Tool for a sample template).</p> <p>3. Measure the outcomes and design an improvement plan and weave the actions into the fabric of the institution.</p>	<p>Culturally Responsive Practices Examples: https://asccc.org/content/active-learning-and-culturally-responsive-curriculum-practices.</p> <p>Culturally Responsive Questions for the Classroom: https://asccc.org/content/walking-idea-talk-reimagining-your-curriculum-processes-and-classroom-practices.</p> <p>Culturally Responsive STEM Practices (from Allan Hancock): https://www.hancockcollege.edu/app/documents/2022%20%20COR%20and%20IDEAA.pdf.</p> <p>Skyline Equity Academy: https://equityinstitute.com/equityacademy/index.php.</p> <p>Miracosta Online Class Quality Guidelines: https://tic.miracosta.edu/wp-content/uploads/2021/06/MiraCosta-</p>		<p>Cultural Humility Toolkit found at asccc.org under Resources tab on the "IDEAA Tools and Resources" page.</p>
Teacher-centered course syllabus	Reframe practices and policies to serve as a co-learner and engage in a partnership with students that actively shows cares for the whole human being in syllabi/classroom policies. Democratize the student/teacher relationship and empower students' agency over their own learning	<p>1. Identify and assess current processes of syllabi creation generally as an institution/group/committee (i.e., curriculum, senate, department, etc.).</p> <p>2. Sponsor/support sending teams to the ASCCC Curriculum Institute, Skyline Equity Institute, or any other professional learning opportunities focused on transformative syllabi.</p> <p>3. Report back to the larger group/senate/committee (i.e., train the trainer; session at FLEX Day; share electronically campuswide).</p>	<p>1. Create a rubric for your group or institution to invest in individual self-awareness of syllabi development process and assessment of syllabi.</p> <p>2. Move from hopeful intentions to action by investing in ongoing culturally responsive training days/workshops for all faculty, staff, and administrators regarding syllabi (see model resources in Resources and Models column).</p> <p>3. Create a model syllabus template with components that reflect the DEI in Curriculum Model Principles and Practices terms/language.</p> <p>3. Create measureable outcomes for the journey points regarding syllabi development processes.</p>	<p>1. Assess your group or campus journey and revise plan of action for further transformation.</p> <p>2. Measure the outcomes and design an improvement plan.</p> <p>3. Garner student feedback with an intentional process.</p> <p>4. Create a faculty peer review process.</p>	<p>CUE Syllabus Review: https://static1.squarespace.com/static/5eb5c03682a92c5f96da4fc8/t/5f3a1ad2d13385c2b4e76bd/1597643493581/Syllabus+Review_Summer2020.pdf.</p> <p>Long Beach Syllabus Review in Audit: https://www.lbcc.edu/sites/main/files/file-attachments/pt_orientation_cca_presentaton.pdf?</p> <p>Long Beach Equity Syllabus Checklist: https://lbcc.instructure.com/courses/45048/pages/resource-hub.</p> <p>Michelle Pacansky-Brock Liquid Syllabus: https://brocansky.com/humanizing/liquid-syllabus</p> <p>Skyline Equity Academy: @ONE Culturally Responsive course: https://onlinenetworkofeducators.org/course-cards/3CSN Critical Reflection Course: https://3csn.org/equity-102-critical-reflection-and-critical-action-for-praxis-finding-our-way-to-system-wide-transformation-and-the-creation-of-equitable-college-ecosystems/</p> <p>Miracosta Syllabus Checklist: https://tic.miracosta.edu/wp-content/uploads/2021/06/MiraCosta-Online-Class-Quality-Guidelines.pdf</p>		<p>Long Beach CC Canvas shell second column-- Resources by Topic: https://lbcc.instructure.com/courses/45048/pages/resource-hub.</p>

Traditional Practice (taken from DEI in Curriculum Tool: https://www.cco.edu/-cco.edu/-)	Equity Principle (taken from DEI in Curriculum Tool: https://www.cco.edu/-/media/CCCCO-	Level 1: Gearing Up and Starting	Level 2: Advancing Action and Digging Deeper	Level 3: Growing and Scaling	Resources and Models	Highlighted Model	Resource page/slide #																																																							
<p>Focused on individuals m and competitive practices</p> <p>Move to collectivism and inclusive mindset with culturally responsive learning environment s instead and being a warm demander</p>		<p>1. Identify and assess opportunities for collaboration in classroom and learning spaces that meet students where they are at (e.g., group work, team reports, pair shares, etc.).</p> <p>2. Assess current practices to ensure each lesson builds upon each other (i.e., scaffolding).</p> <p>3. Sponsor/support sending teams to professional learning opportunities focused on transformative, culturally responsive practices (e.g., @ONE, Puente, UMOJA).</p> <p>4. Report back to the larger group/senate/committee (i.e., train the trainer events; session at FLEX Day; or share electronically campuswide; etc.).</p>	<p>1. Create a journey map (see ASCCC Cultural Humility Tool for sample template) for your group or institution and encourage individuals to invest in self-awareness assessment of culturally responsive practices.</p> <p>2. Move from hopeful intentions to action by investing in ongoing culturally responsive training days/workshops for all faculty, staff, and administrators regarding syllabi (see model resources in Resources column).</p> <p>3. Create model lessons and activities with components that reflect the DEI in Curriculum Model Principles and Practices.</p> <p>4. Create measureable outcomes for the journey points for your institution/group/committee (i.e., curriculum, senate, department, etc.).</p>	<p>1. Assess your group/campus journey and revise plan of action for further transformation campuswide.</p> <p>2. Create a peer review process campuswide to support each other in creating a <i>warm demander</i> mindset.</p> <p>3. Garner student feedback with an intentional survey process.</p> <p>4. Measure the outcomes and design an improvement plan.</p>	<p>ASCCC/Umoja Session on Moving to Action for IDEA: https://asccc.org/content/general-session-2-4.</p> <p>Warm demander and Collectivism in ASCCC CI session: https://asccc.org/content/active-learning-and-culturally-responsive-curriculum-practices.</p> <p>Equitable Classroom Practices from LSU: https://drive.google.com/drive/folders/1B-xomlQWwD7Q7ftiIKLHL1h_U3cKXo0z.</p> <p>Miracosta Peer Review Process: https://tic.miracosta.edu/wp-content/uploads/2021/06/MiraCosta-Online-Class-Quality-Guidelines.pdf</p>	<p>Warm Demander Pedagogy A culturally responsive teaching pedagogy that develops intellectual abilities in dependent learners through cognitive struggle. Based on research about effective teaching approaches for Indigenous students.</p>  <p><small>• Kwanell, L. (2017). <i>Indigenous Pedagogies of Resistance: A Decolonial Approach to the Education of First Nations and Métis Students</i>. Research in Education, 31(1), 24-34. • Kwanell, L. (2017). <i>Indigenous Pedagogies of Resistance: A Decolonial Approach to the Education of First Nations and Métis Students</i>. Research in Education, 31(1), 24-34.</small></p>	<p>Slides 5-13 in "Active Learning and Culturally Responsive Curriculum Practices" presentation from July 7-9, 2022 Curriculum Institute presentation: https://asccc.org/content/active-learning-and-culturally-responsive-curriculum-practices.</p>																																																							
<p>Assuming only some courses can infuse DEI</p> <p>Weave DEI and culturally responsive practice into every course</p>		<p>1. Identify, acknowledge, and assess the erasure of people of color and historically marginalized voices in every discipline and in all curriculum.</p> <p>2. Ensure curriculum acknowledges the creation of scholarship and practices from diverse people and backgrounds.</p> <p>3. Sponsor/support sending teams to professional learning opportunities focused on transformative, culturally responsive practices in all disciplines (e.g., @ONE, Puente, UMOJA) and create/support a way for reporting back to the larger group/senate/committee (i.e., train the trainer, session at FLEX Day, or share electronically campuswide).</p>	<p>1. Create a journey map for the group or institution to invest assessments of culturally responsive practices that are interwoven into outcomes including STEM and CTE (i.e., student, program, institutional).</p> <p>2. Invest in ongoing culturally responsive training days/workshops for all faculty, staff, and administrators (see models in Resources column).</p> <p>3. Create measureable outcomes for the journey points for the institution/group/committee (i.e., curriculum, senate, department, etc.) including culturally responsive STEM and CTE practices.</p>	<p>1. Assess the group/campus journey and revise plan of action for further transformation campuswide (i.e., participate in USC Race and Equity Center professional development).</p> <p>2. Measure the outcomes and design an improvement plan.</p> <p>3. Garner student feedback with an intentional process for every area or discipline.</p> <p>4. Create a faculty peer review process campuswide that can be used for every area or discipline.</p>	<p>Allan Hancock Culturally Responsive Curriculum Handbook: https://drive.google.com/drive/folders/1B-xomlQWwD7Q7ftiIKLHL1h_U3cKXo0z.</p> <p>ASCCC COR article: https://www.asccc.org/content/moving-needle-equity-cultural-responsiveness-and-anti-racism-course-outline-record.</p> <p>ASCCC Example CTE CORs: https://docs.google.com/presentation/d/1PQLMxLuufBf8GPYD7zLlnxFavYt85x/edit#slide=id.p1</p> <p>Culturally Responsive STEM Practices (from Allan Hancock): https://www.hancockcollege.edu/app/documents/2022%20%20COR%20and%20IDEAA.pdf.</p> <p>Peralta Online Equity Rubric: https://docs.google.com/presentation/d/1NkBgSO8AsabEjJMwtY5qP5Q3dgApwVV/edit#slide=id.p4.</p> <p>East Los Angeles Cultural Curriculum Handbook: https://drive.google.com/drive/folders/1B-xomlQWwD7Q7ftiIKLHL1h_U3cKXo0z.</p> <p>Decolonizing Curriculum: https://asccc.org/content/general-session-2-4.</p> <p>UC Berkeley's Anti-racism Course Guide and Rubric: https://zenodo.org/record/5874656#.Y8l0xBMLMY.</p>	<p>SOCIAL JUSTICE SCALE A Please rate the extent to which you are confident your curriculum includes the attributes below.</p> <table border="1"> <thead> <tr> <th>Power, Privilege, and Multiple Perspectives Contents / Statements / Perspectives</th> <th>Highly Confident</th> <th>Confident</th> <th>Somewhat Confident</th> <th>Not Confident / Not Observed</th> </tr> </thead> <tbody> <tr> <td>The curriculum ...</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1. highlights non-dominant populations, their strengths, and assets.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. focuses on the dignity and contributions of diverse races, classes, genders, abilities, and sexual orientations.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. does not communicate negativity or hostility toward people of marginalized backgrounds, including women, Indigenous people, two-spirit people, farmworkers, or people of color.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. presents alternate points of view on the same controversial issue or topic, including viewpoints produced by marginalized populations.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>5. addresses power and privilege from the viewpoint of individuals who have been historically oppressed.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>6. recognizes the value and integrity of diverse beliefs and other belief systems in communities of color, Afrocentric cultures, and matrilineal structures, etc.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>7. examines laws within the legal and judicial systems and highlights their impact on individuals and society.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>8. presents economic, cultural, social, and political divides and features individuals who have overcome these.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="5">CONFIDENCE LEVEL:</td> </tr> </tbody> </table>	Power, Privilege, and Multiple Perspectives Contents / Statements / Perspectives	Highly Confident	Confident	Somewhat Confident	Not Confident / Not Observed	The curriculum ...					1. highlights non-dominant populations, their strengths, and assets.					2. focuses on the dignity and contributions of diverse races, classes, genders, abilities, and sexual orientations.					3. does not communicate negativity or hostility toward people of marginalized backgrounds, including women, Indigenous people, two-spirit people, farmworkers, or people of color.					4. presents alternate points of view on the same controversial issue or topic, including viewpoints produced by marginalized populations.					5. addresses power and privilege from the viewpoint of individuals who have been historically oppressed.					6. recognizes the value and integrity of diverse beliefs and other belief systems in communities of color, Afrocentric cultures, and matrilineal structures, etc.					7. examines laws within the legal and judicial systems and highlights their impact on individuals and society.					8. presents economic, cultural, social, and political divides and features individuals who have overcome these.					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Designing and perpetuating siloes	Design with Guided Pathways in mind	<p>1. Identify and acknowledge the impact on people of color, historically marginalized, and underrepresented communities that perpetuate barriers in institutions, which can create siloes.</p> <p>2. Ensure institutional design fosters and promotes student success with wrap around services.</p> <p>3. Participate in campuswide Guided Pathways initiatives (e.g., Flex Day and professional development opportunities).</p>	<p>1. Create a journey map for the group or institution regarding the implementation phases of Guided Pathways.</p> <p>2. Invest in ongoing learning opportunities regarding the student success benefits of Guided Pathways for all students (see models in the Resources column).</p> <p>3. Create measureable outcomes for the journey points for the institution/group/committee (i.e., curriculum, senate, department, etc.).</p> <p>4. Begin a plan or campaign to garner student feedback on pathways.</p>	<p>1. Assess the group/campus journey (i.e., participate in Guided Pathways equity-minded framework professional development) and revise plan of action for further campuswide transformation .</p> <p>2. Measure the outcomes and design an improvement plan.</p>	<p>ASCCC Student Voice and Guided Pathways Canvas module: https://ccconlineed.instructure.com/courses/2634/pages/student-voice-module-introduction?module_item_id=388359.</p>	<p>Table 2. Recruitment Strategies and Modes for Different Student Groups</p> <table border="1"> <thead> <tr> <th>Student Population</th> <th>Possible Recruitment Strategies</th> <th>Location and/or Mode of Recruitment</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td> <ul style="list-style-type: none"> Offer incentives (e.g., book buy-backs) Provide information on campus activities Provide information on career services for students Provide information on campus events (e.g., career fairs, networking events, etc.) Provide information on campus resources (e.g., career counseling, etc.) Provide information on campus services (e.g., career counseling, etc.) Provide information on campus support services (e.g., career counseling, etc.) Provide information on campus opportunities (e.g., career counseling, etc.) </td> <td> <ul style="list-style-type: none"> Classroom Library Student Center Student Union Student Government Student Organizations Student Activities Student Leadership Student 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ASCCC Executive Committee Agenda Item

Month: March **Year:** 2023
SUBJECT: Reinstatement of Small or Rural
 College Caucus
DESIRED OUTCOME: The Executive Committee
 will consider for approval reinstating the Small
 or Rural College Caucus.
CATEGORY: Action
REQUESTED BY: Mica
STAFF REVIEW: Carrillo

Item No: III.H.
Attachment: Yes
Urgent: Yes
Time Requested: 15 minutes
TYPE OF BOARD CONSIDERATION
 Consent/Routine:
 First Reading:
 Action: X
 Information:

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

Academic Senate caucuses are intended to serve as groups of independently organized faculty to meet, network, and deliberate collegially in order to form a collective voice on issues of common concern that caucus members feel are of vital importance to faculty and the success of students as they relate to academic and professional matters.

The Academic Senate has received an application to reinstate the Small or Rural College Caucus. The purpose of the caucus is to:

The purpose of this caucus is to discuss and promote awareness of the academic and professional matters unique to the faculty and students of small or rural colleges within the California Community College system. There are many issues and challenges that these colleges face which are different from the larger or more urban colleges, such as economy of size, smaller part-time pools due to large travel distances, and serving rural community needs. As a caucus, we intend to be very active and represent the concerns, issues, and needs of the small or rural colleges.

On the linked [ASCCC Caucus page](#) “Caucuses should be formed around broad issues of ongoing concern rather than single or short-term issues. In particular, there should be a clear connection to academic and professional matters as established in Title 5 and Education Code. Caucuses should be formed to focus on issues across the entire California community college system not just the specific needs or desires of a particular college or district.”

The Executive Committee is being asked consider for approval the reinstatement of the Small or Rural College Caucus.

Academic Senate for California Community Colleges

Recognition of Caucus Application

Academic Senate caucuses are intended to serve as groups of independently organized faculty to meet, network, and deliberate collegially in order to form a collective voice on issues of common concern that caucus members feel are of vital importance to faculty and the success of students as they relate to academic and professional matters.

Please be advised of the following approval process [approximately two (2) months]:

- 1) Submit this form to the ASCCC Office.
- 2) After the submission of this application form you will be contacted by the Executive Director of the ASCCC notifying you of any problems with your application and when your application will be forwarded.
- 3) Your application will then be forwarded to the ASCCC Executive Committee for approval (requiring a simple majority vote) at their next regularly scheduled meeting.

RECOGNITION OF CAUCUS FOR FIVE (5) ACADEMIC YEARS: 2022 - 2027

Caucus Name: SMALL OR RURAL COLLEGE CAUCUS STATEMENT OF PURPOSE

*Caucus Contact: M. Michelle Hart

Email: michelle.hart@bakersfieldcollege.edu Phone: 661-720-2060

*By providing this information you allow your email address to be given to faculty, staff, students, and other persons/groups seeking caucus information.

Purpose of the caucus:

The purpose of this caucus is to discuss and promote awareness of the academic and professional matters unique to the faculty and students of small or rural colleges within the California Community College system. There are many issues and challenges that these colleges face which are different from the larger or more urban colleges, such as economy of size, smaller part-time pools due to large travel distances, and serving rural community needs. As a caucus, we intend to be very active and represent the concerns, issues, and needs of the small or rural colleges.

Anticipated activities and objectives:

- Meet at least once per semester to establish goals, priorities, and action plans.
- Meet during Fall and Spring Plenary sessions to address Resolutions and Issues.
- Networking opportunities with colleagues from small and rural colleges throughout California.
- Make recommendations to improve the work and impact of ASCCC on furthering our purpose.
- Mobilize and act as necessary.

***Caucus Members Section:**


#	Name	College	E-Mail
1	Michelle Hart	Bakersfield College, Delano	michelle.hart@bakersfieldcollege.edu
2	Ray Sanchez	Madera College	ray.sanchez@maderacollege.edu

3	Erica Menchaca	Bakersfield College, Bakersfield	erica.menchaca@bakersfieldcollege.edu
4	David Richardson	Madera College	david.richardson@maderacollege.edu
5	Kamala Carlson	Taft College	kcarlson@taftcollege.edu
6	Kimberley Robinson	Columbia College	robinsonk@yosemite.edu
7	Lillian Pimentel-Stratton	Bakersfield College, Delano	lpiment@bakersfieldcollege.edu
8	Matthew Garrett	Bakersfield College, Bakersfield	matthew.garrett@bakersfieldcollege.edu
9	Vince Maiocco	Taft College	vmaiocco@taftcollege.edu
10	Erin Wall	College of the Redwoods	Erin-Wall@Redwoods.edu
11	Lindsay Laney	Columbia College	laneyl@yosemite.edu
12			
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*By providing this information you allow your email address to be given to faculty, staff, students, and other persons/groups seeking caucus information.

Caucus Contact Section:

On behalf of the caucus members, I apply for recognition for our caucus by the Academic Senate for California Community Colleges (ASCCC) and by signing below I certify that I have provided the caucus members with the ASCCC Constitution and Bylaws, specifically the sections regarding caucuses, and the ASCCC Caucus Procedures and Guidelines.

Caucus Contact (signature): 

Date: 12/16/2022

Executive Committee Section:

I certify that Academic Senate for California Community Colleges (ASCCC) has recognized this caucus and has granted them recognition on said date for the academic year indicated above.

Executive Committee Approval Meeting Date

ASCCC Executive Director

Date



ASCCC Executive Committee Agenda Item

Month: March

Year: 2023

SUBJECT: Chancellors Office Liaison Discussion

DESIRED OUTCOME: The Executive Committee will receive an update on system-wide issues and projects from a liaison from the Chancellors Office.

CATEGORY: Reports

REQUESTED BY: May

STAFF REVIEW : Carrillo

Item No: IV.A.

Attachment: No **Urgent:** No

Time Requested: 30 minutes

TYPE OF BOARD CONSIDERATION

Consent/Routine:

First Reading:

Action:

Information: X

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

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.



ASCCC Executive Committee Agenda Item

Month: March **Year:** 2023

SUBJECT: Liaison/Caucus Reports

DESIRED OUTCOME: The Executive Committee will receive oral or written reports from liaisons or representatives from partner organizations and ASCCC Caucuses.

CATEGORY: Discussion

REQUESTED BY: May

STAFF REVIEW : Carrillo

Item No: IV.B.

Attachment: No

Urgent: No

Time Requested: 5 minutes

TYPE OF BOARD

CONSIDERATION Consent/

Routine:

First Reading:

Action:

Information: X

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

Invited partner organizations and ASCCC Caucuses include, but are not limited to: Association of Community and Continuing Education (ACCE), ASCCC Caucuses: Asian Pacific Islander Caucus, Black Caucus, Latinx Caucus, LGBTQIA+ Caucus, Small or Rural College Caucus, Womxn’s Caucus, California Association of Administration of Justice Educators (CAAJE), Community College Association(CCA), Council of Chief Librarians (CCL),California Community Colleges Chief Instructional Officers(CCCCIO), Chief Student Services Officer Association (CSSOA), Faculty Association for California Community Colleges(FACCC), The RP Group, and the Student Senate for California Community Colleges (SSCCC).



ASCCC Executive Committee Agenda Item

Month: March **Year:** 2023

SUBJECT: Equitable Placement Paper Draft

DESIRED OUTCOME: The Executive Committee will discuss and provide feedback on the draft Equitable Placement Paper.

CATEGORY: Discussion

REQUESTED BY: Wada

STAFF REVIEW: Patricia Carrillo

Item No: IV.C.

Attachment: Yes

Urgent: No

Time Requested: 60min

TYPE OF BOARD CONSIDERATION

Consent/Routine:

First Reading: X

Action:

Information:

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

ASCCC Resolution 18.01 (Spring 2020) calls for the ASCCC to write a paper on optimizing student success in disciplines directly impacted by AB705. The Executive Committee acted to focus initially on math placement at the October meeting in a white paper that is reviewed and approved by the Executive Committee.

This draft paper from the 2022-23 ASCCC Data and Research Committee presents the responses from the spring 2022 Data and Research Taskforce survey followed by draft recommendations on data collection and other methods to support student learning and success in math and in related disciplines.

The request is for the Executive Committee to carefully review and provide actionable feedback/edits so that a second reading may occur in April. In order for feedback to be considered/implemented, feedback is respectfully requested by March 18, 2023.



ASCCC Executive Committee Agenda Item

Month: March **Year:** 2023

SUBJECT: Board of Governors/ Consultation Council

DESIRED OUTCOME: The Executive Committee will receive an update on the recent Board of Governors and Consultation Council Meetings.

CATEGORY: Discussion

REQUESTED BY: May/Aschenbach

STAFF REVIEW : Carrillo

Item No: IV.D.

Attachment: No

Urgent: No

Time Requested: N/A

TYPE OF BOARD CONSIDERATION

Consent/Routine:

First Reading:

Action:

Information: X

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

President May and Vice President Aschenbach 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-agendas>

Consultation Council:

<https://www.cccco.edu/About-Us/Consultation-Council/agendas-and-minutes>



ASCCC Executive Committee Agenda Item

Month: March **Year:** 2023

SUBJECT: Meeting Debrief

DESIRED OUTCOME: The Executive Committee will have an opportunity to share thoughts on the meeting and provide considerations for potential agenda items to be discussed at future meetings.

CATEGORY: Discussion

REQUESTED BY: May

STAFF REVIEW: Carrillo

Item No: IV.E.

Attachment: No

Urgent: No

Time Requested: N/A

TYPE OF BOARD CONSIDERATION

Consent/Routine:

First Reading:

Action:

Information: X

Please note: Staff will complete the grey areas. Staff will review your item and provide additional resources to inform the Executive Committee discussion.

BACKGROUND

Members may use this opportunity to share thoughts on the meeting, to confirm assignments, events, or other efforts scheduled during the next month, and to identify potential future agenda items or projects based on items discussed during the meeting.



Educational Services and Support Division
California Community Colleges Curriculum Committee (5C)
December 9, 2022
9:00 AM – 12:00 PM
Zoom

2022-2023 5C Membership

ASCCC: LaTonya Parker (co-chair), Michelle Bean, Robert L. Stewart Jr., Karen Chow, John Freitas, Sharon Sampson, ~~Amber Gillis~~, Meridith Selden **4CS:** Lesley Agostino **CCCCIO:** Kelly Fowler (co-chair), Marshall Fullbright, Jennifer Vega La Serna, Erik Shearer **CCCCO:** Raul Arambula, Aisha Lowe **ACCE:** Madelyn Arballo **CCCCSSO:** Alketa Wojcik, Christopher Sweeten **SSCCC:** ~~Marcello Garbe~~, Kyle Landrum **CCCAOE:** Maniphone Dickerson

Minutes

1. Welcome and Check-in (co-chairs)

The attendees were welcomed

2. Agenda and Minute Approval

Agenda and minutes were approved

3. Constituency Reports (co-chairs & all)

ACCE:

- Busy with legislative matters,
 - Keeping current on bills and keeping track of state budget

CCCAOE:

- Executive Director search
- CCCAOE's Spring 2022 Conference Sacramento April 19 – 21, 2023 Regency Hyatt Events Center

CCCCSSO

- Drafting letters of support for approval of BA Programs
- Spring Conference LAX Hyatt March 13-16 Liberation Now Radical Actions for Today

ASCCC

- 2023 Curriculum Institute - Hybrid Event July 12, 2023 - 9:00am - July 15, 2023 - 12:00pm 3637 5th Street – Accepting intent to present now
- Fall Plenary Successful-Single General Education pattern resolutions adopted

4. Ethnic Studies Core Competencies (Aisha)

- Task Force: key goals identified
- Implementation date for local -Fall of 2024
- Establishing core competencies for CC needs by combining CSU and UC
- Chart with side-by-side comparison of melding of the two

Next steps:

- Provide clarity and eliminate any possible confusion
- Provide one set that will work for all 3 systems
- At minimum use chart as a resource of what to use for local requirements for UC and CSU

Questions or comments:

*Request to develop a handbook that explains how to build an Associate Degree

5. Workgroup Updates:

a. DEI In COR and DEI Framework Implementation

- i. Plans for framework implementation*
- ii. Regulatory updates*

- Website shell created with DEI tool kit and steps on how to get started on this work:
<https://sites.google.com/view/5c-dei-in-curriculum/toolkit-to-dei-in-curriculum-framework?authuser=0>
- Discussion on where to house website giving open access
- Next steps with goal of full draft in April to be published Summer 2023

b. Associate Degree Regulations

- Meetings resulting in making General Education requirement clear
- Other areas of competencies are now part of the education pattern eliminating separate sections. Other areas being looked at for clarification.
- Looking at where Catalog Rights should be placed
- Goal clean draft for January 27th, 2023 5C meeting.

c. Re-imagining the PCAH

- Renaming the PCAH need vs. want
- Title 5 currently uses the name of PCAH
 - Approval to change title 5 once a new name has been established
- Discussion on combining credit and non-credit or keep separate
- Web format for real time updates – book meeting with Chancellor's Office Communications to initiate this transition

d. Local Curriculum Approval Process

- Identified the need for more information from the field as to what barriers they face
- Sent out a survey google doc getting feedback from all the field

6. CCCCCO Updates (Aisha)

BA Degree update

- Letters of support from the field and a Higher Ed Article as well
- Agreements for 3 programs moving forward have been sent to CSU
 - 15-day response pending
- January BOG meeting will close out these programs
- New applications are due Jan 13

Assessment advising committee for ESL: memo from June update on work

- April 2023 review and assign approval levels to locally designed ESL assessments
- For credit ESL test/and exams is the only focus at this moment
- Memo will provide 3 levels of approval:
 - Full approval-6yrs
 - Provisional -feedback of gaps, 1-2yrs to respond
 - Probation- asking for one time -conditional probation for schools that would fall into not being approved.

Zero Textbook Cost

- Phase 1 allocation: 2 -grants on the way
- Spring of 2023 new grants

***Per 5C:** Title 5 change and Student Handbook need update on definition of materials: instructional materials vs textbook and related resources. Student materials are anything student is asked to pay for.

Common Course Numbering planning:

- Work with 4yrs to design process and figuring out what is needed
Next committee meeting January 26th 2023

Assist to include private universities – designing process AICCU make improvements to assist

Intersegmental Dual Admission process proposal on dual admissions will work from CSU and UC (Bob Quin to present update to 5C in future meeting)

7. General Comments

- Start conversation on Catalog Rights – find location in title 5 and hand off work for the next year.

<https://www.asccc.org/resolutions/title-5-regulations-governing-catalog-rights>

8. Future Meeting Dates:

- January 27, 2023, 9:00am-12:00pm virtual
- February 24, 2023, 9:00am-12:00pm virtual
- March 24, 2023, 9:00am-12:00pm virtual
- April 28, 2023, 10:00am-3:00pm In-person (San Diego/Grossmont College hosting)
- May 19, 2023, 9:00am-12:00pm virtual
- June 9, 2023, 9:00am-12:00pm virtual



ACADEMIC SENATE for California Community Colleges

LEADERSHIP • EMPOWERMENT • VOICE

CTE Leadership Committee
December 8th, 2022
9:30am – 11:00am

Meeting Summary

- ✚ Call to Order: 9:30am
 - Welcome/ Attendance
 - Present: Carrie Roberson, Lynn Shaw, Amber Gillis, Bernie Rodriguez, Eva Mercier
 - Absent: Shelley Eckvahl, Dr. Laura Manyweather, Armine Javadyn, Doug Sallade, Debbie Vanschoelandt, Eugene Mahmoud
 - Notetaker: Amber Gillis
 - Approval of the Agenda: updates to the Announcement, approved by consensus

- ✚ Approval of Minutes
 - 11.17.2022 CTELC Meeting Summary – Minutes approved. Carrie shared that minutes from any committee meeting can be viewed.

- ✚ CTE Leadership Committee 2022-2023- [GOOGLE DRIVE](#)
 - [Assigned Resolutions](#) – There are no new resolutions that have been assigned to us since the last plenary session. Carrie explained that we can still submit resolutions for the upcoming session and that some of the work that we are doing in this committee can support the work of the other resolutions.
 - Assigned Tasks
 - Career/Noncredit, Pre-transfer, Continuing Education Regional Meetings: We are currently working out the details of the regional meetings; however, what we do know are the dates (March 6th, March 20th). Tentative times are still needing to be worked out, but these events are all day. At this time, we are looking to finalize host colleges of Laney College (in North) and LA Trade Tech (in South).
 - Carrie clarified that if folks need to travel and stay overnight, we can discuss this with the office because the ASCCC will cover these costs for committee members.
 - The committee members worked on the regional meetings planning document that can be found here: [PLANNING DOCUMENT](#)
 - [TBD](#): Regional meeting planning session date: 1.17.2022: Carrie will send out invite information after she connects with the Noncredit Committee.

- ✚ CTELC [Actions & Outcomes](#)
 - Completed:
 - November CTE Liaison Memo: Carrie shared the memo and discussed the highlights with the committee.
 - All Things CTE: Communication/ Connection/ Collaboration webinar 12.5.22: Carrie shared her takeaways, including that it was nice to not lock down to a specific topic because it allowed more organic and robust conversations about what's going on in CTE.

- Next steps/ TBD:
 - **DRAFT:** January CTE liaison memo ideas:
 - Lynn said that we should be sharing information about our upcoming regional meetings.
 - Noncredit versus “not for credit” and create something that highlights the differences for faculty in the field
 - Talk about CDCP (Career Development/Career Prep) – explain the term and the opportunities for students in these classes. Also, a clear explanation of this would be helpful for the faculty in the field to be aware of.
 - Discuss CPL and the benefits of using CPL at your local college. Carrie: several colleges have these programs, and we might be able to highlight some of these colleges. Bernie: We could also talk about the difference between articulation versus CPL. Carrie: We could highlight different scenarios for consideration that can shape assessment measures at local colleges. Bernie: That’s what some colleges call Credit by Exam, which is the “old” way. Now, we call it CPL and people might benefit from knowing the differences. Carrie: Bernie brings up some great points, and local colleges are still trying to figure out what the student pays or if the student pays. And there are equity issues to consider. Bernie: Part of the biggest problems, too, is that students are not met with counselors that discuss CPL with them as they are evaluating their transcripts.
 - **LEADS:** All Things CTE: Communication/ Connection/ Collaboration webinars: Discussed dates and asked for leads. Committee will revisit this at the next meeting.
 - ASCCC **CTE Leadership Committee** website/ repository of resources: Carrie: Should we do this this year? Assign to a smaller workgroup within the committee? Lynn: we can organize CTE information so that faculty that are trying to connect the ASCCC can easily find resources and support. Amber: Are we trying to include all of these resources on our committee webpage? Carrie: That’s what the workgroup can tackle and determine. We’ll ask for again at the next meeting when more members are present.

 Announcements

- ASCCC Events
- Application for Statewide Service
- Committee member info and updates

 Future agenda items

 Adjournment 10:45am



Education Policies Committee Meeting

Wednesday, August 31st, 2022

3:30 p.m. – 4:30 p.m.

The Educational Policies Committee studies educational issues of concern to the Academic Senate and is the standing committee that recommends educational policies to the Executive Committee. The Committee provides a forum for high-level discussion and development of Academic Senate Policy, including its effect on faculty and students. The discussions include the viewpoint of students, CIOs and union representatives. The Educational Policies Committee researches issues as required, and writes background and/or position papers where appropriate. The Committee may pass general recommendations to other Senate committees, or work with them on more detailed implementation or technical issues. New or revised educational policies of the Academic Senate pass through the Educational Policies Committee. These may include policies to be implemented either locally or at the state level, suggested positions on proposed policies or changes in existing policies, and responses to assignments given by the President or Executive Committee.

Attendees:

Juan Arzola – 1 st Chair	Stephanie Curry – 2nd	Maria Figueroa-Chacon
Julie Clark	Lorraine Slattery	Christie Dam
Carlos Guerrero	Chantal Lamourelle	Matais Pouncil, CIO
Student Leader TBD		

MINUTES

I. Call to Order and Roll Call

The meeting was called to order at 3:34pm and attendance was taken

II. Land Acknowledgement –

Chair Juan Arzola read and recognized the land acknowledgement and asked committee members to review to see if there needs to be any updates.

We acknowledge that our campuses are located on unceded territories of Yokuts, Miwuk, Gabrieleno, Serrano, Cahuilla, and Luiseno peoples, who have continuously lived upon this land since time immemorial. We recognize the historic discrimination and violence inflicted upon Indigenous peoples in California and the Americas, including their forced removal from ancestral lands, and the deliberate and systematic destruction of their communities and culture. We have a responsibility to oppose all forms of individual and institutionalized racism toward all people but especially toward Indigenous peoples in which discrimination has occurred through the omission and silencing of Indigenous voices. We embrace our position as educators to collectively learn how to actively address settler colonial legacies. We honor Indigenous peoples—past, present, and future—here and around the world.

III. Adoption of agenda, volunteer minutes taker, and [Google Shared Folder 2022 – 2023](#).

The agenda for the meeting was adopted by consensus and Stephanie will take minutes. Chair Juan Arzola shared and reviewed with the committee the Google Folder with resources for the committee including agendas, minutes, documents, resolutions, rostrums and the committee paper drafts.

IV. Introductions
Committee members were introduced and shared their experiences, roles in their colleges and goals for this year on the Ed Policy Committee.

V. Committee Overview
The committee reviewed documents for ASCCC Committees. Committee discussed need to bring in diverse voices to ASCCC Committees. Juan recommended each committee member share opportunities through the Application for Statewide Service.

- A. Committee Charge
- B. [Committee Member Guidelines](#)
- C. [Contact Information Form](#)

VI. Set meeting norms and social agreements
Committee members broke into groups and discussed these questions and then shared out the discussion with the entire group. Juan summarized the discussion and will share this in the Google folder committee norms.

Five-minute group [activity](#)

- a. How do you want this committee to work together/ What do you expect of each other?
- b. What do you need from us as chair and second chair

Committee members broke into groups and discussed these questions and then shared out the discussion with the entire group. Juan summarized the discussion and will share this in the Google folder committee norms.

Proposed Norms

- Share information and workload
- Follow through with actions
- Facilitate the committee work
- Ask for help
- Be open-minded
- Be accountable

VII. Establish future meeting dates
A Doodle poll will be developed based on the results collected from your responses to the final question of [Contact Information form](#).
Committee members were asked to fill out the Contact Information form soon. Juan will use the information in this form for scheduling future meetings.

VIII. 2022 – 2023 Educational Policies Committee Goals and Priorities.
The committee discussed current priorities of the committee assigned by the ASCCC President and the Executive Director. Particular attention was focused on the Enrollment Management Paper with the goal of completion of the paper for the Spring 2023 Plenary. In paper want to address the moment in time but also focus on policies, practices and procedures that support faculty role in enrollment management. Concerns from faculty over arbitrary goals from CCCCO or administrators. Juan will send out email asking for ideas for rostrum articles, resolutions or other topics for discussions.

- A. [Education Policies Committee updated priority spreadsheet](#)
- B. Activities carried over from last year's committee
 - 1. Papers:
 - a. [2009 Enrollment management update](#)
- C. Rostrum articles
 - 1. Carried over from last year's committee
 - a. [Administrator retreat rights for faculty \(done\)](#)
 - b. [Effective Practices That Support the Transfer of Students Who Repeat Courses to Alleviate Substandard Grades \(done\)](#)
 - c. [Evaluating Language Proficiency for IGETC, UC Transfer \(done\)](#)
 - d. [Student Academic Dishonesty \(not done\)](#)
 - 2. Ideas for this year
 - a. Academic freedom, equity, and antiracism?
 - b. Others?
- D. Resolutions
 - 1. Due September 12
 - 2. Ideas?

IX. Announcements

Committee members heard about upcoming events from the ASCCC.

- A. Fall 2022 Plenary
 - 1. November 3 – 5 Sacramento
 - 2. Breakout session topics due September 6
 - 3. Presenters and session descriptions due October 1
- B. Check for upcoming events at [here](#)
 - 1. Amazon Smile (smile.amazon.com)—select Foundation of the Academic Senate for California Community Colleges to donate
- C. [Application for Statewide Service](#)

X. Closing Comments

A. In Progress Review

Juan will keep the committee updated with progress reports each meeting.

B. Any other final comments or suggestions?

Carlos suggested a breakout or webinar on Faculty Role in Enrollment Management.

XI. Adjournment

The committee adjourned the meeting at 4:37pm



Education Policies Committee Meeting
Wednesday, September 21st, 2022
12:00 p.m. – 1:00 p.m.

The Educational Policies Committee studies educational issues of concern to the Academic Senate and is the standing committee that recommends educational policies to the Executive Committee. The Committee provides a forum for high-level discussion and development of Academic Senate Policy, including its effect on faculty and students. The discussions include the viewpoint of students, CIOs and union representatives. The Educational Policies Committee researches issues as required, and writes background and/or position papers where appropriate. The Committee may pass general recommendations to other Senate committees, or work with them on more detailed implementation or technical issues. New or revised educational policies of the Academic Senate pass through the Educational Policies Committee. These may include policies to be implemented either locally or at the state level, suggested positions on proposed policies or changes in existing policies, and responses to assignments given by the President or Executive Committee.

MINUTES

I. Call to Order and Roll Call:

The meeting was called to order at 12:05pm and attendance was taken.

Juan Arzola – 1 st Chair	Stephanie Curry – 2nd	Maria Figueroa
Julie Clark	Lorraine Slattery	Christie Dam
Carlos Guerrero	Chantal Lamourelle	Matais Pouncil, CIO
Student Leader TBD		

II. Land Acknowledgement –

Chair Juan Arzola read the land acknowledgement and asked for input on the statement

We acknowledge that our campuses are located on unceded territories of Yokuts, Miwuk, Gabrielino, Tongva, Serrano, Cahuilla, and Luiseno peoples, who have continuously lived upon this land since time immemorial. We recognize the historic discrimination and violence inflicted upon Indigenous peoples in California and the Americas, including their forced removal from ancestral lands, and the deliberate and systematic destruction of their communities and culture. We have a responsibility to oppose all forms of individual and institutionalized racism toward all people but especially toward Indigenous peoples in which discrimination has occurred through the omission and silencing of Indigenous voices. We embrace our position as educators to collectively learn how to actively address settler colonial legacies. We honor Indigenous peoples—past, present, and future—here and around the world.

III. Adoption of agenda, volunteer minutes taker, and [Google Shared Folder 2022 – 2023](#).

The agenda and minutes were approved by consensus. Stephanie will take minutes.

IV. Meeting norms and social agreements

The committee norms were reviewed. The norms were created at the previous meeting

- Share information and workload
- Follow through with actions
- Facilitate the committee work

- Ask for help
- Be open-minded
- Be accountable

V. 2022 – 2023 Educational Policies Committee Goals and Priorities.

[2009 Enrollment management update](#)

The committee discussed the intent and goals for the updated enrollment management paper. The committee reviewed the outline from last years committee and discussed any needed changes. The Committee review the current drafts from last year. This work can be used as a foundation for the work of this years committee. Committee member volunteered to start working on sections

Part I- Juan, Carlos

Part II- Stephanie, Julie, Carlos, Maria, Christie

Part III- Juan, Maria, Chantel

Part IV- Stephanie, Julie

Part V- Chantel, Christie

Part VI- Matias, Juan

The committee has a goal of a first draft for Exec in January 2023. Groups agreed to meet to do this work between meetings

Timeline for completion 2022-2023

- October- research and outlining
- November- drafty draft
- December- review draft
- January- first draft for Exec Committee
- February-make any recommended changes from Exec Committee
- March- final version ready for Spring 2023 Plenary

Recommend check in times at meetings in Oct, Nov and Dec for section writers. Perhaps a 15-minute breakout for groups

Committee may have an in-person meeting to work on paper in Fall 2022

A. Rostrum articles

The previous years committee recommended a rostrum article last year on Student Academic Dishonesty. This committee may continue work on this article

The committee also had an opportunity to suggest ideas for future Rostrum Articles

1. Ideas for this year
 - a. Academic freedom, equity, and antiracism?
 - b. Others?

VI. Announcements

Juan shared announcements about upcoming ASCCC events.

A. Fall 2022 Plenary

1. November 3 – 5 Sacramento
2. Theme: Centering Authentic Voices and Lived Experiences in 10+1 (To be finalized at Sept. 30th ASCCC Executive Board meeting)
3. Presenters and session descriptions due October 1

B. Check for upcoming events at [here](#)

VII. Adjournment

The meeting adjourned at 1:05pm

In Progress

- Enrollment management paper rewrite
- Student Academic Dishonesty rostrum paper

Completed Tasks:

- Established meeting norms and social agreements



Education Policies Committee Meeting
Wednesday, October 19th, 2022
12:00 p.m. – 1:00 p.m.

The Educational Policies Committee studies educational issues of concern to the Academic Senate and is the standing committee that recommends educational policies to the Executive Committee. The Committee provides a forum for high-level discussion and development of Academic Senate Policy, including its effect on faculty and students. The discussions include the viewpoint of students, CIOs and union representatives. The Educational Policies Committee researches issues as required, and writes background and/or position papers where appropriate. The Committee may pass general recommendations to other Senate committees, or work with them on more detailed implementation or technical issues. New or revised educational policies of the Academic Senate pass through the Educational Policies Committee. These may include policies to be implemented either locally or at the state level, suggested positions on proposed policies or changes in existing policies, and responses to assignments given by the President or Executive Committee.

MINUTES

I. Call to Order and Roll Call:

The meeting was called to order at 12:04.

Juan Arzola – 1 st Chair	Stephanie Curry – 2nd	Maria Figueroa
Julie Clark	Lorraine Slattery	Christie Dam
Carlos Guerrero	Chantal Lamourelle	Matais Pouncil, CIO
Justin Maung, SSCGC Rep		

II. Land Acknowledgement –

We acknowledge that our campuses are located on unceded territories of Yokuts, Miwuk, Gabrielino, Tongva, Serrano, Cahuilla, and Luiseno peoples, who have continuously lived upon this land since time immemorial. We recognize the historic discrimination and violence inflicted upon Indigenous peoples in California and the Americas, including their forced removal from ancestral lands, and the deliberate and systematic destruction of their communities and culture. We have a responsibility to oppose all forms of individual and institutionalized racism toward all people but especially toward Indigenous peoples in which discrimination has occurred through the omission and silencing of Indigenous voices. We embrace our position as educators to collectively learn how to actively address settler colonial legacies. We honor Indigenous peoples—past, present, and future—here and around the world.

III. Adoption of agenda, volunteer minutes taker, and [Google Shared Folder 2022 – 2023](#).
Stephanie will take minutes

IV. Meeting norms and social agreements

The norms were reviewed

- Share information and workload
- Follow through with actions
- Facilitate the committee work

- Ask for help
- Be open-minded
- Be accountable

V. 2022 – 2023 Educational Policies Committee Goals and Priorities.

A. [2009 Enrollment management update](#)

The committee suggested that the paper become a true update rather than a new paper.

Juan will transform the 2009 paper to a Google Drive. Committee members will be asked to review the paper, make edits on areas that need updating and add new sections aligned to assignments from previous outline.

VI. Announcements

Juan shared the upcoming events and opportunities through ASCCC

A. Fall 2022 Plenary

1. November 3 – 5 Sacramento
2. Theme: Centering Authentic Voices and Lived Experiences in 10+1

B. Check for upcoming events at [here](#)

1. Amazon Smile (smile.amazon.com)—select Foundation of the Academic Senate for California Community Colleges to donate

C. Application for Statewide Service- Juan asked committee members to share this application with colleagues.

VII. Closing Comments

Members discussed having an in-person meeting in mid-December to finalize draft. Juan will send out email to committee members to see availability of dates, times and locations.

VIII. Adjournment

The committee adjourned at 12:35pm

In Progress

- Enrollment management paper rewrite
- Student Academic Dishonesty rostrum paper

Completed Tasks:

- Established meeting norms and social agreements



Education Policies Committee Meeting
Wednesday, November 16th, 2022
12:00 p.m. – 1:00 p.m.

The Educational Policies Committee studies educational issues of concern to the Academic Senate and is the standing committee that recommends educational policies to the Executive Committee. The Committee provides a forum for high-level discussion and development of Academic Senate Policy, including its effect on faculty and students. The discussions include the viewpoint of students, CIOs and union representatives. The Educational Policies Committee researches issues as required, and writes background and/or position papers where appropriate. The Committee may pass general recommendations to other Senate committees, or work with them on more detailed implementation or technical issues. New or revised educational policies of the Academic Senate pass through the Educational Policies Committee. These may include policies to be implemented either locally or at the state level, suggested positions on proposed policies or changes in existing policies, and responses to assignments given by the President or Executive Committee.

Minutes

I. Call to Order and Roll Call:

The meeting was called to order at 12:05pm

Attendance was taken

Juan Arzola – 1 st Chair	Stephanie Curry – 2nd	Maria Figueroa
Julie Clark	Lorraine Slattery	Christie Dam
Carlos Guerrero	Chantal Lamourelle	Matais Pouncil, CIO
Justin Maung, SSCGC Rep		

II. Land Acknowledgement –

Juan read the land acknowledgement.

We acknowledge that our campuses are located on unceded territories of Yokuts, Miwuk, Gabrielino, Tongva, Serrano, Cahuilla, and Luiseno peoples, who have continuously lived upon this land since time immemorial. We recognize the historic discrimination and violence inflicted upon Indigenous peoples in California and the Americas, including their forced removal from ancestral lands, and the deliberate and systematic destruction of their communities and culture. We have a responsibility to oppose all forms of individual and institutionalized racism toward all people but especially toward Indigenous peoples in which discrimination has occurred through the omission and silencing of Indigenous voices. We embrace our position as educators to collectively learn how to actively address settler colonial legacies. We honor Indigenous peoples—past, present, and future—here and around the world.

III. Adoption of agenda, volunteer minutes taker, and [Google Shared Folder 2022 – 2023](#).

The agenda was adopted by consensus. Minutes were shared with the committee from the October meeting and members were asked to review and send any updates. Stephanie will take minutes.

IV. Meeting norms and social agreements

The committee centered in the meeting norms and agreements.

- Share information and workload

- Follow through with actions
- Facilitate the committee work
- Ask for help
- Be open-minded
- Be accountable

V. [2009 Enrollment management update](#)

Today's focus was on the progress of the 2009 paper update. The committee discussed progress on the draft.

New Assignments

- Part 1: Juan, Carlos (lead), Matias
- Part 2: Stephanie (lead), Carlos, Julie, Christie
- Part 3: Juan, Maria (lead), Chantel
- Part 4: Stephane and Julie (lead)
- Part 5: Chantel (lead), Christie, Juan and Matias

Leads are asked to coordinate work on the draft over the next month. Complete in suggesting mode and lead will walk through the changes.

Set online work day for December 14. Committee members are encouraged to jump in and out on that workday to complete sections.

VI. Other Educational Policies Committee Matters

A. Rostrum articles

a. [Student Academic Dishonesty](#)

Juan asked for volunteers to work on Rostrum for Spring. Juan will coordinate and Stephanie can help.

2. Ideas for this year

- a. Academic freedom, equity, and antiracism. This may be a topic for a Spring Rostrum. Importance on legislation for Academic Freedom. Perhaps work with Leg and Advocacy committee. Perhaps an ASCCC Adoption of Academic Freedom.

b. Others?

B. Resolutions

1. Ideas?

VII. Announcements

A. Check for upcoming events at [here](#)

- 1. Amazon Smile (smile.amazon.com)—select Foundation of the Academic Senate for California Community Colleges to donate

B. [Application for Statewide Service](#)

VIII. Closing Comments

A. Any other final comments or suggestions?

IX. Adjournment

The committee adjourned at 1:02pm.

In Progress

- Enrollment management paper rewrite

- Student Academic Dishonesty rostrum paper

Completed Tasks:

- Established meeting norms and social agreements



Education Policies Committee Meeting
Wednesday, December 14th, 2022
12:00 p.m. – 1:00 p.m.

The Educational Policies Committee studies educational issues of concern to the Academic Senate and is the standing committee that recommends educational policies to the Executive Committee. The Committee provides a forum for high-level discussion and development of Academic Senate Policy, including its effect on faculty and students. The discussions include the viewpoint of students, CIOs and union representatives. The Educational Policies Committee researches issues as required, and writes background and/or position papers where appropriate. The Committee may pass general recommendations to other Senate committees, or work with them on more detailed implementation or technical issues. New or revised educational policies of the Academic Senate pass through the Educational Policies Committee. These may include policies to be implemented either locally or at the state level, suggested positions on proposed policies or changes in existing policies, and responses to assignments given by the President or Executive Committee.

Minutes

- I. Call to Order and Roll Call:
The meeting was called to order at 12:05pm

Juan Arzola – 1 st Chair	Stephanie Curry – 2nd	Maria Figueroa
Julie Clark	Lorraine Slattery	Christie Dam
Carlos Guerrero	Chantal Lamourelle	Matais Pouncil, CIO
Justin Maung, SSSCC Rep		

- II. Land Acknowledgement –
The land acknowledgment was read by committee chair Juan Arzola

We acknowledge that our campuses are located on unceded territories of Yokuts, Miwuk, Gabrielino, Tongva, Serrano, Cahuilla, and Luiseno peoples, who have continuously lived upon this land since time immemorial. We recognize the historic discrimination and violence inflicted upon Indigenous peoples in California and the Americas, including their forced removal from ancestral lands, and the deliberate and systematic destruction of their communities and culture. We have a responsibility to oppose all forms of individual and institutionalized racism toward all people but especially toward Indigenous peoples in which discrimination has occurred through the omission and silencing of Indigenous voices. We embrace our position as educators to collectively learn how to actively address settler colonial legacies. We honor Indigenous peoples—past, present, and future—here and around the world.

- III. Adoption of agenda, volunteer minutes taker, and [Google Shared Folder 2022 – 2023](#).
The agenda was approved by consensus. Stephanie will take minutes.

- IV. [2009 Enrollment management update](#)
The committee reviewed the current draft of the paper. The committee reviewed each section. Discussed moving sections and overarching direction of Strategic Enrollment Management. Groups will review until December 28th and then Juan and Stephanie will

download on the 29th and create a clean copy for ASCCC Exec review at the January Meeting. Juan will put in an agenda item for the January Meeting.

V. Other Educational Policies Committee Matters

A. Rostrum articles

- a. Student Academic Dishonesty- Juan is working on a draft
- b. Academic freedom: A need for legal definition? - Juan and Cheryl will work on an article. Carlos suggested look at articles on court response from appellate court Florida case addressing academic freedom.

B. Resolutions

1. Committee was asked to brainstorm ideas for resolutions for the Spring 2022 Plenary. Do we need one on Academic Freedom definition for Title 5?
2. Juan will bring back resolutions assigned to committee from Fall 2022 to January Meeting

VI. Announcements

A. Check for upcoming events

1. 2023 Spring Plenary Session: April 20, 2023 – April 22, 2023, 8:00 am – 12:00pm
If the paper is going forward may have a breakout on Enrollment Management to support paper resolution.
2. 2023 Spring Area Meetings: March 24, 2023 & March 25, 2023, 9:00 am – 4:00 pm

B. Amazon Smile (smile.amazon.com)—select Foundation of the Academic Senate for California Community Colleges to donate

C. [Application for Statewide Service- encouraged members to share](#)

VII. Closing Comments

Committee expressed support and thanks to all members.

VIII. Adjournment

Then committee adjourned at 12:53pm

In Progress

- Enrollment management paper rewrite
- Student Academic Dishonesty rostrum paper
- Academic Freedom rostrum paper—joint project with Legislative Advocacy Committee

Completed Tasks:

- Established meeting norms and social agreements



ACADEMIC SENATE
for California Community Colleges
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Education Policies Committee Meeting
Wednesday, January 25th, 2023
12:00 p.m. – 1:00 p.m.

The Educational Policies Committee studies educational issues of concern to the Academic Senate and is the standing committee that recommends educational policies to the Executive Committee. The Committee provides a forum for high-level discussion and development of Academic Senate Policy, including its effect on faculty and students. The discussions include the viewpoint of students, CIOs and union representatives. The Educational Policies Committee researches issues as required, and writes background and/or position papers where appropriate. The Committee may pass general recommendations to other Senate committees, or work with them on more detailed implementation or technical issues. New or revised educational policies of the Academic Senate pass through the Educational Policies Committee. These may include policies to be implemented either locally or at the state level, suggested positions on proposed policies or changes in existing policies, and responses to assignments given by the President or Executive Committee.

Minutes

I. Call to Order and Roll Call:

The meeting was called to order at 12:10pm

Juan Arzola – 1 st Chair	Stephanie Curry – 2nd	Maria Figueroa
Julie Clark	Lorraine Slattery	Christie Dam
Carlos Guerrero	Chantal Lamourelle	Matais Pouncil, CIO
Justin Maung, SSCCC Rep		

II. Land Acknowledgement – was shared by Juan and a moment was taken for victims of the Monterey Park Lunar New Year shooting.

We acknowledge that our campuses are located on unceded territories of Yokuts, Miwuk, Gabrielino, Tongva, Serrano, Cahuilla, and Luiseno peoples, who have continuously lived upon this land since time immemorial. We recognize the historic discrimination and violence inflicted upon Indigenous peoples in California and the Americas, including their forced removal from ancestral lands, and the deliberate and systematic destruction of their communities and culture. We have a responsibility to oppose all forms of individual and institutionalized racism toward all people but especially toward Indigenous peoples in which discrimination has occurred through the omission and silencing of Indigenous voices. We embrace our position as educators to collectively learn how to actively address settler colonial legacies. We honor Indigenous peoples—past, present, and future—here and around the world.

III. Adoption of agenda, volunteer minutes taker, and [Google Shared Folder 2022 – 2023](#).

The committee adopted the agenda and minutes from the December 2022 meeting by consensus.

IV. [2009 Enrollment management update](#)

February 28th final deadline for paper to be completed for the April 2023 Plenary so it can be approved at the March 10/11th meeting.
Group discussed sending the current draft to Exec to get feedback with some additional feedback.

One group is still working on section 5 and will have updates by Friday morning. Once feedback is received from Exec groups will work quickly to update paper for the Feb 28th deadline.

V. Other Educational Policies Committee Matters

A. Rostrum articles

- 1) Academic freedom: A need for legal definition? (Joint effort with Legislative Advocacy Committee)

Juan will work with Cheryl to see if he can get an article ready for the March Rostrum Deadline.

B. Recommend Rostrum article on impact of Chat GPT technologies

C. Resolutions

- 1) Changes to title 5 to define academic freedom will be worked on for next meeting.
- 2) Need resolution for Enrollment Paper Adoption for April Plenary.

D. Newly Assigned Committee Priorities

Committee reviewed new resolutions from Fall 2022 assigned to Education Policies Committee

- 1) [Resolution 04.02](#) (third resolve):

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to have proactive planning discussions regarding changes to transfer and articulation that include significant involvement of articulation officers and counselor

Will work with TASC Committee on their April Webinar

- 2) [Resolution 17.04](#) (third and fourth resolve):

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their college administrators and human resources to implement accountability measures for failure to comply with the Equal Employment Opportunity policy and procedures for dealing with biased behavior on hiring committees; and

Resolved, That the Academic Senate for California Community Colleges develop resources such as a toolkit or position paper in order to support the efforts of local academic senates to implement up-to-date and well-publicized codes of conduct to prevent failed hiring searches.

Committee may recommend a Webinar for next Fall on this topic

VI. Announcements- Juan shared announcements and updates.

A. Check for upcoming events

1. [2023 Spring Plenary Session](#): April 20, 2023 – April 22, 2023, 8:00 am – 12:00pm
2. [2023 Spring Area Meetings](#): March 24, 2023 & March 25, 2023, 9:00 am – 4:00 pm

B. Amazon Smile (smile.amazon.com)—select Foundation of the Academic Senate for California Community Colleges to donate

C. [Application for Statewide Service](#)

VII. Adjournment

The committee adjourned at 12:52pm

In Progress

- Enrollment management paper rewrite

- Student Academic Dishonesty rostrum paper
- Academic Freedom rostrum paper—joint project with Legislative Advocacy Committee

Completed Tasks:

- Established meeting norms and social agreements



Education Policies Committee Meeting
Wednesday, February 15th, 2023
12:00 p.m. – 1:00 p.m.

The Educational Policies Committee studies educational issues of concern to the Academic Senate and is the standing committee that recommends educational policies to the Executive Committee. The Committee provides a forum for high-level discussion and development of Academic Senate Policy, including its effect on faculty and students. The discussions include the viewpoint of students, CIOs and union representatives. The Educational Policies Committee researches issues as required, and writes background and/or position papers where appropriate. The Committee may pass general recommendations to other Senate committees, or work with them on more detailed implementation or technical issues. New or revised educational policies of the Academic Senate pass through the Educational Policies Committee. These may include policies to be implemented either locally or at the state level, suggested positions on proposed policies or changes in existing policies, and responses to assignments given by the President or Executive Committee.

MINUTES

- I. Call to Order and Roll Call:
The meeting was called to order at 12:02pm

Juan Arzola – 1 st Chair	Stephanie Curry – 2nd	Maria Figueroa
Julie Clark	Lorraine Slattery	Christie Dam
Carlos Guerrero	Chantal Lamourelle	Matais Pouncil, CIO
Justin Maung, SSSCC Rep		

- II. Land Acknowledgement –
Juan read the Land Acknowledgement.
We acknowledge that our campuses are located on unceded territories of Yokuts, Miwuk, Gabrielino, Tongva, Serrano, Cahuilla, and Luiseno peoples, who have continuously lived upon this land since time immemorial. We recognize the historic discrimination and violence inflicted upon Indigenous peoples in California and the Americas, including their forced removal from ancestral lands, and the deliberate and systematic destruction of their communities and culture. We have a responsibility to oppose all forms of individual and institutionalized racism toward all people but especially toward Indigenous peoples in which discrimination has occurred through the omission and silencing of Indigenous voices. We embrace our position as educators to collectively learn how to actively address settler colonial legacies. We honor Indigenous peoples—past, present, and future—here and around the world.
- III. Adoption of agenda, volunteer minutes taker, and [Google Shared Folder 2022 – 2023](#).
The agenda and minutes were approved by consensus.
- IV. [2009 Enrollment management update](#)
Committee reviewed the comments and notes from the Executive Committee. Juan and Stephanie made the minor edits.
Goal is to complete edits by Feb 24, 2023 so we can get it out to Exec for review at March 2023 meeting.

- General Observations included the introduction- focus beyond the pandemic to include enrollment management including Guided Pathways and Racial Reckoning, AB 705 and AB 1705.
- Committee discussed how to identify new and old parts of the paper and acknowledge the work of the 2009 committee.
- Committee members are encouraged to review the entire paper and make comments and edits.
- Committees was asked to review the recommendations to make sure they are based on the paper.
- Will add a section on legislative impacts to enrollment

V. Other Educational Policies Committee Matters

Juan is working on article with Cheryl.

A. Rostrum articles

- 1) [Student Academic Dishonesty](#)
- 2) Academic freedom: A need for legal definition? (Joint effort with Legislative Advocacy Committee)
Juan is continuing to work on article

B. Resolutions

- 1) Adopt updated enrollment management paper
Committee reviewed draft. Members are asked to review the resolution and send updates by Friday February 17, 2023
- 2) Changes to title 5 to define academic freedom- Juan is working on the resolution and will share with committee.

VI. Announcements

A. Check for upcoming events

1. [2023 Spring Plenary Session](#): April 20, 2023 – April 22, 2023, 8:00 am – 12:00pm
Chantel and Carlos will be attending plenary. There will be a breakout on Enrollment Management.
2. [2023 Spring Area Meetings](#): March 24, 2023 & March 25, 2023, 9:00 am – 4:00 pm

B. [Application for Statewide Service](#)

VII. Adjournment

The committee adjourned at 1:05pm

In Progress

- Enrollment management paper rewrite
- Student Academic Dishonesty rostrum paper
- Academic Freedom rostrum paper—joint project with Legislative Advocacy Committee

Completed Tasks:

- Established meeting norms and social agreements

DEI in Curriculum	Associate Degree Regulations	Re-imagining the PCAH	Local Curriculum Approval Process
Michelle Bean-Chair	Erik Shearer-Chair	Amber Gillis-Chair	Lesley Agostino-Chair
Amber Gillis	Aisha Lowe	John Freitas	Erik Shearer
Jennifer Vega La Serna	Christopher Sweeten	Lesley Agostino	Maniphone Dickerson
Karen Chow	John Freitas	Madelyn Arballo	Marshall Fulbright
Marcello Garbo	Kelly Fowler	Maniphone Dickerson	Meridith Selden
Marshall Fulbright	LaTonya Parker	Marcello Garbo	Sharon Sampson
Robert L. Stewart Jr.	Raul Arambula	Meridith Selden	
Sharon Sampson	Robert L. Stewart Jr	Raul Arambula	

DEI in Curriculum
Michelle Bean-Chair
Amber Gillis
Jennifer Vega La Serna
Karen Chow
Marcello Garbo
Marshall Fulbright
Robert L. Stewart Jr.
Sharon Sampson

Goals



Associate Degree Regulations
Erik Shearer-Chair
Aisha Lowe
Christopher Sweeten
John Freitas
Kelly Fowler
LaTonya Parker
Raul Arambula
Robert L. Stewart Jr

Goals

<https://www.asccc.org/resolutions/title-5-regulations-governing-catalog-rights>



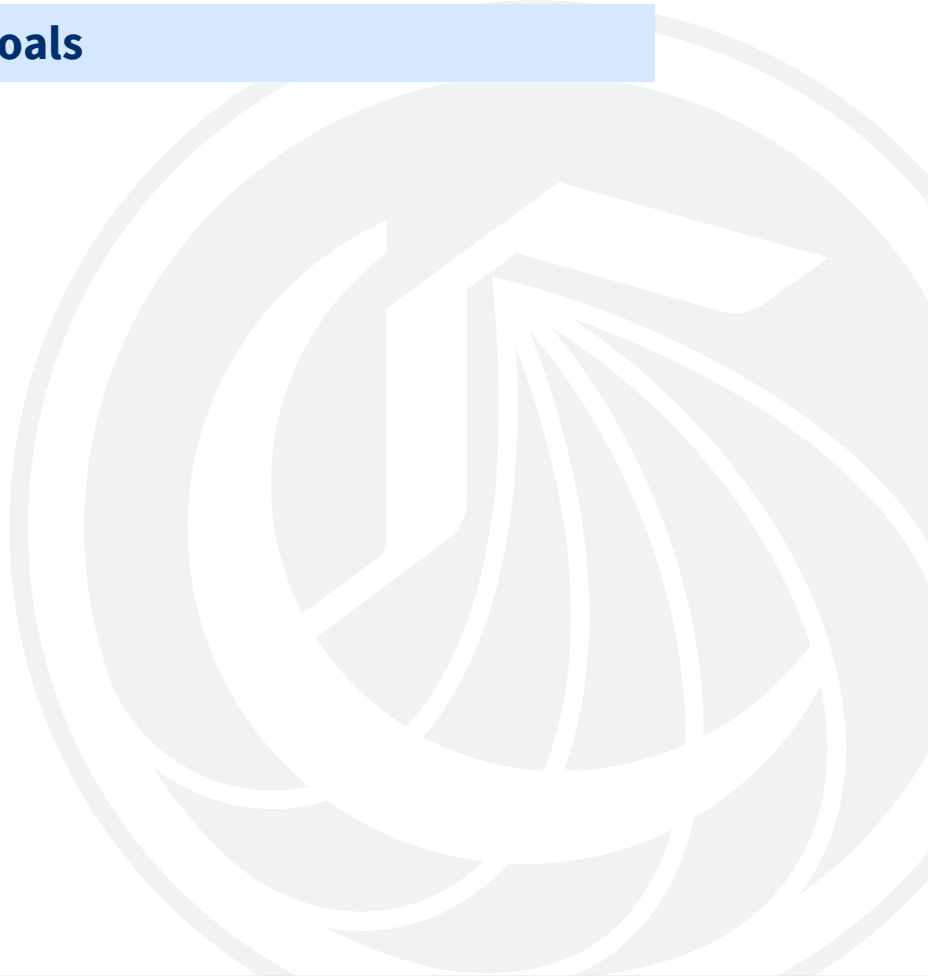
Re-imagining the PCAH
Amber Gillis-Chair
John Freitas
Lesley Agostino
Madelyn Arballo
Maniphone Dickerson
Marcello Garbo
Meridith Selden
Raul Arambula

Goals

https://ccleague.org/sites/default/files/trustees-resources/curriculum_approval_process_publication.pdf

Local Curriculum Approval Process
Lesley Agostino-Chair
Erik Shearer
Maniphone Dickerson
Marshall Fulbright
Meridith Selden
Sharon Sampson

Goals



Workgroup Assignment

- Create a timeline for the work of your workgroup this year including
 - what the workgroup will accomplish this year
 - what the workgroup anticipates bringing to 5C at each monthly meeting (October – May/June; 8-9 meetings)
 - what the workgroup will need from the rest of 5C to be successful



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CURRICULUM COMMITTEE

<https://www.asccc.org/directory/curriculum-committee>

Time: November 14, 2022 02:00 PM Pacific Time (US and Canada)

Parker, LaTonya is inviting you to a scheduled Zoom meeting.

Topic: ASCCC Curriculum Committee Meeting

Time: Nov 14, 2022 02:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://rccd-edu.zoom.us/j/87454892937?pwd=WlU4TWZhMDIwRWFEb0NlQ2FYSEYrQT09>

Meeting ID: 874 5489 2937

Passcode: 945342

One tap mobile

+16699006833,,87454892937#,,,,*945342# US (San Jose)

+16694449171,,87454892937#,,,,*945342# US

Dial by your location

+1 669 900 6833 US (San Jose)

+1 669 444 9171 US

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 719 359 4580 US

+1 360 209 5623 US

+1 386 347 5053 US

+1 507 473 4847 US

+1 564 217 2000 US

+1 646 931 3860 US

+1 689 278 1000 US

+1 929 205 6099 US (New York)

+1 301 715 8592 US (Washington DC)

+1 309 205 3325 US

+1 312 626 6799 US (Chicago)

MINUTES

The Curriculum Committee is charged to make recommendations to the Executive Committee on issues related to the development, review, implementation, and assessment of all aspects of curriculum both at the college and state level. The committee distributes information through institutes and other forms of professional development, the website, and listservs, as well as senate publications. Under the direction of the president, the chair and/or members of the Curriculum Committee provide technical assistance to local college curriculum committees, academic senates, and the faculty in general. Note: Resolution 15.03 S94 charged the Senate with appointing a library science member and noted past recommendations to the Senate to appoint a counselor, articulation officer, vocational education and basic skills faculty.

- I. Call to Order and Adoption of the Agenda
MSC (Eric/Adrienne) for adoption of the agenda: unanimous

- II. Roll Call (P=present; A=absent)

LaTonya Parker Chair	P
Erik Reese 2 nd Chair	P
Sarah Harris Curriculum & Outcomes Assessment Coordinator	P
Nili Kirschner Sociology	P
Anthony Merritt Black Studies	A
Eric J. Narveson History	P
Guillermo Castilla, Physics and Mathematics	P
Adrienne Brown Counseling	P

- III. Approval of Minutes 10/17/2022
MSC (Eric/Adrienne) unanimously approved

- IV. Action: Adoption of Norms
 - a. [Executive Committee Norms](#)

- V. Assigned Task(s)
 - i. Curriculum Institute to be held **July 12-15, 2023** at Riverside Convention Center
<https://www.livebinders.com/b/2403154>
Flight and Travel Request: <https://www.asccc.org/content/flight-and-travel-request>
Committee members are responsible for flight arrangements and to follow up with Travel Reimbursement.
By submitting this request for travel in an official capacity for the Academic Senate for California Community Colleges (ASCCC), I acknowledge that non-refundable travel arrangements may be made. I also acknowledge that I may be financially responsible for any costs. due to updates, time changes or cancellations not initiated by the ASCCC.

You can always make your own travel and lodging arrangements. However, please note that the Academic Senate will only reimburse you for the amount of the most economical means of transportation and lodging.

Submission of request within two weeks of travel date cannot be guaranteed.

ASCCC Committee Chairs Role in Planning for Events/Institutes and Other Information

<https://www.asccc.org/sites/default/files/V.%20D.%20%281%29%20ASCCC%20Committee%20Chairs%20Role%20in%20Planning%20for%20Events%20gm.pdf>

ii. **Action/Discussion Items:**

1. Curriculum Institute Planning

- a. Curriculum Institute Check List
- b. 2023 Curriculum Institute Blurb
- c. Theme: Delivering on the Promise of Higher Education through California Community Colleges Curriculum
- d. 2022 Curriculum Institute Program

i. WEDNESDAY

Pre-Sessions 1:00 PM - 4:00 PM

ii. THURSDAY

General Session 1 9:00 AM - 10:15 AM
Breakout Session 1 10:30 AM - 11:45 AM
General Session 2 12:45 PM - 2:00 PM
Breakout Session 2 2:15 PM - 3:30 PM
General Session 3 3:45 PM - 5:00 PM

iii. FRIDAY

Breakout Session 3 9:00 AM - 10:15 AM
Breakout Session 4 10:45 AM - 12:00 PM
General Session 4 12:45 PM - 2:00 PM
Breakout Session 5 2:15 PM - 3:30 PM
General Session 5 3:45 PM - 5:00 PM

iv. SATURDAY

Breakout Session
General Session

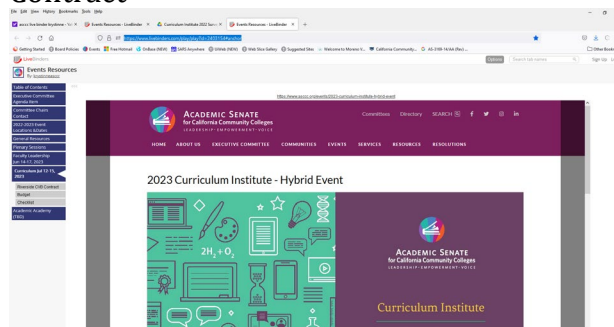
e. Information Item: 2022 Curriculum Institute Survey

https://drive.google.com/file/d/1s_qT5x-5R5Ylaf4OLafZ-OW30F31GTj0/view?usp=sharing

f. Information Item: Riverside Convention Center Contract

<https://www.livebinders.com/play/play?id=2403154#anchor>

Go to: Curriculum Jul 12-15, 2022 and click Riverside CVB Contract



- g. Begin Building Program for CI dates **Wed. Jul 12 2023, 9am – Sat. Jul 15 2023 12:00pm****
- i. General Sessions & Breakouts
 1. Last Year Pre-Sessions
 - a. New, Newer, or Aspiring Curriculum Chairs
 - b. New or Newer Curriculum Administrators
 - c. New or Newer Curriculum Professionals/Specialists
 - d. New or Newer Articulation Officers
 - e. Curriculum Champions
 2. Last Year 6 General Session & 6 Breakout Session
 3. Number of attendees for 2022 CI - **593** (this includes all presenters except for Exec presenters)
 - 284 virtual
 - 309 in-person
 - 394 Wednesday pre-session
 - 20 Number of Part-time faculty in attendance: 20 (6 in-person, 14 virtual)
 - ii. Topics
 - Get the 411: Course Identification Numbering System (C-ID) and AB 1111 (Berman, 2021) Common Course Numbering
 - Title 5 Regulations on the Associate Degree and the Future of Competency Statements
 - Curriculum and Legislation (AB 705/1705)
 - Catalog Requirements and Other Curriculum Related Accreditation Requirements
 - California Community Colleges Baccalaureate Degrees Through an IDEAA Lens: Addressing Curricular and Practical Questions
 - Accounting Methods for Credit and Noncredit (including support courses)
 - Brown Act and Parliamentary Procedure
 - Collaboration between Curriculum and Articulation to Support Student Transfer
 - Curriculum Basics
 - Noncredit Basics
 - Rising Scholars and Curriculum
 - Cross Listing and Hyflex?

Suggestion to remove Curriculum Champions, perhaps a social hour to just have time to connect or a question-and-answer mixer of sorts

No opposition to removing the champions pre-session

Pre-sessions for 3 hours and then all join the mixer for about 2 hours

1-4pm for session and 4-6pm for mixer or 3-5pm with a little overlap

Consensus on 1-4pm for sessions and 3-5pm for the mixer (description idea: Mix, meet, and mentor)

Student Panel with 4 students invited

Space for folks to share information

Logistics: strong facilitators are critical, particularly for sensitive sessions

Chats can get mean

Can collect questions ahead of time and facilitate that conversation

Please continue to send in ideas and experts/folks for particular topics

The committee spend considerable time discussing general and breakout session structure, reviewing and brainstorming additional session topics, assigning general or breakout designations to topics, and more, which is reflected on the 2023 Curriculum Institute Planning Document

h. Possible Presenters List

Send in ideas for people to present that are experts on particular topics

i. Discussion: Increase Part-time Faculty Participation

Chair will touch base with the Part-Time Committee

j. Discussion: California Community Colleges Student Involvement

Chair will reach out to student leadership

k. Discussion: Workflow Process; Technology (New Platform); & Creating a Sense of Belonging (1st Time Attendees)

Relay to field the new platform: Zoom Events


Inclusive practices and creating an inclusive atmosphere for the institute overall

iii. Rostrum Articles

Editorial Guidelines for the Rostrum

<https://asccc.org/sites/default/files/Editorial%20Guidelines%20for%20the%20Rostrum.pdf>

Rostrum Timeline 2022-23

To:  Executive Director	Editor	President	Visual Designer	The Field
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	September 18	September 26	October 3	October 11	November 2
	January 22	January 27	February 3	February 13	February 28
	March 5	March 13	March 20	April 3	April 20

Possible article on prerequisites and transfer

I. Status of Previous Action Items

a. Assigned Resolutions (strikethroughs indicate completed resolutions)

- i. 09.01 2022 Spring Curriculum [Definition and Guidance for Cross-Listing Courses](#)
- ii. 09.02 2022 Spring Curriculum [Co-Requisites and Pre-Requisites of Intermediate Algebra and Articulation and C-ID Alignment](#)
- iii. 09.03 2022 Spring Curriculum [Develop Lower Division GE Pathway for CCC Baccalaureate Degree Programs](#)
- i. Resource: <https://linktr.ee/ascccreolutions>

Previous Curriculum Committee Assigned Resolution

- ii. 09.02 2020 Fall Curriculum Update Paper on Local Curriculum Committees <https://www.asccc.org/resolutions/update-paper-local-curriculum-committees>
- iii. Resource: <https://linktr.ee/ascccreolutions>
 - 1. https://www.asccc.org/sites/default/files/publications/Curriculum_0.pdf

II. Announcements/Resources

- a. As an update, the Fall 2022 Plenary Resolutions are now available online on our [Resolutions Fall 2022 webpage](#). Delegates of the plenary session voted on a number of resolutions and amendments, with the end resulting in 38 adopted resolutions, 3 referred, 1 withdrawn, and 5 failed.

7.0 Consultation with the Chancellor's Office..... Error! Bookmark not defined.

07.01 F22 Comprehensive Title 5 Revision to Align Associate Degree General Education with the AB 928-required General Education Pathway**Error! Bookmark not defined.**

07.02 F22 Support Revisions to Lower Division General Education Requirements for California Community College Baccalaureate Degrees**Error! Bookmark not defined.**

07.03 F22 Model the Common Course Numbering System and Processes after C-ID**Error! Bookmark not defined.**

9.0 Curriculum Error! Bookmark not defined.

09.01 F22 Removing Barriers to the Adoption of Open Educational Resources **Error! Bookmark not defined.**

09.02 F22 Adding Lifelong Learning and Self-Development Requirement to the Proposed Lower Division General Education Pathway for the California Community College Baccalaureate Degree **Error! Bookmark not defined.**

- b. https://www.asccc.org/sites/default/files/CCC_DEI-in-Curriculum_Model_Principles_and_Practices_June_2022.pdf

- c. Events <https://www.asccc.org/calendar/list/events>
 Upcoming Events and Meetings
 • TASSC: Infusing DEI in the Curriculum: Model Principle and Practices
 Date: Tuesday, November 15th, 2022
 Time: 12:30 pm - 2:00 pm <https://asccc.org/events/infusing-dei-curriculum-model-principle-and-practices>

- d. August 2022 President’s Update <http://createsend.com/t/y-D6790827D8CAC7C92540EF23F30FEDED>

- e. Curriculum Resource: <https://www.ccccurriculum.net/>

- a. 2022-23 Work Groups (co-chairs & all)
 Priorities identified and the following workgroups established:

DEI In COR and DEI Framework Implementation	Associate Degree regulations	Re-imagining the PCAH	Local Curriculum Approval Process
Amber Gillis	Aisha Lowe	Amber Gillis-Chair	Erik Shearer
Jennifer Vega La Serna	Christopher Sweeten	John Freitas	Lesley Agostino-Chair
Karen Chow	Erik Shearer-Chair	Lesley Agostino	Maniphone Dickerson
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Marshall Fulbright	Kelly Fowler	Maniphone Dickerson	Meridith Selden
Michelle Bean-Chair	LaTonya Parker	Marcello Garbo	Sharon Sampson
Robert L. Stewart Jr.	Raul Arambula	Meridith Selden	
Sharon Sampson	Robert L. Stewart Jr	Raul Arambula	

- III. Meeting Dates:
 Thur. Sept 8 2:15pm-4:15pm
 Mon Oct 17 2:00pm-4:00pm
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 Mon Dec 12 2:00pm-4:00pm
Spring 2023
 Mon Jan 23 2:00pm-4:00pm
 Mon Feb 27 2:00pm-4:00pm
 Mon Mar 13 2:00pm-4:00pm
 Mon Apr 10 2:00pm-4:00pm
 Mon May 22 2:00pm-4:00pm
 Mon Jun 5 2:00pm-4:00pm
 Mon Jun 26 2:00pm-4:00pm

- IV. General Discussion

- V. Adjournment

Status of Previous Action Items

- A. In Progress** (include details about pending items such as resolutions, papers, *Rostrums*, etc.)
- a. Develop Lower Division GE Pathway for CCC Baccalaureate Degree Programs
 - i. <https://www.asccc.org/sites/default/files/minutes/California%20Community%20College%20General%20Education%20v2.pdf>
- B. Completed** (include a list of those items that have been completed as a way to build the end of year report).
- a. October 13, 2022 Cabrillo College Virtual Visit: Cheryl, LaTonya, and Michelle
 - b. CCCIO Fall Conference Presentation CCC DEI in Curriculum Model Principles and Practices
 - c. California Community Colleges Association for Occupational Education Conference attendance and presentation CCC DEI in Curriculum Model Principles and Practices
 - i. <https://cccae.org/professional-development/fall-conference-2022/>
 - d. ASCCC General Education, CalGETC and AB 928 Webinars Series
 - Monday, Sept 12, 2022 (9-10:30am) General Education Locally and for Transfer (AB 928)
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 - Monday Oct 3, 2022 (9-10:30am) Addressing the impact of CalGETC, as proposed on local colleges, programs and course and students
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CURRICULUM COMMITTEE

<https://www.asccc.org/directory/curriculum-committee>
Minutes

Time: December 12, 2022 02:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

[https://rccd-
edu.zoom.us/j/81193780498?pwd=ZzM0b2htNkNSWDJGR1VmODJtQ1Njdz09](https://rccd-edu.zoom.us/j/81193780498?pwd=ZzM0b2htNkNSWDJGR1VmODJtQ1Njdz09)

Meeting ID: 811 9378 0498

Passcode: 022794

One tap mobile

+16694449171,81193780498#,,,,*022794# US

+16699006833,81193780498#,,,,*022794# US (San Jose)

Dial by your location

+1 669 444 9171 US

+1 669 900 6833 US (San Jose)

+1 346 248 7799 US (Houston)

+1 719 359 4580 US

+1 253 205 0468 US

+1 253 215 8782 US (Tacoma)

+1 386 347 5053 US

+1 507 473 4847 US

+1 564 217 2000 US

+1 646 931 3860 US

+1 689 278 1000 US

+1 929 205 6099 US (New York)

+1 301 715 8592 US (Washington DC)

+1 305 224 1968 US

+1 309 205 3325 US

+1 312 626 6799 US (Chicago)

+1 360 209 5623 US

MINUTES

The Curriculum Committee is charged to make recommendations to the Executive Committee on issues related to the development, review, implementation, and assessment of all aspects of curriculum both at the college and state level. The committee distributes information through institutes and other forms of professional development, the website, and listservs, as well as senate publications. Under the direction of the president, the chair and/or members of the Curriculum Committee provide technical assistance to local college curriculum committees, academic senates, and the faculty in general. Note: Resolution 15.03 S94 charged the Senate with appointing a library science member and noted past recommendations to the Senate to appoint a counselor, articulation officer, vocational education and basic skills faculty.

I. Call to Order and Adoption of the Agenda

a. Started at 2:04pm

II. Roll Call/Check In (P=present; A=absent)

LaTonya Parker Chair	P
Erik Reese 2 nd Chair	P
Sarah Harris Curriculum & Outcomes Assessment Coordinator	P
Nili Kirschner Sociology	P
Anthony Merritt Black Studies	A
Eric J. Narveson History	P
Guillermo Castilla, Physics and Mathematics	P
Adrienne Brown Counseling	P

Members each shared a bit about themselves during the check in

III. Action: Approval of Minutes 11/14/2022

Postponed to Jan meeting

IV. Norms

a. [Executive Committee Norms](#)

V. Reminder Item: Assigned Task(s)

i. Curriculum Institute to be held **July 12-15, 2023** at Riverside Convention Center

<https://www.livebinders.com/b/2403154>

Flight and Travel Request: <https://www.asccc.org/content/flight-and-travel-request>

Committee members are responsible for flight arrangements and to follow up with Travel Reimbursement.

By submitting this request for travel in an official capacity for the Academic Senate for California Community Colleges (ASCCC), I acknowledge that non-refundable travel arrangements may be made. I also acknowledge that I may be financially responsible for any costs due to updates, time changes or cancellations not initiated by the ASCCC.

You can always make your own travel and lodging arrangements.

However, please note that the Academic Senate will only reimburse you for the amount of the most economical means of transportation and lodging.

Submission of request within two weeks of travel date cannot be guaranteed.

ASCCC Committee Chairs Role in Planning for Events/Institutes and Other Information

<https://www.asccc.org/sites/default/files/V.%20D.%20%281%29%20ASCCC%20Committee%20Chairs%20Role%20in%20Planning%20for%20Events%20gm.pdf>

Chair reminded committee members of the Curriculum Institute dates and resources available

ii. **Action/Discussion Items:**

1. Curriculum Institute Planning

a. Program for CI dates **Wed. Jul 12 2023, 9am – Sat. Jul 15 2023 12:00pm**

i. Action Item Topics-Updated Spreadsheet Discussion

b. Possible Presenters List & Presenter Support Plan

Chair will reach out to presenters and encourage them to keep the theme in mind for their presentations

Goal to make the 2023 Curriculum Institute a unique and valuable experience; opportunity to be innovative in the programming and offerings

Discussed Excel spreadsheet of a draft schedule of the CI to start the conversation

Discussion of Ethnic Studies covering both the CCC core competencies (breakout) and then leave transfer info as part of the CO collaboration

Considered curriculum lounge/roundtables/mixers as part of breakouts

Collect “hot topics” Wed through Fri morning for roundtables that takes place on Fri

Organized sessions by target audience and/or strands

MSC (Adrienne/Eric) to recommend draft schedule with flexibility in working with CO and other folks

iii. Rostrum Articles

1. Discussion: Update on Rostrum Article

Editorial Guidelines for the Rostrum

<https://asccc.org/sites/default/files/Editorial%20Guidelines%20for%20the%20Rostrum.pdf>

Rostrum Timeline 2022-23

To: Executive Director	Editor	President	Visual Designer	The Field
September 18	September 26	October 3	October 11	November 2
January 22	January 27	February 3	February 13	February 28
March 5	March 13	March 20	April 3	April 20

Adrienne to continue to work on title and article

Question about AB705 reports/responses from CO—Chair will ask President May; perhaps a short update and links to other resources/articles on AB705

I. Status of Previous Action Items

a. Assigned Resolutions (strikethroughs indicate completed resolutions)

- i. **Discussion Item:** 09.01 2022 Spring Curriculum [Definition and Guidance for Cross-Listing Courses](#)

Unclear how to progress beyond previous Rostrum's etc.

- ii. **Discussion Item:** 09.02 2022 Spring Curriculum [Co-Requisites and Pre-Requisites of Intermediate Algebra and Articulation and C-ID Alignment](#)

Perhaps this belongs with ICAS and/or collaboration with ICAS.

- iii. 09.03 2022 Spring Curriculum [Develop Lower Division GE Pathway for CCC Baccalaureate Degree Programs](#)

- i. Resource: <https://linktr.ee/ascccreolutions>

- ii. **Discussion/Action Item:** 09.02 2020 Fall Curriculum Update Paper on Local Curriculum Committees <https://www.asccc.org/resolutions/update-paper-local-curriculum-committees>

Identify Workgroup to Review ASCCC Curriculum Resources Website & Make Recommendations

Previous Curriculum Committee Assigned Resolution

Website is: <https://www.ccccurriculum.net/>

Workgroup to investigate website and resources and make recommendations for accessibility, cross linking resources with ASCCC, etc.; a full once-over

Suggestions to add link to OER resources

- iii. Resource: <https://linktr.ee/ascccreolutions>

2. https://www.asccc.org/sites/default/files/publications/Curriculum_0.pdf

II. Announcements/Resources

- a. [Resolutions Fall 2022 webpage](#). Delegates of the plenary session voted on a number of resolutions and amendments, with the end resulting in 38 adopted resolutions, 3 referred, 1 withdrawn, and 5 failed.

b. Action/Discussion Item Newly Assigned Resolution:

- i. General Education in the California Community College System Resources [Fall 2022 Resolution Number 04.01](#)

Whereas, Multiple general education patterns have been established to meet requirements for California community college students who are seeking to earn an associate degree, baccalaureate degree, or transfer eligibility;

Whereas, Policies and practices regarding general education align directly

with the 10+1 [1] areas of academic and professional matters under the purview of the academic senates, including curriculum, degree and certificate requirements, and standards or policies regarding student preparation and success, and require collegial consultation with local academic senates;

Whereas, Legislation, including AB 1460 (Weber, 2020), [2] AB 928 (Berman, 2021), [3] AB 927 (Medina, 2021) the expansion of the California community college baccalaureate programs, [4] the new proposed California Intersegmental General Education Transfer Curriculum (CalGETC), [5] and the new California Community Colleges' ethnic studies graduation requirement, [6] will require colleges to re-examine local general education policies and practices; and

Whereas, Local academic senate leaders and other practitioners look to the Academic Senate for California Community Colleges' publications to support local decisions and discussions on academic and professional matters, and therefore resources need to be up to date to reflect the current status of general education;

Resolved, That the Academic Senate for California Community Colleges develop resources such as a paper or guidebook on general education in the California Community College system by the 2024 Spring Plenary Session.

Timeline seems difficult as will be based on ICAS final recommendations; including CalGETC, local GE, and GE for CCC bachelor's
Could start on an outline and background section

c. Curriculum Related Resolutions:

7.0 Consultation with the Chancellor's Office..... Error! Bookmark not defined.

07.01 F22 Comprehensive Title 5 Revision to Align Associate Degree General Education with the AB 928-required General Education Pathway**Error! Bookmark not defined.**

07.02 F22 Support Revisions to Lower Division General Education Requirements for California Community College Baccalaureate Degrees**Error! Bookmark not defined.**

07.03 F22 Model the Common Course Numbering System and Processes after C-ID**Error! Bookmark not defined.**

9.0 Curriculum Error! Bookmark not defined.

09.01 F22 Removing Barriers to the Adoption of Open Educational Resources **Error! Bookmark not defined.**

09.02 F22 Adding Lifelong Learning and Self-Development Requirement to the Proposed Lower Division General Education Pathway for the California Community College Baccalaureate Degree **Error! Bookmark not defined.**

d. https://www.asccc.org/sites/default/files/CCC_DEI-in-Curriculum_Model_Principles_and_Practices_June_2022.pdf

Webinar by Manuel and Karen was well attended with colleges sharing their local practices

Suggestion to have a roundtable or panel on DEI in curriculum in practice at the colleges (CI2023); webinar or regional; get other colleges to talk about their work and collaborate

with 5C

Asked for consensus on webinar follow-up, perhaps a panel of DEI in Curriculum practitioners

Decided to think about it some more and come back to this discussion in January

- e. Events <https://www.asccc.org/calendar/list/events>
 - i. Upcoming Events and Meetings
 1. Academic Academy Virtual Event Thu, Feb 16 2023, 9am - Fri, Feb 17 2023, 12:30pm <https://asccc.org/events/2023-academic-academy-virtual-event>
- f. August 2022 President's Update <http://createsend.com/t/y-7045733528DAFCA12540EF23F30FEDED>
- g. Curriculum Resource: <https://www.ccccurriculum.net/>
- h. Educational Services and Support Division California Community Colleges Curriculum Committee (5C)5C
 - o [September 2022 5C Minutes](#)
 - o 2022-23 5C Work Groups (co-chairs & all)

DEI In COR and DEI Framework Implementation	Associate Degree regulations	Re-imagining the PCAH	Local Curriculum Approval Process
Amber Gillis	Aisha Lowe	Amber Gillis-Chair	Erik Shearer
Jennifer Vega La Serna	Christopher Sweeten	John Freitas	Lesley Agostino-Chair
Karen Chow	Erik Shearer-Chair	Lesley Agostino	Maniphone Dickerson
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Sharon Sampson	Robert L. Stewart Jr	Raul Arambula	
	<i>Kyle Landrum</i>		

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Mon May 22 2:00pm-4:00pm
Mon Jun 5 2:00pm-4:00pm
Mon Jun 26 2:00pm-4:00pm

IV. General Discussion
Happy Holidays!

V. Adjournment

Adjourned at 4:40pm

Status of Previous Action Items

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

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 - i. <https://www.asccc.org/sites/default/files/minutes/California%20Community%20College%20General%20Education%20v2.pdf>

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

- a. November 28, 2022 Clovis College Virtual Visit: LaTonya & Karen Chow
- b. October 13, 2022 Cabrillo College Virtual Visit: Cheryl, LaTonya, and Michelle
- c. CCCIO Fall Conference Presentation CCC DEI in Curriculum Model Principles and Practices
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- e. ASCCC General Education, CalGETC and AB 928 Webinars Series

Monday, Sept 12, 2022 (9-10:30am) General Education Locally and for Transfer (AB 928)

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Monday Oct 3, 2022 (9-10:30am) Addressing the impact of CalGETC, as proposed on local colleges, programs and course and students

Thursday Oct 6, 2022 (2-3:30) Addressing the impact of CalGETC, as proposed on local colleges, programs, courses and student

DRAFT



Budget and Finance Operational Committee

Monday, October 24, 2022

3:30 p.m.—5:30 p.m.

Location: Zoom

Meeting Notes

- I. Call to order and welcome
3:30p quick check-in “Today I wish to discover...”
- II. Adoption of agenda and approval of [August meeting notes](#)
No changes from Officers on August meeting.
- III. 2022-2023 [Goals for Budget Committee](#)
Send goals for the budget committee via Google Form.
Currently - review on how we’re spending travel money.
Will loop back to this after plenary/holiday break.
- IV. [Investment Policy](#)
Low risk
KM reviewed current \$\$ in accounts and policies regarding what’s in reserve
May be able to reserve a portion of the funds in low risk investments
Reviewed investment policy and added notes to the semi-final version for revisions
check formatting for document
Next steps:
 - Add feedback and send back to Budget Committee
 - Take document to Mark Alcorn for legal counsel
 - Bring to Exec for approval (dec or Jan)
 - Begin to look at consulting firms once approved
 - A. SHAH Wealth Management:
<https://www.raymondjames.com/theshahgroup/our-clients/nonprofits>
 - B. North Berkeley Wealth Management:
<https://northberkeleywealth.com/our-team>
 - C. Raffa: <https://raffaadvisers.com/>
- V. Career Noncredit Education Institute Funding
Yes to funding and having line item - \$68K.
CCCAOE is interested in ASCCC having this event and recommending us having this in-person if able. (CTE side)
Noncredit - Maryann (liaison) said ACCE would like to have a collaboration at their spring

virtual conference (few breakout sessions for ASCCC).

VI. Audit Review

Draft audit report shared. No findings, remarks, or comments. The auditing firm had some challenges with us noting Deferred Revenue as we now receive C-ID funds up front rather than being reimbursed as expenses are incurred. The final report will be shared with Exec on November 2 and then with Plenary Session attendees.

Plenary session minutes will be approved during the opening general session;
Announcement about where audit will be available online (not voting on audit - just informational).

VII. Announcements

Next meeting February 13, 11:30a - 1p

Travel for Exec

Cost of Hybrid events

VIII. Adjournment at 4:41 p.m.



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ASCCC Data and Research Committee

December 8, 2022

<https://lrccd.zoom.us/j/83697642435?pwd=V05hMW1VK2ZlaFhxbEQ4Tmc5bTV2Zz09>

Minutes

- I. Call to Order and Adoption of the Agenda
- II. Welcome and check-ins.
Members provided a brief update.
- III. Schedule Spring meetings – 2nd Thursdays at 1pm still works?
Meetings for Spring 2023 will be scheduled for 4th Thursdays from 1pm-2pm.
- IV. AB 705 paper: Quantitative data sources; Survey response summaries.
All are encouraged to contribute as you are able. A draft is due to ASCCC Exec on Feb 14th for their March meeting, so our committee would have to review a draft asynchronously, or at our January meeting. The CCCCCO has a new Student Metrics Advisory Committee. Feedback or ideas on how to improve data visualization or tracked metrics is appreciated. A committee member gave an example of how first-generation students are identified using a national definition (parent earned a baccalaureate degree) compared to a CCC definition (parent attended college regardless of degree attainment). The definitions do not align, and the CCC no longer tracks first generation students. The CCC definition would not identify a student who had a parent who did not finish high school but attempted college as a first-generation student. Alternative definitions, e.g. siblings who attended college have also been offered in the field. Focusing on the impact of AB 705 on first-generation students (broadly-defined) remains a topic of interest to consider in our paper.
- V. Rostrum article on placement papers: Due 22 Jan
The focus of this article will be on how we will address resolution 18.01 (F'20) – namely a paper will come out in spring on Math placement. Follow-up papers on English and ESL will come in later terms.
- VI. Webinars approved: We can do as many as we can. Try to schedule them soon to advertise and plan in advance. Topics to consider: Data and Senates (a follow-up from the plenary session), Data Mart interactive workshop, partner with RP Group to talk about PPG-1. More discussion will follow. Feedback from Exec was to do the Data and Senates webinar first to set a foundation for future DRC webinars and work. The topic on Data Mart could be a pre-recorded webinar. Some committee members remain interested in an interactive session. A member shared local experience as a data coach and that we might consider framing the Data Mart webinar as a “train the trainer” webinar where we empower attendees to lead discussions at their local colleges.
- VII. CCCCCO Memo ESS-22-300-019 Results of Equitable Placement (AB 705) English and Math

Improvement Plans and Next Steps for Implementation

Different memos were sent depending on how colleges responded to the AB 705 placement plan.

- VIII. RP Group Report: “The Impact of Excused Withdrawals on Throughput, with a Focus on Transfer-level Math
Preliminary thoughts were shared. One was that judging 3% as a “small” decline seems premature. The decline was only focusing on students in aggregate, so it assumes the 3% decline in throughput is a homogenous group of students – these results were not disaggregated by race/ethnicity, for example, and it’s also likely that local variation is also not considered (some colleges may have throughput rates higher or lower than the average). Another thought was that EW grades were assigned for a variety of reasons including that a student might have been likely to end up with a substandard grade, but there were also students who took EW grades due to circumstances beyond their control in their personal lives or in their work lives.
- IX. Assigned Resolutions : One newly-added, and we will work with the Curriculum Committee to address as we find the time.
- 18.01 (F’20): [Paper and Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways](#)
Spring 2022 – 3.04 - [Expand Methods of Data Collection and Analysis to Fully Measure the Successes and Challenges of AB705](#)
Spring 2022 - 3.05 [Disaggregate Asian and Pacific Islander Student Data](#)
Spring 2022 – 13.09 [Understanding the Impact of Non-Academic Entities on HyFlex Instruction and Preserving the Local Collegial Consultation Process in Determining Local Course Modalities Offerings](#) - Due 2023 Spring
07.11 (F’22): [Determining When Pre-transfer English and Mathematics Meet the Needs of a Defined Student Population](#) – with Curriculum Committee
- X. Events:
- a. Spring Plenary Session: Apr 20-23; Anaheim (and portions online)
- XI. Adjournment

Status of Previous Action Items



ACADEMIC SENATE for California Community Colleges

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ASCCC Data and Research Committee

January 26, 2023

<https://lrcdd.zoom.us/j/82562968186?pwd=eFVMZHdmb0hMWHhHRldOdGxrMG5mQT09>

AGENDA

- I. Call to Order and Adoption of the Agenda: Meeting called to order at 3:11pm. In attendance: Emily Banh, Gina Lam, Erica Menchaca, Craig Rutan, Eric Wada
- II. Welcome and check-ins. Members shared brief updates.
- III. AB 705 paper overview and call for edits – goal to submit a draft to Exec by 21 Feb for the meeting on 10 Mar. Draft shared with the committee. Some sections still need to be completed. Feedback on the draft is appreciated. Members are welcome to contribute as they are able. Please input everything by February 11th so a final review can be completed to format and edit. Some discussion about interpreting what transfer-level means (precalculus or trigonometry/college algebra). Survey responses are showing that colleges are placing B-STEM students into precalculus. Implications on diversity and inclusion in B-STEM are concerns to look for.
- IV. Rostrum article submitted. Thank you for your feedback.
- V. Consider future professional development: Data webinars; Data coaching – plan for a date in early May. Aim for one webinar.
- VI. Assigned Resolutions

18.01 (F'20): [Paper and Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways](#)
Spring 2022 – 3.04 - [Expand Methods of Data Collection and Analysis to Fully Measure the Successes and Challenges of AB705](#)
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Spring 2022 – 13.09 [Understanding the Impact of Non-Academic Entities on HyFlex Instruction and Preserving the Local Collegial Consultation Process in Determining Local Course Modalities Offerings](#) - Due 2023 Spring
- VII. Events:
 - a. Spring Plenary Session: Apr 20-23; Anaheim (and portions online)
- VIII. Adjourned at 3pm.

Status of Previous Action Items



ACADEMIC SENATE for California Community Colleges

LEADERSHIP • EMPOWERMENT • VOICE

ASCCC Data and Research Committee

November 10, 2022

<https://lrccd.zoom.us/j/83697642435?pwd=V05hMW1VK2ZlZlFhxbEQ4Tmc5bTV2Zz09>

AGENDA

I. Call to Order and Adoption of the Agenda

II. Welcome and check-ins.

III. Update on the AB 705 paper

Modified outline was approved with the guidance to focus on 10+1 matters in the faculty impacts section. The outline will be for a white paper as opposed to a position paper. A question came up about the difference between a white paper and a position paper (which comes down to who approves it (Exec vs the delegates, respectively) and the timeline for approval which corresponds to the approval body and process. The committee will work on having a final draft to Exec for the March meeting, so the committee deadline will be in mid-February 2023. Follow-up white papers on English and ESL should follow. Presenting new perspectives on the quantitative data should be included. One group to consider disaggregating is 1st generation college students. There was an interest in getting raw data from the CCCCO on 1st generation students. The unit ratio was also discussed, and using comparisons to inclusive, non-traumatic, familiar examples could be included.

IV. Rostrum article: Due 22 Jan. The focus will be on implementing resolution 18.01 (Fall 2020).

V. Plenary session review: Nice comments were shared about the collegial atmosphere in-person and online.

VI. Consider future professional development:

Data webinars focusing on (1) Datamart – perhaps as a hands-on introductory presentation, (2) partnering with RP to talk about data disaggregation and the PPG-1 method of measuring disproportionate impact – committee members commented that other topics to consider are the downfalls of disaggregating data (small n) and the possibility that data may overlap or be counted twice, and (3) a follow-up on Data and Senates and pulling expertise on qualitative data collection.

VII. Assigned Resolutions

18.01 (F'20): [Paper and Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways](#)

Spring 2022 – 3.04 - [Expand Methods of Data Collection and Analysis to Fully Measure the](#)

Successes and Challenges of AB705

Spring 2022 - 3.05 Disaggregate Asian and Pacific Islander Student Data

Spring 2022 – 13.09 Understanding the Impact of Non-Academic Entities on HyFlex Instruction and Preserving the Local Collegial Consultation Process in Determining Local Course Modalities Offerings - Due 2023 Spring

13.09 (Spring 2022) was discussed. A possible way to start is to ask the ASCCC Curriculum Committee if there are any areas of overlapping interest and then work together on perhaps designing a survey.

VIII. Events:

a. Spring Plenary Session: Apr 20-23; Anaheim (and portions online)

IX. Adjournment

Status of Previous Action Items

Equity, Diversity, and Action Committee
January Meeting
January 18, 2023
Minutes

Present: Manuel Velez (chair), Karen Chow (co-chair), Maria Wright, Jamar London, Adrean Askerneese

Absent: Carina Love, Eileene Tejada, Melissa Leal

1. Fall Plenary Update: Manuel briefly went over the Fall plenary and gave an update on the resolutions that were submitted by members of EDAC. 3 of our resolutions were voted on and passed during the plenary. Manuel also discussed a few other resolutions that are related to equity and diversity.
2. Discussion on resolutions assigned to EDAC: Manuel went over three resolutions that were passed during the Fall plenary:
 - a. Incorporating IDEAA into Title 5: After a brief discussion, the committee agreed to look into possible Rostrum article and breakout sessions as a means of sharing local efforts in DEI and anti-racism. Maria shared a repository developed by her campus to support hiring in DEI. Our committee agreed to explore the possibility of developing a statewide repository for resources shared by local colleges. Maria, Karen and Manuel volunteered to work on this.
 - b. Advancing EEO Policies/Practices in Hiring Committees: After some discussion it was agreed that, because the adoption of and implementation of EEO policies happens at a local level, it's important to understand the campus climate locally. To this end, the committee agreed to look into developing a survey for local senates that would give us a better vision of common EEO practices and campus climates in relation to hiring committees. Manuel, Maria, and Adrean agreed to take the lead on this.
 - c. Updating Codes of Conduct: This resolution originated in our committee and passed with strong support. Manuel reported that the discussion at plenary seemed to revolve around the need to be intentional about the racial elements of these incidents. After some discussion, the committee agreed to look into drafting a position paper to be adopted by the body that defines the relationship between Academic Freedom and Freedom of

Speech and supports efforts to protect faculty in cases of discriminatory disruptions and racelighting.

3. EDAC Brown Bag Webinars: Manuel gave a brief update on the brown-bag webinar series.
 - a. Our fall webinar, which focused on infusing IDEAA into the curriculum, was a great success with well over 60 people in attendance. Discussion was excellent and faculty shared some amazing work that they're doing on their campuses around DEI and curriculum.
 - b. Our first Spring webinar on humanizing our Asian and Pacific Islander students is scheduled for the 5th of February and is already being promoted.
 - c. Manuel also suggested that we revisit our topic for our final brown-bag webinar. We had originally agreed to have a webinar on the Cultural Humility toolkit but Manuel pointed out that several seminars and sessions had already focused on that topic and encouraged us to reconsider to a topic that is more timely. After some discussion, Jamar pointed out that technology such as ChatGPT and Proctorio have caused issues for black and brown students and a webinar on technology from the lens of students of color might be beneficial. The committee agreed to make this the topic of their final webinar which will take place in April. Manuel will submit the topic and description to the ASCCC for approval at the March executive committee meeting.
4. System Budget Request Recommendations: Manuel explained that a resolution was passed in the Fall of 21 requesting that we prioritize funding in the next budget cycle specifically for professional growth activities for peer mentors and tutors of color. President Ginni May has requested that our committee consider and recommend two faculty members who can help to develop this request. After some discussion, Maria Wright has agreed to have her name submitted to help in this project. The committee also believed Luke Lara from MiraCosta College would be a good choice. Manuel agreed to reach out to Luke to see if he's interested.
5. Rostrum Articles: Manuel reported that he worked together with Ethnic Studies faculty to submit an article for the upcoming edition of the Rostrum. The article will focus on defining Ethnic Studies disciplines by identifying their core principles. Manuel also encouraged members of the committee to send him any ideas for Rostrum articles for the March deadline.

6. Spring Plenary: Manuel discussed the upcoming Spring Plenary and encouraged the committee to consider possible breakout session topics to submit for consideration. After some discussion, the committee came up with 6 possible session topics including diversity in faculty hiring, anti-racism in job placement, and redefining adjunct. Manuel agreed to send these topics to Ginni for consideration. The committee also discussed possible resolutions to submit for the Spring plenary and agreed to begin writing drafts this week.

Meeting was adjourned at 11:10AM.

ASCCC Faculty Leadership Development Committee Meeting Summary

January 20, 2033

Present: Kathy Osburn, Miryan Nogueira, Manuel Velez, Christopher Howerton

Absent: Suman Mudmuri, Anna Nicholas, Elizabeth Walker

Meeting began at 10:30am

1. Meeting times: The group discussed possible meeting days/times for the Spring semester. Christopher pointed out that he wants to set up a schedule that would allow for most participation and attendance since it's difficult to find a schedule that works for everyone. Christopher asked the members that were present about their availability and will ask the non-present members what their availability is.
2. Membership: Christopher informed us that one of our members has left the committee and asked whether we should find a replacement or leave the committee the way it is now. After some discussion it was agreed that we should add another member in order to give someone the opportunity to have statewide experience.
3. Upcoming events: Christopher went over some important dates that are coming up this semester and encouraged members to attend them.
4. Spring Plenary: Christopher briefly discussed this year's Spring Plenary and asked if our members are interested in attending. He's hoping to have a breakout session with participation from our members. Christopher encouraged our members to look into foundation scholarships and other possible means to cover costs for the events
5. FELA Academy: The FELA academy's Initial cohort meeting was on December 12, 2022. Christopher briefly explained what happened at the meeting. The presentation for that meeting is on our ASCCC website. The next cohort meeting is February 24th. Christopher asked for volunteers to attend and help with the meeting. This second meeting will focus on leadership styles and challenges. The cohort has been sent a reading list that will be discussed during this meeting. Conversations will also focus on pushback to leadership and what it

takes to be a good leader. Cohorts will also be introduced to specific leadership approaches such as “servant leadership”, as well as assessment tools.

Christopher also discussed the steps and plans for the next cohort including possibly selecting mentors/mentees earlier than this year. He also asked that “FELA” ribbons be made available for ASCCC events to add to our name tags. He’s had a chance to speak with current mentors and reports that mentors and mentees are meeting and working together currently.

6. Rostrum Articles: Christopher reminded the members to please send any ideas for a Rostrum article to him. We aren’t planning to submit an article for this next issue but Christopher reminded us that we can try to write an article for the next issue in April.

Meeting was adjourned at 11:05AM.

Chancellor's General Education Advisory Committee

Tuesday, November 1, 2022

11:00 am – 4:00 pm

Zoom Meeting

Minutes Approved 1/17/23

Attendees: Eniko Csomay (Chair), Nancy Counts Gerber (Vice Chair), Mark Green, Gregory Wood, Gary Laver, Rick Ford, Elaine Newman, LaTonya Parker, Kate McCarthy, Jose Lozano, Michelle Plug, Dixie Samaniego, Brent Foster

Standing guests: Beth Steffel (ASCSU Chair), Mark Van Selst (ASCSU), Caron Inouye (CSUCO), Quajuana Chapman (CCCCO), Marci Sanchez (CSUCO), Bob Quinn (CCCCO), Raul Arambula (CCCCO),

Invited guests: none

Action items are in bold

The meeting began at 11:03 am

1. Call to order and roll call
2. Chair's welcome and introductory comments
 - a. Agenda updates
3. Overview and approval of Agenda - **Approved**
4. Future meetings (all will be zoom accessible)
 - a. November 1 (modality = zoom)
 - b. January 17 (modality = TBD)
 - c. March 14 (modality = TBD)
 - d. May 16 (modality = TBD)
5. Approval of September Minutes (Dropbox November/Minutes folder) - **Approved**
6. Segment reports of items relevant to GE
 - a. CCC System Office (Quin) – Full report attached. The resolutions document with each of the proposals can be found at the top of the [ASCCC Fall Resolutions webpage](#).
 - i. AB 928 Associate Degree for Transfer Intersegmental Implementation Committee - The committee convened its first meeting October 13. Meetings are open to the public with both an in-person and hybrid option. Additional information is available at <https://www.ab928committee.org/>

- ii. AB 1111 Common Course Numbering (CCN) - The CCN project is divided into several phases, the first being a Landscape Scan, consisting of six months of interviews and listening sessions with more than 100 stakeholders across California and the nation; a survey of stakeholders from the California Community Colleges (115 colleges were surveyed); and reviews and analysis of existing research. This phase concluded with a [Landscape Scan Report](#).

The CCN Task Force convened its first meeting September 29 and will hold seven additional meetings through December 2023. The objective of the CCN Task Force is to provide an implementation plan recommendation to the Chancellor’s Office. Additional information is available at <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/common-course-numbering-project>. The CCN project differs from past common course numbering attempts in that the solution must be “student-facing”. The required scope within the legislation includes all General Education and Transfer Pathway courses.

- iii. CCC Baccalaureate Program –

- 1. Cycle 1 – Full approval granted to three CCC and conditional approval to three more. Three provision approved programs are undergoing intersegmental review for duplication. One was not approved.
- 2. Cycle 2 - The application for Cycle 2 was released on October 21, 2022. Per Education Code, a district may submit only one application per cycle. The deadline for submission is January 13, 2023. To access the application, and for more information about the application and scoring process, please visit the [BDP webpage](#).

- iv. General Education Pattern - The proposed lower-division GE pattern for CCC baccalaureate degrees is intended to align with and layer onto the proposed GE pattern for associate’s degrees (save Associate Degrees for Transfer (ADTs), which will require Cal-GETC once it is approved and undergoing implementation). The proposed lower-division GE pattern is also intended to meet ACCJC’s minimum requirements of 27 lower-division GE units. In essence, the proposed lower-division GE pattern’s minimum requirements mirror those of the proposed associate’s degree but require an additional six units to be taken across the areas (with specific requirements for the additional six units to be determined locally).

[Here is a graphic](#) showing the three proposed patterns and how they all align. Please note that any summation of quarter units in the associate’s degree and BDP lower-division GE patterns is incorrect. [Here is a new FAQ](#) for AB 928 and other GE patterns.

- v. CCC Ethnic Studies - The Ethnic Studies Taskforce met for the first time this fiscal year on October 26, 2022, and created two working sub-groups: Group 1

will focus on Professional Development and Technical Assistance. Last spring, a survey was sent to our community college and with over 1,000 responses. The Taskforce will now analyze the results to develop Ethnic Studies training workshops, webinars and other materials to ensure our colleges are ready to rollout this new requirement in Fall 2024. Group 2 will focus on collaborating with the ASCCC on new resolutions, developing feedback on a new rubric from CSU and Area F, creating a rubric for K-12, and developing dual enrollment recommendations.

b. CCC Academic Senate (Parker)

- i. [Assembly Bill No. 928](#) GE pathway, GE for associate degree, Lower Division GE for CCC Baccalaureate Degree
 1. Preliminary feedback → CSU vetting → UC vetting → [AB 928 Webinar Series /Video Links](#)
- ii. AB 1111: Common Course Numbering Task Force meeting held September 29, 2022
 1. Website: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/common-course-numbering-project>
- iii. Task Force to implement [Assembly Bill No. 89](#), Modern Policing degree is being formed.
- iv. The [Academic Senate 2022 Fall Plenary Session](#) November 3-5, 2022, held at the Sheraton Grand Sacramento an in-person and virtually in Zoom events. The theme this year is "Centering Authentic Voices and Lived Experiences in 10+1"
 1. The resolutions for discussion on Thursday, November 3, 2022, are now available via the [linked Resolutions Fall 2022 Page](#)
- v. [ASCCC Calendar Events](#)
 1. [Upcoming Event: Curriculum Institute Curriculum Institute - Event Dates](#) Wed, Jul 12 2023, 9am - Sat, Jul 15 2023, 12pm. Deadline to Register/Application Deadline Friday, June 30, 2023 - 5:00pm. Curriculum Institute 2023 is currently planned as an in-person and virtual (hybrid) event. Pre-session workshops on July 12 will provide training and resources for those new and newer to curriculum. Please consider joining us.
- vi. The ASCCC President's Updates are found here [Link](#).

c. CCC AO report (Plug)

- i. ASCCC held several webinars during the month of October regarding Cal-GETC; one was specific to the role of articulation officers.

- ii. CIAC held their North and South articulation Councils on October 18th and October 21st. Updates were given from the California Community College Chancellors Office, the CSU, the UC, C-ID and ASSIST.
 - iii. CIAC is looking to create a GE submission survey so we can ask the field for feedback especially in light of the implementation of Cal-GETC.
 - iv. Cal-GETC – Articulation Officers continue to hear concern from faculty in foreign languages and Kinesiology and Counseling as we move forward with the implementation of Cal-GETC.
 - v. The CIAC Conference will take place virtually on April 27th and 28th.
- d. CSU AO report (Lozano)
- i. AB928: Concerns over anticipated removal of GE E due to AB 928 (Cal-GETC) and CSUs having to develop an upper-division (UD) graduation requirement at the receiving CSU.
 - 1. If CSU GE Breadth Area E is removed due to AB 928, CSU campuses **may elect** to create a CSU campus-specific "lifelong learning and self-development" for the undergraduate degree.
 - 2. How will the CCC student be able to satisfy a particular CSU's "lifelong learning and self-development" requirement with existing courses that were once lower-division and contain similar content to the receiving CSU campus-specific UD requirement?
 - 3. Possible financial burden to transfer students if required to take UD course after transfer.
- e. CSU Office of the Chancellor (Foster)
- i. General announcements
 - 1. Welcome our new Assistant Director, Undergraduate Transfer Programs—Marci Sanchez
 - 2. Transfer and Articulation website <https://transferprograms.calstate.edu/>
 - 3. Guiding notes published—to include summary of changes.
 - 4. We presented at Northern and Southern CIAC-CA Intersegmental Articulation Council. Next week (November 8) we will present at the CCC AO Regional Meeting.
 - 5. Later this month (November 17) meeting with Chair Steffel to strategize about our efforts to secure faculty to serve on FDRG and CORE groups for C-ID review.
 - 6. We continue the roadshow on Credit for Prior Learning as campuses gear up their own policies to align with the system CPL policy:

<https://calstate.policystat.com/policy/9817841/latest> There has been a lot of talk about what the loss of Area E will mean in CPL—particularly considering that military basic training meets current Area E.

ii. Area F update

1. Extended resubmission all the way through September 30th
2. Area F Summary
 - Proposals received this year: 693. Approvals: 323. Overall Approval Percentage 47%. Resubmission Approval Percentage: 86%.
 - Every CCC now has an approved Area F course.
 - Dr. Rob Collins is our new Ethnic Studies Faculty Coordinator. Developed and shared our new Area F Ethnic Studies Rubric. In collaboration with Dr. Collins and Chair Steffel, we sent out a request for Area F reviewers

iii. GE Review Update

1. Planning for the next GE review cycle: Course proposals for 2023-2024 and future academic year (if applicable). Submission deadline is Friday, December 16, 2022.
2. CSUCO and UCOP Annual GE communication sent to CCC Articulation Officers on October 20, 2022.

f. CSU Students (CSSA) (Samaniego)

i. Reported on the four policy agenda items for the coming year.

1. Addressing total cost of attendance

Goal: Ensure the CSU remains accessible and affordable for all students

Goal: Ensure access to high quality student support services that address student's access to food, housing availability and affordability, and technology.

2. High quality health and mental health support

Goal: Support campus and systemwide efforts that address increasing access to counseling and psychological services

Goal: Ensure students have access to quality and affordable wellness services

3. Academic success and holistic educational experience

Goal: Support systemwide efforts to address diversity, equity, inclusion, and belonging within the CSU community.

Goal: Ensure students have the ability to thrive academically in a safe and supportive environments

4. Foster inclusive engagement

Goal: Ensure students are regarded as equal stakeholders within the CSU community

ii. Upcoming CSSA Plenary at Fresno State

g. CSU Academic Senate (ASCSU) (Steffel)

- i. AB 928/Cal-GETC has been all-consuming for the past few months. There is no change in CSU GE, and approval of Cal-GETC won't automatically trigger a change in CSU GE.
- ii. Cal-GETC is what a community college student would complete at a community college to make sure they had completed all their lower-division general education requirements prior to transferring to any CSU or any UC campus
- iii. The currently approved IGETC for the CSU (which is what Cal-GETC builds on) doesn't include either "Languages Other Than English" or "Lifelong Learning and Self Development".
- iv. Feedback from CSU campus senates on Cal-GETC were distributed last week, and ASCSU is expected to take action this week at the plenary on whether to accept Cal-GETC.
- v. November 30, 2022, ICAS Meeting: likely responses from CSU and CCCs
February 1, 2023, ICAS Meeting: Likely a decision from ICAS

7. LUNCH (12:00)

8. CO charge discussion (Dropbox GEAC Main folder)

- a. American Institutions (supporting documents in Dropbox November/Documents/American Institutions folder) *Provide recommendations on Title 5 § 40404. Requirements in United States History, Constitution and American Ideals Although the current Title 5 § 40404. Requirements in United States History, Constitution and American Ideals policy is not general education, it has, for most students, been double-counted with their lower-division GE requirements. As the new unified GE policy will meet both CSU and UC requirements, and the UC does not require students who graduated from California high schools to meet the US History and Institutions requirement (except for UC Santa Barbara) how shall we incorporate US History and Institutions into CSU degrees in a manner that is equitable for both first time students and transfers?*
 - i. Inouye reported on current CSU requirements. All but one campus requires two courses to fulfill AIR (Cal Poly SLO requires one). Bakersfield and Dominguez

Hills do not allow double counting of AIR and GE. Nine campuses allow double counting of one course in GE while 11 allow both courses to be double counted. LD-D is by far and away the most frequently double counted area, with LD-C and UD-D being the next. Two campuses allow double counting with Area F and one campus allows double counting with UD-C.

- ii. The possibility of eliminating double counting of AIR with GE given the recent reduction in Area D units and the proposed reduction in Area C was raised. The negative impact of an addition of units to high unit majors was discussed as was the fact that the CSU cannot require completion of AIR at CCC as it will not be part of Cal-GETC. Completion of AIR is not currently part of GE certification and will not be part of ADTs.
- iii. Currently there are 8 ADT majors that have more than 26 major prep units, representing over 400 degrees. Without double counting in GE, none of those ADT degrees would be able to meet 60 given the 34-unit single GE pattern.
- iv. Another proposal was to put the AIR requirement in UD-GE. The opposing point of view on this was that it severely reduces campus flexibility and makes it difficult for them to put their stamp on transfer students through UD-GE.
- v. A point was made that the CCC can certify a course for multiple areas of GE but the course can only be used for one in transfer to a CSU. Given that non-CA high school graduates must fulfill AIR, CCC will need to offer those courses regardless of what the CSU does. It was pointed out that the majority of courses at CCC in history and political science fulfill AIR and any move to require them in UD-GE at CSU campuses would have a severe impact on their faculty.
- vi. A proposal to allow the campuses flexibility in how they accommodate the AIR for transfer students was discussed. A concern about how confusing that could be for students was raised, but it was pointed out that we are already doing this. One package for everyone causes a lot of unanticipated consequences.

Action: GEAC agreed to wait until the January meeting to continue the discussion of AIR. At that time, it is anticipated that we will know more about CalGETC and will be able to have a more informed discussion.

9. AP credit (supporting documents in Dropbox November/Documents/AP folder)
 - a. Overview - Typically GEAC would make a recommendation to APEP for changes in GE credit for exam completion. In our Credit for Prior Learning (CPL) policy we must accept AP, IB and CLEP credit. We need to differentiate AP credit for GE versus for major requirements. The former is set systemwide and the latter is set at each campus by the major department.
 - i. Policy on systemwide credit for external examinations:
<https://calstate.policystat.com/policy/10711339/latest/>

- ii. Example APEP resolution: <https://www.calstate.edu/csu-system/faculty-staff/academic-senate/resolutions/2021-2022/3503.pdf>
 - b. African American Studies – Given the very specific core competencies for the Area F requirement, consultation with subject matter experts is needed. The exam might also be able to meet Area C or D requirements. **Action: GEAC requests input from the CSU Council on Ethnic Studies and the faculty Area F reviewers on whether systemwide GE credit should be given for the AP African American Studies exam.** Foster will pass the AP African American Studies course to Rob Collins who will mediate consultation.
 - c. Pre-calculus – The CSU Math Council is already planning to discuss the pre-calculus AP exam at their next meeting but is likely to support its approval. **Action: GEAC requests input from the CSU Math Council on whether systemwide GE credit should be given for the AP Pre-Calculus exam.**
10. Cambridge International (CI) (supporting documents in Dropbox November/Documents/Cambridge International folder).
- a. Cambridge International’s request
 - i. Accept Cambridge International student applicants who have successfully completed approved secondary courses.
 - ii. Allow Cambridge International to provide curriculum and exam materials for review by the CSU General Education Academic committee (GEAC) for consideration of qualifying Cambridge exam grades of e/E for AS and A Levels for earning General Education (GE Breadth) core credit.
 - iii. Add Cambridge International credit by exam recommendations to the [CSU Executive order 1036](#) to expand access opportunities to improve first year academic momentum, retention, and degree completion rates.
 - iv. Include reference to Cambridge International on the CSU system and campus policy websites as approved credit for transfer.
 - v. Encourage campuses to sign up for the free online [Grade Transcript Service](#).
 - b. CI exams are less expensive than AP, and if accepted by CSU might represent a cheaper option. It was brought up that most high schools offer significant discounts for students for AP exams to the point that some students pay only \$5 per exam, and to pay for course materials. It was pointed out that credit by exam is an extremely cheap way to complete degree requirements.
 - c. A request to look at the American Council on Education (ACE) standards, which undertakes a very extensive review process of exams, including CI. <https://www.acenet.edu/National-Guide/Pages/Organization.aspx?oid=51af64b0-6f0d-ea11-a811-000d3a3786fc>
 - d. The CCC have spoken with CI but will follow the CSU lead.

- e. The general consensus was that GEAC needs more information, including documentation on the number of students taking the exams and their outcomes in college.

Action: GEAC voted unanimously to decline to recommend acceptance of Cambridge International's exam credit at this point. It was noted that individual campuses may decide to accept the exams.

11. New Business – none at present.

Adjourned at 4:03 pm

ECS/NCG 11/1/2022

In-Person Regional Planning Meeting

Location: LACCD's Van de Kamp Innovation Center/District Academic
Professional Development College
2930 Fletcher Drive
Los Angeles, CA 90065
[ZoomOption](#)

Agenda

Tuesday, January 17, 2023

10:00 a.m.--3:00 p.m.

- I. Coffee and Plug in: Bring laptops and chargers (9:30–10:00)
- II. LACCD Welcome
- III. Committee Introductions and [Post-it Lean-in Activity](#) (10:10–10:30)
- IV. Review [Regional Day Agenda](#)
- V. Discuss Opening, Closing, and Possible Main Morning Session
 - A. Themes and Outcomes
 - B. Speakers and Volunteer Lead Session Organizers
- VI. Lunch (12:00–12:30)
- VII. Breakout Sessions—break into committees (CTE and Noncredit)
 - A. Select Lead Breakout Organizers
 - B. Write Titles and Session Descriptions
 - C. Start/brainstorm Session Outcomes, Agenda/Slides
 - D. Schedule Planning Meeting with Your Breakout Team
- VIII. Travel Arrangements and [Reimbursement Forms](#) (2:30)
- IX. Closing and High-fives



ACADEMIC SENATE for California Community Colleges

LEADERSHIP • EMPOWERMENT • VOICE

ASCCC Part-Time Faculty Committee January 24, 2023

Attendees: Ian Colmer, Stephanie Curry, Suji Venkataraman, Robert L. Stewart Jr, Lindsay Weiler, Anastasia Zavodny, Elbina Rafizadeh

Guest: Gina Lam, ASCCC Researcher, Evan Hawkins, FACCC

Minutes

- I. Call to Order and Adoption of the Agenda
The meeting was called or order at 4:00 pm. The committee adopted the agenda by consensus
- II. Approval of November Meeting Minutes
The committee approved the November meeting minutes by consensus
- III. Part Time Faculty Symposium Debrief
The committee debrief on their participation at the FACCC Part Time Symposium. Committee members were also reminded of the upcoming FACCC Policy Webinar on Feb 3 “*The Two-Tier System: Strategizing for Change*”
- IV. Part-Time Paper Survey Finalization
Committee members over the last month have provided input on the survey. Request from ASCCC to get it down to 40 questions. Gina will be finalizing the survey this week and sending out final version. We will be making this a central focus of the Regional Meeting in February. Questions will focus on areas where ASCCC an make an input.
- V. Part Time Faculty Equity Webinar Planning (Feb 24, 2023)
Committee discussed planning for the webinar. Recommended two 10-minute breaks, 50-minute sections, and interactive presentations. Committee members signed up to working on different sections. Stephanie will reach out to other committee members who were not able to attend today’s meeting to see their preferences.
Current Groups
 - a. Introduction (ASCCC VP Cheryl Achenbach) – Stephanie
 - b. Part Time Equity and Data – Elbina, Ian, Anastasia
 - c. Part Time Survey – Stephanie and Robert
 - d. Part Time Advocacy (in partnership with FACCC) – Evan and Suji
 - e. Part Time Role in Governance and Academic Senates- Lindsay

Stephanie will send out templates and groups are asked to get PPTs finalized by February 20, 2023. Stephanie will then send them to ASCCC to post for the event.

Stephanie asked members to share out the information on the webinar. Currently have 77 attendees signed up. Committee members stated that they had gotten notification of the event through the ASCCC and local senate representatives.

VI. Proposed Resolution

Committee reviewed a resolution that proposes a new Executive Committee member designated as an At Large Part Time position.

Feedback included

- Adding more emphasis on DEIA/IDEAA goals
- Address the current barriers for Part Time Faculty to qualify to run
- Need to address barriers for compensation

VII. Future Meetings

VIII. Adjournment

Status of Previous Action Items

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

- Part-Time Faculty Paper
- Part-Time Faculty Survey Revision
- Planning for ASCCC Part Time Faculty Regional Meeting Feb 24, 2023

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

- Presentation at FACCC Part Time Faculty Symposium (December 9, 2022)



ACADEMIC SENATE for California Community Colleges

LEADERSHIP • EMPOWERMENT • VOICE

ASCCC Part-Time Faculty Committee

November 18, 2022

Attendees: Ian Colmer, Stephanie Curry, Suji Venkataraman, Robert L. Stewart Jr, Joseph Ferrerosa, Mussie O. Michael, Sonja Downing, Lindsay Weiler, Lorainne Levy.

Guest: Gina Lam, ASCCC Researcher

Minutes

- I. Call to Order and Adoption of the Agenda
The meeting was called to order at 3:04pm. The agenda was approved by consensus.

- II. Approval of October Meeting Minutes
The committee approved the minutes by consensus.

- III. Part-Time Paper Survey
The committee finalized the review of the Part-Time Faculty Survey. The group agreed to focus this survey on the needs of the paper and include in the paper a recommendation for follow up data needs and a plan to regularly engage part-time faculty in data collection.

One main discussion point was that because part time faculty often teach at multiple locations they may have different answers to the question based on each of their colleges. The committee discussed the need to make the survey clear and easy to complete by part-time faculty. The committee agreed that some sections would be eligible for multiple answer (ASCCC, Collective Bargaining/Assignments and Inclusion and Equity). Other sections (demographics and professional development) would be completed only once.

The proposed timeline is to have a draft complete for our January Meeting and then open the survey in February to go through March. The goal will be to dedicate time at the Part-Time Faculty Survey and its importance at the ASCCC Spring Virtual Event.

- IV. Professional Development
 - a. Part Time Faculty Symposium FACCC
The committee discussed the role of the committee in supporting the FACCC Part-Time Symposium breakout of ASCCC and Governance.

 - b. Spring ½ day event partnership with FACCC
Stephanie put the agenda item in for the Fall Virtual Event for the December Exec Meeting. Committee will finalize plans online and at the January Meeting.

- V. Rostrum Articles (Spring Rostrum Due Jan 20, 2022 another submission in February/March)
 - a. Part time Myth busting (Stephanie will facilitate)
 - b. Barriers to Part-Time engagement in IDEAA Work (Robert will facilitate)

- VI. Future Meetings
Stephanie will send out a Doodle for January Meeting planning.

- VII. Adjournment
The committee adjourned at 4:25pm

Status of Previous Action Items

- A. In Progress** (include details about pending items such as resolutions, papers, *Rostrums*, etc.)
- Part-Time Faculty Paper
 - Part-Time Faculty Survey Revision
 - Presentation at FACCC Part Time Faculty Symposium (December 9, 2022)
- B. Completed** (include a list of those items that have been completed as a way to build the end of year report).

**CALIFORNIA APPRENTICESHIP COUNCIL
2023 FIRST QUARTERLY MEETING**

**Thursday, February 2, 2022
9:00 A.M.**

Report Out to ASCCC by Christopher Howerton, ASCCC North Representative

I attended via Zoom the 1st quarter CAC meeting held in person in San Diego. [Agenda](#) and [Chief's Report](#) linked. Standing Committee Meetings for the CAC were held on Wednesday February 2, 2023 with report outs during the formal CAC meeting. [Agendas for all CAC Subcommittees](#) can be found on the CAC website and linked. [Minutes from 2022 4th Quarter meeting](#) are available on the website as well.

Highlights from Meeting and Reports

1. Installation of new Chairperson – Louis Ontiveros
2. Executive Session – No Session this meeting
3. Sub Committee assignments will be forthcoming.
4. Letter of support read for a nominee to the CAC Hall of Fame
5. Legal Matters – no new appeals or complaints addressed during this meeting. Appeal on the agenda was denied based on findings.
6. [Chief's Report](#) – Highlights
 - *Updates: This past year saw a lot of investments made by the Governor and the legislature in apprenticeship. Over \$88 million in Proposition 98 (Montoya) funding for related and supplemental instruction, \$135 million to offset administrative costs for IACA programs, \$65 million for youth access to apprenticeship and \$15 million for attracting more women and nonbinary into construction careers. All this state funding is focused on serving our apprentices with a quality job skill that is equity focused and climate friendly. The Chips and Science Act of 2019 (CHIPS) is an important piece of legislation that affects the registered apprenticeship programs in the manufacturing sector. The act is designed to help increase the number of skilled workers in the manufacturing sector by providing incentives to employers who hire and train apprentices. CHIPS offers incentives to employers who hire and train apprentices. It provides support for apprenticeship programs in the form of federal grants. The grants are available to employers who are implementing apprenticeship programs in the manufacturing sector. The grants can be used 2 to cover the costs of training and education for the apprentices, as well as to purchase equipment and materials needed for the apprenticeship program. CHIPS is an important piece of legislation that is helping to increase the number of skilled workers in the manufacturing sector. The incentives and grants provided by the act are helping to make apprenticeship programs more affordable and accessible to employers. This is helping to ensure that employers are able to hire and train the skilled workers they need to succeed in the manufacturing sector. CHIPS is big for California and the Governor's goal to serve half a million apprentices over the next decade. Supply chain issues have rocked our economy and bringing quality jobs back to the Unities States is so important. The Division is excited to develop high quality apprenticeship jobs that serve in the semiconductor industry. DAS continues to align its efforts with our colleagues at the California Workforce Development Board (CWDB) and Employment Training Panel (ETP). Finally, the Division is looking to hire. If you are interested in joining a highly motivated mission driven team then you should apply today.*

You can find out more information at <https://www.dir.ca.gov/dirjobs/dirjobs.htm>. We will be hiring for the following state classifications: Apprenticeship Consultants, Staff Services Analysts, Associate Government Program Analysts, Staff Services Manager.

7. **Presentation:** Tim Rainey, Executive Director California Workforce Development Board, presented on the development of curriculum and program design for trade to provide students choices on best fit for them in the High Road Construction Careers. Over the last 6 years various partnerships and funding has occurred. Total of about \$80 million has been invested. Highlighted the ERiCA Grant, and the focus for new demand in apprenticeship and positive impact on future employment. Current funding opportunity highlights the intent to increase equity and climate resiliency.
8. **New Business** – update on a recent ruling on the statutory authority for CAC. Final ruling reemphasizes the authority for the CAC to draft regulations. The CAC had to use outside council.
9. **Educational Agency Report (CCCCO)** – Sean McCobb, Coordinator of Apprenticeship Programs. Update to reporting to include additional statistics in NOVA for community colleges for apprenticeship. Provided a brief update on a number of grants including [RFA for the CAI pre apprenticeship and Apprenticeship Grant](#) applications. 21-22 community colleges were fully funded for apprenticeship hours. Final report to be released in February.
10. **Standing Committee Reports (Sub committees met on February 1, 2023)**
 - CAC/CCA Liaison Committee- Chairperson Larry Hopkins
 - Shared information about an upcoming 2024 conference (4/30-5/3) San Diego
 - Reservations will open about a year before the event for hotel block.
 - CAC-CCA.org – new website
 - Forums Committee – Chairperson Paul Von Berg
 - Call out for future forum topics including: plumbing training panel, abilities, and new labor secretary to share vision.
 - Legislation Committee – Chairperson Yvonne de la Pena
 - Reviewed the Gov. proposed budget. Discussed Prob 98 funding, funding flexibility for categorical programs (been assured that apprenticeship is not included as it is part of supplemental instruction)
 - [Budget Overview](#) and [Budget Summary](#)
 - Standards, Rules, Regulations & Operating Procedures Committee - Chairperson Louis Ontiveros
 - Timeframe on regulations were discussed.
 - Related Supplemental Instruction Committee -Chairperson Jack Buckhorn
 - [Practices Related to RSI](#)
 - [CCCCO RSI website](#)
 - Public Relations & Publicity Committee- Chairperson Scott Gordon
 - [Final Mission and Vision Statement](#)
 - Discussion on newsletters and other communications/ repository
 - Update on the website diagnostics and success stories.
 - Potential for a series of videos or a full documentary with sample stories especially about women in apprenticeship
 - [Subscribe to the Apprenticeship e-Newsletter](#)
 - Equal Opportunity in Apprenticeship Committee -Chairperson Sheri Learmonth
 - Apprenticeship data was reviewed regarding diversity.
 - Question around cancelation data was considered during the meeting.

11. Report of Administrative and Cooperating Agencies – The various groups provided an update on their work and concerns to the CAC.

- Division of Labor Standards Enforcement (DLSE) Public Works Unit
- U.S. Department of Labor Employment and Training Administration Office of Apprenticeship (USDOL/ETA/OA) Douglas Howell, California State Director
- Tradeswomen Inc. Meg Vasey, Executive Director
- Women in Non-Traditional Employment (W.I.N.T.E.R)
- California Association for the Advancement of Apprenticeship Training (CAAAT) Tracey Barrett, President
- California Apprenticeship Coordinators Association (CACA) Lupe Corral, President

Meeting adjourned at 11:40am



Resolutions Committee

Friday, January 20, 2023

12:30 p.m.—2:00 p.m.

Zoom

Meeting Minutes

I. Call to Order at 12:31 p.m. and Roll Call (*=present)

*Michelle Bean—Chair	*Kim Dozier	*Mark Edward Osea
*Juan Arzola—2 nd Chair	*Peter Fulks	*Michael Stewart

II. Shout-outs, Affirmations, and Lean-in

- Chair Velasquez Bean shared with the group an online activity that was a fun activity to determine what our purpose is as an educator.
- Additionally, Chair Velasquez Bean offered members the opportunity to share with the group and how their winter break was spent.

III. Adoption of Agenda

A. [Google Shared Folder—December Summary](#)

B. Minutes Volunteer

- Juan will take notes for the meeting.

C. Committee Agreements

- Be **authentic** and real.
- Everyone chip in and **contribute** to the process and discussions, adhering to deadlines and holding each other **accountable**.
- Be each other's ride or die—a **strong team**. Call in and out when going off in a tangential way.
- Don't take everything personally. Give ourselves space and grace to make mistakes.
- Give **clear instructions** and expectations.
- Chair Velasquez Bean reviewed the Committee Agreements with the group.

IV. Plenary Preparation

A. Spring Plenary (Anaheim: April 20--22)

1. Resolutions [timeline](#)

- Chair Velasquez Bean reviewed the timeline and logistics for Resolutions Timeline, Area Meetings, and Spring Plenary.

2. [Check-in meeting](#) with Area Reps—PROPOSED DATES: March 15 (preferred), March 16, March 22. Time: 12:00–12:30 p.m.

- Members are aware of the Check-in meeting with Area Reps. Group members agreed to the Check-in meeting with Area Reps on March 15th.

B. Area Meetings (Area A & B March 24/ Area C & D March 25)

1. [Area Meeting Training Slides](#)

- Chair Velasquez Bean reviewed the Area Meeting Training Slides with the members. Members were directed to take a deeper review of the slides and make any changes

- necessary to support their presentation at their area presentation.
 - 2. **Area-Forwarded chart**
 - Members agreed to utilize the Area-forwarded chart.
 - 3. **Area Folders for New Resolutions?**
 - Chair Velasquez Bean presented a new approach to the group on how to handle New Resolutions “walked in” during Area meetings. Group members are willing to try the approach, so Chair Velasquez Bean will create Area Folders that can house these new resolutions and allow for editing by group members.
 - C. **LinkTree Review and Training Video on Resolutions page**
 - Mark suggested that the instructions utilized in the training video specifically state that the instructions are for a PC.
 - D. **Style Guide Review**
 - Group discussed treatment of Ethnic Studies in resolutions, as it pertains to capitalizing the “e” and “s” when referring to the discipline or program. Chair Velasquez Bean will update the Style Guide to reflect this decision.
 - E. **Resolutions Handbook Update**
 - Mark will send a meeting request to meet with Amber and Michael to work on updating the Resolution Handbook.
 - F. **Other questions or ideas?**
 - Before area meetings, work in the excel spreadsheet. Chair Velasquez Bean will develop a share drive Word document for all members to work on.
- V. **Next Monthly Meeting and Packet Writing Workshops**
- A. February 10 at 12:30—2:00 p.m. (Monthly Meeting and Handbook Discussion)
 - B. February 23 at 12:30—2:30 p.m. (Create Packet)
 - C. March 13 at 12:30—2:30 p.m. (Edit after Exec feedback)
 - D. March 27 at 1:30—3:00 p.m. (Edit after Area Meetings)
 - Chair Velasquez Bean reviewed the meeting dates and extended the opportunity to members to inform her if we have something that comes up that may prevent their ability to participate.
- VI. **Rostrum Articles**
- A. Due January 22 and March 5
 - B. Ideas and suggestions?
 - Chair Velasquez Bean reviewed the dates with the group. Peter may look to draft an article—Resolutions aren’t useless. Chair Velasquez Bean will check-in with Peter in a couple of weeks to provide any support.
- VII. **Announcements**
- A. Check for upcoming events at [here](#)
 - B. Amazon Smile (smile.amazon.com)—select Foundation of the Academic Senate for California Community Colleges to donate
 - C. **Application for Statewide Service**
 - Chair Velasquez Bean reminded the group of the upcoming events and making sure to connect with Amazon Smile when ordering on Amazon.
- VIII. **Closing Comments**
- A. In Progress Review
 - B. Any other final comments or suggestions?
 - Peter suggested that at Plenary a breakout on the process of developing and implementing

a resolution, which could be a practical application of the Rostrum article. Chair Velasquez Bean will make a request for this effort.

IX. Adjournment

- Chair Velasquez Bean adjourned the meeting at 1:47.

In Progress:

- Review of Resolutions Handbook for updates.

Completed Tasks:

- Committee member training for Area meetings.
- Style Guide for 2022-2023.
- Pre-session Resolutions packet.
- *Rostrum* article on women and people of color in technology.
- Online submission form guiding video.
- Fall resolutions timeline and new online submission process.



ACADEMIC SENATE
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ASCCC Transfer, Articulation and Student Services Committee (TASSC)

January 9, 2023

Minutes

Attendees: Eric Wada, Stephanie Curry, Elizabeth Ramirez, Ty Simpson, Michelle Plug,

- I. Call to Order and Adoption of the Agenda
Meeting was called to order at 1:02pm.
- II. Review of November 2022 Meeting Minutes
Minutes from November 2022 meeting were approved by consensus
- III. Areas of Focus 2022-2023 (as assigned by the ASCCC President)
 - a. Partner with Transfer Alignment Project
 - b. General Education
 - c. Common course numbering
 - d. Reconsider role/utility of Guided Pathways Liaisons
 - i. Perhaps do a Rostrum Article
- IV. Transfer Virtual Event in Spring 2023
Committee is planning for a Spring webinar on Planning for General Education and Transfer Changes on April 26 12:00-1:30pm. Stephanie will put in request to ASCCC for Feb Meeting.
- V. Resolutions Assigned from Fall 2022
Committee reviewed the new Resolutions assigned to the committee. Webinar Planned for April may address parts of 4.02 and 15.02
[4.02 Proactive Planning and Support for Articulation and Counseling](#) (1st Resolved)
[7.10 Title 5 Regulations for Governing Catalog Rights](#) (1st Resolved)
[7.12 Re-evaluating the California promise Grant Regulations regarding Probation, Dismissal and Denial](#) (1st Resolved)
[15.02 Options for Transfer Students Enrolled Prior to the Implementation of CalGETC](#)
- VI. Resolutions for Spring Plenary
Proposing resolution on changing Academic Probation (title and processes)
Committee asked to bring additional resolution topics (as needed) to February Meeting
- VII. Discussion regarding Guided Pathways Liaison
 - a. Rostrum- Idea for Rostrum about GP not getting lost in legislative initiatives
- VIII. Rostrums (Due January 20, 2023)
 - a. Probation
 - b. Guided Pathways
 - c. Counseling, Transfer and Dual Enrollment

- IX. Assigned Resolutions
 - 3.03 F21 [Support for Mental Health Awareness and Trauma Informed Teaching and Learning](#)
 - Focus of ASCCC Academic Academy Spring 2022- Trauma Informed Leadership Practices in Education
 - 9.01 S21 [Develop a Set of Resources to Assist in Establishing Ethnic Studies Programs in Alignment with California State University Requirements](#)
- X. Adjournment

The meeting adjourned at 1:57pm

Status of Previous Action Items

- A. **In Progress** (include details about pending items such as resolutions, papers, *Rostrums*, etc.)
 - Rostrums
 - Probation
 - Guided Pathways
 - Counseling, Transfer and Dual Enrollment
 - Resolutions
 - Probation
 - Webinar- Planning for GE and Transfer Changes (April 26, 2023) 12-1:30pm
- B. **Completed** (include a list of those items that have been completed as a way to build the end of year report).
 - **GE Webinar Series Fall 2022**

Date	Subject	# of Attendees
Monday, Sept 12, 2022 (9-10:30am)	General Education Requirements of the Associate Degree, Baccalaureate Degree, and Associate Degree for Transfer	179
Tuesday, Sept 13 (3-4:30pm)	General Education Requirements of the Associate Degree, Baccalaureate Degree, and Associate Degree for Transfer	150
Tuesday, Sept 27 (12-1:30pm)	Role of local Academic Senates and Curriculum Committees in regard to general education	128
Wednesday, Sept 28 (2-3:30pm)	Role of Articulation in Transfer in regard to general education	120
Monday Oct 3, 2022 (9-10:30am)	Addressing the impact of CalGETC, as proposed on local colleges, programs and course and students	200
Thursday Oct 6, 2022 (2-3:30)	Addressing the impact of CalGETC, as proposed on local colleges, programs, courses and students	128
		902 Total Duplicated Attendees

- Rostrum Article- [The Articulation Officer's Key Role in Curriculum, General Education and Transfer](#) (November 2022)
- Approved Resolutions (Fall 2022)
 - 4.01 General Education in the California Community College System Resources
 - 4.02 F22 Proactive Planning and Support for Articulation and Counseling

Telecommunications and Technology Advisory Committee (TTAC)

Meeting Summary

19 January 2023

Location: Zoom

Submitted by Michelle Velasquez Bean

Agenda and Welcome

Chair Lundy-Wagner shared updates regarding Governor's budget as it pertains to TTAC:

- Continued funding of FY22-23 programs/initiatives
- No new initiatives funded (did not include streamlined reporting tool nor the \$300M for a common, systemwide ERP)

Tech Center

New CTO Julia Arreguy (came from Sierra College)

Reporting

Stephen shared various reporting due dates and explained the differences between inventories and surveys; focus on getting end-of-life technology inventory info.

- Monthly fraud reporting (August 2021)
- Technology inventory (March 2022)
- Self-Assessment (September 2022)
- Remediation reports (January 2023)
- Remediation reports (Summer 2023)

Systemwide Goals for FY22-23 Funding

By December 31, 2023:

- Systemwide implementation of the Microsoft A5 Security Suite
- Systemwide implementation of Vulnerability Scanning
- Systemwide adoption of SuperGlue
- Systemwide adoption of the Course Exchange
- All districts progress on eliminating EOL
- All districts mature Information Security training (baseline learning module available in VRC)

FY22-23 Funding To Districts

Allocation	Timing	Amount	Criteria
Start-up	September 2022	\$50k/college in district	
First installment	February 2023	\$100k, \$150k, or \$200k based on need	Self-assessment, inventory, technology implementation
End-of-Life	By June 30, 2023	TBD	Remediation reports



9

Funding disbursements noted on CO website: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Appportionment-Reports>.

Overview of Major Tech Initiatives

- CCC Apply changes beginning in partnership with all stakeholders and a roadmap with focus on mitigating fraud as well. CCCApply revamping efforts/interviews are in collaboration with Accenture.
- Common ERP needs interviews happening through Accenture

Ed Tech Grants

Agreed upon for FY23+:

- Student Enrollment (Butte-Glenn CCD)
- Data Management (BG CCD)
- Technology Support Services (Palomar CCD)
- Course Exchange (FHDA CCD)

Reorganizing :

- Systemwide Infrastructure (BG CCD)
- CalPass+ (SJ CCD)
- Online Student Support Services (FHDA CCD)

CVC Course Exchange Implementation Progress

Brief update given by Marina

- 29 teaching colleges currently
- Tech challenges: installing Ethos course finder and smaller tech support departments for implementation to customize—CVC is supporting.

IT Support Reviewed

System-level IT supports for colleges/districts

- Enabling Services Team (Tech Center, BG CCD)
- Security Center (Tech Center, BG CCD)
- Course Exchange Implementation Team (CVC, FHDA CCD)
- DII Technical Assistance Provider Team (Chancellor's Office)
- Partnership Response Teams (Chancellor's Office)
- Communities of Practice (Chancellor's Office)

Chancellor's Office will work with CISOs, CISOA and grantees to better understand needed capacity to make sure needed support is provided and satisfactory

Partnerships Request from CEO and ASCCC

Building Cross-representational Collaboration is Key

- Leverage local technology committees by providing models of effective practices and local decision-making
- Survey faculty and senate leadership on needs, including trainings
- Open regular coffee hour chats for questions
- Update CCC Apply with user-focused approach
- Ensure adequate funding and support for common ERP that is flexible for local college/district implementation



19

TTAC Retreat and Upcoming Work

- Revisiting the charges and membership of TTAC and SAC
- Reviewing what onboarding looks like
- Considering combining with CISOA
- How and who we overlap with (e.g., DEETAC)
- Considering bringing in an outside facilitator

Upcoming Work

- Events
 - Tech Center: Security and Accessibility Workshops
 - TAP Team: Support 3rd Party Risk Management webinar
 - CCLC: 2023 Legislative Advocacy
 - CISOA: 2023 Summit
- Pilot new fraud monitoring data collection process
- Satisfaction surveys on systemwide IT and technology support
- Revisiting agency-supported implementation resources
- Continue CCCApply and Common, systemwide ERP conversations

- Next TTAC Meeting: **March 16, 2023**



23