



**Friday, May 7, 2021**

*Zoom Videoconferencing*

*Zoom Link: [https://us02web.zoom.us/webinar/register/WN\\_XWzBupWxRqaXtCmZFd771w](https://us02web.zoom.us/webinar/register/WN_XWzBupWxRqaXtCmZFd771w)*

**Friday, May 7, 2021**

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

12:00 p.m. to 12:45 p.m. | Lunch

12:45 p.m. to 5:00 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](mailto:agendaitem@asccc.org) or [april@asccc.org](mailto: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](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. 4](#)
  - F. [Calendar, pg. 5](#)
  - G. [Local Senate Visits, pg. 13](#)
  - H. [Action Tracking, pg. 24](#)
  - I. **One Minute Check-In**
- II. CONSENT CALENDAR**
- A. **April 14, 2021, Meeting Minutes, Aschenbach, forthcoming**
  - B. [CTE Leadership Committee Charge Update, Cruz, pg. 25](#)
- 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 – 30 mins., Davison, pg. 26](#)  
A liaison from the Chancellor's Office will provide Executive Committee members with an update of system-wide issues and projects.
- IV. ACTION ITEMS**
- A. [Legislative Report – 20 mins., May, pg. 27](#)  
The Executive Committee will receive a report on the 2021-22 (two-year) legislative session and may consider requested action.
  - B. [Equity Driven Systems – 15 mins., Davison, pg. 48](#)  
The Executive Committee will be updated on the Equity Driven Systems in the system and discuss future direction.
  - C. [Guided Pathways Implementation and Integration to Transfer and Careers –15 mins., Davison, pg. 49](#)  
The Executive Committee will be updated on the Guided Pathways implementation and integration to transfer and careers and discuss future direction.
  - D. [Culturally Responsive Student Services, Student Support, and Curriculum – 15 mins., Davison, pg. 50](#)  
The Executive Committee will be updated on culturally responsive student services, student support, and curriculum in the system and discuss future direction.
  - E. [Position Paper on Learning Assistance and Learning Center Coordinators – 15 mins., Vélez, pg. 51](#)  
The Executive Committee will provide feedback and consider for approval the first draft of the position paper on Learning Assistance and Learning Center Coordinators.
  - F. [ASCCC Mentorship Handbook – 15 mins., Bean/Chow, pg. 52](#)  
The Executive Committee will consider for approval the update to the Mentorship Handbook created by the Part-time Committee.
  - G. [ASCCC Curriculum Committee Assignment to Resolution F20 9.02 – 15 mins., Bean/Roberson, pg. 74](#)

The Executive Committee will provide input on how to address Resolution F20 9.02.

**H. [Tentative 2021-22 ASCCC Budget – 20 mins., Mica/Cruz, pg. 75](#)**

The Executive Committee will consider for approval the tentative 2021-22 ASCCC budget.

**I. [2021 Fall Plenary Session Hybrid Proposal – 30 mins., Mica/Davison, pg. 76](#)**

The Executive Committee will reopen discussion on fall plenary session and consider for approval moving from fully online to a hybrid event.

**J. [ASCCC Branding Review – 20 mins., Mica, pg. 77](#)**

The Executive Committee will receive an update and potentially approve a new logo for the ASCCC.

**K. [Faculty Leadership Institute – 30 mins., Davison/Mica, pg. 78](#)**

The Executive Committee will discuss and consider for approval the second draft of the program for the 2021 Faculty Leadership Institute.

**V. DISCUSSION**

**A. [Periodic Review Committee Report – 25 mins., May, pg. 79](#)**

*Time certain: 11:00 a.m.*

The Executive Committee will provide feedback on the 2020-21 Periodic Review Committee Report.

**B. [Board of Governors/Consultation Council – 10 mins., Davison/May, pg. 114](#)**

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

**C. [Spring Plenary and Meeting Debrief – 30 mins., Davison, pg. 115](#)**

The Executive Committee will debrief Spring Plenary and the meeting to assess what is working well and where improvements may be implemented.

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

**A. Senate and Grant Reports**

**B. Standing Committee Minutes**

**i. [Career Technical Education Leadership Committee, Cruz, pg. 116](#)**

**ii. [Curriculum Committee, Roberson, pg. 120](#)**

**C. Liaison Reports**

**i. [Diversity, Equity, & Inclusion Implementation Statewide Workgroup, Cruz, pg. 122](#)**

**ii. [The Research and Planning Group, Bean, pg. 126](#)**

**D. Local Senate Visits**

**VII. ADJOURNMENT**

## **Executive Committee Community Norms**

Approved February 2-3, 2018

### **Authenticity**

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

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

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

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

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

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

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



## Executive Committee Agenda Item

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

Please note: Staff will complete the grey areas.

### BACKGROUND:

#### Upcoming Events and Meetings

- **Executive Committee Meeting** – Coronado – June 4-6, 2021
- **2021 Faculty Leadership Institute** – Virtual Event – June 16-18, 2021
- **2021 Curriculum Institute** – Virtual Event – July 7-9, 2021

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

#### Reminders/Due Dates

##### May 17, 2021

- Agenda items for the June 4, 2021 meeting
- Committee reports, if applicable

##### Faculty Leadership Institute

- Final Program to Krystinne/Tonya by May 24, 2021.
- AV and event supplies to Tonya by May 24, 2021.
- Materials posted to ASCCC website June 7, 2021.

##### Curriculum Institute

- 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.
- Materials posted to ASCCC website June 24, 2021.

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

## 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.<sup>1</sup>

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
<b>EVENTS</b>				
<b>Event Type<sup>2</sup></b>	<b>Date</b>		<b>Hotel Location<sup>3</sup></b>	
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	

<sup>1</sup> Times may be adjusted to accommodate flight schedules to minimize early travel times.

<sup>2</sup> 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

<b>Meeting Dates</b>	<b>Agenda Items Due</b>	<b>Agenda Posted and Mailed</b>
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

<b>March 2021</b>
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### **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.

<b>April 2021</b>
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### **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.

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

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

<b>Meeting Type</b>	<b>Approved Date</b>	<b>Campus Location</b>	<b>Hotel Location</b>	<b>Agenda Deadline</b>
Executive Meeting	August 12-14, 2021		Hybrid	TBD
Executive Meeting	September 9-11, 2021	AREA B	Hybrid	TBD
Executive Meeting	October 6, 2021		Hybrid	TBD
Area Meetings	October 15-16, 2021		Various Locations or virtual	TBD
Executive Meeting	November 3, 2021		The Westin Long Beach	TBD
Executive Meeting	December 3-4, 2021		Hybrid	TBD
Executive Meeting	January 7-8, 2022		South	TBD
Executive Meeting	February 4-5, 2022		North	TBD
Executive Meeting	March 4-5, 2022	AREA C	South	TBD
Area Meetings	March 18-19, 2022		Various Locations	TBD
Executive Meeting	April 6, 2022		LA Marriott Burbank	
Executive Meeting	May 6, 2022		North	TBD
Executive Committee/ Orientation	June 3-5, 2022		TBD	TBD
<b>SESSION</b>	<b>Approved Date</b>		<b>Location</b>	
Fall Plenary Session	November 5-7, 2021		TBD	
Spring Plenary Session	April 6-9, 2022		Los Angeles Marriott Burbank Airport	
<b>INSTITUTES</b>	<b>Proposed Date</b>		<b>Location</b>	
Curriculum Institute	July 7-10, 2021		Virtual	
Academic Academy	October 7-9, 2021		Virtual	
Part-Time Institute	February 2022 TBD			
Accreditation Institute	March 2022 TBD		TBD	TBD
Career and Noncredit Education Institute	TBD 2022		TBD	TBD
Faculty Leadership Institute	TBD 2022		TBD	TBD

## 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
<b>Area A</b>			
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
	Foster	4/3/2021	DEI and Advocacy
Cerro Coso	Henderson	5/8/2019	Cal City Prison Graduation
	Executive Committee	9/6/2019	Executive Committee Meeting
	Stanskas	1/30/2020	Collegiality in Action
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
	Davison	1/27/2021	Collegiality in Action
Madera	Stanskas, Davison	1/31/2020	Collegiality in Action
Merced	May, Aschenbach, Roberson, Stanskas	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
	Aschenbach, Chow	4/5/2021	Noncredit
Sacramento City	Foster, Davison	10/18/2017	Part Time Faculty Committee Meeting
	Freitas, Slattery-Farrell, Stanskas	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, Stanskas	3/22/2019	Area A Meeting
	Stanskas	9/25/2019	Collegiality in Action
	May, Cruz	2/24/2020	GP Equity
Sequoias, College of the	Dyer, Davison, May, Roberson	10/12/2018	Area A Meeting
	Fulks, Selden	1/31/2020	Guided Pathways Visit
Shasta	Dyer	5/29/2020	Local Senate Visit - Governance, Brown Act Compliance
	Aschenbach, Oliver	4/12/2021	Equivalency Processes

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, Stanskas	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
	Aschenbach, Foster	4/5/2021	Anti-Racism Education
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
<b>Area B</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
	Aschenbach, Bean, Stanskas	3/1/2021	Anti-Racism
DeAnza	Cruz	10/12/2018	Area B Meeting
	Stanskas, Davison, Aschenbac, May, Bean, Mica	2/6/2020	ICAS Meeting
	Davison	1/28/2021	Collegiality in Action
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
	Morse	2/5/2021	Collegiality in Action
Gavilan	Executive Committee	9/6-7/2018	Executive Committee Meeting
Hartnell			
Laney	Corrina Evett		
	Stanskas	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
	Stanskas	9/26/2018	Collegiality in Action
	Davison	8/23/2019	Governance/Local Senate
	Cruz, Stanskas	1/21/2021	Diversity, Equity, and Inclusion
	Davison	3/11/2021	Collegiality in Action
Peralta CCD	Parker	11/4/2019	Local Senate Visit - Noncredit
San Francisco, City College of	Rutan	2/5/2019	AB 705
	Parker	4/26/2019	FACCC Counselor's Conference
	Curry, Aschenbach	2/26/2021	Governance
San José City	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
	May	3/12/2021	Governance
San Mateo, College of	McKay, Rutan	10/12/2018	AB 705 Workshop
	Stanskas, 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
	Curry	2/19/2021	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
	May/Bean	3/12/2021	Dei/Curriculum
<b>Area C</b>			
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
	Dyer	2/9/2021	Governance

Citrus	Roberson	8/23/2018	Local Senate Visit, Guided Pathways
	Eikey, Davison, Bruzzese, Bean	3/23/2019	Area C Meeting
Cuesta	Fulks	11/14/2019	Local Senate Visit, Guided Pathways
	Cruz	11/15/2019	CEO Training, with ACHRO
East LA	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
	Curry	3/29/2021	Local Senate Visit - Governance
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
	May	2/26/2021	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
	Curry, Oliver	2/19/2021	Governance
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
	Davison	2/3/2021	Collegiality in Action
	Curry	3/1/2021	Governance, Brown Act
Riverside City	Davison, Stankas	11/4/2019	Assembly Higher Education Hearing on Faculty Diversification
Saddleback	Rutan	1/30/2019	Noncredit

San Bernardino Valley	Rutan	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
	Curry	4/13/2021	Collegiality and the 10+1
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, Stanskas	9/17-18/2018	Board of Governors and Trustee for California Online CCD
Victor Valley	Fulks	11/1/2019	Guided Pathways Regional Meeting
Calbright College	Davison	10/15/2020	Collegiality in Action

Action Tracking as of 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.	<b>2.7.20:</b> The Executive Committee discussed the proposed levels of change to the ASCCC logo and branding. <b>1.8.21:</b> 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.	<b>2.4.21</b> - 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: CTE Leadership Committee Charge Update		Month: May	Year: 2021
		Item No: II. B.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider the approval of the revised CTE Leadership Committee charge.	Urgent: Yes	
		Time Requested: NA	
CATEGORY:	Consent Calendar	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Mayra Cruz	Consent/Routine	X
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Discussion	

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

**BACKGROUND:** The CTE Leadership committee revised the committee’s charge to reflect the California Education Code, Part 54.5, section 88821(a) language. The ASCCC Executive Committee is asked to review and approve the changes to the CTE Leadership Committee charge.

**CURRENT CHARGE** (Revised in November of 2020):

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.

**RECOMMENDATION:**

**REVISED CHARGE (April 23, 2021)**

Per California Education Code, Part 54.5, section 88821(a), 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, to ensure that similar courses, programs, and degrees are portable among community college districts, and to focus on diversity, equity, and inclusion in all aspects of career education. The committee is also focused on diversity by expanding the participation of diverse CTE faculty in leadership roles at the local, regional, and statewide levels through its ongoing professional development efforts.

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

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

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

### BACKGROUND:

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

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

## Executive Committee Agenda Item

SUBJECT: Legislative Report		Month: May	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: 20 mins.
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Information	X

*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.

### Positions taken at the 2021 Spring Plenary Session:

S21 6.02 Support AB 417 (McCarty, 2021) as of March 8, 2021  
 S21 6.03 Support AB 421 (Ward, 2021) as of March 8, 2021  
 S21 6.06 Support AB 927 (Medina, 2021) as of April 9, 2021  
 S21 6.07 Oppose AB 928 (Berman, 2021) as of April 9, 2021  
 S21 6.08 Oppose AB 1111 (Berman, 2021) as of April 9, 2021

### ASCCC Legislative Report as of April 19, 2021:

Attached is the Legislative Report as of April 19, 2021. An update including any requested action will be posted with the [Executive Committee meeting agenda](#), Item IV.A, before the May Executive Committee meeting.

**CCCCO:** [Policy and Advocacy](#)

**CCLC:** [Government Relations Newsletters](#)

[FACCC Advocacy](#)

[SSCCC Legislative Advocacy](#)

### Useful Websites:

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

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

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

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

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

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

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

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

**Legislative Report**  
ASCCC Executive Committee Meeting  
May 7, 2021  
Last update: April 19, 2021

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

**2020-21 Two-Year Cycle**

2021 Tentative Legislative Calendar:

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

- 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>

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

**REPORT:** Governor’s Council for Post-Secondary Education formed a Recovery with Equity Taskforce in August 2020. Here is their report: [Recovery with Equity: A Roadmap for Higher Education after the Pandemic](#).

**Recommendations to Note**

5. Streamline and Unify the College Admission Process

Recognizing that most learners attend more than one college in order to earn a degree, California public institutions should adopt a streamlined and unified admission process, enabled by an

integrated technology platform, that provides an option for **dual admission** to smooth the pathway for learners who wish to attend a four-year institution but begin at a community college.

#### 6. Develop a Common Course Numbering System

To streamline transfer from two- to four-year institutions and reduce excess credit accumulation, **California’s community colleges should adopt a common course numbering system**, starting with general education requirements, and eventually expanding to transfer pathway courses. The aim would be to align all community college courses so that students transferring to four-year institutions know, as they are pursuing their courses, that they are meeting the requirements of the receiving institutions.

### Assembly Bills (AB)

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

This bill would increase the minimum qualifying age from 18 to 25 years of age. This bill would permit an individual under 25 years of age to qualify for employment as a peace officer if the individual has a bachelor’s or advanced degree from an accredited college or university. The bill would not apply to peace officers already employed.

Official ASCCC Position/Resolutions:

Status: Amended and Re-referred to Committee on Public Safety 2/18/21. Hearing postponed by committee 4/6/21.

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

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

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

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

Status: Amended and passed out of Committee on Higher Ed and Re-referred to Committee on Education 3-24-21. Passed out of committee 3/24/21. Read second time and amended 3/25/21. Re-referred to Committee on Higher Ed 3/26/21.

Notes:

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

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

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

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

Notes:

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

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

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

Status: Referred to suspense file 4/14/21.

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

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

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

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

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

Status: Referred to suspense file 4/14/21.

Notes: This bill reintroduces AB 1727 (Weber, 2019) that was vetoed by the Governor on 10/19/19 due to a likely substantial increase in cost. Consideration of Governor's veto was stricken from the file on 1/21/20.

Supported by Advisory Committee on Legislation.

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

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

Official ASCCC Position/Resolutions:

Status: Referred to Committee on Business and Professions 2/18/21.

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

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

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

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

Status: Amended and re-referred to Committee on Higher Education 4/6/21. Hearing in Committee of Higher Education set for 4/22/21.

Notes: See [AB 1115 \(Choi\)](#) – Public postsecondary education: community colleges: statewide baccalaureate degree pilot program. *This bill would extend the pilot program by one year.* The delegates will have an opportunity to support this bill during the 2021 Spring Plenary Session:

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

This bill would:

- Establish the Associate Degree for Transfer Intersegmental Implementation Committee to serve as the primary entity charged with the oversight of the ADT.
- Require the California State University, working jointly with the University of California, on or before December 31, 2022, to establish a singular lower division general education pathway.
- Examine the 60-unit lower division pathway is impeding the development of science, technology, engineering, and mathematics (STEM) degree pathways, and whether STEM degree pathways require a differing unit threshold, shall not recommend a change of more than six units.
- Guidance to community college counselors and articulation officers on their role in communicating the value of the ADT pathway.
- Automatically place students on ADT pathways where they exist. A student may opt out of the ADT pathway for a terminal local associate degree or a University of California equivalent transfer pathway.

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

Status: Amended and re-referred to Committee on Higher Education 3/18/21. Re-referred to Committee on Higher Education 3/22/21. Hearing in Committee of Higher Education set for 4/22/21.

Notes: Assembly member Berman’s office is in communication with the ASCCC, and other groups. The Campaign for College Opportunity is sponsoring this bill. The author has invited the SSSCC to be a co-sponsor.



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

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

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

Status: Amended and re-referred to Committee on Appropriations 4/15/21.

Notes:

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

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

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

Official ASCCC Position/Resolutions:

Status: Amended and re-referred to Committee on Higher Education 3/22/21. Hearing in Committee of Higher Education set for 4/22/21.

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

[AB 1040 \(Muratsuchi\)](#) – Community colleges: ethnic studies.

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

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

Status: Re-referred to Committee on Appropriations 4/14/21.

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

[AB 1111 \(Berman\)](#) – Postsecondary education: common course numbering system.

This bill was a spot bill, but now would require the California Community Colleges to adopt, at all community colleges and for each community college campus catalog, a common course numbering system, starting with courses included in the Course Identification Numbering System (C-ID) and expanding to general education requirements and transfer pathway courses, as specified. By requiring community college campuses to incorporate the common course numbers in their catalogs, the bill would impose a state-mandated local program.

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

Status: Amended and Re-referred to Committee on Housing and Community Development 3/23/21. Re-referred to Committee on Higher Education 3/25/21. Hearing in Committee of Higher Education set for 4/22/21.

Notes: This bill originally would have required that the Department of Housing and Community Development recommendations for an improved regional housing need allocation process and methodology additionally promote and streamline the development of housing for low-income community college students.

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

The California Postsecondary Education Commission (CPEC) in their report, *Common Course-numbering Systems: A Report to the Legislature in Response to Senate Bill 851 (1983)*

determined that funding for such a project was excessively costly and probably unworkable in a 1984 report referenced in the ASCCC November 1995 Paper, [Towards a Common Course Numbering System](#).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

This bill would require an approved school of nursing or an approved nursing program to include implicit bias coursework, as specified, in its curriculum. The bill would require the board to update regulations concerning prelicensure nursing program curriculum requirements in accordance with those provisions.

Official ASCCC Position/Resolutions:

Status: Amended 3/18/21 and Re-referred to Committee on Business and Professions 3/22/21. From committee and re-referred to Committee on Health 4/7/21.

Notes:

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

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

Official ASCCC Position/Resolutions:

Status: Referred to Committee on Higher Education 3/11/21. Hearing in Committee of Higher Education set for 4/22/21.

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

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

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

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

Status: Re-referred to Committee on Appropriations 4/12/21..

Notes: The bill cites the [ASCCC finding](#) that three programs offered are duplicative of existing programs at accredited CCCs, and the method of delivery is duplicative of existing methods in other CCCs. Medina was added as a co-author 4/9/21.

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

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

Cal Grant 2 – Community Colleges

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

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

Status: Referred to Committee on Higher Education 3/11/21. Hearing in Committee of Higher Education set for 4/22/21.

Notes:

## **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: Read second time and amended. Referred to Committee on Appropriations 3/16/21. Set for hearing April 19 4/9/21.

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

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

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

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

Status: Re-referred to Committee on Appropriations 4/15/21.

Notes: Watch the section on workforce development programs.

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

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

Official ASCCC Position/Resolutions:

Status: Passed in Committee on Education and re-referred to Committee on Human Services 3/10/21. Re-referred to Committee on Appropriations and set for hearing on April 5 3/25/21. Placed on appropriations suspense file 4/5/21.

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

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

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

training costs on local law enforcement agencies, this bill would impose a state-mandated local program.

Official ASCCC Position/Resolutions:

Status: Set for hearing on April 20 3/24/21.

Notes:

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

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

Official ASCCC Position/Resolutions:

Status: Re-referred to Committee on Education and set for hearing on April 14 3/25/21.

Notes:

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

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

Official ASCCC Position/Resolutions:

Status: Set for hearing on April 14 3/25/21. Amended and re-referred to Committee on Education 4/5/21.

Notes:

**Department of Finance**

**Budget – [Finance Bulletin March 2021](#)**

**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.

**[Cradle-to-Career Data System Governance](#)**

Updated 4/5/21; see also [AB 99 \(Irwin\)](#)

**[Dual Admissions](#)**

Appears to have updated language as of 3/8/21.

This program is in Recommendation 5 of the [Recovery with Equity: A Roadmap for Higher Education after the Pandemic](#) Report.

**Bills of Interest**

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

Status: In committee, hearing postponed 3/24/21. Re-referred to Committee on Higher Education 4/8/21.

Notes: See [Cradle-to-Career Data System Governance](#) in DoF Trailer Bill language.

[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: Read second time and amended and re-referred to Committee on Appropriations 4/15/21.



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

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

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

Status: Passed out of committee. Re-referred to Committee on Appropriations 3/24/21. Ordered to third reading 4/15/21.

Notes: FACCC has a position of support.

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

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

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

Notes: FACCC has a position of support.

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

This bill would establish the California Apprenticeship Grant Program, commencing with the 2022–23 academic year, under the administration of the office of the Chancellor of the California Community Colleges, to provide grants to encourage high school pupils, community college students, and employed and unemployed workers seeking to go into career technical education and vocational professions through participation in qualifying, state-approved apprenticeship programs. The chancellor’s office would provide supplemental grants apprentices who participate in qualified, state-approved apprenticeship and vocational programs through high schools, campuses of the California Community Colleges, and industry-driven and -funded state-approved apprenticeship and vocational programs. The grants cannot replace any existing financial aid or compensation that an apprentice may receive during apprenticeship

training. It would be required that specified eligibility criteria to be met by students and apprenticeship employers and programs to participate in the program to be determined by the chancellor's office in accordance with regulations adopted by the chancellor's office, and would authorize the chancellor's office to adopt emergency regulations, as specified, to carry out the purposes of the bill. The operation of the program in any fiscal year is contingent upon the enactment of an appropriation, in the Budget Act or another statute, of an amount deemed sufficient by the chancellor's office to implement the program for that fiscal year.

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

Notes:

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

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

Status: Referred to Suspense File 4/14/21.

Notes: FACCC is a co-sponsor. Student Success and Support program was amended as Equity and Achievement program. Clarified intent would still include part-time, temporary faculty assignments evaluation process with exclusive representative.

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

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

- The automatic charge for instructional materials assessed to each student is less than the price at which a student could acquire the same or similar instructional materials in a similar format, in similar condition, and with no less restrictive rental or digital access terms, if any, from any other source generally available to the student.
- The instructional materials assigned for a course are made available no later than the first day of the term to each student who enrolls in the course at least seven days before the first day of the term, and no later than seven days after enrollment for those who enroll thereafter.
- The institution of higher education adopts a policy under which a student is automatically charged only if the student opts in to having the cost of instructional materials included in the fees automatically charged to the student for enrollment in a course, and provides that

a student may not be required to opt in for the automatic charge in order to participate in, or to successfully complete, the course.

- The full amount of the automatic charge is disclosed in, or linked from, the listing for the course or course section in the institution's online course schedule, and the amount is specified separately from any other charges associated with the course or course section.

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

Notes:

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

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

Status: Referred to the Suspense File 4/14/21.

Notes:

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

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

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

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

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

This bill would require each community college campus to report specified basic needs information to the office of the Chancellor of the California Community Colleges, and would

require that office to develop and submit to the Governor and the Legislature every 2 years a report based on the data and information reported by campuses under the bill.

Status: Amended and Re-referred to Committee on Appropriations 4/14/21.

Notes: This is a legislative priority of the SSCCC.

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

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

Status: *Read second time and amended in Committee Military and Veterans Affairs 4/15/21.*

Notes:

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

Official ASCCC Position/Resolutions:

Status: Passed out of committee and re-referred to Committee on Appropriations 4/8/21.

Notes:

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

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

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

Notes: Response to COVID-19

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

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

Status: Read second time, amended and Re-referred to Committee on Appropriations 4/14/21.

Notes:

### **Bills of Interest – Students**

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

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

Status: Ordered to the senate 4/12/21 and Committee on Rules for assignment.

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

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

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

Status: Amended and re-referred to committee on Higher Education 4/5/21. Hearing postponed 4/8/21.

Notes: The SSCCC is sponsoring this bill.

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

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

Status: Passed out of committee and re-referred to Committee on Appropriations 4/8/21.

Notes: This is a legislative priority of the SSSCC.

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

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

Status: Passed out of committee and re-referred to Committee on Appropriations 4/8/21.

Notes:

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

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

Status: Amended and passed out of committee, re-referred to committee on appropriations 3/16/21. Set for hearing April 3/19/21. Placed on Appropriations Committee Suspense File 4/5/21.

Notes:

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

Status: Passed out of committee and re-referred to Committee on Judiciary 3/10/2021. Set for hearing on March 23 3/16/21. Amended and Re-referred to Committee on Appropriations, set for hearing on April 5 3/19/21. Placed on Appropriations Committee Suspense File 4/5/21.

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

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

[AB 339 \(Lee\)](#) – State and local government: open meetings.

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

[AB 703 \(Blanca Rubio\)](#) – Open meetings: local agencies: teleconferences.

[SB 274 \(Wieckowski\)](#) – Local government meetings: agenda and documents.  
Read second time and amended, re-referred to Committee on Appropriations 4/5/21. Set for hearing April 19 4/7/21.

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

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

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

### **Legislation Tracking**

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

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

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

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

### **Hearings**

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

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



## Executive Committee Agenda Item

SUBJECT: Equity Driven Systems		Month: May	Year: 2021
		Item No: IV. B.	
		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: 15 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonerio	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.

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





## Executive Committee Agenda Item

SUBJECT: Guided Pathways Implementation and Integration to Transfer and Careers		Month: May	Year: 2021
		Item No: IV. C.	
		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	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

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

### BACKGROUND:

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

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



## Executive Committee Agenda Item

SUBJECT: Culturally Responsive Student Services, Student Support, and Curriculum		Month: May	Year: 2021
		Item No: IV. D.	
		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: 15 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

### BACKGROUND:

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

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



## Executive Committee Agenda Item

SUBJECT: Position Paper on Learning Assistance and Learning Center Coordinators		Month: May	Year: 2021
		Item No: IV. E.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will provide feedback and consider for approval the first draft of the position paper on Learning Assistance and Learning Center Coordinators.	Urgent: Yes	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Manuel Vélez	Consent/Routine	
		First Reading	X
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

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

**BACKGROUND:** This position paper is written and submitted in response to resolution 16.01 (Fall '19), which called for resources for Learning Assistance with a focus on Learning Center coordinators.

---

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



## Executive Committee Agenda Item

SUBJECT: ASCCC Mentorship Handbook		Month: May	Year: 2020-2021
		Item No: IV. F.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the update to the Mentorship Handbook created by the Part-time Committee.	Urgent: Yes	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Michelle Bean/Karen Chow	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		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 Resolution 1.01 (Spring 2016) and Resolution 1.02 (Fall 2020) asking for communication of opportunities for part-time faculty and resources for mentorship, the Part-time Committee would like the Executive Committee to consider the following document:

- **Mentorship Handbook:** To publish and use as a resource for the field

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



# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## Mentorship Handbook

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## Introduction

[ASCCC recognizes that mentorship is a key component to the success of new faculty, both for those employed full-time or part-time, as well as for those seeking employment opportunities in the California community colleges. In response to two resolutions from Spring 2016: Resolution Number 01.01 and Fall 2020: Resolution Number 01.02 \(see Appendix D\),](#) this handbook was developed by the ASCCC Part-time Committee in 2021 to provide a written guide and repository of resources for the development of mentorship programs at California community colleges. While this handbook was initially developed in response to the aforementioned resolutions to provide mentor resources for part-time faculty, it became clear that these materials and practices could be used more broadly for all faculty seeking equity-minded professional growth and empowerment. The intent of this handbook is to provide tools and model practices for all faculty and local and district leaders in the creation of mentor programs as well as support to mentor and mentees in community college mentorship programs.

[This mentorship handbook is organized into four sections: Mentee Resources, Mentor Resources, The Why: Effective Resources for Faculty Leaders, Administration, and Boards of Trustees, and an appendix with tools and resources for mentors and mentor program developers. As stated above, the intent of this handbook is for use by both mentors and mentees in addition to those seeking models to develop a mentor program. In addition to listing resources that are available for faculty who are seeking mentorship opportunities and outlining information for leaders who are seeking how to implement and](#)

[build an effective mentorship program, this handbook also provides, toward the end of the document, a brief discussion on the why: the purpose and value of starting a mentorship program.](#)

[Part 1: The Mentee Resources section was written with the purpose of providing the mentee \(i.e., employed or previously employed part-time faculty or those seeking employment\) a resource that describes the types of mentorship programs widely available at all levels of higher education \(i.e., local, state, and national\) and information for faculty, both new and seasoned, to access these leadership growth, networking, and support opportunities.](#)

[Part 2: The Mentor Resources section provides definitions, guidelines, and frameworks for how to start a mentor program at colleges or districts. Additionally, Part 4: the Mentor Tools section in the appendix includes a variety of model practices and guidelines for mentors, such as example relationship building techniques and other promising practices. The handbook appendices provide sample mentor orientation content, curriculum vitae guidelines for mentors to use with mentees, and example program competencies that could be used when designing mentorship programs.](#)

Part 3: The Why section of this handbook is the concluding section that briefly describes a few of the effective practices that administrators, boards of trustees, and faculty leaders could use when seeking resources to implement mentorship programs.

The information in this handbook is not exhaustive, but it does provide an equity-minded framework to begin planning and implementing a successful faculty peer-to-peer mentoring program. Any material may be copied and used at your local campus [or district to implement a mentor program or to provide resources to new faculty on mentorship opportunities.](#)

## Part 1: Mentee Resources

### Leadership Opportunities

The Academic Senate for California Community College's (ASCCC) mission is commitment to

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

With the above goals set in the ASCCC mission to serve faculty and the resolutions calling for resources for mentoring and leadership resources for part-time faculty (see Appendix D), the ASCCC Part-time Committee has developed the below list of leadership opportunities for both part-time and full-time faculty to consider (which is not exhaustive):

## Academic Senate Seats

### ASCCC Executive Committee

The ASCCC encourages all eligible faculty to consider running for Executive Board positions. Eligibility requirements can be found in Article IV of the ASCCC Bylaws: <https://asccc.org/about/bylaws> and listed below:

All candidates for election to the Executive Committee shall meet at least one of these criteria:

1. is a Delegate or a local senate president;
2. has within the last three years immediately preceding the election been a local senate president or an ASCCC Executive Committee member or officer; or
3. has been nominated by a resolution of a Member Senate. The minutes of the meeting at which that resolution was adopted must be submitted to the Elections Committee chair with the nomination of the individual.

Additionally, ASCCC appoints hundreds of faculty to statewide committees throughout the year. All faculty are encouraged to volunteer; an interest form to fill out annually can be found at <https://asccc.org/content/faculty-application-statewide-service>. Committee work can be a great place to learn and gain experience in professional matters and leadership.

### Local Academic Senates

Local academic senate membership often provides an opportunity to learn about college leadership structures and academic and professional matters. Check your campus senate bylaws or website if available to find out more on how to become a senate member. Additionally, check the senate bylaws for membership roles and advocate for creation of a part-time faculty seat if one not already established. Most college's senates are public meetings and attending as a nonmember is also beneficial. Many colleges provide an opportunity for public comment where you may voice concerns or address any item on the agenda.

## Affinity Groups

An affinity group is a group of people who share a collective interest or goal(s). Often affinity groups are started with a vision of diversity and inclusion in mind, which is essential to creating a space for employees/faculty of color and other marginalized groups to feel safe and empowered to share lived experiences. A few examples of associations serving as affinity groups for college employees, locally and statewide or nationally, are listed below.

### Statewide and National Groups

There are many national and statewide affinity groups. For California community colleges, the following groups have been started and regularly host events: Colegas, Asian Pacific Americans in Higher Education (APAHE), American Association of Hispanics in Higher Education (AAHHE), Hispanic



Association of Colleges and Universities (HACU), African American Male Education Network and Development (A2MEND).

### Local Affinity Groups

Check your campus communication hubs or ask the human resources office for affinity groups or employee resource groups supported at your college. Here are a few examples of local affinity groups at California community colleges: Pasadena Community College with their [Association of Latinx Employees \(ALE\)](#), [Palomar College Asian Pacific Alliance in Higher Education \(APAHE\)](#), or North Orange County Community College District's [Black Faculty and Staff Association](#).

## Mentoring Programs

There are a variety of ways a mentoring program can be designed. Below are a few examples of the types of programs focused on supporting faculty.

### Grow Your Own Programs: From Student to Part-time

Grow-your-own programs are designed to more like pipelines to support students in becoming instructors or college employees upon completion of their education. Two well-developed programs are [Peralta College's Faculty Diversity Internship Program](#), [Los Angeles Community College District Project Match](#), and [Los Rios Community College District Faculty Diversity Internship Program](#).

### One-on-One Mentorship Programs: From Part-time to Full-time

A few colleges in the California community college system formally provide mentoring programs for part-time faculty employed in the system. For example, [College of the Canyons' Professional Development Mentor Program](#) provides a model of a program providing mentoring at a local level and the [ASCCC Faculty Empowerment and Leadership Academy](#) shows a statewide model for part-time and full-time faculty in historically marginalized communities, such as Black, Indigenous, People of Color, and women (see Appendix C for core competencies and program framework). Many of these programs provide one-on-one mentoring, and some may also have small group mentoring opportunities where two or mentees are paired to one mentor.

## Part 2: Mentor Resources

### What is a Mentor?

A mentor is a person who provides guidance, advice, or direction to someone who is willing and desiring of growth and development.

## Model Mentor Program Components

### Mentorship Program Mission

It is important to create a clearly developed statement that encompasses the mission of your mentoring program. It is recommended to gather leaders who are interested in starting a mentorship program and shape the mission statement together.

### Mentorship Program Objectives and Competencies

In designing the mentor program, composing objectives and participant competencies in addition to and in alignment with the mission statement is another important step. Decide if your mentor program will be one-on-one or a team/group style, and then decide the length of the program. Consider for whom the program is designed; variations of participants include some of the following: a pipeline for participants seeking part-time employment, part-time faculty seeking full time positions, or newly hired faculty desiring support (post hire of full-time or part-time faculty). These considerations will provide a framing to your program planning and objective building.

Participant core competencies and outcomes of the mentor program should be clear and realistic for the length and scope of the program. It is also important to establish mentor and mentee roles, expectations, and responsibilities.

Vital to the success of any program is a measurement tool for continued improvement; thus, in backwards planning, a strong mentor program will have core competencies or participant objectives (or both) written to frame each activity in the program. Consider using electronic survey instruments for pre and post program measurement of objectives and participant competencies. Below is an example of the core competencies used for the ASCCC mentor academy:

### ASCCC Faculty Empowerment Leadership Academy (FELA) Competencies

- Institutional Structures  
Outcome: Understanding of the barriers for advancement and advocacy and finding the options for faculty leadership in the community college system and on local campuses.
- Personal Path Development  
Outcome: Development of a career plan for future leadership opportunities or advancement.
- Equity-Mindedness  
Outcome: Exploration of the equity framework and lens and discussion of power dynamics. Development of advocacy skills to move a campus to more equitable outcomes and understanding of how to use power and privilege to advocate for yourself and others.
- Effective Leadership

Outcome: Skill in using core competencies to be a leader on your campus, in your district, and/or in your state.

Other competencies and program objectives may include networking skills, goal-setting, field or discipline knowledge, job shadowing, and any other program aims. A more comprehensive list of core competencies can be found on the American Associations of [Community Colleges website](#).

## Guidelines for Successful Mentor Relationships

Every person is beautiful and unique in their own way and that is to be embraced. Although there are no set guidelines to build relationships, here are a few general helpful parameters for any mentor:

- Be **open and appreciative**. Navigating relationships is a journey and takes courage, so give yourself and your mentee grace as you learn about each other.
- **Listen actively**. Focus on your mentee's needs and support their goals. Repeat back what you hear them saying and avoid monopolizing the conversation. Ask them questions and get to know them (see Appendix A for active listening questions and Appendix B for conversation starters).
- **Be present** in the moment. It is easy to want to multitask and that will feel disappointing to a mentee, so be honest and set time limits on conversations if needed and state such at the start of the conversation.
- Discuss preferred **mode of communication** with your mentee (e.g., video conferencing, phone call, text messaging)
- Discuss and respect personal boundaries on **preferred days and times of communication**
- **Follow up** on commitments. Communicate any changes to schedules in a timely manner. Discuss parameters of what constitutes prompt responses. Avoid making promises.
- **Maintain confidentiality**. All your conversations should be healthy and kept between the two of you unless the mentee specifically asks for other support services and gives you permission to share their story. Remember if safety is a concern, please speak up and follow established protocol or procedure with a supervisor.
- Be professional and **asset-minded language**. Use positive language and encouraging support free of judgement. Avoid informal language or cursing.

## How Do You Design a Mentor Program?

1. Identify program leaders and/or a steering committee.
2. Create program mission, objectives, and/or core competencies (see Appendix C).
3. Secure funding to support the program mission and objectives. Ask administrators, human resources office, foundation, or any other resource allocation bodies. Consider budget elements such as food for group meetings, events, and mentor training, as well as release/reassigned time for a program coordinator. Also, consider securing funding to support part-time faculty participation by offering stipends as an option (see #9 below for other options).

4. Create a framework and timeline for the program including the following key elements: length of the program (e.g., year long, semester long, one day workshop style), how many minimum days are required by both mentors and mentees, inclusion of a mentor training/orientation, regular mentor/mentee check-in days (scheduled as a group or scheduled by the mentor/mentee), a program kick off day, and a closing or ending celebration.
5. Design applications and create a webpage to house information.
6. Recruit and send out applications and post on college websites and social media.
7. Schedule application review and mentor-mentee matching day (with program leaders or a steering committee). It is highly suggested to create a rubric aligned to the program objectives for a fair and equitable selection process.
8. Create an entry survey and an exit survey to measure program success and to design for continuous improvement.
9. Consider creating a program certificate, badging, Flex credit, stipend, or continuing education credit for participants (many California State University and University of California schools have continuing education unit programs with which you could partner).
10. Provide training or an orientation for mentors before the mentor program begins (see Appendix E for a sample slide show).

## Check-in Topics and Themes for Mentor Activities

Below is a list of a few ideas to use as program themes or topics. Themes or topics could be used to focus a particular month's activity, any one-on-one connections with mentor/mentee, or any other component of the program. Another way to consider selecting the content or the focus of activities or a presentation of program material is to ask program participants or survey them: ask them which of the topics or any others they desire to address throughout the mentorship program. Content presenters may also be program mentors, program coordinator, or guest speakers.

- Empathy, openness, and active listening
- Confidentiality in communication
- Networking
- Goal-setting
- Career timeframes and personal road maps
- Microaggressions, gaslighting, and racelighting
- Racial battle fatigue and emotional labor
- Imposter syndrome
- Understanding a typical organizational chart and administrative roles, duties, and titles
- Navigating spaces and deconstructing what "fit" means
- Breaking from the status quo and cultural taxation
- Barriers to success
- People vs. policy in anti-racism activism
- Conflicting values with dominant culture
- Fostering a community of support
- Power dynamics

- Service and community involvement
- Job searches
- CV/resume review
- Mock interviews
- Job shadowing
- Professional learning opportunities
- Work-life balance
- Book/article readings

## Mentor Program Framework Examples

Designing consistent culturally relevant frameworks for program days is important to creating a safe and brave space for mentees and mentors. Thus, strong mentorship programs build program days that both connect participants in large groups and in small groups, as well provide one-on-one time (mentor with mentee).

Setting or collaborating together on establishing community norms and social agreements at the start of every program is also important. Moreover, a regular routine for each activity that values the collective space and healing nature of circles, lean-ins, and reflection is highly valued and will build trust and positive relationships, as will meal sharing. When in-person, consider using conversation starters (see Appendix B) to support mentors in connecting with mentees at meal sharing times.

### Daily Framework

- Introductions/Check-in/Lean-in Circle (1 hour)
- Theme Introduction and Core Competencies Review (30 minutes)
- Meal Sharing (45 minutes)
- Guest Expert/StoryTeller/Mentor Sharing (45 minutes)
- Group Theme Activity (30 minutes)
- Debrief/Reflection Activity (30 minutes)
- Pair Activity (30 minutes)
- Group Debrief of Day and Closing Ritual (30 minutes)

### Workshop Half-day Framework

- Welcome activity
- Introduction of theme or keynote speaker
- Focused breakout groups
- Break
- 20-minute mentoring (breakout in small groups/pairs for CV reviews, lean-in, or informal Q&A)
- Break
- Closing and reflection

### **Part 3: The Why: Effective Practices for Administration, Boards of Trustees, and Faculty Leaders in Supporting Mentorship Programs**

Faculty diversification has been a goal for decades in the California Community College system, and most recently we have been called to action by system leaders to support diversity, equity, inclusion, and antiracism more intentionally than ever before. Mentor programs focused on supporting employees of color are vital to the success and retention of equity-minded faculty.

Administrators, trustees, and faculty leaders are encouraged to support mentor programs for both pipelines to employment at California community colleges and mentor programs to support part-time and full-time faculty of color. Below are a few ways to provide support:

- Ask for data on BIPOC (Black, Indigenous, People of Color) faculty retention and share the information widely.
- Use Equal Employment Opportunity (EEO) funds or other committed resources to start pipelines and mentor programs.
- Read the article composed by a part-time faculty member titled "An Open Letter: From An Adjunct Faculty Member to Full-Time Faculty."
- Use the principles and practices laid out in the articles titled "Our Obligation to Equitable Hiring Practices: A Partnership Approach to Ensuring an Equity-minded Selection and Recommendation Process" and "How to Start Antiracist Work: Faculty Hiring Practices for Diversification" to frame discussions and garner support for equitable hiring processes and mentor programs.

# Part 4: Appendices: Mentor Tools

## Appendix A: Active Listening Tools

The tools below may be used by both the mentor or the mentee, but active listening should be the goal of any strong, thoughtful, engaged mentor.

**Restatements**--mirror back what your partner has said to ensure you are focusing on their goals.

- I heard you say . . . Is that correct?
- If I understand what you said, you are concerned with . . .

**Summarization**--at the end of each mentoring session, summarize the time together and recap any decided next steps or action.

- So, from today's conversation, we will be working on . . .
- Some next steps will be . . .
- During our next meeting on . . . we will continue the discussion on . . .

**Silence**--be sure to count at least seven seconds after you ask your mentee a question before you volunteer an example or response. It may be they need to process and don't forget it may be new and a bit scary to be speaking with someone new in a vulnerable situation.

**Processing Questions**--when your partner is asking for advice or sharing a situation of concern, it is helpful to ask questions to allow the mentee space and for you to be a thought partner. Below are a few questions you may ask:

- What was your thought process in making that decision?
- Why did you approach it that way?
- What are your next steps?
- How did that connect to your personal or professional goals?
- Would you have done it any differently? Why?

## Appendix B: Conversation Starters

If the conversation needs some informal and light-hearted starting off points, consider any of the below questions:

1. If you could travel anywhere? Where would it be?
2. What do you do in your spare time?
3. What three wishes would you wish from a magic genie?
4. What is the best thing someone has ever done for you?
5. If you could be an animal, what would it be and why?
6. If you had a day all to yourself, what would you do?
7. What talent would you really like to have?
8. Who do you think is the most successful person alive today and why?
9. What is your pet peeve? Why does it bother you?
10. What is your all-time favorite movie and why?
11. When you want some alone time, where do you like to go?
12. What is the best vacation you have ever been on?
13. What would be the perfect day for you and why?
14. What is something funny that you remember about high school or junior high?
15. What would you do with one million balloons?
16. If you could be a car, what would you be and why?
17. If you had two tickets to go around the world for one year, who would you take and why?
18. What qualities do you look for in a friend?
19. What do you wish you had that you don't have now?
20. What is something that you want to accomplish?
21. What really makes a positive difference in your life?
22. What do you think is great about life?
23. What is your favorite song and why?
24. Where do you go to think?
25. What qualities are in a good teacher?
26. Who has influenced you the most in the past year and why?
27. What's something you've done for somebody?
28. If you could change your name, what would you like it to be?
29. If you could meet anyone, living or dead, who would it be and why?
30. What TV character is most like you and why?



## Appendix C: FELA Framework and Core Competencies



### Faculty Empowerment and Leadership Academy

#### Academy Mission

- TO CONNECT: Providing one-on-one mentoring to diverse faculty for personal and professional development with mentors who are campus leaders and/or administrators.
- TO EMPOWER: Creating safe and brave spaces for courageous conversations to investigate equity, diversity, and inclusion; to share personal and collective experiences on race, privilege, and oppression; and to embolden new faculty leaders to advocate for transformative change on their campuses.
- TO GUIDE: Providing networking opportunities and sharing guidance for navigating the systems of higher education. The focus of the mentoring will be to address the specific goals of the mentee.

#### Academy Objectives

- To provide opportunities for healing, support, and empowerment.
- To connect by engaging in networking opportunities with other faculty leaders and administrators.
- To create space for courageous conversations focused on understanding societal influences on race, ethnicity, gender, and their effect on leadership development.
- To provide guidance and accountability through regular check-ins (remotely or in-person if no travel cost).
- To honor mentor and mentee scheduling for balanced living by providing workshops coordinating with other ASCCC events (pre-sessions to other events).

#### Core Competencies

- **Institutional Structures**  
Outcome: Understanding of the barriers for advancement and advocacy and finding the options for faculty leadership in the community college system and on local campuses.
- **Personal Path Development**  
Outcome: Development of a career plan for future leadership opportunities or advancement.
- **Equity-Mindedness**  
Outcome: Exploration of the equity framework and lens and discussion of power dynamics. Development of advocacy skills to move a campus to more equitable outcomes and understanding of how to use power and privilege to advocate for yourself and others.
- **Effective Leadership**  
Outcome: Skill in using core competencies to be a leader on your campus, in your district, and/or in your state.

#### Academy Daily Framework

- Introductions/Check-in/Lean-in Circle (1 hour)
- Theme Introduction and Core Competencies Review (30 minutes)

- Meal Sharing (45 minutes)
- Guest Expert/StoryTeller/Mentor Sharing (45 minutes)
- Group Theme Activity (30 minutes)
- Debrief Activity (30 minutes)
- Pair Activity (30 minutes)
- Group Debrief of Day and Closing Ritual (30 minutes)

#### **Theme Topics Possibilities for Academy Training Days**

- Empathy, openness, and listening
- Confidentiality in communication
- Networking and conversation
- Goal-setting and career timeframes
- Professionalism and microaggressions and imposter syndrome
- Navigating spaces and what “fit” means
- Breaking from the status quo and cultural taxation
- People vs. policy in anti-racism activism
- Conflicting values with dominant culture
- Fostering a community of support
- Power Dynamics
- Service
- Personal Road Map
- Barriers to Success
- Understanding a typical org chart and administrative roles, duties, and titles

#### **Handbook Ideas (Repository)**

- How to be a good mentor tips
- Introductions and get-to-know you tips (circles)
- Adjusting relationships for compatibility
- Monthly check-in ideas/questions
- Record keeping for your memory
- Event shadowing
- Skill/talent acknowledgement and conversation tips
- Self-care tips and ideas
- Guiding questions to allow for self-reflection or self-discovery
- Time efficiency survey
- Tools for leadership assessment
- Recommended readings

#### **Resources To Consult**

Sample Competencies: [https://www.aacc.nche.edu/wp-content/uploads/2018/11/AACC2018Competencies\\_111618\\_FINAL.pdf](https://www.aacc.nche.edu/wp-content/uploads/2018/11/AACC2018Competencies_111618_FINAL.pdf)

Mentoring Frameworks: [https://www.mentoring.org/new-site/wp-content/uploads/2015/09/Full\\_Toolkit.pdf](https://www.mentoring.org/new-site/wp-content/uploads/2015/09/Full_Toolkit.pdf)

Equity Competencies: [https://drive.google.com/open?id=1NXAeFavYY87hgUrr5FQVoYIINb\\_tHpv0](https://drive.google.com/open?id=1NXAeFavYY87hgUrr5FQVoYIINb_tHpv0)

## Appendix D: Resolutions Supporting Part-time Faculty Mentoring and Leadership

### **Resolution: Mentoring Programs for Part-Time Faculty**

Spring 2016 Resolution Number 01.01

Whereas, The Academic Senate for California Community Colleges has long-standing positions<sup>[1]</sup> in support of the creation of local faculty mentoring programs as stated in resolution 9.06 F90, which calls for local senates to create mentoring programs for all new full-time and part-time faculty members, and 12.07 F92, which calls for local senates to encourage departments and divisions to assist in providing mentoring services to new part-time faculty;

Whereas, The provision of formal mentoring services for new full-time faculty is a common practice in the California community colleges, but little is known about what mentoring services, formal or informal, are provided to part-time faculty; and

Whereas, Local senates are experiencing increased workloads related to basic skills, student success, and student equity and therefore need assistance and resources in not only developing but also implementing and sustaining mentoring programs for part-time faculty;

Resolved, That the Academic Senate for California Community Colleges research effective practices for developing, implementing, and sustaining mentoring programs for part-time faculty and report its findings by Spring 2017; and

Resolved, That the Academic Senate for California Community Colleges create resources for developing, implementing, and sustaining mentoring programs for part-time faculty.

### **Resolution: Develop a Resource to Communicate and Encourage Part-time Faculty Leadership**

Fall 2020 Resolution Number 01.02

Whereas, The Chancellor's Office Management Information System Datamart for fall of 2019 indicates that 69.7% of faculty in the California Community College system are part-time faculty, yet the most recent Local Senates survey [1] completed in 2017 by the Academic Senate for California Community Colleges indicates that 64 colleges indicated that they have part-time faculty serving as local senators;

Whereas, The Academic Senate for California Community Colleges has multiple resolutions and papers supporting part-time faculty and the importance of their voice in effective governance;

Whereas, The Academic Senate for California Community Colleges' Bylaws, Article IV, Section 2 includes eligibility for part-time faculty to run for an Executive Committee position (i.e., Board of Directors), yet few part-time faculty have served; and

Whereas, In the last few years, approximately 26% of the total applicants interested in serving on statewide committees have been part-time faculty, yet only 15-17% of the appointments to Academic Senate for California Community Colleges' standing committees have been part-time faculty;

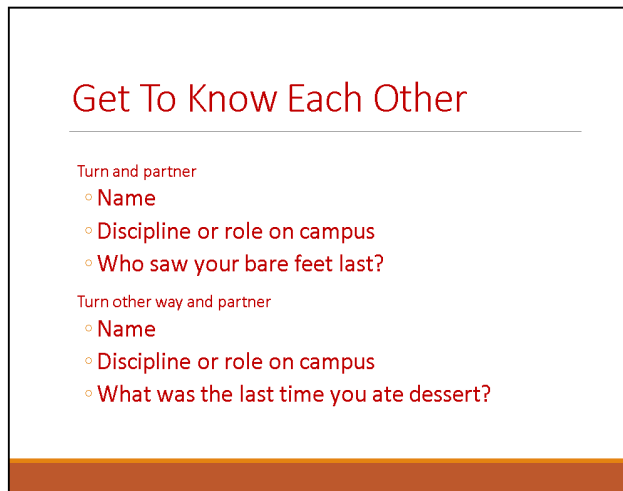
Resolved, That the Academic Senate for California Community Colleges develop a resource identifying effective practices and providing recommendations to assist colleges and local academic senates in creating and communicating equitable policies and various leadership opportunities for part-time faculty and bring the resource to the Fall 2021 Plenary Session for adoption; and

Resolved, That the Academic Senate for California Community Colleges widely communicate and encourage statewide leadership opportunities available to part-time faculty.

## Appendix E: Sample Mentor Orientation Presentation



1



2

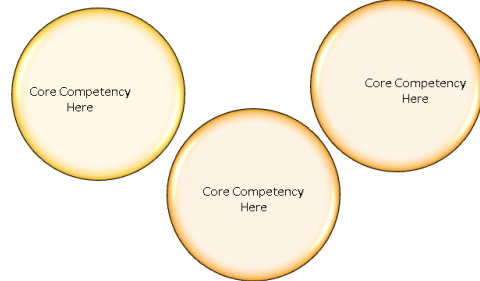
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## Introduce Your New Friend

3

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## Mentor Program Objectives



4

## Research: Mentoring for Success

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A growing set of literature attests to the importance of mentors. The professional literature supports that mentoring is a critical component of effective inclusion into academia.

Mentoring is often recommended as a means of providing women and students of color with the support, socialization, and direct assistance they need to succeed in an environment they may experience as alienating or even hostile.

Meznek et al. (1989) explains that mentors of the same ethnic background as the protégés can assist in resolving apparent conflicts between the values of one's culture or that success is possible without having to abandon cultural identity.

Source: Puente Program State Office

5

## Core Competencies and Program Outcomes

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Participants will understand their roles as academic leaders

Participants will be introduced to the concept of mentoring as well as understand the value of networking and seeking out mentors at different stages of their careers

Participants will develop personal goals and a career advancement plan

Participants will return as mentors in the future

6

## Mentoring DOs

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- Get to know mentees
- Be understanding and patient
- Email notes of encouragement
- Eat lunch on campus
- Invite mentee to your office
- Invite mentee to college cultural events
- Invite mentee to college sporting events
- Give feedback with applications, curriculum vitae, and resumes

7

## Mentoring DONTs

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- Never lose sight of mentor professionalism
- Never give money to mentee
- Never meet alone
- No proselytizing
- No political agendas
- Never disrespect any other college or career

8

## Mentor Activities

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**MONTH/DATE**- Mentor Orientation/Training

**MONTH/DATE**- Meet Mentees

➤ Time:

➤ Location:

**MONTH/DATE**- Group Activity

➤ Time:

➤ Location:

9

## What's Next?

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Email mentee before DATE

Meet mentee on DATE

Check our new Mentor program website:

Keep supportive contact with mentee all year long!

10



# Appendix F: Mentor Curriculum Vitae Review Guidelines

## CV Reviewer Helpful Guidelines

A curriculum vitae (CV) illustrates one's professional and academic achievements. It differs from a resume in that a CV may include extensive information on publications, conferences, volunteer work, teaching and research experience, and other such professional and academic items relevant to one's field.

[Sample CV from University of Wisconsin, Milwaukee](#)

Sample from [CCC faculty CV](#) and [Cover Letter](#)

### **What is a good amount of time to spend on a CV review session?**

Schedule meetings for about 20-30 minutes and consider a follow-up session if your mentee desires to revise and polish and then have you review once more. The sessions could be in person or over Zoom with share screen capability. If you both prefer and have discussed exchanging documents ahead of time, then do so, but a quick read during the one-on-one time is appropriate and often necessary to accommodate busy schedules.

### **What are some good things CV reviewers could do?**

- Use the time efficiently (set a timer) and let participants know of the 20/30-minute session limit
- Provide advice on specific content tailored to their disciplines
- Make sure they know to match the job announcement description with their achievements
- Assist in highlighting their contributions to diversity, equity and inclusion work
- Assist with organization of the CV sections and headings to highlight their knowledge, skills, and abilities
- Suggest aesthetically-pleasing, easily readable formatting and font type (it is good to use white space and margins to avoid too much text)

### **What should CV reviewers avoid?**

- Avoid comparing your experience to theirs. Remember the CV is not about you, so stay focused on edifying and encouraging them.
- Refrain from holding extended conversation on a topic. You only have a few minutes with them and a deeper dive could be for another time.
- Stay clear of discussing hiring committees you have been on or specific college processes, as these sessions are more generalized and briefer.



## Executive Committee Agenda Item

SUBJECT: ASCCC Curriculum Committee Assignment to Resolution F20 9.02		Month: May	Year: 2021
		Item No: IV. G.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will provide input on how to address Resolution F20 9.02.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Michelle Bean/Carrie Roberson	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	X

Please note: Staff will complete the grey areas.

### BACKGROUND:

[F20 9.02](#): Update the Paper on Local Curriculum Committees Resolved, That the Academic Senate for California Community Colleges update the 1996 paper titled; *The Curriculum Committee: Role, Structure, Duties and Standards of Good Practice*; and bring the paper for approval by the Spring 2022 Plenary Session.

### Resources:

[The Curriculum Committee: Role, Structure, Duties and Standards of Good Practice \(ASCCC 1996\)](#) This paper outlines the statutory and regulatory roles of the curriculum committee. Moreover, this paper describes the policies and procedures faculty have found to be most effective in putting those statutes and regulations into practice. Readers of this document should pay particular attention to the differentiation between curriculum committee functions which are required and those which are good practice.

### Desired outcomes:

In light of the publications and resources that have been generated around curriculum since 1996, the ASCCC Curriculum Committee is seeking guidance from the ASCCC Executive Committee on how to address Resolution F20 9.02 to determine if a new paper is necessary, and if so, what would best serve the need of our local academic senates.

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



## Executive Committee Agenda Item

SUBJECT: Tentative 2021-22 ASCCC Budget		Month: May	Year: 2021
		Item No: IV. H.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will consider for approval the tentative 2021-22 ASCCC budget.	Urgent: Yes	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Krystinne Mica/Mayra Cruz	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Information	

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

### BACKGROUND:

The Budget and Finance Committee is responsible for developing and recommending the annual ASCCC operating budget to the Executive Committee for approval. This occurs in two stages. The Budget and Finance Committee meets in May to prepare a tentative budget to bring to the Executive Committee for approval at its final meeting of the fiscal year, typically late May/early June. Approval of the tentative budget allows the ASCCC to operate during the summer months. The Budget and Finance Committee then meets again in the summer to develop the final annual budget proposal to bring to the Executive Committee for approval at the August meeting.

The Budget and Finance Committee will meet prior to the May Executive Committee meeting to review the tentative 2020-21 budget. Funding recommendations will be developed based on current trends such as protecting reassigned time for Executive Committee members, maintaining staff salaries and benefits, maintaining program and committee budgets, and anticipating any recurrence of the COVID-19 pandemic through 2022. The tentative budget includes projected numbers for the grants C-ID and OERI.

The Executive Committee will discuss the recommendations of the Budget Committee and consider for approval the tentative 2021-22 budget.

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



## Executive Committee Agenda Item

SUBJECT: 2021 Fall Plenary Session Hybrid Proposal		Month: May	Year: 2021
		Item No: IV. I.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will reopen discussion on fall plenary session and consider for approval moving from fully online to a hybrid event.	Urgent: Yes	
		Time Requested: 30 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Krystinne Mica/Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Information	

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

### BACKGROUND:

The fall plenary warrants reopening of the discussion and subsequent action that took place during the April meeting to discuss the following information noted below:

- The minimum cost from the Westin Long Beach for moving to a fully virtual plenary will be \$85,000;
- The majority of our system partners are planning for fully in-person or hybrid events in the fall.
- The poll conducted at the most recent plenary session indicated that 67% of attendees indicated they would be willing/able to attend an in-person plenary session, beginning this fall.

The Executive Committee is being asked to discuss and consider approving a hybrid option for the fall plenary session, instead of a fully online event.

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



## Executive Committee Agenda Item

SUBJECT: ASCCC Branding Review		Month: May	Year: 2021
		Item No: IV. J.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will receive an update and potentially approve a new logo for the ASCCC.	Urgent: No	
		Time Requested: 20 minutes	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonerio	Action	X
		Information	

Please note: Staff will complete the grey areas.

### BACKGROUND:

Throughout the last year, the ASCCC office team has been working on redesigning the logo of the Academic Senate as well as updating/migrating the existing Academic Senate website, due to the end-of-life of the existing Drupal platform. In January 2020 and February 2020, the Executive Committee was asked to provide input and weigh in on the level of change to the logo, selecting from the four tiers below. In addition, a survey was sent to the field seeking input on how external users use the Academic Senate website.

Level 1: No change to the existing logo

Level 2: No change to the logo, but an addition to enhance

Level 3: Change to the logo, and additions to enhance

Level 4: Complete change to the logo – new direction

At the February 2020 meeting, the committee agreed on either a Level 2 or Level 3 change for the logo and during the January 2021 committee meeting, the new logos were presented, adhering to the levels specified by the committee. Additional requests were made, such as changing the color palette of the logo and ensuring that the new logo is recognizable by partner organizations.

The Executive Committee is being asked to review the revised logos and may consider for approval the new logo for the ASCCC.

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



## Executive Committee Agenda Item

SUBJECT: Faculty Leadership Institute 2021 – 2nd Draft		Month: May	Year: 2021
		Item No: IV. K.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will discuss and consider for approval the second draft of the program for the 2021 Faculty Leadership Institute.	Urgent: Yes	
		Time Requested: 30 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Dolores Davison/Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Information	

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

### BACKGROUND:

The Faculty Leadership Institute is scheduled to be held virtually on June 16-18, 2021. Attached is a second and final draft of the program. The Executive Committee will consider for approval the draft of the Faculty Leadership Institute program.

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

## Executive Committee Agenda Item

SUBJECT: Periodic Review Committee Report		Month: May	Year: 2021
		Item No: V. A.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will provide feedback on the 2020-21 Periodic Review Committee Report.	Urgent: No	
		Time Requested: 25 mins.	
CATEGORY:	Information	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Information	X

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

### BACKGROUND:

In 2020-21, the ASCCC is undergoing its second Periodic Review. The Periodic Review Committee has completed their review of the ASCCC and provided a report for feedback by the ASCCC Executive Committee. This is an opportunity for the Executive Committee to request clarification on recommendations, commendations, evidence of findings or offer any further information. The final report will be presented to the Executive Committee in June 2021.

Due to the cancellation of the 2020 Spring Plenary Session, resulting from COVID-19 pandemic, the Executive Committee will request clarifications regarding the report at the May 2021 meeting. The Periodic Review Committee (Task Force) will present the final report to the body at the ASCCC 2021 Fall Plenary Session.

From the Guidelines for the Periodic Review of the ASCCC:

#### Report Content and Presentation

The report of the Periodic Review Task Force will include both commendations and recommendations regarding the work of the ASCCC as a whole and in specific of its Executive Committee. The Task Force will present the report in person at a meeting of the Executive Committee no later than February of the year in which the evaluation is being conducted. The Executive Committee will have this opportunity to request clarifications regarding the recommendations and commendations or evidence of findings or to offer further information to the Task Force. The Task Force will then present its final report to the body of the ASCCC at the Spring Plenary Session. The Executive Committee will consider all recommendations and commendations but will not be bound to any specific action by the report itself. Recommendations from the report may be implemented and become direction to the Executive Committee through the ASCCC resolution process. Such recommendations may be introduced by the Executive Committee itself or by any member of the ASCCC body.

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

**PERIODIC REVIEW REPORT**

October 2020 – April 2021

DELIVERED TO ASCCC  
EXECUTIVE COMMITTEE ON

April 26, 2021



## **Acknowledgment**

*The Periodic Review Committee would like to express our sincere gratitude to Virginia May, Vice President, ASCCC and April Lonero, Executive Assistant ASCCC for their invaluable guidance and support throughout the review process. Without their insights and suggestions this process would not have been possible.*

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## **Introduction**

In Spring 2013, the Academic Senate members for California Community Colleges (ASCCC) determined that the ASCCC should be periodically reviewed to ensure the public good and accountability. The purpose of the review was to provide internal and external stakeholders assurances as to the ASCCC's quality and commitment to the standards it sets for itself, to assist in improving the effectiveness of its programs and operations to meet its stated goals, and to improve its policies and procedures. The Periodic Review Committee (PRC) was created with the mandate to conduct the review of the ASCCC. It was decided that the PRC members would be selected randomly from a list of faculty who had participated in ASCCC events. ASCCC presented the PRC with seven areas to be reviewed: Mission, Governance, Responsible Fiscal Stewardship, Professional Integrity, Openness and Disclosures, Inclusivity and Diversity, Grants, Programs and Planning. On October 25, 2016, the PRC met for the first time where the scope of work and expectations were outlined. The final report was submitted to the Executive Committee on April 26, 2021 and was presented using the following format:

### **a) General Observations**

This area includes comments about the overall ASCCC Periodic Review Criteria.

### **b) Findings and Evidence**

This area includes the findings and source documentation used as the basis for evaluating how well the ASCCC meets the Periodic Review Criteria.

### **c) Conclusions, Commendations, Recommendations**

This area refers to the conclusions about the quality of the ASCCC in each category. Conclusions are supported by findings in the section above. Commendations reflect those findings where the ASCCC has exceeded expectations, and recommendations identify areas requiring review or modification.

The 2020-21 PRC met for the first time in October 2020. At that time Ric Epps was elected to chair the committee. The committee discussed the previous 2016 report, reviewing the approach to the analysis of the data and presentation of the findings. Subsequently, the committee was divided into subgroups based on the seven areas of review, timelines were established, and the scope of work was defined. Throughout the review process, the committee worked with ASCCC administration, meeting several times over the next several months to discuss the area findings. Additionally, the PRC held a breakout session at the Fall 2020 Plenary explaining the committee's work and held open discussion with the delegates for additional input in defining the scope of inquiry. The 2020-21 PRC report accurately reflects the findings in each area of review, and it is intended to be the template for future, more comprehensive review processes.

## **The 2020-21 PRC members**

Ric Epps (Chair)  
Imperial Valley College

Shelley Eckvahl  
Chaffey College

Rhonda Farley  
Cosumnes River College

Lourdes Brent  
LA Trade-Tech College

Christie Howell  
Bakersfield College

Judy Marasco  
Santa Monica College

Scott Lukas  
Lake Tahoe College

Yvonne Reed  
Victor Valley College

Ryan Sullivan  
Mt San Jacinto College

Nikki Visveshwara  
Fresno City College

## **Area of Emphasis: Mission**

The Academic Senate for California Community Colleges (ASCCC) fosters the effective participation by community college faculty in all statewide and local academic and professional matters; develops, promotes, and acts upon policies responding to statewide concerns; and serves as the official voice of the faculty of California Community Colleges in academic and professional matters. The Academic Senate strengthens and supports the local senates of all California community colleges.

The Academic Senate has a clearly stated mission and purpose approved by the delegates. All of its programs support that mission, and all who work for or on behalf of the Senate appear to understand and act in accord with that mission and purpose. The mission is responsive to the constituency and communities served by the Academic Senate and of value to the higher education community at large.

### **General Observations**

The Academic Senate has a clearly-stated mission approved by the delegates at the Fall 2020 plenary.

#### *Mission*

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

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

The mission is enhanced by the inclusion of the vision statement which was also approved by the delegates at the Fall 2020 Plenary.

#### *Vision*

Faculty leading change, serving students, and embracing inclusion

The addition of a values statement approved by the delegates at the Fall 2020 Plenary reinforces the mission statement, educates the faculty on its role in academic and professional matters, and supports the work of the local senates.

## *Values*

### Leadership

The Academic Senate champions and models the effective leadership role of faculty at their colleges and at the state level, promotes the inclusion of leaders from various backgrounds and experiences in order to represent all faculty, and fosters faculty participation in governance to effect change and promote student success. The Academic Senate facilitates and supports the development of faculty leaders. The Academic Senate is respectful and reflective in its work and relationships and expects accountability from its leaders. In all its activities, the Academic Senate adheres to the highest professional ethics and standards.

### Empowerment

The Academic Senate empowers faculty from diverse backgrounds and experiences in order to promote inclusiveness and equity through its publications, resources, activities, policies, and presentations. The Academic Senate collaborates with other statewide organizations, and with administrators, trustees, students, classified professionals, and others, to develop and maintain effective relationships. The Academic Senate believes that collaboration with others and faculty engagement improve professional decisions made locally and at the state level.

### Voice

The Academic Senate asserts faculty primacy in academic and professional matters as established in statute and regulation and incorporates diverse perspectives as a means of reaching reasoned and beneficial results. The Academic Senate is the official voice of the California community college faculty in statewide consultation and decision making regarding academic and professional matters and, through leadership and empowerment, endeavors to make each local senate the voice of the faculty in college and district consultation and decision making. The Academic Senate values thoughtful discourse and deliberation and centers its work on student success.

All of its programs support the mission and review of the executive committee agendas and minutes demonstrate that all who work for or on the behalf of the Senate appear to understand and act in accord with that mission and purpose. The revised mission is clearly responsive to the constituency and communities served by the Academic Senate and of value to the higher education community at large.

## **Findings and Evidence**

The mission, vision, and values statements appear on the ASCCC webpage in a drop-down menu under the heading of “About Us.” The location of this information is not clearly evident to someone unfamiliar with the website. However, they can be located through the search feature. Clearly the ASCCC seeks input from member senates and faculty across the state through numerous surveys. However, the PRC was unable to identify surveys or questions specific to the mission, vision, and values and how effectively the ASCCC and the Executive Committee are fulfilling the current mission, vision, and values.

Review of ASCCC publications including the local senate handbook offers the history of the State Academic Senate as well as valuable resources. However, little mention is made of the mission, vision, and values of the ASCCC, elements which are usually highlighted in organizations.

While the ASCCC has a clear mission, vision, and values, the PRC was unable to identify a plan to accomplish this mission and vision. For example, the 2018-2023 ASCCC Strategic Plan does not explicitly state the mission vision, and values or establish a clear connection between them and the Strategic Plan.

## **Conclusions**

The ASCCC has clear mission, vision, and values statements. The mission, vision, and values statements were developed through Plenary resolutions. The mission, vision, and values statements appear in ASCCC publications. The ASCCC does implement its mission—Leadership, Empowerment, and Voice—through its institutes and other events as well as its publications.

## **Commendations**

1. The Committee commends the ASCCC for the new mission, vision, and values statements approved by the delegates at the Fall 2020 Plenary.
2. We commend the ASCCC for publicizing the mission, vision, and values statements, and note that they are clearly visible on the website.
3. We further commend the ASCCC Executive Committee for being proactive in its self-evaluations, especially related to its review of its mission, vision, and values by including the mission and values in its 2020-21 ASCCC Executive Committee Internal Evaluation.

## **Recommendations**

1. The Committee recommends that the ASCCC consider establishing a clear process and timeline for regular review and/or revision of the mission, vision, and values statements.
2. The Committee recommends that the mission, vision, and values statements be featured more prominently on the web, in other locations, and in publications such as the *Rostrum*.
3. The Committee also recommends that the ASCCC seek input from the local senates specific to the mission, vision, and values, and that it do so through surveys and other regularly-scheduled evaluations.
4. The Committee further recommends that the connection between the ASCCC Strategic Plan and the mission, vision, and values be clarified.

## **Resources**

Mission Statement of the Academic Senate, Resolution 1.03, Spring 2005 Plenary  
<https://www.asccc.org/resolutions/mission-statement-academic-senate>

Re-evaluation of ASCCC Mission Statement, 2019 Spring Plenary  
<https://www.asccc.org/content/re-evaluation-asccc-mission-statement>

Adopt Updated ASCCC Vision, Mission, and Values Statements, Resolution 1.01, Fall 2020  
Plenary  
<https://www.asccc.org/resolutions/adopt-updated-asccc-vision-mission-and-values-statements>



## **Area of Emphasis: Governance**

The Academic Senate has an active governing body in its Executive Committee that is responsible for setting the strategic direction of the Academic Senate in alignment with the mission of the Academic Senate and oversight of the finances, operations, and policies. The Academic Senate is directed by resolutions as adopted by the members.

### **General Observations**

There are numerous processes to provide open information and support to local senate presidents and faculty throughout the state. The Executive Committee meets regularly, reports openly, and its actions are guided by a Strategic Plan. Executive Committee minutes are thorough and posted online. The structure of governance appears to be operating well, however there does seem to be some discontent amongst the Executive Committee pertaining to inclusivity and the how decisions are made.

Processes for governance and the role of the executive committee are clear, open, and thoroughly outlined; however, it is sometimes difficult to find updates and check the status of items as they go through the governance process.

### **Findings and Evidence**

The previous PRC report points to a resolution from 2014 that was not updated once work was done. In researching this item, we still find the status as “in progress.” While resolutions are clearly posted on the website, the updates are often outdated and incomplete. Many updates do exist in minutes from the Executive Committee but due to the number and length of these minutes, finding updates on specific items is prohibitively difficult.

The Strategic Plan, adopted for 2018-2023, is available on the ASCCC website, with clear and well thought-through design. However, there are columns for “Resources” and “Due Dates” as well as “Status/Notes,” but these columns are blank and have not been updated in the first 3 years of the cycle. According to a survey of the 2020-2021 ASCCC Executive Committee, some members of the committee do see the need to better integrate and prioritize the Strategic Plan. According to a survey of the 2020-2021 ASCCC Executive Committee, there is consensus that the committee members feel knowledgeable and informed of the process. There is, however, some variance on items pertaining to committee members feeling that they have input in providing recommendations, as well as the extent to which the work of subgroups is utilized. Additionally, some comments reference the feeling that there is a feeling amongst committee members that there is need to continue working to diversify the executive committee and that there can be the impression of a “good old boys network.”

### **Conclusions**

The Executive Committee is well organized and structured. There are updates that need to be made to some of the documents and it seems there needs to be some team building to help make everyone feel they are an important part of the Committee.

## **Commendations**

1. The Committee finds that Executive Committee minutes are thorough and posted online. The structure of governance appears to be operating well and the processes for governance and the role of the executive committee are clear, open, and thoroughly outlined.

## **Recommendations**

1. The Committee recommends that the Executive Committee develop a system with more accountability to update items regularly and implement a ticket-like system that will help report status updates on resolutions, and that the Strategic Plan document be updated with statuses and due dates as such items become available, or at least on a quarterly cycle.
2. The Committee also recommends that the Executive Committee work on recruitment, team building, and inclusive practices in order to combat any perception of the committee being non-inclusive.

## **Resources**

Executive Committee Meetings and Agenda

[https://www.asccc.org/executive\\_committee/meetings](https://www.asccc.org/executive_committee/meetings)

The Strategic Plan

<https://www.asccc.org/asccc-strategic-plan>

## **Area of Emphasis: Responsible Fiscal Stewardship**

The Academic Senate for California Community Colleges (ASCCC) and its associated programs, projects, and committees manage their funds responsibly and prudently. The organization spends a reasonable percentage of its annual budget directly on programs in pursuance of its mission and does not accumulate excess operating funds. An adequate level of administrative expense is allocated to ensure effective accounting systems, internal controls, competent staff, and other expenditures critical to professional management. The Academic Senate ensures that all spending practices and policies are fair, reasonable, and appropriate to fulfill the mission of the Academic Senate, including not only the organization's primary funds but also resources obtained through grants. All staff are compensated reasonably and appropriately. The Academic Senate's status as a 501(c) 6 nonprofit appropriately supports the mission of the organization.

### **General Observations**

Information for this review was gathered through the ASCCC website, the PRC committee Livebinder, and other correspondences with the ASCCC Executive Committee. The Executive Committee is actively involved in overseeing finances, operations and policies and uses the adopted Strategic Plan to guide the decisions with regards to the budget. The ASCCC demonstrates the commitment to Responsible Fiscal Stewardship through updated policies, budgets and the annual audits that are available through the website. The ASCCC exhibits flexibility and responsiveness to continually changing external factors that affect finances of the organization.

### **Findings and Evidence**

The ASCCC has updated policies its Accounting Policies (in 2019) and Expense Policies (in 2020) since the last Periodic Review. The policies are clear and unambiguous. A new accounting firm was selected in 2019 through the RFP (request for proposal) process. The ASCCC consolidated financial statements (2019 and 2020 Consolidated Statement of Financial Position) were audited by Propp Christensen Caniglia LLP, a CPA and consulting firm. The audit findings stated in their report: "In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of the Academic Senate for California Community Colleges and the Foundation of the Academic Senate for California Community Colleges as of June 30, 2020 and 2019, and the changes in its consolidated net assets and its consolidated cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America." The consolidated financial statements of the Organization have been prepared on the accrual basis of accounting and accordingly reflect all significant receivables, payables and other liabilities.

The ASCCC Executive Committee response to previous Periodic Review Committee review in regards to fiscal responsibility is as follows: "The ASCCC Executive Committee serves as the Board of Directors for the ASCCC, a nonprofit organization. A duty of such Boards is to ensure fiscal responsibility. The ASCCC Board (Executive Committee) is annually trained on this responsibility and takes it very seriously. The ASCCC has a Director of Finance who reports to the Executive Director and works closely with the Executive Director, ASCCC President, and

ASCCC Treasurer in regard to financial matters. The ASCCC Treasurer reviews incoming and outgoing funds. The ASCCC undergoes an audit each year by an independent auditing firm, selected by the Executive Committee. The results of the annual audit are discussed at Executive Committee meetings and presented annually at the ASCCC Fall Plenary Session. The Executive Committee has the responsibility to approve the budget each year as well as to approve revisions to the budget mid-year; proposed budgets are reviewed and recommended by the ASCCC Budget Committee, consisting of all of the ASCCC officers including the Executive Director.” The ASCCC incorporated a section on Fiscal Responsibility in response to the recommendation made by the previous PRC.

The Executive Committee of the ASCCC adopted the Strategic Implementation Plan 2018-2023 at the 2018 Spring Plenary. The Executive Committee continues to contribute and build upon the previous plan while including the new challenges and opportunities in the present such as Guided Pathways and Strong Workforce. The budget reflects support of programs like IEPI, OER, GP (Institutional Effectiveness Partnership Initiative, Open Education Resources, Guided Pathways) that are outlined in the Strategic Plan.

General and administration expenses for year ending 2019 were 31% and general and administration expenses for year ending 2020 were 28%. External audits determined such expenses to be appropriate for an organization such as the ASCCC, a 501(c)(6). A compensation of wages comparison was conducted in 2020. The wages of staff listed fall within the range comparisons although some salaries fall higher or lower than the average.

## **Conclusions**

The ASCCC continues to demonstrate fiscal stewardship through the recently updated policies, the annual audit, the current and projected budgets. The Executive Committee alongside the Budget and Operational committee serve to recognize and adapt to challenges of budget due to outside factors like the current pandemic while still prioritizing and maintaining existing programs and services. The budget and expenses are routinely reported out to the organization. The ASCCC files its U.S. Treasury Internal Revenue Service form 990 in as scheduled and in a timely manner. The ASCCC has sufficient reserves to continue to operate on those reserves for six months.

## **Commendations**

The Committee commends the ASCCC because, despite the financial challenges related to a continuously-changing educational landscape and current pandemic, the State Academic Senate managed revenue to sustain and support the organization and its constituents. The ASCCC also responded quickly to the challenges of social distancing and the impact it had on its processes and programs. As an example, a contingency budget was prepared to address COVID-19 challenges for 2020-2021. In addition, the Committee commends the ASCCC for addressing the recommendations of the previous PRC and allotting more time for this review cycle as well as adding a section of fiscal responsibility to the internal review survey. The Committee also commends the ASCCC for its intention to institute a web-based financial dashboard for the members of the Executive Committee members to provide more clarity to Academic Senate

finances. The Committee commends the ASCCC Executive Committee for their excellence in balancing the fiscal challenges and resources to support the faculty of the California Community Colleges.

## **Recommendations**

1. The Committee recommends that budget documents be more readily accessible through the ASCCC website. For example, one comment from the internal survey was the need for more transparency in regards to the budget, specifically related to budget line items. The responsibility of the of budget and finance committee is as follows: The Budget and Finance Committee is responsible for making recommendations to the Executive Committee for the annual budget for each subsequent year and making recommendations on fiscal policies and procedures. This committee is also responsible for the review of budget performance and revision of the budget, if necessary. The Treasurer shall report on a periodic basis to the Committee. The Committee shall approve the Senate Investment Policy and shall approve investments.

However, while the Executive Committee (and many other committees) had agendas, minutes and other documentations readily available on the website, the Budget and Finance Operation Committee has very few documents available and the documents that are available are dated. The Committee recommends that the ASCCC create an improved presence on its website so that others may find this information with ease.

2. The Committee also recommends that the ASCCC continue actions recommended by the previous PRC and complete a comprehensive self-evaluation report prior to developing a review committee. This action will improve cross referencing data to goals, objectives and plans.

## **Resources**

ASCCC Strategic Plan

[https://www.asccc.org/sites/default/files/ASCCC\\_Strategic\\_Plan\\_2018-2023\\_final.pdf](https://www.asccc.org/sites/default/files/ASCCC_Strategic_Plan_2018-2023_final.pdf)

ASCCC Annual Report 2018

<https://www.asccc.org/sites/default/files/annual%20report2018%20v3%20%281%29.pdf>

Code of Ethics

<https://asccc.org/policies/codeofethics>

Executive Committee Livebinder

<https://www.livebinders.com/b/2557634>

Expenses Policy 2021

[https://asccc.org/sites/default/files/2021%20ASCCC\\_Expense\\_Reimbursement\\_Policy\\_mlr\\_ahh.pdf](https://asccc.org/sites/default/files/2021%20ASCCC_Expense_Reimbursement_Policy_mlr_ahh.pdf)

Reimbursement Form 2021

[https://asccc.org/sites/default/files/2021\\_ASCCC\\_Reimbursement\\_Fillable\\_mlr\\_ahh.pdf](https://asccc.org/sites/default/files/2021_ASCCC_Reimbursement_Fillable_mlr_ahh.pdf)

Accounting Policies 2019

[https://drive.google.com/file/d/1rjqrOMXwnKbv\\_T4ZqXeQVzYbYjG8ptXC/view](https://drive.google.com/file/d/1rjqrOMXwnKbv_T4ZqXeQVzYbYjG8ptXC/view)

Statement of Budget FY 20-21

<https://drive.google.com/file/d/1-vCyD2xsj10uKqYfT1ZL8WjVbA5qVQOr/view>

ASCCC 2019-20 Budget presentation:

[https://www.asccc.org/sites/default/files/Download%20Agenda\\_26.pdf](https://www.asccc.org/sites/default/files/Download%20Agenda_26.pdf) – page 117

Executive Committee Meeting May 8, 2020 Agenda Item Tentative 20-12 Budget

[https://www.asccc.org/sites/default/files/Download%20Agenda\\_42.pdf](https://www.asccc.org/sites/default/files/Download%20Agenda_42.pdf)- pg 119 and

<https://www.asccc.org/sites/default/files/IV.%20J.%20%281%29%20For%20Distribution%20-%20Stmt%20of%20Activities-%20BUDGET%20ONLY%20V2%20km.pdf>

Executive Committee Meeting ASCCC 2020-21 Budget

presentation [https://asccc.org/sites/default/files/Download%20Agenda\\_R.pdf](https://asccc.org/sites/default/files/Download%20Agenda_R.pdf) – page 108

And <https://asccc.org/content/executive-committee-meeting-virtual-meeting-2020-08-13-170000-2020-08-15-000000>

Executive Committee Meeting July 19, 2019 Minutes:

<https://www.asccc.org/sites/default/files/Final%20July%209%2C%202019%20Executive%20Committee%20Minutes.pdf> – page 2 web-based financial dashboard

Executive Committee Meeting August 10, 2019 Revised Budget:

[https://www.asccc.org/sites/default/files/IV.%20E.%20Revised%2019-20%20ASCCC%20Budget\\_0.pdf](https://www.asccc.org/sites/default/files/IV.%20E.%20Revised%2019-20%20ASCCC%20Budget_0.pdf)

Executive Committee Meeting November 4, 2020 Audit for periods ending 19-20

[https://www.asccc.org/sites/default/files/Download%20Agenda\\_47.pdf](https://www.asccc.org/sites/default/files/Download%20Agenda_47.pdf) pg 77 and

<https://www.asccc.org/sites/default/files/2020%20ASCCC%20FS%20%282%29.pdf>

Executive Committee Meeting November 6 2019 Audit results for 18-19

[https://www.asccc.org/sites/default/files/Download%20Agenda\\_34.pdf](https://www.asccc.org/sites/default/files/Download%20Agenda_34.pdf) – page 89 and

<https://www.asccc.org/sites/default/files/V.%20D.%20i.%20%281%29%20The%20Academic%20Senate%20for%20California%20Community%20Colleges%20-%20FINAL%2006.30.2019.pdf>

Executive Committee Meeting January 10, 11, 2020 Budget Performance

[https://www.asccc.org/sites/default/files/Download%20Agenda\\_38.pdf](https://www.asccc.org/sites/default/files/Download%20Agenda_38.pdf) – pg 79 and

<https://www.asccc.org/sites/default/files/IV.%20G.%20%281-2%29%20ASCCC%20Budget%20Performance.pdf>

Executive Committee Meeting May 10, 2019 Proposed budget 19-20

[https://www.asccc.org/sites/default/files/Download%20Agenda\\_26.pdf](https://www.asccc.org/sites/default/files/Download%20Agenda_26.pdf) pg 117

Executive Committee Meeting May 10 2019 Statement of Activities By Grant -  
[https://www.asccc.org/sites/default/files/IV.%20E.%20%282%29%20A-  
Stmt%20of%20Activities%20w%20BUDGET%20by%20Grant%205-8-19%20summary.pdf](https://www.asccc.org/sites/default/files/IV.%20E.%20%282%29%20A-Stmt%20of%20Activities%20w%20BUDGET%20by%20Grant%205-8-19%20summary.pdf)

Copy of Compensation Comparison 12-14-20 Excel document – emailed

ASCCC Org Chart 2019 pdf – emailed

## **Area of Emphasis: Professional Integrity**

The Academic Senate promotes an environment that values respect, fairness, and integrity. All staff, Executive Committee members, and volunteers of the organization act with honesty, integrity, and openness in all their dealings as representatives of the Academic Senate. Executive Committee members adhere to the Code of Ethics for Executive Committee members and comply with the Academic Senate's Conflict of Interest Policy.

### **General Observations**

The Academic Senate or California Community Colleges provides many resources that address the Professional Integrity area of emphasis as defined by the Academic Senate for the Periodic Review Committee.

### **Findings and Evidence**

#### *Employee Handbook*

The Employee Handbook was last revised Jan. 10, 2020. The book is 52 pages and covers employment practices, working hours, office policies, benefits of employment and termination. The handbook appears to cover all policies that are generally covered in employee handbooks. A link to the Employee Handbook could not be found on the ASCCC website, however, a Google search provided the following results.

#### *Executive Committee Policies*

The Academic Senate Executive Committee has 17 different policies listed under a policies Tab on the website for quick reference. For the previous review, the Academic Senate provided the Periodic Review Committee with 7 areas that they would like to be reviewed.

#### **20.01 Code of Ethics** (approved March, 2021)

The Code of Ethics is very thorough. The opening description sets the tone of the document and this professionalism continues throughout the document.

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.

The entire document shows a commitment by the Executive Committee to follow high standards and set a good example of best practices.

#### **20.02 Whistleblower** (approved August 13, 2010)

The page containing this information appears to be out of date. There is an updated version of this policy in the Employee Handbook. It is very clear as to the procedures, what to expect, and how to report. We recommend that this page be updated. The policy in the handbook should be



the same as what is on the website. The approved date should be updated as to when it was most recently updated and approved.

**20.03 Harassment** (approved August 13, 2010)

The page containing this information appears to be out of date. There is an updated version of this policy in the Employee Handbook. It is very clear as to the procedures, what to expect, and how to report. We recommend that this page be updated. The last Periodic Review Committee recommended contact information be provided for the Sacramento Department of Fair Employment and Housing be updated. This has not been done yet. We recommend that this be updated and added to the Employee Handbook. The policy in the handbook should be the same as what is on the website. The approved date should be updated as to when it was most recently updated and approved.

**20.04 Drug-Free Environment** (approved August 13, 2010)

The page containing this information appears to be out of date. There is an updated version of this policy in the Employee Handbook. It is very clear as to the procedures, the reasons and what to expect. We recommend that this page be updated. The policy in the handbook should be the same as what is on the website. The approved date should be updated as to when it was most recently updated and approved.

**30.01 Conflict of Interest:** In March 2021, the Academic Senate approved the following policy: “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.”

**10.03 Honoring Local Policies:** This policy consists of a short directive: “Executive Committee members must comply with home college/district processes for travel and off-campus attendance at activities.”

**30.02 Receiving Honoraria:** The policy states that “because Academic Senate duties are part of the duties compensated by reassigned time, Executive Committee members should not accept honoraria for activities related to the Academic Senate. If compensation is offered to an Executive Committee member who is serving in the role of an Academic Senate representative, such honoraria should be signed over to the Academic Senate to support its work.”

In the previous report it was suggested that an addendum be created that explicitly presents examples of “What constitutes an honorarium versus signing over compensation, and how the process should be managed.” However, there is no evidence that such examples have been added to the policy.

**20.05 Removal of a Member of the Board of Directors (Adopted April 8, 2015)**

The Academic Senate for California Community Colleges is resolute in its intolerance of unethical or unprofessional conduct committed by members of its Board of Directors. “Members of the Executive Committee (Board of Directors) of the Academic Senate for California Community Colleges are expected to act ethically and professionally during their time serving on the Executive Committee. Members of the Executive Committee of the Academic Senate are expected to act in accordance with all laws and the bylaws, rules, and policies of the Academic Senate and to fulfill all duties of their office. Any accusation against a member of the Executive Committee is a serious matter that will be addressed by the Academic Senate President. This policy applies if the accusation involves transgressions against any laws or bylaws, rules, and policies of the Academic Senate or a failure to fulfill the duties of a member of the Executive Committee.” A thorough process exists to examine any accusations aimed at members of the Board of Directors and conduct an investigation if necessary.

The 2016-2017 Periodic Review Committee expressed concern that “the policy regarding removal of a board member, adopted in 2015, may need to be further revised and expanded to address cases where a law may have been violated that may compel the president (or alternate) to notify law enforcement authorities outside of the internal investigation team process. The ASCCC has reviewed and revised Policy 20.05 (formerly 60.0) Removal of a Member of the

Board of Directors and continues to consider whether further revisions or the creation of additional policies in this area are needed. One element of this review and revision is consultation with legal counsel.”

## **Conclusions**

The previous report included two recommendations:

Recommendation (a): it is recommended that the Academic Senate survey its constituents in the field about how they perceive the professional integrity of the Executive Committee and the Academic Senate as a whole.

Recommendation (b) that “the Academic Senate create and delineate a clear process for addressing grievances, complaints, lawsuits, or related issues, which is accounted for in a self-study that substantiates there are no professional integrity issues.”

The committee was unable to find a survey related to Recommendation (a), and no direct response to the Recommendation (b) appears available.

## **Commendations**

1. Overall the Committee finds that the policies for the Academic Senate are well developed and thorough. The Committee also finds that there are effective policies in place and they are easy to find on the website.

## **Recommendations**

1. The Committee recommends updating the website to match the current policies in the handbook and making sure that the Employee Handbook is accessible on the Academic Senate website.

2. The Committee suggests adding policies about Workplace Violence and Security, and Social Media to the website for easy access.

3. The Committee also recommends that the recommendations from this committee be completed in a timely manner. Items that were recommended should either be updated or a reason should be given for not doing it within a year’s time. There should not be unfinished work from this review at the next periodic review.

## **Resources**

Employee Handbook

<https://www.asccc.org/sites/default/files/VI.%20C.%20ii.%20%281%29%20Draft%20Employee%20Handbook%202020.td%20ahh%2012.05.pdf>

Policies Tab

<https://www.asccc.org/policies>

20.01 Code of Ethics

<https://www.asccc.org/policies/codeofethics>

20.02 Whistleblower

<https://www.asccc.org/policies/whistleblower>

20.03 Harassment

<https://www.asccc.org/policies/harassment>

20.04 Drug-Free Environment

<https://www.asccc.org/policies/drugfree>

30.01 Conflict of Interest

<https://www.asccc.org/policies/conflict-interest>

10.03 Honoring Local Policies

<https://www.asccc.org/policies/honoring-localpolicies>

30.02 Receiving Honoraria

<https://www.asccc.org/policies/receiving-honoraria>

20.05 Removal of a Member of the Board of Directors

<https://www.asccc.org/policies/removal>

## **Area of Emphasis: Openness and Disclosure**

The Academic Senate 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 about the Academic Senate 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.

### **General Observations**

We find that the information and materials available through the ASCCC appears to fully and honestly reflect their policies and practices, and appear accurate. The ASCCC website provides extensive information to the public, media, member senates and constituent groups, however, some areas are require more timely and extensive updates, and it can be difficult to find information as there are few central hubs and Executive Committee content from meeting minutes are not included in the search feature.

It is difficult to discern how responsive the ASCCC is to requests for information given that there is no reporting that we could find that documents the status of requests received. We find that much of the basic informational data about the organization is clear and present on the website, however, some items related to finances and taxes are difficult to find and rely on external sources of reporting.

Reports appear to be complete and accurate, though some understandably are delayed due to the COVID-19 pandemic. Some items, such as resolutions and the strategic plan do not appear to be consistently updated. There have been extensive surveys on many different subjects, some of which have been reported to the Executive Committee, but are not all publicly available or easily accessible.

### **Findings and Evidence**

Our primary source of evidence for openness is the ASCCC website, which is the primary source of information to the public, local member senates, the media, and to constituent groups. It is difficult to assess the responsiveness for requests for information because we cannot find any documentation regarding the number or frequency of requests nor the response time/rate or status. The process for requesting information is unclear and some information should be easier to find without requesting it directly. While services for local senates are clearly defined with clear processes, the "contact us" feature does not provide clear guidance as to its purpose, process, or when to expect a response and it is difficult to find alternative ways to contact the ASCCC.

The committee acknowledges that financial updates are provided in various sources (such as meeting minutes) but there is not a direct link nor are they searchable through the search feature.

Based on findings of the 2016-2017 Periodic Review Committee, the ASCCC solicited field input via a survey in Fall 2020 as part of the website redesign.

## **Conclusions**

The Committee reviewed Openness and Disclosure and determined the following commendations and recommendations.

## **Commendations**

1. The Committee commends the ASCCC for their transparency and the extensive information provided on their website, including publications, meeting minutes, materials from events and plenaries, and legislative updates. We also commend the ASCCC's transparency regarding organizational structure and the Executive committee.
2. The Committee commends the transparency of the ASCCC financials through the Independent Audit Report, however we recommend that this document, as well as other financial and budget reports, be more easily accessible through a direct link on the website home page to a dedicated financial information space.

## **Recommendations**

1. The Committee recommends that the ASCCC in their new website, create more centralized sources for information and searchable meeting minutes, as well as create a reporting mechanism to track response rates and statuses to requests. We recognize the discussions by the ASCCC to create an improved automated response and a guiding document to assist responses, and agree with these needs and recommend that there be clearer channels to contact the ASCCC for information (as opposed to local senate services) with more context and clearer expectations in terms of the process of how requests will be received, timelines for response, and acknowledgement of receipt. In addition to publishing the Biannual Local Senates Survey, the results of the many other surveys the ASCCC conducts should be more readily available and easily accessible to the public through the "Surveys" page.
2. The Committee recognizes the ASCCC is in the process of designing a new website, and that committees are responsible for updating their information. To ensure accuracy, currency, and accessibility, we recommend creating a policy that would create a cycle on a set timeline for a comprehensive inventory, review, and update of the website and public information.

## **Area of Emphasis: Inclusivity and Diversity**

As reflected in its Inclusivity Statement, the Academic Senate for California Community Colleges embraces diversity among students, faculty, staff, and the communities served as an integral part of history, a recognition of the complexity of the present state, and a call to action for a better future.

### **General Observations**

We find that the Academic Senate for California Community Colleges has displayed a commitment to inclusivity and diversity. In their Fall 2019 summary, the ASCCC Executive Committee specifies that the ASCC “plays a central role in partnering with and challenging system stakeholders to create excellence through diversity and equity in California’s community colleges.” Moreover, the executive committee also recognizes the importance of the local Academic Senates and their respective college constituencies in identifying and examining implicit biases and inequity.

The Executive Committee recognizes the necessity of systemic prioritization of diversity and equity issues beyond the standard limits such as professional development, program funding, federal, state, and local legislation. Furthermore, the committee understands that today’s students confront and/or endure numerous obstacles including, “hunger, homelessness, immigration issues, mental health needs, discrimination, hate and bias, gender-related concerns, and sexual harassment.”

### **Findings and Evidence**

The Academic Senate for California Community Colleges supports inclusivity and diversity in its many areas of operation, including the ASCCC Inclusivity Statement, resolutions, official publications (including *The Rostrum*), position papers, the Stanback-Stroud Diversity Award, the Equity and Diversity Action Committee (EDAC), and numerous events and diversity resources.

The ASCCC Inclusivity Statement (approved Fall 2019) states an overarching “goal of ensuring the equal educational opportunity of all students” and “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.” The statement demonstrates a broad and inclusive vision in terms of diversity, inclusion, and anti-racism.

The Academic Senate for California Community Colleges, in part through the Equity and Diversity Action Committee (EDAC), has supported inclusivity and diversity through the resolution process. Resolutions are voted on and adopted at the ASCCC’s Fall and Spring Plenary Sessions. A sampling of ASCCC resolutions from 2017-2020 illustrates the ASCCC’s commitments to inclusivity and diversity:

Support The Anti-Racism Pledge (Fall 2020); Adopt Anti-Racism Education Paper (Fall 2020); Ethnic Studies Graduation Requirement (Fall 2020); Clarify and Strengthen the Ethnic Studies General Education Requirement (Fall 2020); The Role of Student Employees in Advancing

Faculty Diversification (Fall 2020); Address Privacy and Rights Violation Caused by Education Code §87408 (Spring 2019); In Support of All-Gender Restrooms on California Community College Campuses (Spring 2019); Support Infusing Anti-Racism/No Hate Education in Community Colleges (Fall 2019); Replacing the Academic Senate for California Community Colleges Inclusivity Statement (Fall 2019); Adopt the Paper Equity-Driven Systems: Student Equity and Achievement in the California Community Colleges (Fall 2019); Include Currently and Formerly Incarcerated Youth in Equity Plans (Fall 2019); Enable the Canvas Name Preference Option (Fall 2019); Non-binary Gender Option on CCCApply (Fall 2018); Revise the Paper A Re-examination of Faculty Hiring Processes and Procedures (Spring 2017); Support for Marginalized Students (Spring 2017); Support for Students with Deferred Action for Childhood Arrivals (DACA) Status (Spring 2017); Support for DACA Students (Fall 2017); ESL Equity Impact Caused by Termination of Common Assessment Initiative (Fall 2017); Revise the 2002 Paper Student Equity: Guidelines for Developing a Plan on Student Equity (Fall 2017); Ensure Equal Access for All Qualified California Community College Students to College Promise Funds (Fall 2017)

The official ASCCC publication, the *Rostrum*, which is sent regularly to local academic senates and is available on the ASCCC Website, includes many articles that focus on equity, diversity, inclusion, and anti-racism. A sampling of recent *Rostrum* articles from 2020-2021 indicates the following issues: Faculty Hiring and Diversity: An Ongoing Collaborative Effort; Americans with Disabilities Act and Disability Support Programs and Services Coordination to Best Serve Students; Eradicating Xenophobia in Community College; Ethnic Studies: Looking Back; Looking Forward; Credit for Prior Learning as an Equity Lever; Our Obligation to Equitable Hiring Practices: A Partnership Approach to Ensuring an Equity-minded Selection and Recommendation Process; Anti-Racism and Guided Pathways Implementation; Academic Freedom and Equity; Decolonizing Your Syllabus, an Anti-Racist Guide for Your College; The Black Superwoman and Socially Conscious Self-Care; Systemic Resistance: Inherited Acts of Self-Defense; In the Wake of George Floyd: An Open Letter to College Educators Across the Nation; Affirming Black Male Excellence; Curriculum Trauma; How to Start Antiracist Work: Faculty Hiring Practices for Diversification; Shifting from Passion to Purpose: Moving Past Our Emotions So We Can Do What's Right All the Time; How I Have Taught Lessons on Issues of Race; Gitcho' Mind Right: Why Confronting Unconscious Bias Must Become an Actionable Item; Supporting the Professional Development of Women Leaders; Best Practices for Student Involvement in the Student Equity and Achievement Plan and Implementation; How to Start Anti-racism Work at a Colorblind Institution; Supporting the Professional Development of Women Leaders.

The Academic Senate for California Community Colleges, through recommendations made in resolutions at plenary sessions and in the work of its many statewide committees and its executive committee, publishes important position papers on a variety of topics. Notably, the ASCCC has created many such papers focused on contexts and issues of inclusion and diversity. Some of the papers (and related documents) that have been written include: Anti-Racism Education in the California Community Colleges (2020); In the Wake of George Floyd: An Open Letter to College Educators Across the Nation (2020); Equity-Driven Systems: Student Equity and Achievement in the California Community Colleges (2019); A Re-examination of Faculty Hiring Processes and Procedures (2018).



Since 2001, the ASCCC has supported the Stanback-Stroud Diversity Award. The award seeks to honor the cadre of committed faculty who consistently rise to meet the challenges faced by CCC students. As stated on the ASCCC Website: “Serving the most diverse student population of any higher education system in the country, the California Community Colleges System is largely comprised of demographic groups that have traditionally faced barriers to education and are often underprepared when they reach the classroom. It is the challenge and responsibility of California community college faculty to demonstrate the sustained attention and support necessary to fully engage and excite these students. This prestigious award acknowledges an individual or group that is exceptional in contributing to the advancement of intercultural harmony, equity, and campus diversity at their college.”

The ASCCC has developed an Equity and Diversity Committee Strategic Plan and has an Equity and Diversity Action Committee (EDAC) that responds to resolutions from the session that deals with the issues of equity and diversity in hiring, equal opportunity, and cultural diversity in the curriculum. The EDAC committee recommends strategies that promote student equity and student success, including effective teaching and student learning styles and fostering a campus climate conducive to faculty diversity and student achievement. The Committee advises the Executive Committee on guidelines, laws, and regulations relating to equal opportunity and cultural diversity. It promotes the integration of equity and diversity issues in appropriate ASCCC activities.

The Academic Senate for California Community Colleges has hosted events that focus specifically on topics of equity and inclusion. On February 8, 2019, it hosted the Building Diversity Summit in Los Angeles, California. The summit “focused on eliminating institutional barriers that impede employment access to historically underrepresented groups.” The ASCCC also hosted the Faculty Diversification Meeting on February 14, 2019, at Bakersfield College.

The ASCCC also includes resources related to inclusion, diversity, and anti-racism on its official Website. Some sample items included on the site are Resources for DACA and Undocumented Students and Faculty Diversification Resources.

## **Conclusions**

The past four years have been politically turbulent, with an increasing spotlight being turned on acts of racial injustice and systemic racism in our culture. The tragic death of George Floyd in late May, 2020 led to nation-wide protests and demands for citizens to recognize the racism that has historically existed in our nation’s social systems and policies. To this end, the ASCCC has made its commitment to support anti-racism and equity-minded measures to promote inclusivity and diversity clear.

## **Commendations**

1. The Committee commends the ASCCC for its extensive focus on equity, diversity, inclusion, and anti-racism, as reflected in many resolutions, *Rostrum* articles, and Academic Senate papers.

## **Recommendations**

1. We recommend expanding Faculty Diversification Resources to provide even more resources focused on equity, diversity, and inclusion for local senates.
2. We recommend more of an intersectional focus that considers issues of equity and inclusion from a perspective that acknowledges and challenges the interlocking nature of systemic forces of racism, sexism, classism, transphobia, and ableism.
3. We recommend the Executive Committee conduct surveys of all California community colleges to assess and ensure that the colleges comply with current equity and diversity policies and laws.
4. We recommend that the Executive Committee continue to work with the local academic senates to ensure that inclusivity and diversity issues are addressed on their campuses.
5. We recommend the development and advocacy of inclusivity and diversity policies addressing the concerns facing today's students, including microaggressions, food and housing insecurity, and related issues.

## **Resources**

Inclusivity Statement

<https://asccc.org/inclusivity-statement>

Resolutions (search under Title with the words "Equity" or "Diversity")

<https://asccc.org/resources/resolutions>

Rostrum

<https://asccc.org/publications/rostrum>

Academic Senate Papers

<https://asccc.org/publications/academic-senate-papers>

Anti-Racism Education in the California Community Colleges

<https://asccc.org/papers/anti-racism-education-california-community-colleges>

In the Wake of George Floyd: An Open Letter to College Educators Across the Nation

<https://www.asccc.org/content/wake-george-floyd-open-letter-college-educators-across-nation>

Stanback-Stroud Diversity Award

<https://asccc.org/events/stanback-stroud-diversity-award-0>

Equity and Diversity Action Committee

<https://asccc.org/directory/equity-and-diversity-action-committee>

Building Diversity Summit

[https://www.asccc.org/sites/default/files/IV.%20C.%20%285%29Building%20Diversity%20Summit\\_Session%20Why%20is%20Faculty%20Diversity%20such%20a%20Challenge%20for%20our%20Colleges.pdf](https://www.asccc.org/sites/default/files/IV.%20C.%20%285%29Building%20Diversity%20Summit_Session%20Why%20is%20Faculty%20Diversity%20such%20a%20Challenge%20for%20our%20Colleges.pdf)

Resources for DACA and Undocumented Students

<https://asccc.org/resources-daca-and-undocumented-students>

Faculty Diversification Resources (Events)

<https://asccc.org/faculty-diversification-resources>

## **Area of Emphasis: Grants, Programs, and Planning**

### **General Observations**

The Academic Senate’s programs and initiatives, including grant projects, are driven by its mission to empower faculty to better advocate regarding issues and interests involving academic and professional matters. The Academic Senate engages in deliberative and thoughtful planning activities in order to further the mission of the organization. These activities include not only long-range strategic planning but also careful consideration of more immediate activities and shorter-term projects and the ways in which these activities and projects are consistent with or fit into the overall strategic plan. The Academic Senate offers timely services that assist local senates with training and guidance to aid them in dealing with local issues and challenges. The Academic Senate provides support and assistance to local academic senates through both formal and informal mechanisms. The Senate provides speakers and tailored workshops as well as strategic advice and direct support to local senates.

### **Findings and Evidence**

The Periodic Review Committee analyzed the ASCCC’s Grants, Programs, and Planning. The results of the analyses are included below.

#### *Grants*

As compared to the 2017 Periodic Review Committee report, the grants and initiatives that have been completed are: CCCCCO CTE Curriculum Academy, ICAS, EPI/CAI Butte Initiatives, and the Foundation and Irvine Foundation. The Chancellor’s Office Course ID and the State of California Governor’s grants are both ongoing grants.

According to the October 15, 2020 Independent Auditor’s Report, the ASCCC has received the following grants. All are unrestricted. These monies are also reflected in the Consolidated Financial Statements of 2019-2020 and the ASCCC 2021 Budget and are directly related to ASCCC goals and initiatives. The breakdown of these grants for 2019-2020 (as per the ASCCC Director of Finance) is as follows:

A. State of California Academic Senate Grant	\$1,000,000 (on-going)
B. Chancellor’s Office Course ID	\$575,134 (on-going)
C. Guided Pathways	\$652,565 (on-going thru 12/31/2020)
D. LACCD - PT Institute Funding	\$98,194 (final)

Other Grants and Contracts Summary per Audit presentation:

E. CA Dept of Education - ECE	\$77,457 (one-time grant)
F. OERI	\$824,671 (on-going)
G. ICAS	\$4,021 (final FY 2019-2020)
H. IEPI	\$133,248 (on-going)

According to the 2018 ASCCC Annual Report, the ASCCC sought an indefinite increase to the State of California base grant in 2017 (due to increased costs and activities). This request was approved and the grant was increased to \$1M dollars (\$468,000 previously).

The ASCCC now contracts directly with the Chancellor's office on grant funding. This change has enabled the ASCCC to continue receiving funds to continue running the Course Identification Numbering System (C-ID) and to implement the Guided Pathways program. At the end of the 2018 academic year, the Academic Senate secured funding to expand on the work of the Open Educational Resources (OER) Initiative, with the total funding amount of \$6M over a five-year period.

The ASCCC 2018-2023 Strategic Plan (adopted April 14, 2018 by the ASCCC Delegates) has three objectives related to grants; they are objectives 5.1, 5.2, and 6.1. The following activities by the ASCCC are evidence of the work they are doing to fulfill those objectives:

- A. Requested and received an increase in the State of California base grant to \$1M dollars (objectives 5.1 and 5.2)
- B. Worked with the Governor's office to include language in the budget trailer bill that allows the Chancellor's office to contract with ASCCC directly on grant funding (objectives 5.1 and 6.1)
- C. Secured funding to expand the OER Initiative over a 5-year period (objective 5.1)
- D. Partnered with 3CSN to fund work statewide to provide professional development for part-time faculty including the part-time faculty institute (objective 5.1)

### *Programs*

The Academic Senate for California Community Colleges offers many events and meetings, ranging from area meetings, plenary sessions, webinars, and many others. A sampling of the events from 2021 includes the following: Webinar - Long-term Planning for GP Integration, Long-term Planning for GP Integration, CTE Liaison Coffee Hour - Credit for Prior Learning, ASCCC Webinar and Project Launch: Teaching Justice-Involved Students, Data 101: Using Data to Ensure Learning, Webinar - CTE Faculty Diversification, CTE Faculty Diversification, Area B Meeting, Area A Meeting, Area C Meeting, Area D Meeting, Coffee, Tea, and GP: Culturally Responsive Curriculum, CTE Liaison Coffee Hour - Minimum Qualifications, Coffee, Tea, and GP: Sustaining Our Work and Ourselves, Executive Committee Meeting, 2021 Spring Plenary Session, Staying on the Path: Guided Pathways and Scheduling for Student Completion, 2021 Career Noncredit Education Institute, All Four Pillars: English, English as a Second Language, and Mathematics Placement, Access, Enrollment, Support, and Success, 2021 Faculty Leadership Institute, 2021 Curriculum Institute.

The Academic Senate for California Community Colleges provides support and assistance to local academic senates through both formal and informal mechanisms. The Senate provides speakers and tailored workshops as well as strategic advice and direct support to local senates. The services provided focus on numerous relevant academic and professional matters. Accreditation Resource Teams offer training on SLOs and Assessment, Program Review, as well as various Faculty Roles in instructional programs, student services/student support services, accreditation, and governance. Such services include lecture-type presentations, interactive sessions, coaching or mentoring sessions, development of training materials or workbooks, and

other methods to assist local colleges in successful accreditation. These services are either covered by grants or are sometimes provided at cost to local senates. Following both forms of technical assistance, the ASCCC sends out surveys to the local senates to determine if additional assistance or resources are needed.

The ASCCC offers Guided Pathways Resource Teams to provide support to local academic senates related to the implementation of guided pathways. Resource teams are comprised of faculty members who have expertise in the area of practice requested by the college. The services include local senate visits, interactive presentations, facilitation of faculty work groups and/or coaching or mentoring sessions, collaborative development of training materials, and webinars.

The Academic Senate for California Community Colleges provides opportunities for local senates to have visits from members of the Executive Committee and the Relations with Local Senates Committee. The purpose of these visits is for the committee member to serve as a liaison between the ASCCC and the local senate.

The Academic Senate for California Community Colleges and the California Community College Chief Instructional Officers offer a joint program of assistance (Curriculum Technical Assistance) for local colleges and districts. The purpose of the program is to help districts and colleges successfully implement state law and regulations involving curriculum. The services include information presentations, advisory assistance, issue resolution, and special workshops and presentations. A second joint program of the Academic Senate of the California Community Colleges and the Community College League of California is Governance Technical Assistance. The purpose of the program is to help districts and colleges successfully implement state law and regulations that call for effective participation by faculty, staff, and students in district and college governance. Services include informational presentations, advisory assistance efforts, issue resolution, and special workshops and presentations.

An additional service provided by the ASCCC is the Faculty Empowerment and Leadership Academy. The FELA is a one-to-one mentoring program designed to meet the needs of diverse faculty in the California community college system. The program provides opportunities for participants to engage in empowerment for personal and professional development, including networking opportunities and support through an entire year. The FELA focuses on the development of faculty from historically underrepresented groups in higher education. The academy provides opportunities to connect with leaders from across the state, to empower faculty to seek leadership roles, and to provide regular contact with mentors.

### *Planning*

In Spring 2018, the delegates to the plenary session adopted an organizational strategic plan for the ASCCC for 2018-2023. This plan has the following goals: Assert the faculty voice and leadership in local, state, and national policy conversations; Engage and empower diverse groups of faculty at all levels of state and local leadership; Assert ASCCC leadership in all faculty professional development for the California Community College system regarding academic and professional matters; Enhance engagement, communication, and partnerships with local senates and system partners, and other constituent groups; Secure resources to sustain and support the

mission and the work of the ASCCC; and Sustain, support, and expand the ASCCC Course Identification Numbering System (C-ID). The 2018-2023 Strategic Plan includes objectives for each of the six goal areas.

The ASCCC conducts surveys related to various initiatives in order to solicit feedback from constituents. Surveys related specifically to programs are available on the ASCCC website under Resources, however, the only links available are to the 2015-2016 and 2020-2021 academic years. It is not clear if surveys for 2017 - 2020 exist, or if the links to surveys during that time have not been added to the website.

## **Conclusions**

The Academic Senate for California Community Colleges supports its mission through numerous grants, programs, and planning, including services for local senates and the scheduling of statewide and regional meetings. Grants are directly related to ASCCC goals and initiatives with financial disclosures made available to constituents. Complete information regarding evaluation of programs and initiatives by constituents is not readily available on the website, and while the 2018-2023 strategic plan is in place, it does not appear to have been updated with ongoing notations as of this writing.

## **Commendations**

1. The Committee commends the ASCCC for its commitments to local senates, including the many technical assistance services it offers as well as its attention to local senate needs through its many events.

## **Recommendations**

1. The 2020-21 ASCCC Executive Committee Internal Evaluation (n=14) indicated some concerns related to the Strategic Plan. One respondent suggested “clarify[ing] the role of an executive committee member in achieving the strategic plan goals,” while another offered, “the alignment of the strategic plan approved by the field needs to be incorporated more intentionally into the work of the ASCCC committees and clearly addressed in Executive board meetings more regularly.” The Committee recommends that the ASCCC address some of the concerns noted in the survey in terms of assessing and implementing the Strategic Plan.

2. Locating up-to-date information on programs, strategic planning, and survey results is difficult to find and in some cases absent altogether. The Committee recommends updating this important information on a regular cycle and making it easily available on the website.

## **Resources**

Academic Senate Events

<http://www.asccc.org/calendar/list/events>

Accreditation Assistance

<https://www.asccc.org/services/accreditation-resource-teams>

Guided Pathways

<https://asccc.org/guided-pathways>

Local Senates Visits

<https://www.asccc.org/services/local-senate-visits>

Curriculum Technical Assistance

<https://www.asccc.org/curriculum-technical-assistance-visits>

Governance Technical Assistance

<https://www.asccc.org/services/technical-assistance>

Faculty Empowerment and Leadership Academy

<https://asccc.org/faculty-empowerment-and-leadership-academy>

2018-2023 Strategic Plan

[https://asccc.org/sites/default/files/ASCCC\\_Strategic\\_Plan\\_2018-2023\\_final.pdf](https://asccc.org/sites/default/files/ASCCC_Strategic_Plan_2018-2023_final.pdf)

Executive Committee Meeting December 7, 2019 Events Planning Procedures

[https://www.asccc.org/sites/default/files/Download%20Agenda\\_35.pdf](https://www.asccc.org/sites/default/files/Download%20Agenda_35.pdf)

ASCCC Annual Report 2018

<https://www.asccc.org/sites/default/files/annual%20report2018%20v3%20%281%29.pdf> -

Executive Committee Meeting May 10 2019 Statement of Activities By Grant -

<https://www.asccc.org/sites/default/files/IV.%20E.%20%282%29%20A-Stmt%20of%20Activities%20w%20BUDGET%20by%20Grant%205-8-19%20summary.pdf>

Links to ASCCC Surveys [https://drive.google.com/file/d/1UD7VWHoqS-N3-fLYlutNW9Bh\\_s5v3siY/view?usp=sharing](https://drive.google.com/file/d/1UD7VWHoqS-N3-fLYlutNW9Bh_s5v3siY/view?usp=sharing)

<https://www.asccc.org/resources/surveys>



## **Summary and Conclusions**

In addition to the specific recommendations identified throughout this document, the Periodic Review Committee found common themes that are summarized as follows:

*Self-Study:* The Periodic Review Committee suggests that the Executive Committee provide future Periodic Review Committees with a comprehensive self-study that includes evidence to support the review criteria. The Executive Committee should also develop a timeline that allows adequate time to fully evaluate the evidence.

*Timing:* The Periodic Review Committee suggests that the selection of committee members should start before the Spring Plenary of the year prior to the Committee's report the following Spring. This extended time will allow future Periodic Review Committees to gather and analyze information more comprehensively, collect surveys, and conduct interviews to broaden the scope of feedback for each area.

*Feedback:* The Periodic Review Committee strongly recommends that a review of communication policies and practices within the organization be initiated to assure that the ASCCC office and representatives are responsive to inquiries and needs of local senates as stated in the Mission Statement. The Periodic Review Committee identified a need to develop a system for Senate members to give feedback freely and anonymously to ASCCC. This system should be accompanied by a mechanism to follow up on the feedback received and actions taken or not taken as a result of suggestions from its constituency.

The PRC recommends that the Executive Committee establish a timeframe for assuring the recommendations stated herein are addressed prior to the next periodic review. Additionally, it is recommended that future PRCs are provided access to previous PRC members for the purposes of providing context to the review process.

In closing, the Periodic Review Committee wishes to thank the Executive Committee for being accessible and forthcoming in providing all requested information. The periodic review process is a worthwhile endeavor that will ultimately benefit all stakeholders throughout the California Community College system.



## Executive Committee Agenda Item

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

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

### BACKGROUND:

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

Full agendas and meeting summaries are available online at:

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

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

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



## Executive Committee Agenda Item

SUBJECT: Spring Plenary and Meeting Debrief		Month: May	Year: 2021
		Item No: V. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will debrief Spring Plenary and the meeting to assess what is working well and where improvements may be implemented.	Urgent: No	
		Time Requested: 30 mins.	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Discussion	X

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

### BACKGROUND:

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

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



## Career Technical Education Leadership Committee

March 18, 2021

9:30-11:00 AM

### MINUTES

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- I. Welcome
- II. Call to Order, Roll Call and Agenda-**Approved**
- III. Check-in-**Mayra Cruz, Julie Oliver, Donald Laird, Lynn Shaw, Robby Bodden, David Ramirez, Christie Dam, Christy Coobatis, Jim Bowen, Tina McClurkin**  
Share messages of who to send love and kindness.
- IV. Consent Agenda
  - a. February 25, 2021 meeting minutes-**Approved**
- V. Reports
  - A. Student Senate CCC (David)
    - **Organizing General Assembly week of March 22<sup>nd</sup>**
  - B. [Academic Senate CCC March meeting highlights](#) (Julie)
    - **Spring Plenary Session-outline of breakout schedule**
    - **Spring Plenary Resolutions-review of all submitted resolutions**
    - **CNEI-final program review**
    - **Ethnic studies-a great deal of reports and a public comment**
    - **Disciplines List-Registered Behavioral Technician to BOG, two second hearings at plenary-Film & Media Studies and Digital Fabrication Technology**
    - **ASCCC Elections-nomination process now open**
- VI. Career Noncredit Education Institute (April 30-May 1, 2021)
  - a. Progress on presentations (CTELC leads)
    - i. **Walked through all the sessions pertinent to our committee for confirmation of details on GoogleDoc**
- VII. Focus Areas Teams Report (Leads and members)
  1. Committee priorities (Christie)
    - **Met Feb 26<sup>th</sup> reviewed work on resolutions**
      - **HS articulation**
      - **Competency Based Instruction in CTE**
      - **Cooperative Work Experience Education**
      - **MQ Toolkit Use**
    - **Reviewed 14 resolutions overall**

2. Communication and Support to CTE Liaisons (Lynn)

- Upcoming Coffee Hour Calendar

November 18 4-5 CTE Survey (Done)

February 9 11-12 Perkins Funding (Done)

March 18 11-12 Credit for Prior Learning

April 6 2-3 Minimum Qualifications

May 6 1-2 Preparing for the next academic year

- **Coffee Hours are going well, follow up with information on CH topic in the following newsletter**
- **Kudos for the newsletter memos**
- **Consider recommendation to ASCCC on finding a mechanism to formalize the CTE Liaisons within the structure of the ASCCC or determining a way to recommend to districts to do so locally; specifically related to tasks and responsibilities for tasks and provide some level of compensation for the work; perhaps letter to college and academic senate presidents announcing CTE Liaisons appointments**
  - **May need more discussion on the suggestion regarding compensation in relation to tasks to be completed**
  - **Resolution formalizing the structure for CTE Liaisons is an option or just making a recommendation to ASCCC**

3. Professional Development and Learning

- 20-21 Program (except for the May session) (Olivia)  
<https://www.asccc.org/calendar/list/events>
  - **Lots of interest in hosting discipline specific gatherings; deadline is April 1<sup>st</sup> for submitting interest**
  - **Feb free learning tools session went well**
- Next Step Canvas module: [Focus on Career/Technical Education](#)(Mayra)
  - Submit April agenda item along with recommendation
- Collaborations Next Steps: with Regional Consortia Chairs; CVC-OEI (Lynn, Mayra)
  - **Project on curriculum in North Far North Region, meeting next week**
  - **Inviting regional chair Blaine Smith to attend our April meeting, and vice versa**
    1. **Smith, Blaine <[smithbl@butte.edu](mailto:smithbl@butte.edu)> Regional Consortia Chair North Far North**
  - **Virtual college-grew out of labs online session, working on a proposal with Bob Nash, once finished will be shared with ASCCC**

VIII. 2021 Spring Plenary Preparation

- a. Resolution submitted- Collaborate with Regional Consortia (Christy, Lynn, Mayra)
- b. Proposed session/s & CTELC presenters (Mayra, Olivia)  
Session title: *The Economic Imperative: Diversity, Inclusion and California's Demographics Shifts*

**IX. Next meeting: April 23, 2 – 3:30 pm**

X. Next meeting topics (All)

XI. Upcoming events

A. [CTELC sessions](#)

XII. Announcements

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

B. Other (from members)

XIII. Adjournment

**Status of Previous Action Items**

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

- ◇ CTE March Liaison Memo Topic: CPL
- ◇ Collaborations: with Regional Consortia Chairs and CVC-OEI CTE
- ◇ PD Program for 20-21, May session
- ◇ Committee priorities update
- ◇ 2021 Spring Plenary 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).

- Collaboration on CPL March series with CO CPL Workgroup
- CNEI Program
- **Rostrum articles completed Thank you!**
  - ***Perspective: DEI, Student Voice and CTE (David, Christie and Mayra)***
  - ***Regional Advisory Boards (Lynn, Christy, Mayra)***
- CTE Liaison February Memo
- Spring 2021 Resolution submitted
- 2021 CCCAOE Conference sessions- Leads: Lynn and Mayra
- Curriculum Institute topics submitted
- Spring Plenary topics submitted
  - Rethinking curriculum, instruction, student services and student support in Covid-19 and beyond
  - Best practices in collaboration to solve problems (in disciplines and functions)
  - What we learn from helping each other
  - Cross-collaboration
  - Best practices and innovative ways of doing online education
  - Colonization and decolonization: What is it?
  - Decolonizing our Institutions: Necessary Conversations with Intellectual Humility
  - ~~Why Decolonizing Institutions Now~~

- Unlearning and undoing colonial ideas, practices and infrastructures:  
(Re)learning together

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

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

approved 11/4/20

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



# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## ASCCC CURRICULUM COMMITTEE

March 4<sup>th</sup>, 2021 8:30AM – 10:00AM

**ZOOM**

### MINUTES

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- I. Call to Order
  - a. Welcome
  - b. Attendance (present): Carrie Roberson (chair), Michelle Bean (2<sup>nd</sup> chair), Randy Beach, Alexandra Diamant (SSCCC), Michelle Plug, Josefina Gomez, Jeff Waller  
Attendance (absent): Jennifer Zellet (CIO)
  
- II. Adoption of the Agenda- approved by consensus
  
- III. Approval of Minutes
  - a. 2.11.2021
  - b. Motion- Beach, Second- Waller, approved by committee
  
- IV. Priorities/Tasks [Google Drive](#) UPDATES
  - a. 2020-2021 Committee Priorities/ Tasks
  - b. ASCCC Curriculum Institute Planning  
\*July 7<sup>th</sup> – 9<sup>th</sup> 2021: Ensuring Learning: Accessibility & Flexibility in Equity-Driven Curriculum  
Committee reviewed DRAFT Curriculum Planning document. Considered presenters for pre-session, overview of sessions and updates/ information
  - d. ASCCC Resolution F20 9.02: Update Paper on Local Curriculum Committees (ASCCC 1996)- [Curriculum Committee: Role, Structures, Duties and Standards of Good Practice](#)  
\*RESOURCES:  
[2017 The Course Outline of Record: A Curriculum Reference Guide Revisited](#)  
[2016 Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates](#)  
[2008 The Course Outline of Record: A Curriculum Reference Guide](#)

Committee discussed purpose of resolution driving the change- considered update to paper or start from scratch, ensuring all information needed is included. Committee suggestions for a “living” repository of documents via a webpage. Will seek ASCCC guidance at May meeting.
  
- V. Announcements/ Updates
  - a. CCC System Reports (SSCCC, CIO, CCCCCO, ASCCC Committees, other)
    - i. Ethnic Studies
    - ii. COCI
  
- VI. Adjournment



## Status of Previous Action Items

### Completed

SSCCC Representative

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



## MEETING MINUTES

*Diversity, Equity, & Inclusion Implementation Statewide Workgroup*

Monday, March 08, 2021

11:00a.m.-2:00p.m. via zoom

### I. Welcome and Meeting Goals

- A. Provide key updates that impact the DEI Implementation Workgroup.
- B. Communal learning on the integration of DEI into staff and faculty evaluations.
- C. Dedicate space for association updates and coordination across groups.

### II. Master Plan Updates

- There are six areas of work to be discussed at the April 12<sup>th</sup> meeting: exit interviews, hosting open houses, mentorship opportunities, integrated DEI into organization awards, and the student senate grievance process.
- Mentorship: creating a framework will be key prior to the May revise as we garner support from the legislature.
- Integration of awards: how do we change our metrics? How do we change the questions we're asking?

### III. Los Rios Community College District Evaluations Presentation

- Link shared: <https://employees.losrios.edu/shared/doc/hr/cba/lrcft2020-2023.pdf>
  1. Critical role of communication and trust.
  2. Institutionalizing a DEI commitment.
  3. Supporting and rewarding equity champions.
  4. Creating a partnership between the bargaining unit and the academic senate.
  5. Communal learning and growth.
  6. Bringing people in; empowering stakeholders.

### IV. Campaign for College Opportunity

- Link shared: <https://collegecampaign.org/portfolio/state-higher-ed-black-californians-2021/>



**RE: Integrating Diversity, Equity, and Inclusion into Awards**

Dear Colleagues:

Your associations were identified as primary leaders in advancing our system's commitment to diversity, equity, and inclusion (DEI) and your collaboration in the DEI Implementation Workgroup has helped us expedite the implementation of the DEI Integration Plan. As you know, this work is challenging and our system has tried to make progress three different times before. The key difference in our implementation is your commitment to a cultural transformation, which calls on us to change structures, policies, practices and ideologies. I want thank you for your leadership in the DEI Implementation Workgroup and ask for your continued leadership.

To ensure we continue to build momentum and progress in the implementation of the DEI Integration Plan, we are asking for your help to execute a key strategy in the plan. For context, the DEI Integration Plan recommends that DEI be embedded into all system and association awards. This strategy was designed and adopted with the understanding that as a system we must ensure that we are elevating and recognizing the tireless contributions to advancing anti-racist work by faculty, staff and administrators. This work calls on the DEI Implementation Workgroup associations and the Chancellor's Office to take a critical look at existing criteria and processes for recognizing achievements.

To this end, the Chancellor's Office has begun this process by redesigning the Dr. John W. Rice Diversity and Equity Award. While our own process for continuous improvement progresses, we can't complete this recommendation without you. As associations represented in the DEI Implementation Workgroup, we ask that you undertake a similar process and engage in the critical review of your respective association awards.

The Dr. John W. Rice Diversity and Equity Award already had a focus to honor community college members, districts, colleges, or programs that made the greatest contribution towards faculty and staff diversity and student equity. However, we recognized that to dismantle inequitable structures we needed to review the full award purpose and process, starting with the nomination process. The application and nomination requirement meant that we were relying on individuals to know about the awards, the timelines, the application process, and have the time and resources to submit an application.

**Chancellor's Office**

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This creates an inherent bias of who is in the award pipeline and who ultimately receives the award, and a marginalization of those in our system that did not have access to the information or resources. We also realized that a nomination process that did not include data or student voice, either via a student nomination or the student outcome data, meant that we were not validating the nomination from those who should have benefitted from the work of the nominee. Given the purpose of these awards, and the recognition that contributing to equity must push beyond words and into action, we decided to shift and recognize colleges that have made progress towards the *Vision for Success* goals and reducing equity gaps using college-level data.

The first step in our process to redesign the Rice Award was to determine what change we wanted to see as a condition for the award. We focused on reducing equity gaps because we recognized that previous Rice Award nominations focused on programs rather than institutional changes. This is an important element we wish to highlight because in this approach the responsibility for closing equity gaps is an institutional responsibility not an individual or program responsibility. In addition, we also expanded upon our award categories of Diversity and Equity and Student Success using data metrics to: 1) identify colleges based on the reduction of equity gaps for students of color in completion and transfer as well as faculty representation and 2) identify colleges that made significant improvements in the percentage of all students who achieved the *Vision for Success* completion goals on transfer and reduction of units. Our research team analyzed Student Success Metrics data for all colleges to discern institutional progress on reducing equity gaps for students of color. Using data to inform our ranking of colleges was an important step to elevate colleges that would not have previously been considered for advancing student outcomes, and represents a key structural redesign in our process, changing who is in the pipeline for the award. Next, we identified the top performing colleges, alerted them that they were nominated for the award, and scheduled interviews to gather additional information on their efforts to improve and close equity gaps. Based on the data and these conversations, the winners were selected for their intentional efforts to close equity gaps and the runners-up were acknowledged at the event for their progress and impact on equity. The intent and result of this redesign was a shift in the selection process to make explicit the changes our system is striving to achieve: to recognize and celebrate colleges that are actively and intentionally making progress on the *Vision for Success* goals to close equity gaps, and to ensure that we center student voice in our awards process by adding the student outcomes in the selection process.



We offer this reflection to help you in your own process. In order to declare that we have completed this recommendation, we will need your help. With this letter, we ask that you redesign your association awards with intentionality to honor and celebrate DEI. Several of you have already started/completed this work, and we will begin to feature your progress at the DEI Implementation Workgroup meetings. I want to thank those who will be presenting in the coming weeks, and set an intention for us to complete this work **by June 30, 2021**. We fully understand that progress may require stages of continuous improvement. To support you in this process we offer a set of recommendations:

- Ensure awards make clear the systemic changes and outcomes they are trying to recognize and incentivize;
- Review the diversity of your award nominees and recipients;
- Use data (quantitative and qualitative) to inform whether the changes being incentivized are taking place, being mindful to include input from those that should be benefiting from the changes;
- Be clear on where accountability and responsibility rest, such as at the college level, at a department or program level, or at the individual level, and make that explicit in the data and criteria for the awards; and
- Ensure the awards advance diversity, equity and inclusion and that your selection criteria and selection committees understand the definitions and metrics being measured.

As we advance this work **by June 30, 2021**, we want to thank you for honoring your members and taking bold action to reward leaders in our system who are tirelessly working to close equity gaps and advancing the cultural change we wish to see across our system. If you have questions or suggestions, please contact me or Nadia Leal-Carrillo, [nleal-carrillo@foundationccc.org](mailto:nleal-carrillo@foundationccc.org)

In partnership,

*Daisy Gonzales*

Dr. Daisy Gonzales  
Deputy Chancellor



## RP Group Liaison Report

**Meeting Dates:** February 17 and April 6, 2021

**Submitted By:** Michelle Velasquez Bean

**Meeting Highlights:**

- Creating Equity, Diversity, Inclusion Committee Charter
- Hot Topics small groups discussions on why students leaving CCCs; students concerned with safety re: pandemic and wanting face-to-face classes; some not taking any but many also just doing fewer units. Students expressing need for more support financially and for transfer. Fewer first-time students as well.

**ASCCC Report:**

- Updated Ethnic Studies requirement processes in 5Cs, BOG, and DIG; shared April 23 DIG meeting registration link.
- Reviewed upcoming Executive Committee meeting dates and Plenary theme and invited all to attend.
- Shared Executive Committee events based on Areas of Focus: Guided Pathways webinars and Coffee, Tea, and GP; OERI webinars; CTE Coffee Hours