

STANDARDS AND PRACTICES COMMITTEE MEETING

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

Zoom Meeting

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

Member Term

LaTonya Parker 2021-22 Chair

~~Ed Bird Song 2021-22~~

Miryan Nogueira 2021-22

Karla Kirk 2021-22

Eric Narveson 2021-22

Travis Ritt 2021-22

1. Approval of Minutes 9.23.21 M. Eric S. Travis Approved , 11/18/21 M. Travis S. Eric , Approved 12/16/21 M. Eric S Miryan Approved, 2/17/22 M. Eric S. Travis Approved
2. Application for Statewide Service – <http://asccc.org/content/application-statewide-service>
3. Action Item - Standards and Practices **Committee Charge** Inclusion, Diversity, Equity, Anti-Racism and Accessibility IDEAA Inclusion

<https://www.asccc.org/directory/standards-and-practices-committee>

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

Revised: M. Eric S. Miryan Approved

The Standards and Practices (S&P) Committee is a standing committee within the Executive Committee composed of an Executive member Chair and California community colleges faculty. The Committee is devoted to promoting the Academic Senate for California Community Colleges’ mission through oversight of practices, procedures and policies. The Standards and Practices Committee charge is to review, act on, and monitor various activities as assigned by the President or the Executive Committee of the Academic Senate.

The Standards and Practices Committee is Committed to:

• Conducting the Disciplines List revision process.

• Analyzing and reviewing suggested changes in Executive Committee policies, Academic Senate Bylaws, and Rules; administering designated statewide faculty awards presented by the Board of Governors and the Academic Senate.

• Reviewing and recommending revisions to all processes under Academic Senate purview identified as priorities.

• Providing professional guidance and technical assistance regarding faculty minimum qualifications and equivalence to the minimum qualifications.

• Embedding inclusion, diversity, equity, antiracism and accessibility practices into the organization culture through policies and practices.

1. Chair Discussed the Status of Previous Action Items
   1. Item **ASCCC Recording Policy** – Executive Board Agenda Item
2. Committee Priorities –Chair Agenda Reminders
   1. **High Priority DEI Implementation Strategies and Activities**

**Hiring Practices**

*Strategy:* Diversify hiring or screening committees with members of diverse educational background, gender, and ethnicity

***Proposed Activity#1****:* CCCCO and ACHRO create modules that outline a process for improving and diversifying screening and hiring committees to provide guidance to the field.

*ASCCC Activity:* Continue to update Model Hiring Principles and Practices; Create guidelines/criteria for diverse committee appointment & participation (building from hiring/screening committee selection in MHPP)

*ASCCC Assignment:* *Standards & Practices,* EDAC, Educational Policies, ASCCC DEI Implementation Workgroup representatives (Aschenbach/Bean)

***Proposed Activity #2****:* ACHRO and ASCCC collaborate to create a tool to assess diverse representation.

*ASCCC Activity:* Develop guidelines and criteria for assessing representation on committees, including hiring/screening committees

*ASCCC Assignment:* EDAC, Educational Policies, ASCCC DEI Implementation Workgroup representatives (Aschenbach/Bean)

**Chancellor’s Office Strategies**

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

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

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

*ASCCC Assignment:* Standards and Practices Committee, ASCCC DEI Implementation Workgroup representatives (Aschenbach/Bean)

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

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

* 1. Accessibility Webinar Follow Up Discussion
  2. Hayward Award Winners -March 21st Board of Governors (BoG) Meeting
* Area A: Sierra College, Winsome Jackson
* Area B: Diablo Valley College, Anne Kingsley
* Area D: Coastline College (PT): Marilyn Brock
  1. **Discussion/Action Item: Awards Rubric/Scoring Form –** S&PCommittee Recommendations December 2021 Executive Committee Agenda Item Follow up *Rubric & Scoring Form Recommendations*
* Stanback-Stroud Diversity Award Rubric Recommendations Completed for ASCCC Executive Committee Mtg. April 2nd  Read
* **Hayward Award** Complete for ASCCC Executive Committee Mtg. April 1st Read

The Hayward Award– Rubric (2021-22) Revisions

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

**Total points possible 25**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **0** | **1** | **2** | **3** | **4** | **5** |
| **a. Commitment to serving and empowering students from diverse backgrounds and experiences** | Not present | Awareness of the value for student centered operations is shown but **lacks** evidence of activities demonstrating commitment to serving students. | Evidence detailing activities demonstrating **minimal** commitment to serving students included in the application. | Evidence detailing **some** activities demonstrating a strong commitment to serving students in candidate form. Some evidence in supporting letter as well. | **Significant** evidence detailing activities demonstrating a strong commitment to serving students in both candidate form and supporting letter. Activities demonstrate willingness to go beyond standard expectations in job description. | **Exemplary** evidence detailing activities demonstrating a strong commitment to serving students in both candidate form and supporting letter. Activities demonstrate inclusion, diversity, equity, anti-racism and accessibility (IDEAA) and **willingness** to go beyond standard expectations in job description. |
| **b. Participation in campus, professional, and/or student activities** | Not present | Evidence shows **limited** participation in one or more campus activities. | Evidence shows **engaged participation** and leadership in at least one campus activity or project. | Evidence shows engaged **senior leadership** (president, chair, etc.) in at least one campus activity or project. | Evidence shows **long term** engaged senior leadership (president, chair, etc.) in **multiple** campus activities and projects. | Exemplary evidence shows **long term** engaged senior leadership (president, chair, etc.) in **multiple** campus activities and projects that demonstrate inclusion, diversity, equity, anti-racism and accessibility (IDEAA) |
| **c. Commitment to education and currency in the discipline** | Not present | Evidence of interest and **limited** engagement in discipline related activities. | Evidence of engagement in **at least one** regional, state, or national discipline group, industry, or professional organization. | Evidence of criteria from #2 as well as engagement with department faculty to similarly engage them in their discipline communities. | Evidence of engagement in **multiple** organizations **and** sustained engagement with department faculty **and** students to similarly engage them in their discipline communities. | **Exemplary** Evidence of engagement in **multiple** organizations **and** sustained engagement with department faculty **and** students to similarly engage them in their discipline communities with evidence of inclusion, diversity, equity, anti-racism and accessibility (IDEAA) |
| **d. Commitment to the mission of California community colleges** | Not present | Description details an understanding of **one or two** aspects of the community college mission. | Description details a **broad** understanding of CCC mission and how candidate’s role affects all aspects of the mission including evidence of commitment to open access. | Evidence of criteria from #2 with a description of **some** candidate activities that directly support open access and student success. | Strong evidence for **multiple** activities directly supporting **several** aspects of the CCC mission. Evidence of activities being institutionalized that lead to **sustained** support for open access and helping students succeed across the curriculum. | **Exemplary** evidence for **multiple** activities directly supporting **several** aspects of the CCC mission with evidence of inclusion, diversity, equity, anti-racism and accessibility (IDEAA). Evidence of activities being institutionalized that lead to **sustained** support for open access and helping students succeed across the curriculum. |
| **e. Community, state and/or national activities that represent the profession** | Not present | Evidence of interest and **limited** representation in regional, state or national activities that extend their participation and influence beyond their discipline or institution. | Evidence of **sustained** representation in **at least one** regional, state or national discipline group, industry, or professional organization. Descriptions detail a broader scope of activities such as serving on committees outside of their core interests. | Evidence of **sustained** representation in at least one of the previously mentioned organizations in a **leadership role** to further that organization’s purposes while also broadening their abilities as a leader and their capacity to represent in areas that are not traditional to their expertise. | Evidence of **sustained** representation in several of the previously mentioned organizations as an **experienced leader** and evidence of engagement with other like-minded participants to improve upon their participation and experiences as well as to further the organization’s purposes. | Exemplary evidence of **sustained** representation in several of the previously mentioned organizations as an **experienced leader** and evidence of engagement with other like-minded participants to improve inclusion, diversity, equity, anti-racism and accessibility (IDEAA). |

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

1. Chair Discussed Spring 2022 Plenary <https://www.asccc.org/events/april-7-2022-900am/2022-spring-plenary-session-hybrid-event>
   1. Breakout Sessions:
      1. Advancing Authentic Inclusion of Diverse Voices in Governance and Practice LaTonya, Manuel
      2. Managing Enrollment and Retention through a Racial Justice Lens Robert, LaTonya
2. Disciplines List

**Chair Announced:**

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

[Asian American Studies](https://www.asccc.org/sites/default/files/MQ%20in%20Asian%20American%20Studies%20.pdf)\*

[Native American/American Indian Studies](https://www.asccc.org/sites/default/files/Native%20American-Indian%20Studies%20-%20received%20by%20mail%205.06.21%20Dr%20Leal.pdf)\*

[Nanotechnology](https://www.asccc.org/sites/default/files/MQ%20in%20Advanced%20Materials%20-%20Nanotechnology.pdf)

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

Disciplines List Handbook

<https://asccc.org/sites/default/files/DLHandbook_Final_Revision_Spr_20.pdf>

1. Awards

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Award** | **Call** | **Due**  **in Office** | **Sent to Readers** | **Selection Due to Office** | **Award**  **Presented** |
| Exemplary | ~~October~~  ~~1~~~~st~~ ~~week~~ | ~~November~~  ~~2~~~~nd~~ ~~week~~ | ~~November~~  ~~2~~~~nd~~ ~~week~~ | ~~November~~  ~~4~~~~th~~ ~~week~~ | January BOG Meeting |
|  | ~~October 4, 2021~~ | ~~November 8, 2021~~ | ~~November 12,~~  ~~2021~~ | ~~December 3, 2021~~ | TBD  (BoG staff 1st week of Dec) |
| Hayward | ~~November~~  ~~1~~~~st~~ ~~week~~ | ~~December~~  ~~2~~~~nd~~ ~~week~~ | ~~December~~  ~~3~~~~rd~~ ~~week~~ | ~~February~~  ~~1st week~~ | **March BOG Meeting** |
|  | ~~November 1, 2021~~ | ~~December 10, 2021~~ | **~~December 17, 2021~~** | ~~February 1, 2022~~ | TBD  (BoG staff 3rd week of Feb) |
| Diversity | ~~December~~  ~~1~~~~st~~ ~~week~~ | ~~February~~  ~~2~~~~nd~~ ~~week~~ | ~~February~~  ~~3~~~~rd~~ ~~week~~ | ~~March 2~~~~nd~~  ~~week~~ | **Spring Plenary Session Fri** |
|  | ~~December 1, 2021~~ | ~~February 7, 2022~~ | ~~February 14, 2022~~ | **March 7, 2022** |  |

**Readers:**

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

Selection:   
[*Exemplary Program Award*](https://asccc.org/events/exemplary-program-award-0): S&P Committee members and at least one representative from CIOs, CSSOs, CEOs, and Student Senate will read these awards. The S&P chair will identify these representatives prior to the due date so that the applications can be mailed directly to them by the office.

[*Hayward Awards*](https://asccc.org/events/hayward-award-0)*:* S&P members and Area Representatives will select four additional faculty members from their area to read. Note—no one reads applications for their own area.

[*Stanback-Stroud Diversity Award*](https://asccc.org/events/stanback-stroud-diversity-award-0)*:* S&P members and the Equity and Diversity Action Committee (EDAC) will read these awards.

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

1. Chair Announced:
   1. ASCCC President’s Update
   2. ASCCC Elections –March 21st Projected Form Availability Date
   3. Upcoming Events and Meetings
      1. Spring 2022 Scheduled Webinars/Regional Meetings
         1. 3/22/22 6:00PM 8:00PM FACCC and ASCCC Legislative and Advocacy Training
         2. 3/24/22 2:00 PM 3:00 PM CTE Liaison Gathering
         3. 4/26/22 6:00PM 8:00PM FACCC and ASCCC Legislative and Advocacy Training
         4. 4/27/22 9:00 AM 10:00 AM CTE Coffee Hour
         5. 5/24/22 6:00PM 8:00PM FACCC and ASCCC Legislative and Advocacy Training
      2. 2021-2022 ASCCC INSTITUTES AND PLENARY SESSION DATES
         1. Area Meetings March 18-19, 2022 Various Locations
         2. Executive Meeting April 6, 2022 Los Angeles Marriott Burbank Airport, Burbank, CA
         3. Executive Meeting May 6, 2022 The Citizen Hotel, Sacramento, CA
         4. Executive Meeting June 3, 2022 Hyatt Long Beach, Long Beach, CA
         5. Orientation June 4-5, 2022 Hotel Metropole, Catalina Island, CA
         6. Spring Plenary Session April 6-9, 2022 Los Angeles Marriott Burbank Airport, Burbank CA (Hybrid Event)
         7. Career and Noncredit Education Institute May 12-14, 2022 The Westin South Coast Plaza
         8. Faculty Leadership Institute June 15-18, 2022 The Citizen Hotel, Sacramento, CA
         9. Curriculum Institute July 6-9, 2022 Riverside Convention Center, Riverside, CA
2. Meeting Dates:

~~Thursday, September 23, 2021 3:10-4:10 pm~~

~~Thursday, October 21, 2021 3:10-4:10 pm~~

~~Thursday, November 18, 2021 3:10-4:10 pm~~

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

~~Thursday, February 17, 2022 2:30-4:00pm~~

*Spring 2022 Dates*

**March 17 3:00pm-4:00pm**

Next April 21, 2022 3:00pm-4:00pm

May 22, 2022 3:00pm-4:00pm

1. Adjournment

**Status of Previous Action Items**

1. **In Progress** (include details about pending items such as resolutions, papers, *Rostrums*, etc.)
   1. Discipline’s List Resolutions
   2. Recording Policy
   3. Awards Rubric Recommendations
2. **Completed** (include a list of those items that have been completed as a way to build the end of year report).
   1. ASCCC Norm Training & Development
   2. Rostrum Article February 2022 Posted

<https://www.asccc.org/content/accessibility-bridge-between-success-and-disability>

* 1. Rostrum Article Submitted for March 2022

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

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

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

● Empower faculty to engage in local and statewide dialog and take action for continued

improvement of teaching, learning, and faculty participation in governance;

● Lead and advocate proactively for the development of policies, processes, and practices;

● Include diverse faculty, perspectives, and experiences that represent our student

populations;

● Develop faculty as local and statewide leaders through personal and professional

development;

● Engage faculty and system partners through collegial consultation.

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

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

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

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

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

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

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

Moreover, the Executive Director provides highlights of activities in an Executive Committee monthly report usually arranged in the four categories: Board Governance, Financial Performance and Viability, Organization Mission and Strategy, and Organization Operations. Additionally, the Executive Director conducts a two-year ASCCC report. The 2019 -2021 report (https://asccc.org/sites/default/files/asccc\_annual-report\_2019-21\_220117\_media.pdf) assessed the following:

· Professional Development

· Publications

· Leadership. Empowerment. Voice.

· 2019-2020 Areas of Focus

o Faculty Role in Governance

o Guided Pathways Implementation

o Faculty Diversification

· COVID Response

· Call to Action Response

· 2020-2021 Areas of Focus

o Culturally Responsive Student Services and Support

o Equity Driven Systems

o Guided Pathways Implementation and Integration to Transfer and Careers

ASCCC External and Internal Factors and Transformational Change

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

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

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

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

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

References

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

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

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

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