Collegiality

and Vigilance

in a Time of

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Collegiality and Vigilance in a Time of Crisis

by Dolores Davison, ASCCC President

Times of crisis often bring out the best in people. The California Community Colleges system clearly demonstrated this fact with the responses from its colleges to the outbreak and spread of the COVID-19 pandemic; the murders of George Floyd, Breonna Taylor, and others; and the increasing uncertainty around the world in the current moment. No one can doubt that when the crises began to impact students, faculty, staff, and communities, the California community colleges rose to the occasion.

Unfortunately, crises can also result in situations in which some individuals or organizations attempt to take advantage of the uncertainty. Most seasoned faculty leaders have probably been through at least one "summer surprise" or something similar: a time when faculty are not expected to be on campus and other stakeholders use that time to make significant changes in reporting structures, administrative constructs, organizational configurations, and, in the worst cases, even scheduling or other programmatic concerns that can impact students and faculty. Many local academic senates have responded over the years by creating a summer cabinet or other sub-committee of their main bodies to ensure that someone is always available to collegially consult with administration, classified professionals, students, and the board.

Unfortunately, collegial consultation becomes more problematic when emergencies force immediate action under circumstances when the local academic senate is not meeting regularly. Chances are good that at some point or another, faculty leaders have been confronted with the need to do something—sign a form, appoint a faculty member, or fill some other pressing need—with the statement from administration that "this is an emergency." Quite frankly, the situation probably was not truly as urgent as it was presented to be. It was probably the result of someone missing a deadline, forgetting a step in an established process, or hoping that a mistake would not be noticed. Those circumstances are not emergencies. An emergency is being told that the entire campus needs to shut down, effective immediately, and all classes must continue to be held in an online format. That situation, which played out across the state in March, was something that no one could have predicted

and that, in fairness, all faculty, administrators, and colleges in general dealt with as well as they could.

Throughout the spring term of 2020 and into summer, colleges rallied to do everything possible to support students: distributing computers and hot spots, opening food banks, creating lab kits so that classes could continue and conclude, and many other actions. The Chancellor's Office and the ASCCC worked with other system partners to ensure that students would have no issues with transferability of classes and that they could drop courses without repercussions. And faculty and local academic senates did amazing work: creating online learning environments in classes that had not previously been taught remotely, meeting to finish hiring processes and start tenure committees, and holding academic senate and curriculum meetings to ensure that the work of the college continued for the good of all stakeholders. But all of that work was done, at least initially, with the hope that this situation was not going to be permanent and that at some point in the near future faculty and students would all be back on campus and going about their regular lives.

Alas, that has not been the case. As colleges move into the next calendar year and recognize that this reality is likely to exist through the spring and possibly into the summer and beyond, faculty leaders should take note of what is working and what is not. Collegial consultation must be maintained and practiced at all campuses and districts, with the voice of the academic senate recognized as the representative of faculty in all academic and professional matters. Academic senates and curriculum committees need to continue the work of the college, of creating degrees and approving courses and programs and ensuring that the interests of students are being promoted in all actions within the college. Faculty leaders must continue to assert their voices about what is happening at their colleges and districts, even if it is online and through Zoom – and even though the meetings seem endless and longer than before.

Ultimately, faculty leaders must remain in constant contact with administrators and other stakeholders at their colleges. Colleges and districts must, based on their board policies, rely on the advice and judgement of the local academic senate on academic and professional matters, whether through primary reliance or collegial consultation. Even with the changes to Title 5 that grant the chancellor of the California Community Colleges system emergency authority to act, the chancellor must consult with the Academic Senate for California Community Colleges in all academic and professional matters. The same must hold true for local districts and their leaders. If it does not, the ASCCC is always an email away, at *info@asccc.org*, to help in any manner that we can.

The work that faculty around the state are doing has not gone unnoticed nor unappreciated. All of us look forward to the time when we can celebrate all of the accomplishments of our colleges and leaders in person. Until that time, local senates and faculty in general must remain collegial but vigilant, not only continuing to participate fully in the important work of their colleges inside and outside the classroom but also ensuring that faculty participation is both included and respected in the interests of serving the diverse students and communities of the California Community Colleges system.

Anti-Racism and Guided Pathways Implementation

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Throughout the California community colleges, from the Chancellor's Office and Board of Governors to local colleges, determination has been renewed to dismantle institutional racism in recent months. At virtual town halls in the new online world, student voices have called for the community college system to identify and eliminate the bureaucratic inertia that perpetuates barriers disproportionately for students of color. Now more than ever, colleges must accept the reality that systemic racism, among other things, prevents student success. Thus, if colleges are committed to student success, they have to be committed to the anti-racism agenda.

Proactive work by community college stakeholders is necessary for removing barriers caused by racism. In response to the need for culturally responsive teaching and in line with commitments on anti-racism, a cultural curriculum audit is a model practiced at some colleges, like Long Beach City College[1], that is relevant to redesigning the student experience in the classroom. This model gives faculty the opportunity to examine and redesign curriculum at the course level in order for it to be more inclusive, racially equitable, and representative of the students who are served. Faculty members are allowed the opportunity to look at course-level success data for their own courses to identify opportunities for advancing equity. This and similar equity-minded work will be recognized as effective practice to ensure learning, which is commonly thought of as the fourth pillar in the guided pathways framework.

A guided pathways mindset incorporates the student voice in all aspects of implementation and redesigns the institution to better support students entering, progressing through, and completing their academic journey. Opportunities to pursue this goal would include creating brave spaces for students of color to call out the systemic barriers they are facing. These spaces may be physical indoor, physical outdoor, and virtual. When allowed, students can

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1 Further information can be found at *https://lbcc.instructure.com/courses/45048/pages/cultural-curriculum-audit* and *https://asccc.org/sites/default/files/ConductingCulturalCurriculumAudit2020Updated.pptx*

be their own best advocates and help center the local implementation of guided pathways. By institutionalizing the student voice, particularly that of students of color, as a central feature of guided pathways implementation, colleges will help ensure that the recent re-energizing of anti-racism efforts does not wane.

Of course, student-centered redesign must also address student needs. Support services, such as Umoja programs, should be expected at every college throughout the state as a core element of guided pathways implementation. Redesign to meet basic needs is essential for student success, particularly for disproportionately impacted students. This process will entail wraparound services with mentorship and emotional support. Colleges will also need to address food insecurity, housing insecurity, and the technology divide that is excluding too many students, particularly students of color. Bold anti-racism commitment from the leadership of the California Community Colleges system needs to materialize into support for student needs, including for colleges to employ students of color in capacities where they serve as mentors to their peers. State leadership on this matter is particularly important, as some colleges may be planning at this time to do the opposite and slash student employee budgets due to the decline in state funds.

As colleges seek to ensure measurable change in the effort to remove systemic racism, particularly during the unique challenges brought about by the pandemic response, they will be well served to heed the observations of Jessica Ayo Alabi (2020) about the prevalence of explicit bias. Little progress has occurred in closing equity gaps despite the best of intentions. To ensure the success of the Student Equity and Achievement Program and its capacity to support implementation of guided pathways, state leadership is needed to support effective measurement of the impacts that result from the activities and practices funded by the program. For instance, thus far the metrics and annual evaluation templates have seemed confusing at times and comparable to a superfluous exercise in report preparation that does more to create a burden than advance equity. Perhaps if the Chancellor's Office could facilitate the statewide adoption of a technological platform for case management, the equity data could be self-generating for each college. With this support, colleges would be better able to identify how to shift resources to make equity gains in accordance with guided pathways.

The success of guided pathways as a vehicle for advancing anti-racism will require elevating the effectiveness of faculty leadership in reconstructing colleges with the students' end goals in mind. The faculty voice on academic and professional matters, and therefore on guided pathways, is an opportunity for advancing implementation that infuses equity-minded

practices throughout institutions. Faculty professional development, such as the cultural curriculum audits, will be an essential component of this project. As revealed in a recent survey conducted by the ASCCC Guided Pathways Task Force, ASCCC Guided Pathways Liaisons and local senators believe professional development activities centered on equity considerations will be instrumental in improving academic senate leadership in guided pathways implementation. Notably, the survey was constructed and implemented before the death of George Floyd and the expanded awareness and commitment to anti-racism as being necessary to truly address students' needs. In light of the current movement for real change, guided pathways professional development on equity considerations should be understood by academic senates and guided pathways committees as necessarily promoting anti-racist and anti-hate practices along with other barriers students encounter in their journey toward completion.

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Ensure Learning Through the Social Construction of Learning

by Nick Strobel, Bakersfield College

Note: The following article is not an official statement of the Academic Senate for California Community Colleges. The article is intended to engender discussion and consideration by local colleges.

The guided pathways movement in California is now entering a second stage of implementation where serious, in-depth discussions occur across disciplines about what students really need to learn in higher education, especially in the general education aspects of their degrees. In the first stage, colleges focused on improving progression and completion. In the guided pathways framework, this work has been focused on the first three pillars: Clarify the Path; Enter the Path, and Stay on the Path. Although colleges still have work to do to produce the gains in completion they want, they now have a good idea of what needs to be put in place in their systems for those pillars and how they will work together to achieve the progression and completion goals listed in the Board of Governor's *Vision for Success.*

The fourth pillar of guided pathways is "Ensure Learning." This pillar is about clearly defining the learning outcomes in programs and courses so that they can be measured and assessed. The learning outcomes are developed to prepare students for employment or further education in the fields of importance to the colleges' service areas. The outcomes are defined in a way that is easy for students to understand and made relevant to their future employment, to their engagement as citizens, and to becoming fulfilled human beings. If the students know what they need to do and why they need to do it, they may be more likely to make the effort to succeed.

The most exciting discussions among faculty and students can occur in the process of clearly defining the learning outcomes because they get to the heart of what faculty want students to learn and why it matters. This statement is especially true when these discussions are interdisciplinary because they necessarily move beyond specific content to what students need to become innovative, engaged, and productive members of society who are also fulfilled human beings. This conversation is part of the process of socially constructing the learning.

One of the last gatherings of faculty from across the state where these types of discussions occurred before the COVID-19 closure was the SLO Symposium held at Monterey Peninsula College in early February 2020. In her keynote address, Dr. Sonya Christian used the idea of socially constructing the learning to encourage attendees to move beyond the technical aspects of assessing student learning to the more challenging but more rewarding dialogue about what students need to learn. Most faculty now have several years of experience in assessing student learning outcomes and have various software tools to quantify assessment results and collate the results into a nice-looking report, but they need to ask whether they are assessing the right things. One influence that can encourage these discussions, one that perhaps is not normally appreciated for its potentially productive influence, is the accreditation process. The accreditation standards of the Accrediting Commission for Community and Junior Colleges (ACCJC) can encourage discussions of constructing learning in order to fulfill the missions of our colleges.

"Learning is socially constructed" means that institutions clarify what learning is for themselves and for students through a sustained, substantive, and collegial dialogue. In the higher education community, faculty wrestle together with and build consensus about what students need to learn to be engaged and productive participants in all levels of society as well as how education can re-shape or transform society for the better through what students learn at respective colleges. Faculty make such determinations through a "sustained, substantive, and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement" as noted in ACCJC Accreditation Standard I.B.1.

"Learning is socially constructed" also means that the community decides what needs to be learned; it is not imposed from on high in top-down edicts, nor is it an impersonal objective law of nature. The community decides. The community determines the reality in which people live and work. In his book *Sapiens: A Brief History of Humankind*, Yuval Noah Harari describes fictional realities as the common myths or paradigms society holds collectively in its imagination that enable members to cooperate in large numbers of thousands to billions of individuals. Such fictional realities include religious myths, national stories such as the equal opportunity and the rule of law in the U.S., judicial systems rooted in legal myths such as laws, justice, human rights, and corporations, and economic myths like money. Although Harari concentrates on political and economic structures, the concept of fictional realities can be used in discussions about learning because thoughts on what it means to be an engaged,

productive, and fulfilled individual are shaped by the fictional realities of the culture. Furthermore, these discussions about learning can be productive, leading to necessary changes because no biological or physical barrier or law of nature prevents the changes. Colleges can come to a collectively shared understanding of what learning is and what should be learned in higher education.

The ACCJC accreditation standards describe who the community must include in that social construction of learning. Leaders of excellent institutions create and encourage innovation by supporting "administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved" (Standard IV.A.1). Excellent institutions have policies that make "provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest" (Standard IV.A.2). The consensus building of determining what students need to learn needs to include students in the dialogue.

The community examines the assumptions it makes regarding what the outcomes mean and how the academic and co-curricular activities fit together. Including students in the dialogue enables colleges to determine how to communicate the meaning of the outcomes and how the pieces fit together in an understandable way for the students so they can see the reasons for the various steps of the path, especially the general education aspects of their programs. The general education component requires honest, cross-disciplinary dialogue about what the course and program learning outcomes mean to the faculty in a given program and to the faculty outside the program.

Colleges do not do this work in a vacuum. Beyond internal conversations within colleges and the surrounding communities of their service areas, the dialogue also occurs within the broader academic community of the nation and with tradition. While colleges can decide the specifics of the learning outcomes and their meaning, the Academy has stated that the dialogue must include what needs to be learned "in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives" (Standard II.A.11), competencies and abilities that the spring and summer of 2020 have shown are absolutely critical to a sustainable society. The general education learning outcomes must "include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice,

and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences" (Standard II.A.12).

Clarifying the learning is as much for faculty, staff, and administration as it is for the students because colleges need to be very intentional about their roles in society and how they prepare the future workforce of engaged citizens who are fulfilled human beings. With that intentionality, institutions are able to make students see the relevance of the tasks presented in the courses and of the courses themselves to the students' lives after they leave the college as well as the relevance even to their lives outside the classroom at the moment.

Another component of the project of ensuring learning is how colleges get the students to internalize the learning outcomes. When students internalize their learning, they will perform much better and enjoy the challenges. The great majority of community college students are first-generation college students who need applied learning to internalize the instruction. High impact practices such as internships, student employment, field trips, and project-based learning enable students to integrate what they have learned in the various classrooms. The students construct knowledge for themselves. Interdisciplinary dialogue among faculty, students, and the wider community to clarify what needs to be learned—the student learning outcomes—and then create the applied learning experiences are how colleges will be able to ensure that learning happens in a guided pathways environment.

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Optimizing Student Success

by Janet Fulks, ASCCC Guided Pathways Task Force Co-Chair
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The Academic Senate for California Community Colleges (ASCCC) Guided Pathways Task Force paper *Optimizing Student Success: A Report on Placement in English and Mathematics Pathways* was approved by the ASCCC Executive Committee during the September 2020 Executive Committee meeting. The following is the executive summary from this report:

Faculty statewide should be commended for their efforts to implement AB 705 (Irwin, 2017), creating pathways, evaluating and improving instructional methods, and designing support structures for their students. Successful implementation of AB 705, now statute in California Education Code §78213, requires continuous evaluation and quality improvement using a holistic approach considering the many variables that contribute to student success. Now more than ever, community colleges must recognize their student populations and their mission to successfully enable all students, especially the disproportionately impacted students, to reach their educational goals.

The California Community Colleges system is the largest and most diverse community college system in the United States. As such, attending a California community college represents an effective mechanism for social justice, equity, social mobility, and economic health. Key to students realizing their chosen educational goals are proper placement into appropriate coursework in each student's self-determined pathway to optimize student success, increasing throughput for the institution, increasing the student's probability of success, and decreasing the student's probability of not completing the goal. In order to support this important mission, AB 705 was enacted with a goal of ensuring that prepared students did not face undue barriers to their educational goals and specifically were not placed into remedial education unless they were highly unlikely to succeed in transfer-level coursework. Furthermore, AB 705 aims to close equity and achievement gaps.

As stated in the California Community Colleges Chancellor's Office *Vision for Success*,

With low tuition and a longstanding policy of full and open access, the CCCs are designed

around a remarkable idea: that higher education should be available to everyone. The CCCs are equally remarkable for their versatility. They are the state's primary entry point into collegiate degree programs, the primary system for delivering career technical education and workforce training, a major provider of adult education, apprenticeship, and English as a Second Language courses, and a source of lifelong learning opportunities for California's diverse communities" (California Community Colleges, 2016).

Using a variety of placement methods including the Chancellor's Office default placement rules (AB 705 Default Placement Rules, 2018), colleges have reported an increase in the number of students placed into and enrolling in transfer-level English and mathematics. The overall number of students succeeding in transfer-level English and mathematics has also increased. However, early evidence indicates at least two areas of concern: first, far fewer students are enrolled in any credit English or mathematics course statewide; second, the numbers of students who are not successful have increased, particularly in historically disproportionately impacted student populations, such as some ethnic groups, foster youth, EOPS, and CalWORKs. Equity or achievement gaps are showing a trend of increasing for most ethnic groups compared to white non-Hispanic and Asian ethnic groups. Data from transfer-level English shows increased throughput and yet also suggests opportunities to improve strategies to optimize success for all students. Data on transfer-level mathematics shows increased enrollment and success, particularly in contextualized pathways for areas such as behavioral science statistics and liberal studies mathematics, but shows decreased enrollment in STEM (Science, Technology, Engineering and Mathematics) and decreased success in STEM related coursework.

The data analysis indicates three primary areas of concern:

- The overall decrease in students enrolled in any English or mathematics course, which are basic building blocks for higher education success;
- Growing equity gaps in successful completion of courses for every ethnic group other than white non-Hispanic and Asian; and
- Major equity gaps in success and throughput for some special populations, including Foster Youth, CalWORKS, DSPS, and others.

Some questions that colleges might consider in the evaluation and improvement of their placement protocols are as follows:

- Should certain placement considerations, particularly within disproportionately impacted populations, be more carefully examined to optimize student success?

- How should decreasing success rates—whether in basic skills, college-level, or transfer-level course work—be analyzed, and how are they being addressed?

- How do colleges balance considerations for throughput with other student outcome variables such as success rates, unsuccessful attempt consequences, retention, and persistence?

- What are the specific factors that influence transfer or basic skills success that can be identified within special population strategies such as Puente, EOPS, Umoja, and DSPS to better optimize success and reduce equity and achievement gaps?

- What has occurred regarding Statistics and Liberals Arts Mathematics (SLAM) and STEM mathematics enrollment and success, and are any implications apparent for specific student populations?

- Do opportunities exist to innovate and serve students—particularly those traditionally underserved—with tailored guidance and support to optimize success from an individual student perspective?

- How are full-time and part-time students served with newly designed pathways and placement protocols?

The full paper, which includes data and references, can be found on the *ASCCC website-White Paper.*

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Survey on Collegial Consultation During Guided Pathways Implementation: An Agenda for Professional Development

by Jeffrey Hernandez, East Los Angeles College, ASCCC Guided Pathways Task Force
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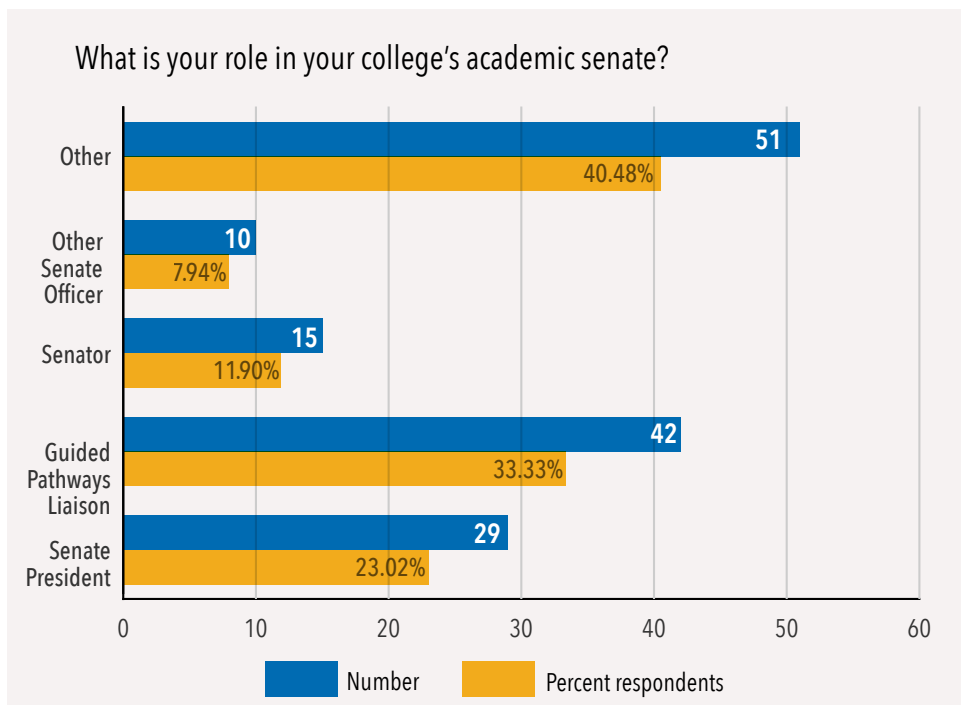and Meridith Selden, Yuba College, ASCCC Guided Pathways Task Force

This article is a summary of the results of an Academic Senate for California Community Colleges (ASCCC) statewide survey on collegial consultation during guided pathways implementation and provides important information on where professional development may be needed to ensure broad based faculty participation.[1] This aspect of participation in establishing a guided pathways framework is well-suited to California: California Education Code §70902(b)(7) mandates that governing boards shall establish procedures to "ensure the right of academic senates to assume the primary responsibility for making recommendations in the areas of curriculum and academic standards." Such procedures are detailed in California Code of Regulations Title 5 §§53200 and 53203, requiring local governing boards to consult collegially with their local academic senates on all academic and professional matters. Since most academic and professional matters have direct bearing on guided pathways, collegial consultation is essential for guided pathways implementation.

The ASCCC, in its Fall 2017 Resolution 17.02, "[affirmed] the right of local academic senates and academic senate leaders to play central roles in the development of all elements of a guided pathways framework at their college that are relevant to academic and professional matters." In that same resolution, the ASCCC resolved to "support local senates with information and resources to help faculty understand their role in developing guided pathways frameworks and the reforms that grow from those frameworks." Fall 2019 ASCCC Resolution 13.01 "[asserted] that guided pathways efforts such as course mapping and meta major design are integral to implementing a guided pathways framework and fall within academic and professional matters" and resolved to "conduct a survey to evaluate the extent to which collegial consultation has been used to implement the areas of guided pathways that fall within academic and professional matters and use the results of the survey to create

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1   ASCCC Executive Committee member Mayra Cruz was also author of the survey instrument.

professional development training on Governance and Guided Pathways implementation to meet identified needs."

During spring 2020, the ASCCC surveyed academic senate presidents, guided pathways liaisons, and other attendees of the April 23 webinar on "Governance in Guided Pathways Planning and Implementation: Before, During, and After an Emergency Situation." A total of 152 people from 84 colleges participated, of which 29 respondents were academic senate presidents, 42 guided pathways liaisons, 15 senators, 15 other senate officers, and 51 with other roles. A post survey analysis found that each of the four ASCCC geographic areas accounted for 20% to 30% of the respondents. Not all respondents answered each survey question.

What is your role in your college's academic senate?

Role	Number	Percent respondents
Other	51	40.48%
Other Senate Officer	10	7.94%
Senator	15	11.90%
Guided Pathways Liaison	42	33.33%
Senate President	29	23.02%

The first question used a new survey element with a sliding scale and asked, "If zero is no implementation and 10 is your ideal implementation, where would you score your college's current implementation of Guided Pathways?" Of the 126 respondents, 56% placed the slider at 5 or higher and 23% indicated zero. The zeroes may be an artifact of the survey instrument.

More pointedly, the survey asked questions about the role of the academic senate in the course mapping process and received 106 responses. The majority used academic senate

action for course mapping, and the next highest response brought mapping to the academic senate for information. Very few colleges acted on course mapping without involving their academic senates.

In light of academic senate purview over…curriculum, degree and certificate requirements, educational program development and processes for program review (select one)					
Answer Options	Area A	Area B	Area C	Area D	Total
the course mapping process was brought to academic senate as an action item	12	8	16	8	44
the course mapping process was brought to academic senate as an information item	8	10	10	13	41
academic senate leaders were informed about the course mapping process	2	2	5	7	16
the course mapping process was not brought to the academic senate	2	2	0	1	5
Total	24	22	31	29	106

Note* Some areas have multiple participants from one college in an area.

Fewer colleges have embarked on determining metamajors, and the 102 responses indicated, again, that the majority of responding colleges—49 responses—made this an academic senate action item, with the next highest response—30 responses—providing meta majors as an academic senate information item.

Given academic senate purview over… educational program development and standards or policies regarding student preparation and success, (select one)					
Answer Options	**Area A**	**Area B**	**Area C**	**Area D**	**Total**
the process for determining metamajors was brought to academic senate as an action item	12	10	18	9	49
the process for determining metamajors was brought to academic senate as an information item	7	7	6	10	30
academic senate leaders were informed about the process for determining metamajors	2	4	5	7	18
the process for determining metamajors was not brought to the academic senate	2	0	1	2	5
Total	**23**	**21**	**30**	**28**	**102**

Roughly 5% of respondents to each question indicated that the process was not brought to the local academic senate, indicating an area where more professional development may be needed. To promote widespread engagement in guided pathways implementation, the ASCCC suggests that colleges clearly indicate governance processes in validating new structural changes, document these structures, and finally embed key elements into their professional development planning.

| In light of academic senate purview, how is your local academic senate involved in establishing processes for evaluating and addressing equity and achievement gaps?		
(select any that apply or not at all)		
93 answered		
"educational program development"	43	46%
"standards or policies regarding student preparation and success"	44	47%
"processes for program review"	58	62%
"institutional planning and budget development processes"	34	37%
"not at all"	15	16%

Survey participants were also asked, "In light of academic senate purview, how is your local academic senate involved in establishing processes for evaluating and addressing equity and achievement gaps?" Sixteen percent of respondents answered that their academic senates were not at all involved in evaluating and addressing equity and achievement gaps.

Given Title 5 regulations for collegial consultation and effective participation, my local academic senate makes sure that processes around Guided Pathways design and implementation include (select all that apply)		
93 answered		
"district and college governance structures, as related to faculty roles"	63	72%
"faculty roles and involvement in accreditation processes, including self-study and annual reports"	65	74%
"processes for institutional planning and budget development"	42	48%
"effective participation for all staff and students as well"	52	59%
"none of the above"	6	7%

To determine how survey participants believed their local academic senates were ensuring collegial consultation and effective participation, the survey asked about senate involvement in processes around guided pathways design and implementation. The 7% of respondents that indicated no involvement again indicates an area where professional development through ASCCC resources, technical visits, webinars and direct help at *info@asccc.org* may benefit the college.

Which of the following would improve senate leadership on Guided Pathways implementation and evaluation?
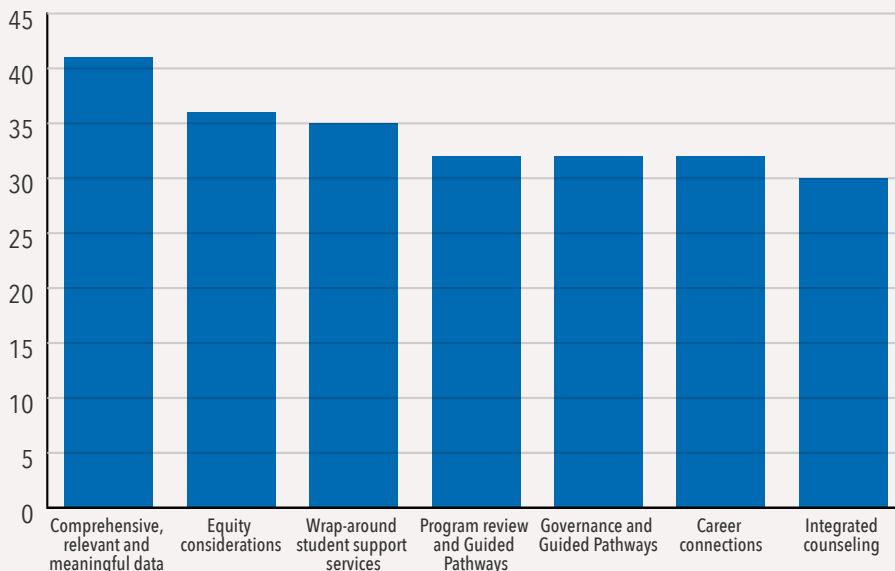
Lastly, participants surveyed were asked to select professional development topics that would improve senate leadership in guided pathways. The group with the most responses, guided pathways liaisons, selected program review and guided pathways (71%), comprehensive, relevant, and meaningful data (68%), career connections for students (64%), and equity considerations (61%). Notably, more than 50% of the academic senate groups—academic senate presidents, senators, and other senate officers—selected governance and guided pathways. Wrap-around student support services was also selected by 50% or more of guided pathways liaisons, senators, and other senate officers.

Professional Development Topics to Improve Senate Leadership on GP	GP Liaisons	Senate President	Senators	Other Senate Officers	Other	All Respondents
Comprehensive, relevant, and meaningful data	68%	45%	58%	86%	56%	55%
Information on growth mindset	29%	10%	25%	29%	44%	28%
Equity considerations	61%	40%	67%	43%	40%	49%
Institutional agency	21%	20%	17%	29%	20%	22%
Student agency	36%	20%	25%	86%	16%	26%
Career connections for students	64%	15%	42%	57%	44%	43%
Integrated counseling	46%	30%	33%	57%	36%	41%
Metamajors	43%	15%	25%	57%	28%	26%
Student government collaboration	39%	30%	25%	57%	28%	30%
Student voice	54%	35%	25%	43%	32%	36%
Governance and Guided Pathways	43%	50%	58%	71%	28%	43%
Curriculum development	29%	20%	42%	43%	28%	27%
Program review and Guided Pathways	71%	25%	50%	57%	32%	43%
Completion coaching teams	43%	10%	33%	57%	36%	34%
English pathway evaluation	25%	25%	42%	14%	24%	26%
ESL pathway evaluation	21%	25%	33%	29%	20%	22%
Mathematics pathway evaluation	25%	25%	42%	14%	24%	26%
Outreach	21%	0%	42%	71%	24%	19%
Student Onboarding	43%	0%	42%	57%	24%	23%
Guided Self Placement	25%	15%	17%	29%	24%	19%
Student case management	43%	10%	50%	71%	28%	30%
Wrap-around student support services	57%	35%	50%	86%	48%	46%
	28 answered 14 skipped	20 answered 9 skipped	12 answered 3 skipped	7 answered 3 skipped	25 answered 26 skipped	74 answered 78 skipped

This survey revealed useful focal points to inform professional development offerings by the ASCCC. The strong preference for professional development on comprehensive, relevant, and meaningful data, equity considerations, and wrap-around student support services demonstrates that faculty want to make sure that their colleges' guided pathways efforts will make a difference in removing the barriers that may discourage students during the students' journey, particularly for disproportionately impacted students. Preferences for professional development on program review and governance indicate an understanding of the role of faculty leaders in redesigning institutional practices and for sustainability. Finally, and perhaps most importantly, the appetite for professional development on equity considerations points to a desire for more active engagement in creating equitable educational opportunities to meet the needs and improve the success of all students within the diverse California Community Colleges system.

Academic Freedom and Equity

by Manuel Vélez, ASCCC South Representative
and Stephanie Curry, ASCCC North Representative

Academic freedom allows for "invention, scholarship, and creative enterprises that support and enrich humanity. The common good depends upon the free search for truth and its free exposition" (Franke, n.d.). The connection between academic freedom and equity is fundamental. Without the rights of faculty to speak, research, and pursue diverse ideas, equity is not possible. Academic freedom allows faculty to academically challenge racist ideology and structures in the context of their expertise.

WHAT IS ACADEMIC FREEDOM?

In its 1940 Statement of Principles on Academic Freedom and Tenure, the American Association of University Professors (AAUP) created the standard definition of academic freedom. The statement argues that academic freedom is the "indispensable requisite for unfettered teaching and research in institutions of higher education" (AAUP, 1970). Often academic freedom and freedom of speech are used interchangeably, but they have significant differences:

- **Academic freedom** involves rights held by educators to engage in academically-recognized expression.

- **Free speech** is the expression guaranteed to the individual by the First Amendment to the U.S. Constitution.

According to historian Joan Scott (2017), "[there is a] difference between academic freedom -- a protection of faculty rights based on disciplinary competence—and freedom of speech—the right to express one's ideas, however true or false they may be." Academic freedom protects teachers based on their expertise, inquiry, and critical thinking and acknowledges their authority in these areas based on education and experience. Academic freedom's purpose is to protect rights within the educational context of teaching, learning, and research. It is based on the "pursuit of truth."

The AAUP statement states that teachers are entitled to freedom in the following areas:

1. in research and publications.

2. in presentations and discussion of subject matter in their classrooms, including textbook selection.

3. from institutional censorship when expressing opinions outside of the institution through extramural speech.

These areas are all based on an instructor's "expertise within the field" and extend only to research, discussion, and publications on their identified subject matter.

ACADEMIC FREEDOM, EQUITY, AND CURRICULUM

One concern that is often expressed by academics is the impact that changing curriculum may have on their rights to academic freedom within the classroom. To best address this concern and assess this perceived impact, one must clearly understand the relationship between academic freedom and curriculum and how that relationship shapes what and how academics teach.

A Marketplace of Ideas

In order to begin a conversation on equity and academic freedom, one must understand the relationship between the two. Much of the conversation surrounding equity in academia focuses on addressing gaps in student success rates or in the ratio of professors of color in relation to their white counterparts. These conversations are certainly necessary and should be addressed, but their relationship to academic freedom is incidental. According to the AAUP *1940 Statement of Principles on Academic Freedom and Tenure,* academic freedom entitles teachers to freedom of research and publication, freedom to discuss their subjects in the classroom, and freedom from institutional censorship when writing as citizens. More broadly, the AAUP states that academic freedom "addresses rights within the educational contexts of teaching, learning, and research both in and outside the classroom – for individuals at private as well as at public institutions" (Euben, 2002). The first important element in the AAUP's definition is the understanding that academic freedom is an individual right granted to teachers and students within the context of education. The second point, however, comes closer to

identifying the relationship between academic freedom and equity more directly: academic freedom has to do with the expression and teaching of "subjects" or "ideas" within and outside of the classroom. This definition seems to complicate the relationship between academic freedom and equity given that data, which is commonly seen as essential in addressing sociopolitical gaps in student success and faculty ratios, is nearly impossible to collect in relation to "ideas." Nevertheless, equity must be discussed within the realm of "ideas" when in relation to academic freedom.

While scholars may differ on the exact definition or scope of academic freedom, virtually all agree that one of its most important elements lies in the ability to create a space where a free and robust exchange of ideas can occur. This exchange is recognized as essential for students in learning the process of rigorous academic research and analysis. Academic freedom allows for students to be introduced to a diverse range of ideas that often contrast and even compete with each other within an academic framework and invites them to participate in a rigorous analysis and comparison of these ideas as a means of developing their own interpretations. According to the American Association of Colleges and Universities, this "clash of competing ideas is an important catalyst, not only for the expansion of knowledge but also in students' development of independent critical judgment" (AAC&U, 2006). Students participate and benefit from the "robust exchange of ideas" that academic freedom encourages and that the American Federation of Teachers describes as "essential to a good education." In fact, this important element is also recognized by the Supreme Court, who in *Keyishian v. Board of Regents of the State Univ. of New York*, 385 U.S. 589 (1967), made the following statement:

> The classroom is peculiarly the "marketplace of ideas." The nation's future depends upon leaders trained through wide exposure to that robust exchange of ideas which discovers truth "out of a multitude of tongues", [rather] than through any kind of authoritative selection.

These statements clearly indicate the importance of academic freedom for students; however, they also bring to light the essential role of the individual professor as a member of a faculty in creating and nurturing an academically diverse environment. After all, while students bring in their own experiences and perceptions to the classroom, the responsibility of presenting subjects and ideas within relevant academic theoretical frameworks falls upon the professor. In this way, the professor certainly guides the scope, tone, and direction of a course and becomes the primary receptor through which students engage in these subjects and ideas. Academic freedom plays an important role in that it allows for individual professors,

as experts of the subjects they teach, the freedom to shape their courses in ways that allow for those subjects to be viewed and analyzed from different and specific lenses.

Academic freedom encourages the study of subjects not from one particular viewpoint or paradigm but rather from that "multitude of tongues" identified by the Supreme Court. Just as all professors are unique individuals with their own socio-political and cultural views, the ways in which they present their subject matter are also unique. A professor in an art history class, for example, may choose to focus a study on the nineteenth century American art movement, the Hudson River School, through a romantic lens and discuss with students how the collective works reflect humanity's ability to tame and co-exist harmoniously with nature. Conversely, another professor focusing on the same subject may choose to discuss this very same movement with students but through a post-colonial lens that emphasizes the differences in the depiction of Native-Americans and Anglo-American colonizers and identifies the relationship between these depictions and westward expansionism and manifest destiny. In either case, the subject matter remains the same, but because each professor has the academic freedom to shape curriculum through the use of different theoretical lenses, the focus and discussions related to this subject will differ. Through an analysis of these differences that is driven by scholarly theoretical frameworks, students can then engage these ideas in a process of critical comparison both inside the classroom among their peers and professors as well as on their own. Collectively, these differing interpretations work to give students a more complex and comprehensive understanding of the subject, and, within the context of a classroom environment, allow them to gain that "independent critical judgement" identified by the AAC&U. Here is the "robust exchange of ideas" identified by the Supreme Court as so essential to the future of the nation.

From a Single Story to a Multitude of Tongues

Academic freedom allows for and can encourage a robust exchange of ideas within an academic setting by ensuring that individual professors have the freedom to design their courses around specific theories even when they contrast with other, more traditionally established ones. This point becomes even more important when one considers that the historical foundations of modern academia are built upon Eurocentric and patriarchal theories that erased the contributions of Asian, African, and indigenous American and other societies. Instead, the contributions of European patriarchal society were long presented as "universal" despite the fact that they themselves "emerge from particular cultural traditions," as Ashcroft, Griffiths, and Tiffin (1989) point out. This exclusive focus on European values and theories

certainly created such an inequity of ideas within academia that, by the middle of the twentieth century, it was difficult for non-European perspectives and concepts to emerge. For students, this inequity meant that their own perspectives would be developed through a singular Eurocentric lens that represented societies of color in two-dimensional, colonized, and racialized terms without opposing narratives and theories that would challenge them. Nigerian author Chimamanda Ngozi Adichie (2009) describes this situation as "the dangers of the single story," when one perspective is emphasized to the extent that it presents negative stereotypes as definitive truths.

However, despite this emphasis on traditional Eurocentric perspectives, challenges to these theories began to emerge by the mid-twentieth century. Scholars, protected by their rights of academic freedom, began to develop new critical theories that relied on sociological and class perspectives and functioned to reveal and address relationships of power within society. Only decades later, challenges to Eurocentrism in academia from scholars such as Chinua Achebe, Frantz Fanon, and Edward Said helped to establish post-colonial theory, which, according to Ashcroft, Griffiths, and Tiffin (2009), "emerges from the inability of European theory to deal adequately with the complexities and varied cultural provenance of post-colonial writing." Through the establishment of these critical theories, scholars could now challenge the traditional Eurocentric perspectives that dominated academia and finally present students with rigorous comparative analysis that would allow them to truly understand their society in more complex ways and to engage in discussions of subjects from a multitude of perspectives.

The proliferation of new theories and disciplines by the end of the twentieth century is a testament to the importance of academic freedom in the role of creating a robust exchange of ideas. By asserting their right to academic freedom and using that right to challenge traditional theories, scholars have been able to create a more diverse and robust exchange of ideas that introduces students to that "multitude of tongues" identified by the Supreme Court. The results of this progress are evident in the proliferation of disciplines such as ethnic studies, gender studies, and LGBTQ studies, among others. The existence of these disciplines indicates a more robust "marketplace of ideas" where students learn to analyze subjects from a diverse variety of lenses. Academic freedom has played an essential role in the establishment of critical theories, ensuring that colleges and universities no longer rely on "the single story."

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Legislation and Curriculum: Maintaining the Faculty Voice

by ASCCC Legislative and Advocacy Committee

Often, the Academic Senate for California Community Colleges (ASCCC) is compelled to convey to the legislature a position of reluctant opposition to a senate or assembly bill that, if passed, would require or define curricular programs or standards for the California community colleges without including a requirement for appropriate consultation with the ASCCC. In cases when a California senator or assembly member authors a bill requiring specific courses, categories of courses, or programs, the ASCCC has generally not opposed the proposed legislation out of disapproval of the content or in disagreement with the intent to introduce timely and relevant subjects to California community college students; rather, the opposition has been inspired by a need to ensure that faculty, especially the relevant discipline faculty, maintain responsibility for curriculum and program development.

Legislation has at times moved the community college system forward when it needed a push. For example, AB1725 (Vasconcellos, 1988), the Community College Reform Act, decoupled the California Community Colleges system from the K-12 system and paved the way for Title 5 regulations regarding collegial consultation on academic and professional matters. However, the ASCCC has sometimes had positions to oppose specific legislation in regard to curriculum not due to objections to curriculum being proposed but rather to bypassing the role of academic senates, curriculum committees, and discipline faculty in curricular design. When a legislator proposes a bill on curriculum, the ASCCC reaches out to the bill's author to assist the author in modifying the bill to recognize the role of faculty in curriculum. For example, the ASCCC had a position of "oppose unless amended" followed by a position of "reluctant opposition"[1] to SB462[2] (Stern, 2019). Finally, after weeks of consultation, the ASCCC removed its opposition due to the following modification: "SB462 would require the Chancellor's Office of the California Community Colleges, working in collaboration with the Academic Senate for California Community Colleges, to establish a model curriculum for a forestland restoration workforce program with specific curricular requirements that could be offered

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1   The two letters can be found at *https://asccc.org/sites/default/files/Stern%20Oppose%20Letter%2031May2019.pdf* and *https://asccc.org/sites/default/files/Stern%20Oppose%20Letter%2031May2019.pdf*

2   SB 462 (Stern, 2019) Community Colleges: Urban and Rural Forest and Woodlands Restoration and Fire Resiliency Workforce Program: *https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200SB462*

at campuses of the California Community Colleges."[3] The process leading to the modification of SB462 is a great example of the relationship the ASCCC has developed with the legislature.

The ASCCC's unwavering stance on faculty primacy in curriculum is not dogmatic but instead practical. After all, the faculty of the California community colleges, especially those who serve on curriculum committees and who have been closely involved with the development of their own local and transfer programs, best understand not only the unique needs of the system's learners but also the impacts of new courses, requirements, and programs on existing programs, general education patterns, and transfer. Additionally, different local needs and geographically distinct labor market information remain real considerations that preclude the effective inclusion of new career technical education programs in legislation. Indeed, California Education Code §70902 (b)(7) requires that local boards ensure "the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards," and California Code of Regulations Title 5 §§ 53202 and 53200 list curriculum and program development as aspects of the academic and professional matters on which local governing board must consult collegially with their academic senates.

While someone not deeply immersed in the curriculum work of the California Community Colleges system may seek to make positive curricular changes intended to benefit students, such actions often have unintended consequences. Additionally, when curricular requirements are codified into Education Code, colleges have much more difficulty being responsive to the quickly changing and diverse educational needs of their students and communities. What might seem timely and crucial now may become duplicative, restrictive, or outdated in the future. In stark contrast, the existing, faculty-driven curricular development process in the California Community Colleges is nimble and sensitive to local needs.

Faculty of the California community colleges are content experts in their disciplines. For many community college faculty, this expertise extends beyond discipline and into curriculum processes. No one at a community college is likely to be better poised to assess the potential impact of changes to curricular requirements than the faculty curriculum chair or the faculty articulation officer. Faculty leaders are called on not only to present content to students in a meaningful way in order to facilitate teaching and learning that will foster the students' success and advocacy but also to continually develop, review, and refine curriculum.

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3   The final letter regarding this bill may be found at *https://asccc.org/sites/default/files/Removal%20of%20Opposition%20 -%20SB%20462%20%28as%20of%20June%2013%202019%29%20.pdf*

Legislating curriculum for higher education sets a dangerous precedent where lawmakers representing the interests and positions of their political parties may feel empowered to direct college and university curriculum. The political leanings of California have changed considerably over the state's history and will continue to fluctuate. Although a specific piece of proposed legislation often may indeed be consistent with ASCCC positions, the possibility remains that future legislation could run counter to ASCCC positions, and thus the principle of protecting the faculty voice in curriculum development is critical in all cases. Faculty must proactively make adjustments and updates to both Title 5 Regulations and curriculum to protect their purview and ensure that the system maintains the flexibility and academic freedom necessary in a fast-evolving world.

Credit for Prior Learning as an Equity Lever

by Mayra E. Cruz, ASCCC Treasurer, ASCCC CTE Leadership Committee Chair
Chantee Guiney, CPL Workgroup Co-Chair, CCCCO Educational Services and Support Division
Jodi Lewis, Foundation for California Community Colleges, CPL Workgroup Member
and Jackie Martin, Palomar College, CPL Faculty Lead Business

Edwin served in the United States Armed Forces for 13 years, including as a member of the Airborne Division for 15 months in Operation Iraqi Freedom and one year in Operation Enduring Freedom in Afghanistan. He also worked as a recruiter in New York City for three years. After serving his country, Edwin enrolled in a California community college and was awarded credit for his broad military training. As a result, he earned two associate degrees in one year, enabling him to save time and money and advance his career.

The Academic Senate for California Community Colleges (ASSCC) is committed to improving student outcomes and closing achievement gaps. As the California Community Colleges system commits to dismantling systemic racism and advancing economic mobility for all Californians, faculty play a key role in sharing, learning, and advancing practices to achieve these goals through activities and efforts such as the granting of credit for prior learning (CPL). Credit for prior learning is an evidence-based, transformative strategy that awards college credit for knowledge and skills gained previous to enrolling in college. It can help students fast track their certificates and degrees, enabling them to more directly pursue their chosen careers. CPL is defined by the California Community Colleges Chancellor's Office (2020) as "college credit awarded for validated college-level skills and knowledge gained outside of a college classroom." Skills and knowledge can be obtained through means both formal—such as testing, workplace training, or military training—and informal—such as volunteer work or independent study. When such skills and learning are assessed by faculty and determined to be equivalent to the articulated outcomes of a college course, students may be granted course credit under Title 5 §55050.

This strategy is critical to supporting the community college system's *Vision for Success* goals, especially to increase completion and close equity gaps. Research confirms that students who earn CPL are more likely to complete, saving time and money to degree, with

California adults (age 25-54) with a high school diploma or some college but no degree.
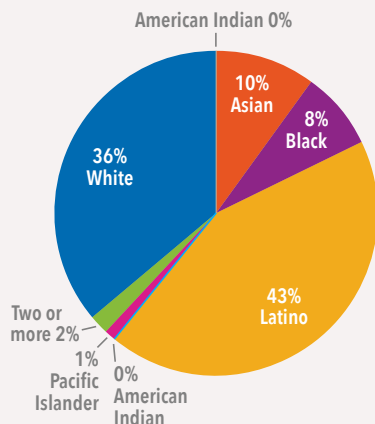
Source: American Community Survey data, 2016, analyzed by California Competes

findings true across ethnicity, gender, age, and socio-economic status (Success Center for California Community Colleges, 2019). In California community colleges, this process not only benefits students but also colleges that are rewarded for completions through the Student-Centered Funding Formula. CPL can also be a tool for colleges to boost enrollment and attract some of the 6.8 million Californians ages 25-54 who have a high school diploma but not a college degree. More than 79% of those who are employed are working nearly full-time, and the prospect of getting credit for the skills and knowledge they have gained in life experiences could be the signal they need to feel like they belong in college. Most importantly, more than half of these individuals are people of color, making CPL a valuable lever to increase equity. Data shows that attainment of degrees is an impactful lever for economic mobility, which makes CPL also an important strategy for California's competitive workforce.

CPL AS AN EQUITY LEVER

Equity is "the condition under which individuals are provided the resources they need to have access to the same opportunities as the general population. Equity accounts for systematic inequalities, meaning the distribution of resources provides more for those who need it most. Conversely equality indicates uniformity where everything is evenly distributed among people." (Equity Definition, n.d.). At the community college level, the term refers to any disparity in a metric like success, retention, or access among various demographic groups. These gaps should lead colleges to ask, "What processes, policies, strategies, etc. are in place that create or exacerbate these disparities?" rather than "What is the student doing wrong?" (Perez, 2019).

California community colleges are poised to create an ecosystem to achieve equitable outcomes for minoritized students and close the gaps in educational attainments. As colleges begin thinking about the state's economic recovery and connecting displaced workers to career pathways, academic senate leaders are asked to interrogate what has changed already as a

result of the pandemic and the racial unrest being experienced as a nation. They should ask how the workforce will be different in the future, how the online environment will leverage equity among various demographic groups given that everyone must now be doing so much online, and whether advisory groups can be invigorated to look at future and present skills and to fast-track credit for prior learning for students given that the business world has changed and that curriculum will take some time to meet the future demands.

Students' diversity is not only reflected in their gender, ethnicity, and socioeconomic status but also in the knowledge and skills they bring from their prior learning experiences in business, arts, applied sciences, military, and other pursuits. These students and others can both benefit from and contribute to a community college education. The Academic Senate has long championed in resolutions the concept of granting credit for prior learning as a student success strategy.[1] Local academic senates can play a key role in institutionalizing strategies by building discipline faculty engagement in CPL and focusing on it as part of the academic senate's work. This focus includes the development and implementation of college or district policy as required by California Code of Regulations Title 5 §55050. By December 31, 2020, districts must approve policies governing CPL at their colleges. Recently, the California Community Colleges Chancellor's Office published a CPL toolkit to provide resources and examples to implement CPL. The toolkit encourages districts to adopt policies centered on equity. A number of colleges have already made tremendous inroads with equity-focused CPL practices.

STUDENT-CENTERED CPL PRACTICES

Through the four pillars of guided pathways, California community colleges are making strides to clarify educational paths for students, help students find a path, help students stay on the path, and ensure students are learning. Technology, in particular, is deployed to help students stay on track and be engaged in contextualized learning that will help them advance a career in a fast-changing economy. Palomar College is leveraging Portfolium as a platform for students to showcase their prior learning and earn CPL. Palomar students may use Portfolium, a free tool integrated with Canvas, to showcase their academic work,

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1 See. For example, Resolutions 09.05 Fall 2008 Ensuring the Integrity of Credit by Exam Processes, 09.08 Fall 2010 Credit by Exam Processes, and 14.01 Spring 2014, a resolution to adopt the paper adopt the Paper Award Credit Where Credit is Due.

achievements, projects, and skills and connect to various social media outlets for academic and career opportunities across all disciplines.

Palomar was also a leader in developing a crosswalk process that compares competencies that students achieved in prior learning experiences to student learning outcomes in aligned courses. Creating crosswalks enables more equity and consistency in credit awards for students and prevents faculty from reinventing the assessment wheel every time a student comes in with identical prior learning experiences like an industry credential or public service academy. Several crosswalks were developed in a statewide pilot—in fire science, automotive technology, and business, for example—and are available for download from the Vision Resource Center CPL community at *https://visionresourcecenter.cccco.edu/*. Faculty are encouraged to adopt these crosswalk recommendations at their own colleges, build out new crosswalks in other disciplines, and share them across colleges.

Several California community colleges have significantly advanced CPL as an equity initiative, and one thread is common across all: meaningful involvement of faculty in student-centered practices. Those colleges, like Palomar, that are already helping students have faculty that are committed to equity and committed to saving students time and money by granting credit for what they already know and can do. Faculty have helped uphold quality and rigor in assessments, ensuring that credit is granted for skills and knowledge, not experience. Expanding CPL relies on faculty commitment to the principle that meaningful learning aligned with course outcomes can take place outside of their classroom walls.

CONCLUSION

Local academic senates and faculty leaders are called upon to institutionalize and operationalize CPL by doing the following:

- developing or joining a senate sub-committee, taskforce, or workgroup to advance CPL.

- getting involved in local policy development. Every district must create a policy.

- encouraging wide stakeholder engagement for successful implementation.

Edwin's story is a powerful reminder for faculty and college leaders about who benefits from credit for prior learning. Colleges and the state win when students reach their educational goals, and faculty and colleges are here for the millions of students with valid prior learning

experiences, from the firefighter who needs an associate degree to advance to a leadership position to the IT professional with industry credentials who is competing in an increasingly globalized economy and many others. Thoughtful assessment of prior learning is an important strategy to achieve equitable educational outcomes for students young and old and from every walk of life. CPL helps encourage students with life experience to enroll, and classrooms are enriched with such students in them.

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Our Obligation to Equitable Hiring Practices: A Partnership Approach to Ensuring an Equity-minded Selection and Recommendation Process

by Jennifer Taylor-Mendoza, Vice President of Instruction, Skyline College
and Michelle Velasquez Bean, ASCCC At-large Representative

"Unless we're intentional about wanting to recruit faculty of color and then specifically weight that in the hiring process, it's hard to imagine how we'll get to a more diverse faculty anytime in the near future."

— Eloy Ortiz Oakley, Chancellor of the California Community Colleges[1]

INTRODUCTION

The diversification of faculty at colleges and universities has been a subject of discussion and priority since the 1960s as a result of the civil rights movement. The scope and persistence of inequities in educational institutions can seem devastating because changing these systems of inequities requires widespread alliance from all constituency groups. According to an American Council on Education report, over 122,000 full-time faculty work at public two-year institutions (Espinosa et al., 2019). Of these, over three-quarters are white (76.8 percent), 20.4 percent are faculty of color, 0.7 percent are international, and 2.2 percent are of unknown racial and ethnic backgrounds. The California Community Colleges system (CCC) currently employs 17,662 full time tenured or tenure track faculty, and 58.54% are white.[2] Faculty members remain predominantly white, while race and ethnicities of students continue to become more diverse. In 2019-2020, 70.52% of the CCC students were of color or mixed race.[3] The imbalance in faculty hiring and student demographics is problematic.

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1   Quoted in Zinshteyn, Mikhail. "A ballot prop that could boost racial equity among university faculty." Accessed 18 September 2020. *https://calmatters.org/education/2020/08/prop-16-racial-equity-university-faculty/*.

2   Data found at "Faculty and Staff Demographics Report Fall 2019." California Community College Chancellor's Office Management Information Systems Datamart. Accessed 14 September 2020. *https://datamart. cccco.edu/Faculty-Staff/Staff_Demo.aspx*.

3   Data found at "Annual/Term Student Count Report 2019-2020." California Community College Chancellor's Office Management Information Systems Datamart. Accessed 14 September 2020. *https://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx*.

Several studies (Sanchez et al., 2018; Wilson, 2015; Contreras, 2011; Darling-Hammond, 2010; Ginsberg & Wlodkowski, 2009; DeGarmo & Martinez, 2006; Shaw, Valadez, & Rhoads, 1999) demonstrate the overwhelmingly positive impact a representative faculty body has on student success and well-being. More compelling, however, is the argument that all students are better educated and better prepared for leadership, citizenship, and professional competitiveness in a multicultural America and within the global community when they are exposed to diverse perspectives in their classrooms (Taylor et al., 2010). With Proposition 16 on the ballot, repealing the ban on affirmative action will more easily allow educational institutions to intentionally design procedures to prioritize equity in hiring for faculty positions.

Community colleges need to destroy the racist structures in which they have invested and truly start redesigning structures built on the foundation of love and empathy that operationalizes diversity and equity. The obligation of faculty on local hiring committees is to use their positions of power and influence to make transformational change. Faculty and administrators together have the opportunity to collaborate, share values, and move to action that focuses on diversifying faculty and holding each other accountable to do better, to have brave conversations, and to make intentional and meaningful change in hiring processes, and that work begins with interrogating hiring policies and practices.

FRAMING HIRING PRACTICES IN EQUITY-MINDEDNESS

As campuses engage in brave conversations that acknowledge systemic racism and institutional barriers to black, indigenous, and people of color, they must frame hiring practices in equity-mindedness, which includes engaging both hiring committees and administrators in processes that examine the historical and adverse impacts on faculty hiring. Such processes should begin with an understanding and awareness of the racialized patterns in hiring data at the district level and at the campus level. This race-consciousness normalizes conversations focused on bias and inequities in order to dismantle structures that perpetuate systemic racism and to highlight the disparity in the number of faculty of color in the CCC system. This process is an equity-lens approach that allows for open-mindedness and celebrates a widening of an equity aperture that is foundational to diversity, equity, and inclusion work. Advancing equity should move from leading discussions to actualizing systems, practices, and policies that operationalize equity, which begins with awareness and critical consciousness.

INTRODUCING THE ASCCC MODEL HIRING PRINCIPLES AND PROCEDURES CANVAS COURSE

In the new Canvas modules on hiring, recently published by the Academic Senate for California Community Colleges in collaboration with partner groups such as the Association of Chief Human Resources Officers, the CCC Chief Instructional Officers, chief executive officers, and the Chief Student Services Officers Association, a principled, equity-minded approach is highlighted and described for every part of the hiring process, from pre-hiring to hiring to post hiring.

If community college educators believe that having a representative body is essential to student learning, they must consciously hire according to these values, which in some cases may supersede individual or department professional preferences. As noted in the ASCCC Hiring Model Hiring Principles and Procedures Canvas modules, screening committees should adhere to the following principles when recommending faculty finalists to second or final level interviews:

- Principle 1: Confirmation of the candidates' holistic understanding and validation of students' diverse backgrounds.
- Principle 2: Ability to actualize equity and frame teaching or student services in culturally responsive methods and philosophies.

Individuals representing institutions are obligated to be prime agents of change. The obligation gap necessitates acts of genuine care and calls for a civic consciousness, predicated on justice, with the intention to inspire epistemological disruption and reconstruction of educational structures (Taylor-Mendoza, 2020, p. 36). Locally, colleges need to develop their own policies with these principles in mind. To address the obligation gap, the institution is bound to act with purpose and brave leadership to dismantle and disrupt inequity in the faculty hiring process.

MODEL ACTIVITY

A model activity that colleges may want to consider that is based on the foundational principles promoted by the ASCCC is a rubric activity for ranking. Rubrics help create common ground and a clear norming that when framed in equity principles is foundational to setting up a

fair and consistent process, especially for ranking and recommendations that hiring committees will make for next level or second level interviews with administrators. Such rubrics should be based on the initial discussions in which the hiring committee engages prior to starting the application screening process. Initial conversations should be focused on the knowledge, skills, and abilities (KSAs) determined and detailed in the job description. The rubric should then include those KSAs and embed equity-minded principles in every question. For example, if the committee asks a question in the interview about the applicant's experience, it should be sure to delineate on the ranking rubric a focus on celebrating diversity and avoid returning to a status quo hierarchy approach that is often based on traditional ideas of merit and fit; in other words, a candidate should or could be ranked high if the answer to the interview question addressed any diverse leadership experience, whether in or out of the classroom. In traditional views, faculty often tend to rank university or college experience higher, but instead they should consider the applicant who can relate to and engage groups from diverse backgrounds and varied lived experiences in any venue, as this skill and ability is often one that is easily transferable to the classroom, whether the applicant has had classroom teaching experience or not. These types of conversations are needed when reviewing the rubric scores and deciding the recommendations of candidates to the final or next level interview.

Administrators share in the responsibility to encourage and support faculty in prioritizing equity and social consciousness in both the screening and final interview processes. They should therefore consider the following when gauging whether a candidate is qualified to teach community college students:

1. Ask deeper diversity, equity, and inclusion questions during the interview to activate an individual's cultural fluency and literacy.

2. Implement an informal interview format to allow for interpersonal exchanges, real discussion, and increased inclusivity.

3. Prioritize student learning and teaching over academic pedigree.

4. Set diversity goals to frame and transform outcomes in hiring.

SUPPORT FOR FACULTY OF COLOR

Acknowledging and addressing how to level the playing field for applicants of color should be a focus that leaders help support—a strong, clear focus on knowledge, skills, and abilities that are framed in equity needs as the standard and the praxis of hiring committee processes. Administrators and hiring committees working together to keep this goal in mind is powerful.

Faculty of color, and faculty in general, should implore administrators to demand a diverse list of faculty members from every recommendation process. Asking for hiring committees to fully address diversity and equity in their recommendations as a priority would help support and structure accountability. It would be valuable to have the support of administrators in doing this anti-racist work and challenging the traditional notions of merit and fit in the system. Administrators should ask for this change and help provide time and resources to faculty hiring committees to invest in addressing implicit bias, discrimination, racism, and sexism.

The California Community College system has an obligation to enact equity and social justice in hiring processes to ensure a representative tenured faculty body. To do so, the system must firmly believe that education is the foundation of the American democracy. Local leaders of the 116 colleges must be fearless and transformational in their leadership, direct in their communication, fervent in the pursuit of justice, equity, and inclusion, and responsive in their design. Faculty and all members of the community college system should strive for a day when campus communities celebrate diverse representation among college constituency groups and together draw out from each and every student limitless potential.

CONCLUSION

As colleges reflect bravely on their processes, they should ask what their actions are fueling, what is being perpetuated, what is being dismantled, who is benefitting, and who is being harmed. The ASCCC Hiring Canvas course modules[4] can help institutions to investigate principled questions to help move from words to action that invests in supporting equity-minded faculty who will invest in black, indigenous, and people of color. Such action can be a beautiful way to support the diverse student populations of the California community colleges.

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4   ASCCC Canvas Hiring Principles and Procedures modules found at *https://ccconlineed.instructure.com/courses/4924~5733.*

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Decolonizing Your Syllabus,
an Anti-Racist Guide for Your College

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Note: The following article is not an official statement of the Academic Senate for California Community Colleges. The article is intended to engender discussion and consideration by local colleges.

FACULTY POSITIONALITY AND MOTIVATION

The reality today is that black indigenous people of color (BIPOC) are finding themselves having to lead anti-racism conversations and actions to change their institutions. Simply having white allies and college administration holding town-halls and meetings and listening to the BIPOC community is no longer enough. Academic institutions should all have a call to action to address racial inequities and to be accountable to meet the transformational change that society needs.

Prior to the spread of the worldwide pandemics— COVID-19 infection, overt racism, increase of mental health issues, and economic instability—many inequities existed for students who identify as BIPOC. Today, remote teaching creates a further disparity for preparations and completion amongst BIPOC students in the community college system. The quarantine process may enable many college campuses to reflect on their anti-racism efforts. Doing so will also enable faculty to reconstruct their remote and online teaching with a welcoming, innovative, comfortable, and engaging approach for students who identify as BIPOC and have multiple barriers they are confronted with. If an instructor does not know where to start, a good place may be with decolonizing the course syllabus, since it is usually the first official document students encounter in any course they take.

A decolonized syllabus infuses anti-racism and equity at the forefront. Student learning outcomes, the course outline of record, textbooks, and any ancillary materials should all address anti-racism rhetoric. Faculty need to reflect, rethink, and reconstruct course syllabi so that they support BIPOC engagement, validation, and sense of belonging in education. The design, content, and tone of the course syllabus will either engage or disengage students.

Cruz (2019) highlights the importance of fostering inclusivity and empowering statements in a course syllabus, such as "mutual respect, shared responsibility, opportunities to share meaningful experiences, effective communication, and supporting honest and comfortable relationships" (p.1). Thus, faculty need to establish trust with their students from the beginning. Research depicts that students refer to the course syllabus when needed, but if the course syllabus is unambiguous, un-intimidating, and welcoming, students would make better use of understanding the course and the expectations set by the instructor (Roberts, n.d.; Collins, 1997; Slattery and Carlson, 2005).

Roberts (n.d) conveys the importance of language setting the tone for students to understand "faculty's attitude towards teaching and learning" (p.46). Due to the current COVID-19 pandemic and, as a result, remote teaching, faculty are encouraged to record welcoming remarks for students in an asynchronous format and provide live salutation statements during synchronous teaching (Harnish and Bridges, 2011). Policies about plagiarism, student conduct, and disruptive behavior should not be punitive and instead should address how faculty can communicate with and support students if such issues emerge.

Faculty have a responsibility to "articulate their course goals and objectives" (Collins, 1997, p.5) and guide students toward the learning process. They should aim to empower BIPOC and first-generation students to self-advocate and gain agency which faculty should be responsible for providing for them. This goal can be achieved by faculty being approachable and supportive continually. To decolonize teaching, faculty must reflect and commit to changing content and delivery that further marginalizes BIPOC students.

While many theoretical perspectives can apply in anti-racist teaching pedagogy, the three that greatly support BIPOC students include the following:

Validation. A practice that can be included is taking the time to contact the students—by e-mail, phone, and Canvas—when they do not show up for their lessons and checking in on them. Validation should happen both inside and outside of the classroom (Rendon, 1994). The retention of BIPOC students goes beyond the college's data and new funding formula and involves transforming society by ensuring success is achieved for communities who have been confronted with ongoing marginalization, oppression, and barriers.

Engagement. Astin's (1985) perspective was to engage students intellectually and physically in the classroom to feel supported and acknowledged with their learning. BIPOC students need to see themselves in the context of what they learn. Whatever the subject discipline one may teach, faculty are responsible to include race-conscious content and scholarly research. For example, in mathematics, to remedy the whitewashing of BIPOC contributions, faculty need to expose students to their mathematical cultural heritage. This goal can be achieved by showcasing the non-European roots of mathematics (Joseph, 2010), using "the mathematics which is practised among identifiable cultural groups" (Powell and Frankenstein, 1997, p.7) and language in decolonizing mathematics (Iseke-Barnes, 2000). As a result, when student engagement increases, a greater sense of belonging will take place as well.

Sense of Belonging. When a class has both validation and engagement, then it will generate a greater sense of belonging for BIPOC students. Sense of belonging is achieved when students feel supported, respected, and accepted by their instructors and peers. Strayhorn (2018) conveys how sense of belonging leads to "optimal functioning" (p.9) and learning for students. Introductions at the start of each course, recalling students' names correctly, and knowing students' gender pronouns are impactful practices. Being sensitive to the needs of students and demonstrating unconditional positive regard will build a strong community in a course.

The decolonization of the syllabus movement has slowly started to influence higher education (Rodríguez, 2018; Bhambra, Nisancioglu, and Gebrial, 2018). It might be easier to implement inside non-Science Technology Engineering and Mathematics (STEM) disciplines, but faculty should strive to bring STEM into the fold to serve our BIPOC students better. Colleges need to move beyond colonial views of science and technology by providing counter-histories to Eurocentric narratives and highlight contributions of female and BIPOC scientists throughout time (Harding, 2011). White faculty need to commit themselves to racial consciousness in the classroom by interrogating whiteness and relinquishing power in education (Joseph, Haynes, and Cobb, 2015). The antiracist reckoning in academia is long overdue. Faculty should

take this moment to reflect upon their teaching to include an anti-racist framework that supports BIPOC students and their racial identities.

IMPLEMENTING ANTIRACIST PEDAGOGY

To reconstruct a course syllabus within a decolonized and anti-racist framework, faculty should reflect upon the following:

- Do students know who you are? Consider introducing yourself—race or ethnicity, gender pronouns, academic experience, cultural identity, etc.—as the instructor of the course and providing anti-racist and equity-minded messaging to welcome your students.

- Can students contact you through multiple methods and with flexibility in communication times?

- What books, articles, and readings have been selected in your course? Are your course resources inclusive to race, socio-economic standing, gender, sexuality, disability, immigration status, English language learner, and first-generation students?

- Do students have input in shaping content and co-creating community rules outlined in the course syllabus?

- Does the syllabus include explicit language about the intolerance of microaggressions and racist remarks, action, and behavior in the course?

- Allocating points can cause students to assume they have no room for growth, and therefore they may drop out of the course (Rose, 2017). Faculty may consider holistic modalities and progression steps—for example, beginning, emerging, and proficiency—to develop opportunities for the learner to grow (Feldman, 2019) before finalizing student grading in the class.

- Are mistakes expected, respected, and used to elevate students' understanding of the subject? Do you offer opportunities for retaking missed or late work? What opportunities do students have to catch up if they are behind due to technological barriers or other personal deterrents?

- Is language around policies and expectations of students supportive and not punitive or deficit thinking (Valencia, 2010)?

- Does your course syllabus provide information regarding housing and food insecurities, along with other on and off campus resources that benefits economically disadvantaged students?

- Is your course on Canvas accessible, clear, inclusive, welcoming, and supportive for all learners to follow despite the modality of asynchronous or synchronous teaching?

- Do you include messaging regarding your responsibility as a faculty member to alert learners early if participation, learning, and attendance are not met?

- Do your course syllabus and Canvas site include positive messages and affirmations to further validate and provide a greater sense of belonging for BIPOC students in the course? Do the images and videos in the course showcase diversity and representation of the students?

For institutional level change, higher education needs to move towards an anti-racist model and enact actions, not just statements, that work for BIPOC students (Ash, Hill, Risdon, and Jun, 2020). This process goes beyond decolonizing the course syllabus. Faculty need to consider their overall teaching pedagogy, platforms, and structures that are in place, especially in the current reality of remote learning.

- Has your institution dissected each COR and all SLOs to include anti-racist practices and framework?

- Has your institution widened the use of open educational resources, which can remove barriers for economically disadvantaged students?

- How does your institution analyze retention and completion data from diverse sources like the Community College Survey of Student Engagement and student success metrics data from Cal Plus Pass and Data Mart through the California Community Colleges Chancellor's office? Does the institution outline actions to improve course data for BIPOC student outcomes?

- Are opportunities present to gather qualitative data—focus groups, interviews, journaling, faculty observations, etc.—from BIPOC students regarding teaching and learning practices? What action steps have been taken once qualitative data has been collected?

- Is the college committed to equity and anti-racist professional development training for all faculty?

- Are anti-racist statements present in the college's mission, vision, policies, procedures, campus plans, and institutional learning outcomes?

FACULTY COMMITMENT

The only way to dismantle inequities and institutionalize anti-racism in teaching for BIPOC students is to provide ongoing professional development workshops. Anti-racism curriculum begins with faculty deeply reflecting about themselves, the content they are delivering, and who their BIPOC students really are. When deeply reflecting, one is aware of one's own implicit and unconscious bias that one has as an educator (Wood, 2019). For anti-racism to be institutionalized, all constituents on a college campus must reflect and participate in the call to action rather than just faculty.

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Development Criteria for Curriculum Approval Processes

by Erik Shearer, Napa Valley College, ASCCC Curriculum Committee
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Local curriculum review and approval is among the most complicated, detail-oriented processes on college campuses. Curriculum chairs, committee members, and administrators frequently swim in minute details of state and local regulations, accreditation standards, grammar and writing standards, curriculum management systems, and articulation requirements to make good decisions and develop compliant and reasonable curriculum processes. The increasing complexity of curriculum development standards and processes often interferes with consideration of higher-level questions about how curriculum functions and serves students.

The development criteria located in the first chapter of the California Community Colleges Chancellor's Office *Program and Course Approval Handbook*, or PCAH, provides a good framework for pausing and considering curriculum processes and proposals as part of a larger system within the college and in students' educational pathways. The development criteria offers practical considerations designed to ensure that local curriculum work is holistic in scope, grounded in realistic analysis of local conditions, and geared toward meeting student needs.

Understanding and using this framework is increasingly important for colleges as the community college system shifts from centralized approval of curriculum through the Chancellor's Office to local approval with annual certification of compliance. While most colleges use some form of the development criteria for program approval, the application to course review and approval processes is often overlooked but equally important.

The development criteria was honed over many years of work between the Chancellor's Office, the ASCCC, chief instructional officers, and local colleges. It was endorsed by the System Advisory Committee on Curriculum—now the California Community College Curriculum Committee—as the basic framework for curriculum development and approval processes and has been included in every edition of the *Program and Course Approval Handbook* since the second edition in 2002. However, the basic framework and standards articulated in the criteria date back to earlier guidance for curriculum development in the community college system.

The criteria formed the basis of the old Chancellor's Office curriculum forms—such as the CCC-510—that were required for curriculum approval prior to the introduction of the Curriculum Inventory system. The elements from the development criteria are still visible today in the narrative used for program approval and, to a lesser extent, in the curriculum inventory submission screens.

The seventh edition of the *Program and Course Approval Handbook* provides specific guidance to colleges for reviewing compliance with the development and approval criteria for both courses and programs. Pages 25 to 29 provide an overview of the criteria and critical questions for local curriculum committees as they exercise their responsibilities under local approval authority. These criteria and questions focus on appropriateness to mission, need, curriculum standards, adequacy of resources, and regulatory compliance.

The missions of all three sectors of public higher education in California is established in California Education Code §66010.4. In this section of state law, the mission of the California Community Colleges system is defined as providing academic and vocational instruction "through but not beyond the second year of college." Additionally, community colleges are authorized to offer remedial instruction, ESL, and adult non-credit instruction. The mission-appropriate categories of instruction are further defined in education code, Title 5, and the PCAH to include five types of curriculum: degree-applicable credit, non-degree-applicable credit, non-credit, contract education, and fee-based community service, or not-for-credit. An exception to the lower division rule is provided for colleges offering baccalaureate programs.

Local curriculum committees are responsible for ensuring that all courses recommended for approval to the local governing board fall within these parameters. This authority and responsibility can be tricky to exercise. What constitutes a lower division course is debatable and in some disciplines can vary even among baccalaureate institutions. This delineation can also change over time, necessitating periodic review. These discussions were a frequent aspect of the transfer model curriculum development process for associate degrees for transfer as the CCC and CSU system faculty attempted to draw fine distinctions between upper and lower division curriculum. Local committees are well served to establish criteria and determine sources of information that can be used to evaluate lower division course placement.

For courses and programs designed to meet other aspects of the CCC mission, including remedial and vocational curriculum as indicated in California Education Code, analyzing mission appropriateness is based more on local considerations and definitions. How a curriculum committee handles this critical review is a matter of local determination, but the

committee must ensure that it considers mission appropriateness in the development and review process before recommending curriculum proposals to the governing board for approval.

In addition to being mission appropriate, courses and programs must also meet a demonstrated need locally. Career education programs and courses generally have need determined in consultation with employers, licensing boards, workforce development boards, and advisory committees based on labor market data. Additionally, career education programs must take into account regional demand and potential competition with similar programs at nearby colleges. Demonstrated need for pre-collegiate curriculum is derived from analysis of student populations within the college service area along with academic preparation and performance data. Transfer and general education curricula are assessed for need based on a review of student demand for courses or programs that are classified as either general education or lower division major preparation at likely transfer institutions. The local curriculum review process should include an initial assessment of need as well as an ongoing evaluation of continuing need, as general education and transfer standards can change over time.

The remaining three criteria are usually embedded in the curriculum review process at varying stages. Curriculum standards and compliance are typically embedded in the curriculum forms, local policies, and approval processes. The personnel responsible for these elements varies but may often be part of technical review or similar processes.

At many colleges, responsibility for assuring that the college has adequate resources to offer the course or program is shared among the chief instructional officer, curriculum specialists, deans, faculty department chairs, and members of technical review team. Assurance of adequate resources also means that colleges have sufficient scheduling and faculty capacity to offer the courses at least once every two years unless the needs or design of a particular program indicate that a longer rotation is in the best interest of students. This two-year scheduling requirement is included in the PCAH seventh edition on pages 27 and 28 and is aligned with accreditation requirements for assuring reasonable time to completion for all students. Inclusion in the PCAH makes this part of Title 5 regulations a "shall," not a "should."

The annual curriculum certification process signed by the local curriculum chair, senate president, CIO, and college president are a guarantee that all curriculum standards and regulations have been followed and reviewed in the local curriculum process before local board approval. As colleges continue moving toward more local authority for their curriculum, local standards and processes must remain robust and compliant. Achieving this goal includes using the big-picture framework for curriculum approval laid out in the development criteria.

How You Can Support Professional Development Through the ASCCC Foundation

by Stephanie Curry, ASCCC North Representative, ASCCC Foundation Treasurer
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and Krystinne Mica, ASCCC Executive Director, ASCCC Foundation Executive Director

The mission of the ASCCC Foundation is "to enhance the excellence of the California community colleges by sustained support for professional development of the faculty in the furtherance of effective teaching and learning practices." Educational systems are changing rapidly, and the world has been turned upside down by a global pandemic, a social reckoning on systemic racism, and a rapid switch to online teaching and support.

Professional development is a key strategy to keep faculty informed, educated, and connected in a time of isolation. Faculty engagement in professional development is one of the responsibilities of faculty members. The Academic Senate for California Community Colleges is a leader in professional development, with item eight of the academic and professional matters listed in Title 5 §53200 being "policies for faculty professional development activities."

The ASCCC Foundation supports faculty members from across the community college system to attend ASCCC plenaries, faculty leadership institutes, and other affiliated conferences such as A2MEND. Scholarships also focus on diversity and equity. These professional benefits support underrepresented faculty by granting expansive academic environments that support system training and the sharing of internal knowledge. The scholarships allow faculty members to learn from and engage with their colleagues. As many faculty know, attending senate events can be invigorating, informative, and empowering. The more who can attend, the greater the diversity of voices in the room, even a virtual room. This statement is especially true for part-time faculty, who often do not have access to local professional development funds. The scholarships are even more important now with reduced local college budgets, slashed professional development funds, and more cuts expected in the next few years. Last year, the ASCCC Foundation awarded six scholarships prior to most events being cancelled due to COVID-19. In previous years, the foundation has awarded between 12 and 15 scholarships

for faculty to attend professional development activities. Each scholarship covers registration, travel, and lodging for the activity.

Faculty and other interested parties can contribute to the Academic Senate Foundation for California Colleges in multiple ways through the *ASCCC Foundation Website*:

10+1 Campaign: Consider a small reoccurring donation of $11 per month

- Amazon Smile: Support the Academic Senate Foundation by shopping at AmazonSmile and indicating the ASCCC Foundation as your intended donation. When you shop at AmazonSmile, Amazon will donate to the foundation.
- Donate Online: Interested individuals can also donate online any amount to support professional development

Although the foundation may also receive support from corporations, giving begins with the faculty. Imagine the good the foundation could do if each of the 59,000 faculty members in the California community colleges gave just a few dollars. If nothing else, 2020 has shown the need for faculty to support each other, expand the diversity of voices at the table, and encourage collaboration as well as the importance of professional development. Take a moment today and invest in your colleagues through the ASCCC Foundation.

The Academic Senate Foundation is a 501 (C) (3) non-profit organization. Donations are tax-deductible. Visit the ASFCCC Foundation page at *https://asfccc.com/get-involved/.*