



Friday, March 5, to Saturday, March 6, 2021

Zoom Videoconferencing

Zoom Link: https://us02web.zoom.us/webinar/register/WN_rDZLt0sIQ-ewvuK6lgsmeg

Friday, March 5, 2021

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

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

1:00 p.m. to 4:00 p.m. | Executive Committee Meeting

Saturday, March 6, 2021

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

All ASCCC meetings are accessible to those with special accommodation needs. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by emailing the Senate at agendaitem@asccc.org or april@asccc.org no less than five working days prior to the meeting. Providing your request at least five business days before the meeting will help ensure availability of the requested accommodation.

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

I. ORDER OF BUSINESS

A. Roll Call

B. Approval of the Agenda

C. Land Acknowledgement

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

We also wish to acknowledge the other Indigenous Peoples who now call Sacramento 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. 14](#)
 - H. [Action Tracking, pg. 25](#)
 - I. **One Minute Check-In**
- II. CONSENT CALENDAR**
- A. **February 5-6, 2021, Meeting Minutes, Aschenbach, forthcoming**
 - B. [Part-time Committee Spring Nexus Workshops, Bean, pg. 26](#)
- III. REPORTS**
- A. **President's/Executive Director's Report – 30 mins., Davison/Mica**
 - B. **Foundation President's Report – 10 mins., Henderson**
 - C. **Liaison Oral Reports** (*please keep report to 5 mins., each*)
Liaisons from the following organizations are invited to provide the Executive Committee with updates related to their organization: AAUP, CAAJE, CCA, CCCI, CCL, CFT, CIO, FACCC, the RP Group, and the Student Senate.
 - D. [Chancellor's Office Liaison Report – 45 mins., Davison, pg. 27](#)
A liaison from the Chancellor's Office will provide Executive Committee members with an update of system-wide issues and projects.
- IV. ACTION ITEMS**
- A. [Legislative Report – 30 mins., May, pg. 28](#)
The Executive Committee will receive a report on the 2021-22 (two-year) legislative session and may consider requested action.
 - B. [Guided Pathways Implementation and Integration to Transfer and Careers –15 mins., Davison, pg. 38](#)
The Executive Committee will be updated on the Guided Pathways implementation and integration to transfer and careers and discuss future direction.
 - C. [Culturally Responsive Student Services, Student Support, and Curriculum – 20 mins., Davison, pg. 41](#)
The Executive Committee will be updated on culturally responsive student services, student support, and curriculum in the system and discuss future direction.
 - D. [Equity Driven Systems – 20 mins., Davison, pg. 42](#)
The Executive Committee will be updated on the Equity Driven Systems in the system and discuss future direction.
 - i. [DEI CCCT Workgroup on Diversification of Search Committees – 10 mins., Aschenbach, pg. 43](#)
The Executive Committee will consider endorsing the CCCT DEI Workgroup 1B recommendations.
 - ii. [DEI CCCT Workgroup on Mentoring – 10 mins., Aschenbach, pg. 53](#)
The Executive Committee will consider endorsing the CCCT DEI Workgroup 3 resource and recommended policy.

- E. **Standards and Practices Committee Policy Edits First Reading – 20 mins., Oliver/Aschenbach, pg. 56**
The Executive Committee will provide feedback on the first reading of the edited policies.
- F. **Standards and Practices Committee Policy Edits Second Reading – 20 mins., Oliver/Aschenbach, pg. 69**
The Executive Committee will consider for approval the second reading of the edited policies.
- G. **Virtual Resolutions Process for Inclusion in the Resolutions Handbook – 10 mins., Curry, pg. 83**
The Executive Committee will review and consider for approval the Virtual Resolutions process.
- H. **ASCCC Inclusion, Diversity, Equity and Anti-Racism (IDEAS) Liaison – 25 mins., Curry, pg. 86**
The Executive Committee will review and provide a recommendation on the creation of an ASCCC IDEAS Liaison.
- I. **Resolutions Packet for Area Meetings – 90 mins., Curry, pg. 88**
The Executive Committee will review and consider for approval the Resolutions Packet for Area Meetings.
- J. **Career Noncredit Education Institute Final Program – 20 mins., Chow/Cruz, pg. 97**
The Executive Committee will review and consider for approval the final program for the Career and Noncredit Education Institute.
- K. **Second Draft of the Paper on Faculty Professional Development Second Draft of the Paper on Faculty Professional Development – 20 mins., Foster, pg. 108**
The Executive Committee will consider for approval the second draft of the paper on faculty professional learning.
- L. **2021 Spring Plenary Session Planning – 30 mins., Davison/Mica, pg. 137**
The Executive Committee will continue discussing the 2021 Spring Session program.
- M. **Faculty Leadership Institute General Sessions and Breakouts – 30 mins., Davison/Mica, pg. 138**
The Executive Committee will discuss and consider for approval a preliminary list of topics for the 2021 Faculty Leadership Institute.
- N. **Distance Education Guidelines/DEETAC – 20 mins., Stewart Jr., pg. 141**
The Executive Committee will be updated about the recent conversations around Distance Education and consider possible actions.

V. **DISCUSSION**

- A. **Board of Governors/Consultation Council – 15 mins., Davison/May, pg. 142**
The Executive Committee will receive an update on the recent Board of Governors and Consultation meetings.
- B. **Meeting Debrief – 15 mins., Davison, pg. 143**
The Executive Committee will debrief the meeting to assess what is working well and where improvements may be implemented.

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

A. Senate and Grant Reports

- i. [Guided Pathways Task Force, May, pg. 144](#)
- ii. [Periodic Review Committee, May, pg. 149](#)

B. Standing Committee Minutes

- i. [Career Technical Education Leadership Committee, Cruz, pg. 151](#)
- ii. [Curriculum Committee, Roberson, pg. 155](#)
- iii. [Relations with Local Senates, Curry, pg. 157](#)
- iv. [Resolutions Committee, Curry, pg. 159](#)
- v. [Standards and Practices Committee, Oliver, pg. 161](#)

C. Liaison Reports

- i. [California Community Colleges Curriculum Committee \(5C\), Roberson, pg. 164](#)
- ii. [Credit for Prior Learning \(CPL\) Workgroup, Cruz, pg. 167](#)
- iii. [Diversity, Equity, & Inclusion Implementation Statewide Workgroup, Cruz, pg. 173](#)

D. Local Senate Visits

VII. ADJOURNMENT

Executive Committee Community Norms

Approved February 2-3, 2018

Authenticity

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

Practice Self-Awareness, Presence, and Patience

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

Collegiality, Criticism, and Feedback

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

Honor the Space and the Dedication of The Committee

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



Executive Committee Agenda Item

SUBJECT: Calendar •Upcoming 2020-2021 Events •Reminders/Due Dates		Month: March	Year: 2021
		Item No: I. F.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	Inform the Executive Committee of upcoming events and deadlines.	Urgent: No	
		Time Requested: 5 mins.	
CATEGORY:	Order of Business	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	April Lonerero	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonerero	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

Upcoming Events and Meetings

- **Executive Committee Meeting** – Virtual Meeting – April 14, 2021
- **2021 Spring Plenary** – Virtual Event – April 15-17, 2021
- **2021 Career and Noncredit Education Institute** – Virtual Event – April 30- May 1, 2021
- **Executive Committee Meeting** – Virtual Meeting – May 7, 2021

Please see the 2020-2021 Executive Committee Meeting Calendar on the next page for ASCCC Executive Committee meetings and institutes.

Reminders/Due Dates

March 26, 2021

- Agenda items for the April 14, 2021 meeting
- Committee reports, if applicable

April 19, 2021

- Agenda items for the May 7, 2021 meeting
- Committee reports, if applicable

Spring Plenary

- Any outside presenters are due to Dolores and Krystinne/Tonya by March 5, 2021 for approval.
- Final resolutions due to Krystinne/Tonya for circulation to Area Meetings March 8, 2021.
- Breakout session descriptions due to Krystinne/Tonya by March 12, 2021.
- AV and Event Supply needs to Tonya by March 19, 2021.
- Final Program to Krystinne/Tonya by March 19, 2021.

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

- Deadline for Area Meeting resolutions to Resolutions chair: Area A & B March 26, 2021; Area C & D March 27, 2021 – DUE March 31, 2021.
- Final program to printer March 30, 2021.
- Materials posted to ASCCC website April 5, 2021.

Career and Noncredit Education Institute

- Program due to Krystinne/Tonya – March 19, 2021
- AV and events supply needs to Tonya – March 31, 2021
- Final program to printer April 12, 2021.
- Materials posted to ASCCC website April 19, 2021.

Faculty Leadership Institute

- Program draft to Executive Committee for first reading – February 16, 2021 for March meeting.
- Final program draft to Executive Committee for final reading – April 19, 2021.
- Final Program to Krystinne/Tonya by May 24, 2021.
- AV and event supplies to Tonya by May 24, 2021.
- Final program to printer June 1, 2021.
- Materials posted to ASCCC website June 7, 2021.

Curriculum Institute

- Program draft to Executive Committee for first reading - due March 26, 2021 for April meeting.
- Presenters list due to Krystinne and Dolores by April 30, 2021.
- Final program draft due May 17, 2021 for final reading at June Executive Committee Meeting.
- Final Program to Krystinne by June 10, 2021.
- AV and Event Supply needs to Tonya by June 10, 2021.
- Final program to printer June 24, 2021.
- Materials posted to ASCCC website June 24, 2021.

Rostrum Timeline

To Krystinne/Tonya	To David	To Dolores	To Katie	To the Field
March 8	March 15	March 22	March 29	April 14

2020-2021 EXECUTIVE COMMITTEE MEETING DATES

*Unless otherwise noted, meetings typically start 11:00 a.m. on Friday and end by 4:00 p.m. on Saturday.¹

Meeting Type	Date	Campus Location	Hotel Location	Agenda Deadline
Executive Meeting – Orientation	June 17, 2020		NA	NA
Executive Meeting	August 13-15, 2020		Virtual Meeting	July 27, 2020
Executive Meeting	September 17-19, 2020		Virtual Meeting	August 28, 2020
Area Meetings	October 16-17, 2020		Virtual Meeting	
Executive Meeting	November 4, 2020**		Virtual Meeting	October 16, 2020
Executive Meeting	December 4-5, 2020		Virtual Meeting	November 16, 2020
Executive Meeting	January 8-9, 2021		Virtual Meeting	December 15, 2020
Executive Meeting	February 5-6, 2021		Virtual Meeting	January 19, 2021
Executive Meeting	March 5-6, 2021		Virtual Meeting	February 16, 2021
Area Meetings	March 26-27, 2021		Various Locations	
Executive Meeting	April 14, 2021**		Virtual Meeting	March 26, 2021
Executive Meeting	May 7, 2021		Virtual Meeting	April 19, 2021
Executive Committee/ Orientation	June 4-6, 2021		Coronado Island Marriott Resort & Spa, Coronado, CA	May 17, 2021
EVENTS				
Event Type²	Date		Hotel Location³	
Academic Academy	October 8-9, 2020		Virtual Conference	
Fall Plenary Session	November 5-7, 2020		Virtual Conference	
Part-Time Institute	February 18-20, 2021		Virtual Conference	
Spring Plenary Session	April 15-17, 2021		Virtual Conference	
Career and Noncredit Education Institute	April 30- May 1, 2021		Virtual Conference	
Faculty Leadership Institute	June 17-19, 2021		Virtual Conference	
Curriculum Institute	July 7-10, 2021		Virtual Conference	

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.

Academic Senate

2020 - 2021

Executive Committee Meeting Agenda Deadlines

Reminder Timeline:

- Agenda Reminder – 2 weeks prior to agenda items due date
- Agenda Items Due – 7 days prior to agenda packets being due to executive members
- Agenda Packet Due – 10 days prior to executive meeting

Meeting Dates	Agenda Items Due	Agenda Posted and Mailed
August 13 – 15, 2020	July 27, 2020	August 3, 2020
September 17 – 19, 2020	August 28, 2020	September 4, 2020
November 4, 2020	October 16, 2020	October 23, 2020
December 4 – 5, 2020	November 16, 2020	November 23, 2020
January 8 – 9, 2021	December 15, 2020	December 22, 2020
February 5 – 6, 2021	January 19, 2021	January 25, 2021
March 5 – 6, 2021	February 16, 2021	February 22, 2021
April 14, 2021	March 26, 2021	April 2, 2021
May 7, 2021	April 19, 2021	April 26, 2021
June 4– 6, 2021	May 17, 2021	May 24, 2021

EVENT TIMELINE 2020-2021

Academic Academy (Virtual): October 8-9, 2020

Fall Plenary (Virtual): November 5-7, 2020 | Part-Time Faculty Institute (Virtual): February 18-19, 2021 |

Spring Plenary: April 15-17, 2021 | Career and Noncredit Institute: April 30-May 2, 2020 | Faculty

Leadership Institute: June 17-19, 2021 Curriculum Institute: July 7-10, 2021

July 2020

Academic Academy

1. July: Final program to August Executive Committee meeting – July 27, 2020

August 2020

Academic Academy

1. Final program to Executive Director: August 17, 2020
2. Presenter's list to Krystinne and Dolores: August 24, 2020
3. Program to Events Team and Visual Designer: August 24, 2020

September 2020

Academic Academy

1. Presenter's Virtual Event Platform Training: September 22 & 23, 2020
2. Virtual Event Platform goes live for all attendees: September 30, 2020

Fall Plenary

1. Pre-Session resolutions due to Resolutions Chair September 18, 2020.
2. First program draft due August 28, 2020 for reading at September 17-19, 2020 Executive Committee Meeting. This draft will be posted on the ASCCC website to provide information for possible participants to determine if they would like to register.
3. Area Meeting information due to Tonya September 17, 2020.

October 2020

Part-Time Faculty Institute

1. Program draft due October 16, 2020 for reading at November 4 Executive Committee Meeting. This draft includes topics for posting on the website so that possible participants have an idea about the institute direction. This draft will should also be fully developed with descriptions for approval by the Executive Committee.

Fall Plenary

1. Outside presenters due to Dolores and Krystinne by October 5, 2020 for approval.
2. Final Breakout Descriptions due to Krystinne by October 5, 2020.
3. Final resolutions due to Krystinne October 6, 2020 for circulation to Area Meetings.
4. Program to Events Team and Visual Designer: October 12, 2020
5. Deadline for Area Meeting resolutions to Resolutions chair: Area A & B October 16, 2020; Area C & D October 17, 2020 – DUE October 21, 2020.

6. Presenter's Virtual Event Platform Training: October 20 & 21, 2020
7. Resolutions posted to website: October 28, 2020.
8. Virtual Event Platform goes live for all attendees: October 28, 2020

November 2020

Part-Time Faculty Institute

1. Final program draft due November 16, 2020 for final reading at December Executive Committee Meeting. This draft will be fully developed with descriptions for approval by the Executive Committee.

December 2020

Part-Time Faculty Institute

1. Presenters list due to Krystinne and Dolores by December 18, 2020.

Spring Plenary

1. First reading of draft papers due December 15, 2020 for reading at January Executive Committee Meeting.
2. Determine theme. Brainstorm keynote presenters and break out topics with the Executive Committee at January Meeting.

Career and Noncredit Education Institute

1. Program outline to Executive Committee for first reading – Due December 15, 2020 for January meeting.

January 2021

Part-Time Faculty

1. Final Program to Krystinne by January 4, 2021.
2. Program to Events Team and Visual Designer January 19, 2021.

Spring Plenary

1. Breakout topics due to Krystinne by January 19, 2021 for first reading at February Executive Committee Meeting. The preliminary program will be finalized at the February meeting for posting on the ASCCC website.

Career and Noncredit Institute

1. Program draft to Executive Committee for first reading – January 19, 2021 for February meeting.

Faculty Leadership Institute

1. Program outline to Executive Committee for first reading – January 19, 2021 for February meeting.

February 2021

Part-Time Faculty

1. Presenter's Virtual Event Platform Training: February 2 & 3, 2021
2. Virtual Event Platform goes live for all attendees: February 10, 2021

Spring Plenary

1. Pre-Session resolutions due to Resolutions chair February 16, 2021.
2. Second draft of papers due February 16, 2020 for reading at March Executive Committee Meeting.
3. Area Meeting information due to Tonya February 26, 2021.

Career and Noncredit Institute

1. Final program draft to Executive Committee for final reading – February 16, 2021 for March meeting.

Faculty Leadership Institute

1. Program draft to Executive Committee for first reading – February 16, 2021 for March meeting.

Curriculum

1. Develop theme and specifications for event.
2. Draft program outline due February 16, 2021 for first reading at March Executive Committee Meeting. Submit possible topics for general sessions and breakouts

March 2021

Spring Plenary

1. Final resolutions due to Krystinne for circulation to Area Meetings March 8, 2021.
2. AV and Event Supply needs to Tonya by March 19, 2021.
3. Any outside presenters are due to Dolores and Krystinne by March 5, 2021 for approval.
4. Breakout session descriptions due to Krystinne by March 12, 2021.
5. Final Program to Krystinne by March 19, 2021.
6. Deadline for Area Meeting resolutions to Resolutions chair: Area A & B March 26, 2021; Area C & D March 27, 2021 – DUE March 31, 2021.
7. Final program to printer March 30, 2021.
8. Materials posted to ASCCC website April 5, 2021.

Career and Noncredit Education Institute

1. Program due to Krystinne – March 19, 2021
2. AV and events supply needs to Tonya – March 31, 2021

Curriculum

1. Program draft to Executive Committee for first reading - due March 26, 2021 for April meeting.

April 2021

Career and Noncredit Institute

1. All hotel rooms requested by April 8, 2021.
2. Final program to printer April 12, 2021.
3. Materials posted to ASCCC website April 19, 2021.

Faculty Leadership

1. Final program draft to Executive Committee for final reading – April 19, 2021.

Curriculum

1. Presenters list due to Krystinne and Dolores by April 30, 2021.

May 2021

Faculty Leadership

1. Final Program to Krystinne by May 24, 2021.
2. AV and event supplies to Tonya by May 24, 2021.
3. All hotels requested by May 26, 2021.

Curriculum

1. Final program draft due May 17, 2021 for final reading at June Executive Committee Meeting.

June 2021

Faculty Leadership

1. Final program to printer June 1, 2021.
2. Materials posted to ASCCC website June 7, 2021.

Curriculum

1. Final Program to Krystinne by June 10, 2021.
2. AV and Event Supply needs to Tonya by June 10, 2021.
3. All hotels requested by June 16, 2021.
4. Final program to printer June 24, 2021.
5. Materials posted to ASCCC website June 24, 2021.

Local Senate Campus Visits 2017-2020

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

COLLEGE	VISITOR	DATE OF VISIT	REASON
Area A			
American River	May	9/21/2018	AB 705 Presentation with Network for Equity in Math Education
Bakersfield	Bruno	11/28/2017	Collegiality in Action
	Cruz, Henderson	2/21/2019	Faculty Diversification Regionals
Butte	Executive Committee	3/2/2018	Executive Committee Meeting
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
Clovis	Aschenbach, May, Curry	9/5/2019	ESL Recoding Regional
Columbia			
Cosumnes River	Beach, Parker	3/8/2018	TASCC Regional
	Rutan, May	10/6/2018	AB 705 Regional
	Aschenbach	1/16/2019	Governance
Feather River	Beach	3/11-14/2018	ACCJC Team Visit
Folsom Lake	Aschenbach, Rutan	11/17/2017	Curriculum Regional – North
	May, Mica	11/1/2019	Guided Pathways Regional Meeting
	Aschenbach	11/1/2019	Curriculum Regional Meeting
Fresno	Cruz	1/10/2019	Guided Pathways Convocation
Lake Tahoe			
Lassen	Bruno	4/25/2018	Collegiality in Action
	Stewart Jr.	8/13/2020	Local Senate Visit - Equity and Diversity

Los Rios CCD	May, Mica, Rother	3/7/2019	Recoding Regional Meeting
Madera	Stankas, Davison	1/31/2020	Collegiality in Action
Merced	May, Aschenbach, Roberson, Stankas	3/23/2018	Area A Meeting
	Aschenbach, Eikey	2/6/2019	Technical Visit – MQs and Equivalency
Modesto			
Porterville			
Redwoods, College of the			
Reedley	Aschenbach	5/3/2019	CTE Minimum Qualification Toolkit Regional Meeting
Sacramento City	Foster, Davison	10/18/2017	Part Time Faculty Committee Meeting
	Freitas, Slattery-Farrell, Stankas	4/3/2018	CTE MQ Workgroup Faculty Meeting
	Cruz, Henderson, Parker, Eikey	11/29/2018	FDC/ EDAC Hiring Regional Planning Meeting
	Parker, Roberson	12/11/2019	CTE / Noncredit Committee Meeting
San Joaquin Delta	Rutan	1/29-30/2018	Curriculum Visit
	Dyer, Aschenbach, May, Stankas	3/22/2019	Area A Meeting
	Stankas	9/25/2019	Collegiality in Action
	May, Cruz	2/24/2020	GP Equity
Sequoias, College of the	Dyer, Davison, May, Roberson	10/12/2018	Area A Meeting
	Fulks, Selden	1/31/2020	Guided Pathways Visit
Shasta	Dyer	5/29/2020	Local Senate Visit - Governance, Brown Act Compliance
Sierra	Freitas, May	10/4/2017	10+1
	May, Aschenbach, Bruno, Roberson	10/13/2017	Area A Meeting
	Bean, Bruzzese	8/15/2019	Technical Visit - Building Relationships in Governance
	Bean, Foster	9/19/2019	Faculty Leadership Development College
	Aschenbach, Bean, Davison, May, Stankas	12/3/2019	ICAS
Siskiyou, College of the	Aschenbach	2/25/2020	Assistance Visit Governance

Taft	Aschenbach, Eikey	1/17/2019	Minimum Qualifications
	Stanskas	1/29/2020	Collegiality in Action
West Hills Coalinga			
West Hills Lemoore			
Woodland College	Beach, Parker	2/10/2018	TASCC Committee Meeting
	Davison, Foster	4/6/2018	EDAC Regionals
	May	5/30/2018	MQRTF Meeting
	Curry, Dyer, Roberson, May, Aschenbach	10/11/2019	Area A Meeting
Yuba	Cruz, Henderson	2/25/2019	Faculty Diversification Regional
	Donahue	8/14/2019	Guided Pathways Workshop
	Bean, Roberson	10/24/2019	Shared Governance - Technical Assistance
Area B			
Alameda, College of	Aschenbach	10/20/2017	ISF (CTE Regional)
Berkeley City			
Cabrillo	Bruno	2/5/2018	Collegiality in Action
	May, Aschenbach	10/5/2018	Curriculum Certificates
	Aschenbach, Parker	10/30/2019	Local Senate Visit - Noncredit
Cañada	Rutan	2/9/2018	Curriculum Technical Assistance
Chabot	Davison	9/13/2018	
	Bruno, Davison		FACCC Meeting
	Rutan	11/6/2018	Noncredit Visit
	Davison, Roberson	1/31/2019	Governance
	Aschenbach	4/28/2020	IEPI PRT - Virtual
Chabot – Las Positas District			
Contra Costa	Aschenbach	1/22/2020	Curriculum Visit/Presentation
	Davison	1/19/2021	Collegiality in Action

DeAnza	Cruz	10/12/2018	Area B Meeting
	Stankas, Davison, Aschenbac, May, Bean, Mica	2/6/2020	ICAS Meeting
Diablo Valley	May, Rutan	1/22/2019	Noncredit Curriculum
	Davison	11/12/2019	RP Leading Versus Lagging Convening
Evergreen Valley	Roberson, Eikey, Beach, May	5/12/2018	Guided Pathways Regional Meeting
	Parker, Cruz, Eikey	9/19/2018	Faculty Development Committee Meeting
Foothill	Davison	6/4/2019	Curriculum Committee - CPL
	Foster	10/24/2019	Local Senate Visit - Counseling Service Area Outcome Support
	Aschenbach	2/24/2020	Assistance Visit Governance
Gavilan	Executive Committee	9/6-7/2018	Executive Committee Meeting
Hartnell			
Laney	Corrina Evett		
	Stankas	8/28/2018	Peralta District Collegiality in Action
Las Positas	May	8/16/2018	CLCCD Speaker at Convocation
Los Medanos			
Marin, College of	Davison	9/15/2017	OER Regional
	Eikey	1/15/2019	Minimum Qualifications Equivalency
Mendocino	Bruno	9/22/2017	Collegiality in Action
Merritt			
Mission	May, Roberson	3/15/2019	Curriculum Regionals
	Cruz	9/26/2019	FACCC SouthBay Advocacy Summit
Monterey Peninsula	McKay	2/7/2018	IEPI PRT
	Henderson, Cruz, Davison	3/22/2019	Area B Meeting
	Aschenbach	4/29/2020	Technical Assistance Visit - Virtual
Napa Valley			

Ohlone	McKay, Davison	10/19/2017	Local Senate Visit
	Stankas	9/26/2018	Collegiality in Action
	Davison	8/23/2019	Governance/Local Senate
	Cruz, Stankas	1/21/2021	Diversity, Equity, and Inclusion
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
San José City	Rutan, May	5/18/2018	Curriculum Regional
	Foster, Bruzzese	8/30/2019	TASSC In-person Meeting
San Jose - Evergreen District	Davison	10/30/2020	Local Senate Visit
San Mateo, College of	McKay, Rutan	10/12/2018	AB 705 Workshop
	Stankas, Davison, Aschenbach, May, Bean, Mica	10/4/2019	ICAS
Santa Rosa Junior	May, Roberson	1/24/2018	GP Resource Team
	McKay	3/23/2018	Area B Meeting
	Aschenbach	10/3/2018	Tech Visit - Gov and Consultation
	Aschenbach, Roberson		Counselor Conference (Petaluma Campus)
	Parker, Curry	11/13/2020	Local Senate Visit - Governance
Skyline	McKay, Davison	10/13/2017	Area B Meeting
	May	3/5/2019	Recoding Regional Meeting
	Aschenbach	9/23/2019	AB 705 ESL Recoding Regional
	Aschenbach	12/14/2019	Curriculum Committee Meeting
Solano	Foster, Davison	10/27/2017	EDAC Regional
	Aschenbach, Davison, May, McKay	10/24/2018	WEDPAC/EDAC Tour
	Cruz, Davison	10/11/2019	Area B Meeting (Off-site due to PG&E power shut down)
West Valley	Bruno	2/6/2018	Collegiality in Action
	Davison	8/24/2018	Local Senate Accreditation
			18

Area C			
Allan Hancock	Cruz	10/25/2019	Guided Pathways Regional Meeting
Antelope Valley			
Canyons, College of the	Davison	10/5-6/2017	Civic Engagement Summit
	May, Roberson, Eikey	12/18/2017	Resolutions Committee Meeting
	Aschenbach	10/18/2018	Tech Visit, Advisory Committees
	May	3/18/2019	Recoding Regional Meeting
	May	9/20/2019	Guided Pathways and Governance
Cerritos	Rutan, May	5/19/2018	Curriculum Regional
	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
Citrus	Roberson	8/23/2018	Local Senate Visit, Guided Pathways
	Eikey, Davison, Bruzzese, Bean	3/23/2019	Area C Meeting
Cuesta	Fulks	11/14/2019	Local Senate Visit, Guided Pathways
	Cruz	11/15/2019	CEO Training, with ACHRO
East LA	Davison		Mini PRT
El Camino	Freitas	10/20/2017	Presentation for ECC PRIDE P.D. Meeting
	May, Roberson	1/18/2018	GP Resource Team
	Parker, Eikey	10/19/2018	ECC Pride Leadership Presenters
Compton College	Eikey, Stankas, Bruzzese, Aschenbach	10/13/2018	Area C Meeting
	Stankas	2/8/2019	Collegiality in Action
	Aschenbach, May	10/6/2020	Local Senate Visit - Curriculum
	Aschenbach, May	10/20/2020	Local Senate Visit - Curriculum
Glendale	Freitas, Eikey, Bruno	3/24/2018	Area C Meeting

LA District	May	10/18/2019	Local Senate Visit - AB 705
	May	9/25/2020	Local Senate Visit
LA City	Rutan	9/22/2017	LACCD District Academic Senate Summit
	McKay, Freitas	1/5/2018	Online Education Committee Meeting
	Beach	3/9/2018	TASCC Regional
LA Harbor	Curry	10/15/2020	Local Senate Visit - Governance
LA Mission	Eikey, Aschenbach	3/16/2018	Governance
	Dyer, Velasquez Bean	2/15/2020	Standards and Practice Committee Meeting
LA Pierce	Roberson	8/23/2018	Guided Pathways Visit
	Aschenbach	11/2/2019	Curriculum Regional Meeting
LA Southwest	Roberson, Parker	2/13/2019	RWLS Committee Meeting
	Aschenbach, Roberson, Stankas	2/28/2019	GP and Local Senate Visit
	Executive Committee	3/1/2019	Executive Committee Meeting
	Stankas	5/9/2019	Collegiality in Action
LA Trade-Technical			
LA Valley	Rutan, Aschenbach	12/9/2017	Curriculum Committee Meeting
	Aschenbach	3/17/2018	Curriculum Committee Meeting
	May	12/14/2018	Curriculum Committee Meeting
Moorpark	Freitas, Stankas, Eikey	10/14/2017	Area C Meeting
	Eikey	5/8/2019	CTE Minimum Qualification Toolkit Regional Meeting
Mt. San Antonio	Aschenbach	6/4/2017	Curriculum Assistance
	Aschenbach	7/19/2018	Curriculum Assistance
	May	11/17/2018	Curriculum Regional
	May	8/1/2019	Senate Governance and Guided Pathways
Oxnard			
Pasadena City	Roberson, Beach, Eikey, May	5/11/2018	Guided Pathways Regional Meeting

Rio Hondo	Beach	9/27/2018	Guided Pathways
	Cruz	8/21/2019	Technical Visit - EDI Focus
	Bean, Davison, Donahue, Bruzzese	10/12/2019	Area C Meeting
	Foster, Bruzzese	1/31/2020	TASSC In-person Meeting
Santa Barbara City	Stankas	1/18/2019	Collegiality in Action
Santa Monica	McKay	9/14/2018	Equity and Diversity Action Committee Meeting
Ventura	Freitas, Beach	1/18/2018	Noncredit Presentations
West LA			
Area D			
Barstow	Slattery-Farrell, Stankas	8/29/2017	Technical Visit
	May, Fulks	3/30/2020	Technical Visit - Guided Pathways
Chaffey		10/21/2017	CTE Regional
	Beach, Eikey	12/13/2017	Educational Policies Committee Meeting
Coastline			
Copper Mountain			
Crafton Hills	Rutan, Beach, Foster, Parker, Slattery-Farrell, Stankas	3/24/2018	Area D Meeting
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	Davison, Foster	10/28/2017	EDAC Regional
Golden West			

Grossmont	May, Eikey	4/30/2018	Governance
	May	5/13/2019	Curriculum and Guided Pathways
	Chow, Curry	1/29/2021	Governance
Imperial Valley	Donahue	11/21/2019	Guided Pathways Regional Meeting
Irvine Valley	May	3/16/2019	Curriculum Regional
Long Beach City	Aschenbach, Rutan	11/18/2017	Curriculum Regional - South
	Beach, Pilati	3/23/2018	Guided Pathways
	Davison, Foster	10/16/2018	Accreditation Committee Meeting
	Stankas, Davison, Aschenbach, May, Bean, Mica	9/12/2019	ICAS
MiraCosta	Foster, Freitas	8/10/2017	Educational Policies Committee Meeting
	May, Aschenbach	3/13/2019	Recoding Regional Meeting
Moreno Valley	Executive Committee	9/29-30/2017	Executive Committee Meeting
	May	2/27/2020	Guided Pathways Visit
Mt. San Jacinto	Foster	11/17/2017	SI Institute
	Rutan	1/30/2019	Chemistry
	May	1/15/2020	Chemistry/Curriculum Visit
Norco	Davison, Slattery-Farrell, Eikey, Aschenbach	1/11/2018	RWLS Committee Meeting
	Cruz, Henderson	2/28/2019	Faculty Diversification Regional
	Foster, Rutan, Parker, Stankas	3/23/2019	Area D Meeting
North Orange - Noncredit	Executive Committee	3/6/2020	Executive Committee Meeting
Orange Coast	Aschenbach	2/9/2018	SLO Symposium
	Beach, Pilati	3/16/2018	Guided Pathways
Palo Verde	Rutan	8/31/2017	TOP Code Alignment

Palomar	Rutan, Parker, Foster, Davison	10/13/2018	Area D Meeting
	Stankas	4/15/2019	Collegiality in Action
Riverside City	Davison, Stankas	11/4/2019	Assembly Higher Education Hearing on Faculty Diversification
Saddleback	Rutan	1/30/2019	Noncredit
San Bernardino Valley	Rutan	5/11/2018	AB 705 Implementation
	Rutan, Parker	9/20/2018	AB 705 Regional
	Foster, Davison	2/19/2019	Accreditation Committee Meeting
	Dyer, Bruzzese	10/30/2019	Local Senate Visit - Brown Act/Roberts Rules
	May, Mica, Cruz, Donahue	1/30/2020	Guided Pathways Taskforce
	Bean	8/14/2020	Technical Visit--Culturally Responsive Curriculum
San Diego City	Beach	1/19/2018	FACCC Board
San Diego Cont. Ed.	Foster, Davison		PT Faculty Meeting
San Diego Mesa	May	9/22/2018	MQRTF Meeting
	Curry, Donahue	1/16/2020	Educational Policies Committee Meeting
San Diego Miramar	Bruno	5/1/2018	Collegiality in Action
Santa Ana	Beach	8/23/2017	Presentation on Role of Local ASCCC Senates Governance
	Foster, May, Bruzzese	1/25/2019	SLO Symposium
	Bean	8/19/2020	Technical Visit--Culturally Responsive Curriculum
Santiago Canyon	Davison, Beach, Rutan	12/8/2017	Basic Skills Committee Meeting
	Rutan, Parker	1/10/2019	Noncredit Committee Meeting
Southwestern	Davison, Foster, Beach	4/7/2018	EDAC Regional
	Parker	9/17/2018	TASCC Meeting
	Davison, Stankas	9/17-18/2018	Board of Governors and Trustee for California Online CCD

Victor Valley	Fulks	11/1/2019	Guided Pathways Regional Meeting
Calbright College	Davison	10/15/2020	Collegiality in Action

Action Tracking as of 2/5/2021										
Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Status	Description	Status Notes	Month Complete	Year Complete
ASCCC Brand Survey	January	2020	V. D.	ASCCC Office		In Progress	The Visual Designer will develop mock concepts based on the feedback from the discussion to be discussed at a future Executive Committee Meeting.	2.7.20: The Executive Committee discussed the proposed levels of change to the ASCCC logo and branding. 1.8.21: The Executive Committee reviewed a draft new logo and provided feedback. The item will return to a future Executive Committee Meeting.		
ASCCC Coaching Model	November	2020	IV. E.	ASCCC Office		Assigned	A revised Coaching Model and it will return at a future Executive Committee Meeting.			
Part-time Institute Name Change	January	2021	IV. F.	President and Executive Director		Assigned	The President and Executive Director will form a workgroup to review the language used in the naming of Academic Senate events and bring recommendations to a future Executive Committee Meeting.			
2020-21 Periodic Review	January	2021	IV. O.	Periodic Review Process Committee		In Progress	The subgroup will provide a summary of the responses to the 2016-17 Periodic Review Committee Report's recommendations to be given to the 2020-2021 Periodic Review Committee and revised the Periodic Review Committee process based on feedback from the 2016-2017 and 2020-2021 Committees.	2.4.21 - The Periodic Review Committee was provided with the summary document.		
First Draft of the Paper on Faculty Professional Development	February	2021	IV. G.	Faculty Leadership Development Committee		Assigned	The Faculty Leadership Development Committee will consider the use of "development" in Academic Senate programming and bring a recommendation to a future meeting.			



Executive Committee Agenda Item

SUBJECT: Part-time Committee Spring Nexus Workshops		Month: March	Year: 2021
		Item No: II. B.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval the Part-time Committee request for two spring workshops.	Urgent: No	
		Time Requested: NA	
CATEGORY:	Consent Calendar	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Michelle Bean/Karen Chow	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

In alignment with ASCCC Strategic Plan Objective 2.1.c., which calls for an increase in part-time faculty involvement in senate activities, and in response to Resolutions 1.01 (Spring 2016) and 1.02 (Fall 2020), the Part-time Committee would like conduct two workshops to communicate the various resources and opportunities for part-time faculty and collaborate with local senates to provide resources for mentorship.

Part-time Faculty Spring Nexus Workshops

Dates:

- ❖ Thursday, April 22 at 2:00—5:00 p.m.
- ❖ Friday, April 23 at 2:00—5:00 p.m.

Workshop Outline:

- ❖ Welcome Activity
- ❖ Introduction of Part-time Faculty Nexus (website)
- ❖ Hiring Tips—breakout in large groups by region
- ❖ Break
- ❖ 20-minute Mentoring—breakout in small groups/pairs for CV reviews, lean-in, or informal Q&A (would recruit local senate leaders and ASCCC Executive members to assist)
- ❖ Break
- ❖ Closing and Reflection

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



Executive Committee Agenda Item

SUBJECT: Chancellor’s Office Liaison Discussion		Month: March	Year: 2021
		Item No: III. D.	
		Attachment: No	
DESIRED OUTCOME:	A liaison from the Chancellor’s Office will provide the Executive Committee with an update of system-wide issues and projects.	Urgent: No	
		Time Requested: 45 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

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

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

Executive Committee Agenda Item

SUBJECT: Legislative Report		Month: March	Year: 2021
		Item No: IV. A.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will receive a report on the 2021-22 (two-year) legislative session and may consider requested action.	Urgent: No	
		Time Requested: 30 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

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

ASCCC Legislative Report as of February 16, 2021:

Attached is the Legislative Report as of February 16, 2021. An update including any requested action will be provided and posted in early March before the March Executive Committee Meeting.

2021 ASCCC Legislative Advocacy Day update:

- Legislative Training: Monday, February 22, 2:00-5:00
- Legislative and Advocacy Day virtual visits: Tuesday, February 23, 8:00-4:00

CCCCO Reports:

[State Policy and Advocacy Update](#)
[Federal Policy and Advocacy Update](#)

CCLC Reports:

[Government Relations Update](#)

Useful Websites:

California Legislative Information: <https://leginfo.legislature.ca.gov/faces/home.xhtml>
Legislative Analyst's Office (LAO): <https://lao.ca.gov>
California Department of Finance: <http://www.dof.ca.gov>
Glossary of Terms: <https://leginfo.legislature.ca.gov/faces/glossaryTemplate.xhtml>
Assembly Daily History: <https://clerk.assembly.ca.gov/content/daily-history>
Senate History: <https://www.senate.ca.gov/content/senate-histories>
Department of Finance Trailer Bill Language: <https://esd.dof.ca.gov/dofpublic/trailerBill.html>

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

Legislative Report
ASCCC Executive Committee Meeting
March 5-6, 2021
Last update: February 16, 2021

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

2020-21 Two-Year Cycle

2021 Tentative Legislative Calendar:

https://www.senate.ca.gov/sites/senate.ca.gov/files/revised_agreed_2021_calendar.pdf

- January 10 – Budget must be submitted by Governor
- January 11 – Legislature reconvenes
- January 22 – Last day to submit bill requests to the Office of the Legislative Council
- February 19 – Last days for bills to be introduced
- March 25 – Spring recess begins upon adjournment of this day’s session
- April 5 – Legislature reconvenes from spring recess
- April 30 – Last day for policy committees to meet and report to fiscal committees fiscal bills introduced in their house
- June 4 – Last day for each house to pass bills introduced in that house
- June 15 – Budget Bill must be passed by midnight
- July 14 – Last day for policy committees to meet and report bills
- September 30 – Last day for any bill to be passed

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

Due to COVID-19 Pandemic:

- Reduced bandwidth of legislature to consider legislation
- Less controversial topics may be captured in omnibus or trailer bills
- Policy and fiscal committees expected to meet less frequently due to social distancing protocols

The legislature is expected to focus on the following issues:

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

Assembly Bills (AB)

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

This bill would increase the minimum qualifying age from 18 to 25 years of age. This bill would permit an individual under 25 years of age to qualify for employment as a peace officer if the individual has a bachelor's or advanced degree from an accredited college or university. The bill would provide legislative findings in support of the measure.

Official ASCCC Position/Resolutions:

Status: Referred to Committee on Public Safety 1/11/21

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

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

This would remove the current sunset date of 2027 of the College and Career Access Pathways program, which greatly expands our college's ability to provide dual enrollment opportunities to high school students.

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

Status: Referred to Committees on Higher Education and Education 1/11/21

Notes:

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

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

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

Status: Referred to Committees on Higher Education and Education 1/11/21

Notes:

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

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

Official ASCCC Position/Resolutions: The ASCCC supports providing educational opportunities and services to current and formerly incarcerated students. Resolutions: [F19 3.06](#), [S17 5.01](#), [S17 7.02](#), [S17 17.02](#).

Status: Referred to Committee on Higher Education 2/12/21.

Notes:

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

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

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

Official ASCCC Position/Resolutions: Although the ASCCC did not take an official position on the previous bill, AB 1727 (Weber, 2019), there are positions of support to equalize noncredit funding with that of credit. Resolutions: [F20 13.02](#), [S19 9.02](#), [F18 9.02](#), Rostrum Article: [Changes Ahead for Noncredit?](#); ASCCC Paper: Noncredit Instruction: [Opportunity and Challenge](#)

Status: Referred to Committee on Higher Education 2/12/21.

Notes: This bill was AB 1727 (Weber, 2019) was vetoed by the Governor on 10/19/19. Consideration of Governor’s veto was stricken from the file on 1/21/20.
Governor’s Veto Message:

I am returning Assembly Bill 1727 without my signature.

This bill requires the Board of Governors of the California Community Colleges to adopt regulations that authorize the use of a census date attendance accounting method to compute full-time equivalent students for certain non-credit courses known as Career Development and College Preparation courses.

This bill changes how enrollment in these courses is tracked and would likely increase costs by tens of millions of dollars. For this reason, I am unable to sign this bill.

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

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

Official ASCCC Position/Resolutions:

Status: From the printer 2/9/21. May be heard in committee 3/11/21.

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

Senate Bills (SB)

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

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

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

Status: Referred to Committee on Health 1/28/21

Notes:

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

This bill would enact the Wildfire Prevention, Safe Drinking Water, Drought Preparation, and Flood Protection Bond Act of 2022, for consideration by the voters at the November 8, 2022, statewide general election. If approved, five million dollars (**\$5,000,000**) shall be allocated to **the California Community Colleges for workforce development programs** for prescribed fire treatments, forest and woodland restoration, fire hardening, defensible space management, and approved community defense techniques.

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

Status: Referred to Committees on Natural Resources and Water, Governance and Finance, and Environmental Quality; Referral to Committee on Environmental Quality rescinded because of the limitations placed on committee hearings due to ongoing health and safety risks of the COVID-19 virus 1/28/21.

Notes: Watch the section on workforce development programs.

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

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

Official ASCCC Position/Resolutions:

Status: Referred to Committees on Education and Human Services 1/28/21.

Notes:

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

Zero-Textbook-Cost Programs

Changes:

- (1) Develop and implement one or more of the following program pathways:
 - (A) An existing associate degree or career technical education certificate program.
 - (B) A new associate degree or career technical education certificate program that meets one of the following conditions:
 - (i) Has a high value in the regional market.
 - (ii) Meets an emerging regional business industry need.

Strive to implement degrees within three academic years after funding is appropriated in the annual Budget Act, or sooner, as determined by the chancellor’s office.

Dual Admissions

Bills of Interest

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

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

Status: Referred to Committee on Education 1/11/21

Notes: A similar bill, [AB 331](#) was vetoed by the Governor in September 2020.

[AB 233 \(Boerner\)](#) – Public postsecondary education: University of California: Admissions.

Beginning with the admissions cycle for the 2022–23 academic year, this bill would require each campus of the University of California that does not admit all **eligible transfer applicants** to ensure that two application reviewers review all transfer applications and ensure that the second reviewers cannot see the ratings of first reviewers for both freshman and transfer applications.

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

Notes:

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

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

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

Notes:

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

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

at a public postsecondary institution. The bill would require the working group to submit a report to the Legislature on the pilot program.

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

Notes:

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

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

Status: Read first time 1/28/21; May be heard in committee 2/28/21.

Notes:

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

This bill would declare the Legislature's intent, consistent with the Governor's Executive Order No. N-29-20, to improve and enhance public access to local agency meetings during the COVID-19 pandemic and future emergencies by allowing broader access through teleconferencing options.

Official ASCCC Position/Resolutions:

Status: Read first time 2/1/21; may be heard by committee 3/4/21

Notes: This bill would essentially allow teleconference meeting protocols to be considered compliant with the Brown Act when unable to meet in person due to declaration of emergency situations. There is also SB 274 (Wieckowski) that would permit electronic distribution of meeting materials.

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

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

Status: Read first time 2/1/21; may be heard by committee 3/4/21

Notes:

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

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

Status:

Notes:

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

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

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

Notes:

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

This bill would require a local agency with an internet website, or its designee, to email a copy of, or website link to, the agenda or a copy of all the documents constituting the agenda packet if the person requests that the items be delivered by email. If a local agency determines it to be technologically infeasible to send a copy of the documents or a link to a website that contains the documents by mail or by other electronic means, the bill would require the legislative body or its designee to send by mail a copy of the agenda or a website link to the agenda and to mail a copy of all other documents constituting the agenda packet, as specified.

Official ASCCC Position/Resolutions:

Status: Referred to Committee on Governance and Finance 2/10/21.

Notes: This bill would permit electronic dissemination of meeting materials and AB 361 (Robert Rivas) would permit virtual meetings in emergency situations as Brown Act compliant.

[SB 309 \(Leyva\)](#) – School finance: college readiness: grants and notification.

The bill would establish the A–G Completion Improvement Grant Program to provide additional supports to local educational agencies to help increase the number of California high school pupils, particularly unduplicated pupils, who graduate high school meeting the A–G subject matter requirements for admission to the University of California and the California State University.

Status:

Notes:



Executive Committee Agenda Item

SUBJECT: Guided Pathways Implementation and Integration to Transfer and Careers		Month: March	Year: 2021
		Item No: IV. B.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on the Guided Pathways implementation and integration to transfer and careers and discuss future direction.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonerio	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will be updated on the Guided Pathways implementation and integration to transfer and careers and discuss future direction.

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



**GPTF Report to the ASCCC Executive Committee
March 5-6, 2021**

The GPTF is in the process of preparing a suite of Mini Canvas Courses that will be housed in a larger Guided Pathways Resources Canvas Course. Each mini course will have specified ways in which it is offered such as: Canvas Module, Mini Paper, Webinar, Self-Paced Course, Rostrum article, Breakout Session at an ASCCC or other partner organization event, Power Point Tool, or Resource Team for a College. Several of these are rolling out in the GPTF Webinar series this spring.

Mini Canvas Course Title	Authors	Media
Ensuring Learning	Meridith Selden (Lead) Ginni May Erik Shearer Sam Foster Cheryl Aschenbach Janet Fulks	Mini Paper Webinar Rostrum Article
Data 101: Data Literacy and Data Coaching	Meridith Selden (Lead) Ginni May Erik Shearer Sam Foster Janet Fulks	Self-Paced Canvas Course Webinars
Incorporating Student Voice into Guided Pathways Design	Jeffrey Hernandez (Lead) Cheryl Aschenbach Michelle Bean Juan Buriel Krystinne Mica	Canvas Module
Aligning Guided Pathways with Equity-Minded Actions	Jeffrey Hernandez (Lead) Cheryl Aschenbach Michelle Bean Juan Buriel	Power Point Tool
Meta Major and Program Mapping	Sarah Harris (Lead) Jeffrey Hernandez Stephanie Curry	Canvas Module Webinar
Student Support	Juan Buriel (Lead) Michelle Bean Stephanie Curry	Canvas Module
Guided Pathways, Curriculum, and Program Review	Cheryl Aschenbach (Lead) Michelle Bean Stephanie Curry	Canvas Module

Sustaining and Institutionalizing Guided Pathways within Governance Structures	Stephanie Curry (Lead) Jeffery Hernandez Ginni May Janet Fulks Sarah Harris Sam Foster	Power Point Rostrum Article Canvas Module
Scheduling: A Student-Centered Approach	Ginni May (Lead) Jeffrey Hernandez Janet Fulks Sarah Harris Juan Buriel Meridith Selden	Webinar Breakouts Rostrum Article Mini Paper



Executive Committee Agenda Item

SUBJECT: Culturally Responsive Student Services, Student Support, and Curriculum		Month: March	Year: 2021
		Item No: IV. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on culturally responsive student services, student support, and curriculum in the system and discuss future direction.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

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

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



Executive Committee Agenda Item

SUBJECT: Equity Driven Systems		Month: March	Year: 2021
		Item No: IV. D.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on the Equity Driven Systems in the system and discuss future direction.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will be updated on the goal of Equity Driven Systems, including faculty diversification and the FELA Academy, and discuss future direction.

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



Executive Committee Agenda Item

SUBJECT: DEI CCCT Workgroup on Diversification of Search Committees		Month: March	Year: 2021
		Item No: IV. D. i.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider endorsing the CCCT DEI Workgroup 1B recommendations.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Cheryl Aschenbach	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

Just as ASCCC has been assigned as lead, partner, or contributor to strategies in the Chancellor’s Office DEI Implementation Plan, system partners similarly have strategies, tasks and roles assigned. One of these strategies is “Diversify representation in search committees with members of diverse educational background, gender and ethnicity”, which the California Community Colleges Trustees (CCCT) were assigned as partners with Association of Chief Human Resource Officers (ACHRO). The CCCT Workgroup assigned this strategy intentionally included representation from ACHRO, CCCCIO, and ASCCC, and all groups have contributed to the recommendations and resources developed to address the assigned strategy. As a result, all are asked to endorse the final recommendations based on resources developed by each group.

Specific to ASCCC, the workgroup has adopted Section 4A (re: Committee Appointments) of the Model Hiring Principles and Practices course as resources. It has also adopted other partner DEI documents related to hiring search committee selection and diversification:

- Academic Senate for California Community Colleges (ASCCC) Model Hiring Principles and Practices course in Canvas (<https://ccconlineed.instructure.com/courses/4924~5733>) section 4a related to Committee Appointments.
- ACHRO’s Diversity, Equity and Inclusion Strategy Recommendation on Diversifying Selection Committee Participation and Student Inclusion in Selection Process (<http://achroeeo.com/wp-content/uploads/2020/12/Diversifying-Selection-Committees.docx> and <http://achroeeo.com/wp-content/uploads/2020/12/Student-Participation-in-Selection-Processes-.docx>)
- CIO’s DEI Workgroup recommendation regarding Diversified Representation in Search Committees (attached)
- ACCT Diversity, Equity and Inclusion Checklist and Implementation Guide for Community College Boards

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

https://www.acct.org/files/ACCT8145%20%28Diversity%20Equity%20Inclusion%20Guide%29v2_Final_08-25-2020.pdf

To meet its expected outcome of development of a tool kit of best practices to diversify representation in search committees (Tier 1), CCCT Workgroup 1B is proposing making the following recommendation:

- Board Policy to ensure Districts/Colleges revise their policies and procedures every 5 years; include cross-functional staff in hiring and screening committees (i.e., include staff from other disciplines, departments, division, classified staff, etc.); holding the CEO accountable for end results for improving diversity in faculty, staff and administrative ranks and modifying policies and procedures more frequently if progress is not being made. (Tier 2)
- Development of system-level guidance consistent with the recommendations and practices included in the system partner documents (above)

ASCCC Executive Committee is asked to endorse the recommendations being made by the CCCT DEI Workgroup 1B based on the resources developed by multiple groups, including ASCCC.

CIO DEI Workgroup

Strategy #1: Diversify Representation in Search Committees

Committee Members:

Jeremy Brown, Mt. San Jacinto College

Marshall Fulbright, Grossmont College

Tammy Robinson, Cañada College

David Williams, Solano Community College

PURPOSE STATEMENT

Our colleges must move closer to reflect the diversity of our local student populations and the world we serve. This purpose will do more to fight structural racism and provide opportunities for placement, retention, and advancement for people of color at all levels of our institutions.

BACKGROUND

When screening and interview committees lack diverse perspectives, committees are less likely to prioritize the ability to serve diverse communities as a core requirement for successful job performance; consequently, when applicants do not see their characteristics represented by current employees during the selection process, they may perceive the institution is not inclusive.

Discriminatory employment policies have created disparities in representation in many jobs, work groups, departments, and industries; relying primarily on employees currently employed in a work group or discipline to serve on committees often inhibits diverse participation. For example, the following can be considered unconscious bias:

- Discrimination based on race/ethnicity has prevented people of color from being hired in management and leadership positions.
- Women are perceived to be caretakers. As a result, many programs such as nursing, early childhood, and medical assisting programs are predominantly female.

THE DATA

The status quo is no longer acceptable. The guidelines in this document apply to hiring of all employee categories – faculty, staff, and administration. In each category, we have work to do in living up to our principals of diversity and inclusion.

The data are concerning. According to Fall 2019 data from the CCCCO's MIS Data Mart (<https://www.cccco.edu/College-Professionals/Data>), 23% of California Community College students are White Non-Hispanic, yet 58% of tenured and tenure-track faculty, 58% of part-time faculty, 49% of administrators, and 39% of classified staff are White. Hispanic students make up the largest segment of the student population at 47%, but Hispanics make up only 20% of administration, 17% of

tenure and tenure-track faculty, 15% of part-time faculty, and 32% of classified staff. For Black students, who make up 5% of the student population (and 6% of the population of California), they see themselves reflected in the staff composition somewhat better with 12% of administrators, roughly 6% of the faculty, and 8% of the classified staff. Still, these numbers are disappointingly low for a system that claims to value diversity.

COMPOSITION OF SEARCH COMMITTEES

The Academic Senate for California Community Colleges (ASCCC) has created a Model Hiring Principles and Practices course in Canvas (<https://ccconlineed.instructure.com/courses/4924~5733>). In this, the Senate enumerates some preliminary guiding principles related to search committee appointments that lead to equity in hiring. Specifically, it identifies the fundamental principle of creating “appointment procedures for diverse search committee members who actualize the institution’s diversity, equity, and inclusion values.” To do this, colleges should ask these guiding questions when making appointments to search committees:

- Does the composition of the search committee include voices who will make room for innovation, change, bridging of the equity gap, and student-centered pedagogy?
- How do our appointment choices support the value of representation of the diverse student body?
- Have we included students in the process? If not, does the search committee have a reason or another avenue in which to include the student perspective?
- Before serving, have the committee members been trained and selected to support the transformational change to diversify the faculty, staff, and administration for student success?

STUDENT PARTICIPATION ON SEARCH COMMITTEES:

The student voice is critical to the search process, yet some colleges struggle with how to include students in the hiring process. According to the Chancellor’s Office General Counsel’s Legal Opinion 2020-08: Student Participation in Community College Recruitment (September 2020), “Nothing in state law prohibits students from participating in community college recruitment and selection processes.” Further,

“(T)he Education Code’s equal employment opportunity (EEO) provision impliedly supports the participation of students to ensure the community college workforce is ‘continually responsive to the needs of a diverse student population’ by ‘ensuring that all persons receive an equal opportunity to compete for employment and promotion . . .’” (Ed. Code §87100, subd(a).)

The legal opinion goes on to address concerns about students being privy to the sensitive and confidential nature of applicant information. To this, the guidance affirms that most college students

are adults and therefore “capable of understanding the sensitivity of employment-related information, being trained in the proper treatment of confidential information, and being expected to adhere to confidentiality requirements.” Finally, participating in search committees provides invaluable educational and leadership experience for students.

It is therefore the recommendation of this DEI Task Force that colleges adopt the following procedures for diversifying search committees.

SUGGESTED PROCEDURAL LANGUAGE

SEARCH COMMITTEE SELECTION

The search committee must include diverse members and require consideration of cultural sensitivity and understanding of the diverse student populations the college serves in ways relevant to the specific position. In short, lack of diverse perspectives on a search committee can lead to galvanization of the status quo. Diversity in the selection committee includes any combination of membership that comprises:

- **Racial diversity:** While the racial diversity of the student body is a consideration, diversity is important beyond simply mirroring the student body composition; in fact, communities with low percentages of non-white populations should still seek racial diversity that exceeds the percentage of the local population. The California Community Colleges should prepare students for the world outside their local community.
- **Diversity of experience:** Reflecting both experienced members alongside those newer to the college, including a mix of tenured and tenure-track faculty.
- **Diversity of discipline:** Representing various departments on campus and not solely the hiring department; such diversity encourages consideration of collegewide perspectives and needs. Further, subject matter expertise is overvalued in committee participation and assessing applicants’ ability to serve people from diverse communities is often undervalued.
- **Gender/gender identity diversity:** Like racial diversity, a diversity of gendered perspectives can lead to improved outcomes.
- **Employee group diversity:** Broad participation by college staff is essential, regardless of the employee group of the applicants; thus, classified staff should serve on faculty and management search committees, faculty should serve on classified search committees, and so on.

- **Student Voice:** Students typically have difficulty being available to serve as formal voting members of screening and interview committees due to scheduling conflicts (class schedules, work schedules, etc.). Also, financial constraints may prevent students from being able to participate without compensation. Nonetheless, opportunities for student participation are essential. In order to have more inclusive voices, committees should provide opportunities for students to serve as formal voting members in specific tasks within screening and interview committees, without having to be part of every phase. While there are numerous avenues for student participation aside from inclusion as formal members of the search committee, prioritize the student voice by including different students in each phase as needed. For example:
 - Developing screening criteria for application review
 - Screening applications
 - Writing interview questions
 - Conducting interviews
 - Sitting in on teaching/work demonstrations (consider having teaching presentations delivered to an entire class rather than just the search committee)

At minimum, all committee members must complete the Title 5 mandated diversity and cultural competence training for search committees prior to the start of the hiring process. This training is to be provided by Human Resources.

Professional development (training) for search committees should be intensive and regular with an emphasis on disrupting implicit bias. Training should prioritize the ability to serve and be sensitive to diverse communities as an essential qualification for every position, in every committee, and provide tools for screening and interviewing.

Equity Representative Duties

The Equity Representative must have completed Equity Representative training within the last two years to insure compliance to district policy and state and federal legal requirements for adherence to affirmative action regulations. If the identified individual has not completed the equity training in the allotted time period, Human Resources will provide training to the identified member to assure recency. The equity representative is expected to work closely with the manager chair or co-chair of the search committee to ensure that the committee upholds the values of equity.

The equity representative shall not be a member of the department or service unit that houses the position under consideration.

Duties of the equity representative include:

1. Ensure that throughout the entire screening and interview process there is no discrimination against any individual on the basis of race, color, gender, religion, national origin, age, sex, gender identity, sexual orientation, political orientation or belief, disability, or marital status.
2. Review and approve screening, interview and rating forms, interview questions, screening and selection criteria.
3. Serve as resource to the committee on equity matters.
4. As a committee co-chair or in collaboration, participate in the submission of all job file documents to Human Resources prior to the scheduling of second interviews.
5. Complete an Equal Opportunity Employment Checklist at the conclusion of the entire hiring process.



California
Community
Colleges

CCLC Trustees Diversity, Equity, and Inclusion Integration Plan

California Community College's Board of Trustees Mentoring Program Policy Template

Work Group #3B – Policy Mentoring Template

TABLE OF CONTENTS

Mentoring Program Policy	2
Policy Mentoring Process	2
Metrics and Evaluation	2
Vision for Success Alignment	2

DRAFT

Mentoring Program Policy

California Community College Diversity, Equity, and Inclusion Mentoring Programs shall build institutional capacity and better serve and embrace faculty, staff, and students from diverse backgrounds.

California Community College Diversity, Equity, and Inclusion Mentoring Programs shall facilitate employee growth and leadership development.

California Community College Diversity, Equity, and Inclusion Mentoring Programs shall cultivate institutional belonging.

California Community College Diversity, Equity, and Inclusion Mentoring Program shall facilitate cross-institutional connections where ideas and inclusion flourish.

Policy Mentoring Process

California Community College Policy Diversity, Equity, and Inclusion Mentoring Process shall be comprised of trained employee and student mentors to assist community college stakeholders with developing their professional, educational, and skills growth goals through a series of time-limited, confidential, one-on-one and group conversations, and other related learning activities.

California Community College Policy Diversity, Equity, and Inclusion Mentoring Process shall include mentoring opportunities to all: **a)** administrators, **b)** faculty, **c)** classified staff, **and d)** students at community colleges by engaging and collaborating with ASCCC and CCLC to educate the community college districts, community colleges, trustees, and CEOs on the impact of mentoring program.

Metrics and Evaluation

California Community College Diversity, Equity, and Inclusion Mentoring Programs shall include measurable outcomes for professional, education, and skills growth goals by the end of each academic year. These measurable outcomes shall be evaluated for efficacy and feedback from mentors and mentees by the end of each academic year.

Vision for Success Alignment

California Community College Diversity, Equity, and Inclusion Mentoring Programs shall align with the California Community College's Chancellor's Office *Vision for Success* initiative through *Commitment #3*, which includes pairing expectations with high support (students should be encouraged to go "all in") on their education, with support to meet their personal and academic challenges.



Executive Committee Agenda Item

SUBJECT: DEI CCCT Workgroup on Mentoring		Month: March	Year: 2021
		Item No: IV. D. ii.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	The Executive Committee will consider endorsing the CCCT DEI Workgroup 3 resource and recommended policy.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Cheryl Aschenbach	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

Just as ASCCC has been assigned as lead, partner, or contributor to strategies in the Chancellor’s Office DEI Implementation Plan, system partners similarly have strategies, tasks and roles assigned. One of these strategies is “Provide faculty and staff (classified and administrators) mentoring opportunities at colleges”, which the Community College League of California (CCLC) was assigned as partners with ASCCC. The CCLC/CCCT Workgroup assigned this strategy intentionally included representation from ACHRO in addition to ASCCC, and all groups have contributed to the recommendations and resources developed to address the assigned strategy. As a result, all are asked to endorse the final resources and recommendations.

Attached resources (drafts): Mentoring Resource, Recommended Policy on Mentoring

ASCCC Executive Committee is asked to endorse the resource and recommended policy on mentoring developed by the CCCT DEI Workgroup 3.

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

MENTORING RESOURCES

REVIEW OF MENTORING BEST PRACTICES FOR FACULTY AND STAFF

[University of Arizona HSI Fellows Program: Cultivating Faculty & Staff Leadership](#)

[West Valley Mission Faculty Internship Program Proposal 2020-2021](#)

[Bakersfield College Faculty Diversification Fellowship Program](#)

REVIEW OF MENTORING BEST PRACTICES FOR STUDENTS

[Bakersfield College African American Mentoring Program](#)

[Los Angeles City College Peer-2-Peer Mentor Program](#)

GUEST PRESENTERS

November 18, 2020

Dr. Narges Rabii-Rakin, Chief Advisor for Academic and Diversity Programs at RSCCD;

Ms. Lisa Wilson, President/Co-Founder of Coalition on Anti-Racism Education (C.A.R.E.);

Ms. Amy Christianson, Executive Director of California Community College Association of Education Occupation;

Mr. Mike Walsh, Trustee, Butte County Office of Education

January 19, 2021

Dr. Maria Wright, Faculty Lead, Bakersfield College, Faculty Diversification Fellowship Program

February 10, 2021

Dr. Marla Franco, Assistant Vice Provost, University of Arizona HSI Initiatives Founders, HSI Fellows

TBD

Mr. Paul Williams, Director of Compliance, Training & Employ Relations, West Valley Mission, Faculty Internship Program

DEI TRUSTEE INTEGRATION PLAN SUB-WORKGROUP

Group 3b – Mentoring (Internal/External)

Coach: Mark Evilsizer

Members: Alex Davis, Dorothy Battenfeld, Yvette Davis, Tammy Silver

DEI TRUSTEE INTEGRATION PLAN STRATEGY #9

Provide faculty and staff (classified and administrators) mentoring opportunities at colleges.

DEI Trustee Workgroup #3b: Mentoring

Vision for Success Alignment – Commitment #3

The DEI Mentoring Program aligns with the California Community College’s Chancellor’s Office *Vision for Success* initiative through *Commitment #3*, which includes pairing expectations with high support (students should be encouraged to go “all in”) on their education, with support to meet their personal and academic challenges.

DEI PROPOSED ACTIVITIES

ASCCC and CCLC collaborate to educate districts, colleges, trustees, and CEO’s on the impact of mentoring programs.

BENEFITS OF MENTORING

Mentoring cultivates institutional belonging and facilitates cross-functional connections where ideas can flourish. Mentors and mentees come away with a better understanding of the college as a whole and stronger support for collaboration outside of their departments.

ISSUE STATEMENT: Many districts do not have formal mentoring programs for faculty and/or staff (classified and administrators). Consequently, they may not have an onboarding process to acclimate new employees to their campuses and districts. This makes it difficult to imbue new hires with the culture of the institution and the value of working with a diversity, equity, and inclusion lens. Mentoring programs can also be used to create pool of prospective employees and promote student recruitment, retention, and success.

CURRENT CHALLENGES FOR TRUSTEES

- Inadequate knowledge of the benefits of mentoring.
- Considered operational rather than policy-level.
- Policies on mentoring do not exist.
- Mentoring often thought of as an “add-on” or an afterthought.
- Benefits of a mentoring program to an institution and to moving the needle for DEI are not well known.
- Trustees need to understand that mentoring programs may need to be negotiated with collective bargaining units.

STRATEGY RECOMMENDATIONS: Incorporate a robust mentorship culture in the college that is inclusive and across all units that can serve as a foundation for employee growth and development. There are many forms of mentoring a college can pursue, such as; cross-campus mentoring, where mentors and mentees are pulled from employee stakeholder groups (faculty, classified, and administrators); student peer-to-peer mentoring, where students mentor other students, and faculty/staff can mentor students; recruitment mentoring program where faculty mentor students from their own and/or nearby colleges who may be interested in teaching; and a staff mentoring program where a new or junior staff member is assigned to a senior level staff member or administrator. All mentoring programs should use DEI as the foundation.



Executive Committee Agenda Item

SUBJECT: Standards and Practices Committee Policy Edits First Reading		Month: March	Year: 2021
		Item No: IV. E.	
		Attachment: Yes (9)	
DESIRED OUTCOME:	The Executive Committee will provide feedback on the first reading of the edited policies.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Oliver/Cheryl Aschenbach	Consent/Routine	
		First Reading	X
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Standards & Practices Committee has conducted a full review of nine ASCCC Policies. Each policy was carefully reviewed for structural, organizational, grammatical edits, and any needed or suggested content changes.

10.02 Academic Senate Positions

- Deletion of one sentence (strikeout)

10.03 Honoring Local Policies

- No content changes

10.04 Membership Dues

- Title change; addition of “Member Senates and...”
- Deletion of first section of Title 5 language which is not ASCCC Policy

10.07 Cancellation of Events

- No content changes

20.03 Harassment

- Hyperlinks added to agencies listed in last paragraph

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

20.04 Drug Free Environment

- No content changes

30.02 Receiving Honoraria

- No content changes

30.03 Reassigned Time and Overload Assignments

- Addition of paragraph from Policy 30.04

30.04 Stipends

- Addition of sentence about fund availability
- Removal of paragraph, relocated to Policy 30.03

Current Policy language may be found on the [ASCCC website](#).

10.02 Academic Senate Positions [general clean-up, and deletion of one sentence]

At all times, Executive Committee members represent, support, and follow the positions of the ASCCC in their service. Executive Committee members are expected to represent ASCCC positions in various arenas as assigned, including the legislature, the Chancellor's Office, and other state agencies. "Positions" in the broadest sense include adopted resolutions, history, by-laws, rules, and current activities. Executive Committee members have an obligation to carry out the instructions of the plenary session delegates as presented in the form of approved resolutions. Particularly when acting in an official capacity, Executive Committee members must represent adopted positions of the ASCCC to the best of their ability. When not acting in an official ASCCC capacity, members may express their own opinions that diverge from approved positions as long as they distinctly separate their views from those of the ASCCC. ~~Nevertheless, later misrepresentations of ASCCC positions do occur.~~

Positions adopted by the Executive Committee or its standing or ad hoc committees are not considered official positions of the ASCCC and so are open to discussion and the discretion of Executive Committee members. Executive Committee members are obligated to present the positions of ASCCC committees as well as their own when discussing an issue with the public or other groups.

10.03 Honoring Local Policies [general clean-up]

Executive Committee members must comply with home college and district processes for travel and off-campus attendance at activities.

10.04 Member Senates and Membership Dues [general clean-up, title change, and deletion of first section]

Delete the first section as it is not ASCCC Policy. Reference to Title 5 §53202 was added later in policy.

~~How to Become an Academic Senate for California Community Colleges (ASCCC) Member Senate~~

Background

~~Title 5 §53202 provides faculty with the requirements for establishing an academic senate. The following has been excerpted from this Title 5 section:~~

- ~~1. The full time faculty of a community college shall vote by secret ballot to form an academic senate.~~
- ~~2. In multi-college districts, the full time faculty of the district colleges may vote on whether or not to form a district academic senate. Such vote shall be by secret ballot.~~
- ~~3. The governing board of a district shall recognize the academic senate and authorize the faculty to:~~

~~(1) Fix and amend by vote of the full time faculty the composition, structure, and procedures of the academic senate.~~

~~(2) Provide for the selection, in accordance with accepted democratic election procedures, the members of the academic senate.~~

- ~~1. The full time faculty may provide for the membership and participation of part time faculty members in the academic senate.~~
- ~~2. In the absence of any full time faculty members in a community college, the part time faculty of such community college may form an academic senate.~~

Becoming a Member Senate

Article II, Section 1 of the ASCCC Bylaws states that any academic senate of a college, district, or recognized center recognized by its local governing board, according to Title 5 §53202, as representing its faculty in academic and professional matters may apply for status as a member senate. Once the governing board of a district recognizes the local academic senate, the local senate may be recognized as a member senate of the ASCCC.

To become a member senate of the ASCCC, the local senate must submit to the ASCCC Executive Director a request to become a member senate that includes the following required information:

1. Verification that the provisions of Title 5 §53202 have been fulfilled, including the approved constitution and/or bylaws,

2. A copy of the official minutes from the meeting at which the local governing board recognized the academic senate.

The required information may be submitted electronically or by mail. Upon verification of the submitted information, the ASCCC Executive Committee at one of its meetings certifies the applicant senate as a member senate.

70.20 Membership Dues

Member senates pay annual dues to the ASCCC based on their reported FTES to the Chancellor's Office each year . These dues fund services that directly benefit local academic senates such as representation on numerous task forces, advisory groups, committees, and initiatives as well as other constituent group meetings including the Faculty Association of California Community Colleges, the Council of Faculty Organizations, the Community College League of California, and the Intersegmental Committee of Academic Senates. The dues also directly fund local senate and technical assistance visits, publications such as the *Rostrum*, adopted position papers, event publications, all senate websites, and other costs associated with providing service to local senates.

All member senates that pay their dues are considered active members and are entitled to full membership privileges. Membership privileges include the following:

- Having a recognized voting delegate at ASCCC plenary sessions;
- Consideration of faculty from that college or district for service on the ASCCC Executive Committee, for service on other ASCCC standing committees, work groups, and task forces, and for service on other state-level bodies as representatives of the ASCCC;
- All of the services described earlier in this policy that are supported by dues and provided by the ASCCC to member senates.

Given the significant support that the ASCCC provides to local senates, if a member senate does not pay its dues to the ASCCC, the Executive Committee will review the reasons for nonpayment. Based on this review, the Executive Committee may declare the member senate an inactive member and suspend any or all of the membership privileges of that member senate as deemed appropriate. In the event that a member senate is declared to be an inactive member, the ASCCC will continue to represent that member senate at the state level on all academic and professional matters.

Before any action is taken to declare a member senate as inactive, the ASCCC will make every effort to work with the member senate to seek resolution of the nonpayment of dues. The active status of an inactive member senate and all associated membership privileges will be reinstated upon the payment of dues to the ASCCC.

10.07 Cancellation of Events [general clean-up]

The ASCCC hosts various types of professional development events statewide throughout the year. In some cases, an ASCCC event may need to be cancelled due to low enrollment, natural disaster, or other extenuating circumstances beyond control of the ASCCC.

In the case that an ASCCC event has to be cancelled, the following procedures will be followed:

- Immediate and official written communication will be sent to all individuals who are responsible for presenting at and coordinating the event.
- Whenever possible, notification will be sent to attendees regarding the cancellation of the event at least three-days--not including weekends--in advance of the planned event.
- Notification will be sent to all colleges and faculty utilizing various ASCCC listservs, including but not limited to the senate president listserv.
- If applicable, a notice of cancellation will be sent to the host college or colleges.
- The listing of the event will remain on the ASCCC website and will include information that the event was cancelled. Questions will be directed to events@asccc.org.

20.03 Harassment [general clean-up and links added in last paragraph]

The ASCCC maintains a strict policy prohibiting sexual harassment and harassment because of race, religious creed, color, national origin, ancestry, physical or mental disability, medical condition, marital status, sexual orientation, age, or any other basis protected by federal, state, or local law or ordinance or regulation. This policy applies to all persons involved in the operations of the ASCCC and prohibits such harassment by any Executive Committee member or employee of the ASCCC, including supervisors and co-workers. Prohibited harassment in any form, including verbal, physical, and visual conduct, threats, demands, and retaliation, will not be tolerated. Harassment because of sex, race, ancestry, physical or mental disability, medical condition, marital status, sexual orientation, age, or any other protected basis includes but is not limited to the following:

- Verbal conduct such as epithets, derogatory comments, slurs, or unwanted sexual advances, invitations, or comments.
- Visual conduct such as derogatory posters, photography, cartoons, drawings, or gestures.
- Physical conduct such as assault, unwanted touching, blocking normal movement, or interfering with work directed at the Executive Committee member or employee because of his or her sex or any other protected basis.
- Threats and demands to submit to sexual requests in order to keep a person's assignment or job or avoid some other loss.
- Offers of job benefits in return for sexual favors.

Retaliation for having reported or threatened to report harassment or for participating in an investigation, proceeding, or hearing conducted by the Fair Employment and Housing Commission is prohibited. An Executive Committee member or employee may have a claim of prohibited harassment even if he or she has not lost an assignment or job or some other economic benefit. Prohibited harassment that impairs an Executive Committee member or employee's working ability or emotional well being on assignment or at work violates this policy and will not be tolerated. Executive Committee members and employees have a right to redress for prohibited harassment. If an Executive Committee member or employee believes he or she is being harassed on the assignment or job because of sex, race, ancestry, or other prohibited basis, the Executive Committee member or employee should use the following procedure to file a complaint and have it investigated:

1. In order to secure this right, the Executive Committee member or employee should provide a written complaint to the executive director unless the prohibited harassment complaint involves the executive director, in which case the Executive Committee member or employee should provide the written complaint to the president. This written complaint should be submitted as soon as possible after any incident the Executive Committee member or employee feels is prohibited harassment. The complaint should include the details of the incident or incidents, the names of the individuals involved, and the names of any witnesses.
2. Dependent upon the parties involved in the complaint, the president, the executive director, or a designee will immediately undertake an effective, thorough, and objective investigation of the harassment allegations. This investigation will be completed and a determination regarding the harassment alleged will be made and communicated to the committee member or employee as soon as practical.

If the assigned investigator determines that prohibited harassment has occurred, the ASCCC will take effective remedial action commensurate with the severity of the offense. Appropriate action will also be taken to deter any

future harassment. Whatever action is taken against the harasser will be made known to the Executive Committee member or employee, and the ASCCC will take appropriate action to remedy any loss to the Executive Committee member or employee resulting from harassment. The ASCCC will not retaliate against an Executive Committee member or employee for filing a complaint and will not knowingly permit retaliation by employees or Executive Committee members.

Additionally, Executive Committee members or employees have the right to submit a prohibited harassment complaint to the ASCCC Executive Committee if prompt action has not been taken to resolve the complaint according to the procedures stated above.

The ASCCC encourages all Executive Committee members or employees to immediately report any incidents of harassment forbidden by this policy so that complaints can be quickly and fairly resolved.

Complaints of unlawful sexual harassment can be filed with the [California Department of Fair Employment and Housing](#) or the federal [Equal Employment Opportunity Commission](#). These agencies may accept, investigate, and prosecute complaints. The Fair Employment and Housing Commission in appropriate cases can award damages and other remedies such as back pay, reinstatement and fines. The telephone number for the Sacramento Office of the Department of Fair Employment and Housing is (916) 478-7251.

20.04 Drug Free Environment [general clean-up only]

The ASCCC provides a drug-free workplace and has issued drug-free workplace statements to Executive Committee members or employees of the Academic Senate and to every person who works on federal or state grants for the ASCCC. The policy of the ASCCC is that the workplace is free from effects of drug and alcohol abuse. This policy is intended to avoid the dangers arising from substance abuse in the workplace. These dangers include death or injury to the Executive Committee members, employees, co-workers, or the public resulting from accidents, dereliction of duty, poor judgment, and carelessness. Substance abuse also results in the loss of productivity, reduced efficiency, and increased absenteeism by the substance abuser and interferes with the job performance of other Executive Committee members or employees.

This policy, which is consistent with Government Code Section 19572 and Governor's Executive Order D-58-86, states that no employee who is on duty shall (1) use, possess, or be under the influence of illegal or unauthorized drugs or other illegal mind-altering substances or (2) use or be under the influence of alcohol to any extent that would impede the employee's ability to perform his or her duties safely and effectively. In addition to Government Code and Executive Order, federal and state grants require the application of items 1 and 2 above to individuals who work on such grants. Furthermore, no Executive Committee member, employee of the ASCCC or individual working on a federal or state grant on behalf of the ASCCC shall perform duties which, because of drugs taken under a legal prescription, the Executive Committee member, employee, or individual cannot perform without posing a threat to the health or safety of others.

California Law also prohibits the unlawful manufacture, dispensation, possession, or illegal use of a controlled substance. That prohibition extends to all places and includes the workplace of the ASCCC employee or individual working on ASCCC matters. In the event of the unlawful manufacture, distribution, dispensation, possession, or illegal use of a controlled substance at the ASCCC workplace or any ASCCC function by any such person, the ASCCC may take disciplinary action according to the Executive Committee policies and require the satisfactory completion of a drug abuse assistance or rehabilitation program. In addition, the ASCCC will terminate the Executive Committee member's, committee member's, or employee's participation on all grants that require such action.

The ASCCC does not provide for any counseling, rehabilitation, or employee assistance for substance or alcohol abuse. Executive Committee members, employees of the ASCCC, or individuals working on ASCCC grants convicted of a violation of a criminal drug statute when the violation occurred at the workplace of the ASCCC shall report this violation to the executive director or president in writing within five working days of the conviction. The intent and expectation of the ASCCC is that each employee of the ASCCC and all individuals working on ASCCC business abide by the terms of this drug-free workplace statement.

30.02 Receiving Honoraria [general clean-up]

Because ASCCC duties are compensated by reassigned time, Executive Committee members may not accept honoraria for activities related to the ASCCC. If compensation is offered to an Executive Committee member who is serving in the role of an ASCCC representative, such honoraria must be signed over to the ASCCC to support its work.

30.03 Reassigned Time and Overload Assignments [general clean-up and addition of paragraph from Policy 30.04]

Definition: Reassigned = Reassigned from normal faculty load.

President and Vice-President: The positions of president and vice-president are seen as full-time responsibilities, and the office holders are generally granted 100% reassigned time. Since the president and the vice president positions are critical to the viability of the organization, the expectation is that neither of the holders of these positions carries any other assignment, whether regular, overload, or reassigned. The payment of 100% reassigned time by the ASCCC to the officers' districts is conditional on the two position holders not having any assignments--regular, overload, or reassigned--from their colleges or districts.

All Other Members of the Executive Committee: In the event that elected members of the Executive Committee, with the exception of the president or vice-president, choose to take on overload assignments, they should keep in mind the roles and responsibilities for which they are receiving reassigned time and the expectation that they fulfill these roles and responsibilities. If members are not able to fulfill the requirements of their assignments, the reassigned time for the academic year may be re-evaluated.

Summer Session and Intersession: Summer session and intersession are excluded from this policy.

While Executive Committee members may be asked to perform duties during the summer and winter periods, only officers are required to be available during those times. If an Executive Committee member is not available to perform a duty during these periods, an officer or other designee may be asked to substitute for that Executive Committee member. [moved from Policy 30.04]

Reassigned Time: The amount of reassigned time granted to members of the Executive Committee varies based on the roles and responsibilities assumed by the individual members. In no case will the ASCCC provide an amount of reassigned time such that when combined with other reassigned time that the faculty member is receiving from his or her college or district the total exceeds 100% of a full-time regular load. Reassigned time can only be applied to a faculty member's regular load. Reassigned time cannot be applied to overload assignments. Local bargaining agreements may also impose limitations on the amount of reassigned time that may be granted.

See Title 5 §53207 for more information on ASCCC reassigned time. The ASCCC Executive Committee will continue to review and revise these policies as necessary and appropriate.

30.04 Stipends [general clean-up, addition of final sentence, and last paragraph moved to Policy 30.03]

ASCCC Executive Committee members generally have a 10-month commitment that spans from August through May. Faculty elected to serve on the Executive Committee begin their terms on June 1 and are required to attend the May/June Executive Committee meeting and Orientation as well as the Faculty Leadership Institute. These responsibilities are included in the reassigned time paid to the members' districts. However, some Executive Committee members, based on their assignments, might be asked to work in the summer beyond the normal 10-month commitment. In those instances when Executive Committee members provide significant service beyond their normal scope of work, they may receive a stipend from the ASCCC or other entities if funds are available. The receipt of stipends does not include participation in ASCCC institutes if the institutes are part of the members' normal assignments or are a continuation of their currently assigned responsibilities.

Stipends are in all cases subject to available funds and are granted at the discretion of the ASCCC President and the Executive Director. [added sentence]

Paragraph moved to Policy 30.03 ~~While Executive Committee members may be asked to perform duties during the summer and winter periods, only officers are required to be available during those times. If an Executive Committee member is not available to perform a duty during these periods, an officer or other designee may be asked to substitute for that Executive Committee member.~~



Executive Committee Agenda Item

SUBJECT: Standards and Practices Committee Policy Edits Second Reading		Month: March	Year: 2021
		Item No: IV. F.	
		Attachment: Yes (5)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the second reading of the edited policies.	Urgent: No	
CATEGORY:		Time Requested: 20 mins.	
REQUESTED BY:	Julie Oliver/Cheryl Aschenbach	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW ¹ :	April Lonero	Consent/Routine	
		First Reading	
		Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Standards & Practices Committee has conducted a full review of five ASCCC Policies. Each policy was carefully reviewed for structural, organizational, grammatical edits, and any needed or suggested content changes. Recommendations from the December 2020 ASCCC Executive Committee meeting were considered by the Standards and Practices Committee.

10.01 Open Meetings

- Removal of public comment language which is not relevant to current practice.

10.05 Surveys and Disseminating Information

- Removal of mention of ASCCC Annual Plan.

No changes made since first reading:

10.06 Inclusivity Statement

20.01 Code of Ethics

30.01 Conflict of Interest

Current Policy language may be found on the [ASCCC website](#).

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

10.01 Open Meetings

ASCCC Philosophical Statement for Open Meetings

The Executive Committee of the Academic Senate for California Community Colleges shares and enacts the values that are important to the organization, including dedication to the public good and accountability to the public. While the ASCCC Executive Committee is not legally bound by the Ralph M. Brown Open Meetings Act or the Bagley-Keen Open Meeting Act, the ASCCC recognizes the importance of the spirit of transparency and openness upon which the acts are based. Therefore, in Spring 2014, the ASCCC passed Resolution 1.03, which directed the Executive Committee to “work to revise its bylaws to incorporate the requirements of the Brown Act for all its Executive Committee meetings.” With full dedication to the spirit and principles of openness and inclusion, the ASCCC Executive Committee therefore conducts its meetings in adherence to the tenets of the Ralph M. Brown Act and other open meetings acts as fully as is possible and practical.

Executive Committee Meetings

The Academic Senate staff will publish a calendar of all Executive Committee meetings by August 1st of each year. The agenda for each meeting will be posted to the ASCCC website and distributed to member senates using the ASCCC Senate Presidents’ Listserv at least three working days prior to the beginning of the meeting. Agendas will include the location of the meeting, the start and end times for the meeting, and contact information for those seeking additional information about the meetings.

A teleconference or other remote connection can be established for any Executive Committee meeting with prior notice. Any interested guest or other individual requiring the availability of a remote connection for an Executive Committee meeting must notify the ASCCC Office at least 48 hours prior to the beginning of the meeting.

The Academic Senate will choose meeting locations that are capable of accommodating individuals with disabilities. Individuals that may need special assistance should contact the ASCCC Office at least 48 hours before the meeting in order for staff to make arrangements. Additionally, documents included in the agenda can be made available in alternative formats. Requests for alternative formats should be submitted to the ASCCC Office at least 48 hours prior to the meeting.

Executive Committee Meeting Agendas

All items to be discussed at Executive Committee meetings will appear on the published agenda. Each agenda item will be submitted by an Executive Committee member on an approved agenda item form that will include a brief description of the item, the action required, and the approximate time for the discussion. All agenda item forms must be submitted to the ASCCC Office prior to the agenda deadline. Agenda deadlines for each academic year are available in the calendar of previous agendas. Any agenda item submitted with an incomplete or incorrect agenda form will be returned to the requestor.

Urgent agenda items may be added to the agenda at the time of the meeting if 2/3 of the Executive Committee members present agree. An urgent agenda item must require an action by the Executive Committee prior to the next scheduled meeting and must be a matter of which the Executive Committee could not have been aware at the time that the agenda was published. Items that are deemed to not be urgent may be included on the next meeting's agenda.

Executive Committee Decision Making

All items requiring action by the Executive Committee will be listed as such in the agenda. A motion and a second is required prior to any Executive Committee action. The approval by a majority of voting members present is required for the approval of any motion. Proxy votes by members who are not present for the meeting, either physically for in-person meetings or by real-time connection to virtual meetings, are not allowed.

Voting is normally done by a voice vote. For any vote, a member of the Executive Committee may request a roll call. The requestor of the roll call vote and the votes of each individual member will be recorded in the minutes. Abstentions will only be called for and recorded when the individual votes of members are being counted, not on voice votes.

Motions will normally require a simple majority for approval. Exceptions include decisions that would require a greater majority under Robert's Rules of Order and the amendment or creation of formal policy or procedure documents of the ASCCC or its Executive Committee.

Discussion items do not require a motion and consensus will be used when providing guidance on discussion items.

First and second readings

Most items require only one reading before the Executive Committee takes action. Items that require a first and second reading include the following:

- ASCCC papers being considered for adoption;
- programs for plenary sessions, institutes, and regional meetings; and
- formal policy or procedure documents of the ASCCC or its Executive Committee.

Other items may require a first and second reading at the discretion of the Executive Committee.

Closed Session of Executive Committee

While the majority of the discussions and decisions of the Executive Committee should be held in public, under certain circumstances the Executive Committee will meet in closed session. The Executive Committee may go into closed session to discuss personnel matters, to interview candidates for the Board of Governors, to discuss possible, pending, or current legal action, and for discussions regarding removal of a member of the Executive Committee pursuant to the ASCCC policy on the Removal of a Member of the Board of Directors.

Any item to be discussed in closed session must be listed as a closed session item on the meeting agenda. Should a circumstance that warrants a closed session be identified outside of the regular meeting schedule, a special closed session meeting will be called and properly noticed with the closed session as the only agenda item.

Any individuals involved in an item being discussed during a closed session will be notified when the agenda is posted and no later than five working days prior to the meeting. All members of the Executive Committee, as specified in Article IV, Section I of the ASCCC Bylaws, will be invited to participate in closed session discussions. Any individual involved in a closed session matter may request an open meeting hearing or ask to be included in the closed session. Requests to move a closed session item into an open meeting require a simple majority vote of the Executive Committee members present.

Due to the nature of items discussed during a closed session, the procedure for the taking and reporting of minutes is different than during open session. In general practice, the ASCCC Secretary will take minutes for the closed session. If the secretary

is the subject of the closed session discussion, the executive director will select a minute taker. Printed copies of the minutes will be reviewed and approved at the next meeting of the Executive Committee as a closed session item. All copies of the minutes will be collected and maintained by the Secretary or Executive Director.

Any action taken during closed session will be reported during an open session at the Executive Committee meeting where the action took place.

Minutes

With the exception of closed sessions, minutes are recorded by staff to document the information provided on salient issues as well as the deliberations of and actions taken by the members of the Executive Committee. The minutes are descriptive in nature and provide an explanation of the issues. Additional comprehensive detail may be provided on policy and action items. Members may request that more detail be included at any time during deliberation on an item.

Draft minutes are distributed to the Executive Committee with the current meeting agenda. The draft minutes will be disseminated to facilitate edits. Members may submit typographical errors and edits to the secretary or executive director, which will be corrected immediately unless the edit significantly changes the meaning or content of the section. Any substantive changes, including additional information or details to provide context or intent, will be submitted to staff. Staff will merge all changes and comments submitted by Executive Committee members into one document to facilitate discussion at the next meeting when the minutes are scheduled for approval.

Public Comment

The “public” is defined as any member of the Academic Senate for California Community Colleges who is not a member of the Executive Committee, as well as individuals not affiliated with the organization. Individuals serving as liaisons to system partners and other organizations are not considered “public” and may be called upon to provide information necessary to the Executive Committee’s deliberation of an issue.

~~The public may comment on agenda items at the time the items are entertained. Public comments on an item will normally be taken at the beginning of the discussion of the item to ensure appropriate time management of the agenda.~~ The meeting chair has the discretion to allow the public to speak if and when appropriate during Executive Committee deliberations. An Executive Committee member may also make a motion to suspend the rules to allow comment from the public during the Executive Committee’s

deliberation on an agenda item. In all cases, opportunity for public comment on any item will be provided prior to any Executive Committee action on the item.

The public may comment on items not included on the agenda during the “Public Comments” agenda item only. The Executive Committee members may not discuss nor may they take action on public comments associated with items not on the agenda. If an Executive Committee member determines that the issue needs further discussion, the member may submit an agenda item dedicated to the issue at a subsequent meeting.

Public Comments are typically limited to three minutes per individual and thirty minutes per agenda item; however, the meeting chair may allow further time as necessary. Executive Committee members may make a motion to extend the time for public comments for individuals and per agenda item.

~~Any individual wishing to make public comments will submit a comment card with his or her name and the organization or entity that he or she represents, which will be included in the minutes.~~ A summary of public comments will be captured in the minutes. Written documentation of oral comments and written documents submitted to the Executive Committee at a meeting will be noted in the minutes and will be included in an addendum or an appendix to the minutes on the website.

Recording of Executive Committee Meetings

Executive Committee meetings may not be recorded by members of the Executive Committee, ASCCC staff, guests, or members of the public.

10.05 - Surveys and Disseminating Information

The ASCCC or its committees or task forces may conduct surveys for a number of reasons, including but not limited to the following:

- Local [Academic](#) Senate Profile (conducted every 2 years)
- Addressing Resolutions
- Gathering information for Senate papers, presentations, sessions
- Evaluation of events
- ~~Evaluation of the ASCCC Annual Plan~~
- Requirement of a grant

Survey instruments are created by the ASCCC or its committees or task forces. The survey instruments must be approved by the ASCCC Executive Committee before being conducted unless the survey is necessary for a grant requirement. In such cases, the surveys will be generated by the grant and approved by the ASCCC president and executive director. A standardized type of format or report for survey results will be used.

Survey results may be disseminated by a variety of means, including but not limited to the following:

- Use of the “Surveys” ASCCC webpage
- Rostrum articles
- Senate papers
- ASCCC Weekly Newsletter
- ASCCC listservs
- Presentations and discussions at plenary sessions, institutes, and other events.

Privacy Concerns

The ASCCC strives to preserve anonymity in survey data and findings that are reported; however, the names and colleges of respondents are collected in the event that further information or clarification is needed.

Approved by ASCCC Executive Committee April 2019

10.06 - Inclusivity Statement

As a collective community of individual colleges, the Academic Senate for California Community Colleges is invested in cultivating and maintaining a climate where equity and mutual respect are both intrinsic and explicit by valuing individuals and groups from all backgrounds, demographics, and experiences. Individual and group differences can include but are not limited to the following dimensions: race, ethnicity, national origin or ancestry, citizenship, immigration status, sex, gender, sexual orientation, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, political beliefs, religion, creed, military or veteran status, socioeconomic status, and any other basis protected by federal, state or local law or ordinance or regulation. We acknowledge that the concept of diversity and inclusion is ever evolving, and thus we create space to allow for our understanding to grow through the periodic review of this statement.

With the goal of ensuring the equal educational opportunity of all students, the ASCCC embraces diversity among students, faculty, staff, and the communities we serve as an integral part of our history, a recognition of the complexity of our present state, and a call to action for a better future. Embracing diversity means that we must intentionally practice acceptance and respect towards one another and understand that discrimination and prejudices create and sustain privileges for some while creating and sustaining disadvantages for others.

In order to embrace diversity, we also acknowledge that institutional discrimination and implicit bias exist and that our goal is to eradicate those elements from our system. Our commitment to diversity requires that we strive to eliminate those barriers to equity and that we act deliberately to create a safe and inclusive environment of excellence where individual and group differences are valued and leveraged for our growth and understanding as an educational community.

To advance our goals of diversity, equity, inclusion, and social justice for the success of students and employees, we must honor that each individual is unique and that our individual differences contribute to the ability of the colleges to prepare students on their educational journeys. This practice requires that we develop and implement equitable policies and procedures, encourage individual and mandate systemic change, continually reflect on our efforts, and hold ourselves accountable for the results of our efforts in accomplishing our goals. In service of these goals, the ASCCC is committed to fostering an environment that offers equal employment opportunity for all.

[1]

Approved Fall 2019 [Resolution 3.03](#)

20.01 - Code of Ethics

The Academic Senate for California Community Colleges (ASCCC) code of ethics identifies a set of values that includes commitment to the public good, accountability to the public, and commitment beyond the minimum requirements of the law. It also outlines broad ethical principles in the following eight areas: personal and professional integrity, mission, governance, legal compliance, responsible stewardship, openness and disclosure, program evaluation and improvement, and inclusiveness and diversity.

1. **Mission.** The ASCCC has a clearly stated mission and values approved by the delegates to the ASCCC plenary sessions. All of its programs support that mission, and all who work for or on behalf of the ASCCC understand and act in accord with that mission and purpose. The mission is responsive to the constituency and communities served by the ASCCC and of value to the higher education community at large.
2. **Governance.** The ASCCC has an active governing body in its Executive Committee that is responsible for setting the mission and strategic direction of the organization and oversight of the finances, operations, and policies. The Executive Committee does the following:
 - Maintains a policy that ensures conflicts of interest or the appearance thereof are avoided or appropriately managed through disclosure, recusal, or other means;
 - Ensures that the ASCCC is fair and inclusive in all of its hiring, in its promotion policies and practices for all staff positions, and in its recruitment and selection of all its Executive Committee members and volunteers;
 - Ensures that the ASCCC conducts all transactions and dealings with integrity and honesty;
 - Ensures that policies of the ASCCC are recorded in writing, clearly articulated, officially adopted, and available to the public;
 - Ensures that the resources of the ASCCC are responsibly and prudently managed; and,
 - Ensures that the ASCCC carries out its work based on mutual respect, fairness, and transparency in order to protect public resources.
3. **Personal and Professional Integrity.** The ASCCC promotes an environment that values respect, fairness, and integrity. All staff, Executive Committee members, and volunteers of the organization shall act with honesty, integrity, and openness in all their dealings as representatives of the Executive Committee

members shall adhere to the Code of Ethics for Executive Committee members and comply with the ASCCC's Conflict of Interest Policy.

4. **Legal Compliance.** The ASCCC is knowledgeable of and complies with all applicable federal and state laws and regulations. The ASCCC Executive Committee is regularly trained on its fiduciary responsibilities.
5. **Responsible Fiscal Stewardship.** The ASCCC and its associated programs, projects, and committees manage their funds responsibly and prudently, including the following considerations:
 - The ASCCC spends a reasonable percentage of its annual budget directly on programs in pursuance of its mission;
 - The ASCCC spends an adequate amount on administrative expenses to ensure effective accounting systems, internal controls, competent staff, and other expenditures critical to professional management;
 - The ASCCC compensates staff and any others who may receive compensation reasonably and appropriately;
 - The ASCCC does not accumulate excessive operating funds;
 - The ASCCC ensures that all spending practices and policies are fair, reasonable and appropriate to fulfill the mission of the Academic Senate; and,
 - The ASCCC follows General Accepted Accounting Principles (GAAP) and ensures that all financial reports are factually accurate and complete in all material respects.
6. **Openness and Disclosure.** The ASCCC provides comprehensive and timely information to the public, the media, member senates, and constituent groups and is responsive in a timely manner to reasonable requests for information. All information provided by the ASCCC fully and honestly reflects the policies and practices of the organization. Basic informational data about the organization, such as the Executive Committee minutes, agendas, Federal Tax Form 990, and audited financial statements, are available to the public. Informational materials accurately represent the organization's policies and practices. All financial, organizational, and program reports are complete and accurate in all material respects.
7. **Inclusiveness and Diversity.** The ASCCC maintains a policy of promoting diversity and inclusion and actively pursues that policy in a manner that is consistent with its mission, its constitution and bylaws, its values, and this code of ethics and with a high degree of professionalism, fairness, and equality. The ASCCC takes an active, meaningful, and consistent role in promoting diversity and inclusion in its hiring and promotion of staff, retention of volunteers, committee recruitment, and constituencies served.

Code of Conduct for Executive Committee Members. The ASCCC, in an effort to provide clear expectations and appropriate accountability processes regarding those expectations and to foster and maintain a professional status of the faculty volunteers to the Executive Committee, establishes the following code of conduct for its members. The goal of the code of conduct is to establish a set of principles and practices that will set parameters and provide guidance and direction for board conduct and decision-making.

Members of the Executive Committee of the ASCCC are committed to observing and promoting the highest standards of ethical conduct in the performance of their responsibilities. Members pledge to accept this code as a minimum guideline for conduct and shall do the following:

1. Accountability

1. Faithfully abide by the Articles of Incorporation, Constitution, By-laws, and policies of ASCCC.
2. Exercise reasonable care, good faith, and due diligence in ASCCC affairs.
3. Fully disclose, at the earliest opportunity, any facts that would have significance in decision-making.
4. Remain accountable for prudent fiscal management to the ASCCC's member senates, the Executive Committee, and, when applicable, to government and funding bodies.
5. Agree to uphold the official positions taken by the ASCCC through resolutions and position papers adopted at plenary sessions.
6. Maintain regular and informed attendance at Executive Committee meetings. Follow through and complete accepted tasks.

2. Professional Excellence

1. Maintain a professional level of courtesy, respect, and commitment in all ASCCC activities.
2. Strive to uphold those practices and assist other members of the Executive Committee in upholding the highest standards of conduct.
3. Strive to perform all responsibilities as directed in the Executive Committee Policy Manual under Executive Committee responsibilities.
4. Display respect of and courtesy for all elected, appointed, and hired individuals.
5. Represent the organization with professionalism and be responsible for conduct that is courteous and with appropriate behavior.
6. Keep personal opinions and actions separate from those made as a representative of the organization.

3. **Personal Gain/Conflict of Interest**

1. Exercise the powers invested for the good of the ASCCC rather than for personal benefit or that of the local campuses the members represent.
2. Respect the requirement to inform the Executive Committee of any prospective conflict of interest. Refrain from discussing, voting, or otherwise exerting influence regarding decisions to participate or not participate in other activities that may result in a personal conflict of interest.
3. Fully disclose, at the earliest opportunity, information that may result in a perceived or actual conflict of interest.

4. **Equal Opportunity**

Ensure the right of all Executive Committee members, staff, volunteers, constituents, and member senates to appropriate and effective services without discrimination on the basis of race, ethnicity, gender, sex, sexual orientation, sexual identity, and expression (transsexual/transgender), disability status, religious and political affiliations, age, cultural background, socioeconomic status, academic and vocational disciplines, full- and part-time status, and the types of colleges that exist throughout the system in accordance with all applicable legal and regulatory requirements.

5. **Confidential Information**

Respect the confidentiality of sensitive information known due to service on the Executive Committee. Respect the privacy of persons served by the organization and hold in confidence sensitive, private, and personal information. Sensitive information comes to the Executive Committee in many forms, including but not limited to email, verbal, and written communication, and all should be treated as equally confidential.

6. **Collaboration and Cooperation**

1. Respect the diversity of opinions as expressed or acted upon by the Executive Committee, committees, and member senates and formally provide access to those opinions with a dissenting voice as appropriate.
2. Promote collaboration, cooperation, and partnership within the ASCCC and among member senates.

30.01 - Conflict of Interest

The Academic Senate for California Community Colleges (ASCCC), its officers, executive director, Executive Committee members, and staff shall avoid any conflict between their own respective personal, professional, or business interests and the interests of the ASCCC in any and all actions taken by them on behalf of the ASCCC in their respective capacities. For this purpose, the term "interest" means any financial, fiduciary, or other interest which conflicts with the service of the individual because it (1) could significantly impair the individual's objectivity or (2) could create an unfair advantage for any person or organization. When representing the ASCCC, Executive Committee members will refrain from unduly advocating on behalf of their own colleges or districts, whether the situations involved are concerned with local, regional, or statewide issues. In the event that any officer, director, or committee member of the ASCCC shall have any direct or indirect interest in or relationship with any individual or organization that proposes to enter into any transaction with the ASCCC, that person shall inform the Executive Committee of such interest or relationship in a manner that shall include the name of the individual, the name of the institutional interest, and the nature of the relationship the person has with each interest. The person shall thereafter refrain from discussing or voting on the particular transaction in which the person has an interest or otherwise attempting to exert any influence on the ASCCC to affect a decision to participate or not participate in the transaction., Situations involving this responsibility include but are not limited to transactions involving the following:

1. the sale, purchase, lease, or rental of any property or other asset;
2. employment or rendition of services, personal or otherwise;
3. the award of any grant, contract, or subcontract;
4. the investment or deposit of any funds of the ASCCC;

All Executive Committee members are expected to maintain the highest standards of conduct and ethical behavior and to adhere to the Executive Committee Code of Ethics. The ASCCC President and the Executive Committee will be prepared to investigate the factual basis behind any charge or complaint of conduct that is not in keeping with the Executive Committee Code of Ethics. Violations of the Executive Committee's Code of Ethics policy will be addressed by the ASCCC President, who will first discuss the violation with the Executive Committee member to reach a resolution. If a resolution is not achieved and further action is deemed necessary, the president may appoint an ad hoc committee to examine the matter and recommend a further course of action to the

Executive Committee. In situations where the violation concerns the ASCCC President or ASCCC Vice President, the responsibility for investigation and resolution will pass to the highest-ranking officer of the ASCCC not considered part of the complaint.



Executive Committee Agenda Item

SUBJECT: Virtual Resolutions Process for Inclusion in the Resolutions Handbook		Month: March	Year: 2021
		Item No: IV. G.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will review and consider for approval the Virtual Resolutions process.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY: First Read	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Stephanie Curry	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

The Resolutions committee has documented the Virtual Resolutions Process during the pandemic as requests action by the Executive Committee to add this information to the Resolutions Handbooks as an emergency procedure for when the ASCCC is unable to meet in person.

See attached process.

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

VIRTUAL RESOLUTIONS PROCESS

When the ASCCC is unable to meet in person the ASCCC Executive committee can approve a virtual Resolutions Process.

Resolutions and amendments will be collected online through the ASCCC Executive Committee, Area Meetings and submitted by individual colleges or members.

The deadline for submitted resolutions and amendments will be a week before the plenary.

All voting delegates must be identified by local senates and registered a week before the plenary.

RESOLUTION RULES FOR VIRTUAL RESOLUTION VOTING

PARTICIPATION

1. Anyone can participate in the debate.
2. **In order to vote, you must be a registered delegate.**
3. All attendees will be muted upon entering into the Zoom meeting space. Only those who are recognized are asked to unmute their line by clicking on the mic icon at the bottom of the Zoom online screen or by pressing *6 on your phone (if you are calling in). After speaking, individuals are asked to mute the mic again.
4. The chatroom has been changed to be public so do not use the chatroom unless you want to be recognized.

QUORUM

Quorum will be established via a polling software such as [Poll Everywhere](#) at the beginning of plenary session.

DEBATE

Everyone, public or delegate, regardless of whether Pro or Con, is in the same speaking queue. The Chair will call on participants alternating between Pro and Con. Speakers must use the chatroom to queue up. Delegates need to enter the following in the chatroom, **“Pro, Name, College”, or “Con, Name, College”**.

The ASCCC staff will keep track of who is next, alternating between Pro and Con. Chair will be informed by voice who the next speaker is, e.g., **“Pro, Name, College”, or “Con, Name, College”**. When there is no speaker on the side of the motion that is to be heard next debate on that motion is closed.

- A timekeeper will be assigned
- Each speaker will be given 3 minutes.
- Each resolution debate will be a total 15 minutes. Time can be extended for a specific time by a parliamentary Motion to **“Extend Time”** by a registered Delegate. Debate can only be extended once per resolution for a maximum of 5 minutes.

PARLIAMENTARY MOTIONS

Any registered delegate may propose a motion other than a Resolution or an amendment to a Resolution and any attendee may ask a question. An attendee needs to enter the following in the chatroom, **“PM, Name, College**. The chair will recognize those who have parliamentary questions/motions by name and they will be instructed to unmute and make a motion (only delegates) or ask a clarifying question(*all attendees*).

When the registered delegate is recognized to make a motion. Another registered delegate without being recognized may enter in the Chatroom, **“Name, College, Second.”**

VOTING

Voting will be done live through polling software such as Poll Everywhere. Attendees will use their smartphones to vote live on each resolution or motion. If a delegate does not have a smartphone they should request ASCCC staff for an alternate webpage. Results of each vote will be confirmed by the Chair and recorded by the Resolutions Chair.

All motions and resolutions are adopted by majority vote of the body except:

1. Resolutions that propose reversing existing Academic Senate Positions which requires an affirmative vote of two thirds of voting delegates.
2. Parliamentary Motions as Identified in *Roberts Rule of Order Newly Revised* that require a two-thirds vote in the affirmative or negative of the delegates voting depending on the motion.



Executive Committee Agenda Item

SUBJECT: ASCCC Inclusion, Diversity, Equity and Anti-Racism (IDEAS) Liaison		Month: March	Year: 2021
		Item No: IV. H.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will review and provide a recommendation on the creation of an ASCCC IDEAS Liaison.	Urgent: No	Time Requested: 25 mins.
CATEGORY: First Read	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Stephanie Curry	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

The Executive Committee will review and make a recommendation on the creation of an ASCCC IDEAS Liaison. The draft description and resolution are attached.

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

Proposed Resolution

Establishing Local Inclusion, Diversity, Equity and Anti-racism (IDEA) Liaison

Whereas, The California Community College system has prioritized Inclusion, Diversity, Equity and Anti-racism (IDEA) work including through the CCCC Call to Action, the DEI Task Force Recommendations and the Vision for success goals to eliminate equity gaps;

Whereas, Local academic senates have an integral role in advancing Inclusion Diversity, Equity and Anti-racism through academic and professional matters;

Whereas, Information related to Inclusion Diversity, Equity and Anti-racism may not always be disseminated to all faculty at local colleges and district and therefore all faculty will benefit from the creation of and Local Inclusion, Diversity, Equity and Anti-racism (IDEA) Liaison to act as a conduit between the Academic Senate for Community Colleges (ASCCC) and local faculty; and

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to identify a faculty member to act as a liaison to facilitate communication among local faculty, the local senate and the Academic Senate for California Community Colleges.

Liaison Draft Description

ASCCC IDEA Faculty Liaison: Inclusion, Diversity, Equity and Anti-racism

The California Community College system has prioritized Inclusion, Diversity, Equity and Anti-racism (IDEA) work through the CCCC Call to Action, the DEI Task Force Recommendations and the Vision for Success goals to eliminate equity gaps. Local academic senates are at the forefront of this work through their work in the 10+1. The ASCCC recommends that each local senate establish an IDEA liaison position. The responsibilities of the IDEA Faculty Liaison include:

- Attending local senate meetings and report out about IDEA issues
- Facilitate or act as a resource for local discussions on IDEA topics
- Identify and communicate IDEA resources, professional development opportunities and local concerns
- Collaborate with local senate officers to create and improve communication with faculty on IDEA issues
- Serve as a conduit between local faculty and the ASCCC Equity, Diversity and Action Committee (EDAC)
- As funding permits attend state level events and meetings, participate in panels or make presentations as appropriate
- Monitor IDEA related listservs and report to local senates
- Work with local student organizations and advocacy groups to support their IDEA goals and encourage them to join efforts led by others.

The responsibilities above are only suggestions that local senates should consider. The Executive Committee understands that many local senates and faculty in general have limited resources and time, thus liaisons can do this as little or as much as they have the time and resources to do.

Communication and opportunities to share ideas, concerns and experiences is essential to IDEA work. ASCCC will set up an IDEAS Liaison Listserv.

There are three basic expectations of the IDEA Faculty Liaison

- 1) Sign up for the IDEAS Listserv
- 2) Communicate with their local senate, local campus faculty on IDEA related regulations, best practices and concerns.
- 3) Update and engage the local academic senate in statewide matters related to IDEA



Executive Committee Agenda Item

SUBJECT: Resolutions Packet for Area Meetings		Month: March	Year: 2021
		Item No: IV. I.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will review and consider for approval the Resolutions Packet for Area Meetings.	Urgent: No	
		Time Requested: 90 mins.	
CATEGORY: First Read	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Stephanie Curry	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

The Executive Committee will review and consider for approval the resolutions packet for the Area Meetings on March 26 and 27, 2021.

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

Draft Resolutions for ASCCC Area Meetings 2021

3.0 DIVERSITY AND EQUITY

3.01 S21 Include Cultural Competence in Faculty Evaluations

Whereas, The California Community Colleges Chancellor's Office *EEO & Diversity Best Practices Handbook* calls for the incorporation of diversity considerations in the criteria for employee evaluation and tenure review, and other voices, such as the 2020 Student Senate for California Community Colleges' *DEI/Anti-Racism Plan* and the California Community Colleges *Vision for Success Diversity, Equity, and Inclusion Integration Plan*, echo this call by proposing the inclusion of cultural competency and diversity-focused criteria in faculty evaluations;

Whereas, While processes and criteria for faculty evaluations are normally included in local bargaining agreements and thus fall directly under the purview of faculty unions, evaluations are also connected to professional development policies and therefore fall under the purview of academic senates under Title 5 §53200, and this connection is further established by Education Code §§87610.1(a) and 87663 (f), which require that faculty bargaining agents consult with their academic senates regarding the negotiation of evaluation processes;

Whereas, Because of the diverse nature of communities, student populations, and local needs throughout the California Community Colleges system, any guidance or requirement regarding the inclusion of cultural competence and diversity-focused criteria in faculty evaluations should be broad enough to allow for local implementation and respect for local processes while still remaining meaningful and effective; and

Whereas, Because faculty evaluations are an aspect of academic senate purview, and because the Academic Senate for California Community Colleges has expressed its commitment to cultivating and promoting cultural competence in all aspects of faculty work, faculty should be leaders in any discussion and development of guidance or potential regulatory or statutory requirements regarding the inclusion of cultural competence and diversity-focused criteria in faculty evaluations;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to collaborate with their union counterparts to explore the negotiation of cultural competence and diversity-focused criteria into faculty evaluation processes; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, state-level faculty union leaders, and other system partners to explore the development of Title 5 regulatory language that would address the inclusion of cultural competence and diversity-focused criteria in faculty evaluation processes in ways that are meaningful yet respectful of local governance and negotiation processes.

Contact: Sharon Sampson, Standards and Practices Committee

5.0 BUDGET AND FINANCE

5.01 S21 Support for Additional Guided Pathways Funding

Whereas, The California Community Colleges system in 2018 took a systemic approach to institutional redesign through the implementation of a guided pathways framework that was supported by a \$150 Million California Community Colleges Guided Pathways Grant [Award] Program;

Whereas, California community colleges have locally implemented guided pathways elements such as success teams, program maps, curricular redesign and holistic student support that require structural and policy augmentation to make available the resources and personnel needed to focus on the whole student, meeting the students "where they are";

Whereas, The Academic Senate for California Community Colleges has been integral in supporting guided pathways efforts around the areas of academic and professional matters, including curriculum, professional development, educational programs, program review, and student preparation and success; and

Whereas, The development and implementation of a guided pathways framework necessitates systemic change that requires at least ten years for full sustainability, which allows for inquiry, implementation, assessment, and evaluation;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to advocate for continuing funding for colleges to support the guided pathways framework for an additional five years in order to allow colleges to continue to implement the framework and time to plan for long term sustainably; and

Resolved, That the Academic Senate for California Community Colleges continue to take a strong role in supporting local colleges and academic senates in the design and implementation of guided pathways frameworks and advocate for identified funding to continue its leadership role.

Contact: Jeffrey Hernandez, Guided Pathways Task Force

6.0 STATE AND LEGISLATIVE ISSUES

6.01 S21 Revisiting the 50% Law and the FON

Whereas, California Education Code §84362, also known as the 50% Law, designates a minimum of 50% of a college's general fund budget for direct instruction, but the current definition of instruction under the 50% law does not include support faculty such as counselors, librarians, tutorial coordinators, and any other faculty not actively in a classroom, and thus the 50% law becomes a fiscal and structural barrier to student support;

Whereas, The faculty obligation number, colloquially called the FON, sets a minimum number of full-time faculty to be employed by each college, but the FON is based on an antiquated formula and does not recognize some essential faculty groups such as noncredit faculty;

Whereas, In 2016 a workgroup of stakeholders¹, consisting of both faculty and administrators, commissioned by the California Community Colleges Chancellor's Office came together to explore issues with the 50% Law and the FON and presented recommendations for revisions titled "The 50% Law and the Faculty Obligation Number: A Proposal," finding that instructional practices have changed and have become a shared activity between instruction and support with an increasing focus on services that actively support student success, and that proposal was updated in 2019 with "The 50% Law and the Faculty Obligation Number: An Updated Proposal"²; and

Whereas, The workgroup affirmed the essential role of the 50% Law but called for a redefinition of the expenses considered to be instructional in nature to include costs that directly impact "instruction and learning," including the following:

¹ <https://www.asccc.org/content/50-law-and-faculty-obligation-number-proposal>

² [The 50% law and the Faculty Obligation Number: An Updated Proposal](#)

- faculty working outside of the classroom but playing a direction role in the education of students;
- faculty who provide educational services directly to students;
- governance activities that directly impact the education of students; and
- professional activities that pertain to curriculum;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to revisit the recommendations from the 2016 “The 50% Law and the Faculty Obligation Number: A Proposal” and the 2019 update and advocate for revisions of Education Code §84362, also called the 50% Law, and the faculty obligation number while ensuring that all relevant faculty voices are included in the revision efforts.

Contact: David Morse, Resolutions Committee

6.02 S21 Support AB 417 (McCarty, 2021) as of February 16, 2021

Whereas, Current and formerly incarcerated students face significant barriers in pursuing their educational goals, especially in higher education, due to restricted access to educational opportunities, instruction, materials, and services stemming from legal policies and financial limitations; and

Whereas, The Academic Senate for California Community Colleges has numerous positions supporting the provision of equitable educational opportunities and support services for current and formerly incarcerated students³;

Resolved, That the Academic Senate for California Community Colleges support AB 417 (McCarty, 2021) – *Rising Scholars Network: justice-involved students*⁴ as of February 16, 2021.

Contact:

6.03 S21 Support AB 421 (Ward, 2021) as of February 16, 2021

Whereas, The Academic Senate for California Community Colleges (ASCCC) recommends in the position paper *Noncredit Instruction: Opportunity and Challenge*⁵ that the ASCCC should work with the California Community Colleges Chancellor’s Office to revise regulations and *the Student Attendance Accounting Manual* to provide noncredit attendance accounting options in addition to positive attendance in a manner similar to those available for credit courses;

Whereas, AB 1727 (Weber, 2019), which was vetoed on October 19, 2019 due to funding concerns and reintroduced as AB 421 (Ward, 2021) on February 4, 2021, would create parity between the funding methods for credit and noncredit courses that already have parity in enrollment and scheduling⁶; and

Whereas, The ASCCC has numerous positions supporting the equalization of noncredit funding and curriculum with that of credit curriculum⁷;

³ Resolutions: [F19 3.06](#), [S17 5.01](#), [S17 7.02](#), [S17 17.02](#)

⁴ AB 417 (McCarty, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB417

⁵ See Recommendations to the Board of Governors: <https://www.asccc.org/papers/noncredit-instruction-opportunity-and-challenge-0>

⁶ ASCCC Rostrum article, *Changes Ahead for Noncredit?*, C. Rutan

⁷ Resolutions: [F20 13.02](#), [S19 9.02](#), [F18 9.02](#)

Resolved, That the Academic Senate for California Community Colleges support AB 421 Career Development and College Preparation Courses (Ward, 2021)⁸ as of February 16, 2021.

Contact:

8.0 COUNSELING

8.01 S21 Counseling Faculty, Student Success, and Transfer

Whereas, Counseling faculty play an integral role in facilitating student preparation and success by providing appropriate and necessary support programs and services that not only help students find their educational pathways but also stay on their educational pathways, helping to fulfill two of the four pillars of the guided pathways frameworks as referenced in the California Community Colleges Chancellor's Office *Vision for Success*⁹, which is vital to ensuring that students are able to meet their goals;

Whereas, Librarians, faculty coordinators, and other faculty who work outside of classroom instruction likewise play essential roles in promoting student success and helping students to achieve their goals;

Whereas, During times of economic recession, programs such as counseling and support services often experience heavy decreases in funding because they are not considered instructional programs under California Education Code §84362, also known as the 50% Law: and

Whereas, Goal 2 in the California Community Colleges Chancellor's Office *Vision for Success*¹⁰ is to "Over 5 years, increase by 35 percent the number of CCC student's system-wide transferring annually to a UC or CSU," and counselors and other non-classroom faculty are fundamental to supporting student transfer;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to advocate for additional funding to support the essential role of counselors and other student support faculty; and

Resolved, That the Academic Senate for California Community Colleges provide resources and support for local academic senates in advocating for sustaining and increasing faculty counseling positions.

Contact: David Morse, Resolutions Committee

9.0 CURRICULUM

9.01 S21 Develop a Set of Resources to Assist in Establishing Ethnic Studies Programs

Whereas, The passage of AB1460, which has driven the California State University to create an "Area F" in Ethnic Studies that can be fulfilled with the completion of a "lower-level" course, will have a significant impact on all 116 California community colleges in that students may fulfill this requirement through transferable courses from ethnic studies disciplines;

Whereas, The California State University has made clear that courses used to fulfill this requirement must align with the core competencies for ethnic studies as delineated by the CSU system, and for the CCCs this

⁸ AB 421 (Ward, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB421

⁹ https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess_web_2019.pdf

¹⁰ https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess_web_2019.pdf

alignment is best achieved by offering courses through established ethnic studies programs with ethnic studies prefixes;

Whereas, Less than half of the 116 colleges in the California Community Colleges system currently have ethnic studies programs or offer courses with ethnic studies prefixes, leading to an overall sense of unpreparedness and confusion over which and how courses from the CCCs will serve to fulfill this new requirement; and

Whereas, Because of the Academic Senate for California Community Colleges' leadership position as a statewide voice for faculty and senates and its focus on representing the faculty voice and making recommendations on statewide matters, the ASCCC can help to provide direction as the CCCs prepare for this new requirement;

Resolved, That the Academic Senate for California Community Colleges develop and make available a set of resources for local academic senates to assist in establishing ethnic studies-based programs and prefixes at their respective colleges in order to facilitate the transfer and articulation process between the California community colleges and the California State University in regard to the new ethnic studies requirements.

Contact: Ted Blake, TASSC Committee

10.0 DISCIPLINES LIST

10.01 S21 Disciplines List—Film and Media 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 film and media studies discipline:

Master's degree in Film/Cinema and Media Studies, Film, Television, and Media Studies,
Drama/Theater, Mass Communication

OR

Bachelor's degree in any of the above

AND

Master's degree in Visual Studies, Media Studies, English, or Communication

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 film and media studies.

Contact: Sharon Sampson, Standards & Practices Committee

10.02 S21 Disciplines List—Digital Fabrication Technology

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 addition of the digital fabrication technology discipline:

2 years professional experience
AND
Any bachelor’s degree or higher

OR

6 years of professional experience
AND
Any associate’s degree; 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 digital fabrication technology.

Contact: Angela Echeverri, Standards & Practices Committee

12.0 FACULTY DEVELOPMENT

Whereas, Resolution 19.02 F12 directed the Academic Senate for California Community Colleges to update the 2000 paper *Faculty Development: A Senate Issue* in order to support local senates and help faculty respond to an ever changing educational and economic climate.

Resolved, That the Academic Senate for California Community colleges adopt and disseminate broadly the paper *Faculty Professional Development: An Academic Senate Obligation to Ensuring Equity-Minded Praxis*.

Contact ,Educational Policies Committee

18.0 MATRICULATION

18.01 S21 Ensuring Transparency and Input in Improvements to CCC Apply

Authors: TASSC Committee

Whereas, In 2011-2012, as a means of improving the application process for California’s community colleges, the CCC Chancellor’s Office, in conjunction with the CCC Tech Centers, launched CCC Apply in order to establish a common online application;

Whereas, Since its launch, CCC Apply has helped over ten million students apply for admission to one of the CCCs 115 community colleges, showing that this software has a strong demand and can help prospective students overcome challenges in completing the application process;

Whereas, Various issues have arisen since the launch of CCC Apply that have led to changes as well as legislation (AB3101) to improve CCC Apply; and

Whereas, Faculty often work with students to help them complete their online applications through CCC Apply and thus have a wealth of experience that can be utilized to improve the system:

Resolved, That the Academic Senate for California Community Colleges request consistent updates from the California Community Colleges Chancellor's Office as technical changes are made to CCC Apply and communicate those updates during Area meetings;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to collect and consider data and information from faculty regarding issues related to CCC Apply while the process of improvement is ongoing.

Contact: Ted Blake, TASSC Committee

20. STUDENTS

20.01 S21 Enabling Preferred Name and Pronoun across Campus and all Digital Environment

Whereas, The Academic Senate for California Community Colleges has advocated for inclusive college campuses through resolutions, rostrum articles¹¹ and presentations;

Whereas, A 2019 report by the Gay and Lesbian Straight Education Network (GLSEN), a nationally recognized resource for collecting data on school climate for LGBTQ+ students, revealed that 6 out of 10 LGBTQ+ students felt unsafe at school because of their sexual orientation and 4 out of 10 because of their gender expression¹²;

Whereas, The GLSEN survey further stated that students were less likely to experience anti LGBTQ+ discrimination in their schools if they were allowed to use the name and or pronoun of their choice¹³; and

Whereas, The Academic Senate for California Community Colleges approved a resolution in 2019 that urges local academic senates to request their colleges enable the Canvas name preferred option for students, but the resolution does not cover classroom rosters or other digital environments¹⁴;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their colleges and districts to enable preferred names and pronouns in all campus and digital environments; and

Resolved, That the Academic Senate for California Community Colleges support local academic senates with resources and professional development opportunities on creating inclusive and supportive campuses for all students.

Contact:

21. CAREER TECHNICAL EDUCATION

21.01 S21 Collaborate with Regional Consortia

Whereas, The California community colleges' career technical education (CTE) mission and programs are monitored and supported by seven macro regional consortia whose members are comprised of

¹¹ <https://www.asccc.org/content/lgbt-campus-climate-survey-%E2%80%93-eye-opening-experience>

¹² <https://www.glsen.org/sites/default/files/2020-11/NSCS19-111820.pdf>

¹³ <https://www.glsen.org/sites/default/files/2020-11/NSCS19-111820.pdf>

¹⁴ <https://www.asccc.org/resolutions/enable-canvas-name-preference-option>

representatives from every college within each of these regions, and each of these regional consortia exists as a separate entity operating under a separate grant with its own operating bylaws and practices;

Whereas, The California community colleges' career technical education mission and programs are closely connected to industry and are supported by the sector and regional directors; and

Whereas, The regional consortia and the sector and regional directors also provide a significant variety of regional leadership activities and regional community building among key stakeholders, including faculty, other public agency representatives and business and industry representatives, but the consistency of faculty representative consultation and input varies across the regions;

Resolved, That the Academic Senate for California Community Colleges collaborate with the regional consortia and the state and regional directors to empower and engage regional faculty leaders by working with the faculty leaders on regional boards, providing professional learning for CTE faculty, sharing and developing new and emerging curriculum, and discussing how to streamline curriculum processes to move at the speed of industry and business so that students can be prepared for the jobs of tomorrow.

Contact: Christy Coobatis, CTELC member



Executive Committee Agenda Item

SUBJECT: Career Noncredit Education Institute Final Program		Month: March	Year: 2021
		Item No: IV. J.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will review and consider for approval the final program for the Career and Noncredit Education Institute.	Urgent: Yes	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Karen Chow/Mayra Cruz	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonerio	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND: The ASCCC Executive Committee is asked to review and approve the final program.

**2021 Career and Noncredit Education Institute:
Transforming CTE and Noncredit, Pre-Transfer and Continuing Education
Through An Equity and Antiracism Lens**

ASCCC Career and Technical Education Leadership (CTELC) and Noncredit and Basic Skills (will become the Noncredit, Pre-Transfer and Continuing Education (NPCE) committee in the 21-22 academic year) Committees are pleased to announce the 2021 Career and Noncredit Education Institute (CNEI) designed for all faculty, liaisons, academic senates, student services professionals, administrators, and system partners. The California Community College system is undergoing a period of transformation with significant attention focused on student success, equity and anti-racism. Where do Career and Technical Education (CTE) and Noncredit and Basic Skills fit into this complexity? How are Career and Technical Education and Noncredit and Basic Skills Committees responding?

This year’s institute focuses on all aspects of career and noncredit instruction and student services with an emphasis on equity and anti-racism education. The institute will explore guided pathways implementation and integration to transfer and careers; culturally responsive student services, student support and curriculum; and equity driven systems, including faculty diversification and faculty mentoring.

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

DRAFT FOR FINAL READING

2021 Career and Noncredit Education Institute: Transforming CTE and Noncredit and Basic Skills Through An Equity and Antiracism Lens

ASCCC Career and Technical Education Leadership (CTELC) and Noncredit & Basic Skills (will become the Noncredit, Pre-Transfer and Continuing Education (NPCE) committee in the 21-22 academic year) Committees are pleased to announce the 2021 Career and Noncredit Education Institute (CNEI) designed for all faculty, liaisons, academic senates, student services professionals, administrators, and system partners. The California Community College system is undergoing a period of transformation with significant attention focused on student success, equity and anti-racism. Where do Career and Technical Education (CTE) and Noncredit and Basic Skills fit into this complexity? How are Career and Technical Education and Noncredit and Basic Skills Committees responding?

This year's institute focuses on all aspects of career and noncredit instruction and student services with an emphasis on equity and anti-racism education. The institute will explore guided pathways implementation and integration to transfer and careers; culturally responsive student services, student support and curriculum; and equity driven systems, including faculty diversification and faculty mentoring.

4.30.2021 – FRIDAY

9:00am – 11:00am

Pre-Institute Session How to Hire the Best Qualified Industry Experts for Your Classrooms

Cheryl Aschenbach, ASCCC Secretary

Karen Chow, ASCCC Noncredit & Basic Skills Committee Chair

Mayra Cruz, ASCCC CTE Leadership Committee Chair

Dr. Lynn Shaw, ASCCC CTE Curriculum Director

Robert Cabral, Moorpark College, Interim Dean

Bill Elarton-Selig, Los Angeles Trade Technical College

Kevin Corse, Oxnard College

This highly interactive session is intended to provide CTE faculty and other stakeholders with a working knowledge on how to effectively use the CTE Faculty Minimum Qualifications Toolkit. Facilitators for this training will lead a discussion on how to work with local senates to update the equivalency process, how to work with HR to ensure there is appropriate documentation for equivalency decisions, and how to train hiring committee members and discipline faculty to interpret and evaluate equivalency applications.

11:30am-12:30pm

General Session

Welcome- Empowerment, Leadership, and Voice

Karen Chow, ASCCC Area B Representative
Mayra Cruz, ASCCC Treasurer

The California Community College system is committed to student success, equity and anti-racism. This session will provide the context for this year's Institute, the role CTE and Noncredit faculty play in advancing inclusive and culturally responsive curriculum, student services and support. The session will kick-off this professional development and learning experience through amplifying the Noncredit and CTE students' voices, and engage diverse student panelists to set the tone for the rest of the Institute.

President's Address

Dolores Davison, ASCCC President

Student Panel

Kibong Kwon, Pasadena City College
Natalya Golubera, Pasadena City College
Pablo Noriega, Pasadena City College
David Ramirez, CTE Leadership Committee, Student Senate for California Community Colleges
Sheneui Weber, Vice Chancellor Workforce and Economic Development, California Community Colleges Chancellor's Office (moderator)

1:30 – 2:30pm Breakout Session I

Breakout 1: Noncredit Instruction/Adult Education Basics

Dr. Emma Diaz, San Bernardino Valley College
Dana Miho, Noncredit & Basic Skills Committee

Noncredit instruction/K-12 adult education has a long history in the California Community Colleges and has been providing pathways to adults who are underprepared for college-level coursework, returning to school, unemployed and seeking employment, employed and seeking career advancement, and English language learners so that they can successfully complete their college education and enter the workforce. This breakout will present the basics of noncredit instruction/K-12 adult education in the California Community Colleges in order to support institutions that may be looking to or are beginning to offer noncredit courses for the first time. Come learn about the opportunities and challenges of noncredit and K-12 adult education programs to serve the needs of diverse adult student populations and better facilitate their success.

Breakout 2: Professional Development in Noncredit and CTE Programs

Ingrid Greenberg, Noncredit & Basic Skills Committee
Silvester Henderson, ASCCC Faculty Leadership Development Committee
Donald Laird, CTE Leadership Committee
Diana Vera-Alba, San Diego Continuing Education

The numbers speak for themselves. According to the Georgetown Center on Education and the Workforce, by 2018, 63% of all U.S. jobs are expected to require education

beyond high school. But nearly 50% of the U.S. workforce—about 88 million of 188 million adults aged 18 to 64—has achieved a high school education or less, along with low English language proficiency. It's difficult to explain how employers will satisfy their recruitment needs for their workforce if this trend continues. As adult educators, we lead the charge to solve these critical issues and other key barriers that leave adult learners behind. Please join us for a discussion about professional development (PD) for non-credit and Career Technical professionals. Presenters will discuss effective practices, and lessons learned, including PD pivots to fully online and hybrid instruction, faculty mentoring, and the online course design rubric.

Breakout 3: Career & Technical Education (CTE) 101

Christy Coobatis, CTE Leadership Committee
Kristina Perkins, CTE Leadership Committee
Lynn Shaw, CTE Leadership Committee

Overview and history of CTE, ASCCC efforts and support and focus on how to get courses/programs approved through regional consortium. This workshop will be an open discussion to answer your questions about Career Technical Education. We will discuss the history, what is CTE, curriculum and how to work with the regional consortia, what the senate is doing for CTE faculty and students.

Breakout 4: Supporting Students of Color in Non-Credit and CTE

Dr. Abdimalik Buul, San Diego Community College (to be confirmed)
Dr. Leonor Cadena, Fullerton College (to be confirmed)
Tina McClurkin, CTE Leadership Committee
Dr. Kimberley H. Stiemke, Noncredit & Basic Skills Committee

This session offers a critical examination of the role educators play in creating supportive or constraining learning experiences for students of color. Experiential knowledge combined with relevant data will be used to identify attitudinal, behavioral, and pedagogical strategies for supporting students who have historically been underserved and marginalized within higher education.

BREAK 2:30-3:00pm

3:00-4:00pm Breakout session 2

Breakout 1: Clarifying Career Education Transfer Pathways

Robby Bodden, CTE Leadership Committee Member
Carrie Robertson, ASCCC Curriculum Committee Chair

The moment to review and clarify CTE transfer pathways is now. Join us in a discussion on creating pathways through the lens of equity and anti-racism and discuss ways in which the CTE curriculum is developed to meet the needs of diverse students. Should our curriculum be a one size fit all? During the session will identify opportunities

and barriers experienced by CTE students. Lastly, we will explore the practice of dedicated counseling, counselor assigned to each career education program, and examine the opportunities and pitfalls that might arise with this practice.

Breakout 2: Innovation and Leadership: Theory to Practice for Adult Educators

Dr. Emma Diaz, Noncredit & Basic Skills Committee

Tina McClurkin, CTE Leadership Committee

Mitch Rosin, P2EIllusions

Leadership and innovation don't only come from college administrators. Faculty are leaders and innovators every day in their classrooms. This workshop will focus on identifying your leadership style, understanding the 5 skills of disruptive innovation, and putting your leadership skills into best practice.

Breakout 3: Noncredit 101: A Crash Course in Noncredit Curriculum Development

Wendy Brill-Wynkoop, Noncredit & Basic Skills Committee

Garrett Rieck, College of the Canyons

The past few years have seen a noticeable increase in noncredit education in the California community college system. While noncredit programs have been advocated as a promising way to address educational equity, there are varied topics of noncredit education to explore. Join us in dialogue and discussion on the categories of noncredit, mirrored classes, noncredit course completion factors, and local/state compliance.

Breakout 4: Effective Practices for Regional CTE Advisory Committees

Alan Braggins, State Director, Advance Manufacturing CCCCCO

Susanne Mata, Regional Director Employer Engagement (ICT/Digital Media) CCCCCO

Dr. Lynn Shaw, CTE Leadership Committee members

All CTE programs are required to engage with industry experts. It is time consuming and often difficult to gather a group of industry experts and it is even more difficult to get the industry decision makers who actually hire our students to attend. This workshop will discuss how and why to engage with a regional advisory board system. Speakers have best practices to share.

4:00pm – 4:30pm **BREAK**

4:30– 5:30pm Breakout Session 3

Breakout 1: Developing Online Career Programs: A Guided Pathways Perspective

Bob Nash, Dean of Academic Affairs, CVC-OEI

Kristina Perkins, CTE Leadership Committee member

Faculty Panel (TBD)

Through the Improving Online CTE Pathways (IOP) Grant and other programs, the California Virtual Campus-Online Education Initiative (CVC-OEI) has worked with many colleges to help assist in the development of online career programs to serve more students more quickly and increase

program completion. During this session, colleges faculty and staff will share lessons learned and discuss key factors to consider as CTE programs move fully online. In a Guided Pathways framework, panelists will address curriculum development, course design, labs at a distance, assessment/testing, student services, outreach/promotion, other.

Breakout 2: Using Noncredit Education to Support Students in English and Mathematics Pathways

Mary Margarita Legner, Noncredit & Basic Skills Committee
Janet Fulks, Guided Pathways Taskforce Past Co-Chair
Ginni May, ASCCC Vice President
Dr. Kimberley H. Stiemke, Noncredit & Basic Skills Committee

AB705 (Irwin, 2017) which is written into California Education Code Â§78213 requires colleges to minimize the impact on student financial aid and unit requirements for students that need concurrent support when placed directly into college-level or transfer-level English, mathematics or English and as second language courses. Low or noncredit support options are one of the areas that colleges are directed to explore. Join this collaborative session for a lively discussion about how colleges have implemented Noncredit instruction into their English and mathematics pathways as part of their support options for students enrolling in college-level or transfer-level English, mathematics or English as second language courses.

Breakout 3: Statewide Directors: Supporting Adult Education, Noncredit, and CTE

John "JC" Bone Cordova, Statewide Director, Health
Alan Braggins, Statewide Director, Advanced Manufacturing
Charles Eason, State Director, Business and Entrepreneurship
Nancy Gutierrez, Statewide Director, AG, Water
Joy Hermsen, Statewide Director, Retail/Hospitality/Tourism
Olivia Herriford, CTE Leadership Committee
Terri Quenzer, Statewide Director, Life Sciences/Biotech
Dr. Lynn Shaw, CTE Leadership Committee
Stephen Wright, State Director, ICT Digital Media

Meet the Statewide Directors leading strategy in the 10 priority sectors for Career Education in California community colleges. Learn how we partner with industry and collaborate with faculty champions from multiple disciplines to meet mutual goals of student success. We'll share success stories and key learnings in our work in Adult Education, Noncredit, and CTE. During this interactive session, participants will also have a chance to brainstorm ideas for collaboration in their own programs, colleges and regions in order to take the information from the conference back out to outcomes on campuses statewide.

Breakout 4: Community College Noncredit Funding: Tracking Student Attendance in Noncredit

Michelle Fischthal, San Diego Continuing Education
Ingrid Greenberg, Noncredit & Basic Skills Committee
LaTonya Parker, ASCCC South Representative

Jan Young, Glendale College

Even before the pandemic, noncredit classes have been offered in fully online and hybrid formats. Many colleges have struggled to implement online noncredit courses because of unique challenges with the attendance accounting procedures, but San Diego Continuing Education has been navigating policy and funding for online Noncredit instruction for more than 15 years. Please join us for a discussion about funding and attendance accounting for online instruction for Noncredit students and how you might be able to use some of the same structures as San Diego Continuing Education to offer these exciting opportunities to students and update on the status of AB 421 (Ward).

5.1.2021 - SATURDAY

9:00am – 10:00am Breakout Session 4

Breakout 1: Accreditation Basics for Adult Education, Noncredit, and CTE

Christy Coobatis, CTCL committee member (TBD)
Stephanie Curry, Relations with Local Senate Committee Chair
Sam Foster, Noncredit & Basic Skills Committee

Adult Education, Noncredit, are essential components of our colleges. Come and learn the accreditation basics, specifics related to Noncredit and CTE ACCJC requirements, and the important role all faculty can play in the local accreditation process. You will also learn about opportunities to participate on visiting teams.

Breakout 2: Who do we teach, what do we teach, how do we teach?

Dr. Ygnacio "Nash" Flores, Rio Hondo College
Lance Heard, Mt. San Antonio College
Don Mason, CTE Leadership Committee
Carrie Roberson, ASCCC Curriculum Committee Chair
LT. Robbie Williams, Hawthorne Police Department

This session will be a conversation of what is being taught to first responders in the classroom and in the field regarding antiracism. We will discuss next steps and how antiracism is being taught in other disciplines.

Breakout 3: Effective Leadership Strategies for Adult Education, Noncredit and CTE

Mayra Cruz, CTE Leadership Committee
Dr. Elizabeth Walker, Noncredit & Basic Skills Committees

As a CTE and Non-Credit professional you have many challenges on your campus, region, district or even in your career. Often you can feel isolated and have no one to confide in to solve some critical and even controversial issues. Sometimes you want to

advance in CTE or Non-Credit issues but cannot see the way forward. After the session you will walk away with practical leadership and problem-solving tips and tricks, both in general and for your current issues.

Breakout 4: Developing Equitable and Welcoming Online Noncredit Programs

Wendy Brill-Mynkoop, Noncredit & Basic Skills Committee

Janet Cagley, North Orange Continuing Education

Chrissy Gascon, Santiago Canyon College College and Workforce Preparation Center

Ingrid Greenberg, Noncredit & Basic Skills Committee

Garrett Rieck, College of the Canyons

More colleges are developing Noncredit courses to serve local needs and provide students with a helpful bridge to credit programs. During this session, attendees will learn how to develop online Noncredit courses/programs to serve a wider student population. Educators with experience in this area will share strategies and tips for curriculum development, online course delivery, online student support, and how to perform attendance accounting to earn apportionment funding.

Breakout 5: Making Noncredit and CTE Free and Open - Ensuring Equitable Access to the Resources Needed for Success

Jennifer Paris, ASCCC OERI Regional Lead

Michelle Pilati, ASCCC OERI Faculty Coordinator

Suzanne Wakim, ASCCC OERI Project Facilitator

The price of textbooks is a significant barrier to student success. This cost disproportionately impacts underserved populations. Open Educational Resources (OER) are the solution! These resources are not only free, they are also customizable for our courses. This allows us to build resources that most effectively teach our specialized student populations. This workshop will explain what OER is and will help you find OER for your classes.

10:00am – 10:30am **BREAK**

10:30-11:30 General Session

Credit for Prior Learning as an Equity Lever: Faculty Perspectives on Awarding Credit Using Model Processes

Dr. Peggy Campo, Norco College

Karen Chow, ASCCC Area B Representative

Mayra Cruz, ASCCC Treasurer

Chantee Guiney, CO Credit for Prior Learning Workgroup Co-Chair

Brian Hagopian, Las Positas College

Kris Hubbard, Cosumnes River College

In the spring of 2020 and to respond to the implementation of the Credit for Prior Learning regulations, discipline faculty were gathered to develop an equity-focused model process by which faculty throughout the California community college system can

make recommendations to award credit using a cross-walk. Model processes developed by discipline faculty are available for implementation at a local college/district. This session will highlight the disciplines that have developed crosswalks for awarding credit based on select military training, industry certifications, and/or workplace training. Join us to learn more about how to engage CTE discipline faculty and other college stakeholders in awarding credit for prior learning.

11:30-12:30 LUNCH BREAK

12:30-1:30pm Breakout Session 5

Breakout 1: Work Based Learning in California Community Colleges

Leslie Aaronson, LA Promise Fund
Cheryl Aschenbach, ASCCC Secretary
Christie Dam, CTE Leadership Committee
William Elarton-Selig, LATTTC/LACCD

Work-based learning provides students an opportunity as aspiring employees to explore careers and to turn theory into practice by gaining on-the-job experience. The experience gained from work-based learning opportunities, especially when considered in combination with the attainment and application essential skills for college and employment success, is a critical component of career training and preparation. This session will focus on the opportunities for students completing CTE programs with work-based learning to be well-equipped to enter the workforce.

Breakout 2: Effectively Using the CTE Minimum Qualifications Toolkit to Enhance the Diversification of Faculty

Robert Cabral, Moorpark College, Interim Dean
Kevin Corse, Oxnard College
Bill Elarton-Selig, Los Angeles Trade Technical College
Dr. Lynn Shaw, ASCCC CTE Curriculum Director

This workshop is to discuss practical implementation of the CTE Faculty Minimum Qualifications Tool Kit. We will discuss how effective use of this tool can help diversify your CTE faculty. You should attend if you have stories to tell of hiring or not being able to hire industry experts. Please come with your questions! We will share tactics and strategies on using the Tool Kit.

https://asccc.org/sites/default/files/ADAversion_CTEMinQualsToolkit.pdf

Breakout 3: The Role of Part-time faculty and Sustaining Their Engagement

Karen Chow, Noncredit & Basic Skills Committee
Dr. Emma Diaz, Noncredit & Basic Skills Committee
Michelle Velazquez-Bean, ASCCC At-Large Representative

Part-Time faculty make up 68% of all California community college faculty statewide. We will discuss roles of Part-Time faculty in CTE and Noncredit instruction and programs, as well as strategies to sustain and grow their engagement in serving CTE and Noncredit. We especially welcome Part-time faculty in CTE and Noncredit Instruction and programs to join us and share your experiences.

Breakout 4: **Culturally Responsive Noncredit and CTE Student Services and Support**

Carrie Robertson, ASCCC North Representative
Violeta Wenger, CTE Leadership Committee

As educational leaders, we have the collective responsibility to lead the design of curriculum that supports our students and celebrates their diverse perspectives and lived experiences. Discipline faculty need to assess and revamp their curriculum through an antiracist lens and ensure teaching methods are inclusive. In this session, the presenters will share effective practices and actions that leaders can take to review and design culturally responsive CTE curricula, support, and instruction.

1:30-2:00pm **BREAK**

2:00-3:00pm Breakout Session 6

Breakout 1: **Putting Data in the Driver's Seat**

Wendy Brill-Wynkoop, Noncredit, Pre-Transfer & Continuing Education Committee
Elmida Baghdaserians, CTE Leadership Committee
Michelle Fowles, Los Angeles Valley College
Virginia (Ginni) May, ASCCC Vice-President

Student learning and success data plays an increasingly prominent role in planning, program review, and decision-making processes at our colleges as we shift to high-gear in transforming our institutions to be student-centered with diversity, equity, and inclusion (DEI) at the core. As we accelerate to decolonize curriculum and implement DEI-focused practices, student data provides critical information that can inform institutional change. This session will examine the effects of collection and meaningful interpretation of data in CTE. In addition, planning and implementation of actions to ultimately improve student success by emphasizing its important components such as student equity and inclusion, instructional effectiveness and communication.

Breakout 2: **Competency Based Education**

Cheryl Aschenbach, ASCCC Secretary
Marie Christie Dam, CTE Leadership Committee member
Jess Guerra, Career Ladders Project
Sonia Ortega, Mt. San Antonio College

As the California community colleges continue with innovative strategies in support of student learning, Competency Based Education is one mechanism for students to demonstrate their learning, understanding, and application of necessary knowledge and skills. CBE can be utilized to design learning within courses and programs regardless of whether colleges participate in the Chancellor's Office CBE Collaborative. This session is intended to share practices for utilizing CBE to facilitate student success within students' academic journeys. Presenters will discuss how CBE has been used in programs within the Career Ladders Project and how community colleges are integrating CBE into Career Technical Education curriculum.

Breakout 3: Curriculum Development for Noncredit and CTE through an Equity Lens

Dr. LaTonya Parker, ASCCC Equity and Diversity Action Chair
Dr. Kimberley H. Stiemke, Noncredit & Basic Skills Committee
CTELC member

Through an equity lens, participants will explore curriculum approaches that build student agency and address teachers beliefs and mindsets in Noncredit and CTE courses.

Breakout 4: The Role of Counseling Faculty in Noncredit and CTE for Student Success

Sam Foster, Noncredit & Basic Skills Committee 2nd Chair
Tina McClurkin, CTE Leadership Committee member
Manuel Velez/Member, ASCCC TASSC Chair (TBC)

Counseling faculty play a key role in student success and equity. CTE and Noncredit Education students benefit from counseling services and support designed to help them navigate the institutional complexities, complete their goals, and improve education and career outcomes. Join us to engage in a robust conversation focused on effective practices for integrating counseling services and support to serve students equitably.

3:15-4:00pm CLOSING SESSION: Networking and Reflection

Karen Chow, Noncredit & Basic Skills Committee
Mayra Cruz, CTE Leadership Committee
Sam Foster, Noncredit, Pre-Transfer & Continuing Education Committee
Julie Oliver, CTE Leadership Committee

Join us to connect, network and reflect on what was gained from the Institute and what you will take forward to strengthen and transform career and noncredit instruction and student services, and in advancing equity and anti-racism education.

End of Career and Noncredit Education Institute (CNEI)
Complete 2021 CNEI Evaluation/Survey!



Executive Committee Agenda Item

SUBJECT: Second Draft of the Paper on Faculty Professional Development		Month: March	Year: 2021
		Item No: IV. K.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the second draft of the paper on faculty professional learning.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Sam Foster	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Educational Policies Committee has been tasked with updating the 2000 paper, *Faculty Development: A Senate Issue*. An outline for the paper was approved by the Executive Committee during the November 2020 meeting.

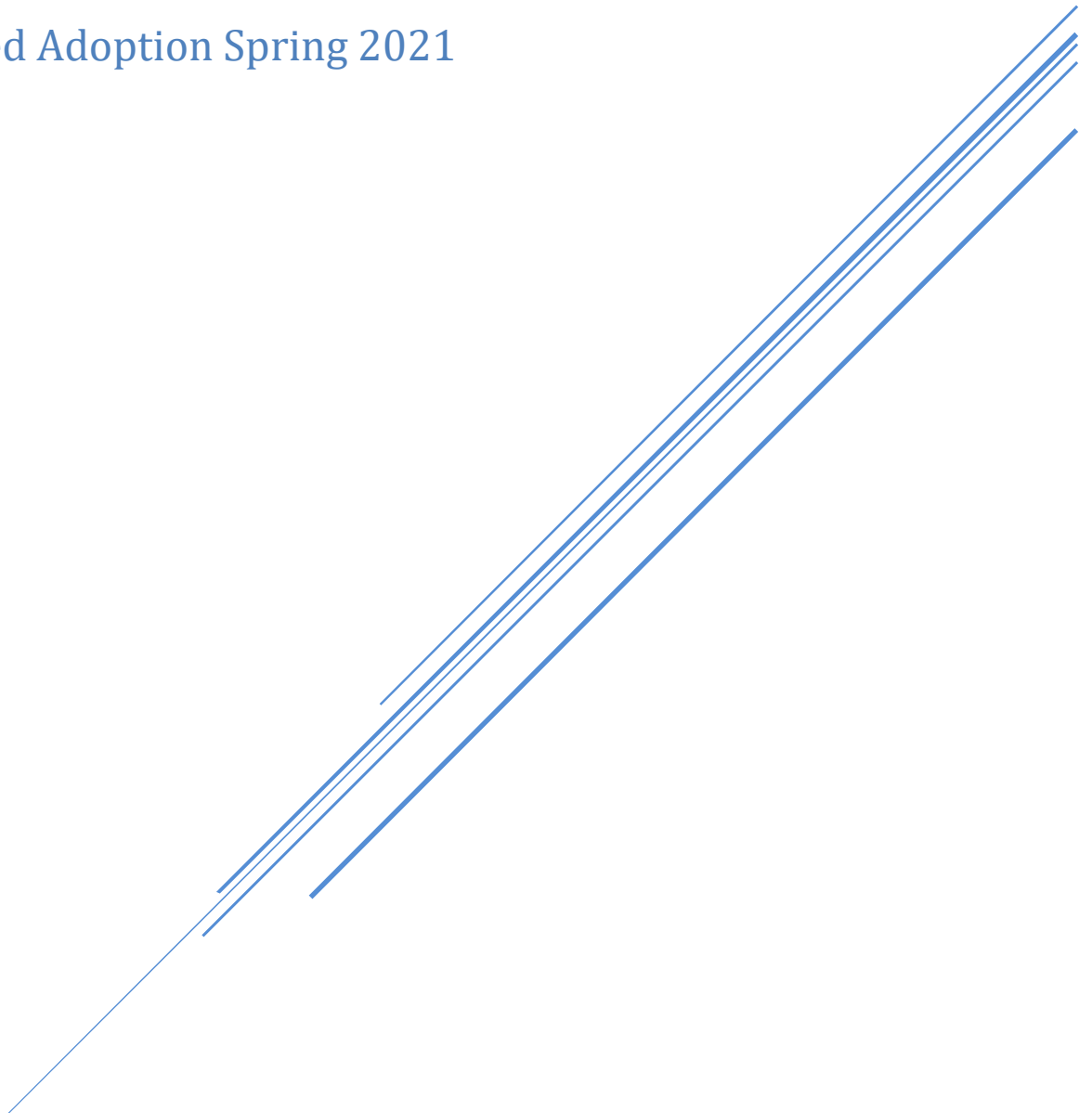
The first draft the paper *Faculty Professional Development: A Senate Obligation to Ensuring Equity-Minded Praxis* was presented at the February 2021 Executive Committee meeting. The feedback from the Executive Committee was considered and incorporated into this second draft.

The Executive Committee will consider for approval the second draft of the paper *Faculty Professional Learning: A Senate Obligation to Ensuring Equity-Minded Praxis*

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

Going Beyond Development: Faculty Professional Learning—An Academic Senate Obligation to Promote Equity-Minded Practices that Improve Instruction and Student Success

Planned Adoption Spring 2021



Educational Policies Committee 2020-2021

Sam Foster, ASCCC South Representative, Chair

Mayra Cruz, ASCCC Treasurer

Teresa Aldredge, Cosumnes River College

Adrean Askerneese, Mira Costa College

Victor Hernandez, Student Senate for California Community Colleges

Alexander Manjarrez, Student Senate for California Community Colleges

Darcie McClelland, El Camino College

David Morse, Long Beach City College

James Preston, West Hills College

Contents

Background	3
Components and Delivery of Professional Learning	5
Why Professional Learning is Essential	6
Integrating Diversity Equity and Inclusion into Professional Learning	7
Going Beyond Content Expertise	8
Academic Senate and Collective Bargaining/Union Collaboration	10
Connecting Faculty Evaluations to Professional Learning	10
Addressing the Needs of Part-Time Faculty	11
The importance of Professional Learning to the institution	13
Faculty Role in Structuring Professional Learning	13
Funding Professional Learning	14
The Importance of Culturally Responsive Curricular Redesign	16
Incorporating Data Proficiency in Professional Learning	17
Providing Growth and Mentorship for Newer Faculty	18
Sabbaticals	20
Responsiveness in Emergency Situations	20
Conclusion	22
Recommendations	23
References	25

Going Beyond Development: Faculty Professional Learning—An Academic Senate Obligation to Promote Equity-Minded Practices that Improve Instruction and Student Success

A focus on faculty professional learning, given the challenges that California community colleges and students face, must remain a high priority and continue to evolve. The Academic Senate for California Community Colleges (ASCCC) has long been an advocate for the development of robust professional development policies as part of the Title 5 section 53200, colloquially referred to as the 10+1. Indeed, as student populations within the California community colleges have become more diverse colleges seek to improve student success and close the opportunity gap for marginalized communities. The ASCCC has passed numerous resolutions in support intentional learning opportunities to address diversity, equity, inclusion and anti-racism throughout the curriculum and the college culture. Such intentional learning must be a significant component of faculty professional learning and development.

This goal and purpose of the paper is to examine the importance of faculty professional learning necessary to improve student success as well as the role local academic senates can play. This paper will examine the issue from both a philosophical and practical point of view.

Background

Faculty professional learning activities have always been an integral component of the continuing education of community college faculty. However, the necessary emphasis and components of professional development have progressed significantly over the years. Consistent with the view at the time, the 2000 paper, *Faculty Development: A Senate Issue*, published by the ASCCC, described the importance of professional development for “the continuing expertise and professional advancement of faculty members,” and expressed the need for funding and collegial consultation. While those continue as important issues today, profound changes to the role of faculty, the make-up of the student body, and shifts in teaching, learning have led to an expansion of faculty roles to keep up with new directions in teaching and research (Sorcinelli 2007). The equity-driven focus on learner-centered teaching and the obligation of colleges to close gaps is an opportunity for growth. Additionally, reporting obligations have changed; student learning outcomes, evaluation of prior learning, accelerated learning, and myriad other shifts to the college landscape require a solid faculty development plan at every college.

Meanwhile, transformational understanding of professional development itself has resulted in a body of research pointing to the need to reconceptualize it for professions including education. Webster-Wright (2009) documents the consensus among educational researchers that the notion

of professional development (PD) implies episodic training disengaged from daily practice; this reimagining of PD sees professional educational growth as “continuing, active, social, and related to practice,” better termed authentic professional learning. Professional learning (PL) theory is situated in the Vygotskian view that “Learning is essentially a sociocultural activity” that requires participation in communities of practice; as such, PL moves away from the idea of “training” and towards that of continual integration of new learning into the practices wrought by theoretical study. Rather than focusing on the professional as “deficient and in need of developing and directing,” PL actively constructs the learning by infusing it into the learner’s authentic practice. Therefore, this paper shall generally refer to what had traditionally been called professional development as professional learning.

Signed into law in 1988, AB 1725 (Vasconcellos) designated funding to support professional learning for faculty, student service staff, support staff, and administrators. The Title 5 implementation language for AB 1725 in §53200 provided for academic senates to “make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters,” thus localizing professional development as a responsibility of the academic senate, charging them with creating a learning environment improving “the development, growth, and success of each student” (Livingston, 1988). Title 5 §53200 further clarifies the requirements for consultation with academic senates and the scope of academic senate responsibilities and roles.

The California Community Colleges system allows each college or district to convert up to fifteen instructional days in each academic year into non-instructional days that “provide time for faculty to participate in development activities that are related to ‘staff, student, and instructional improvement’ (Title 5, section 55720)” (Faculty Development Committee, 2007). This option is formally titled the Flexible Calendar Program, and therefore the non-instructional days are commonly referred to as Flex days. Faculty participation in lieu of instruction on Flex days must be tracked and reported to the Chancellor’s Office, but, within set guidelines, each institution has freedom to determine the extent and parameters of its faculty’s Flex obligation.

Academic senates, in collaboration with system partners including the California Community College Chancellor’s Office, offer an array of professional learning activities in such areas as the following:

- Distance Education
- The Online Education Initiative
- Open Educational Resources (OER)
- The Zero Textbook Cost Degree program
- Effective teaching strategies for diverse student populations
- Support for students with disabilities, including accessibility needs
- Guided Pathways frameworks

Faculty, staff, and administrators are encouraged to seek continuous improvement in workplace learning by combining continuous education and research to develop a holistic approach to teaching and learning that allows for engagement in self-directed learning. (Webster-Wright, 2009). Centering on learning, especially focused on improving our minoritized student population success and completion can improve the outcome for all students. Learning occurs in all aspects of our professional and lived experiences, so the challenge is how to capture learning that will improve our professional skills and knowledge (Webster-Wright, 2009).

Components and Delivery of Professional Learning

Broadly speaking, professional development [learning] in the educational context can be defined as “a variety of specialized training, formal education, or advanced professional learning intended to help administrators, faculty members, and other educators improve their professional knowledge, competence, skill, and effectiveness (Professional Development Definition, 2013).” The state of California, in Education Code and Title 5, has specified that professional development encompasses a wide range of activities aimed at staff, student, and instructional improvement¹ including the following:

- improvement of teaching
- maintenance of current academic and technical knowledge and skills
- in-service training for vocational education and employment preparation programs
- retraining to meet changing institutional needs
- intersegmental exchange programs
- development of innovations in instructional and administrative techniques and program effectiveness
- computer and technological proficiency programs
- courses and training implementing affirmative action and upward mobility programs
- other activities determined to be related to educational and professional development pursuant to criteria established by the Board of Governors of the California Community Colleges, including, but not necessarily limited to, programs designed to develop self-esteem.²

The Covid-19 pandemic has forced colleges to expand the availability of more flexible delivery of instruction and support services than previously believed. This increased flexibility needs to be institutionalized and applied throughout college structures including professional learning. While there are advantages for some types of professional learning to take place in person, including conferences, institutes and workshops, equal consideration should be given to alternate methods of delivery, including synchronous online delivery such as webinars and online

¹ Title 5 Section 55724

² California Education Code Title 3 Division 7 Part 51 Chapter 1 Article 5 Section 87153

conferences as well as asynchronous delivery such as self-paced courses and other innovative approaches. While colleges that approve in-person professional learning opportunities frequently allow time for travel and provide accommodation for faculty to be absent from their regularly scheduled duties to participate in the learning experience, such accommodation is often not made for synchronous online delivery of professional learning, including webinars and online conferences, forcing faculty to try to squeeze in only a few sessions between their regularly scheduled duties and now allowing for an immersive experience. This disparity suggests that in-person learning is more valued than online delivery. Many organizations have expanded their online offerings during the Covid-19 pandemic, and some of these expanded opportunities may become permanent. However, if faculty are forced to attend such conferences in a piecemeal fashion, the overall learning experience is diminished compared to an in-person conference.

Why Professional Learning is Essential

Engagement in professional learning is one of the responsibilities of faculty. A key strategy to effect cultural change and institutional transformation, faculty professional learning must be designed to increase knowledge and understanding of cultural competency, diversity and inclusion. The Academic Senate for California Community Colleges has taken a leadership role in professional learning on a statewide level; however, local academic senates must also be engaged as this is an academic and professional matter as defined in Title 5 §53200.

Simms, Taylor-Mendoza, Hotep, Wallace and Conway (2020) argue that faculty and college leaders must gain an understanding of, “the call for civic consciousness and acts of genuine care with the intention of catalyzing change toward becoming a more equity-centered college through epistemological disruption and the reconstruction of educational structures and policies that negatively impact poor and ethno-racially minoritized students” (Simms, 2020). This is known as the *obligation gap*. The authors argue that the responsibility for change should be placed on the educational institution instead of students. Professional development and learning must be centered on providing opportunities for faculty to shape their praxis with the goal of achieving more equitable educational outcomes for all students. In order for faculty to address institutional change, they are obligated to reimagine or reshape curriculum and pedagogical practices.

Diversity, equity, and inclusion needs to be at the heart of substantive faculty professional learning. To effectively change the course of opportunities provided to faculty, colleges must have a professional learning action plan built on an equity minded³ framework (California

³ Equity minded refers to a schema that provides an alternative framework for understanding the causes of equity gaps in outcomes and the action needed to close them. Rather than attribute inequities in outcomes to student deficits, being equity-minded involves interpreting inequitable outcomes as a signal that practices are not working as intended. Inequities are eliminated through changes in institutional practices, policies, culture, and routines. Equity-mindedness

Community Colleges Chancellor’s Office, 2020a). This provides for equity minded faculty who are equipped to engage in difficult conversations, training and decision-making opportunities that lead to transformational change in student outcomes and achievements.

Faculty learning opportunities must integrate diversity, equity, inclusion, accessibility, and anti-racist pedagogy. Various pedagogies grounded in research have been identified as effective tools to build an equity minded program. Among them are training in the practice of Culturally Responsive Teaching (CRT), a pedagogy to promote healing and reconciliation for disproportionately impacted students and students of color. In the 2020 paper, *Anti-Racism Education in California Community Colleges*, the ASCCC asserts that “Key to the success of culturally responsive pedagogy is the collaboration between faculty and students to co-produce knowledge to ensure courses are culturally responsive and emphasize cultural wealth, are relevant to students’ experiences and goals, are academically rigorous, and cultivate belonging and community among students and faculty.” (ASCCC, 2020, p.39).

The ASCCC is committed to addressing the professional learning of all faculty with intentionality, and focusing on opportunities for diverse groups of faculty including faculty of color, women and special populations to promote leadership and professional learning. Under the organization’s 2018-2023 Strategic Plan (Academic Senate for California Community Colleges, 2018), there are six overarching goals. The second goal, “*Engage and Empower Diverse Groups of Faculty at All Levels of State and Local Leadership*,” includes the objective to increase leadership development opportunities to prepare diverse faculty to participate in and lead local and statewide conversations. One way this professional learning is carried out is through ongoing training opportunities and mentorship including the Faculty Empowerment and Leadership Academy (FELA)⁴. Beyond these statewide efforts, local college programs can aim to transform faculty into culturally responsive educators.

Integrating Diversity Equity and Inclusion into Professional Learning

The ASCCC recognizes the national history of discriminatory laws and history of racial diversification and equity efforts in the California Community Colleges system. This recognition informs diversity, equity, inclusion, and anti-racism efforts. At the Fall 2020 Plenary, the delegates adopted the paper titled *Anti-Racism Education in California Community Colleges: Acknowledging Historical Context and Assessing and Addressing Effective Anti-Racism Practice for Faculty Professional Development*. To address antiracism, the authors point out the importance of becoming race-conscious as an integral part of any professional learning. Faculty

encompasses being (1) race conscious, (2) institutionally focused, (3) evidence based, (4) systemically aware, and (5) action oriented.

⁴ More information about FELA can be found at <https://asccc.org/faculty-empowerment-and-leadership-academy>

are provided opportunities to engage in learning to reflect on race, its benefits, and consequences. A college professional growth program can tailor this work by focusing on this four-part framework: researching the self, researching the self in relation to others, shifting from self to system, and understanding curriculum and instruction. (p.23-30)

Local academic senate leaders can collaborate with faculty and other stakeholders to create more intentional learning opportunities for faculty to critically assess their teaching practices, and evaluate student learning and support. One method of examining equity, and integrating diversity and inclusion, is by focusing on three dimensions:

1. Individual/Personal dimension. Faculty practice self-awareness and equity -mindedness, making a commitment to equitable and culturally responsive educational practices. This includes learning to recognize and eliminate personal biases that impact the student-teacher interaction.
2. Interactional/Professional dimension. Faculty, administrators, and staff utilize equity-based practices to effectively support success for disproportionately impacted and minoritized students.
3. Institutional dimension. College policies, processes, procedures, structures, and curricula actualize success for disproportionately impacted and minoritized groups.

For campuses committed to improving professional learning to advance diversity, equity and inclusion, the following key elements need to be considered:

- The examination of key structures in professional development and learning.
- The application of self-critique and guided self-reflection in all professional development and learning.
- The use of effective methodology for facilitating dialogue, including methods to build trust and integrate the voices of all faculty.
- The practice of affinity group separation in training to prevent taxing faculty of color.
- The campus commitment to the ongoing integration of diversity, equity and inclusion with the goal to improve outcomes in overall student success.

Going Beyond Content Expertise

Community college faculty by nature of minimum qualifications come to the system as subject matter experts either through their degrees and/or work experiences. This is in contrast to the K-

12 system that uses a credential approach designed to provide a strong pedagogy and curriculum framework and formal mentoring/coaching in a classroom yielding prepared and equipped teachers. While the minimum qualifications assure a level of expertise within the subject matter that is far beyond what is typically required within a credentialing system, more pedagogical training may need to be incorporated into the professional learning curriculum to achieve the equity and student success goals of the community college system. Considering the diverse population of the community college system, it is critical that ongoing training in culturally responsive teaching, teaching methodologies that are research-based, and ongoing professional learning conversations be consistently available for faculty. Focusing on cultural and generational humility⁵ and understanding how students learn and their learning modalities are key in evolving from passive lecture-based classrooms to interactive and engaging classrooms.

Professional learning of community college faculty should be intentionally designed to share promising practices and to provide new and experienced faculty with opportunities to understand how to implement curriculum that is relevant and culturally responsive and to understand how to utilize a wide variety of pedagogical techniques that center on how students learn. As professional learning is designed to include pedagogy and curriculum development it can be framed in the three dimensions: (1) Individual (2) Interactional (3) Institutional.

Individual professional learning considerations can include professional development and learning to improve knowledge, attending webinars, and utilizing a variety of informational sources. Examples of opportunities include the Online Network for Educators (@ONE) providing ongoing courses to help with quality online instruction, and a variety of events and speakers that have been promoted through the California Community College Chancellor's Office, the Center for Urban Education (CUE) and others who have focused on diversity, equity, and inclusion.

Interactional activities can include conferences, college institutes, book reading groups, professional learning conversations, and other collaborations, including efforts to help faculty understand how to identify and design open education curriculum and how to implement an open pedagogy approach.

Institutional professional learning can include Flex day(s), professional learning days, and ongoing analysis of curriculum and pedagogy at the college, including such efforts as a cultural audit of the Course Outlines of Records (CORs).

These three dimensions are helpful in identifying and framing professional learning; however, considerations and challenges to academic freedom should be kept in mind as each of these approaches are undertaken.

⁵ Generational humility is getting to know our students and colleagues with joyful curiosity and respect. Curiosity: seeking out intercultural interactions, viewing difference as a learning opportunity, being aware of one's own ignorance

Academic Senate and Collective Bargaining/Union Collaboration

Professional learning (referred to as professional development in Title 5) is one of many areas in which the interests and purviews of the academic senate and the faculty bargaining agent may overlap. Under Title 5 §53200 (c) (8), “policies for faculty professional development activities” fall under the heading of academic and professional matters and thus are subject to collegial consultation with the academic senate. However, this language specifically references “policies,” not the details of professional learning activities nor faculty requirements for participation in professional learning. Rather, the specific obligations of faculty for professional learning participation and completion are frequently outlined in the faculty bargaining agreement, making such matters an issue for the faculty union. Issues involving the specific content of professional learning opportunities may touch on both policy and contract language as well as the more general interests of the district’s professional learning program for all employees. A cooperative relationship between the faculty union and the academic senate, as well as connection to the broader professional learning program of the college, is necessary for developing a productive faculty professional learning program.

Ongoing dialogue between the academic senate and the faculty union can make both the development of or changes to policy and the negotiation of bargaining agreement language more collegial and effective. Before and during discussions of policy development or modification regarding professional learning, academic senates should collaborate with their local union representatives to ensure that the policies or changes being considered do not conflict with contract language or raise issues regarding negotiated items. The academic senate can then work with the district to develop and enact policy with confidence that the interests of the bargaining agent are protected.

Likewise, because contract language may interact with policies for professional learning that fall under academic senate purview, the bargaining agent should collaborate with the academic senate before entering into negotiations regarding such issues and, to the degree possible, should continue to consult with the academic senate throughout the negotiations process. At the same time, academic senates must understand that some aspects of negotiations cannot be discussed outside of the bargaining team and that the bargaining unit may not always have the opportunity to check in with the academic senate before reaching an agreement at the negotiations table. For this reason, communication between the academic senate and the union prior to the beginning of negotiations is crucial so that the bargaining team can as fully as is possible and reasonably represent priorities that have been agreed upon in advance with the academic senate.

Connecting Faculty Evaluations to Professional Learning

While faculty evaluations are an expected component of any educational institution, they may be a controversial issue in many districts. However, a robust and healthy evaluation process can

benefit both the faculty and a college's instructional program by promoting personal growth in faculty members and by improving and enhancing approaches to teaching.

One way to develop an effective evaluation process is by connecting evaluations to professional learning. Such a process might be built in many ways. One approach could be to ensure that all evaluations include a set of personal goals or areas for improvement; even a person receiving the most positive evaluation can still look for ways to improve. These goals might be developed by the individual faculty being evaluated, suggested by the evaluations committee, or created jointly depending on the local process. Such goals could then be compiled from all evaluations in a given cycle, with any information that could identify the evaluatee removed in order to protect privacy and enhance the evaluatee's comfort level in suggesting areas for improvement, and then forwarded to the college's professional learning coordinator or committee. The professional learning program would then have data and guidance through which to develop activities for Flex Days or other professional learning events that specifically address the interests and needs of the college community (Academic Senate for California Community Colleges, 2013, p. 11).

This is another area in which the local academic senate and the collective bargaining agent or union can collaborate. Faculty evaluations are typically an issue that falls under the purview of the bargaining unit, and the process for evaluations is generally outlined in the bargaining agreement. However, if evaluations are seen not as a pro-forma, compliance or punitive process but rather as an opportunity for individual improvement and growth, they also become integrated within the professional learning framework. Collective bargaining agents and academic senates would therefore need to work together to recommend a process that serves the interests of both bodies. Such consultation would necessarily take place before initiation of collective bargaining, and the academic senate would need to understand that the district also has an interest in this process and that the union therefore might need to reach compromises on aspects of the process during negotiations. Still, if all three constituencies—the academic senate, the bargaining agent, and the district administration—approach the issue with the intent of creating a non-threatening process that can enhance professional learning and personal growth for all faculty members, a productive and positive agreement could be reached that would connect the evaluations to the professional learning program.

Addressing the Needs of Part-Time Faculty

Broad access to professional learning is critical for the health of the institution, and institutions would do well to examine access that reaches beyond full-time faculty to address the needs of their part time faculty colleagues. If structured well, it can provide opportunities to enrich and grow the professoriate via a nurturing pathway. Here is one recent example from a community college in Central California:

David Brooks was a community college student who returned to his local community college to teach as a part-time faculty member once he received his M.A. degree in Art. He spent two years involved in a variety of professional learning opportunities that the college provided such as a book series, a summer institute, @ONE courses for quality online instruction, and instructional rounds that involved informal visits to exemplary faculty classrooms followed by dialogue with colleagues. These opportunities helped him to grow as an educator, and when a full-time position opened up at the college, the time invested into professional learning made him a strong candidate, enabling him to attain a full-time position.

Despite the chasm that is often experienced between full-time and part-time faculty, the college cannot function without both. While full-time faculty have additional responsibilities when it comes to curriculum development, program development, and committee involvement, when it comes to the primary functions of teaching, learning, and providing student support there is no fundamental difference between the role of a full-time faculty member and a part-time faculty member as it relates to student interactions. All faculty are responsible for high-quality instruction and support, providing an equitable, engaging, and effective teaching and learning environment, and ultimately student success.

In Fall 2019, part-time faculty in the California Community College system taught 45% of all courses⁶ (California Community Colleges Chancellor's Office - Data Mart, n.d.). Therefore, it is critical that part-time faculty have access to and are involved in professional learning opportunities provided by the colleges, as providing substantive professional learning opportunities for them is essential to assure that students are not negatively impacted. Professional learning for part-time faculty can include involvement in Flex day or professional learning day opportunities, part-time faculty orientation, part-time faculty mentoring programs, involvement in discipline-specific meetings, access to on-campus summer institutes or other forms of on-campus professional learning, and inclusion in and consideration for off-campus workshops and conferences.

Part-time faculty experience multiple challenges in accessing equitable professional learning opportunities. First, many part-time faculty teach at multiple colleges or have other full-time jobs in other industry sectors, thus impacting their time and access at any single institution. Conversely, part-time faculty may receive obligations of duplicate training at multiple colleges such as Canvas training on effective practices in online instruction or certification. This requires each college to be intentional about working with individual part-time faculty to customize professional learning opportunities that make sense for their subject, experience, and

⁶ Technically this percentage refers to all temporary faculty, however this population is overwhelmingly part time faculty such that according to the California Community Colleges Chancellor's Office, even if other temporary faculty were removed from the calculation, the percentage reported for part time faculty would be unchanged..

background. An investment in part-time faculty professional learning is a statement of how the institution values part-time faculty and recognizes their impact on the classroom, students and support services, the college, and the California community college system. Such investment enriches the applicant pool for full time faculty positions with highly qualified part-time faculty with experience and quality training who are ready to engage from the first day in a full-time faculty role.

The importance of Professional Learning to the institution

Faculty frequently play important roles and have responsibilities under state regulations in areas in which they may not be inherently knowledgeable or comfortable. Some areas, including strategic planning, budget, accreditation, and even program review, many of which, though expected elements of participatory governance, are not part of the typical academic preparation for faculty. It would serve the institution well, however, if such areas that are so important to its overall function are included in some of the professional learning offered. Additionally the institution may benefit from faculty professional learning that results in increased success and retention, especially of disadvantaged and marginalized students, more widespread compliance for supporting disabled students, including accessibility of instructional and support material, and even more access to funding under the Student Centered Funding Formula, For an institution to be effective in serving students and the community, the contribution of faculty is essential. If faculty are more adept at these areas as areas of ongoing professional learning, faculty may be more likely to volunteer and offer meaningful contributions. This can only serve to strengthen the institution.

Faculty Role in Structuring Professional Learning

In order to be eligible to receive funds for professional learning, the state requires colleges to form an advisory committee comprised of administrators, faculty, and staff who assess professional learning needs and assist with the development of a local plan to meet those needs and to report on actual expenditures for faculty and staff professional learning from the preceding year.⁷ While these regulations do provide some guidance regarding the subject matter of acceptable professional learning activities and what campus entities must be involved in planning with respect to professional learning, broad discretion is given to individual campuses to define specific professional learning policies, determine how much of a faculty member's time should be dedicated to professional learning, and develop procedures for approval of specific activities.

Many colleges and districts have adopted administrative procedures to explain their local professional learning (PL) processes, but in most instances these procedures lack the detail

⁷ California Education Code Title 3 Division 7 Part 51 Chapter 1 Article 5 Section 87151

necessary to truly understand local practices with regards to professional learning. Some campuses use a fully or mostly faculty driven model where a faculty coordinator is responsible for planning and implementing PL while other campuses have created an administrative position to oversee faculty PL in consultation with the local academic senate. It is imperative that academic senates examine local policies along with administrators to determine if the current policies and structures are clear and assist the college in meeting its goals. Local academic senates should make sure that the policies contain clear guidelines as to what constitutes appropriate professional learning activities in order to guide the professional learning committee. This assures that the policies for professional learning remain under senate purview while the operational component resides within the professional learning committee.

While local procedures regarding professional learning vary widely throughout the state, there are some commonalities across the system. As it is an academic and professional matter, one model is for local academic senates to have faculty professional learning committees charged with assessing the needs of the college and designing, implementing, and/or overseeing programming for professional learning for faculty. Another model is to have a single committee overseeing professional learning for all staff including classified professionals and managers. In the latter structure, it is essential that the academic senate maintains its purview over faculty professional learning. This can be accomplished by having a faculty chair or co-chair of the overall committee, having significant faculty representation on the committee, or some other structure agreed upon by the administration and the local academic senate.

Because specific PL obligations are often a working condition, local contracts may dictate how many hours each faculty member must devote to it each academic year as a minimum, and some include more specific requirements around particular types of professional learning such as department- or division-specific events or activities related to equity and diversity. While some campuses require individual faculty members to complete a personal PL plan and devote a certain number of hours to participating in one or more campus-wide Flex days organized around a particular theme each semester, the subject of other PL activities may be at the individual faculty member's discretion. Ideally, faculty members regularly evaluate their strengths and growth areas as educators and engage in PL activities that address areas where growth is needed; however, most campus policies and procedures do not require this level of planning, and thus the responsibility for addressing one's observed or perceived PL needs usually falls on the individual faculty member, with wide variation in willingness to create and follow through with a meaningful individual professional learning plan.

Funding Professional Learning

While the original draft of AB 1725 (Vasconcellos, 1988) had a 2% budget earmark for professional development funding, this allotment was trimmed to 0.25% in the version of the legislation that was enacted. Over time, even this miniscule amount of funding has been trimmed

or, in some cases, completely eliminated due to the uncertainty of the state budget in difficult economic times and the apparent reluctance of the state to provide a budgetary structure that prioritizes higher education and specifically, the need for robust professional learning opportunities for faculty. While the legislature has provided various one-time funds for professional learning, which is useful, more funding is needed to fully address the systemic changes desired by the community and legislature. In 2013, a special Student Success Initiative Professional Development Committee established by the Chancellor's Office recommended that "1/2 of 1% of the CCC System budget be set aside specifically for professional development activities," (California Community Colleges Chancellor's Office, 2013), but this recommendation was never enacted. AB 2558 (2014) established guidelines for professional learning and procedures colleges are required to follow to obtain the funds from the state, but this legislation once again failed to specify a stable funding source for PL. Thus, many colleges currently finance PL from a variety of sources including restricted and unrestricted general funds, categorical funds such as guided pathways and Student Equity and Achievement, outside funding sources such as grants to the college or particular programs within the college, and for certain activities such as training for hiring committees, EEO funds. This piecemeal strategy for funding is not a sustainable long-term solution, and if colleges are going to adequately equip faculty for the rigors of educating students in the immensely diverse CCC system, the state must invest in the future by identifying and committing to a stable, long-term PD funding source.

In the absence of earmarked funding from the state, funding for professional learning should be integrated into the governance and budget of each college and district. Through program review, resource allocation, governance committees, and data analysis and outcomes the college or district should identify and prioritize professional learning needs for the college or district. Faculty professional learning is crucial for student success, as community college students spend the majority of their time working directly with faculty in a classroom or through support services and counseling.

Once professional learning needs have been identified general fund allocations should be utilized to provide individual, interactional, and institutional professional learning opportunities for all faculty. In the absence of direct funding from allocated general fund dollars from the college there are a plethora of other funding sources that can be utilized at the college for professional learning including funds from Student Equity and Achievement (SEA), guided pathways, categorical programs, and other state and federal grants. Colleges should consider writing professional learning into any federal or state grants that they seek and work with categorical programs to include it in their annual plans and reports. Another avenue for generating funds for professional learning is to engage community, industry and corporate partners through collaborative efforts.

The Importance of Culturally Responsive Curricular Redesign

Student equity cannot be separated from the role of professional learning provided to faculty, both in terms of instruction and support services. Guidance from the [ASCCC](#) over the years regarding the importance of faculty primacy in professional learning and the allocation of dollars spent on the college campus requires a deeper look at our institutional training needs. The [ASCCC July 2020 Senate *Rostrum*](#) provided individual and personal faculty stories of racism and inequities in the community college system, illustrating that much work still remains to be done to make the community college system more equitable for faculty and students. While the California community college student population has changed over the decades with the majority of students being students of color (particularly Latinx students), faculty ethnic identity remains stagnant (mostly white). To assure that all students are given the best opportunity for success, it is imperative that faculty are trained to create an environment where students can thrive.

The ASCCC and system partners recognize and embrace the need for systemic change. During the Fall 2019 Plenary Session, for example, several successive resolutions on Diversity, Equity and Inclusion were passed including [3.02 F19](#) , [3.03 F19](#) and [3.04 F19](#)⁸. During the summer of 2020, the California Community Colleges Chancellor's Office issued a [Call to Action](#) (California Community Colleges Chancellor's Office, 2020b) and a concomitant Call to Action was issued from the ASCCC President encouraging senate leaders to “Prioritize culturally responsive curricular redesign” and engage in discussion of anti- racism/no-hate education. This request has prompted colleges and senates across the state to re-examine their institutions from an equity lens. Participatory governance committees have revised their committee charge and responsibilities to be inclusive and responsive to the changing cultural climate on our college campuses. The Student Academic Senate ([SSCCC](#)) published the [SSCCC Anti-Racism: A Student Plan of Action](#) (Student Senate for California Community Colleges, 2020) which makes two strong statements: “Require onboarding and annual faculty training on cultural competency, conflict resolution, unconscious bias, microaggressions, workplace diversity and other racial barriers” and “Ensure that the community college curriculum is responsive to all cultures in an effort to foster cultural appreciation, awareness, acceptance, and value.” Both [Cruz \(2019\)](#) and [Ahadi & Guerrero \(2020\)](#) emphasize the importance of developing an inclusive syllabus structure that humanizes the student (particularly students of color) and employs institutions to examine their course of record (COR) in an attempt to expose institutional racism and breakdown barriers for students. They both recognize the urgency of this matter and suggest thorough analysis of learning environments.

While the concept of creating culturally responsive curricular redesign is not new given the historical paradigm of culturally relevant pedagogy (Ladson-Billings, 1995) and critical race theory (Delgado, 2001), it has lacked widespread adoption throughout academia. Although elements may be seen in some social science and multicultural courses, the ethnic studies

⁸ ASCCC Resolutions can be found at <https://asccc.org/resources/resolutions>

curriculum was specifically designed to address the deficiencies found in the majority of the undergraduate courses. Organizations like the Center for Urban Education ([CUE](#)) featuring its [Syllabus Review Guide](#) (Roberts & Center for Urban Education, n.d.) and [webinar series](#)⁹ on racial equity including the research offered by the Community College Equity Assessment Lab ([CCEAL](#)) provide evidence and trainings that substantiate the need for racially conscious curriculum. Other prominent organizations like the National Center On Race and Ethnicity ([NCORE](#)) have been fostering inclusivity for several decades coupled with the research provided by the Research and Planning Group for California Community Colleges (the [RP Group](#)) justifying these needed changes to the curriculum including the American Educational Research Association's ([AERA](#)) long standing research from a national perspective. It is time for the California community colleges to embrace this re-design systemically and provide robust professional learning for faculty to facilitate this update.

Incorporating Data Proficiency in Professional Learning

Data analysis has increasingly become a component of colleges' decision-making processes, thanks in part to the integration of the guided pathways framework into college structures. As institutions collect more data, faculty must become more proficient at using and navigating data. Faculty leaders can examine college and district level data to help inform decisions on which policies are effective and which create an opportunity gap for some students and can advocate for changes as appropriate. This data includes success and completion rates, transfer, or other measures that indicate whether students are achieving their educational goals. However, faculty in many disciplines may not be fully trained in or comfortable with data analysis. For this reason, training faculty in the understanding and use of data is an important and useful component of professional learning in modern education.

Some colleges have begun to invest in data coaching. In this practice, someone, usually a faculty member, proficient in accessing and analyzing data trains other faculty in the practical application of data. This practice, coupled with professional learning for faculty to understand what data is available and how to apply it, can become an invaluable tool in helping to understand local student populations and how best to serve them. Among other uses, data can be used to show areas where there is a disproportionate impact. Faculty must carefully examine these areas as plans are made to reduce and eliminate the disproportionate impact on certain groups of students, including those traditionally marginalized. Data proficiency can also be useful for college planning, curriculum development, and many other aspects of college governance.

The ASCCC offers tools that can be used in training faculty in data usage, including college data from statewide sources such as the California Community Colleges Chancellor's Office Data

⁹ See <https://cue.usc.edu/events/>

Mart portal. For example, at the program level, faculty can examine data to find potential opportunity gaps that may be affected by scheduling, outreach, prerequisite determinations, or other considerations. At the course level, data can be used to examine the effect of curricular changes such as increased cultural responsiveness on students, especially students who have been traditionally marginalized. Faculty need to be familiar and comfortable with analyzing and interpreting data of various kinds in order to achieve these purposes. Thus, integrating data proficiency into professional learning can benefit faculty, institutions, and students by making faculty better able to participate effectively in decision-making processes that are based on data analysis.

Providing Growth and Mentorship for Newer Faculty

Most colleges recognize the importance of recruiting and retaining tenure track faculty and therefore have created routine onboarding programs for newly hired faculty ([New faculty Orientation, 2017](#)). Programs span from a few hours to one semester to two years. Topics typically included in these programs are navigating the college environment, understanding policies and procedures, course evaluation and assessment, and teaching techniques. California community colleges should also include training on the role of faculty in the college and district governance processes as provided for in Education Code, Title 5, and local policies and regulations as new faculty typically have little experience with this complex and important structure.

Beyond those topics above, some colleges offer new programs sometimes called Faculty Equity or Development Academies that take a cohort approach to training new faculty that emphasizes an understanding of the diverse student populations served and how to ensure student success. Examining the many possibilities as to why there are inequalities in student success data can help shape a well-defined new faculty orientation process and help to transform the classroom environment. A few elements to consider for this training model might include decolonizing the syllabus, how to interpret student equity data, and understanding diversity, equity, inclusion, and anti-racism. Every model should ensure that faculty can self-reflect on their training and learning around competency-based anti-racism, equity, and inclusion.

In an article published by the [Association of American Colleges and Universities](#), Ana M. Martínez-Alemán states that a faculty development for educational equity program must include three key components: “To help faculty develop academic identities anchored to the principles of equity-mindedness, an FDP should involve three components: (1) release time for faculty, (2) monetary rewards for equity-minded teaching, and (3) recognition of equity-minded teaching in promotion and tenure appraisals.” Although faculty compensation falls outside of the realm of

academic senates, partnering with the collective bargaining unit can assure that the goals of professional learning are met.

Colleges are being urged to increase the diversity of their faculty population so that it is reflective of the student population which it serves since growing research studies have shown that teacher expectations of students of color are different when students are taught by a teacher of the same ethnicity. ([Gershenson, et. al, 2015.](#)). Another key benefit is the impact on professional learning, With a more diverse faculty, opportunities for culturally responsive pedagogy are increased as the professoriate gains skills as a whole. The importance of hiring and maintaining a diverse faculty was clearly outlined in the *Rostrum* article [“Our Obligation to Equitable Hiring Practices: A Partnership Approach to Ensuring and Equity-minded Selection and Recommendation Process”](#) (Taylor Mendoza and Bean, 2020) urging college administrators to invest in faculty of color. However, there is much less attention and resources invested in cultivating an environment that supports the retention of faculty of color. It is incumbent upon the college to provide professional learning that can increase the success and retention of newly hired faculty, especially faculty of color.

Developing a formal or informal mentoring program can be an important component of that professional learning. College campuses are not immune to hostile work environments, intentional or not; however, creating a safe, nurturing and supportive atmosphere could make the difference as to whether a faculty member stays or leaves. Mentoring programs need to be intentional, purposeful, and authentic. Mentoring program should be funded appropriately to include resources needed to reduce faculty load for full and complete participation. Time should be taken to assess the needs of the faculty cohort so that the appropriate matching can take place. The ASCCC has taken the lead by creating a new Faculty Empowerment and Leadership Academy ([FELA](#)) which provides one-on-one mentoring to diverse faculty. Mentorship provides an opportunity to grow leadership from within and seek out those who have leadership potential.

Professional learning is as key to retaining faculty as it is to improving skills of the faculty as a whole. Building a professional development [learning] module for mid and early career faculty mentorship allows the college to nurture tenure track faculty which supports the retention of faculty of color while also fostering an equity-minded instructional leadership training embedded within that retention strategy (Williams, L. 2020 unpublished).

Professional learning events provide faculty the opportunity to network and gain useful knowledge, guidance and advice from peers and colleagues within and across the systems. Affinity group networking similar to the [ASCCC caucuses](#) allow for safe conversation and thought development within a common group of members. Networking can be beneficial to career mobility and sustainability.

Sabbaticals

A sabbatical leave is not just a vacation or time for faculty to rest. In most districts, a faculty member who takes a sabbatical is expected to complete a project that is of some benefit to the college or to the faculty member personally. At their root, sabbaticals are intended as a form of professional learning, a chance to take time to develop one's knowledge or skills. If used appropriately, they can be an important part of a strong professional learning program.

Because sabbaticals are connected to professional learning, they fall under the purview of the academic senate. However, the conditions and requirements for a sabbatical leave are normally negotiated into the faculty bargaining agreement. Both academic senates and faculty unions therefore have roles in the establishment and granting of sabbaticals. The senate and the union should consult to determine the conditions and parameters for sabbaticals that the senate would like to see negotiated into the contract. Such issues might include the conditions that faculty must meet in order to take a sabbatical and the number of leaves to be granted in any given year, which are contract matters on which the union would normally have the primary voice. Once such parameters are established, the academic senate should lead on the professional learning policy aspects of sabbaticals, such as what the requirements for a project would be, how proposals for such projects would be reviewed and authorized, and how the completed final projects would be approved. Because both the academic senate and the faculty union have direct connections to the granting and completion of sabbaticals, the two organizations must work together to ensure appropriate agreements regarding both contract issues and professional learning quality control.

Education Code and Title 5 contain no language concerning the granting of sabbaticals, and thus sabbatical leaves are not an opportunity to which faculty have an inherent right. The conditions and number of sabbaticals, and ultimately whether sabbaticals will be granted at all, are ultimately a matter at the discretion of the local governing board. However, if a district is committed to a meaningful professional learning program, the local board should be willing to entertain reasonable sabbatical leave agreements and policies depending on appropriate allowances for fiscal and staffing concerns. Academic senates and faculty unions can work together alongside representatives of the district administration to develop such processes and policies that will strengthen their professional learning program.

Responsiveness in Emergency Situations

Environmental and global factors affecting education on a large scale have made evident the need for colleges to become more nimble in their ability to serve students in the face of unexpected events. California has experienced unforeseen closures due to natural disasters such as the devastation caused by fires as well as a global pandemic which forced all colleges into an online environment. In an unprecedented turn of events that impacted all aspects of society, the

entirety of the California Community Colleges system was forced to turn on the proverbial dime to redirect all teaching and student support services to 100% online in less than two weeks. Although the California Community Colleges Chancellor's Office provided some support, the impact on teaching and learning as well as student support services was enormous, and the effects may continue to be seen for many years to come, even as the rest of society returns to a sense of normalcy. The lessons from the fires and the COVID-19 epidemic are still being assessed, but one thing is clear; it is incumbent upon college academic senates to ensure that even emergency professional learning be guided by the Academic Senate to ensure quality teaching and learning throughout.

Some strategies and approaches helped colleges rise to the challenge of providing quality emergency development quickly and in a unified manner. One such example comes from the San Mateo County Community College District. Comprising three colleges, the district convened a team under their District Academic Senate, a group entitled the Taskforce on Teaching and Learning. This team included faculty from all campuses ranging from distance education specialists to counselors to career tech and Golden Four faculty representatives; it included administrators and students as well. The team issued critical guidance in a district voice that helped colleges respond to the demands they were facing. Cosumnes River College created a digital equity workgroup including faculty and administrative representatives working closely with IT staff; through this group, they were able to provide guidance to not only assist faculty teaching remotely but clarify distribution of laptops, Wi-Fi hotspots, and other technological supports. The guidance was the beginning of a re-envisioning of teaching and learning that would develop statewide.

Such quick and nimble action requires a solid foundation in delivery of quality professional learning at the time it is needed. As inequities in professional learning are laid bare in an emergency, especially in areas of distance learning, this hindsight shows what professional learning needs to encompass even in normal times. Some things learned from an ASCCC workshop reflection on responses to the pandemic include the following:

- Barriers to quickly certifying faculty to teach online. Colleges reported untenable, inaccessible, or unnecessarily onerous requirements on training for online teaching.
- Inconsistent and inequitable access for full-time versus part-time faculty to training in use of course management systems and course shells.
- Lack of communication and collaboration between faculty and administration, the existence of which could have facilitated the shift better.
- Lack of consultation with faculty on the most accessible and relevant tools that support online teaching and learning

- Disconnect from campus equity-minded efforts as colleges rapidly attempted to address needs that, ultimately, impacted minoritized students more greatly
- Underestimating the level of support needed for faculty to pivot their teaching to online
- Additional challenges that can support faculty in an emergency situation can include:
 - Supportive, creative guidance to help faculty evaluate for outcomes in a course whose term is cut short by an emergency
 - Development in equitable concepts of grading that are less punitive for students affected by an emergency
 - Guidance in work-life balance to support faculty overwhelmed by the emergency situation

No college can truly prepare for the unforeseeable, but an equitable approach to the provision and delivery of faculty learning, paired with robust communication and collaborative operations, can yield better responses.

Conclusion

It has long been recognized that faculty professional learning (often referred to as professional development) must be part of the professional responsibility of faculty. There is now a compelling body of evidence that the emphasis of such learning needs to be directed toward ways to improve learning and student support services. Given the persistent opportunity gaps for students of color and other minoritized groups, more emphasis should be placed on professional learning that addresses diversity, equity, inclusion and anti-racism and other practices to alleviate this gap.

Given that culturally responsive practices, curricular design and pedagogy are not typically part of the academic preparation that faculty receive, it is incumbent upon all institutions within the California community college system to provide expansive professional learning opportunities to address this need. Such efforts will improve the overall experience as well as the success and retention of all students regardless of race or ethnicity. While equity focused professional learning should not be offered to the exclusion of all other topics, providing training that is equity focused will inherently alter the lens through which other professional learning may be viewed.

Faculty professional learning should ultimately be focused on improving teaching, learning and student support services. Moreover, as colleges are transformed through broad efforts such as integration of guided pathways frameworks, streamlined transfer pathways, online education and other initiatives, having faculty that is versed in diversity, equity, inclusion and antiracism will assure that these principles are integrated throughout the college structure.

While colleges may be able to simply adjust some of their professional learning options, sustained substantive change may require a restructuring of policies for professional learning, reimagining the types of professional learning supported and broadening its availability, including more robust new faculty orientation programs and more opportunities for part-time faculty. This may also require a reassessment as to how professional learning funds are allocated as well as a renewed commitment system-wide to fund professional learning more aggressively. As the California community college system is focused on increasing student success and completion, it must be noted that faculty professional learning is essential to achieving those goals.

Recommendations

Recommendations to Individual Faculty

- Reflect on your interactions with students and seek professional learning opportunities that can help you improve teaching, student learning, and student support as appropriate

Recommendations to Professional Learning Coordinators

- Reevaluate professional learning programs to prioritize activities that focus on improving student learning.

Recommendations Local Academic Senates

- Adopt a racial equity focus in professional learning.
- Examine professional learning activities to increase equity minded professional learning
- Examine and further develop professional growth programming focus on ways to improve student learning.

Recommendation to Colleges

- Identify and examine the hours of professional learning that focus on equity, equity mindedness
- Use faculty evaluation as a tool for determining professional learning activities

Recommendation to the Board of Governors

- Prioritize faculty professional learning as a critical tool for improving student success and retention
- Integrate faculty professional learning into ongoing diversity equity and inclusion work
- Provide a dedicated funding stream so that districts can provide consistent and reliable professional learning opportunities

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Executive Committee Agenda Item

SUBJECT: 2021 Spring Plenary Session Planning		Month: March	Year: 2021
		Item No: IV. L.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will continue discussing the 2021 Spring Session program.	Urgent: Yes	
		Time Requested: 30 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison/Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will continue building upon and discussing the approved schedule for the upcoming 2021 Spring Plenary Session, to be held virtually via on April 15-17, 2021.

Approved Theme: **Working Collectively: Decolonizing and Reimagining Institutions**

Timeline:

- Any outside presenters are due to Dolores and Krystinne/Tonya by March 5, 2021 for approval.
- Final resolutions due to Krystinne/Tonya for circulation to Area Meetings March 8, 2021.
- Breakout session descriptions due to Krystinne/Tonya by March 12, 2021.
- AV needs to Tonya by March 19, 2021.
- Final Program to Krystinne/Tonya by March 19, 2021.
- Deadline for Area Meeting resolutions to Resolutions chair: Area A & B March 26, 2021; Area C & D March 27, 2021 – DUE March 31, 2021.
- Final program posted by March 30, 2021.
- All materials posted to ASCCC website April 5, 2021.

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



Executive Committee Agenda Item

SUBJECT: Faculty Leadership Institute General Sessions and Breakouts		Month: March	Year: 2021
		Item No: IV. M.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will discuss and consider for approval a preliminary list of topics for the 2021 Faculty Leadership Institute.	Urgent: Yes	
		Time Requested: 30 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison/Krystinne Mica	Consent/Routine	
		First Reading	X
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Faculty Leadership Institute is scheduled to be held in June 17-19, 2021, virtually. Attached is a list of topics covered by last year’s institute, excluding the mock plenary and resolution writing general sessions, and with the addition of topics around remote meetings and legislation. The Executive Committee will need to consider which of these topics would be the most useful and viable for an online audience of local senate leaders.

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

General Sessions

- State of the Senate, Governance, and Consultation
- Local and Statewide Budgets/The Community College Budget or Where Money Comes From
- Resolution Writing
- The Role of the Senate President and Effective Leadership
- The Brown Act
- Equity Minded Leadership and Faculty Diversification/Faculty Diversification: Setting the Local Agenda for Next Year
- Working with your Senate Remotely
- Senate/Union Relations

Breakouts:

- Building Relationships in the Age of Social Distancing: Tools for an Effective Senate
- Senate Resources at Your Finger Tips: Using the Local Senates Handbook, Navigating the ASCCC Website, When to Call for Help
- Brown Act Follow-Up
- Creating and Leveraging Collegiality for Leadership Effectiveness
- Conversation with the President and Vice President
- The Role of the Academic Senate President and Working with your Administration
- Self Care
- Succession Planning
- Setting a Local Senate Agenda and Running an Effective Meeting
- Adapting to Change in Virtual World
- Creating a More Effective Senate by Establishing Strong Relationships and Clarifying the Purview of the Senate
- Principled to Pragmatic; the art of knowing the limits of your flexibility
- Minimum Qualifications, Equivalency, and Assigning Courses to Disciplines
- Mentoring and Growing Faculty Leaders, Start Looking for your Replacement Now!
- Setting the Agenda for your Academic Senate Presidency
- Developing and Evaluating Processes and Procedures
- Developing Leadership Style
- Civil Discourse: Engaging with Colleagues Who May Not Like You
- Research and Data: Driving Dialog and Decisions Making
- Making an Action Plan for the Senate Around Faculty Diversification
- Faculty Diversification: Setting the Local Agenda for Next Year
- Managing Conflict
- Legislation and Local Senates

Virtual Faculty Leadership Institute – DRAFT OUTLINE
Current dates: Thursday, June 17, 2021 to Saturday, June 19, 2021

Day 1

7a - 8a: Morning Activity
9a - 10:30a: General Session/Welcome
11a – 12:15p: Breakout Session 1 (# sessions)
1p - 2:30p: General Session 2

Day 2

7a - 8a: Morning Activity
9a - 10:30a: General Session 3
11a - 12:30p: General Session 4
1p - 2:15p: Breakout Session 2 (# sessions)
2:45p - 4p: Breakout Session 3 (# sessions)
5:00p – 6:00p – Social Hour

Day 3

7a - 8a: Morning Activity
9a - 11a: Area Meetings
11:30a-12:45p: Breakout Session 4 (# sessions)
1:15p - 2:45p: General Session 5



Executive Committee Agenda Item

SUBJECT: Distance Education Guidelines/DEETAC		Month: March	Year: 2021
		Item No: IV. N.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated about the recent conversations around Distance Education and consider possible actions.	Urgent: Yes	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Robert L. Stewart, Jr.	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Distance Education and Educational Technology Advisory Committee (DEETAC) has been discussing distance education guidelines and the release of information to the field. Recent discussions have prompted concern about the speed at which these items are being released and the need for additional guidance.

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



Executive Committee Agenda Item

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

Please note: Staff will complete the grey areas.

BACKGROUND:

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

Full agendas and meeting summaries are available online at:

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

<https://www.cccco.edu/About-Us/Consultation-Council/Agendas-and-Summaries>

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



Executive Committee Agenda Item

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

Please note: Staff will complete the grey areas.

BACKGROUND:

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

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



Guided Pathways Task Force Meeting
MINUTES
Thursday, January 14, 2021
1:00 p.m. – 4:00 p.m.

Zoom Info
Meeting ID: 849 3599 1216
<https://us02web.zoom.us/j/84935991216>
1 669 900 9128

Present: Ginni May, Sarah Harris, Lance Heard, Stephanie Curry, Cheryl Aschenbach, Juan Buriel, Erik Shearer, Jeffrey Hernandez, Meridith Selden, Michelle Bean, Sam Foster, Krystinne Mica, Miguel Rother, Selena Silva

Action	Item	Enclosures
Discussion	I. Welcome and Check-in (20 min)	
Information/ Report	II. Announcements/Updates (45 min) <ul style="list-style-type: none"> a. ASCCC Executive Committee Meeting <i>ASCCC Executive Committee members briefly discussed the January Executive Committee Meeting</i> b. Guided Pathways efforts with partners <i>Team dialogue, feedback took place</i> c. GPTF Teams guessing many have not gathered your teams yet <ul style="list-style-type: none"> 1. Webinars Eric: no updates yet...interested in taking the pulse of the group of what they would like to see. Will send out an email with suggested topics and ask for feedback. Ensuring learning will be a primary focus. Cheryl reported that the Accreditation Committee has 4 webinars that could be offered in collaboration with GPTF as a package (learning et al). Erik will pull from fall topics as well. Ideas included exploring link between accreditation and ensuring learning, CBE 	

- Sarah provided a list here... 1) technical visits how it helped what it is like. 2) Meta majors where are we now? 3) Scheduling. 4) Culturally responsive curriculum or DEI. 5) Ensure learning and 6) Long-term planning
2. Technical Visits Jeffrey shared that he was drafting a memo to send to GP liaisons and academic senate presidents. It will include information on technical visits, transitioning GPTF work into existing ASCCC structures. Team will send to Ginni to finalize.
 3. Resources Meredith shared that there is nothing new with resources at this time. The mini papers/mini canvas courses will be linked when ready.

**Discussion/
Action**

III. Fall 2020 Resolutions (30 min)

- a. *17.01 Fall 2020 Integration of Guided Pathways Work and Institutional Processes and Structures*

Encl. 1

Encl. 2

Stephanie submitted this topic for a plenary session breakout. Much of this work has been done. Stephanie and Ginni may write one more Rostrum article to tie up the loose ends.

- b. *18.01 Fall 2020 Paper and Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways*

This was assigned to GPTF and the Curriculum Committee. Carrie and Ginni will provide a draft plan to Dolores and Krystinne, then provide updated draft to both committees for refinement and then to the Executive Committee for approval.

Break - 10 min

**Information/
Report**

IV. Mini Papers/Mini Canvas Courses Group Updates (60 min)

The Teams were invited to share progress of the 14 Mini Papers/Mini Canvas Courses

Incorporating student voice in GP design

Jeffrey. The group has met and have ideas and realized there is already a vast amount of resources. For example, a previous webinar that is on topic along with other resources. Their strategy is to create a canvas module. Krystinne volunteered to cull together what we have on our website in a folder and Cheryl is helping with a template. They will have a page that talks about the importance and one with student testimonials and links to student voices in different areas. They all volunteered to go through the folders looking for themes to put into a page. Juan, Michelle, Cheryl, and Jeffrey volunteered to find principles/examples of student voice. This will be a canvas module.

Sustaining and Institutionalizing GP into governance structures

Stephanie shared that the group has not met yet since December. Look for an email for the group to meet soon.

Aligning GP with equity minded actions

Jeffrey. The group met yesterday and decided it would be great to have a PowerPoint Presidents can use to point to and see equity minded actions and share them. We started working on the PowerPoint.

They will be meeting in 2 weeks Jan 28th.

Guided Pathways 101

Eric. They have not met yet. An invite is coming for everyone to meet. One idea the group has is a fact document. Another is the Canvas course for this. Also, a PowerPoint to use as a primer for downloading and modifying. A document on the original GP book and how that manifests itself in our system is a suggestion.

Scheduling Design for Student Completion

Ginni shared that a group summary went out we will meet January 28th.

Scheduling: A Student Centered Approach is the new proposed title. Ginni asked if the group could create

scenarios that communicate how scheduling impacts student's ability to complete courses/college and the barriers that exist.

Help faculty appreciate scheduling that is student-focused as opposed to faculty-focused (hard to do!)

Erik recommended this to be a webinar topic and will look to include a CIO and a researcher as well.

Ginni summarized the current document and the GPTF members offered additional suggestions.

Program mapping

Sarah. Have not met.

Integrating Guided Pathways into curriculum and program review

Cheryl. Have not met.

Meta majors part 1 when and how to get started.

Sarah. Have not met.

Onboarding

Lance is lead and will pull the team together: Janet Meredith Eric and Krystinne.

Student Support

Juan. Have not met. Do we want to incorporate examples from sample campuses? The group decided to provide individual input at the first meeting.

Data Coaching

Meridith, Sam, Ginni, Janet, & Erik. They are working to develop a short course to include in the Professional Development College. The course tentatively includes moderated activities (such as scenarios) assignments, and other resources. Because of the larger scope of this project, the group is aiming to have it finished by late March or early April.

Using student success metrics – this is incorporated into data coaching.

Janet.

Ensuring Learning

Meridith, Sam, Ginni, Cheryl, Erik, and Janet. The group is working to develop a short paper that provides advice to deal with the different facets of ensuring learning including the student perspective, industry standards, and local expectations. This is a smaller project that we expect to have finished by the next GPTF meeting.

Discussion **V. Goals and Meeting Planning (15 mins)**

Goals: Complete the Mini Papers/Mini Canvas Courses

Spring meeting schedule was set up.

List of Agenda Enclosures

Enclosure 1: [17.01 Fall 2020 Integration of Guided Pathways Work and Institutional Processes and Structures](#)

Enclosure 2: [18.01 Fall 2020 Paper and Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways](#)

Periodic Review Committee (PRC) Minutes
Zoom Videoconferencing
January 12, 2021
8:00 a.m. – 8:45 a.m.

In Attendance:

Lourdes Brent, Los Angeles Trade Technical College
Shelley Eckvahl, Chaffey College
Ric Epps, Imperial Valley College
Rhonda Farley, Cosumnes River College
Christie Howell, Bakersfield College
Scott Lukas, Lake Tahoe Community College
Judy Marasco, Santa Monica College
Virginia May, ASCCC Executive Committee Vice President
Yvonne Reed, Victor Valley College
Ryan Sullivan, Mt San Jacinto College
Nikki Visveshwara, Fresno City College

Staff:

April Lonerio, ASCCC Executive Assistant

The committee discussed the meeting schedule for the remainder of the semester. By consensus, the committee determined the following meeting dates: January 21, February 4, February 18, March 4, March 18, April 1, and April 13 from 8:00 a.m. to 9:00 a.m.

May shared that at the January 8-9, 2020 Executive Committee meeting, the Executive Committee formed the Periodic Review Process Committee, a subgroup to summarize the responses to the 2016-2017 Periodic Review Report and Recommendations and to revise the Periodic Review process based on feedback from the 2016-2017 and 2020-2021 Periodic Review Committees.

The committee discussed collecting evidence, various types of evidence, and access to Academic Senate resources. Members reviewed the depth of review needed and the overall goal of the review process to ensure the Academic Senate meets the needs of the California Community College faculty based on the organization's mission. The committee discussed the importance of a feedback mechanism to ensure accountability.

The committee will meet on January 21, 2021, at 8:00 a.m. to discuss the subgroups' progress.

The committee adjourned at 8:30 a.m.

Respectfully submitted

April Lonerio, Executive Assistant

Periodic Review Committee (PRC) Minutes
Zoom Videoconferencing
January 21, 2021
8:00 a.m. – 8:30 a.m.

In Attendance:

Scott Lukas, Lake Tahoe Community College
Judy Marasco, Santa Monica College
Virginia May, ASCCC Executive Committee Vice President
Ryan Sullivan, Mt San Jacinto College
Nikki Visveshwara, Fresno City College

Staff:

April Lonero, ASCCC Executive Assistant

May shared that the Periodic Review Process Committee has finalized the “ASCCC 2020-2021 Response to Recommendations from the 2016-2017 Periodic Review Committee Report” and that the document will be shared with the committee via email.

The committee discussed the use of Google Drive for organizing and writing the report sections. Members reviewed the expected depth and length of sections based on the 2016-2017 report. Members provided updates on the progress and status of their subgroups, including expected section completion. Members will continue to gather evidence for their sections, and the subgroups will convene to coordinate the completion of each section. The committee noted the convenience of conducting the review and meetings via Zoom and noted that teleconference meetings be considered for future Periodic Review Committees.

The committee will meet on February 4, 2021, at 8:00 a.m.

The committee adjourned at 8:30 a.m.

Respectfully submitted

April Lonero, Executive Assistant



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Career Technical Education Leadership Committee

January 22, 2021

12:00-1:30 PM

MEETING MINUTES

- I. Welcome
Present-Robby Bodden, Jim Bowen, Christy Coobatis, Donald Laird, Christie Dam, David Ramirez, Lynn Shaw, Tina McClurkin, Don Mason, Olivia Herriford, Julie Oliver, Mayra Cruz
- II. Call to Order, Roll Call and Adoption of the Agenda
- III. Check-in- **Members shared current life experiences, including the impact of Covid-19 in their families.**
- IV. Consent Agenda
 - a. **Approval** of the December 7, 2021 meeting minutes
- V. Reports
 - A. Student Senate CCC (include DEI Compact) (David)
 - **ASCCC DEI townhall with students to talk about what is happening at colleges. Document being created from that discussion.**
 - **Creating a guide to help students do the DEI work at their colleges, such as being involved with faculty hiring.**
 - **Meeting with ACCJC to discuss embedding DEI into accreditation process.**
 - **Legislative advocacy-would like AB331 Ethnic Studies in High School reintroduced.**
 - B. Academic Senate CCC January meeting highlights (Mayra/Julie)
 - **Full report at end of this document.**
- VI. April-May Calendar of Meetings
Fri April 23rd 2-3:30pm and Fri May 21st 12:30-2:00pm
- VII. Rostrum articles (due to Mayra March 5)
 - a. **Article was submitted for January deadline on “Elevate the CTE Faculty Voice”**
 - b. Topic/s and writers
 - i. DEI, Student Voice and CTE (David, Christy, and Mayra)
 - ii. **Advisory boards-how to work with them, role of faculty, working with senates, engaging employers, being more responsive to industry needs especially in developing new programs, expanded role of joint advisory groups (Christy, Lynn, Olivia, Robby, Christie, Don, Jim) [Mayra to get started]**
 - iii. **Repository for CTE to be built (ASCCC website in progress); centralization of materials and data**

VIII. Focus Areas Teams Report (Leads and members)

1. Committee priorities

- **Chart of resolutions**

a. **Update on resolution S16 18.04 Increase awareness of HS articulation resources**

1. **Mayra followed up with the CCCCCO vice chancellor who will look into the status and report back.**
2. **Question: CTE C-ID committee, why on hiatus? Will it come back to life? Lynn: There was only a model curriculum work group, which is now on hold. CTE C-ID is currently being transformed into something more useful for colleges.**

2. Communication and Support to CTE Liaisons

- Upcoming Coffee Hour Calendar:

November 18 4-5 CTE Survey (Done)
February 9 11-12 Perkins Funding
March 18 11-12 Credit for Prior Learning
April 6 2-3 Minimum Qualifications
May 6 1-2 Preparing for the next academic year

3. Professional Development and Learning

- 20-21 Program working document
- Career Noncredit Education Institute (CNEI) (April 30-May 2, 2021) Program for ASCCC Executive Committee 1st read, assignments and next steps
- Update Canvas module: [Focus on Career/Technical Education](#)
- *New potential item*: CTELC role in informing the review of law enforcement officers and first responder training and curriculum (CO June 2020 [Call for Action](#), item #1)
- **Regional coordinators discussing on how to collaborate with ASCCC**
- **Olivia and Mayra met with Krystinne and Dolores Jan 21st regarding pilot program for short term credentials**
- **Starting liaisons for our meeting and for regional consortium meetings**

IX. Discussion [F20 3.02 Recommendation to Update Title 5 Language for Minimum Qualifications](#) (assigned to ASCCC President)

X. 2021 Spring Plenary Preparation

a. Topics submitted/Others

- Rethinking curriculum, instruction, student services and student support in Covid-19 and beyond
- Best practices in collaboration to solve problems (in disciplines and functions)
- What we learn from helping each other
- Cross-collaboration
- Best practices and innovative ways of doing online education
- Colonization and decolonization: What is it?
- Decolonizing our Institutions: Necessary Conversations with Intellectual Humility
- Why Decolonizing Institutions Now
- Unlearning and undoing colonial ideas, practices and infrastructures: (Re)learning together

- b. Resolutions-**discussion of idea during February meeting**
- XI. Curriculum Institute in July (virtual) **Theme: “Ensuring Learning, Accessibility and Flexibility in Equity Driven Curriculum”**
 - a. Brainstorm topics-**Mayra will follow up with an email to collect ideas**
- XII. Next meeting topics (All)
- XIII. Upcoming events
 - A. [Part-Time Institute Affirming Our Voice](#) Feb 18-19, 2021
 - B. [CTELC sessions](#)
- XIV. Announcements
 - A. [Events](#)
 - B. [Application for Statewide Service](#)
 - C. Other (from members)
- XV. Adjournment **1:32pm**

Status of Previous Action Items

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

- ◇ 2021 February CTE Liaison Memo
- ◇ 2021 CCCAOE Conference sessions- Leads: Lynn and Mayra
- ◇ Collaborations: with Regional Consortia Chairs; CVC-OEI
- ◇ Rostrum article/s (due March 4)
- ◇ PD Program for 20-21, April session
- ◇ Committee priorities update
- ◇ CNEI Program (all)
- ◇ Spring 2021 Resolution topics
- ◇ 2021 Spring Plenary topics and sessions
- ◇ Canvas Modules update- [Focus on Career/Technical Education](#)

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

- Rostrum article/s (Jan)- *Elevate the CTE Faculty Voice* Coauthors: Christy, Lynn, Julie and Mayra
- CTE Liaison coffee hour schedule
- October & November 2020 CTE Liaison Memo
- Committee charge review
- Fall 2020 Plenary breakout assignments
- 20-21 Action Plan components review and formation of focus area teams (3)
- CNEI Marketing blurb
- Fall Rostrum article *Credit for Prior Learning as an Equity Lever* Co-Authors: Jackie Martin, Chantee Guiney, Jodi Lewis & Mayra Cruz
- Basecamp set up
- Fall 2020 calendar of meetings
- CCCAOE Conference Sept 30-Oct 2, 2020 (Shaw)
- Focus area team plans
- Focus area team lead role

Career Technical Education Leadership Committee (CTELC)

approved 11/4/20

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

ASCCC Executive Committee January Meeting Report

CA State Budget

PD funds included, one-time dollars

[https://www.cccco.edu/-/media/CCCCO-Website/College-Finance-and-Facilities/Budget-News/Budget-2021-2022/Final_2021_Joint-Analysis-Governors-Budget_1-8-21.pdf?la=en&hash=BAE9A09EA5A3CF35C52D8065BF8397296ECD37CD#:~:text=Today%2C%20Governor%20Newsom%20released%20his,5.5%25\)%20to%20%24164.5%20billion](https://www.cccco.edu/-/media/CCCCO-Website/College-Finance-and-Facilities/Budget-News/Budget-2021-2022/Final_2021_Joint-Analysis-Governors-Budget_1-8-21.pdf?la=en&hash=BAE9A09EA5A3CF35C52D8065BF8397296ECD37CD#:~:text=Today%2C%20Governor%20Newsom%20released%20his,5.5%25)%20to%20%24164.5%20billion)

Legislation and Legislative Day

The ASCCC Legislative Day is scheduled for February 22 and 23rd, consisting of training and virtual visits with legislators.

AB 89 (Jones-Sawyer) – Peace Officers: minimum qualifications. This bill would increase the minimum qualifying age from 18 to 25 years of age. This bill would permit an individual under 25 years of age to qualify for employment as a peace officer if the individual has a bachelor's or advanced degree from an accredited college or university. The bill would provide legislative findings in support of the measure.

SB 40 (Hurtado) – Healthcare workforce development: California Medicine Scholars Program. This bill would create the California Medicine Scholars Program, a 5-year pilot program commencing January 1, 2023, and would require the Office of Statewide Health Planning and Development to establish and facilitate the pilot program. The bill would require the pilot program to establish a regional pipeline program for community college students to pursue premedical training and enter medical school, in an effort to address the shortage of primary care physicians in California and the widening disparities in access to care in vulnerable and underserved communities, including building a comprehensive statewide approach to increasing the number and representation of minority primary care physicians in the state. The bill would require the office to contract with a managing agency for the pilot program, as specified. The bill would require the pilot program to consist of 4 Regional Hubs of Health Care Opportunity (RHHO) to achieve its objectives, and would require each RHHO to include, at a minimum, 3 community colleges, one public or nonprofit, as defined, 4-year undergraduate institution, one public or nonprofit, as defined, medical school, and 3 local community organizations. The bill would require the managing agency to appoint an objective selection committee, with specified membership, to evaluate prospective RHHO applications and select the RHHOs to participate in the pilot program. The bill would require each selected RHHO to enter into memoranda of understanding between the partnering entities setting forth participation requirements, and to perform other specified duties, including establishing an advisory board to oversee and guide the programmatic direction of the RHHO. The bill would require the selection process to be completed by June 30, 2022.

SB 61 (Hurtado) – Workforce training programs: supportive services. This bill would require the California Workforce Development Board to establish and administer the Lifting Families Out of Poverty Supportive Services Program. The bill would require the board, upon appropriation by the Legislature for that purpose, to make \$50,000,000 in grants available to consortia, composed of combinations of local workforce development boards, community colleges, or other stakeholders, that apply for funding to provide supportive services, as defined, and are approved in accordance with the bill.

2021 Spring Plenary Theme

Option 1: Working Collectively: Reimagining and Decolonizing Institutions

Option 2: Working Collectively: Transforming and Decolonizing Institutions

Advancing DEI Work

ASCCC Committees Chairs are meeting to review progress and determine next steps.

FELA program launching in February.

Other Items:

- Discipline List Revisions: Film & Media Studies, Digital Fabrication Technology Proposals approved by Exec.
- API Caucus formation approved.
- Additional PD provided by EDAC and system webinars.
- Surveys: Local Senate Visit Follow-up, DEI to understand the work happening locally
- Inclusion of Land Acknowledgment in ASCCC events and meeting approved
- ASCCC Branding



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ASCCC CURRICULUM COMMITTEE

December 3rd, 2020 9:00AM – 10:15AM

ZOOM

Meeting Summary

- I. Call to order at 9:01 a.m.
 - a. Welcome—thank you for your work and wishing a smooth closing of the semester.
 - b. Attendance: Carrie Roberson (chair), Michelle Bean (2nd chair), Randy Beach, Alexandra Diamant (SSCCC), Michelle Plug, Josefina Gomez, Jeff Waller, Rose Giordano
- II. Adoption of the agenda—approved.
- III. Approval of Minutes
 - a. 11.19.2020 minutes moved to approve by Gomez, Beach seconds. Minutes approved.
 - b. Bean taking today's minutes.
- IV. Announcements/ Updates
 - a. Title 5- 55063 Workgroup Update—creating timeline to send to field by the start of the year. 5Cs is working on implementation of GE requirement and guidance for our system. Webinar coming up with more information from ASCCC and CCCCCO.
 - i. Concerns mentioned: Do we need to align with CSU requirements? Should cross listing be the norm? Campuses don't have Ethnic Studies faculty, so what can they do? Do we have EO 1100?
 - ii. Beach asked for 5Cs ES Workgroup to provide cross-listing definition. And perhaps include ES as a weaving element in the Curriculum Institute.
 - iii. Rostrum—Carrie shared a list of questions coming from the field that she has been curating. Perhaps these ideas can be included in the article. Will also include some CCCCCO Call to Action elements as noted in their recent DEI webinar.
 - b. CCC System Reports (ASCCC Committees, SSSCCC, CCCCCO, other)
 - i. SSSCCC
 1. Los Rios District—started communications plan to work with students.
 2. CSU application deadline pushed to Dec 15.
 3. Alexandra attending the Ethnic Studies Summit on Dec 4.
 4. Townhall on Diversity Dec. 9 at 10:30 a.m.
- V. Information
 - a. ASCCC [2018 – 2023 Strategic Plan](#)

- b. **ASCCC EVENTS**—Carrie highlighted the Part-time Institute and the Noncredit Institute

VI. Priorities/Tasks

- a. **Google Drive**—feel free to use and add items.
- b. 2020-2021 Committee Priorities/ Tasks
- c. ASCCC Curriculum Institute
 - *July 7th – 10th 2021: Ensuring Learning: Accessibility & Flexibility in Equity-Driven Curriculum
 - *TBD- virtual or face-to-face
 - *January “planning” event- select date/time—tentative January 20 at 12-2 p.m. or Jan 15 at 12-2 p.m.
- d. ASCCC Curriculum VIRTUAL event
 - i. ASCCC feedback coming soon—Exec meeting tomorrow and Saturday.
 - ii. Finalize dates/ topics—Webinar on Jan 15 at 9-12 (with 9-10:30 info and 10:45-11:30 Q&A)
Considerations- Ethnic Studies, MQ’s+ Assigning Courses to Disciplines
Beach suggested that we just provide a space to ask questions—an open table sooner better than later. Maybe one now with ASCCC (w/Curriculum and S&P and TASSC—consider inviting all committees to report on what they are doing). Volunteers: Waller, Plug, Beach, Bean.
- e. Rostrum article deadline is January 4. Anyone may submit an article.
- f. Meetings for spring—committee reviewed their schedules to inform. Most preferred morning. Chairs will review and send out new meeting day/time for next semester.

VII. Adjournment at 10:20 a.m.

Status of Previous Action Items

Completed

SSCCC Representative



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ASCCC Relations with Local Senates Committee (RwLS)

February 1, 2021

TIME 2-3:30pm

Attendees: **Stephanie Curry, Robert L. Stewart Jr., Howard Eskew, Hossna Sadat Ahadi, Cheri Fortin, Nickawanna Shaw**

MINUTES

- I. **Call to Order and Adoption of the Agenda**
The meeting was called to order at 2:04pm and the agenda was approved by consensus.
- II. **Update on Surveys (DEI and Local Senate Visits)**
Stephanie updated the group that the ASCCC Executive Committee approved the two surveys from this group 1) DEI survey 2) Local Senate Visits Survey. They will be used starting this spring.
- III. **Review of Draft Statewide Service Process Application**
The committee reviewed the draft of the proposed changes for the Statewide Service application process. These changes were based on committee discussions in Fall 2020. Stephanie will forward the recommendations to the ASCCC Executive Director
- IV. **Review Draft Thank You Follow Up (Statewide Service)**
The Committee will review this and communication recommendations for those applying for Statewide Service at the next meeting.
- V. **Planning for Equity Leadership Canvas Modules (Spring 2021)**
The committee discussed the Equity Leadership Canvas Models. The committee will model these modules on those being done by the Guided Pathways Task Force. They will be designed as short (10 Minute) Modules with a PPT and resources on the topics. Stephanie will set up Google Slides for the first three topics and folders to collect resources.

VI. DEI Liaison Description and Resolution

The ASCCC Executive Committee requested that the RwLS committee discuss and propose a description for a DEI Liaison. An Inclusion, Diversity, Equity and Anti-Racism (IDEA) Liaison resolution and job description was reviewed. Committee members had several concerns about the position including

- 1) The committee was concerned that this is the work of all and that some colleges would not take ownership of the work and put it all on the liaison
- 2) Concern that the most likely faculty members who would be named as liaison are our BIPOC faculty who are already vulnerable on our campuses and putting them in a position to have to be the IDEA champion might put extra stress on them
- 3) Other ASCCC Liaisons have funding (CTE, OER) and administrative/regulatory support and these liaisons would need similar support
- 4) That the ASCCC would need to actively engage these liaisons and not just make it a title.

Stephanie will share the document and the concerns with the ASCCC President and Executive Director

VII. Ideas for Rostrum Articles (Due 3.1.2021)

Nickawanna and Hossna will work on a Rostrum Article with a due date of March 1, 2021

VIII. Future Agenda Items:

The committee reviewed the future agenda items

- a. Review Committee Charge (Aligning with GP)
- b. Equity Leadership Canvas

IX. Announcements—All events virtual for Spring 2021

Stephanie reminded the committee of upcoming ASCCC Events

- a. Part Time Institute February 18-19, 2021
- b. Spring Plenary April 15-17, 2021
- c. Career and Non-Credit Institute April 30-May 2, 2021

X. Adjournment

The committee adjourned at 3:18pm



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ASCCC Resolutions Committee

January 27, 2021

TIME 2-3pm

Attendees: Stephanie Curry, Sam Foster, David Morse, Amber Gillis, Annie Corbett

AGENDA

- I. Call to Order and Adoption of the Agenda
The meeting was called to order at 2:01pm and the agenda adopted by consensus
Stephanie thanked the committee for all its great work for the Fall Plenary and announced that Spring would continue on the virtual platform.
- II. Welcome Annie Corbett (Area B)!
The committee welcomed new member Annie Corbett she will be the Area B Representative
- III. Referred Resolutions from Fall 2020 (See attached draft)
The committee reviewed the referred resolution from Fall 2020 on Counseling and the 50% law. The ASCCC Executive committee suggested breaking this up into two resolutions 1) in support of counselors and 2) on the 50% law. The committee reviewed the draft resolutions. David Morse will revise and then Stephanie will post in Google for all to review and comment. These resolutions will go into the Area packets.
- IV. Virtual Resolutions in Spring
Resolutions from the Exec/Committee will be due on February 16. Stephanie will compile and send to committee members for review. Area meetings will be on March 26 and 27. Stephanie asked that all committee members put these dates on their calendar. Stephanie is still in conversation with Dolores and Krystinne about deadlines for Resolutions for the Spring 2021 plenary. Stephanie will let the committee know by email once the decision has been made.
- V. Next Meeting Scheduled
The committee agreed to work by email on the Area packet. The next meeting will be in March to prepare for Area Meetings. Stephanie will send a Doodle Poll for scheduling
- VI. Resolutions Resources
Stephanie reminded the committee of these resolutions resources
 - a. **Resolutions Handbook:**
http://www.asccc.org/sites/default/files/ResolutionHandbookFinalFA17_0.pdf
 - b. **Senate resolutions web page (searchable):** <http://asccc.org/resources/resolutions>
 - c. **Resolution Writing and General Advice**
https://www.asccc.org/sites/default/files/Resolution%20Writing%20%26%20General%20Advice_0.pdf

VII. Events

Committee members were reminded of upcoming Senate Events.

- a. Exec Resolutions Due Date February 16, 2021
- b. Area Meetings March 26 & 27, 2021
- c. Spring Plenary April 5-7, 2021

VIII. Adjournment

The committee adjourned at 2:35pm.



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Standards and Practices Committee

Friday Nov 20, 2020

3:30-5:00pm

MINUTES

Present: Julie Oliver, Cheryl Aschenbach, Angela Echeverri, David Morse, Eric Narveson, Eric Thompson, Sharon Sampson

I. Call to Order

Meeting called to order

II. Agenda approved

III. Minutes from Oct 23, 2020 meeting approved (*Thompson, Echeverri*)

IV. Welcome and Introductions

Julie welcomed everyone to the meeting.

V. Plenary Fall 2020 Disciplines List

i. Resolution Approved

1. Registered Behavior Technician

This item now moves forward to be added to the Disciplines List Handbook.

ii. First Hearing Held-review testimony and **next steps**

1. Film & Media Studies

The committee discussed the feedback received at the Plenary hearing and agreed to recommend to Exec that this proposal advance to a second hearing in the spring.

2. Digital Fabrication Technology

The committee discussed the feedback received at the Plenary hearing and agreed to recommend to Exec that this proposal advance to a second hearing in the spring.

iii. **Review Disciplines List process and suggest improvements.**

Julie shared initial thoughts about fine-tuning the process, explanations, or providing examples and possibly having assistance webinars in the spring to help reduce frustration and confusion experienced by those submitting proposals. The committee talked about also considering a narrated video explaining the process and document specifics. The ideas of a one-pager, summary, FAQ, and flow-chart also were shared. An agenda/script for the hearings could also be helpful. Julie will start working on the documents, and the committee will contribute when asked.

VI. **Work on Edits to ASCCC Executive Committee Policies**

a. Continue to work on the following:

i. **40.01 Honoring Faculty Leaders**

The committee further discussed ideas for criteria for awarding resolutions. Ideas expressed were to include three years of service to the Executive Committee (which would require being elected twice) and chairing a minimum of two ASCCC standing committees. Perhaps part of chairing two committees, the person should have led a multi-day event or institute or led efforts to produce an ASCCC paper. It was also suggested that there be a Certificate of Appreciation for those who don't meet the criteria for a resolution but who have served Exec and deserve some degree of recognition; this Certificate could also be extended to include a means of honoring those who have served ASCCC with significant contributions and years of service. Julie will take ideas and update the draft policy. In January we can work further on it.

ii. **Consider adding a policy on Advocacy and the Role of the ASCCC**

This policy was initially one we were asked to develop as a means of outlining what role Executive Committee and Executive Committee members can or should play in advocating for or against statewide policies, propositions, bills, candidates, etc. David suggested that we start from a place of what we can and cannot do legally, and then advance to a discussion of what we should be able to advocate. Sharon shared a link to CCCAOE's Advocacy Day info (<https://cccae.org/advocacy-day/>) and Julie will share SSCCC's advocacy policy.

iii. **Review of remainder of ASCCC policies**

Julie suggested that this committee continue to review and update the remaining ASCCC policies to help with more consistent use of language and structure. The committee agreed that this sounded like a good idea.

VII. **ASCCC DEI Integration Plan S&P**

a. Develop guidance for local senates about their role in the revision of faculty evaluation including the establishment of a diversity component.

i. **Research on how academic senates consult with a union prior to entering negotiations on faculty evaluation.**

The committee discussed potential ways to address this assignment. Ideas expressed include developing a resource that captures information from existing senate sources (papers, Rostrum articles, presentations) and includes examples of colleges including diversity in faculty evaluations. The committee is tasked with capturing ideas and resources in the Google doc, and in January we'll evaluate information gathered and decide on assignments.

VIII. **Fall 2019 Disciplines List Resolution**

a. 10.01 Minimum Qualifications for Campus Americans with Disabilities Act Coordinators

i. Angela, Chantal, and Julie will work on a Rostrum article to address the first resolved in Resolution 10.01 (Fall 2019)

- 1. Scenario based Rostrum article will be written asserting that ADA Officers should collaborate with DSPS faculty whenever a student elects to bypass DSPS for accommodation and academic needs.**

Resolved, That the Academic Senate for California Community Colleges assert that the phrase in Title 5 section 56027 "or other designated district official with knowledge of accommodation requirements" means that the Disabled Student Program & Services coordinator may be designated as the person who is authorized to make interim decisions on academic adjustments;

IX. Awards

- a. *Exemplary Program Awards*
 - i. Theme: *Equitable Practices in a Virtual Educational Environment*
 - ii. S&P Committee readers need to complete screening by November 30th and submit results to ASCCC.
- b. *Hayward Awards*
 - i. Due Dec 11, 2020
 - ii. **Readers from Area B, C, and D needed.**

XII. Future Meetings-Please check your calendars for these dates (last Friday of each month): January 29th, February 26th, March 26th, April 30th 3:30-5:00pm
The committee agreed that these days work for everyone.

XIII. Agenda Items for Spring

- a. Continuation of current work
 - i. Policy review
 - ii. Further development of Honoring policy
 - iii. Development of new advocacy policy
 - iv. Review of disciplines list process and resources
 - v. Development of resource for DEI
- b. Review committee charge-equity and Guided Pathways

XIV. Other

Sharon suggested there is potentially a need to have a policy for handling Zoom bombing and asked if it was something ASCCC would or should be working on. Julie will check with ASCCC leadership to see if any guidance or policy is being developed or should be. Eric N. agreed that it is something we should talk about and that S&P could contribute along with other ASCCC committees.

XV. Adjournment



Educational Services and Support Division
California Community Colleges Curriculum Committee (5C)

January 22nd, 2021
9:00 AM – 12:00 PM
ZOOM

2020-2021 5C Membership

ASCCC: Carrie Roberson (Co-Chair), Michelle Bean, Mayra Cruz, Stephanie Curry, Estela Narrie (absent), Mark Osea, Erik Reese, Erik Shearer **4CS:** Lesley Agostino **CCCCIO:** Karen Daar (Co-Chair), Kelly Fowler, David Williams, Don Miller **CCCCO:** Raul Arambula, Aisha Lowe **ACCE:** Jan Young **CCCCSSO:** Alketa Wojcik (absent) **SSCCC:** Kelly Li (absent)
CCCAOE: Jennifer Patel
Others: Virginia “Ginni” May, Mark LeForestier

1. Welcome and Attendance – 9:01 a.m.

2. Approval of Agenda

The agenda was approved by consensus.

3. Approval of Minutes

The minutes were approved by consensus.

4. Title 5 § 55063 - Ethnic Studies

Bean presented two options for integrating the ethnic studies requirement into Title 5: (1) adding ethnic studies as a graduation requirement or (2) adding ethnic studies as a general education requirement. 5C was asked to provide feedback and direction to the Title 5 § 55063 workgroup. A suggestion was made to integrate ethnic studies as a graduation requirement so that a qualifying course can be double counted to complete both a general education and graduation requirement for a student.

MSC (Curry/Osea) for the Title 5 § 55063 workgroup to move forward with drafting regulations with ethnic studies listed as a graduation requirement.

5. Updates

a. Curriculum Inventory RFP Process

No update. The data analysis is still in progress.

6. Workgroups

a. PCAH

The workgroup will reconvene in February. All members have been asked to review the various resource documents and provide feedback. Some revisions to the PCAH are on hold until Title 5 revisions are finalized, but the group will continue to work on the resource depository and integrating recent Title 5 changes

into the PCAH.

b. Work Experience Education/ Work Based Learning

Young presented the group's proposed revisions to Article 4. Cooperative Work Experience Education. After reviewing the section as a whole, the group suggested rewriting these areas entirely to standardize and modernize the regulations. Patel will join the workgroup and bring this information to CCCAOE. The workgroup, including CIWEA and CCCAOE representatives, will create an outline of the regulations, and LeForestier will help guide the process.

c. Title 5 § 55063

The workgroup is currently drafting a memo around the ethnic studies requirement which will include guidance, system impacts, the CSU FAQs, and a framing of DEI work that can be applied at local campuses. Bean also reported that the ICAS IGETC Standards Subcommittee is currently working on updating the language around IGETC requirements. The workgroup will continue to collect feedback via the Google document using the guidance provided by 5C members and their constituents to determine what the system needs for local implementation. LeForestier agreed to review the language for questions, redundancy, and implications.

d. Taxonomy of Programs (TOP) and Classification of Instructional Programs (CIP) Codes

The workgroup consists of Shearer (lead), Agostino, Arambula, Daar, Lowe, Miller, Osea, Reese, and Roberson. They will be reviewing and updating the current TOP Code manual and evaluating the pros and cons of transitioning from TOP to CIP codes for the system.

7. Constituent Group Reports

ASCCC: All ASCCC events through the Curriculum Institute will be virtual and future event format will be considered as the semester continues. The Part-time Institute will be held on February 18th-19th. The Spring Plenary Session theme is focused on decolonizing institutions and will continue discussions from the Fall Plenary Session. The Guided Pathways Task Force is continuing work through the spring and will be hosting a webinar series led by Shearer. The ASCCC OERI is continuing to identify faculty interested in OER and will be releasing completed projects later this spring. C-ID is continuing its 5-year reviews of a variety of disciplines. DEI efforts are still in motion and a DEI survey will be released in the coming weeks and will include questions about DEI and curriculum.

4CS: DVC is closed for two and a half weeks. Agostino sent out an update about the ASCCC Curriculum Institute virtual format to the listserv.

CCCCIO: The CCCCCIO Conference will be held on April 7-9 this year with a continued focus on practical application of equity in service to students. A second Leadership

workshop for future African American CIOs will be held in collaboration with WRCBAA.

ACCE: ACCE's spring conference will be held on March 11th. They recently gave a presentation on non-credit practices to the Student Success Metrics Work Group. The group agreed that non-credit should not be moved into the student success formula for the time being due to the lack of data.

CCCCSSO: No report was made.

SSCCC: No report was made.

CCCAOE: The Spring 2021 Virtual Conference registration is open and is scheduled to begin on March 3-5th and will continue on March 9-11th and March 16-18th.

CCCAOE's board retreat is on January 25th and will discuss CCCAOE's involvement with the work of the Work Experience Education/Work Based Learning workgroup. The next retreat will be in March 2021 and Patel will bring updates from 5C.

CCCCO: Lowe reported that they are continuing to focus on ethnic studies and AB 705 implementation. Colleges have received the Validation of Practices Data Template to complete and most colleges have submitted it in January. The AB705 ESL adoption plans are nearly finalized and will go out this month. The CCCCCO is also tracking CPL certifications that were due in December and following up with colleges that have not completed their certification. The CPL Workgroup has been regularly meeting and is discussing support and technical assistance for the field.

8. Adjournment – 12:00 p.m.

Future Agenda Items:

- Title 5 review for revision (curriculum)
- DEI as relates to curriculum
- 5C website
- ASCCC Curriculum Institute July 7th – 9th, 2021- breakout ideas/presenters

California Community Colleges Chancellor's Office

Credit for Prior Learning (CPL) Workgroup

Meeting Notes

January 20, 2021 | 10:00 a.m. – 11:30 a.m.

Workgroup Meeting Member and Guest Attendance

Workgroup Members	Organization	In Attendance
Arambula, Raul	CCCCO, Dean	N
Cruz, Mayra (co-chair)	ASCCC, 5C	Y
Finch, Wilson	CAEL	Y
Foley, Patricia	ASCCC	Y
Guiney, Chantee (co-chair)	CCCCO, Specialist	Y
Justice, Lilian	CACCRAO	N
Lowe, Aisha	CCCCO, Vice Chancellor	N
Matykiewicz, Edward	ASCCC	Y
Nash, Bob	CVC-OEI	Y
Nelson, Terence	ASCCC	N
Plug, Michelle	ASCCC	N
Sampson, Sharon	ASCCC	Y
Tran, Tiffany	ASCCC	Y

Guests in Attendance	
Name	Organization
Chacon, Jacqueline	CCCCO
Lavitt, Melissa	CSUCO
Rose, Candace	Palomar CC
Thomas, Marshall	CSUCO

California Community Colleges Chancellor's Office
Credit for Prior Learning (CPL) Workgroup
Meeting Notes
January 20, 2021 | 10:00 a.m. – 11:30 a.m.

Workgroup Meeting Links

MEETING RECORDING LINK (10-21-20)

Please click [\[here\]](#) to access the meeting recording (complete URL below)

https://cccconfer.zoom.us/rec/play/m02r1RS7cjBRyk8_PtOoRI2m2DAvR1D1D4BDxwUKIXEPofZqE6x7ZHiwJViz3T6hXoaX2737N_gxDgmY.7ArbHxXulkeu8m66?autoplay=true

CPL WORKGROUP SHARED GOOGLE DRIVE LINK

https://drive.google.com/drive/folders/1KiK5C0QygHQjpor_p2V0HDTigic-T6aK

Workgroup Meeting Notes

Agenda Item	Audio Transcript [hour:minute:second]
Welcome, meeting agenda overview	[00:00:01]
Discussion on meeting logistics (frequency/scheduling, mid-year observations)	
<p>Update on CPL Policy Certifications (title 5, § 55050 (n))</p> <ul style="list-style-type: none"> • Shared update that the CO released a memo ESS 20-400-002 on 10-9-20, to announce that the CPL policy certifications were due to CO by 12-31-20 • As of 1-20-21: <ul style="list-style-type: none"> ○ 27 district submissions CO approved (CO reviewed/approved submission <u>and</u> DocuSign electronic signature process is complete). Reminder notifications will be sent to remaining 	[00:03:39]

California Community Colleges Chancellor’s Office

Credit for Prior Learning (CPL) Workgroup

Meeting Notes

January 20, 2021 | 10:00 a.m. – 11:30 a.m.

<p>districts (CEO, CIO, Academic Senate Presidents) with links to resources and opportunity for feedback on specific challenges.</p> <ul style="list-style-type: none"> ○ 46 districts are incomplete and have either: a partial electronic form submission via Alchemer (formerly Survey Gizmo), an incorrect submission requiring corrections (i.e., CPL policy links not posted to college web pages, broken link, etc.), or no electronic form submission via Alchemer. <ul style="list-style-type: none"> ● Note: PD Focus Team discussed possibilities to coordinate/support PD (see additional notes below in the Focus Teams section of notes). 	
<p>Update on CPL Events</p> <ul style="list-style-type: none"> ● Veterans Symposium, CPL Session (CO, ASCCC, Norco College), December 8, 2020 ● ASCCC CTCLC Conference, February 11, 2021 ● CTE Liaisons Coffee Hour (casual conversations), March 18, 2021 ● CCCAOE in March 2021 ● ASCCC 2021 Career Noncredit Education Institute, May 1, 2021 (Saturday) 	[00:04:54]
<p>Workgroup Focus Teams</p> <ul style="list-style-type: none"> ● Focus teams broke out into designated teams to discuss goals and action items. ● Each team gave a report-out on specific tasks <ul style="list-style-type: none"> ○ <i>Resources Team</i> - In the process of drafting a “CPL Stakeholders Roles and Responsibilities” that can be used as a system-wide resource ○ <i>PD Team</i> – Offered to assist with developing outreach and informal training sessions for districts that are overdue with submitting a CPL policy certification to the CO by the 12-31-20 deadline. Also offered to assist or coordinate with GP RCs on outreach reminders, by region to overdue districts. PD Team to forward co-chairs additional summary notes to co-chairs Chantee and Mayra for follow-up discussion and planning. <p>In order to help increase the number of districts that complete the CPL survey, we recommend that Chantee include the PD events in her reminder letter.</p> 	[00:48:18]

California Community Colleges Chancellor's Office

Credit for Prior Learning (CPL) Workgroup

Meeting Notes

January 20, 2021 | 10:00 a.m. – 11:30 a.m.

- Remind that survey was already due (mandated by legislation)
- Include a formal survey, or just this question: "Please tell us what has been your primary obstacle(s) in delivering the survey by deadline." (This will help us develop an agenda for the webinar noted below.)
- Share exemplars of good policy (Palomar's is in the toolkit, which can be accessed via the Vision Resource Center, in the CPL community forum)
- Announce: Open Q&A webinar to share policy development strategies and any remaining questions about survey.

The target audience for this webinar will be: those who received the survey, vice chancellors of academic/instructional affairs (or equivalent), VPIs at each college, and other district/college leaders. We can also invite interested faculty and academic senate leaders to be part of this conversation.

Experts for panel: Chantee Guiney moderates? College leaders from 3 districts that have produced exemplar CPL policy statements.

Proposed Dates: As soon as possible, but we will need to allow time for promotion and to get into attendee calendars (recommended two to three weeks after reminder letter goes out). I recommend the following dates, but there is nothing magical about them. Feel free to pick alternatives: If the reminder letter goes out this Friday, then here are some reasonable date options:

- Feb 8: 12 noon - 1 pm
- Feb 10: 10 - 11 am
- Feb 12: 2 - 3 pm
- March TBD

California Community Colleges Chancellor’s Office

Credit for Prior Learning (CPL) Workgroup

Meeting Notes

January 20, 2021 | 10:00 a.m. – 11:30 a.m.

<ul style="list-style-type: none"> ○ <i>Data Team</i> – Note: members had schedule conflict. Co-chairs to follow-up separately to discuss recommendations/strategy to support data collection required per Title 5, section 55050 (l) that requires districts to review CPL policy every 3 years and report disaggregated findings to CO, and qualitative assessments (feedback) by students on CPL policies and procedures. ● Teams asked to post activity sheets in designated focus team folder in CPL Google Shared Drive (https://drive.google.com/drive/folders/1KiK5C0QygHQjpor_p2V0HDTigic-T6aK) ● Focus teams encouraged to meet regularly outside of workgroup meetings. ● At the next meeting each team will report-out on their activities. ● Over-arching goal is that the work being conducted by each focus team will culminate into an end result of a set of recommendations, artifacts, etc., that will be provided to the CO by the end of the academic year (May 2021), to help districts implement and sustain CPL policies and practices system-wide. 	
<p>Wrap-up</p> <ul style="list-style-type: none"> ● Next workgroup meeting scheduled Wednesday, March 17th from 10:00 am – 12:00 pm. Note: Please check email for calendar meeting invitation adjustments. 	<p align="center">[01:14:13]</p>

Stakeholder Updates

Have an update pertinent to CPL? Please email the update to Chantee Guiney (cguiney@cccco.edu) within one week after each meeting, for inclusion in the meeting summary notes. In the email subject line please include: *CPL Stakeholder Update* and the *Name of the Organization* you represent.

Sample Email Subject Line: CPL Stakeholder Update – Association of CPL Gurus

Organization	Update
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N/A	no updates
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Optional Workgroup Feedback Survey

Please take a moment to complete this short survey to share feedback on the workgroup meeting experience <https://www.surveymzmo.com/s3/5572651/CPL-Work-Group-Participant-Feedback-Survey>



MEETING MINUTES

Diversity, Equity, & Inclusion Implementation Statewide Workgroup

Monday, January 11, 2021

11:30a.m.-2:30p.m. via zoom

I. Welcome and Meeting Goals

- A. Review and discussion of the Statewide Implementation Framework.
- B. Communal understanding of the work ahead for 2021.

II. Statewide Implementation Framework Walk through

- DEI Workgroup Charter review to reflect on the task of the workgroup.
 - Chancellor's Office Role: Board of Governor's update and action; research; regulatory changes; guidance memos; funding allocation; professional development; best practices; technical assistance; legislation and advocacy; statewide communication; and partner with external stakeholders to increase capacity and resources.
 - DEI ecosystem: we have a shared responsibility of this work.
 - Statewide representatives are liaisons on the progress on momentum and tier one strategies; communicate, collaborate and coordinate with necessary stakeholders that need to be engaged in this work.
 - Title V and EEO regulatory changes: recommended changes are brought back to the workgroup for review and agreement; the CCCCCO takes language and EEO changes to the EEO Advisory Committee, related committees, the board of governors, and then the Board of Governors for action.
 - Suggestion: Having small groups of DEI members present to the executive leadership of certain organizations.
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- A. Integration Deployment Form Overview
 - This will be used as an internal document for Chancellor's Office staff to assist in guiding conversations and tracking how they can help organizations be successful.
 - This document also serves as a historical document for future generations to archive the work that has been accomplished.

B. Integration Deployment Example

Chancellor's Office

1102 Q Street, Sacramento, CA 95811 | 916.445.8752 | www.cccco.edu



III. Master Calendar of DEI Integration Plan deadlines

- The purpose is to track the activities by month and note whose leading those activities.

A. List of coordinated discussions

- Items to tackle in the next 60 days:
 1. “Encourage diversity-focused criteria in employee evaluations and tenure review. Encourage boards to include diversity performance criteria in their self-evaluation.” What’s next: a meeting with the co-leads.
 2. “ACHRO, ASCCC, Community College League of California (CCLC) and Chancellor’s Office to develop a series of modules on cultural humility, equity, diversity, and inclusion.” What’s next: Achro, Asccc, CEOs and trustees will need to meet to develop a plan on moving forward.
 3. Coordinated budget and legislative advocacy.
- DEI Workgroup to consider legislation that will require a diversity component of the evaluation process. This is a long term solution that we will consider.
- Strategy for advocacy on mentorship pilot program: including campuses that have mentorship programs (ie: Skyline College, Peralta CCD, etc.); build a panel of those who have been successful in completing mentorship programs and transitioning to teaching.

B. Parking Lot Items:

1. Student-centered processes (discipline and policing)
2. Statewide principles for DEI/Statewide labor partner agreement
3. Targeted communication and professional development (particularly for classified staff and part-time faculty)

IV. Work in Progress

A. Statewide Labor Partner Compact Update

B. Coordinated Professional Development

- Courageous Leadership Webinar Series
- HBCU pilot partnership