ACADEMIC SENATE
for California Community Colleges
LEADERSHIP · EMPOWERMENT · VOICE

EXECUTIVE COMMITTEE MEETING

April 17, 2024
San Jose Marriott
301 S Market St, San Jose, CA 95113
Room: Almaden
Zoom Link

April 17, 2024
11:00 AM – 12:30 PM | Executive Committee Meeting
12:30 PM – 1:00 PM | Lunch
1:00 PM – 6:00 PM | Executive Committee Meeting
Dinner: No dinner arrangements

All ASCCC meetings are accessible to those with accommodation needs. A person who needs an accommodation or modification in order to participate in the meeting may make a request by emailing the ASCCC Office at agendaitem@asccc.org no less than five business days prior to the meeting. Providing your request at least five business days before the meeting will help ensure the availability of the requested accommodation. This event will utilize automated closed captioning. If you would like to request a live human closed captioner for any of our offerings, please contact us at agendaitem@asccc.org at least 10 business days in advance.

Public Comments: Members of the public wishing to comment on an agenda item or another topic not on the agenda will be given the opportunity to comment. Public comment will be invited at the end of the Executive Committee discussion on each agenda item. Persons wishing to make a public comment to the Executive Committee on a subject not on the agenda shall address the Executive Committee during the time listed for public comment. Public comments are limited to 2 minutes per individual and 10 minutes per agenda item. Materials for this meeting are found on the ASCCC Executive Committee Meeting website page.

I. ORDER OF BUSINESS

A. Roll Call

B. Approval of the Agenda

C. Land Acknowledgement

We begin today by acknowledging that we are holding our gathering on the land of the Tamien and Ohlone (Oh-LOW-nee) Nations who have lived and continue to live here. We recognize the Tamien and Ohlone (Oh-LOW-nee) Nations and their spiritual connection to the ocean and the land as the first stewards and the traditional caretakers of this area we now call San Jose. As we begin, we thank them for their strength, perseverance, and resistance.

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

D. Public Comment

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

E. **ASCCC Community Agreements, pg.5**
F. **Calendar, pg.7**
G. **Local Senate Visits, pg.15**
H. **Dinner Arrangements**
I. **One Minute Executive Committee Member Updates**
J. **President/Executive Director Updates**

II. CONSENT CALENDAR

A. **March Executive Committee Meeting Minutes**
B. **May EDAC Webinars**

III. ACTION ITEMS

A. **Legislative Update – 20 mins., Velez/Webster, pg.27**
The Executive Committee will receive a report on the 2023-24 (two-year) legislative session and may consider requested action.

B. **ASCCC Event Goals for Events Survey – 30 mins., Reese/Guerrero, pg.64**
The Executive Committee will provide guidance on and support continued streamlining/updating of ASCCC event surveys.

C. **AI Academic Integrity Resource Document (2nd Read)– 30 mins., Howerton/Reese, pg.67**
The Executive Committee will discuss the Academic Integrity Policies in an AI World Resource Document for a 2nd read and support. Sharing/distribution of this resource.

D. **ASCCC Curriculum Institute Second Draft – 30 mins., Stewart Jr., pg.87**
The Executive Committee will review and approve the second draft of the 2024 Curriculum Institute.

E. **Faculty Leadership Institute – 20 mins., Mica/Aschenbach, pg.91**
The Executive Committee will consider for approval the 1st draft of FLI 2024 program.

IV. DISCUSSION

A. **Chancellor's Office Update – 30 mins., Aschenbach, pg.95**
A liaison from the Chancellor's Office will provide Executive Committee members with an update of system-wide issues and projects.

B. **Oral Reports**
- **i.** **Foundation President's Report – 10 mins., Chow**
- **ii.** **Liaison/Caucus Reports -- 5 mins. each, Aschenbach, pg.97**
The Executive Committee will receive oral or written reports from liaisons or representatives from partner organizations and ASCCC Caucuses.

C. **Toolkit for "Institutional Support for Faculty Maintaining Safe Classrooms"– 15 mins., Chow/Stiemke/Equity Diversity Action Committee, pg.99**
The Executive Committee will review a draft toolkit for "Institutional Support For Faculty Maintaining Safe Classrooms".

D. **ASCCC Bylaws and Rules Edits – 40 mins., Wada/Chow/Reese, pg.101**
The Executive Committee will review proposed edits and provide recommendations.

E. **ASCCC Tentative Budget for 24-25 – 15 mins., Mica/Stewart Jr., pg.103**
The Executive Committee will discuss the tentative 2024-25 ASCCC budget.

F. **Spring Plenary Session Final Planning – 20 mins., Aschenbach/Mica, pg.107**
The Executive Committee will conduct the final planning for the spring plenary session.

G. **Feedback for CCCCO DEIA Institute in Fall 2024 – 10 mins., Chow/Stiemke, pg.109**
The Executive Committee will give feedback on items requested by DEIA Planning Committee Chair.

H. **Board of Governors/Consultation Council – 15 mins., Aschenbach, pg.139**
The Executive Committee will receive an update on the recent Board of Governors and Consultation Council meetings.

I. **Meeting Debrief – 10 mins., Aschenbach, pg.141**
The Executive Committee will have an opportunity to share thoughts on the meeting and provide considerations for potential agenda items to be discussed at future meetings.

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

A. **Academic Senate and Grant Reports**

B. **Standing Committee and Chancellor's Office Reports**

i. November Foundation Meeting Minutes
ii. January Foundation Meeting Minutes
iii. February EdPol Summary Minutes
iv. February DRC Minutes
v. February RwLS Meeting Minutes
vi. March Resolutions Meeting Minutes
vii. March EdPol Meeting Minutes
viii. March DRC Minutes
ix. April Resolutions Meeting Minutes
x. December FLDC Minutes
xi. California Code Flexible Calendar Program
xii. January CTEL Meeting Minutes
xiii. February CTEL Meeting Minutes
xiv. August Curriculum Committee Agenda
xv. December Curriculum Committee Agenda
xvi. February Curriculum Committee Agenda
xvii. January Curriculum Committee Agenda
xviii. November Curriculum Committee Agenda
xix. October Curriculum Committee Agenda
xx. September Curriculum Committee Agenda
xxi. August Curriculum Committee Minutes
xxii. December Curriculum Committee Minutes
xxiii. February Curriculum Committee Minutes
xxiv. January Curriculum Committee Minutes

xxv. November Curriculum Committee Minutes
xxvi. October Curriculum Committee Minutes
xxvii. September Curriculum Committee Minutes
xxviii. December EDAC Agenda & Minutes
xxix. December Part-Time Faculty Minutes
xxx. February EDAC Agenda & Minutes
xxxi. February Part-Time Faculty Minutes
xxxii. December ICC Minutes
xxxiii. January ICC Minutes
xxxiv. November ICC Minutes
xxxv. January EDAC Agenda & Minutes
xxxvi. March Part- Time Faculty Minutes
xxxvii. March 11th Flex Agenda
xxxviii. March 11th Flex Agenda (i)
xxxix. February LGBTQ+ Advisory Committee Minutes
xl. March LGBTQ+ Advisory Committee Minutes
xli. February Faculty Development Committee Meeting Minutes & Agenda
xlii. October Noncredit Pre-Transfer Continuing Education Committee Minutes
xliii. November Noncredit Pre-Transfer Continuing Education Committee Minutes
xliv. December Noncredit Pre-Transfer Continuing Education Committee Minutes
xlv. January Noncredit Pre-Transfer Continuing Education Committee Minutes
xlvi. November Part-Time Faculty Committee Meeting Minutes
xlvii. FELA 1st Convening Presentation
xlviii. FELA 2nd Convening Presentation
xlix. February Reimagine Apply Task Force Meeting Wrap Up
l. March February Reimagine Apply Task Force Meeting Wrap Up
li. Title 5 Flexible Calendar
lii. January Transfer Alignment Project Minutes
liii. February Transfer Alignment Project Minutes

C. Local Academic Senate Visits

VI. ADJOURNMENT

The ASCCC is committed to providing accessible documents and materials. To request a more accessible version of the ASCCC meeting agendas, please email info@asccc.org.

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ASCCC Community Agreements

We are a collective of diverse educators who honor and celebrate the respective voices and lived experiences of its members in order to engage in authentic abolitionist work.

As an Academic Senate for California Community Colleges Board Member, I commit to the operational principles or expectations that implicitly or explicitly govern my actions:

AUTHENTICITY

- Speak your discomfort.
- Be honest and genuine.
- Have your actions match your words.

COLLEGIALITY

- Honor and appreciate experiences, knowledge, and the diversity of our perspectives.
- Provide and accept feedback with humility and respect.
- Commit to learning from and listening to each other, recognizing that multiple viewpoints increase our awareness and understanding.
- Allow others to speak their truth and listen without prejudice.

A C HD SPP

HONOR AND DEDICATION

- Share the space/ step up, step back; ensure all voices are heard.
- Be thoughtful, solution-oriented and seek positive outcomes.
- Commit to your roles and responsibilities- be prepared (and be honest if you are not).
- Respect Confidentiality (honor confidential information by not sharing any ASCCC-related matters shared during closed meetings, with other persons or entities who did not attend those meetings).
- Honor the dedication of committee members.
- Think creatively, but don't act impulsively.

SELF-AWARENESS, PRESENCE, AND PATIENCE

- Communicate with respect and humility: recognize personal biases and avoid making assumptions when interacting with others.
- Exercise patience when others challenge your ideas, change their minds, or ask questions.
- Practice grace and gratitude when conflict resolution is needed: be forgiving of yourself and others.

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ASCCC Executive Committee Agenda Item

Month: April **Year:** 2024
SUBJECT: Calendar
DESIRED OUTCOME: The Executive Committee will be informed of upcoming events and deadlines.
CATEGORY: OOB
REQUESTED BY: Mica
STAFF REVIEW : Carrillo

Item No: I.F.
Attachment: Yes (1)
Urgent: No
Time Requested: 5 minutes

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

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

BACKGROUND

Upcoming Events and Meetings

Executive Committee Meeting – Courtyard by Marriott Airport Natomas (Sacramento)- May 10, 2024

Executive Committee Meeting – Hyatt Palm Springs (Palm Springs)- June 7-9, 2024

Executive Committee Meeting – Hyatt Centric Sacramento (Sacramento)- August 8-10, 2024

Please see the 2023-2024 Executive Committee Meeting Calendar on the next page for ASCCC Executive Committee meetings and institutes.

Reminders/Due Dates

April 24, 2024

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

May 21, 2024

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

July 22, 2024

- Agenda Items for the August meeting
- Committee reports, if applicable

Rostrum Timeline 2023-24

To ED	To Editor	To President	To Visual Designer	To Field

Academic Papers Timeline 2023-24

A. Part-time Faculty Committee – Part-time Faculty Equity – R19.01 S2021

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2023-2024 PROPOSED ASCCC INSTITUTES AND PLENARY SESSION DATES

Approved December 6, 2019, Executive Committee Meeting

MSC (Aschenbach/Curry) to authorize the office to contract hotels for Fall Plenary Session, Spring Plenary Session, Faculty Leadership Institute, and Curriculum Institute for up to five years in the future, taking into account the area rotation of Plenary Session and to authorize the office to enter into MOUs with partner organizations for institutes dependent on external funding.

MSC (Curry/Aschenbach) to approve the following parameters for selecting event dates: (1) Fall Plenary Session will be held in the first half of November, Spring Plenary Session will be held in April, Faculty Leadership Institute will be held in the first half of June, and Curriculum Institute will be held in the first half of July, and (2) dates are chosen with awareness of holidays, Executive Committee Orientation, and system partner events.

MSC (May/Parker) to reconsider the motion at the December 6-7, 2019, Executive Committee Meeting regarding Faculty Leadership Institute, and allow for all of June to be considered when planning Faculty Leadership Institute.

MSC (Aschenbach/May) to approve a Thursday through Saturday day pattern for Plenary Sessions for the next five academic years.

Resolution 1.05 F2021

Resolved, The Academic Senate for California Community Colleges should make remote attendance an option at all ASCCC-organized events, including plenary sessions.

SESSIONS	**PROPOSED DATE**	**LOCATION** ***All events will, if possible, provide a remote attendance option****
2023 Fall Plenary Session	November 16-18, 2023**	Westin South Coast Plaza
2024 Spring Plenary Session	April 18-20, 2024**	San Jose Marriott
INSTITUTES	**PROPOSED DATE**	**LOCATION** ***All events will, if possible, provide a remote attendance option****
Accreditation Institute*	September 29-30, 2023	San Mateo Marriott
Faculty Leadership Institute	June 20-22, 2024	SOUTH (TBD)
Curriculum Institute*	July 10-13, 2024	Pasadena Convention Center

** These dates potentially avoid overlapping with Umoja's Conference in November, RP's spring conference, CCCAOE Spring Conference. APAHE 2024 not yet released, CCCCIO not yet released. Juneteenth is on June 19, 2024.

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2023-2024 EXECUTIVE COMMITTEE MEETING DATES*

Meeting Type	Proposed Date	Campus Location	Hotel Location + remote option	Agenda Deadline
Executive Meeting	August 17-19, 2023		DoubleTree by Hilton Irvine Spectrum Irvine, CA Hybrid	August 1, 2023
Executive Meeting	September 15-16, 2023	AREA B	San Jose City College/ San Jose Marriott San Jose, CA Hybrid	August 29, 2023
Executive Meeting	October 13, 2023		Virtual	September 26, 2023
Area Meetings	October 27, 2023		Various Locations + virtual	TBD
Executive Meeting	November 15, 2023		Westin Hotel/South Coast Plaza Orange, CA	October 29, 2023
Executive Meeting (Th/Fri)	December 14-15, 2023		The Sheraton Grand Sacramento, CA Hybrid	November 27, 2023
Executive Meeting (Th/Fri)	January 11-12, 2024		Coronado Island Marriott Resort & Spa Coronado, CA Hybrid	December 25, 2023
Executive Meeting	February 9-10, 2024		Santa Clara Marriott Santa Clara, CA Hybrid	January 24, 2024
Executive Meeting	March 8-9, 2024	AREA C	LA Mission College/ Burbank Hilton Garden Inn	February 21, 2024
Area Meetings	March 22-23, 2024		Virtual	TBD
Executive Meeting	April 17, 2024		San Jose Marriott San Jose, CA Hybrid	April 1, 2024
Executive Meeting	May 10, 2024		Virtual	April 24, 2024
Executive Committee/ Orientation	June 7-9, 2024		Hyatt Palm Springs, Palm Springs, CA Hybrid	May 21, 2024

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

[1] Times may be adjusted to accommodate flight schedules to minimize early travel times.
[2] Executive Committee members are not expected to attend these events, other than the Faculty Leadership Institute. +North or South location may changes based on hotel availability.

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Academic Senate

2023-2024

Executive Committee Meeting Agenda Deadlines

Reminder Timeline:

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

Meeting Dates	Agenda Items Due	Agenda Posted and Mailed
August 17-19, 2023	August 1, 2023	August 7, 2023
September 15-16, 2023	August 29, 2023	September 5, 2022
October 13, 2023	September 26, 2023	October 3, 2023
November 15, 2023	October 29, 2023	November 5, 2023
December 14-15, 2023	November 27, 2023	December 4, 2023
January 11-12, 2024	December 25, 2023	January 1, 2024
February 9-10, 2024	January 24, 2024	January 31, 2024
March 8-9, 2024	February 21, 2024	February 28, 2024
April 17, 2024	April 1, 2024	April 7, 2024
May 10, 2024	April 24, 2024	May 1, 2024
June 7-9, 2024	May 21, 2024	May 28, 2024

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SESSIONS	**PROPOSED DATE**	**LOCATION** ***All events will, if possible, provide a remote attendance option****
Fall Plenary Session	November 7-9, 2024	Visalia at the Convention Center
Spring Plenary Session	April 24-26, 2025	SOUTH
INSTITUTES	**PROPOSED DATE**	**LOCATION** ***All events will, if possible, provide a remote attendance option****
Curriculum Institute	July 9-12, 2025	SOUTH
Faculty Leadership Institute	June 12-14, 2025	NORTH

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2024-2025 EXECUTIVE COMMITTEE MEETING DATES

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Meeting Type	Proposed Date	Campus Location	Hotel Location + remote option	Agenda Deadline
Executive Meeting	August 8-10, 2024		Hyatt Centric Sacramento, CA Hybrid	June 22, 2024
Executive Meeting	September 13-14, 2024	AREA D	San Diego City College/Westin Gaslamp Quarter San Diego, CA Hybrid	August 27, 2024
Executive Meeting	October 4, 2024		Virtual	September 14, 2024
Area Meetings	October 18, 2024		One-day format for Friday	TBD
Executive Meeting	November 6, 2024		Visalia at the Convention Center Visalia, CA Hybrid	October 20, 2024
Executive Meeting (Th/Fri)	December 5-6, 2024		TBD	November 18, 2024
Executive Meeting (Th/Fri)	January 9-10, 2025		San Francisco Airport Marriott Waterfront San Francisco, CA Hybrid	December 23, 2024
Executive Meeting	February 7-8, 2025		Hotel Zessa Orange County, CA Hybrid	January 21, 2025
Executive Meeting	March 7-8, 2025	AREA A	Clovis Community College/ Hyatt Place Fresno Hybrid	February 17, 2025
Area Meetings	March 21, 2025		One-day format for Friday	TBD
Executive Meeting	April 23, 2025		South + remote option	April 6, 2025
Executive Meeting	May 16, 2025		Courtyard Sacramento Airport Natomas Sacramento, CA Hybrid	April 29, 2025
Executive Committee/ Orientation	May 30 – Jun 1, 2025		TBD by President	May 13, 2025

Academic Senate

2024-2025

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August 8-10, 2024	July 22, 2024	July 29, 2024
September 13-14, 2024	August 27, 2024	September 3, 2024
October 4, 2024	September 14, 2024	September 24, 2024
November 6, 2024	October 20, 2024	October 27, 2024
December 5-6, 2024	November 18, 2024	November 25, 2024
January 9-10, 2025	December 23, 2024	December 30, 2024
February 7-8, 2025	January 21, 2025	January 28, 2025
March 7-8, 2025	February 17, 2025	February 24, 2025
April 23, 2025	April 6, 2025	April 13, 2025
May 16, 2025	April 29, 2025	May 6, 2025
May 30 - June 1, 2025	May 13, 2025	May 20, 2025

Local Senate Campus Visits
2021-2024

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

COLLEGE	VISITOR	DATE OF VISIT	REASON
Area A			
American River	Executive Committee	9/15/2022	Executive Committee Meeting
	Aschenbach	7/12/23	CO Dual Enrollment Convening at Natomas Center
Bakersfield	Velez, May	8/15/2023	Shared Governance
	Stewart Jr., Aschenbach, Velez, Curry	11/4/2023	Central Valley Curriculum Regionals
Butte	Foster	4/3/2021	DEI and Advocacy
Cerro Coso			
	Stanskas	1/30/2020	Collegiality in Action
	Curry/Gillis	8/19/2021	Governance
	Curry	1/14/2022	Active Learning
Clovis	Aschenbach	8/2/2023	Governance
	Parker, Chow	11/28/2022	Equity in Curriculum
Columbia			
Cosumnes River			
Feather River			
Folsom Lake			
	Davison	3/22/2022	Collegiality in Action
Fresno	Aschenbach	8/2/2023	Governance
Lake Tahoe	Davison	12/2/2021	Student Centered Listening Tour
Lassen	Stewart	8/12/2020	Local Senate Visit - Equity and Diversity
	Curry, Gillis	1/13/2022	Local Senate Visit - Culturally Responsive Curriculum Redesign
	Davison	11/17/2021	Student Centered Listening Tour
	Howerton, Velez	8/3/2023	Instructional Equity Practices & Accreditation
Los Rios CCD			

	Davison	1/27/2021	Collegiality in Action
	Curry/Gillis	8/17/2021	Governance
	Davison	11/22/2021	Student Centered Listening Tour
Madera	Stanskas, Davison	1/31/2020	Collegiality in Action
	Stewart Jr., Dyer	4/30/2021	Local Senate Visit - Governance
	Aschenbach	8/2/2023	Governance
Merced			
	Wakim	10/26/2020	Local Senate Visit - OERI
	Reese, Arzola	10/21/2022	Local Senate Visit (Virtual) - Brown Act
Modesto			
Porterville	Aschenbach, Reese	8/18/2022	Local Senate Visit - Faculty 10+1, Governance
Redwoods, College of the			
Reedley	Aschenbach	8/2/2023	Governance
	Aschenbach, Chow	4/5/2021	Noncredit
Sacramento City			
	Aschenbach/Wada	2/10/2023	AB1705
San Joaquin Delta			
	May, Cruz	2/24/2020	GP Equity
Sequoias, College of the	Fulks, Selden	1/31/2020	Guided Pathways Visit
	Roberson, Bean	5/18/2021	Technical Assistance Visit - Curriculum
	Chow, Velez	1/9/2024	Cultural Humility Toolkit
	Curry, Stewart Jr., Reese, Wada, Arzola	3/1/2024	Curriculum Regionals Central Valley
	Parker	3/1/2024	Dual Enrollment Regional
Shasta	Dyer	5/29/2020	Local Senate Visit - Governance, Brown Act Compliance
	Aschenbach, Oliver	4/12/2021	Equivalency Processes
	Curry, Bean	2/7/2022	DEIA In Curriculum Outlines of Record
Sierra			
	Chow, Sapienza	2/2/2024	DEI+Equity in Curriculum + Pedagogy in English Department
	Davison	10/6/2021	Student Centered Listening Tour
	Velez/Howerton	9/21/2022	Cultural Humility Toolkit

Siskiyous, College of the	Aschenbach	2/25/2020	Assistance Visit Governance
Taft			
	Stanskas	1/29/2020	Collegiality in Action
	Aschenbach	2/4/2021	Local Senate Visit - DEI
	Aschenbach, Foster	4/5/2021	Anti-Racism Education
	May, Velez	8/20/2021	Brown Act
West Hills Coalinga	Chow/Reese	4/12/2023	Equivalency (Local Senate Visit) virtual
West Hills Lemoore	Arzola/Curry	5/1/2023	10+1
Woodland College	Stewart Jr.,Aschenbach, Velez	10/28/2023	Curriculum Regional
	Chow/Sapienza	10/25/2023	Cultual Humility Toolkit
	Aschenbach, Galizio	11/30/2023	CIA District
	Stewart, Parker	11/14/2022	ASCCC Accredtation Committee Meeting
Yuba	May	10/7/2023	CIA
	Aschenbach, Galizio	11/30/2023	CIA District
Area B			
Alameda, College of			
Berkeley City	Aschenbach/Chow	8/17/2022	ASCCC IDEAA Efforts and Resources
Cabrillo			
	Davison	11/1/2021	Collegiality in Action
	Aschenbach, LaTonya, Bean	10/13/2022	Virtual Local Senate Visit- Noncredit
Cañada	Cruz	5/11/2021	Local Senate Visit - CTE
Chabot			
	Aschenbach	4/28/2020	IEPI PRT - Virtual
	Curry	3/31/2022	Local Senate Visit - Assigning Courses to the Discipline - Virtual
Chabot – Las Positas District			
Contra Costa	Aschenbach	1/22/2020	Curriculum Visit/Presentation
	Davison	11/2/2020	Collegiality in Action
	Davison	1/19/2021	Local Senate Visit
	May, Gillis	3/11/2022	10+1 Purview/Participatory Governance
DeAnza	Aschenbach, Parker, Stewart Jr., Chow, Wada, Reese, Velez	3/2/2024	Dual Enrollment Regional

	Aschenbach, Galizio	1/2/2024	Collegiality in Action
	Stanskas, Davison, Aschenbac, May, Bean, Mica	2/6/2020	ICAS Meeting
	Davison	1/28/2021	Collegiality in Action
	Aschenbach, Velez	6/8/2021	Local Senat Visit - Noncredit
	May, Aschenbach, Parker, Stewart, Mica	5/31/2023	ICAS Meeting
Diablo Valley			
	Aschenbach, Bean, Stanskas	3/1/2021	Local Senate Visit - Equity and Diversity
Evergreen Valley	Stewart Jr., May	11/1/2023	AB 928, AB 1111
	Curry, Arzola	9/23/2022	Local Senate Visit- Distance Education & 10+1
Foothill			
	Aschenbach, Galizio	1/2/2024	Collegiality in Action
	Aschenbach	2/24/2020	Assistance Visit Governance
	Kaur	9/18/2020	Local Senate Visit - OERI
	Morse	2/5/2021	Collegiality in Action
	Roberson, Bean	5/25/2021	Local Senate Visit - Curriculum
Gavilan	Curry, Chow	5/3/2022	Local Senate Visit - Recent Resolutions and AB 1705
Hartnell	May, Hernandez	4/27/2021	Local Senate Visit - Guided Pathways
	May	6/21/2022	CIA Visit
	May/Galizio	10/11/2022	Local Senate- Participatory Governance
Laney	Bean/Roberson/Howerton	3/6/2023	CTE/Noncredit Regional (North)
Las Positas			
Los Medanos			
Marin, College of			
Mendocino			
Merritt			
Mission			
	Kaur, Dodge	10/15/2020	Local Senate Visit- OERI
Monterey Peninsula			
	Aschenbach	4/29/2020	Technical Assistance Visit - Virtual
Napa Valley	Curry, May, Parker, Stewart, Bean	6/8/2022	5C Meeting

	May	9/1/2022	CIA Visit
Ohlone			
	Cruz, Stanskas	1/21/2021	Diversity, Equity, and Inclusion
	Davison	3/11/2021	Collegiality in Action
	Davison	11/8/2021	Student Centered Listening Tour
Peralta CCD	May/Galizio	01/17/23	CIA
San Francisco, City College of			
	Curry, Aschenbach	2/26/2021	Governance
San José City			
San Jose - Evergreen District	Davison	10/30/2020	Local Senate Visit
	May	3/12/2021	Governance
	Arzola/Curry	9/23/2022	10+1 and Online Education
San Mateo, College of	Chow/Stewart Jr.	5/9/2023	Local Senate Visit- Governance/IDEAA in Faculty leadership
Santa Rosa Junior	Parker, Curry	11/13/2020	Local Senate Visit - Governance
	Curry	2/19/2021	Governance
	Morse	5/12/2021	Local Senate Visit - Governance
	Aschenbach	8/27/2021	Equivalency
	Curry	11/15/2021	DEIA in Curriculum
	Howerton	10/18/2021	Accreditation/SLO's
	Curry/Bean	1/24/2022	Equity Driven Systems and Policies
	Aschenbach, Parker	2/11/2022	Equivalency and Hiring Processes specific to Ethnic Studies
	Curry/ Gillis	9/29/2022	Guided Pathways
	May/Galizio	2/10/2023	CIA
Skyline			
Solano			
	May	5/13/2021	Local Senate Visit - DEI and Curriculum
	Bean, Kirk	10/12/2021	Equity Minded Hiring
	Arzola, Bruno	3/16/2023	Academic Freedom & C.O.R

West Valley	May,Bean	3/12/2021	DEI/Curriculum
Area C			
Allan Hancock			
Antelope Valley	May,Galizio	2/20/2023	CIA
Canyons, College of the	Davison, May	2/2/2024	ASCCC Update
Cerritos			
	May, Parker	10/27/2020	Local Senate Visit - DEI
	Dyer	2/9/2021	Governance
	Curry	11/30/2021	Ethnic Studies and Recent Legislation
Citrus			
Cuesta			
	Stewart Jr., Freitas	1/18/2024	AREA F/ Ethnic Studies Submissions
	Davison,Heard	8/20/2021	CTE Minimum Qualification
	Chow,Bean,Velez	3/13/2023	Cultural Humility Tool
East LA	Stewart Jr.	8/10/2023	Dual Enrollment
	Aschenbach, Galizio	8/25/2023	CIA
El Camino	Parker/Velez	4/25/2023	DEI in Curriculum Model
Compton College			
	Aschenbach, May	10/6/2020	Local Senate Visit - Curriculum
	Aschenbach, May	10/20/2020	Local Senate Visit - Curriculum
	Curry	3/29/2021	Local Senate Visit - Governance
	Davison	5/13/2022	Collegiality in Action
	Roberson, Bean, Howerton, Gillis	3/20/2023	CTE Regionals- South
Glendale			
LA District			
	May, Davison, Stewart Jr.	9/25/2020	District Discipline Day
	May	2/26/2021	Local Senate Visit
	May	1/28/2022	Dance Consortium on Legislation
	Davison, May	3/11/2022	District Discipline Day - Legislative Update
	Aschenbach	3/17/2023	LACCD Discipline Day
LA City			

LA Harbor	Curry	10/15/2020	Local Senate Visit - Governance
LA Mission	Dyer, Velasquez Bean	2/15/2020	Standards and Practice Committee Meeting
	Executive Committee	3/8/2024	Executive Committee Meeting
LA Pierce			
LA Southwest			
	Bruzzese, Cruz	1/17/2020	RwLS Committee Meeting
	Executive Committee	3/4/2022	Executive Committee Meeting
	Reese/Guerrero	2/13/2024	Governance
LA Trade-Technical			
LA Valley			
Moorpark	Reese, Parker	10/6/2023	CTE Regional
Mt. San Antonio	Wada,Brill-Wynkoop, Kutil	4/27/2023	Technical Visit-Curriculum
	Aschenbach/Deyer	6/8/2022	DE regulations and AB 928 GE Pathway
	Velez, Wada	10/26/2023	Local Senate Visit- 10+1 Participatory Governance
Oxnard	May/Galizio	4/23/2023	CIA
Pasadena City			
Rio Hondo			
	Foster, Bruzzese	1/31/2020	TASSC In-person Meeting
	May, Aschenbach, Bean, Parker, Stewart	12/30/2022	ICAS Meeting
Santa Barbara City			
	Morse, Galizio	4/23/2021	Collegiality in Action
Santa Monica			
Ventura	Parker/Reese	10/6/2023	Local Senate Visit
	Stewart/Reese	1/5/2023	Local Senate Visit- 10+1 Governance/IDEAA
West LA			
Area D			
Barstow	May, Fulks	3/30/2020	Technical Visit - Guided Pathways
	Curry, Dillon (OERI)	5/10/2022	OER and Equity

Chaffey			
Coastline			
Copper Mountain	Aschenbach	12/1/2021	IEPI
	Gillis	1/27.2022	10+1 Purview and Governance
Crafton Hills	May	10/27/2021	Role of ASCCC
	May,Galizio	4/11/2023	CIA
Cuyamaca	Velez,Stiemke	1/25/2024	Shared Governance
Cypress			
Desert, College of the			
Fullerton	Taintor, Kaur	11/13/2020	Local Senate Visit - OERI
	Taintor, Kaur, Pilati	11/20/2020	Local Senate Visit - OERI
Golden West			
Grossmont			
	Chow, Curry	1/29/2021	Governance
	Velez, Roberson	8/18/2022	10+Governance
	Parker, Bean, Stewart, Chow, Gillis	4/28/2023	5C Meeting
Imperial Valley			
Irvine Valley			
Long Beach City College	May,Galizio	9/23/2023	CIA
	Gillis	3/11/2022	10+1 Purview/Collegial Consultation
	Reese, Stewart Jr.	12/1/2023	Brown Act and Roberts Rules
	Velez	6/28/2023	
MiraCosta			
	Aschenbach	7/19/2022	Local Senate Visit - Equivalency
	Aschenbach	7/20/2022	Local Senate Visit - IDEAA/Cultural Humility Toolkit
	Aschenbach	9/2/2022	Local Senate Visit - Equivalency Follow up
Moreno Valley	May	2/27/2020	Guided Pathways Visit
Mt. San Jacinto			
	May	1/15/2020	Chemistry/Curriculum Visit

	Curry, Oliver	2/19/2021	Governance
	Velez	1/28/2022	Equivalency
	Howerton/Velez	4/13/2023	Participatory Governance
Norco			
North Orange - Noncredit	Executive Committee	3/6/2020	Executive Committee Meeting
	May, Howerton	11/16/2021	Identifying Courses/Programs as Vocational and Using Credit for Prior Learning
	May/Galizio	03/21/23	CIA
Orange Coast	Stewart Jr., Aschenbach, Velez		Curriculum Regionals
	Curry, Howerton	9/21/2023	CTE Regionals
Palo Verde			
Palomar			
	Davison	2/3/2021	Collegiality in Action
	Curry	3/1/2021	Governance, Brown Act
	Velez, Wada	10/3/2022	Local Senate Visit- Brown Act, 10+1, ASCCC Functions
Riverside City			
Saddleback	Curry, Kirschner	10/4/2023	Work Experience
	Reese, Chow	12/7/2022	Brown Act & Senate Meetings
San Bernardino Valley			
	May, Mica, Cruz, Donahue	1/30/2020	Guided Pathways Taskforce
	Fulks	8/13/2020	Local Senate Visit - Guided Pathways
	Bean	8/14/2020	Technical Visit--Culturally Responsive Curriculum
	Curry	4/13/2021	Collegiality and the 10+1
	Bean	8/11/2021	Governance
San Diego City	Davison	12/6/2021	Student Centered Listening Tour
	Bean, Stewart	4/3/2022	EDAC Meeting
San Diego Cont. Ed.			
San Diego Mesa	Curry, Donahue	1/16/2020	Educational Policies Committee Meeting
San Diego Miramar			
Santa Ana	Parker	2/24/2024	Dual Enrollment Regional
	Stewart Jr., Velez, Wada, Reese, Chow	2/24/2024	Curriculum Regionals

	Bean	8/19/2020	Technical Visit--Culturally Responsive Curriculum
	Aschenbach, Kirk	8/18/2021	Governance, 10+1
	Parker, Howerton	2/13/2024	Participatory Governance
Santiago Canyon			
Southwestern	Velez	8/9/2023	CO Dual Enrollment Convening
Victor Valley			
Calbright College	Davison	10/15/2020	Collegiality in Action

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ASCCC Executive Committee Agenda Item

Month: April **Year:** 2024
SUBJECT: May EDAC Webinars
DESIRED OUTCOME: The Executive Committee will approve two EDAC webinars in May 2024
CATEGORY: Consent
REQUESTED BY: Chow/Stiemke/Equity Diversity Action Committee
STAFF REVIEW: Carrillo

Item No: II.C.
Attachment: Yes
Urgent: Yes
Time Requested:

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

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

BACKGROUND

EDAC would like to request Executive Committee approval for two webinars in May:

1) **Tuesday May 14, 1:00-2:30 PM webinar "Equity Centered Professional Development"**

Description: Please join us to hear about these exciting equity centered professional development programs:

- Pasadena City College's Faculty Seminar Professional Development
  (Facilitator) Dr. Cristina Salazar-Romo, Associate Professor, English and Language Studies
  (Facilitator) Dr. Shelagh Rose, Professor, English and Language Studies
  (Coordinator) Carmen B. Rodriguez, Professor, Speech Dept.

- Saddleback College's Equity-Centered Faculty Professional Development
  Heidi Ochoa, Professor, Communication Studies
  Kimberly Stankovich, Faculty Professional Development Coordinator and Professor, Communication Studies

2) **Wednesday May 15, 2:30-4:00 PM webinar on "Safeguarding IDEAA (Inclusion, Diversity, Equity, Anti-Racism and Accessibility) Work Even As DEI (Diversity, Equity, Inclusion) Is Under Attack Nationwide"**
   Description: Join ASCCC Equity Diversity Action Committee to hear about how/why DEI is under attack nationwide and discuss how we can safeguard our California Community Colleges' IDEAA work

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ASCCC Executive Committee Agenda Item

Month: April **Year:** 2024
SUBJECT: Legislative Update
DESIRED OUTCOME: The Executive Committee will receive a legislation update and may consider requested action
CATEGORY: Action
REQUESTED BY: Vélez/Webster
STAFF REVIEW : Carrillo

Item No: III.A.
Attachment: Yes
Urgent: No
Time Requested: 20

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

BACKGROUND

Update Overview

Over the last month the legislative process has been active as bills are discussed, amended, and voted on during Senate hearings, and organizations such as FACCC, The CC League, and the SSCCC engage in advocacy. During this time new bills have also been introduced, a couple of which will have an impact on community colleges:

1. AB 1887: Student Financial Aid Deadline Extension
2. SB 1287: Equity in Higher Education: Prohibition of Harassment

Summary of bills submitted in 2023-'24

- During the first year of this cycle (2023) a total of 3,036 bills were introduced. Of those, nearly 40% (1,196) were passed by the Senate and Assembly and 890 were signed into law by Governor Newsom.
- According to the Chancellor's Office website, A total of 81 bills pertaining to California Community Colleges were signed during the first year of the legislative cycle.
- This year (2024) marks the second and final year of the Legislative Cycle and as of February 16th (final date to submit bills) a total of 2,204 bills have been introduced. Of those, 330 are related in some degree to community colleges according to the California Legislative Information website.
- In total approximately 5,240 bills have been introduced in this Legislative cycle.
- The bills listed on the ASCCC Legislative Tracker are bills that have direct impact on any segment of the California community colleges. In total I've identified 102 of these bills and have divided them into the categories listed below (It's important to note that many of these bills can fit

under several categories; I've decided to organize them around the category I believed they most impacted).

- Of the 102 bills that directly impact California community colleges, 10 have direct impact on academic and professional matters (10+1).

Legislative Calendar 2024

February 16	Last day for bills to be introduced
April 26	Last day for policy committees to hear and report to fiscal committees fiscal bills introduced in that house
May 3	Last day for policy committees to hear and report to the Floor non-fiscal bills introduced in that house
May 10	Last day for policy committees to meet prior to May 28
May 24	Last day for each house to pass bills introduced in that house
June 15	Budget bill must be passed
June 27	Last day for a legislative measure to qualify for the November 5 General Election ballot
July 3	Last day for policy committees to meet and report bills
July 4-Aug 4	Summer Recess (Legislature reconvenes on August 5)
August 16	Last day for fiscal committees to meet and report bills
August 23	Last day to amend bills on the Floor
August 31	Last day for each house to pass bills
September 30	Last day for Governor to sign or veto bills passed by the Legislature by Sept. 1 and in the Governor's possession on or after Sept. 1

California State Budget:

- 2023-2024 Enacted Higher Education Budget-Summary (Dept. of Finance)
- Joint analysis of the Enacted 2023-2024 Budget (July 10, 2023)
- Chancellor's Office Budget News webpage
- 2023-2024 California Community Colleges Compendium of Allocations and Resources (Nov. 6, 2023)
- Department of Finance Trailer Bill Language
- 2024-2025 Budget: California's Fiscal Outlook (Legislative Analyst's Office)
- California Budget 2024-2025 Website (Dept. of Finance)
- Joint Analysis Governor's January 2024 Budget (PDF) (Chancellor's Office)

Stakeholder Organizations: Legislative Positions and Bill Tracking Pages

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

- California Federation of Teachers (CFT) Legislative Updates

Legislative Leadership

Assembly: Speaker Robert Rivas. Full leadership roster
Senate: President Pro Tempore Toni G. Atkins (D), Pro Tempore Designee Mike McGuire (D), Minority Leader Brian W. Jones (R).

Committee Memberships

Assembly Higher Education Committee

- Assemblymember Mike Fong, Chair
- Assemblymember Tri Ta, Vice Chair
- Assemblymember Dr. Joaquin Arambula
- Assemblymember Tasha Boerner
- Assemblymember Phillip Chen
- Assemblymember Bill Essayli
- Assemblymember Jacqui Irwin
- Assemblymember Dr. Corey Jackson
- Assemblymember Evan Low
- Assemblymember Al Murasutchi
- Assemblymember Sharon Quirk-Silva

Assembly Budget Sub 3 Education Finance Committee

- Assemblymember David A. Alvarez, Chair
- Assemblymember Megan Dahle
- Assemblymember Bill Essayli
- Assemblymember Mike Fong
- Assemblymember Kevin McCarty
- Assemblymember Al Muratsuchi
- Assemblymember Jesse Gabriel (Democratic Alternate)
- Assemblymember Vince Fong (Republican Alternate)

Senate Education Committee

- Senator Josh Newman, Chair
- Senator Rosilicie Ochoa Bogh, V. Chair
- Senator Dave Cortese
- Senator Steven M. Glazer
- Senator Mike McGuire
- Senator Lola Smallwood-Cuevas
- Senator Scott Wilk

Senate Budget Subcommittee 1 on Education

- Senator John Laird, Chair
- Senator Dave Min
- Senator Rosilicie Ochoa Bogh
- Senator Lola Smallwood-Cuevas

Assembly Concurrent Resolutions

Resolution No. 147 **Author:** Alvarez **Category:** IDEAA

Title: California's First-Generation College Celebration Day

Status:

Positions: **ASCCC:** Res. Sub. **FACCC:** **Chancellor:** **League:** Support **SSCCC:**

Description: This measure would designate November 8, 2024, as "California's First-Generation College Celebration Day." The measure would urge all higher education institutions in the state to celebrate California's First-Generation College Celebration Day, recognize the significant role of first-generation college students in developing the state's future workforce, celebrate the federal Higher Education Act of 1965, and support first-generation college students with opportunities and equity in completing their desired degree programs.

Assembly Bills

Bill No. 1142 **Author:** Fong, Low **Category:** 10+1
Bill Title: **Postsecondary education: Coordinating Commission for Postsecondary Education in California.**
Status: 1/22/2024 - Read second time. Ordered to third reading.
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: Existing law establishes the University of California, under the administration of the Regents of the University of California, the California State University, under the administration of the Trustees of the California State University, the California Community Colleges, under the administration of the Board of Governors of the California Community Colleges, independent institutions of higher education, and private postsecondary educational institutions as the segments of postsecondary education in this state. **This bill would establish the Coordinating Commission for Postsecondary Education in California as the statewide postsecondary education oversight, coordination, and planning entity.** The bill would provide that the commission is an independent state agency, and advisory to the Governor, the Legislature, other appropriate government officials, and institutions of postsecondary education. This bill contains other existing laws. (Based on text date 1/3/2024)

Bill No. 2044 **Author:** Chen **Category:** Bachelors degrees
Bill Title: **Public postsecondary education: community colleges: statewide baccalaureate degree program.**
Status: Feb. 12th: Referred to Com. on Higher Ed.
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: When conducting a review to approve the elimination of an associate degree program, existing law requires the chancellor to evaluate changes to the labor market viability of the associate degree and changes to the minimum education required to maintain program accreditation. **This bill would require the chancellor to additionally evaluate whether baccalaureate degree holders are paid more than associate degree holders in the same field when conducting a review to approve the elimination of an associate degree program.**

Bill No. 2019 **Author:** V. Fong **Category:** Partnerships/Committees
Bill Title: **Early and middle college high schools and programs: College and Career Access Pathways partnerships.**
Status: Feb. 12: Referred to Committee on Higher Ed. and Ed.
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: **This bill would expand the definition of early and middle college high schools to include early and middle college programs established within a high school.** Existing law provides that the minimum schoolday in any high school is 240 minutes, except as provided, including that a day of attendance for a pupil enrolled in grades 11 and 12 at an early college high school or middle college high school is 180 minutes of attendance if the pupil is also enrolled in a community college, classes of the California State University, or classes of the University of California, as specified. **This bill would additionally exempt a pupil enrolled in an early college program or a middle college program from the 240-minute minimum schoolday if the pupil is also enrolled in a community college**, classes of the California State University, or classes of the University of California, as specified. The bill also would additionally **exempt a pupil enrolled under a CCAP partnership from the 240-minute minimum schoolday if the pupil is also enrolled in a community college**, as specified.

Bill No. 1891 **Author:** Weber **Category:** Nursing
Bill Title: **Community colleges: allied health programs.**
Status:

Positions: **ASCCC:** **FACCC:** **CCC:** Co-sponsor **League:** **SSCCC:**

Description: **Authorize a community college allied health program that determines the number of applicants exceeds its capacity to admit students in accordance with the administration of a multicriteria screening process, a random selection process, or a blended combination of random selection and a multicriteria screening process.** Require it to use a this process to evaluate applicants for admission using specified criteria relating to the applicant's academic performance, work or volunteer experience, foreign language skills, life experiences, and special circumstances among others. It would authorize it to use an approved diagnostic assessment tool before, during, or after the multicriteria screening process. And require it to report its allied health program admissions policies to the chancellor annually, in writing. And require the chancellor to submit a report, on or before March 1, 2026, and each March 1 thereafter, to the Legislature and the Governor that examines and includes certain information, including the participation, retention, and completion rates in community college allied health programs of students admitted through a multicriteria screening process, as specified. The bill would repeal the provisions described in this paragraph on January 1, 2030.

Bill No. 2057 **Author:** Berman **Category:** 10+1

Bill Title: **Associate Degree for Transfer Intersegmental Implementation Committee.**

Status: Feb. 12: Referred to Committee on Higher Ed.; March 19th: Amended and ref. to Higher Ed

Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**

Description: Existing law establishes, until July 1, 2025, the Associate Degree for Transfer Intersegmental Implementation Committee for specified purposes, including to serve as the primary entity charged with the oversight of the ADT. Existing law requires the committee, on or before December 31, 2023, to provide the Legislature with recommendations on certain issues impeding the scaling of the ADT and streamlining transfer across segments for students. **This bill would extend the operation of the Associate Degree for Transfer Intersegmental Implementation Committee indefinitely**. The bill would state the intent of the Legislature to enact future legislation based on recommendations from the committee.

Bill No. 1914 **Author:** Grayson **Category:** 10+1

Bill Title: **Community colleges: providers of care for individuals with developmental disabilities: model curriculum.**

Status: Feb. 5th: Referred to Com. Higher Ed.

Positions: **ASCCC:** **FACCC:** **CCC:** **League:** **SSCCC:**

Description: This bill would express findings and declarations of the Legislature relating to the need in the state for well-trained providers of care for individuals with developmental disabilities. **The bill would require the chancellor's office to develop a model curriculum for a certification program for providers of care for individuals with developmental disabilities, designed to be offered at community college campuses where there is sufficient student interest and a properly qualified faculty to sustain a certification program.** The bill would require the chancellor's office, in developing the model curriculum, to consult with individuals and organizations with expertise in providing care to individuals with developmental disabilities and the training of practitioners for that task.

Bill No. 456 **Author:** Maienschein **Category:** Student Support

Bill Title: **Public postsecondary education: campus mental health hotlines: report.**

Status: In Senate. Read first time. To Com. on RLS. for assignment.

Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**

Description: This bill would require the Chancellor of the California Community Colleges and the Chancellor of the California State University, on or before January 1, 2026, to **develop a plan to make a campus mental health hotline that is operated by an organization with expertise in student mental health available to students on their respective campuses.** The

bill would require the Chancellor of the California Community Colleges and the Chancellor of the California State University, on or before January 1, 2026, to each submit a report to the Legislature on the above-mentioned plan, as provided. The bill would repeal its provisions on January 1, 2027.

Bill No. 1885 **Author:** Addis **Category:** Financial Support
Bill Title: **Student Success Completion Grant program.**
Status:
Positions: **CCC:** Co-sponsor **SSCCC:** Co-sponsor
Description: Existing law requires each participating community college to provide a Student Success Completion Grant award to a student attending a community college if the student receives a Cal Grant B or C award, makes satisfactory academic progress, and is a California resident or is exempt from paying nonresident tuition. It awards $1,298 per semester, or the quarterly equivalent, for eligible students who enroll in 12, 13, or 14 units per semester, or the quarterly equivalent number of units, awards $4,000 per semester, or the quarterly equivalent, for eligible students who enroll in 15 units per semester, or the quarterly equivalent number of units, and, commencing with the 2023–24 academic year, awards $5,250 per semester, or the quarterly equivalent, to eligible students who are current or former foster youth who enroll in 12 or more units per semester, or the quarterly equivalent number of units. **This bill would require each participating community college to also award $1,298 per semester, or the quarterly equivalent, to eligible students who enroll in 9 or more units per semester, or the quarterly equivalent number of units, who are considered full-time as part of a disabled student programs and services Academic Accommodation Plan**, as described.

Bill No. 1855 **Author:** Arambula **Category:** Student Support
Bill Title: **Open meetings: teleconferences: community college student body associations.**
Status: Jan. 29: Referred to Coms. on L. GOV. and HIGHER ED.
Positions: **ASCCC:** **FACCC:** Support **Chancellor:** **League:** **SSCCC:** Co-sponsor
Description: Existing law, until January 1, 2026, authorizes specified neighborhood city councils to use alternate teleconferencing provisions related to notice, agenda, and public participation, as prescribed, if, among other requirements, the city council has adopted an authorizing resolution and 2/3 of the neighborhood city council votes to use alternate teleconference provisions, as specified.
This bill would authorize a California Community College student body association to use similar alternate teleconferencing provisions related to notice, agenda, and public participation, as prescribed, if, among other requirements, the board of trustees of the community college district has adopted an authorizing resolution and 2/3 of an eligible legislative body votes to use the alternate teleconferencing provisions, as specified.

Bill No. 1841 **Author:** Weber **Category:** Student Support
Bill Title: **Student safety: opioid overdose reversal medication: student housing facilities.**
Status: Jan. 29: Referred to Com. on HIGHER ED.
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: The bill would require the governing board of each community college district and the Trustees of the California State University to **require each university or college-affiliated student-housing facility to stock federally approved opioid overdose reversal medication obtained through the Naloxone Distribution Project, as specified, train all residential staff members at each university or college-affiliated student-housing facility on the administration of the opioid overdose reversal medication, as provided, and distribute the opioid overdose reversal medication to all university or college-affiliated Greek-life housing facilities**, as specified. By imposing new duties on community college districts, the bill would constitute a state-mandated local program. The bill would request that the Regents of the

University of California comply with these requirements.

Bill No. 2027 **Author:** Gipson **Category:** Financial Support
Bill Title: **College Access Tax Credit Fund: CC student transfers: Historically Black Graduate Professional Schools.**
Status: Feb. 12: Referred to Com. on Higher Ed.
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: **This bill would require the College Access Tax Credit Fund moneys continuously appropriated to the commission to also be used for awards for qualifying community college student transfers to certain Historically Black Graduate Professional Schools that are physically located in California and offer undergraduate studies.** The bill would make an appropriation by expanding the purposes for which moneys are used in a continuously appropriated fund.

Bill No. 1818 **Author:** Jackson **Category:** Student Support
Bill Title: **Public postsecondary education: homeless students: parking.**
Status: Jan. 22: Referred to Com. on HIGHER ED.
Positions: **ASCCC:** **FACCC:** **Chancellor:** **CC League:** Oppose **SSCCC:** Support
Description: This bill would require each campus of the California State University and the California Community Colleges, and would request the University of California, to **allow overnight parking by a student attending its campus if the student uses the vehicle as housing, the student has a valid parking permit issued by the campus, and the vehicle is parked in or on a campus-owned and controlled parking lot or parking structure.** The bill would additionally prohibit each campus of the California State University and the California Community Colleges from citing or otherwise penalizing, and would request each campus of the University of California to not cite or otherwise penalize, a student attending its campus for using a vehicle as housing if specified circumstances apply. To the extent the bill would impose new requirements on community colleges, the bill would impose a state-mandated local program.

Bill No. 810 **Author:** Friedman **Category:** Title IX
Bill Title: **Postsecondary education: hiring practices: academic, athletic, and administrative appointments.**
Status: In Senate. Read first time. Jan. 29: To Com. on RLS. for assignment.
Positions: **ASCCC:** **FACCC:** Support **Chancellor:** **CC League:**
Description: Existing law requests the Regents of the University of California, and requires the Trustees of the California State University and the governing boards of community college districts, to **require, as part of the hiring process for an appointment to an academic or administrative position, that the applicant disclose any final administrative decision, as defined, or final judicial decision, as defined, issued within the last 7 years, as provided, determining that the applicant committed sexual harassment, as defined**. Existing law requests the University of California to not ask, and prohibits the California State University or a community college district from asking, an applicant to disclose, orally or in writing, information concerning any final administrative decision or final judicial decision described above until it has determined that the applicant meets the minimum employment qualifications stated in the notice issued for the position.
This bill would additionally request the governing boards or bodies of independent institutions of higher education that receive state financial assistance to adhere to the above-described provisions and would extend those provisions to athletic position appointments.

Bill No. 1575 **Author:** Irwin **Category:** Student Support
Bill Title: **Public postsecondary education: students codes of conduct: advisers.**

Status: Jan. 29th: In Senate. Read first time. To Com. on RLS. for assignment.

Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**

Description: This bill would require, in order to receive state funds for student financial assistance, governing board of each community college district, the Trustees of the California State University, the Regents of the University of California, and the Board of Governors of the College of the Law, San Francisco, to **adopt a policy permitting a student to be represented by an adviser if the student receives a notification of an alleged violation of a public postsecondary educational institution's student code of conduct,** as defined. The bill would require the initial allegation letter that is received by the student to include a clause informing the student of their right to either select an adviser of their choice or to request the public postsecondary educational institution to provide an adviser to the student. The bill would **require an adviser selected by the student or provided by the public postsecondary educational institution to be trained by the institution on its adjudication procedures for the alleged violation**. The bill would also require an adviser, with written permission from the student, to receive updates along with the student during the adjudication process and to participate in the process as an advocate for the student or in the role of adviser as authorized by specified state law and Title IX. By imposing new duties on community college districts, the bill would impose a state-mandated local program.

Bill No. 1942 **Author:** Cervantes **Category:** Nonsubstantive

Bill Title: **Postsecondary education: segments.**

Status:

Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**

Description: Existing law establishes the California Community Colleges, the California State University, the University of California, independent institutions of higher education, and private postsecondary educational institutions as the segments of postsecondary education in the state. The missions and functions of these segments are set forth in the Donahoe Higher Education Act.

This bill would make nonsubstantive changes in a provision that, for purposes of the Donahoe Higher Education Act, designates the segments of public postsecondary education as the California Community Colleges, the California State University, and the University of California, as specified, and defines independent institutions of higher education for these purposes.

Bill No. 1160 **Author:** Pacheco **Category:** Student Support

Bill Title: **Protecting Students from Creditor Colleges Act.**

Status:

Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**

Description: This bill would expand the provisions described above to also prohibit a school from refusing to provide a diploma, as defined, for a current or former student on the grounds that the student owes a debt, conditioning the provision of a diploma on the payment of a debt, charging a higher fee for obtaining a diploma, providing less favorable treatment of a diploma request because a student owes a debt, or using a diploma issuance as a tool for debt collection. The bill would make other conforming changes.

This bill would **prohibit an institution of higher education, as defined, from taking specified actions, including, among other things, placing an enrollment or registration hold on a current or former student's account, charging a higher tuition or fee on the grounds that the student owes an institutional debt**, as defined. The bill would require an institution of higher education to **grant a one-time exemption from an enrollment or registration hold on a current or former student on the grounds that the student owes an institutional debt**, as provided. The bill would require an institution of higher education to establish a written policy defining standards and practices for the collection of institutional debt, as provided. The bill would prohibit an institution of higher education from taking specified actions when collecting an institutional debt. The bill would require the Board of Governors of the California Community Colleges and the Trustees of the California State University, and request the office of the President of the University of California, to require each public institution to report, beginning on or before July 1, 2025, using a specified uniform

format, and on a biennial basis, specified information regarding the number and dollar amount of institutional debts at each institution.

Bill No. 1839 **Author:** Alanis **Category:** Financial Support
Bill Title: **Peace officers: education and hiring grants.**
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: This bill, subject to an appropriation, would **establish the Law Enforcement Officer Grant Program under the administration of the Student Aid Commission to provide grants of up to $6,000 per year to individuals enrolled in a modern policing degree program at a California community college who commit to work for 4 years as a peace officer at a law enforcement agency,** as specified. The bill would require grant recipients to agree to repay the grant to the state if certain conditions for the grant are not met, except as specified.
The bill would require, subject to an appropriation, the chancellor's office to develop, in consultation with specified entities, materials to be distributed to counselors' offices in schools serving grades 9 to 12, inclusive. The bill would require those materials to inform high school students about the existence of the modern policing degree program and the grant program described above, among other things. The bill would require the chancellor's office to particularly target the materials for students of historically underserved and disadvantaged communities with barriers to higher education access.

Bill No. 1793 **Category:** Financial Support
Bill Title: **Student financial aid: Cal Grants: Middle Class Scholarship Program**
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: This bill would **extend Cal Grant and MCSP eligibility to a student who was not a resident of California at the time of high school graduation or its equivalent but meets all other applicable eligibility requirements and is a natural or adopted child, stepchild, or spouse who is a dependent of a member of the Armed Forces of the United States stationed outside of California on active duty but otherwise maintains their residence in California.** The bill also would make conforming changes.

Bill No. 1929 **Author:** McKinnor **Category:** Financial Support
Bill Title: **Career technical education: grant program for descendants of slavery.**
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: Existing law establishes the California Career Technical Education Incentive Grant Program, administered by the State Department of Education, with the purpose of encouraging, maintaining, and strengthening the delivery of high-quality career technical education programs, as specified. Existing law establishes the Strong Workforce Program to provide funding to career technical education regional consortia made up of community college districts and local educational agencies, as specified. This bill would **state the intent of the Legislature to enact future legislation to create a new competitive grant program to increase the enrollment of descendants of slavery in science, technology, engineering, and mathematics (STEM), including green technology, related career technical education programs at the high school and college levels**.

Bill No. **2370** **Author:** Cervantes **Category:** 10+1
Bill Title: **Community College: Faculty: Artificial Intelligence**

Status: 2/12/24 First Read

Positions: **ASCCC:** Res. Sub. **FACCC:** Sponsored **Chancellor:** **CC League:**

Description: Existing law establishes the California Online Community College, under the administration of the board of governors, for specified purposes, and requires the college to develop a Research and Development Unit to, among other things, focus on using technology, data science, behavioral science, machine learning, and artificial intelligence to build out student supports. **This bill would prohibit artificial intelligence from being used to replace community college faculty for purposes of providing academic instruction to, and regular interaction with, students in a course of instruction, and would authorize artificial intelligence to only be used as a peripheral tool to support faculty in carrying out those tasks for uses such as course development, assessment, and tutoring.**

Bill No. 2305 **Author:** Fong **Category:** Bachelors degrees

Bill Title: **Public postsecondary education: community colleges: statewide baccalaureate degree program**

Status: 2/12/24: First Read

Positions: **ASCCC:** **FACCC:** **Chancellor:** **CC League:**

Description: Existing law requires, the Chancellor of the CCC to ensure that a cc district is provided with 2 timelines in which to apply for a baccalaureate degree (bd) program and receive notice of approval or rejection, as specified, that only 15 bd programs are approved during each application period allowing for a total of 30 bd programs per academic year, and that a min. of 30 working days is taken to validate the submitted information and assess the workforce value of the proposed bd program, as specified. This bill would instead **require that a ccc district is provided with one timeline in which to apply for a bd program, with a total of 30 bd programs approved per academic year, and that a minimum of 45 working days is taken to validate the submitted information and assess the workforce value of the proposed bd program**. This bill provides that the CSU and the UC have 45 working days (instead of the current 30) after receipt of the proposal to submit written objections with supporting evidence and the chancellor has 45 working days after receipt of written objections to convene with the applicant and the segment or segments that raised an objection to collaborate and establish a written agreement before the program is approved.

Bill No. 2093 **Author:** Santiago **Category:** Financial Support

Bill Title: **Community colleges: California College Promise: fee waiver eligibility and funding formula**

Status:

Positions: **ASCCC:** **FACCC:** **Chancellor:** **CC League:** **SSCCC:**

Description: This bill would **extend the term of eligibility of the California College Promise Grant for an additional 2 academic years for first-time community college students and returning community college students who matriculate into upper division coursework of a community college baccalaureate degree program.** The bill also would add to the funding formula, for funding appropriated for the program in excess of the funding needed to waive all student fees, the number of students who matriculate into upper division coursework of a **community college** baccalaureate degree program.

Bill No. **2104** **Author:** Soria **Category:** **10+1**

Bill Title: **Community colleges: Baccalaureate Degree in Nursing Pilot Program.**

Status:

Positions: **ASCCC:** **FACCC:** Support **Chancellor:** **CC League:** Support **SSCCC:**

Description: This bill would **require the Chancellor of the California Community Colleges to develop a Baccalaureate Degree in Nursing Pilot Program that authorizes select community college districts to offer a Bachelor of Science in Nursing**

degree. The bill would limit the pilot program to 15 community college districts statewide and would require the chancellor to identify eligible community college districts based on specified criteria. The bill would require the Legislative Analyst's Office to conduct an evaluation of the pilot program to determine the effectiveness of the program and the need to continue or expand the program. The bill would repeal these provisions as of January 1, 2031.

Bill No. 2277 **Author**: Wallis **Category:** Employment
Bill Title: Community colleges: part-time faculty
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **CC League:** Oppose **SSCCC:**
Description: This bill would require CCs, as a condition of receiving funding allocated for the Student Equity and Achievement Program, to negotiate with their exclusive representative on the terms of the reemployment preference for part-time, temporary faculty assignments and their regular evaluation. It require that negotiation on reemployment preference for them be based on the minimum standards up to the range of 80% to 85% of a full-time equivalent load, and would prohibit the cc district from restricting the terms of the negotiated agreement to less than that range, unless explicitly agreed upon by the pt member. **This bill would change the maximum time a part-time, temporary employee may teach, without becoming a contract employee, to 85% of the hours per week of a full-time employee having comparable duties.**

Bill No. 2094 **Author**: V. Fong, Flora **Category:** Facilities/Buildings
Bill Title: **Alcoholic beverage control: public community college stadiums.**
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **CC League:** **SSCCC:**
Description: The Alcoholic Beverage Control Act, prohibits the sale or consumption of alcoholic beverages at a public schoolhouse or the grounds of the schoolhouse. Existing law makes various exceptions to this prohibition, including alcoholic beverages that are acquired, possessed, or used during events at a college-owned or college-operated stadium or veterans stadium with a capacity of over 12,000 people, located in a county with a population of over 6,000,000 people. Existing law defines "events" for purposes of that exception to mean football games sponsored by a college, other than a public community college, or other events sponsored by noncollege groups. This bill would **add an exception to the above-described prohibition for alcoholic beverages that are acquired, possessed, or used during events at a public community college stadium with a capacity of 20,000 or more people.** The bill would define "events" for this purpose to mean sporting events, concerts, or other events sponsored by noncollege groups.

Bill No. 2076 **Author**: McCarty **Category:** Nonsubstantive
Bill Title: **Community colleges: job market study.**
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **CC League:** **SSCCC:**
Description: Existing law establishes the California Community Colleges, under the administration of the Board of Governors of the California Community Colleges, as one of the segments of public postsecondary education in this state. Existing law establishes community college districts throughout the state, and authorizes them to provide instruction at the campuses they operate and maintain. Existing law requires the governing board of a community college district, before establishing a vocational or occupational training program, to conduct a job market study of the labor market area, as specified. This bill would make nonsubstantive changes in the latter provision.

Bill No. 2707 **Author:** Fong **Category:** Student Support
Bill Title: **Community colleges: student housing: study.**
Status:
Positions: **ASCCC:** **FACCC:** Sponsor **Chancellor:** **CC League:** Support **SSCCC:** Co-Sponsor
Description: Existing law establishes the California Community Colleges, under the administration of the Board of Governors of the California Community Colleges, as one of the segments of postsecondary education in this state. This bill would **require the Legislative Analyst's Office to conduct a study evaluating the age demographics of housing-insecure community college students to identify the issues and unique barriers that community college students 25 years of age and older face in securing housing**. The bill would require the Legislative Analyst's Office to submit a report to the Legislature, on or before January 1, 2027, with the results of the study, including policy recommendations, as specified.

Bill No. 2033 **Author:** Reyes **Category:** Student Support
Bill Title: **Community colleges: electronic benefits transfer cards.**
Status: Feb. 14th: Referred to Com. on Higher Ed.
Positions: **ASCCC:** **FACCC:** Co-Sponsor **Chancellor:** **CC League:** **SSCCC:** Co-Sponser
Description: **This bill would require, on or before September 1, 2025, at least one convenience or grocery store located on each campus of the California Community Colleges to accept the use of EBT cards,** as specified. To the extent that the bill would impose new duties on community college districts, it would impose a state-mandated local program.The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement. This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to the statutory provisions noted above.

Bill No. 2532 **Author:** Mathis **Category:** Nursing
Bill Title: **Community colleges: registered nursing programs.**
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **CC League:** **SSCCC:**
Description: Existing law authorizes a community college registered nursing program, if it determines that the number of applicants to the program exceeds its capacity, to admit students to the program using a multicriteria screening process, a random selection process, or a blended combination of random selection and a multicriteria screening process, as specified. Existing law requires that the criteria applied in a multicriteria screening process include consideration of the life experiences or special circumstances of an applicant, as listed. Existing law requires the Chancellor of the California Community Colleges to report annually to the Legislature and the Governor on students admitted to community college registered nursing programs through a multicriteria screening process, as provided. Existing law repeals these provisions relating to admission to community college nursing programs on January 1, 2025. **This bill would add residing within a medically underserved area, as specified, to the list of life experiences or special circumstances specified for consideration in a multicriteria screening process for admission to a registered nursing program.** The bill would extend operation of these provisions relating to admission to community college nursing programs until January 1, 2030.

Bill No. 2608 **Author:** Gabriel **Category:** Title IX

Bill Title: **Postsecondary education: sexual violence and sexual harassment: training.**
Status:
Positions: **ASCCC:** **FACCC:** Watch **Chancellor:** **CC League:** **SSCCC:**
Description: This bill would require the California Community Colleges, the California State University, and independent institutions of higher education and private postsecondary educational institutions that receive state financial assistance, and request the University of California, beginning on September 1, ____, and biennially thereafter, to consider **updating the annual sexual violence and sexual harassment training for students. The bill would also require the annual sexual violence and sexual harassment training, beginning on September 1, ____, to include additional topics, including how to recognize if someone is at risk of drug-facilitated sexual assault.** By imposing new duties on community college districts, the bill would impose a state-mandated local program.

Bill No. 2586 **Author:** Alvarez **Category:** Student Support
Bill Title: **Public postsecondary education: student employment**
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: **This bill would prohibit a UC, CSU, and CCC campus from disqualifying a student from being eligible to apply for an employment position at the campus due to their failure to provide proof of federal work authorization, except where that proof is required by federal law or where that proof is required as a condition of a grant that funds the particular employment position** for which the studen**t** has applied. This bill would provide that, for its purposes, each campus of the UC, CSU, and CCC is required to treat a specified prohibition in federal law on hiring unauthorized aliens as inapplicable because that provision of federal law does not state that it applies to any branch of state government. The bill would further provide that, to the extent student employment is considered a "benefit" for purposes of federal law, the bill constitutes authorization to provide that benefit for purposes of specified federal law.

Bill No. 2328 **Author:** Fong **Category:** Employment
Bill Title: **Classified employees: school and community college districts: merit system: disciplinary action**
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** Oppose **SSCCC:**
Description: In a school or cc district that hasn't adopted the merit system, existing law prohibits disciplinary action for being taken against a classified employee for any cause that arose before the employee became permanent, or for any cause that arose more than 2 years preceding the date of the filing of the notice of cause, unless the cause was concealed or not disclosed by the employee. In a school or cc district that has adopted the merit system, **this bill would similarly prohibit disciplinary action from being taken against a member of the permanent classified service for any cause that arose before the employee became a member of the permanent classified service, or for any cause that arose more than 2 years preceding the date of the filing of the notice of cause, unless the cause was concealed or not disclosed by the employee**. Because a violation of the bill would be a crime, the bill would impose a state-mandated local program.

Bill No. 2567 **Author:** Mathis **Category:** Student Support
Bill Title: **Public postsecondary education: student housing: data collection: veterans**
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: This bill would require the office of the Chancellor of the California State University and the office of the Chancellor of the California Community Colleges, and request the office of the President of the University of California, to **require each of their respective campuses that provide campus-owned, campus-operated, or campus-affiliated student**

housing to include additional information regarding students who are veterans, as defined, in the above-described data on student housing. To the extent the bill imposes additional duties on community college districts, the bill would impose a state-mandated local program.

Bill No. 2379 **Author:** Jones-Sawyer **Category:** Nonsubstantive
Bill Title: **Peace officers.**
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: Existing law requires the Chancellor of the California Community Colleges, in consultation with specified entities, to develop a modern policing degree program and to prepare and submit a report to the Legislature outlining a plan to implement the program. This bill would make a technical, nonsubstantive change to these provisions.

Bill No. 2184 **Author:** Alanis **Category:** Financial Support
Bill Title: **Student financial aid: Cal Grant C and Cal Grant 2**
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: This bill, upon appropriation in the annual Budget Act for this purpose, **would set, commencing with the 2025–26 award year, the maximum per-student Cal Grant C award amount at no less than double the maximum per-student Cal Grant C award amount provided for the 2023–24 award year.** This bill would require the prorated Cal Grant award and the per-student Cal Grant 2 access award amounts to be no less than double the maximum award amounts provided for the 2023–24 award year.

Bill No. 2458 **Author:** Berman **Category:** Student Support
Bill Title: **Public postsecondary education: student parents**
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: **This bill would require the information on student parent internet web pages to include additional information on student parent services and resources, including several other federal and state tax credits, state and federal financial aid applications and programs, and the California Work Opportunity and Responsibility to Kids program**. The bill would require each campus of the California Community Colleges and the California State University, and would request each campus of the University of California, to, among other things, (1) develop and implement a campus policy for estimating and adjusting cost of attendance information for student parents, as specified, (2) establish a data field in the campus's data management information system to identify student parents for certain purposes, and (3) update its campus net price calculator to include a baseline student parent cost estimate, as specified. By imposing new duties on community college districts, the bill would impose a state-mandated local program.

Bill No. **2349** **Author:** Wilson **Category:** Partnerships/Committees

Bill Title: **Public postsecondary education: Cal-Bridge Program**

Status:

Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**

Description: **This bill would establish the Cal-Bridge Program as an intersegmental partnership program between the CCCs, CSUs, and UCs with a mission of creating a pathway that promotes the advancement of California's diverse undergraduate public postsecondary student population majoring in (STEM) disciplines to pursue STEM PhDs and become members of California's professorate or leaders in California's technology industry.** The bill would specify the goals of the program, including the goal of preparing students to apply to PhD programs in STEM disciplines, particularly University of California STEM PhD programs. The bill would include 3 Cal-Bridge subprograms to provide resources, research opportunities, and financial support to qualifying public postsecondary undergraduate, PhD, and postdoctoral STEM scholars in their pursuit of becoming members of the California's professorate or leaders in California's technology industry. The bill would require an executive director to be hired to administer the program, would require the executive director to hire support staff for the program, and would authorize funding appropriated for purposes of the program to be used for specified activities. The bill would apply to the UC only to the extent that the Regents of the UC by appropriate resolution make it applicable. The program would be implemented only upon an appropriation by the Legislature for its purposes.

Bill No. 2497 **Author:** Wallis **Category:** Nonsubstantive

Bill Title: **Postsecondary education: segments.**

Status:

Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**

Description: Existing law establishes the California Community Colleges, the California State University, the University of California, independent institutions of higher education, and private postsecondary educational institutions as the segments of postsecondary education in the state. The missions and functions of these segments are set forth in the Donahoe Higher Education Act. This bill would make nonsubstantive changes in a provision that, for purposes of the Donahoe Higher Education Act, designates the segments of public postsecondary education as the California Community Colleges, the California State University, and the University of California, as specified, and defines independent institutions of higher education for these purposes.

Bill No. 2633 **Author:** Alvarez **Category:** Nonsubstantive

Bill Title: **Postsecondary education: segments.**

Status:

Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**

Description: Existing law establishes the California Community Colleges, the California State University, the University of California, independent institutions of higher education, and private postsecondary educational institutions as the segments of postsecondary education in the state. The missions and functions of these segments are set forth in the Donahoe Higher Education Act.

This bill would make nonsubstantive changes in a provision that, for purposes of the Donahoe Higher Education Act, designates the segments of public postsecondary education as the California Community Colleges, the California State University, and the University of California, as specified, and defines independent institutions of higher education for these purposes.

Bill No. 2276 **Author:** Wood **Category:** Nonsubstantive

Bill Title: **California Clean Energy Jobs Act.**
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: Existing law provides for the allocation of Clean Energy Job Creation Fund moneys to local educational agencies and community college districts. Existing law requires the State Energy Resources Conservation and Development Commission to maintain information on the local educational agencies and community college districts that receive the funding in a publicly available and searchable database that includes relevant metrics, as specified. This bill would make a nonsubstantive change to the provision concerning the commission's duty to maintain this information.

Bill No. 2931 **Author:** Fong **Category:** Employment
Bill Title: **Community colleges: classified employees: merit system: part-time student-tutors**
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: Existing law exempts certain positions and employees from the classified service, including part-time students employed part time in a college work-study program or in a work experience education program conducted by a community college that is financed by state or federal funds. Under existing law, any person who willfully or through culpable negligence violates certain provisions that apply to community college district merit systems is guilty of a misdemeanor. This bill would additionally **exempt from the classified service part-time students employed part time as student-tutors by their community college district of enrollment**. Because a violation of the bill would be a crime, the bill would impose a state-mandated local program.

Bill No. 2901 **Author:** Aguiar-Curry **Category:** Employment
Bill Title: **School and community college employees: paid disability and parental leave**
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: Existing law authorizes a governing board to adopt rules and regulations about leaves of absence for classified employees for these purposes, and authorizes a governing board to provide in the rules and regulations whether the leave granted shall be with or without pay, as provided.
This bill would delete the latter provisions authorizing a governing board of a school district and the governing board of a community college district to adopt those rules and regulations. The bill instead would **require a public school employer to, for a certificated employee or an employee in the classified service of the public school employer, and would require a community college district to, for an academic employee or an employee in the classified service of the community college district, provide up to 14 weeks of a leave of absence with full pay for an employee who is required to be absent from duty because of pregnancy, miscarriage, childbirth, termination of pregnancy, or recovery from those conditions.** The bill would authorize the paid leave to begin before and continue after childbirth if the employee is actually disabled by pregnancy, childbirth, termination of pregnancy, or a related condition. The bill would prohibit a leave of absence taken pursuant to these provisions from being deducted from other leaves of absence, as provided.

Bill No. 2883 **Author:** Low **Category:** Nonsubstantive
Bill Title: Community colleges: Chancellor of the California Community Colleges
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: Existing law establishes the California Community Colleges, under the administration of the Board of Governors of the

California Community Colleges, as one of the segments of postsecondary education in this state. Existing law requires the board of governors to appoint a chief executive officer, known as the Chancellor of the California Community Colleges. Existing law further requires the chancellor to execute the duties and responsibilities delegated to the chancellor by the board of governors.
This bill would make nonsubstantive changes to the provisions pertaining to the appointment, compensation, duties, and responsibilities of the chancellor.

Bill No. 2821 **Author:** Grayson **Category:** IDEAA
Bill Title: **Postsecondary education: students with disabilities**
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: This bill would require the systems for evaluating state-funded programs and services to also provide for the gathering of program costs and budget breakdowns. **The bill would require the governing boards of CC districts, instead of the Board of Governors of the CCCs, to carry out the above-described actions regarding state-funded programs and services for students with disabilities at CCs**. The bill would require the governing boards of CC districts and the Trustees of the CSU, and would request the UC and the governing boards of independent institutions of higher education, to provide, as part of existing college personnel onboarding and training, a Disability Access and Compliance Training Program that meets prescribed requirements. To the extent the bill would impose new duties on community college districts, the bill would impose a state-mandated local program. The bill would delete an obsolete reference and provision.

Bill No. 2834 **Author:** Rendon **Category:** Nonsubstantive
Bill Title: Public postsecondary education: faculty
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: Existing law establishes the California State University, under the administration of the Trustees of the California State University, and the California Community Colleges, which is administered by the Board of Governors of the California Community Colleges, as 2 of the public segments of postsecondary education. Existing law provides for the employment and retention of faculty at these institutions. Existing law requires the governing board of a community college district to employ each academic employee as a contract employee, regular employee, or temporary employee. This bill would make nonsubstantive changes in that community college district provision.

Bill No. 2936 **Author:** Jackson **Category:** IDEAA
Bill Title: Higher Education Reconciliation Master Plan
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: This bill would require the CCCs and the CSUs, and request the UC to develop a reconciliation master plan for use on each of their respective campuses to address cultural and political conflicts that arise on campus. The bill would require the plan to ensure that students have a forum to be seen, have their voices heard, and feel safe. By imposing new requirements on community college districts, the bill would impose a state-mandated local program.

Bill No. 2852 **Author:** Garcia **Category:** Partnerships/Committees
Bill Title: Public PS Ed: California-Mexico Higher Education Development and Academic Exchange Program
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** Support **SSCCC:**
Description: This bill would establish, until January 1, 2031, the California-Mexico Higher Education Development and Academic Exchange Program for 400 students who attend a campus of the University of California, the California State University, or the California Community Colleges to attend universities in Mexico and for 400 students who attend a university in Mexico to attend a campus of the University of California, the California State University, or the California Community Colleges each year, as provided. The bill would also establish the California-Mexico Higher Education Development and Academic Exchange Program Fund in the State Treasury to fund the program, as provided. The bill would require the program to become operative only upon an appropriation of funds for its purposes.

Bill No. **2573** **Author:** Fong **Category:** **10+1**
Bill Title: Postsecondary education: college and career education
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: Existing law establishes the California State University, under the administration of the Trustees of the California State University, the University of California, under the administration of the Regents of the University of California, the California Community Colleges, under the administration of the Board of Governors of the California Community Colleges, independent institutions of higher education, as defined, and private postsecondary educational institutions, as defined, as the segments of postsecondary education in the state.
This bill would state the intent of the Legislature to enact subsequent legislation relating to college and career education.

Bill No. 2500 **Author:** Fong **Category:** Financial Support
Bill Title: Student financial aid: application deadlines: postponement
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: This bill would state the intent of the Legislature to enact future legislation that would, as it relates to the Student Aid Commission's authority to grant a postponement of an application deadline for specified financial aid programs pursuant to a formal request, instead grant that authority to the executive director, extend the 10-day timeline for submission of a formal request to 15 days, require a report to the commission on extension requests, and authorize the commission to automatically grant deadline extensions for certain qualifying events.

Bill No. 2492 **Author:** Irwin **Category:** Title IX
Bill Title: **Public postsecondary education: sex discrimination complaints: advocates and coordinators**
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: Existing federal law, known as Title IX, prohibits a person, on the basis of sex, from being excluded from participation in, being denied the benefits of, or being subject to discrimination under any education program or activity receiving federal financial assistance. A portion of the Donahoe Higher Education Act known as the Equity in Higher Education Act

declares, among other things, that it is the policy of the State of California that all persons, regardless of their sex, should enjoy freedom from discrimination of any kind in the postsecondary educational institutions of the state.
This bill would state the intent of the Legislature to enact future legislation that would require each campus of the California Community Colleges and the California State University, and request each campus of the University of California, to provide, for purposes of sex discrimination complaints, confidential advocates and respondent coordinators.

Bill No. 2482 **Author:** Papan **Category:** Nonsubstantive
Bill Title: Property tax allocations
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: Existing property tax law also requires that, for purposes of determining property tax revenue allocations in each county for the 1992–93 and 1993–94 fiscal years, the amounts of property tax revenue deemed allocated in the prior fiscal year to the county, cities, and special districts be reduced in accordance with certain formulas. It requires that the revenues not allocated to the county, cities, and special districts as a result of these reductions be transferred to the Educational Revenue Augmentation Fund in that county for allocation to school districts, community college districts, and the county office of education. Beginning with the 2004–05 fiscal year and for each fiscal year thereafter, existing law requires that each city, county, and city and county receive additional property tax revenues in the form of a vehicle license fee adjustment amount, as defined, from a Vehicle License Fee Property Tax Compensation Fund that exists in each county treasury. Existing law requires that these additional allocations be funded from ad valorem property tax revenues otherwise required to be allocated to educational entities.
This bill would make a nonsubstantive change to this provision.

Bill No. **2407** **Author:** Hart **Category:** Title IX
Bill Title: **Public postsecondary educational institutions: sexual harassment complaints: state audits**
Status:
Positions: **ASCCC:** Res. Sub. **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: **This bill would require the California State Auditor to, on or before January 1, 2026, and every 3 years thereafter, conduct an audit of the California Community Colleges, the California State University, and the University of California regarding their respective handling and investigation of sexual harassment complaints, and would require the findings of those audits to be reported to specified legislative committees, as provided**. The bill would require the audits to, among other things, evaluate each institution's compliance with applicable federal and state law in cases where the respondent of a sexual harassment complaint is a student, faculty member, or staff member and determine if each institution's policies and procedures regarding sexual harassment, as defined, are adequate to prevent, detect, and address sexual harassment.

Bill No. 2358 **Author:** Low **Category:** Nonsubstantive
Bill Title: Workforce development: findings and declarations
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: Existing law declares the need to have a well-educated and highly skilled workforce. Existing law also declares specified principles to guide the state's workforce investment system.
This bill would make a nonsubstantive change to those provisions.

Bill No. 2758 **Author:** Gallagher **Category:** Nonsubstantive
Bill Title: California Postsecondary Education Commission: annual report
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: Existing law requires the California Postsecondary Education Commission, on or before November 15 of each year, to submit a higher education report to the Legislature and the Governor that provides information to the citizens of the state on the significant indicators of performance of the public colleges and universities, as specified.
This bill would make nonsubstantive changes to that provision.

Bill No. 2181 **Author:** Gipson **Category:** Student Support
Bill Title: Juvenile court school pupils: graduation requirements and continued education options
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: This bill proposes amendments to existing laws regarding graduation requirements for pupils attending juvenile court schools. It mandates county offices of education to assess whether such pupils can fulfill local graduation requirements, aside from statewide coursework, within four years of high school. If deemed unable, these pupils would be exempted from additional local requirements. The bill also requires informing pupils, guardians, and social workers about the impact of waiving local coursework on postsecondary options, including staying in high school, credit recovery, and transfer opportunities at California Community Colleges. Additionally, it mandates annual reporting of court school pupils exempted from local graduation requirements to the State Department of Education.

Bill No. 2579 **Author:** Quirk-Silva
Bill Title: Property tax revenue allocations: County of Orange: county equity amount
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: Pertains to property tax revenue allocations, particularly in the County of Orange. Under current law, property tax revenue is allocated to various local jurisdictions based on specified formulas. However, this bill proposes changes for the 2025–26 fiscal year and beyond. It mandates the auditor of Orange County to increase the amount of property tax revenue allocated to the county by a defined "county equity amount," consequently reducing the allocation to the county Educational Revenue Augmentation Fund and possibly affecting allocations to school districts and Community Colleges. This bill imposes new duties on local officials, constituting a state-mandated local program. It also includes findings justifying a special statute for Orange County.

Bill No. 2363 **Author:** Ta **Category:** Financial Support
Bill Title: Student Aid Commission: membership
Status:

Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**

Description: Existing law establishes the 15-member Student Aid Commission as the primary state agency for the administration of state-authorized student financial aid programs available to students attending all segments of postsecondary education. Existing law requires the commission to include 3 public members.
This bill would increase the membership of the commission to 16 by adding an additional public member.

Bill No. 1922 **Author:** Davies, Rivas **Category:** Partnerships/Committees

Bill Title: California Conservation Corps: Green Collar Certification Program

Status: Feb 5: Referred to Com. on NAT. RES.

Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**

Description: This bill establish a Green Collar Certification Program within the Public Resources Code. The program aims to provide young participants in the corps with skills and education related to reducing carbon emissions, preparing for environmental disasters, and developing conservation infrastructure projects. It requires the director to issue a Green Collar Certificate to corpsmembers who complete the program, preparing them for entry into the workforce, apprenticeship programs, or higher education. The bill allows the director to partner with community colleges to provide relevant training and experience to corpsmembers, potentially enhancing the educational opportunities and workforce readiness of community college students. Additionally, the bill establishes a fund for the Green Collar Certification Program, with grants or donations accepted for acquiring necessary resources, which may indirectly benefit community college partnerships and resources.

Bill No. 2193 **Author:** Holden **Category:** IDEAA

Bill Title: Hazing: educational institutions: civil liability: resources

Status:

Positions: **ASCCC:** **FACCC:** **Chancellor:** **CC League:** Oppose

Description: This bill aims to broaden civil liability for hazing incidents to encompass educational institutions. Effective January 1, 2025, an educational institution may be held liable under certain conditions, such as direct involvement in hazing practices, failure to take appropriate preventive measures, and affiliation with the organization engaged in hazing. The bill also mandates the State Department of Education to provide a model anti-hazing policy and resources for local educational agencies. The purpose of these measures is to strengthen anti-hazing efforts, promote awareness, and ensure the safety of students in educational institutions.

Bill No. 2014 **Author:** Nguyen **Category:** Facilities/Buildings

Bill Title: Military Equipment: definitions

Status:

Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**

Description: Existing federal law authorizes the United States Department of Defense to transfer surplus personal property, including arms and ammunition, to federal or state agencies for use in law enforcement activities, subject to specified conditions, at no cost to the acquiring agency.
Existing law requires a law enforcement agency to obtain approval of an applicable governing body, by means of the adoption of a military equipment use policy by ordinance, as specified, before obtaining military equipment, as defined. That law defines military equipment to include, among other things, unmanned, remotely piloted, powered aerial or ground vehicles.

This bill would amend the definition of military equipment to instead require that the above-described vehicles are weaponized, as specified.

Bill No. 2071 **Author:** Carrillo **Category:** Student Support
Bill Title: Pupil instruction: English Learner Roadmap: grant program: parent toolkit
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: The given bill aims to enhance support for English learners in California's public schools. It requires the State Board of Education to develop and adopt a "California English Learner Roadmap: Parent Toolkit" by December 31, 2025. The toolkit will assist families in understanding and accessing services related to the EL Roadmap Policy. The bill also establishes the English Learner Roadmap Implementation Grant Program with $30 million in funding to support local planning and implementation of the EL Roadmap Policy. The Department of Education will award one-time grants of up to $1.5 million each to school districts, county offices of education, or charter schools. The bill requires grant recipients to submit data and the department to report on the program's progress and outcomes. Funds from this bill would contribute to meeting the minimum funding requirements for school districts and community college districts.

Bill No. 2200 **Author:** Kalra, et al **Category:** Nursing
Bill Title: Guaranteed Health Care for All
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: This bill most impacts the CCs through establishing The CalCare Health Workforce Working Group which will advise the board and the Secretary of Labor and Workforce Development on health care workforce education, recruitment, and retention issues. **The working group will focus on expanding clinical education capacity at California community colleges**, collecting and analyzing data on health workforce attrition, identifying areas with unmet primary care needs, and developing programs to retain health care workers. It will also explore career ladders for ancillary and allied health workers, address barriers to health professions, and consider input from representatives of health professions, labor organizations, **community colleges**, consumer and patient groups, and health care providers. The working group will meet at least four times per year in a place convenient to the public, and its meetings will be open to the public.

Bill No. 3158 **Author:** Berman **Category:** Financial Support
Bill Title: Community colleges: West Valley-Mission Community College District.
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: This bill focuses on authorizing the West Valley-Mission Community College District to utilize local unrestricted general funds for specific purposes related to fee waivers and assistance to students. It allows the district to adopt a policy providing fee waivers to financially needy students, requiring a fiscal impact statement. Additionally, it permits the district to use local funds to assist students with the total cost of attendance, alongside funding from the California College Promise program. The bill specifies that these provisions apply only to students within the district's boundary. It mandates a report on the implementation of these provisions by the district's governing board and sets a sunset date for the provisions, making them inoperative after July 1, 2030, with repeal on January 1, 2031. The bill is tailored to address the unique needs of the West Valley-Mission Community College District.

Bill No. 3142 **Author:** Jones-Sawyer **Category:** Partnerships/Committees
Bill Title: Los Angeles Community College District: California Mobile Climate Change Education Center
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: **This bill establishes the California Mobile Climate Change Education Center within the Los Angeles Community**

College District, specifically at West Los Angeles College. The center's purpose is to offer hands-on internships and educational opportunities related to climate change. It allocates $1,500,000 from the General Fund for the center's development and initial operations. By January 1, 2028, the district must submit a summary report evaluating the Mobile Center to specified education committees and the Chancellor of the California Community Colleges. The bill imposes additional obligations on the Los Angeles Community College District, qualifying it as a state-mandated local program. The bill makes legislative findings justifying the need for this special statute for the Los Angeles Community College District. If the Commission on State Mandates confirms that the bill imposes state-mandated costs, reimbursement will be made according to established procedures.

Bill No. 3052 **Author:** Ta **Category:** 10+1
Bill Title: California Community Colleges
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: Existing law establishes the California Community Colleges, under the administration of the Board of Governors of the California Community Colleges, as one of the segments of public postsecondary education in this state. Existing law establishes community college districts throughout the state and authorizes them to provide instruction at the campuses they operate.
This bill would state the intent of the Legislature to enact subsequent legislation relating to the California Community Colleges.

Bill No. 3110 **Author:** Fong **Category:** Partnerships/Committees
Bill Title: Community colleges: preapprenticeship programs
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: Existing law establishes the CCCs, under the administration of the Board of Governors of the CCCs, as one of the segments of public postsecondary education in this state. Under existing law, CC districts throughout the state have established campuses where they provide instruction to students. Existing law establishes a system through which state funds are apportioned to CC districts based on specified formulas and identifies certain noncredit CC courses and classes that are eligible for that state apportionment funding.
Existing law requires the Division of Apprenticeship Standards to establish a preapprenticeship program for the purpose of establishing eligibility for any state apprenticeship programs, and to establish standards and procedures for the approval of a preapprenticeship program, such as requiring the program to include specified elements. This bill would provide that courses associated with these preapprenticeship programs are eligible for state apportionment funding.

Bill No. 2971 **Author:** Maienschein **Category:** Employment
Bill Title: Classified Employee Staffing Ratio Workgroup: community college districts
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: This bill expands the scope of a workgroup responsible for recommending classified employee staffing ratios to include community colleges. Currently, this workgroup is focused on K-12 educational agencies. The bill broadens the definition of "voluntary local educational agencies" to include community college districts. As a result, the workgroup will now consider the staffing needs of both K-12 schools and community colleges. The workgroup will assess various factors such as environmental setting, type of work, impact of enrollment, specialized needs, and make recommendations for staffing ratios based on these considerations.

Bill No. 3209 **Author:** Berman **Category:** Student Support
Bill Title: Basic Needs Coordinator and Center
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: This bill proposes a change in the reporting requirements for basic needs services and resources provided by California Community Colleges. Currently, each campus must have a Basic Needs Coordinator and Center by July 1, 2022, with reporting obligations to the Chancellor's office. **The bill suggests shifting the deadline for the annual report submission from May 1 to June 1.** This change aims to potentially streamline reporting processes and ensure timely updates on the utilization of funds and effectiveness of basic needs support for community college students.

Bill No. 3112 **Author:** Essayli **Category:** Financial Support
Bill Title: Postsecondary education: tuition increases: Consumer Price Index
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: The bill imposes a tuition increase limitation on various segments of postsecondary education in California, including community colleges. **Starting from the 2029-30 academic year, it prohibits California Community Colleges, the California State University system, independent higher education institutions, and private postsecondary educational institutions from raising tuition by an amount exceeding the percentage increase in the United States Consumer Price Index for the previous calendar year.** Additionally, the bill requires the College of the Law, San Francisco, and the University of California to adhere to this limitation as a condition for receiving state funds for student financial assistance. This measure aims to control tuition hikes and ensure affordability for students attending community colleges and other higher education institutions in California.

Bill No. 3167 **Author:** Chen **Category:** Nonsubstantive
Bill Title: Postsecondary education: segments
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: Existing law establishes the California Community Colleges, the California State University, the University of California, independent institutions of higher education, and private postsecondary educational institutions as the segments of postsecondary education in the state. The missions and functions of these segments are set forth in the Donahoe Higher Education Act.
This bill would make nonsubstantive changes in a provision that, for purposes of the Donahoe Higher Education Act, designates the segments of public postsecondary education as the California Community Colleges, the California State University, and the University of California, as specified, and defines independent institutions of higher education for these purposes.

Bill No. 3240 **Author:** Calderon **Category:** Financial Support
Bill Title: California Ban on Scholarship Displacement Act of 2021: Cal Grant awards
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: This bill extends protections to students eligible for Cal Grant awards, similar to those provided for students with

federal Pell Grants or financial assistance under the California Dream Act. It prevents institutions of higher education from reducing institutional gift aid offers for students receiving Cal Grants due to private scholarship awards, unless the student's gift aid exceeds their annual cost of attendance. Additionally, it prohibits considering private scholarship awards when determining eligibility for institutional gift aid. This extension aims to safeguard Cal Grant recipients from having their aid reduced due to private scholarships, ensuring they receive the maximum benefit of both sources of financial assistance.

Bill No. 3081 **Author:** Arambula **Category:**
Bill Title: Postsecondary education.
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: Existing law establishes the University of California, under the administration of the Regents of the University of California, the California State University, under the administration of the Trustees of the California State University, the California Community Colleges, under the administration of the Board of Governors of the California Community Colleges, independent institutions of higher education, as defined, and private postsecondary educational institutions, as defined, as the segments of postsecondary education in this state.
This bill would express the intent of the Legislature to enact subsequent legislation relating to postsecondary education.

Bill No. 3270 **Author:** Gabriel **Category:** Nonsubstantive
Bill Title: California Green Collar Jobs Act of 2008: California Workforce Investment Board
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: The California Green Collar Jobs Act of 2008 establishes the Green Collar Jobs Council under the California Workforce Investment Board. This council includes representatives from various sectors, including the California Community Colleges. The act allows the council to collaborate with other agencies and stakeholders to develop a strategic initiative. Additionally, it permits the board to accept funds and resources for the implementation of this initiative. **The bill proposes a minor change to these provisions without altering their substance.** Overall, this legislation aims to promote green jobs and workforce development, potentially impacting community colleges by fostering collaboration and resource allocation for green job training programs.

Bill No. 3034 **Author:** Low **Category:** Nonsubstantive
Bill Title: Postsecondary education: admissions.
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: Existing law establishes the University of California, under the administration of the Regents of the University of California, the California State University, under the administration of the Trustees of the California State University, the California Community Colleges, under the administration of the Board of Governors of the California Community Colleges, independent institutions of higher education, and private postsecondary educational institutions as the segments of postsecondary education in this state.
Existing law expresses the intent of the Legislature that each resident of California who has the capacity and motivation to benefit from higher education should have the opportunity to enroll in an institution of higher education and to continue with that higher education, as provided.
This bill would make nonsubstantive changes in this statement of the intent of the Legislature.

Bill No. 3015 **Author:** Ramos **Category:** Financial Support
Bill Title: Public PS education: exemption from nonresident tuition and fees: federally recognized Indian tribes
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** Support **SSCCC:**
Description: This bill proposes a change in residency classification for tuition purposes at California educational institutions. Currently, students must be classified as residents or nonresidents and pay tuition accordingly. **The bill suggests that students belonging to federally recognized Indian tribes with tribal lands across the state borders of California and Arizona, Nevada, or Oregon, and who have a residence in the bordering state, would be entitled to resident classification for tuition purposes.** This would likely impact community colleges by potentially increasing the number of students eligible for resident classification and thus exempt from nonresident tuition fees. Consequently, this change could create a state-mandated local program, imposing financial obligations on community college districts. The bill outlines procedures for state reimbursement to local agencies and school districts for any mandated costs incurred.

Bill No. 3131 **Author:** McCarty **Category:** Financial Support
Bill Title: Ca. CTE Incentive Grant Program: Strong Workforce Program: priority for applicants in hist. redlined communities
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: AB 3131 aims to impact community colleges through its provisions regarding the California Career Technical Education Incentive Grant Program and the Strong Workforce Program. **The bill mandates that priority consideration be given to applicants from historically redlined communities when awarding grants under these programs.** This prioritization is intended to address historical inequities and provide greater access to high-quality career technical education programs for communities that have been historically marginalized. The bill underscores a commitment to equity and inclusion within the realm of career technical education, particularly within the community college system.

Bill No. 359 **Author:** Holden **Category:** Partnerships/Committees
Bill Title: College and Career Access Pathways Partnerships
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: The bill would authorize a community college district to enter into a supplemental CCAP partnership with the governing board of a school district, a county office of education, or the governing body of a charter school within the service area of another community college district if the governing board of the school district, the county office of education, or the governing body of the charter school has a primary CCAP partnership with the primary community college district and the primary community college district has either refused to offer or does not have a course or pathway requested by the governing board of the school district, the county office of education, or the governing body of the charter school.

Bill No. 1887 **Author:** Cervantes **Category:** Financial Support
Bill Title: Student financial aid: application deadlines: extension
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: Existing law establishes the Student Aid Commission as the primary state agency for the administration of state-authorized student financial aid programs available to students attending all segments of postsecondary education. If the federal Free Application for Federal Student Aid is not available on or before October 1, 2023, existing law extends

the application deadline for financial aid programs administered by the commission to April 2, 2024, for the 2024–25 award year only.

Senate Bills

Bill No. 895 **Author:** Roth **Category:** 10+1
Bill Title: **Community colleges: Baccalaureate Degree in Nursing Pilot Program.**
Status: Introduced on January 3 2024 - 25% progression
Positions: **ASCCC:** **FACCC:** Support **Chancellor:** **League:** Co-sponsor **SSCCC:** Support
Description: This bill would require the Chancellor of the California Community Colleges to develop a Baccalaureate Degree in Nursing Pilot Program that authorizes select community college districts to offer a Bachelor of Science in Nursing degree. The bill would limit the pilot program to 15 community college districts statewide and would require the chancellor to identify eligible community college districts based on specified criteria. The bill would require the Legislative Analyst's Office to conduct an evaluation of the pilot program to determine the effectiveness of the program and the need to continue or expand the program. The bill would repeal these provisions as of January 1, 2031. (Based on text date 1/3/2024)

Bill No. 995 **Author:** Padilla **Category:** 10+1
Bill Title: **California State University: High-Quality Teacher Recruitment and Retention Act.**
Status: Feb. 14: Referred to Ed committee
Positions:
Description: This bill would enact the High-Quality Teacher Recruitment and Retention Act. **The bill would require the Chancellor of the California State University to develop, in consultation with the Chancellor of the California Community Colleges, a 5-year pilot program to commence with the 2025–26 school year to recruit high-quality teaching candidates at 3 California State University campuses in partnership with 3 community college campuses.** The bill would require the pilot program to meet certain requirements, including, among other requirements, that it establish transfer model curriculum and an associate degree for transfer at a community college campus that can then be completed at a California State University campus that will result in the participating student being awarded a baccalaureate degree and a teaching credential in 4 years.

Bill No. 916 **Author:** Seyarto **Category:** Financial Support
Bill Title: **Public postsecondary education: waiver of tuition and fees: veterans: extended education courses.**
Status: Feb. 14: Referred to Higher Ed committee
Positions:
Description: **The Donahoe Higher Education Act prohibits the campuses of those segments from charging mandatory systemwide tuition or fees to specified students who apply for a waiver,** including a child of any veteran of the United States military who has a service-connected disability, has been killed in service, or has died of a service-connected disability, an undergraduate student who is a recipient of a Medal of Honor, or an undergraduate student who is a child of a recipient of a Medal of Honor and who is no more than 27 years old, if certain requirements are satisfied. **This bill would additionally prohibit the campuses of the 3 segments of public postsecondary education from charging tuition or fees for specified students who enroll in an extended education course if certain requirements are satisfied and the extended education course is being used to meet the requirements of undergraduate degree program.** To the extent the bill would add additional duties on community college districts, the bill would impose a state-mandated local program. The bill would apply to the campuses of the University of California only to the extent that the regents, by appropriate resolution, make it apply.

Bill No. 959 **Author:** Menjivar **Category:** IDEAA
Bill Title: **Public postsecondary education: sexual orientation and gender identity: campus contact.**
Status:
Positions:
Description: The Equity in Higher Education Act establishes the policy of the state to afford all persons regardless of specified characteristics, including gender, gender identity, gender expression, and sexual orientation, equal rights and opportunities in the postsecondary educational institutions of the state. **The act requests** the Trustees of the California State University, the Regents of the University of California, and the governing board of each community college district **to designate an employee at each of their respective campuses as a point of contact for the needs of lesbian, gay, bisexual, and transgender faculty, staff, and students.**

This bill would add queer faculty, staff, and students to the list of individuals for whom the designated employee would serve as a point of contact.

Bill No. 971 **Author:** Portantino **Category:** Financial Support
Bill Title: **CCs: exemption from nonresident tuition fee: resident of a region impacted by war or regional conflict.**
Status: Feb. 14: Referred to Ed committee
Positions:
Description: Existing law authorizes community college districts to admit nonresident students, and requires that nonresident students be charged a nonresident tuition fee unless an exemption applies. Existing law includes among these exemptions any nonresident who is both a citizen and resident of a foreign country if the nonresident has demonstrated a financial need, as specified. **This bill would additionally exempt from the nonresident tuition fee a nonresident, low-income student who: (1) is a resident of a region impacted by war or other regional conflict, as specified, (2) registers for lower division courses at a community college, and (3) has indicated that they have sought residency in California in an effort to find relief from identified conflicts in their nation of origin.** The bill would, in any academic year, prohibit more than 150 full-time equivalent students at a community college from being exempted from payment of the nonresident tuition fee pursuant to this exemption. The bill would require the governing boards of the community colleges that choose to use this exemption to adopt one uniform policy to determine a student's residence classification, establish procedures for an appeal and review of the residence classification, and determine whether a student is low income.

Bill No. 1039 **Author:** Wilk **Category:** Nonsubstantive
Bill Title: **Community colleges: academic employees: salary schedules.**
Status:
Positions:
Description: Existing law establishes the California Community Colleges under the administration of the Board of Governors of the California Community Colleges. Existing law authorizes the establishment of community college districts under the administration of community college governing boards, and authorizes these districts to provide instruction at community college campuses throughout the state. Existing law requires the governing board of each community college district to adopt and cause to be printed, and make available to each academic employee, a schedule of salaries to be paid. This bill would make nonsubstantive changes to the latter provision.

Bill No. 1183 **Author:** Hurtado **Category:** Nursing
Bill Title: **Community colleges: registered nursing programs**
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: Existing law authorizes cc registered nursing program, if it determines that the number of applicants to the program exceeds its capacity, to admit students to the program using a multicriteria screening process, a random selection process, or a blended combination of random selection and a multicriteria screening process. Existing law requires that the criteria applied in a multicriteria screening process include consideration of the life experiences or special circumstances of an applicant. Existing law requires the Chancellor of the CCCs to report annually to the Legislature and the Governor on students admitted to cc registered nursing programs through a multicriteria screening process. Existing law repeals these provisions relating to admission to community college nursing programs on January 1, 2025. **This bill would add living in a medically underserved area or population, as designated by the federal Health Resources and Services Administration, to the list of life experiences or special circumstances specified for consideration in a multicriteria screening process.** The bill would extend operation of these provisions relating to admission to community college nursing programs until January 1, 2030.

Bill No. 1244 **Author:** Newman **Category:** Partnerships/Committees
Bill Title: **Pupil instruction: dual enrollment: College and Career Access Pathways partnerships.**
Status:
Positions:

Description: Existing law prohibits a community college district from entering into a CCAP partnership with a school district, county office of education, or charter school within the service area of another community college district except where an agreement exists, or is established, between those community college districts authorizing that CCAP partnership. **This bill would instead authorize a community college district to enter into a CCAP partnership to offer dual enrollment courses with a school district, county office of education, or charter school within the service area of another community college district if the community college district in the service area of the school district, county office of education, or charter school has declined a request from the school district, county office of education, or charter school, or has failed to take action within 60 calendar days of a request** by the school district, county office of education, or charter school to either enter into a CCAP partnership or to approve another community college district to enter into a CCAP partnership to offer those courses.

Bill No. 1222 **Author:** Gil **Category:** Nonsubstantive
Bill Title: **Community colleges: admission of students.**
Status:
Positions:
Description: Existing law requires the governing board of a community college district to admit to the community college any California resident, and authorizes the governing board to admit any nonresident, possessing a high school diploma or the equivalent of a high school diploma. Existing law also authorizes the governing board of a community college district to admit to the community college certain other persons, as provided.
This bill would make nonsubstantive changes to those provisions.

Bill No. 1091 **Author:** Menjivar **Category:** Facilities/Buildings
Bill Title: **School facilities: greening projects**
Status:
Positions:
Description: The California Building Standards Code requires that specified buildings, structures, and facilities be accessible to, and useable by, persons with disabilities, including that when alterations or additions are made to existing buildings or facilities, an accessible path of travel to the specific area of alteration or addition is provided. **Existing law limits the cost of complying with the requirement to provide an accessible path of travel to a free-standing, open-sided shade structure project that meets specified requirements and that is on a school district, county office of education, charter school, or community college campus to 20% of the adjusted construction cost**, as defined, of the shade structure project.
This bill would additionally limit the cost of complying with the requirement to provide an accessible path of travel to a greening project, as defined, that is on a school district, county office of education, charter school, or community college campus to 20% of the adjusted construction cost, as defined, of the greening project.

Bill No. 1166 **Author:** Dodd **Category:** IDEAA
Bill Title: **Public postsecondary education: prevention of discrimination**
Status:
Positions:
Description: Existing law makes the governing boards of institutions of higher education responsible for ensuring and maintaining multicultural learning environments free from all forms of discrimination and harassment.
This bill would declare the intent of the Legislature to enact subsequent legislation that would establish reporting requirements on public postsecondary educational institutions relating to the prevention of discrimination.

Bill No. 984 **Author:** Wahab **Category:** Facilities/Buildings
Bill Title: **Public agencies: project labor agreements**

Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** Oppose **SSCCC:**
Description: **This bill would authorize a state agency to undertake a major state construction project only if that project is governed by a project labor agreement and if that project labor agreement includes community benefit goals, as specified,** and would define various terms for these purposes. The bill would authorize the Governor to waive this requirement if the state agency has attempted to comply with this requirement and the Governor makes a written determination that the application of this requirement would be impracticable. The bill would require the Department of General Services, commencing January 1, 2029, to report to the Legislature about the use of project labor agreements, the advancement of community benefit goals, and apprenticeships, as specified. The bill would also make a related statement of legislative findings and declarations.

Bill No. 1122 **Author:** Seyarto **Category:** 10+1
Bill Title: Peace officers: educational requirements.
Status:
Positions:
Description: Existing law requires peace officers in this state to meet specified minimum standards, including age and education requirements. Existing law requires the office of the Chancellor of the California Community Colleges to develop a modern policing degree program, with the Commission on Peace Officer Standards and Training and other stakeholders to serve as advisors, as specified, and to submit a report on recommendations to the Legislature outlining a plan to implement the program on or before June 1, 2023. Existing law requires the report to include, among other things, recommendations to include both the modern policing degree program and a bachelor's degree in the discipline of their choosing as minimum education requirements for employment as a peace officer. Existing law requires the commission to adopt the recommended criteria within 2 years of when the office of the Chancellor of the California Community Colleges submits its report to the Legislature.
This bill would specify that a bachelor's degree required for employment as a peace officer under these provisions may be obtained after completion of the Peace Officer Standards and Training program.

Bill No. 1015 **Author:** Cortese **Category:** Nursing
Bill Title: **Nursing schools and programs**
Status:
Positions:
Description: The Nursing Practice Act, establishes the Board of Registered Nursing to license and regulate the practice of nursing. Existing law establishes the Nursing Education and Workforce Advisory Committee within the jurisdiction of the board and requires the committee to solicit input from specified groups to study and recommend nursing education standards and solutions to workforce issues to the board. This bill would require them to study specified topics and to submit a report making recommendations to the Legislature regarding how approved schools of nursing or nursing programs should manage or coordinate clinical placements. Existing law requires the board to annually collect, analyze, and report information related to the number of clinical placement slots that are available and the location of those clinical placement slots within the state, as specified. **This bill would require the board to annually collect, analyze, and report information related to the management of clinical placements and coordination with clinical facilities by approved schools of nursing or nursing programs,** as specified. The bill would require the board to annually publish the report on its internet website and to annually submit the report to the Legislature.
This bill would state that its provisions are severable.

Bill No. 1171 **Author:** Newman **Category:** 10+1
Bill Title: **Pupil instruction: Cambridge Assessment International Education programs**
Status:
Positions:
Description: Existing law allocates funds for the A–G Completion Improvement Grant Program, supporting pupil access to A–G course requirements. This bill expands the use of these funds to cover Cambridge Assessment International Education fees. Additionally, it allows the inclusion of Cambridge International AS & A Level examinations in principal evaluations, expands educational counseling programs to include Cambridge International AS & A Level participation encouragement, and recognizes Cambridge International A Level exams for the State Seal of Biliteracy. It also includes Cambridge Assessment International Education courses in the Golden State Pathways Program and allows their use in the California Career Technical Education Incentive Grant Program. It mandates updates on Cambridge Assessment

International Education on the Department of Education's website and requires support for high schools offering these courses to facilitate communication with relevant academic senates. Lastly, the bill addresses reimbursement for mandated costs and application of funds to minimum funding requirements for school and community college districts. The bill requires the Superintendent of Public Instruction to provide support to high schools offering Cambridge Assessment International Education AS and A level courses to facilitate communication with the Academic Senate for the California Community Colleges. This ensures students receive college credit for successful participation in Cambridge Assessment International Education assessments.

Bill No. 906 **Author:** Skinner **Category:** Student Support
Bill Title: **Collegiate athletics: student athlete compensation**
Status: Feb. 15: From Com. with author's amendments. Read 2nd time and amended. Re-referred to Com. on RLS.
Positions:
Description: **The bill prohibits California postsecondary institutions and athletic associations from compensating or restricting student-athletes from earning compensation based on their name, image, likeness, or athletic reputation, and from preventing them from obtaining professional representation.** It requires entities providing compensation to student-athletes or their families to disclose this information to the institution, which must make it publicly available. Postsecondary institutions providing material support to student-athletes must also disclose the total value of such support. The bill imposes state-mandated local program costs, and if determined to contain mandated costs, reimbursement will be made pursuant to specified statutory provisions.

Bill No. 1031 **Author:** Weiner **Category:** Nonsubstantive
Bill Title: **Legislative review of state agency action**
Status:
Positions:
Description: Existing law requires a state agency, as specified, to notify the Joint Legislative Budget Committee not less than 60 days prior to the effective date on which the state agency will establish or change a federal aid allocation formula to a local agency. If the chairman of the committee informs committee members of his intention to waive the 60-day notification period, existing law permits the chairman to grant a waiver of that notification period after receipt of the notification. Under existing law, upon the request of the chairman or any member of the committee, the committee must schedule a hearing on the proposed allocation formula to be established or changed.
This bill would make technical, nonsubstantive changes to those provisions to use gender-neutral language.

Bill No. 1125 **Author:** Nguyen **Category:** Financial Support
Bill Title: **Personal income tax: credit: virtual learning costs: dependent of the taxpayer**
Status:
Positions:
Description: The Personal Income Tax Law allows various credits against the taxes imposed by that law. **This bill would allow a credit against those taxes for each taxable year beginning on or after January 1, 2026, and before January 1, 2030, in an amount equal to 50% of the amount paid or incurred by a qualified taxpayer, as defined, during the taxable year for qualified costs, as defined, related to virtual learning for a qualified dependent, as defined, not to exceed $2,500 per qualified dependent per taxable year**. Existing law requires any bill authorizing a new tax expenditure to contain, among other things, specific goals, purposes, and objectives that the tax expenditure will achieve, detailed performance indicators, and data collection requirements.
This bill would also state the intent of the Legislature to comply with the additional information requirement for any bill authorizing a new income tax expenditure. This bill would take effect immediately as a tax levy.

Bill No. 1042 **Author:** Roth, Caballero **Category:** Nursing
Bill Title: **General acute care hospitals: clinical placements: nursing**
Status: Feb.14: Referred to Coms. on HEALTH and B., P. & E. D.
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: The bill aims to address the clinical placement needs of nursing schools and programs by **requiring health facilities to meet with representatives of these institutions to discuss their placement needs**. It requires schools to notify the

relevant entities about the academic term dates and the number of slots they cannot fill. Health facilities must report on clinical placement data, and the department must post this data on its website. The department and the board will utilize this data to work with health facilities to match available slots with needed ones, prioritizing community colleges and California State University campuses. Health facilities must provide justification if they cannot provide additional slots, and the department will post the justifications and outcomes online. The bill prohibits actions that disrupt the clinical placement of nursing students already in progress or scheduled.

Bill No. 1005 **Author:** Ashby **Category:** Student Support
Bill Title: **Juveniles**
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: This bill aims to amend Section 654 of the Welfare and Institutions Code regarding the referral and supervision of minors involved in the juvenile justice system. **It grants probation officers the authority to refer minors to various services instead of immediately filing a petition to declare them wards of the court. Specifically, the bill allows minors to be referred to programs provided by health agencies, community-based organizations, local educational agencies, and probation departments.** Notably, it encourages the participation of parents or guardians in counseling or education programs, including those operated by community colleges or school districts. This provision highlights a potential impact on community colleges as they may play a role in providing educational and counseling services to minors involved in the juvenile justice system, fostering community partnerships and expanding the college's outreach and support efforts.

Bill No. 1203 **Author:** Grove **Category:** Financial Support
Bill Title: **Education expenses: Education Flex Account Act of 2024**
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: This bill, titled the Education Flex Account Act of 2024, **establishes the Education Flex Account (EFA) Trust, allowing eligible children to establish an EFA or Special Education Flex Account (SEFA) to cover tuition and eligible education expenses.** Initially based on parent or guardian income, eligibility restrictions will be removed after four years. The Department of Finance determines annual deposit amounts, with funds transferred from the General Fund to the EFA Trust. Any unused funds return to the state for education. The EFA Trust Board administers the program, with two accounts established for funding and administration. Additionally, the bill requires the inclusion of eligible students not enrolled in public schools in minimum education funding calculations, with costs apportioned between the General Fund and public school districts. For taxable years starting January 1, 2025, distributions from EFAs or SEFAs are excluded from gross income. The bill includes requirements for bills authorizing new tax expenditures. Impact on community colleges includes potential changes in funding allocations as the bill affects the calculation of minimum education funding guarantees. However, direct impacts on community colleges may be limited as the bill primarily focuses on elementary and secondary education and does not directly address community college funding or operations.

Bill No. 1235 **Author:** Gonzalez **Category:** Partnerships/Committees
Bill Title: **Public postsecondary education: Artificial Intelligence and Deepfake Working Group**
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: **This bill would require an unspecified public institution of higher education to establish the Artificial Intelligence and Deepfake Working Group to evaluate and advise the Legislature and the public on the relevant issues and impacts of artificial intelligence and deepfakes**, as provided. The bill would require the working group to consist of at least one representative of 9 specified interests, the Secretary of the Government Operations Agency, the Executive Director of the California Privacy Protection Agency, and the Secretary of State, or their designees. The bill would require the working group, on or before January 1, 2026, and annually thereafter, to submit a report to the Legislature on the working group's research and findings related to the relevant issues and impacts of artificial intelligence and deepfakes evaluated by the working group, as specified.

Bill No. 1335 **Author:** Archuleta **Category:** Partnerships/Committees
Bill Title: **The California Cadet Corps.**

Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: This bill proposes several revisions to the existing provisions regarding the California Cadet Corps, with implications for community colleges. It allows for the establishment of independent units outside of educational institutions, under the guidance of sponsoring organizations. Additionally, it grants the Adjutant General authority to appoint staff officers and decreases the frequency of inspections to once every 3 years. The bill also expands the Governor's authority to appoint officers, introduces disciplinary measures for independent units, and enables the Adjutant General to order officers to support the corps, including as marksmanship or military training instructors. Furthermore, it permits marksmanship as part of corps instruction and allows for the purchase and supply of rifles to units established outside of educational institutions. Lastly, it enables cooperative agreements with nonprofit organizations for funding purposes.

Bill No. 1483 **Author:** Wilk **Category:** Nonsubstantive
Bill Title: **Cal Grant Program**
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: The Ortiz-Pacheco-Poochigian-Vasconcellos Cal Grant Program establishes the Cal Grant A and B Entitlement Awards, the California Community College Expanded Entitlement Awards, the California Community College Transfer Entitlement Awards, the Competitive Cal Grant A and B Awards, the Cal Grant C Awards, and the Cal Grant T Awards under the administration of the Student Aid Commission, and establishes eligibility requirements for these awards for participating students attending qualifying institutions. This bill would make a nonsubstantive change to the provision that establishes the Cal Grant Program.

Bill No. 1348 **Author:** Bradford **Category:** IDEAA
Bill Title: PS education: California Seal of Excellence in Serving Black and African American Postsecondary Students
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: Existing law establishes the CSU under the administration of the Trustees of the CSU, the UC, under the administration of the Regents of the UC, the CCCs, under the administration of the Board of Governors of the CCCs, independent institutions of higher education, as defined, and private postsecondary educational institutions, as defined, as the segments of postsecondary education in the state. This bill would state the intent of the Legislature to **enact subsequent legislation to create the State Seal of Excellence in Serving Black and African American Postsecondary Students to recognize postsecondary educational institutions located in California that excel at offering admissions and providing academic and financial resources to Blacks and African Americans, and whose Black and African American students have high rates of degree completion.**

Bill No. 1322 **Author:** Wahab **Category:** Financial Support
Bill Title: Foster youth: Chafee Educational and Training Vouchers Program
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: The bill expands the eligibility criteria for Chafee Educational and Training Vouchers Program grants in California, with a focus on benefiting current and former foster youth attending qualifying postsecondary educational institutions. Specifically, starting from the 2025–26 award year, and subject to funding availability in the annual Budget Act, the Student Aid Commission must provide Chafee grants to eligible students who meet existing age requirements and also meet one of the following conditions: The youth, aged 14 to 18, is or was a dependent or ward of the court, residing in foster care. The youth exited foster care to Kin-GAP (Kinship Guardianship Assistance Program), a nonrelated legal guardianship, or adoption. The youth was placed in out-of-home care by a tribe or tribal organization.
This expansion aims to offer additional financial aid support to vulnerable youth transitioning out of foster care, providing them with greater access to higher education opportunities, including community colleges.

Bill No. **1411** **Author:** Ochoa Bogh **Category:** **10+1**

Bill Title: **Instructional Quality Com membership: appts by the Intersegmental Committee of the Academic Senates**
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: **Existing law establishes the Instructional Quality Commission and requires the commission to, among other things, recommend curriculum frameworks and instructional materials to the State Board of Education for adoption**. Existing law requires the membership of the commission to consist of one Member of the Assembly and one public member appointed by the Speaker of the Assembly, one Member of the Senate and one public member appointed by the Senate Committee on Rules, one public member appointed by the Governor, and 13 public members appointed by the state board upon the recommendation of the Superintendent of Public Instruction or the members of the state board, and prescribes their qualifications and terms. **This bill would add to the commission 6 public members appointed by the Intersegmental Committee of the Academic Senates and would require the Intersegmental Committee of the Academic Senates to ensure that its appointments consist of 2 faculty subject matter experts from the California Community Colleges, 2 faculty subject matter experts from the California State University, and 2 faculty subject matter experts from the University of California**.

Bill No. 1287 **Author:** Glazer **Category:**
Bill Title: Equity in Higher Education Act: prohibition on harassment, intimidation, and discrimination
Status:
Positions: **ASCCC:** **FACCC:** **Chancellor:** **League:** **SSCCC:**
Description: This bill would state that it is the policy of the public segments of postsecondary education to eliminate harassment, intimidation, and discrimination that undermine certain objectives. The bill would require the Trustees of the California State University and the Board of Governors of the California Community Colleges to, among other things, (1) adopt policies within campus-based student codes of conduct that prohibit violence, harassment, intimidation, and discrimination that are intended to, and are reasonably understood by the victims or hearers to, interfere with rights established pursuant to the United States Constitution or the California Constitution or otherwise interfere with the free exchange of ideas, or call for or support genocide, (2) maintain and enforce reasonable time, place, and manner restrictions for public protests and demonstrations on campuses, as provided, and (3) develop mandatory training programs to educate students on how to exchange views in an atmosphere of mutual respect and civility. The bill would require the trustees and the board of governors to submit a report, on or before January 2, 2025, and annually thereafter, to the Legislature on the implementation and administration of the bill. The bill would request the University of California to comply with these provisions

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ASCCC Executive Committee Agenda Item

Month: April **Year:** 2024
SUBJECT: ASCCC Event Goals for Event Surveys
DESIRED OUTCOME: The Executive Committee will provide guidance on and support continued streamlining/updating of ASCCC event surveys
CATEGORY: Action
REQUESTED BY: Reese/Guerrero
STAFF REVIEW: Carrillo

Item No: III.B.
Attachment: No
Urgent: No
Time Requested: 30 min

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

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

BACKGROUND

The Data and Research Committee (DRC) has largely been focused on ASCCC surveys, including ASCCC event surveys. After much discussion and consideration for the many facets of surveys, DRC's current main goal is simply to increase survey response rates. DRC streamlined the plenary event survey with the focus on goals of plenary, which the ASCCC Executive Committee supported at its October meeting:

Goal of Plenary Session:

Plenary Session provides a venue for

- Submitting, debating, and voting on resolutions around statewide academic and professional matters;
- Educating local senate leaders on statewide academic and professional matters by providing professional development opportunities;
- Sharing information about ASCCC and its work;
- Networking with other faculty and colleague leaders from across the state

Main Survey Questions:

Plenary survey questions were:

- Did the Plenary Session reach its goal of <insert goal above>; one for each of the goals
- Select session topics most helpful or new to the work you do

- Do you have any other comments, questions, concerns, or suggestions for improvement? (soliciting general feedback)
- Other questions included: overall rating of event, whether attended in person/virtual, and marketing questions

The response rate for the 2023 Fall Plenary Session survey was significantly increased (over 70 responses with of order 300 attendees), double that of some recent plenaries. With that success, DRC turned to drafting initial goals for other ASCCC events, focusing on the faculty leadership institute and the curriculum institute. Survey questions will be similar to those of plenary with event name and goals updated, of course. Note that DRC plans to collaborate on the goals with appropriate committees, such as the ASCCC Curriculum Committee, if the idea is supported by the Executive Committee. Initial draft goals for consideration are:

Goal of Faculty Leadership Institute:

Faculty Leadership Institute provides a venue for

- Educating local senate leaders on statewide academic and professional matters by providing professional development opportunities;
- Learning about the resolutions process to prepare for plenaries;
- Training new senate leaders on local senate responsibilities (nuts and bolts; brown act/roles; resolving conflict; union/senate);
- Sharing information about ASCCC and its work; and
- Networking with other faculty leaders from across the state

Goal of Curriculum Institute:

Curriculum Institute provides a venue for

- Educating local leaders on curriculum processes and issues both locally and statewide;
- Advanced planning and brainstorming around addressing legislative changes to curriculum at the local level (practical application/addressing);
- Sharing information about ASCCC and its work;
- Networking with colleagues from across the state

The ASCCC Executive Committee is asked to provide feedback on the new plenary survey and draft goals for other events, and to support updated event surveys focused on goals for other ASCCC events.

ASCCC Executive Committee Agenda Item

Month: April **Year:** 2024
SUBJECT: AI Academic Integrity Resource Document (2nd Read)
DESIRED OUTCOME: The Executive Committee will discuss the *Academic Integrity Policies in an AI World Resource Document* for a 2nd read and support. Sharing/distribution of this resource.
CATEGORY: Action
REQUESTED BY: Howerton/Reese
STAFF REVIEW: Carrillo

Item No: III.C.
Attachment: Yes
Urgent: No
Time Requested: 30 mins

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

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

BACKGROUND

Resolution SP23 13.05 Considering the Merits and Faults of Artificial Intelligence in the Community College Classroom has one resolve statement. This resolution was assigned to the ASCCC Educational Policies Committee.

Resolved, That the Academic Senate for the California Community Colleges prioritize the development of resources addressing artificial intelligence and its implications on education and academic integrity, **develop a framework for local colleges to use in developing academic and professional policies,** and present these resources no later than the 2024 Spring Plenary Session or as soon as feasible.

In November the ASCCC EdPol Committee was authorized to consider a resource/support document for AI policy efforts and proposed a "tool kit". The ASCCC EdPol Committee has been collecting various resources and examples from within the CA Community College System and nationally. In an effort not to duplicate the other ways ASCCC has been responding to this resolution, the committee has revised the concept of a "tool kit" to create more of a living document as a "resource document" focused primarily on "policy creation", with a proposal to "crowd source" other sample policies as they are developed.

During the Fall 2023 ASCCC Plenary, the chair of ASCCC Educational Policies Committee (Howerton), and the chair of ASCCC Online Education Committee (Guerrero), co-facilitated a breakout session on the influence of AI in our educational spaces. During this session attendees offered several suggestions for desired resources. This input was considered by the ASCCC EdPol committee as we bring forward this proposal and update on our work.

In March of 2024, the ASCCC Executive Committee reviewed and provided feedback on the *Academic Integrity Policies in an AI world Resource Document.* Following this meeting, the ASCCC Educational Policies Committee considered all feedback and is bringing a "second read" of our Resource Document.

The chair of the ASCCC Educational Policies Committee (C. Howerton) will facilitate a General Session during the upcoming Spring 2024 Plenary Event titled "Policies Considerations for AI: Promise, Pitfalls and Practice). The panel for this session will include faculty and CIO representatives. It is hoped to preview this document and resources during the plenary event.

Action requested is for the ASCCC Executive Committee to provide initial support to share this resource and allow the ASCCC Educational Policies Committee Chair to work with our Executive Director to schedule an appropriate follow-up webinar or other distribution method to happen in May 2024.

Academic Integrity Policies in the Age of Artificial Intelligence (AI) Resource Document

Offered and Curated by the ASCCC Educational Polices Committee
2023-2024

Christopher J. Howerton, ASCCC At-Large Representative, Chair
Erik Reese, ASCCC Area C Representative, 2nd Chair
Tamara Cheshire, Folsom Lake College
Howard Eskew, San Diego Mesa College
Taneisha Hellon, Palomar College
Kandace Knudson, Sacramento City College
Chantal Lamourelle, Santa Ana College

"Embrace the uncertainty of the moment. Be curious, not fearful – for only the curious discover."
– Yogini Patil

Spring 2024

Purpose for the Resource

During the spring 2023 ASCCC plenary session, resolution 13.05[1] titled, "Considering the Merits and Faults of Artificial Intelligence in the Community College Classroom" was adopted. This resolution held the following resolved statement:

> *Resolved, That the Academic Senate for the California Community colleges prioritize the development of resources addressing artificial intelligence and its implications on education and academic integrity, develop a framework for local colleges to use in developing academic and professional policies, and present these resources no later than the 2024 Spring Plenary Session or as soon as feasible.*

In response to this direction, the ASCCC further engaged with our system partners including the California Community Colleges Chancellor's Office (CCCCO) and the Faculty Association of California Community Colleges (FACCC). One example of these collaboration includes the 4-part webinar series on Generative AI in Higher Education during 2023-2024 that showcased various emerging technologies, AI tools, and additional consideration of impact to equity and diversity efforts.

The webinar series included the following presentations:

- Introduction to Generative AI (September 25, 2023)
- Generative AI as a Tool for Teaching and Learning (November 7, 2023)
- Generative AI as a General Productivity Booster (February 27, 2024)
- AI-Enhanced Analytics and Learning Platforms (April 30, 2024)

Recordings from the completed webinars are available on the CCCCO's Vision Resource Center.

In tandem with these collaborations, other AI related research and examination is being moved by other ASCCC Standing Committees (such as the ASCCC Educational Policies Committee, ASCCC Online Education Committee, and our ASCCC CTE Leadership Committee). ASCCC continues to engage in these conversations and will continue to do so as we all learn together.

Additionally, a new roadmap for California Community Colleges titled "Vision 2030"[2] was introduced by the CCCCO. According to the CCCCO website, "Vision 2030 is a collaborative action plan that provides focus, equity, and direction to our community colleges." The framework of "Vision 2030" has been shared during multiple events (including the Fall 2023 ASCCC Plenary). One of the "Strategic Directions" of this plan focuses on Artificial Intelligence (AI) and implications for higher education.

To answer the call from the adopted ASCCC resolution, the ASCCC Educational Policies Committee was tasked with exploring and recommending a possible framework and/or guiding principles that faculty and local academic senates could use within their collegial consultation

[1] https://www.asccc.org/resolutions/considering-merits-and-faults-artificial-intelligence-community-college-classroom

[2] https://www.cccco.edu/About-Us/Vision-2030

processes to support any desired revisions to academic and professional policies as they relate to artificial intelligence and academic integrity.

We recognize that the development of AI and its impact on our system is growing exponentially. Even so, we must not lose sight of our mission to serve our students and communities, while attempting to catch "a moving target." This work can be overwhelming, as the degree and rate of change facing our system may cause various levels of discomfort. We encourage the user of this resource document to adopt a growth mindset and enter this work with cautious optimism.

The influence of AI on academic and professional matters underscores the responsibility and expectation of academic senates to assume responsibility for making recommendations, especially if there is potential impact on curriculum and academic standards. Additionally, under the "10+1", items of academic and professional matters also specifically indicate "standards and policies" or "policies" while others indicate faculty roles in "processes". The infusion of AI in our work supporting student success will affect our policies and processes and in turn demands academic senate involvement.

As the use of AI has increased in popularity and holds levels of application curiosity (not only for our students but for faculty and others), a mindful development of explicit allowable uses will need to be communicated with appropriate professional learning to support ethical and efficient uses of various AI tools. The ASCCC is seeing a dramatic increase in faculty interest in AI with proposals for a new discipline recognition for Artificial Intelligence, responding to local industry demands, and many requests for resources.

In preparation for the following resources, the ASCCC offered a breakout session during the Fall 2023 plenary, seeking input from plenary attendees. Participants shared their questions, perceptions, suggestions, and specific policy needs as it relates to artificial intelligence. Next, members of the ASCCC Educational Policies Committee supplemented this feedback with additional broad research and reached out to various local senate presidents, some of our CIO partners, and colleagues to help curate this initial resource.

In summary, this document is (and will continue to be) "a work in progress" due to the transformational nature of artificial intelligence. It is impossible for one document to serve as the answer to all questions around AI. However, as ASCCC continues to partner with our system colleagues, input from local academic senates, and other experts, a breadth of additional resources will continue to emerge in various ways. It is through these collaborations that we can find synergy in this work. We look forward to those continued opportunities to work as a community and, as always, supporting the faculty voice in policy considerations as it relates to student preparation and success.

This resource document will acknowledge some general considerations, offer suggested guiding principles (or philosophy in AI policy creation), sample syllabi language to address academic integrity as relating to AI, some suggested reading for algorithmic justice, and an initial glossary.

General Considerations

Some general considerations beyond policy development will include prioritizing the impact on student equity, setting expectations, and ongoing professional learning for faculty and others as it relates to AI. Artificial intelligence has already been used to increase accessibility with features such as text-to-speech, captioning, and keyboard navigation. However, some tools come with a cost. Therefore, be mindful of any paywalls that may limit access, and consider alternatives if using expensive AI tools.

Guiding students in the use of AI may also pose a challenge and require intentional effort. For students to be successful and ethical in the use of AI, expectations need to be clear. We must help students understand the appropriate use, limitations, biases, and effective techniques of using AI efficiently. This may include teaching how to craft sophisticated prompts, outlining potential errors, and the appropriate application. In this partnership with our students, instructor oversight will be necessary to help review for appropriateness and ensure appropriate tone and terminology.[3]

Suggested Guiding Principles/Philosophy in AI Policy Creation

Crafting principles to help guide potential policies for the ethical and effective use of Artificial Intelligence (AI) in the California Community College System is crucial. In brief, policies involving AI should have 1) ethical considerations, 2) be legal and in compliance, 3) widely communicated and transparent, 4) provides accountability and oversight of the use of AI, and 5) support with professional learning, training, and education. Below is a list of synthesized suggested policy elements for faculty, academic senates, and others to guide conversations during the collegial consultation process with our administrative partners. This list is not exhaustive and provided as a prompt to help promote engaged dialogue for various AI applications in higher education.

1. **What are some of the ways to infuse <u>Ethical Considerations</u> within AI policies?**
    - Ensuring alignment with institutional ethical guidance and commitment.
    - Promoting equity, transparency, accountability, accessibility, and inclusivity.
    - Recognizing biases in AI algorithms and decision-making processes.
    - Prioritizing the protection of personal data and privacy rights.
    - Considering the potential impact on underrepresented groups and working to mitigate disparities.
    - Promoting algorithmic justice and combating discrimination.
    - Acknowledge or prioritize the utilization of widely accepted AI tools to prevent exacerbation of equity and access gaps.

2. **What are some of the <u>Legal and Compliance Obligations</u> to consider as an organization?**

[3] Some suggestions provided during Vision 2030: Generative AI in Higher Education webinar co-facilitated by CCCCO, ASCCC and FACCC Nov 7, 2023 (May require logging into the CCCCO VRC prior to attempting to open)

- Ensuring compliance with relevant laws and regulations pertaining to AI and data protection.
- Obtaining student consent for data usage and allowing opt-outs.
- Adhering to FERPA regulations and limiting data collection to what is necessary.
- Anonymizing student data used for AI model training when possible.

3. **What can we do to promote Transparency and Communication about AI policies?**
    - Require transparency in the development and deployment of AI systems, making information about the algorithms and data used accessible to relevant stakeholders.
    - Encourage openness in communicating the purposes, outcomes, and potential impacts of AI applications in the academic environment.
    - Promote algorithmic transparency while protecting student privacy and IP.
    - Make AI policies easily accessible to all stakeholders.
    - Provide broad communication when policies are revised or established.

4. **What are some ways to ensure Accountability and Oversight?**
    - Establish clear lines of accountability for AI systems, specifying roles and responsibilities of individuals involved in the development, deployment, and oversight of AI applications.
    - Implement mechanisms for addressing and rectifying unintended consequences or errors in AI systems.
    - Establish a robust governance structure for overseeing the use of AI, including regular evaluations of AI policies, systems' effectiveness, fairness, and impact.
    - Foster collaboration with external experts, ethicists, and stakeholders to conduct independent assessments of AI applications.

5. **What are some Education and Training needs, as well as potential Collaboration?**
    - Implement programs to educate faculty, staff, and students about AI technologies, their applications, and potential implications.
    - Encourage continuous professional development to keep stakeholders informed about the latest advancements and ethical considerations in AI.
    - Enforce strict measures for securing AI-related data, including encryption, access controls, and regular security audits.
    - Implement protocols for reporting and addressing data breaches, ensuring a swift and transparent response.
    - Have clear policies on data access, security safeguards, purpose specification, and data destruction timelines.
    - Encourage collaboration with industry, government, and other educational institutions to share best practices, research findings, and resources related to AI in higher education.

Sample College Academic Integrity Policies that Include AI

Currently, college districts within the California Community College system are at various stages of college and district-wide updates to policies as it relates to the inclusion of artificial intelligence. To support the work of local academic senates in these important conversations, below are a few college-wide policy. We recognize that these examples are from 4-year institutions. It is our hope that this resource document will be revised as more California community colleges and districts policies are updated. Also, we encourage policy developed to utilize growth-minded language, avoid fear-based policies, and be mindful of potential biases and equity concerns that may emerge. The sample of college-level policies are offered as a start to imbed some of the proposed guiding principles into this work.

College Policy Example 1: Stanford University[4]

Guidance adopted February 16, 2023

Honor Code Implications of Generative AI Tools

The Board on Conduct Affairs (BCA) has been asked to address the Honor Code implications of generative AI tools such as ChatGPT, Bard, DALL-E, and Stable Diffusion. These are novel tools, and both students and instructors have been experimenting with their use in academic settings.

While these tools have applications that foster student learning and understanding, these tools can also be used in ways that bypass key learning objectives.

To give sufficient space for instructors to explore uses of generative AI tools in their courses, and to set clear guidelines to students about what uses are and are not consistent with the Stanford Honor Code, the BCA has set forth the following policy guidance regarding generative AI in the context of coursework:

Absent a clear statement from a course instructor, use of or consultation with generative AI shall be treated analogously to assistance from another person. In particular, using generative AI tools to substantially complete an assignment or exam (e.g. by entering exam or assignment questions) is not permitted. Students should acknowledge the use of generative AI (other than incidental use) and default to disclosing such assistance when in doubt.

Individual course instructors are free to set their own policies regulating the use of generative AI tools in their courses, including allowing or disallowing some or all uses of such tools. Course instructors should set such policies in their course syllabi and clearly communicate such policies to students. Students who are unsure of policies regarding generative AI tools are encouraged to ask their instructors for clarification.

The BCA will continue to monitor developments in these tools and their use in academic settings and may update this guidance. Members of the community are encouraged to contact the BCA to provide input, suggestions, and comments on this policy.

[4] Found at: https://communitystandards.stanford.edu/generative-ai-policy-guidance

*NOTE: As part of the BCA's guidance on clear communication of a course's generative AI policy, OCS recommends course instructors provide clear advance nxzotice that they may use detection software to review work submitted for use of generative AI. Other helpful information for faculty and course assistants can be found **HERE**.*

College Policy Example 2: Arizona State University[5]

Academic Integrity and Artificial Intelligence/ChatGPT

The use of Artificial Intelligence in courses

The College Dean's Office encourages academic units and faculty to determine whether student use of generative AI/ChatGPT in their courses is permitted or prohibited and to state this and any parameters in your syllabi, announcements, and assignment instructions. See these resources for recommendations:

- The College Generative AI Principles 2023-2024
- https://provost.asu.edu/generative-ai

Additionally, faculty should include the ASU Academic Integrity policy in their syllabi, including copyright and plagiarism verbiage. *The use of Generative AI/ChatGPT falls within ASU's Academic Integrity policies and processes.*

Within their courses and assignments, faculty should emphasize that students must cite any borrowed content sources to comply with all applicable citation guidelines and copyright law and avoid plagiarism. Simply put, if students use generative AI, they should cite it: How to Cite ChatGPT (APA website); ASU Library Guide on Citing Generative AI Models
Students and faculty should also ensure any AI-generated citations are correct, as generative AI tools are notorious for listing nonsensical citations.

Find academic integrity resources here: https://instruction.thecollege.asu.edu/academicintegrity

Sample Classroom Policies/Syllabus Language

Ideally, local classroom policies should align with your college/district polices as it relates to student code of conduct expectations and academic integrity. Some additional considerations for classroom policies could include[6]:

- Citing AI-generated content: require citations for any AI generated text/media, use consistent citation style (MLA, APA, etc.)
- Appropriate versus inappropriate uses: setting clear policies on what type of AI use are permitted, caution against perpetuating harmful biases, caution against AI generated papers or exam responses.

[5] Found at: https://instruction.thecollege.asu.edu/academicintegrityAIChatGPT
[6] Suggestions provided during Vision 2030: Generative AI in Higher Education webinar co-facilitated by CCCCO, ASCCC and FACCC Nov 7, 2023 (will require you to log into the CCCCO VRC prior to attempting to open)

- Impact on learning: ensure AI does not replace deeper learning, use AI as a creativity aid and "thought partner" rather than sole output.

Individual disciplines and instructors may have various allowances for the use of AI in their discipline/class. It is important to communicate clearly with students any classroom specific policies while reiterating that what one instructor may allow is not a guarantee that other disciplines/instructors will allow the use of AI in the same manner.

In preparation for the following examples, the Education Policies Committee reviewed many drafts and adopted sample text provided by California Community College faculty. We received informal examples from rural single-college districts, large multi-college districts, and samples from various regions represented in the California Community College system. In this collection a trend of similar ideas and reliance on some outside-of-California examples were emerging as a resource. With the wide array of examples, the ASCCC Educational Policies Committee searched for the most representative example (that is student centric) that was being supported by a local academic senate review and endorsement.

As a reminder, these sample polices are not directives by ASCCC, but to provide a resource for local faculty and academic senate to engage in constructive conversations around this topic for debate and consideration as applicable in their unique setting.

The range of comfort with the use of generative AI will influence the type of classroom and college-wide policies that are adopted. During the collaborative CCCCO AI webinar series, the following continuum was shared.

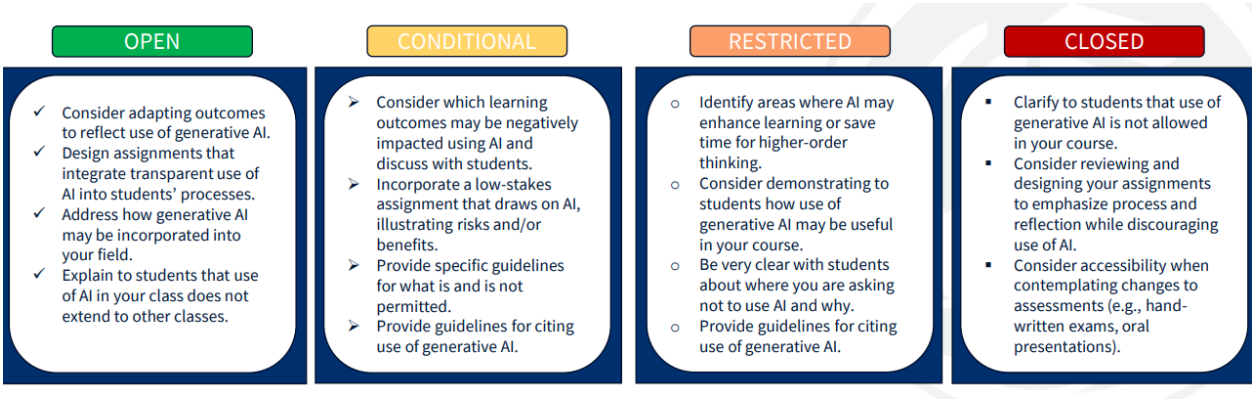

Image Found: California Community College Chancellor's Office- Vision Resource Center (November 7, 2023) Vision 2030: Generative AI in Higher Education Webinar 2 of 4: Generative AI as a Tool for Teaching and Learning [PowerPoint Slides]

Using this continuum the following sample syllabus language is organized. As the "conditional" and "restricted" categories have degrees of overlap, we are providing "conditional/restricted" joint examples that could be edited to reflect the degree of allowance.

SYLLABUS EXAMPLE 1: Allowed Statement

Generative artificial intelligence (GenAI) tools like ChatGPT, DALL-E, or GitHub CoPilot, that generate output may be used in this course as you determine appropriate, as long as you do so honestly through proper documentation, citation, and acknowledgement.

To demonstrate your honest use of these tools and your learning process, you must:

- *Keep histories of your chats and submit them when requested.*
- *Cite the content that came from GenAI tools using citations methods endorsed by the library.*

NOTE: GenAI is known to fabricate sources, facts, and give false information. It also perpetuates bias. You should also be aware that there are copyright and privacy concerns with these tools. You should exercise caution when using large portions of content from AI sources for these reasons. Also, you are accountable for the content and accuracy of all work you submit in this class, including any supported generative AI.

SYLLABUS EXAMPLE 2: Allowed Statement

While using various digital tools and resources is permitted and encouraged during creative and academic projects, students must properly cite and reference any material generated and/or significantly altered/enhanced by AI and must not present such material as their own original work. There is also an expectation that students acknowledge the ways in which any AI tools have been utilized as part of their creative process. Additionally, some assignments in this course must be completed without the use of AI generated content at any point during the project. If you're not clear on whether to use or cite AI, please ask me!

Because images or text generated by AI tools such as ChatGPT are not retrievable or searchable, it currently falls into the "personal communication" category for APA citations and MLA's general AI citation guidelines. Neither of these options seem to fully address concerns expressed by faculty regarding transparency when students have utilized AI applications in their creative process. Therefore, faculty may ask students to submit the full text or images derived from AI tools along with their original drafts and final assignments:

If an authorized AI app was used at any point in the process of completing an assignment, students are required to document their prompt as well as the AI response via printouts or screenshots of AI-generated text and images along with the date on which the results were produced.

SYLLABUS EXAMPLE 3: Conditional/Restrictive Statement

Note: Example 3: Inspired from Ohio State University, Inara Scott) and adopted locally in a CCC

I expect you to generate your own work in this class. When you submit any kind of work (including projects, exams, quizzes, or discussions), you are asserting that you have generated and written the text unless you indicate otherwise by the use of quotation marks and proper attribution for the source. Submitting content that has been generated by someone other than you, or was created or assisted by a computer application or tool, including artificial intelligence

(AI) tools such as ChatGPT is cheating and constitutes a violation of the Student Conduct Code. You may use simple word processing tools to update spelling and grammar in your assignments, but you may not use AI tools to draft your work, even if you edit, revise, or paraphrase it. There may be opportunities for you to use AI tools in this class. Where they exist, I will clearly specify when and in what capacity it is permissible for you to use these tools.

Example of guidance on individual assignments:

I want to address the new AI-tools that you may be hearing about, such as ChatGPT, and their possible role in this project. I want you to be aware that ChatGPT is based on a large language model--it is basically crowdsourcing information and providing likely answers based on the vast amount of text in its database. While it can provide some helpful information, and may spur your thinking in some areas, it is not a reliable source and cannot provide citations or references to reliable data or evidence. (If you ask it for a citation, be aware that it makes things up and the information it's giving you is likely garbage!)

So, can I use ChatGPT or other AI tools to help write this paper?

***Things you can do:** ask ChatGPT questions! I personally enjoy chatting with it about topics I'm interested in. For example, "What are some current issues related to sustainability in the airline industry?" When you read what it says, keep in mind that it's probably at least 60-70% correct, but perhaps not more than that. :-) Given that you're considering whatever it told you with a big grain of salt, you'll then need to do some research to find peer reviewed and reliable evidence that might corroborate (or disagree with!) what the AI tool told you. Use those articles to find other articles that consider the same question (review the citation list for other articles to read). Either before or after you ask ChatGPT a question, try a google search with the same sort of query and see what it turns up; also, try a search on the OSU library system. Review, compare, and investigate. Repeat this cycle, keeping in mind that what you're getting from AI is crowdsourced information, not the reliable product of research and assessment.*

***Things you cannot do:** Do not use ChatGPT to draft your paper. Do not use ChatGPT to give you citations. I am saying this both for purposes of coming up with reliable evidence and also from an academic integrity (i.e, cheating) standpoint. If you didn't write it, don't put your name on it and claim that you wrote it. Don't modify a few words here and there and claim you wrote it either. Close the window before you start drafting and put the real evidence and articles you've found into your own words. Do your own analysis and critical thinking.*

SYLLABUS EXAMPLE 4: Conditional/Restrictive Statement

Note: Example 4: Inspired from Plymouth State University, Pam Harland and adopted locally in CCC

Within this course, you are welcome to use generative artificial intelligence (Ai) models (ChatGPT, DALL-E, GitHub Copilot, and anything after) with acknowledgment. However, you should note that all large language models have a tendency to make up incorrect facts and fake citations, they may perpetuate biases, and image generation models can occasionally come up with offensive products. You will be responsible for any inaccurate, biased, offensive, or otherwise unethical content you submit regardless of whether it originally comes from you or an Ai model.

If you use an Ai model, its contribution must be cited and discussed:
What was your prompt?
Did you revise the Ai model's original output for your submission?
Did you ask follow-up questions?
What did you learn?

Having said all these disclaimers, the use of Ai models is encouraged, as it may make it possible for you to submit assignments and your work in the field with higher quality and in less time.

SYLLABUS EXAMPLE 5: Conditional/Restrictive Statement

Use only with prior permission Students are allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course if instructor permission is obtained in advance. Unless given permission to use those tools, each student is expected to complete each assignment without substantive assistance from others, including automated tools.

-or-

Use only with acknowledgement Students are allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course if that use is properly documented and credited. For example, text generated using ChatGPT-3 should include a citation such as: "Chat-GPT-3. (YYYY, Month DD of query). "Text of your query." Generated using OpenAI. https://chat.openai.com/" Material generated using other tools should follow a similar citation convention.

SYLLABUS EXAMPLE 6: Banned Level

Grammar, composition, and/or vocabulary are part of the learning outcomes of this course. Therefore, all assessments (writing assignments, oral compositions, presentations, summaries, etc.) must be your original work. The use of artificial intelligence (AI) tools, ***such as*** *ChatGPT, is prohibited. The use of AI tools is considered plagiarism in this course, and disciplinary actions fall under the plagiarism guidelines. The instructor may follow up with the student with an oral conversation to assess the learning.*

SYLLABUS EXAMPLE 7: Banned Level

Students are not allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course. Each student is expected to complete each assignment without substantive assistance from others, including automated tools.

Additional Syllabus Resources

In addition to these representative syllabus language examples, the ASCCC Educational Policies Committee also discovered the following repositories for exploration and consideration.

Additional Resource: Crowd-Sourced Syllabus Example (Eaton)

Some of our local California Community College academic senates and even one of our multi-college districts distributed the following link to faculty (and others) as well as posted this resource on their website to support local efforts. This "grassroots" repository may provide additional resources for syllabus examples with uploaded samples that have not been vetted.

Syllabi Policies for AI Generative Tools[7] – Curated by Lance Eaton - This resource is a crowd-sourced public document from other educators who have offered to share their policies. This resource contains discipline-specific examples that can be sorted by course and discipline. Note that not all disciplines are represented, only those from faculty who have volunteered their work. A Spanish version of these policies is included with the resource.

Additional Resource: Carnegie Mellon University (Ebergly Center)[8]

Examples of possible academic integrity policies that address student use of generative Ai tools – This repository provides an additional 6 examples representing a range of options that could be adapted or adopted based on student learning objectives and the context of the course.

Additional Resource: Chapman University (Syllabus Policy on the use Generative AI Tools[9]

Chapman University's Artificial Intelligence (AI) Hub is another resource with considerations for syllabus policy on the use of AI generative tools, as well as, additional information on bias in AI, classroom engagement with AI, and some explicit guidelines for the use of artificial intelligence in research/scholarship/creative activities.

Additional Resource: WCET AI Policy Center [10]

WCET AI Policy Center - WCET – the WICHE Cooperative for Educational Technologies is the leader in the practice, policy, & advocacy of digital learning in higher education. This group is a member-driven organization that brings together colleges, universities, higher education organizations, and companies to collectively improve the quality and reach of digital learning programs.

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[7] Found at: https://docs.google.com/document/d/1RMVwzjc1o0Mi8Blw_-JUTcXv02b2WRH86vw7mi16W3U/edit#heading=h.1cykjn2vg2wx

[8] Found at: https://www.cmu.edu/teaching/technology/aitools/academicintegrity/index.html#:~:text=If%20you%20use%20a%20generative,AI%20without%20citation%20is%20plagiarism.

[9] Found at: https://www.chapman.edu/ai/chapman-considerations-for-syllabus-policy-on-the-use-of-ai-generative-tools.aspx

[10] Found at: https://tinted-xenon-994.notion.site/WCET-AI-Policy-Center-74bdab27cc1243d88fbe834a991cac05

Some Additional Resources for Consideration

- Book: Algorithms of Oppression (2018) by Safiya Umoja Nobel
- Book: Unmasking AI: My Mission to Protect What is Human in a World of Machines (2023) by Joy Buolamwini
- Mt.San Antoinio College – Artificial Intelligence and Education Guide – Multiple resources linked within this document for exploration.
- Chapman University Artificial Intelligence (AI) Hub
    - AI in the Classroom – A collection of resources, class activities
- ASCCC Rostrum Article: Artificial Intelligence, Generative AI, and Ethics: An Educational Perspective (Feb. 2024) Nguyen, T., Sisneros, H., & Chow, K.
- Article: Developing Institutional level AI Policies and Practices: A Framework (12/7/2023) WCET Davis, V.

Final Thoughts

Provided in this resource document are suggested guidelines, examples, and considerations to hopefully aid local academic senate in having constructive policy conversations at various levels. Nothing in this document is a requirement or a mandate. As with policies that may impact our students, it is highly encouraged to find ways to bring your students into these conversations as well. Although this is a resource initially intended for our academic integrity policies, much of this framework can be adapted to other policy developments as AI continues to evolve and new applications of AI are considered.

Finally, the ASCCC Educational Policies Committee would like to share our gratitude to the many individuals and groups who shared their local practices and status to help us discover trends, but also illuminate the continued need for resource development as we mature our understanding on these related topics.

Glossary of AI Terminology[11]

1. **Algorithm** — the set of logical rules used to organize and act on a body of data to solve a problem or to accomplish a goal that is usually carried out by a machine. An algorithm is typically modeled, trained on a body of data, and then adjusted as the results are examined. Because algorithms are generally processed by computers and follow logical instructions, people often think of them as neutral or value-free, but the decisions made by humans as they design and tweak an algorithm and the data on which an algorithm is trained can introduce human biases that can be compounded at scale. Humans who interact with an algorithm may also find ways to influence the outcomes, as when a marketer finds ways to push a website up in the results of a search through search engine optimization (SEO).
2. **Algorithmic justice** — the application of principles of social justice and applied ethics to the design, deployment, regulation, and ongoing use of algorithmic systems so that the potential for harm is reduced. Algorithmic justice promotes awareness and sensitivity among coders and the general public about how data collection practices, machine learning, AI, and algorithms may encode and exacerbate inequality and discrimination.
3. **Algorithmic literacy** — a subset of information literacy, algorithmic literacy is a critical awareness of what algorithms are, how they interact with human behavioral data in information systems, and an understanding of the social and ethical issues related to their use.
4. **Artificial intelligence (AI)** — a branch of computer science that develops ways for computers to simulate human-like intelligent behavior, able to interpret and absorb new information for improved problem-solving, and recognize patterns. Examples include training robots, speech recognition, facial recognition, and identifying objects such as traffic signs, trees, and human beings necessary for self-driving cars. AI relies on machine learning capabilities and training data. Humans are involved in creating or collecting sets of training data (e.g., employing low-wage workers abroad to identify objects on computer screens to provide data for autonomous vehicle navigation). Bias may be built into machine learning (e.g., by using criminal justice data sets for risk assessment in predictive policing). Machines can be trained to learn from experience but common sense and recognizing context are difficult, thus limiting the ability of computer programs to perform tasks such as distinguishing hate speech from colloquial humor or sarcasm.
5. **Artificial Intelligence as a Service (AIaaS):** Cloud-based AI services providing higher education institutions with access to AI tools, algorithms, and infrastructure, facilitating the development of AI-driven applications and research projects without significant upfront investments.
6. **Artificial Intelligence Augmentation (AI Augmentation**): The integration of AI technologies to enhance human capabilities in higher education, empowering educators

[11] OpenAI. (2024). Glossary of Terms Associated with Artificial Intelligence for Higher Education Policy Creation. Retrieved from [https://chat.openai.com/c/2ba41437-4a9a-4173-bbc8-c1b9352343df]
Additional definitions also provided by Head, A.J., Fsiter, B., & MacMillan, M.(2024) Information Literacy in the Age of Algorithms (Project Information Literacy) is shared under a CC BY-NC-SA

and researchers with AI-driven tools for personalized learning, data analysis, and administrative decision-making.

7. **Artificial Intelligence Bias Mitigation (AI Bias Mitigation):** Strategies and policies for identifying, mitigating, and preventing biases in AI systems, critical in higher education for ensuring fairness, equity, and diversity in student assessment, admissions, and educational opportunities.
8. **Artificial Intelligence Chipsets (AI Chipsets):** Specialized hardware accelerating AI computations, utilized in higher education for research in AI algorithms, training large-scale models, and deploying AI applications with improved performance and energy efficiency.
9. **Artificial Intelligence Ethics (AI Ethics**): The development and deployment of AI systems in alignment with ethical principles and societal values, crucial in higher education for ensuring fairness, equity, and accountability in student assessment, admissions, and decision-making processes.
10. **Artificial Intelligence Explainability (AI Explainability):** Techniques ensuring transparency and interpretability of AI models, vital in higher education for explaining grading decisions, student feedback, and adaptive learning recommendations to students, instructors, and stakeholders.
11. **Artificial Intelligence Governance (AI Governance):** Policies and regulations governing the development, deployment, and use of AI technologies in higher education, ensuring ethical and responsible AI practices, data security, and compliance with legal requirements.
12. **Artificial Intelligence Safety (AI Safety**): Concerns and measures addressing potential risks and harms associated with AI technologies, guiding higher education institutions in the responsible development and deployment of AI systems to ensure student and staff well-being, data security, and regulatory compliance.
13. **Attention economy** — since our attention is a limited resource and every person only has so much of it, companies (both platforms and people who use the platforms to sell, entertain, or persuade) try to engage and keep people's attention. This rewards clickbait and influences the design of algorithms and platforms to maximize time spent online.
14. **Bias in AI**: Systematic favoritism or prejudice in AI systems, posing challenges in higher education such as biased admissions algorithms and unfair grading systems, necessitating policies for bias detection, mitigation, and transparency.
15. **Big data** — a set of technological capabilities developed in recent years which, when used in combination, allows for the continuous gathering and processing of large volumes of fine-grained and exhaustive data drawn from multiple sources to be combined and analyzed continuously.
16. **Computer Vision**: An AI discipline enabling computers to interpret and analyze visual information, utilized in higher education for tasks such as facial recognition for campus security, content accessibility, and augmented reality applications.
17. **Data exhaust** — information incidentally generated as people use computers, carry cell phones, or have their behavior captured through surveillance which becomes valuable when acquired, combined, and analyzed in great detail at high velocity.

18. **Deep Learning**: A branch of machine learning involving neural networks with multiple layers, used in higher education for tasks such as personalized learning, predictive analytics, and natural language processing.
19. **Edge AI**: The deployment of AI algorithms on edge devices, enabling real-time processing and inference in higher education applications such as IoT-based campus management, personalized learning tools, and mobile educational apps.
20. **Edge Computing**: Decentralized processing of data near the source of generation, beneficial in higher education for low-latency AI applications, real-time analytics in remote locations, and efficient utilization of computing resources.
21. **Ethical AI:** The development and deployment of AI systems in alignment with ethical principles and societal values, crucial in higher education for ensuring fairness, equity, and accountability in student assessment, admissions, and decision-making processes.
22. **Explainable AI (XAI):** Techniques and methods ensuring transparency and interpretability of AI models and decisions, essential in higher education for maintaining trust, accountability, and regulatory compliance in academic and administrative AI systems.
23. **Generative Adversarial Networks (GANs):** AI frameworks where two neural networks compete to generate realistic data, utilized in higher education for creating synthetic datasets, generating educational content, and improving data privacy.
24. **Hyperparameters**: Parameters defining the configuration and behavior of AI models, requiring optimization and tuning in higher education applications for achieving optimal performance, reliability, and scalability.
25. **Machine Learning (ML):** A subset of AI focusing on algorithms and techniques that enable computers to learn from data and improve their performance over time without being explicitly programmed. Also, the use of algorithms, data sets, and statistical modeling to build models that can recognize patterns to make predictions and interpret new data. The purpose of machine learning is to enable computers to automate analytical model-building so computers can learn from data with little human intervention.
26. **Model Interpretability**: The ability to explain and understand AI models and their decisions, essential in higher education for transparent student assessment, research reproducibility, and accountability in automated decision-making systems.
27. **Model Robustness**: The capability of AI models to maintain high performance and reliability under varying conditions and inputs, critical in higher education for ensuring accurate student assessment, research findings, and administrative decision-making.
28. **Natural Language Processing (NLP**): The field of AI concerned with enabling computers to understand, interpret, and generate human language, utilized in higher education for automated grading, language learning support, and virtual assistants.
29. **Neural Network:** A computational model inspired by the human brain's structure, employed in higher education for various applications including student performance prediction, adaptive learning systems, and data analysis.
30. **Personalization** — the process of displaying search results or modifying the behavior of an online platform to match an individual's expressed or presumed preferences, established through creating digital profiles and using that data to predict whether and

how an individual will act on algorithmically selected information. This process drives targeted digital advertising and has been blamed for exacerbating information silos, contributing to political polarization and the flow of disinformation. Ironically, to consider information "personal" implies it is private, but personalization systematically strips its targets of privacy.

31. **Platform** — an ambiguous term that means both software used on personal computers and software deployed online to provide a service, such as web search, video sharing, shopping, or social interaction. Often these systems use proprietary algorithms to mediate the flow of information while enabling third parties to develop apps, advertising, and content, thus becoming digital spaces for the individual performance of identity online, data-driven persuasion (commercial as well as political), and group formation through social interaction. In this report, we use the term to refer to "internet giants" such as Google, YouTube, Instagram, and Facebook and others mentioned by students in our focus group sessions.
32. **Reinforcement Learning:** An AI paradigm where algorithms learn by interacting with an environment and receiving feedback, applicable in higher education for adaptive learning environments and personalized feedback systems.
33. **Semi-Supervised Learning:** A combination of supervised and unsupervised learning techniques, employed in higher education for tasks such as student performance prediction with limited labeled data and large-scale data analysis.
34. **Supervised Learning**: A machine learning approach where models are trained on labeled data, used in higher education for predictive modeling, recommendation systems, and intelligent tutoring systems.
35. **Transfer Learning**: A machine learning technique where models trained on one task are adapted to perform related tasks, valuable in higher education for leveraging pre-trained models in educational content creation, student support systems, and academic research.
36. **Unsupervised Learning:** A machine learning approach where models uncover patterns and structures from unlabeled data, relevant in higher education for clustering similar student cohorts, curriculum optimization, and anomaly detection.

ACADEMIC SENATE
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ASCCC Executive Committee Agenda Item

Month: April **Year:** 2024
SUBJECT: ASCCC Curriculum Institute Second Draft
DESIRED OUTCOME: The Executive Committee will review and approve the second draft of the 2024 Curriculum Institute
CATEGORY: Action
REQUESTED BY: Stewart Jr.
STAFF REVIEW: Carrillo

Item No: III.D.
Attachment: Yes
Urgent: Yes
Time Requested: 30 minutes

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

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

BACKGROUND

The ASCCC 2024 Curriculum Institute will be held July 10-13, 2024 in Pasadena, California. The ASCCC Curriculum Committee would like to submit its second draft of the program. We are submitting an overall skeleton draft as well. This year, we will have a total of 8 breakouts in each breakout session, where 6 will be in person and 2 will be virtual. All General Sessions will be hybrid. Pre-session activities will be in person as well. The committee has provided starter descriptions and have made recommendations for potential presenters. In the attached program, the topics shaded in yellow are the proposed virtual breakout session.

We are requesting the ASCCC Executive Committee to review, provide feedback, and approve this second draft of the 2024 ASCCC Curriculum Institute.

Thanks,

2023-2024 ASCCC Curriculum Committee

2024 Curriculum Institute Program 2nd Draft

2024 Curriculum Institute Skeleton Program

2024 ASCCC Curriculum Institute – Wednesday July 10, 2024 – Saturday July 13, 2024

Skeleton Table of Contents

Theme: Curriculum Unmasked: Revitalize, Revamp and Reignite!

Are you ready to embark on a journey of collaboration, innovation, inspiration, and transformation in the realm of California Community College curriculum? Pack your bags and climb aboard! The Academic Senate for California Community Colleges (ASCCC) invites you to attend the 2024 Curriculum Institute – Hybrid Event on July 10-13, 2024 held in beautiful Pasadena, California, at the Pasadena Convention Center!

Get ready for an unforgettable experience where curriculum enthusiasts, faculty, administrators, classified professionals, and students from across the state will gather to unmask:

- Collaborative strategies for implementation of current legislation;
- Innovations in equitable curricular design and pedagogy;
- Realignment of pathways for student success; and
- Solutions you can take back to your local curriculum committees

This event promises to be a whirlwind of IDEAAs, insights, and strategies that will facilitate connection with colleagues, building of valuable professional relationships, and exchange of relevant information with diverse groups of academic professionals and students who are passionate about impactful curricula. Don't miss this opportunity to REVITALIZE your curriculum strategies, REVAMP your teaching approach, and REIGNITE your passion for community college student success!

Wednesday, July 10, 2024

12 PM – 4 PM – Registration Desk Opens
1 PM – 4 PM: CI Pre-Sessions
4 PM – 4 :15 PM Break
4:15PM – 5:30PM Curriculum Mixer

Thursday, July 11, 2024

7 AM Registration Desk Opens
7:30 AM – 8:45 AM: Breakfast
8:45 AM – 10:15 AM: General Session 1: Welcome & State of Curriculum
10:15 AM – 10:30 AM Break
10:30 AM – 11:45 AM: Breakout Session 1
11:45AM - 12:45 PM Lunch
12:45 PM – 2:15 PM: General Session 2: Keynote
2:15 PM – 2:30 PM Break
2:30 PM – 3:45 PM: Breakout Session 2
3:45 PM – 4:00 PM Break
4:00 PM – 5:15 PM Breakout Session 3
5:15 PM – 6:30 PM Curriculum Reception

Friday, July 12, 2024

Registration Desk Opens 8:00 AM
7:30 AM – 8:30 AM: Breakfast

9:00 AM – 10:15 AM Breakout Session 4
10:15 AM – 10:30 AM Break
10:30 AM – 11:45 AM: Breakout Session 5
11:45AM - 12:45 PM Lunch
12:45 PM – 2:15 PM: General Session 3
2:15 PM – 2:30 PM Break
2:30 PM – 3:45 PM: Breakout Session 6
3:45 – 4:00 PM Break
4:00 PM – 5:15 PM: Breakout Session 7

Saturday, July 13, 2024
7:30 AM – 8:30 AM: Breakfast
8:30AM – 8:45 AM Break
8:45 AM – 10:00 AM: Breakout Session 8
10:00 AM – 10:15 AM Break
10:15 AM – 12:00 PM: General Session 4 & Closing Remarks
12:00 PM: Institute Ends

ACADEMIC SENATE
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ASCCC Executive Committee Agenda Item

Month: April **Year:** 2024
SUBJECT: Faculty Leadership Institute
DESIRED OUTCOME: The Executive Committee will consider for approval the 1st draft of FLI 2024 program
CATEGORY: Action
REQUESTED BY: Mica/Aschenbach
STAFF REVIEW: Carrillo

Item No: III.E.
Attachment: YES
Urgent: No
Time Requested: 20 minutes

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

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

BACKGROUND

Faculty Leadership Institute 2024 is being held at the Westin Mirage Golf Resort & Spa in Palm Springs June 20-22, 2024.

At its March meeting, the Executive Committee confirmed that the event will be completely in person, will include collaboration with SSCCC for Thursday afternoon and at least part of Friday morning. The Executive Committee discussed possible general session and breakout topics.

Based on input from the Exec Committee and a review of past 3-day FLI programs, a first draft is presented to Exec for first read and continued input.

The Executive Committee is asked to approve the first draft of the Faculty Leadership Institute program.

	Date/Time				
Thursday	**Thursday June 20**	**Title**			
Fac & Stu	12:00p-12:45p	Lunch			
Fac & Stu	12:45p-1:00p	GS 1: Welcome & Introductions (ASCCC & SSCCC)			
Fac & Stu	1:00p-2:00p	GS 2: Governance: Basics + Student & Faculty Roles			
Fac & Stu	2:15p-3:15p	Breakout 1			
		1.1 Planning Meeting Agendas (ASCCC & SSCCC)			
		1.2 Leadership Succession Planning			
		1.3 Legislation and Advocacy Efforts			
		1.4 Academic Freedom: What It Means for Students and Faculty			
Fac & Stu	3:30p-4:30p	GS 3: Open Meetings: Brown Act			
Fac & Stu	4:45p-5:45p	GS 3 State of Two Senates: Key ASCCC & SSCCC Efforts for 2024-2025 (incl. resolutions)			
Fac & Stu	5:45p	Dinner on your own			
Fac & Stu	7:30p-8:30p	Conversation with Senate Presidents (ASCCC & SSCCC)	before dinner?		
Friday	**Friday June 21**				
Fac & Stu	8:00a-9:00a	Breakfast			
Fac & Stu	8:30a-9:00a	Table Talks: Hot Topics for Senates (ASCCC & SSCCC)			
Fac & Stu	9:00a-10:00a	GS 4 Artificial Intelligence - Policy & Tools			
Fac & Stu	10:00a-10:15a	Closing - Joint Session (ASCCC & SSCCC)			
Fac	10:30a-11:30a	Breakout 2			
		2.1 Senate Roles in Dual Enrollment			
		2.2 Integrating IDEAA Into Academic and Professional Matters (curric,			
		2.3 Working Together with Unions			
		2.4 Utilizing Data to Inform Discussions and Actions			
Fac	11:45a-12:45p	Lunch			
	12:45p - 1:45p	GS 5 Resolutions Process & Writing (incl. drafting)			
	2:00p-3:00p	Breakout 3			
		3.1 Increasing Faculty Diversity: Pre-Hiring, Hiring, and Retention			
		3.2 Inclusion: PT Faculty in Academic Senates			
		3.3 Communicating Effectively to Build Partnerships and Navigate			
		3.4 Minimum Qualifications, Equivalencies, and Assigning Courses to			
	3:00-3:30	Networking Break + Optional Table Talks			
	3:45p-4:45p	Area Meetings			
		Area A			
		Area B			
		Area C			
		Area D			

	5:00p-5:30p	Mock Resolutions Due			
	5:30p-7:00p	Reception: Honoring FELA Mentees & Mentors			
Saturday	**Saturday June 22**				
	8:00a-9:00a	Breakfast			
	9:00a-10:00a	Breakout 4			
		4.1 IDEAA in Action: Updating Academic Senate Constitutions and Bylaws			
		4.2 State and Local Budgets, Budget Cycles, and Planning			
		4.3 Academic Senate Resources: Where to Look and When to Call for Help			
		4.4 Principles and Pragmatism Poker: When to Hold 'Em & When to Fold 'Em			
	10:15a-11:45a	GS: Mock Resolution Session: Debate & Voting			

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ASCCC Executive Committee Agenda Item

Month: April **Year:** 2024
SUBJECT: Chancellors Office Liaison Discussion
DESIRED OUTCOME: The Executive Committee will receive an update on system-wide issues and projects from a liaison from the Chancellors Office.
CATEGORY: Discussion
REQUESTED BY: Aschenbach
STAFF REVIEW : Carrillo

Item No: IV.A.
Attachment: No
Urgent: No
Time Requested: 30 minutes

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

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

BACKGROUND

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

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ASCCC Executive Committee Agenda Item

Month: April **Year:** 2024
SUBJECT: Liaison/Caucus Reports
DESIRED OUTCOME: The Executive Committee will receive oral or written reports form liaisons or representatives from partner organizations and ASCCC Caucuses.
CATEGORY: Discussion
REQUESTED BY: Aschenbach
STAFF REVIEW : Carrillo

Item No: IV.B.
Attachment: No
Urgent: No
Time Requested: 5 minutes

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

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

BACKGROUND

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

ASCCC Executive Committee Agenda Item

Month: April **Year:** 2024

SUBJECT: Toolkit for "Institutional Support For Faculty Maintaining Safe Classrooms" (formerly Code of Conduct Toolkit)

DESIRED OUTCOME: The Executive Committee will review a draft of a toolkit for "Institutional Support For Faculty Maintaining Safe Classrooms".

CATEGORY: Discussion

REQUESTED BY: Chow/Stiemke

STAFF REVIEW: Carrillo

Item No: IV.C.

Attachment: yes

Urgent: no

Time Requested: 15 minutes

TYPE OF BOARD CONSIDERATION

Consent/Routine:

First Reading: X

Action:

Information:

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

BACKGROUND

The creation of a toolkit to promote up-to-date and well-publicized codes of conduct and procedures for dealing with discriminatory disruptions and racelighting is a resource that was assigned to Equity Diversity Action Committee per Resolution F22 13.02: Updating Codes of Conduct to Support Safe and Welcoming Classrooms and Learning Spaces in a Politically Charged Climate:
"Resolved, That the Academic Senate for California Community Colleges develop resources beginning in spring of 2023, such as a toolkit or a position paper in order to support the efforts of local academic senates to maintain safe, welcoming classroom environments and learning spaces to promote up-to-date and well-publicized codes of conduct and procedures for dealing with discriminatory disruptions and racelighting."

The Executive Committee is being asked to review and provide feedback on the toolkit.

ASCCC Executive Committee Agenda Item

Month: April **Year:** 2024
SUBJECT: ASCCC Bylaws and Rules Edits
DESIRED OUTCOME: The Executive Committee will review proposed edits and provide recommendations
CATEGORY: Information
REQUESTED BY: Wada/Chow/Reese
STAFF REVIEW: Carrillo

Item No: IV.D.
Attachment: No
Urgent: No
Time Requested: 40mins

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

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

BACKGROUND

The 2022-23 Standards and Practices (S&P) Committee initiated the review of both the ASCCC Bylaws and Rules documents. These preliminary revisions were brought to the Executive Committee in October 2023, and some feedback and questions were received. The 2023-24 S&P Committee took the feedback and questions and further reviewed and revised the Bylaws and Rules documents, which are presented here with strikethrough and underlined text indicating proposed deletions and additions, respectively.

Bylaws

Rules

The bylaws changes are largely intended to clarify language and use consistent terms throughout. Some edits include clarifications of intent and process. Finally, there are edits that update the bylaws to reflect current practices of the ASCCC and the Executive Committee.

The rules changes include wording changes and reorganization that maintain the spirit/intent of the language from the following resolutions passed in Fall 2019:

01.02 (F'19), which changed our voting system to instant runoff voting;

01.05 (F'19), which changed the order of At-Large, North/South, and Area representative elections;

01.06 (F'19), which instituted term limits more broadly on all Executive Committee positions; and

01-07 (F'19), which limited the number of positions a candidate for the Executive Committee could run for in a given year

The COVID-19 pandemic also resulted in a switch to electronic voting, which is currently not codified in our bylaws or rules. The rules document includes an update allowing for electronic voting, thereby eliminating the need for Executive Committee to take special action in advance of each Plenary Session to allow for electronic voting.

Finally, edits similar in nature to the Bylaws revisions, including clarifying language, consistent terminology, and clarifications of process are included.

One area for the Executive Committee to consider is the intent of resolution 01.06 (F'19) which calls for a change in the Rules to put a 3-year term limit on all officers. However, the Article III Section 3 of the Bylaws explicitly puts a 2-year term limit on the office of the President.

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ASCCC Executive Committee Agenda Item

Month: April **Year:** 2024
SUBJECT: ASCCC Tentative Budget for 24-25
DESIRED OUTCOME: The Executive Committee will discuss the tentative 2024-25 ASCCC budget.
CATEGORY: Discussion
REQUESTED BY: Mica/ Stewart Jr.
STAFF REVIEW: Carrillo

Item No: IV.E.
Attachment: Yes
Urgent: Yes
Time Requested: 15 minutes

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

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

BACKGROUND

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

The Budget and Finance Committee will review the tentative 2024-2025 budget at their upcoming April 15, 2024 meeting. As the Executive Committee reviews the proposed budget, the committee is being asked to keep values-based budgeting in building the budget for the organization. Values-based budgeting is the process of creating a budget that categorizes spending based on the organization's core values. Inclusion, diversity, equity, anti-racism, and accessibility (IDEAA), was adopted in fall 2022, included in the ASCCC's Mission and Values statements, and drives the work of the ASCCC. In 2023-24, the ASCCC approved the inclusion of several new line items, dedicated to funding the Faculty Leadership and Empowerment Academy (FELA), review of professional development resources, and hiring of a cultural humility trainer.

The Executive Committee will discuss and provide any feedback or questions on the 2024-25 tentative budget. The Budget Committee will then take the recommendations and present another draft of the budget for approval during the May Executive Committee meeting.

Academic Senate for CA Community Colleges
Statement of Activities - Budget Forecast
Draft as of March 29, 2024

As of Date: 06/30/2025

	Senate Year To Date 06/30/2025 Budget	d2 C-ID Year To Date 06/30/2025 Budget	d5 OER Year To Date 06/30/2025 Budget	All Departments Year To Date 06/30/2025 Budget	
Income Statement					
Revenue					
Membership Dues	495,600.00	0.00	0.00	495,600.00	5% base increase from 23-24
Program Fees					
Fall Session	165,000.00	0.00	0.00	165,000.00	
Spring Session	165,000.00	0.00	0.00	165,000.00	
Curriculum Institute	394,500.00	0.00	0.00	394,500.00	2024 Curriculum Institute
Faculty Leadership Institute	66,000.00	0.00	0.00	66,000.00	
Total Program Fees	790,500.00	0.00	0.00	790,500.00	
Grant Revenue					
State Grants					
Governor's Grant	1,111,000.00	0.00	0.00	1,111,000.00	
C-ID	0.00	685,000.00	0.00	685,000.00	
OER	0.00	0.00	1,500,000.00	1,500,000.00	
Total State Grants	1,111,000.00	685,000.00	1,500,000.00	3,296,000.00	
Total Grant Revenue	1,111,000.00	685,000.00	1,500,000.00	3,296,000.00	
Other Income					
Other Income	2,500.00	0.00	0.00	2,500.00	
Technical Assist Revenue	5,000.00	0.00	0.00	5,000.00	
Total Other Income	7,500.00	0.00	0.00	7,500.00	
Total Revenue	2,404,600.00	685,000.00	1,500,000.00	4,589,600.00	May also have IEPI 132,000 grant added Needs TAP/PTF Funding
Expenses					
Executive					
Executive Reassign Time					
Executive Board	273,000.00	0.00	0.00	273,000.00	Allocate some reassignment to C-ID/OERI
Outside Faculty Expertise, Senate	40,000.00	0.00	0.00	40,000.00	
Total Executive Reassign Time	313,000.00	0.00	0.00	313,000.00	
Executive Activities					

Exec Meetings	150,000.00	0.00	0.00	150,000.00	
Member Services - Field Activities	35,000.00	0.00	0.00	35,000.00	
FELA Academy	20,000.00	0.00	0.00	20,000.00	
Professional Dev Resources Review	30,000.00	0.00	0.00	30,000.00	
Cultural Humility and Strategic Plan Contractors	20,000.00	0.00	0.00	20,000.00	
Total Executive Activities	255,000.00	0.00	0.00	255,000.00	
Total Executive	568,000.00	0.00	0.00	568,000.00	
Liaison					
Chancellor's Office					
CO Consultation	30,000.00	0.00	0.00	30,000.00	
Total Chancellor's Office	30,000.00	0.00	0.00	30,000.00	
Groups					
ICAS	20,000.00	0.00	0.00	20,000.00	Only if CCC is hosting for 24-25
Total Groups	20,000.00	0.00	0.00	20,000.00	
Conferences, Senate	40,000.00	0.00	0.00	40,000.00	
Conferences OER	0.00	0.00	2,000.00	2,000.00	
Conferences C-ID	0.00	2,000.00	0.00	2,000.00	
Total Liaison	90,000.00	2,000.00	2,000.00	94,000.00	
Grant Expenses					
Initiatives Reassign Time					
Faculty Coordinator, C-ID	0.00	120,000.00	0.00	120,000.00	
Initiatives OER	0.00	0.00	150,000.00	150,000.00	
Total Initiatives Reassign Time	0.00	120,000.00	150,000.00	270,000.00	
Grant Meetings					
Grant Meetings, C-ID	0.00	80,000.00	0.00	80,000.00	
Grant Meetings OER	0.00	0.00	30,000.00	30,000.00	
Total Grant Meetings	0.00	80,000.00	30,000.00	110,000.00	
Stipends					
Stipends, C-ID	0.00	150,000.00	0.00	150,000.00	
Stipends, OER	0.00	0.00	492,286.76	492,286.76	
Total Stipends	0.00	150,000.00	492,286.76	642,286.76	
Total Grant Expenses	0.00	350,000.00	672,286.76	1,022,286.76	
Programs					
Plenary Session					
Fall Session	126,000.00	36,000.00	18,000.00	180,000.00	20% C-ID | 10% OERI
Spring Session	126,000.00	36,000.00	18,000.00	180,000.00	20% C-ID | 10% OERI
Total Plenary Session	252,000.00	72,000.00	36,000.00	360,000.00	
Institutes					
Curriculum Institute	201,750.00	40,350.00	26,900.00	269,000.00	15% C-ID | 10% OERI
Faculty Leadership	65,000.00	0.00	0.00	65,000.00	
Total Institutes	266,750.00	40,350.00	26,900.00	334,000.00	
Pubs, Marketing, Tech, Services					

Website, Senate	25,000.00	0.00	0.00	25,000.00	
Website, OER	0.00	0.00	2,500.00	2,500.00	
Technology, OER	0.00	0.00	20,000.00	20,000.00	
Outside Services, OER	0.00	0.00	25,000.00	25,000.00	
Outside Services, C-ID	0.00	10,000.00	0.00	10,000.00	
Outside Services Advocacy and Contractors	60,000.00	0.00	0.00	60,000.00	
Total Publications, Marketing, Technology	85,000.00	10,000.00	47,500.00	142,500.00	
Total Programs	603,750.00	122,350.00	110,400.00	836,500.00	
Salaries and Benefits					
Staff Salaries	744,000.00	0.00	0.00	744,000.00	
Staff Salaries OER	0.00	0.00	142,000.00	142,000.00	
Staff Salaries, C-ID	0.00	142,000.00	0.00	142,000.00	
Instructional Salaries Grants	0.00	0.00	109,200.00	109,200.00	
Staff Training/Development	25,000.00	0.00	0.00	25,000.00	
Benefits- Health	165,000.00	0.00	75,468.00	240,468.00	
Defined Benefit Retirement Plan	106,500.00	0.00	0.00	106,500.00	
Payroll Processing	7,000.00	0.00	0.00	7,000.00	
Payroll Taxes - Employer	27,500.00	0.00	0.00	27,500.00	Grant allocations will need to be added
Total -Salaries and Benefits	1,075,000.00	142,000.00	326,668.00	1,543,668.00	
Nonpersonnel					
Equipment and Furniture					
Furnishings	2,500.00	0.00	0.00	2,500.00	
Equipment Lease / Rental	3,500.00	0.00	0.00	3,500.00	
Equipment Purchase	6,000.00	0.00	0.00	6,000.00	
Total Equipment and Furniture	12,000.00	0.00	0.00	12,000.00	
Office					
Insurance	15,000.00	0.00	0.00	15,000.00	
Phones - Office	2,000.00	0.00	0.00	2,000.00	
Internet	3,600.00	0.00	0.00	3,600.00	
Postage / Shipping	1,000.00	0.00	0.00	1,000.00	
Subscriptions	6,000.00	0.00	0.00	6,000.00	
Rent / Lease	100,000.00	0.00	0.00	100,000.00	
Supplies	10,000.00	0.00	0.00	10,000.00	
IT/Software	26,000.00	0.00	0.00	26,000.00	
Parking-Office	17,280.00	0.00	0.00	17,280.00	Grant allocations will need to be added
Total Office	180,880.00	0.00	0.00	180,880.00	
Professional Services	33,000.00	0.00	0.00	33,000.00	
Business Expenses	10,000.00	0.00	0.00	10,000.00	
Total Nonpersonnel	235,880.00	0.00	0.00	235,880.00	
Total Expenses	2,572,630.00	616,350.00	1,111,354.76	4,300,334.76	
Total Income Statement	(168,030.00)	68,650.00	388,645.24	289,265.24	
Net Assets - Ending	(168,030.00)	68,650.00	388,645.24	289,265.24	

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ASCCC Executive Committee Agenda Item

Month: April **Year:** 2024
SUBJECT: Spring Plenary Session Final Planning
DESIRED OUTCOME: The Executive Committee will conduct the final planning for the spring plenary session.
CATEGORY: Discussion
REQUESTED BY: Aschenbach/Mica
STAFF REVIEW: Carrillo

Item No: IV.F.
Attachment: No
Urgent: Yes
Time Requested: 20 minutes

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

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

BACKGROUND

The Executive Committee will discuss the final planning for the Spring Plenary Session 2023 and cover important notifications or pertinent information regarding the event.

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ASCCC Executive Committee Agenda Item

Month: April **Year:** 2024

SUBJECT: Feedback for CCCCO DEIA Institute in Fall 2024

DESIRED OUTCOME: The Executive Committee will give feedback on items requested by DEIA Planning Committee Chair

CATEGORY: Discussion

REQUESTED BY: Chow/Stiemke

STAFF REVIEW: Carrillo

Item No: IV.G.

Attachment: yes

Urgent: yes

Time Requested: 10 minutes

TYPE OF BOARD CONSIDERATION

Consent/Routine:

First Reading: X

Action:

Information:

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

BACKGROUND

At the request of Fall 24 DEIA Institute Planning Committee Chair Ebony Jeffries (CCCCO Dean, Institutional Effectiveness)

Connect with your associations:

- Bring back two ideas of sessions your association would like to see explored at the DEIA Institute.
- Save the Date Details.
- When should the registration be sent out?

2023 DEIA Institute Post-survey

Jasmine Nguyen & Jeanine Cunningham

Education Insights Center (EdInsights)

March 19, 2024

Education Insights Center

Overview

- Findings
- Observations
- Recommendations
- Questions/Discussion

Learning Outcomes

How useful was the DEIA in Action Institute in helping you:	Extremely useful	Quite useful	Moderately useful	Slightly useful	Not at all useful
Learn about evidence-based, equity-minded, anti-racist tools, resources, and/or practices to contribute to the advancement of DEIA and anti-racist strategies at your college	35%	37%	19%	8%	1%
Improve knowledge relative to effective practice of DEIA and anti-racist strategies	32%	38%	20%	8%	1%
Build connections/partnerships for change at your college	30%	39%	18%	11%	2%
Improve knowledge relative to effective planning of DEIA and anti-racist strategies	25%	42%	24%	10%	0%
Create actionable strategies to engage/collaborate with others at your college around DEIA and anti-racist strategies	21%	38%	32%	6%	2%

Note: Total percentage may not equal 100 due to rounding. Number of respondents to this question totals 84.

Respondents' Experience with DEIA Learnings

Reflecting on the last academic year (2022-23), how often did you:	Consistently /Always	Often	Sometimes	Rarely/Limited experience	Not at all
Participate in DEIA and anti-racism professional learnings	26%	41%	24%	8%	1%
Lead DEIA and anti-racist strategies	21%	34%	28%	8%	9%
Implement policies and/or procedures that remove barriers for students	15%	37%	36%	11%	3%

Note: Number of respondents to this question totals 87.

Strategies Learned

- creating and maintaining **DEIA frameworks and equitable approaches**
- **collaborating with colleagues to advance DEIA efforts**
- transforming the campus environment to be more welcoming and to **create feelings of belonging**
- advocating for DEIA changes and **ideas to move past institutional barriers**
- supporting the **implementation and accessibility of Dual Enrollment programs**

Respondents' Thoughts Immediately After Event

- possible **next steps for integrating DEIA** into their college's and district's culture
- feelings of affirmations and **encouragement to continue work on DEIA and antiracist efforts**
- **concerns about combatting and/or navigating resistance**
- **supports needed to address DEIA issues** at their campus

Thoughts Immediately After Event

"I really thought a lot about how impossible it is to truly create a socially just system out of something created to exclude others. I am grateful the cccco team is so on board and am still wondering how we can really make this vision a reality when our very structure is hierarchical and mirrors the oppressive society we operate within. I am still struggling with that. [...] and I am still questioning this."

Thoughts Immediately After Event

"The DEIA in Action Institute encouraged me to not feel like I did not have to seek validation or approval from other offices in order to move forward with DEI strategies/events for our district. Often times, as DEI practitioners we want to feel that we have everyone's full support and that everyone shares our same vision (especially our district chancellor) but sometimes you just have to present the ideas, get the approval to implement and move forward. Know that we are doing good work and encourage ourselves."

DEIA & Antiracism Practices

- centering DEIA priorities in **planning, designing, and/or decision-making**
- incorporating informed practices for **continuous improvement and accountability**
- organizing and planning of DEIA **efforts and trainings to inform and empower participants**
- fostering authentic relationships to **cultivate safe spaces and build momentum** for change

Supports Needed to Advance DEIA

In order to be more active in advancing DEIA strategies at my college, the top two supports I need in the next 6 months are: [check only 2]	% of Total Respondents
More capacity (e.g., partnerships, coalition-building)	43%
Peer/colleague buy-in/support	40%
*More training (e.g., workshops, webinars) about: _____	29%
Senior leadership buy-in/support	29%
More information (e.g., resources, literature)	22%
Acknowledgement on the work I currently do to advance these strategies	12%
Other (specify supports you need that are not listed)	10%
I do not need additional support.	0%

Note: Respondents who selected "More training" described: use of data tools, fostering buy-in and engaging resistance, faculty equity and implementation, stress management, antiracist and student-ready practices, and more training like the Institute.

Supports Needed to Advance DEIA

"1. Strategies for campus participation at all levels 2. Models for implementation of DEIA models and programming 3. Training for expanding the understanding of Anti-racist culture, curriculum, and pedagogies 4. Strategies for engaging the community for collaborative efforts; As a mission of the State Chancellor's office, I would like to see more information, guidance, and best practices for challenging the local political climates that convolute campus efforts towards equity and inclusion."

EdInsights' Observation

- Breakout sessions offered on day 1, with only one topic offering both morning and afternoon sessions. There was **limited sitting/standing space in some breakout sessions and the Institute was sold out**, with some participants commenting about having difficulty with either booking their rooms.
- Methods and **styles in which information was communicated varied by topic and presenter(s). Structured interactive opportunities varied** depending on the breakout topic and/or presenter.
- A small portion of the attendees were students and there were **limited opportunities to learn directly from student voices.** There was **little notice or mention of accessibility options** for participants with disabilities and/or special accommodations.

Respondent Recommendations

- **improve logistics to expand opportunities for attendees**
- **provide more concrete actions and/or strategies** throughout the event
- **include more of the diverse community college population** within presentations and programming
- **increase engagement opportunities**

Respondent Recommendations

"It was good to see the State Chancellor's office and BOG members. I was also thinking leaders from the colleges would be there. There are very strong advocates that are just as inspiring (or more so being in the field). Francisco Rodriguez, Keith Curry, Tammeil Gilkerson, Ed Bush, Cynthia Olivo, Angelica Garcia are well known practitioners."

Possible Recommendations

- recruiting different folx to present programs and initiatives on their campus
- including walkthroughs with clear, actionable, process-oriented strategies
- engaging participants in different spaces
  - structured and unstructured opportunities (e.g., showcase, intentional mixer to talk to folx within/across roles, cross-college, etc.)

Thank you!

Questions/Discussion

Diversity, Equity, Inclusion, and Accessibility (DEIA) in Action Institute

Thursday, September 21, 2023

8:00am-9:00am	Breakfast (Buffet)	Location
9:00am-10:30am	General Session Land Acknowledgement *Welcome: Dr. Abdimalik Buul, Visiting Executive* *Welcome: Dr. Sonya Christian, Chancellor* *Welcome: Dr. Daisy Gonzales, Deputy Chancellor* *Building Partnerships and Leading in service of Equitable Student Outcomes - Moderated Panel Discussion by Dr. Gonzales* • *Constance Carroll* • *Trustee Andra Hoffman* • *Board Member Paul Medina* • *Doug Moore*	▪ CA Ballroom
10:30am-10:45am	Break	
10:45am-12:00pm	Breakout Sessions ▪ *Navigating Change: Engaging Resistance by Understanding Resistance Behaviors and Structural Resistance* ▪ *The Equity Imperative of the Baccalaureate Degree Program: Case Studies of Successful Implementation* ▪ *Journey Towards Unconditional Belonging Through DEIA-Affirming Campus Climate* ▪ *Equitable Dual Enrollment: Lessons from a Community of Practice*	▪ CA Ballroom C ▪ Sierra A ▪ Sierra B ▪ Plaza C

	▪ *Navigating Burnout and Grief within Systems of Power* ▪ *Trustees Role in Advancing Student Equity* ▪ *It Takes More Than Courageous Conversations: Reclaiming the Social Justice Foundations of DEIA*	▪ Santa Fe ▪ Imperial ▪ Plaza AB
12:00pm-1:20pm	Lunch (Plated) ▪ *Voices from the Ivory Tower (video): Dr. Khalid White*	▪ CA Ballroom
1:30pm-3:00pm	General Session ▪ *Transforming the Qualitative Elements to make the Quantitative Case: Humanizing Data Points while Fostering Unconditional Belonging: Dr. Jonathan Locust*	▪ CA Ballroom
3:00pm-3:15pm	Break	
3:15pm-4:30pm	Breakout Sessions ▪ *Equitable Dual Enrollment: Lessons from a Community of Practice* ▪ *Journey Towards Unconditional Belonging through Burden Free Instructional Materials* ▪ *Advancing College Universal Design for Learning Strategies the CCC Accessibility Capability Maturity Model* ▪ *Advancing DEIA through Work-based and Project-based Learning* ▪ *The Coalition: Building Critical Leadership Through Radical Transformation* ▪ *On Refusal and Recovery: Reclaiming Mental Wellness in the Academic Workplace* ▪ *Navigating the Nexus between Access, Support, and Success Through EEO, SEA, and Guided Pathways*	▪ Imperial ▪ Sierra A ▪ Sierra B ▪ Santa Fe ▪ Plaza AB ▪ CA Ballroom C ▪ Plaza C
5:00pm-6:30pm	Networking Reception	▪ Garden Terrace

Friday, September 22, 2023

8:00am-9:00am	Breakfast (Buffet)	
9:00am-9:25pm	General Session *Reflection from Cassandra Flandre-Nguyen, President, Student Senate for California Community Colleges* *Reflection from Trustee Geysil Arroyo, SDCCD* *Improving Equitable Student Outcomes & Vision 2030:* Hildegarde Aguinaldo	▪ CA Ballroom
9:25am-9:30am	*Break*	
9:30am-11:00am	*Next Steps:* Dr. Daisy Gonzales *Cultural Responsiveness in and out of the Classroom: Fireside Chat with Chancellor's Office Executive Team*	▪ CA Ballroom
11:00am-12:00pm	*From Witnessing to Bearing Witness: The Community College as a Site of Radical Possibility: Keynote Speaker Dr. Christopher Emdin*	▪ CA Ballroom
12:00pm-1:00pm	*Grab & Go Lunch*	▪ CA Ballroom Foyer

California Community Colleges

DEIA Institute Planning Team Meeting #1

March 19, 2024 via Zoom

Agenda

1. Welcome/Introductions
2. Community Agreements
3. DEIA Institute Participatory Engagement
4. 2023 DEIA In Action Institute Assessment Results
5. Save the Date
6. Next Steps

Meet the Chancellor's Office Team Supporting the DEIA Institute Planning

- Dr. Abdimalik Buul, Visiting Executive
- Ebony Jeffries, Dean
- Marrin Thuston, Specialist
- Dr. Siria Martinez, Assistant Vice Chancellor

We want to get to know you….

Name,

College/District,

Organization you represent,

one thing that is giving you joy right now

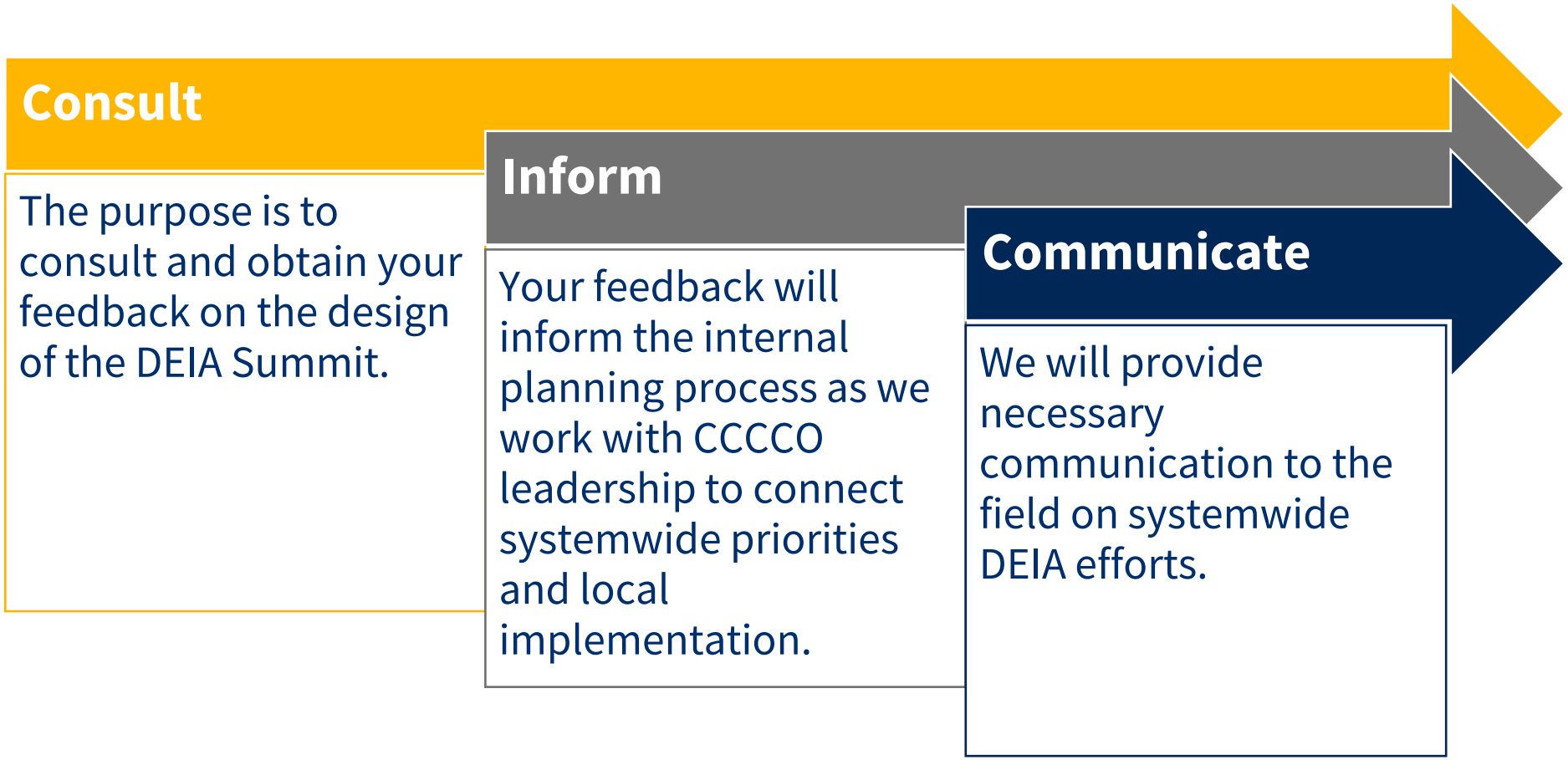
California Community Colleges

DEIA Planning Team Community Agreements

1. We are convening organizations to co-design an annual event that prioritizes the advancement of DEIA and anti-racist strategies and behaviors that support student success.
2. We will design an event from the statewide role to support local leadership with implementation.
3. We will engage in respectful behaviors even when identifying friction points and sharing ideas.
4. Step up Step back
5. Intent vs Impact
6. Call in vs Call out

California Community Colleges

Participatory Engagement



California Community Colleges

SAVE the DATE!!

Date: September 26-27, 2024

Location: Hyatt Regency 17900 Jamboree Rd., Irvine

Capacity: 600 people (max)

California Community Colleges

Next Steps…

1. Connect with your associations

- Bring back two ideas of sessions your association would like to see explored at the DEIA Institute
- Save the Date Details

2. Respond to the Doodle Poll for our next meeting in April:

   https://doodle.com/meeting/participate/id/bm7rlwpe

Thank You!

COMMUNITY COLLEGE LEAGUE OF CALIFORNIA

CALIFORNIA COMMUNITY COLLEGES
CLASSIFIED SENATE

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ASCCC Executive Committee Agenda Item

Month: April **Year:** 2024
SUBJECT: Board of Governors/Consultation Council
DESIRED OUTCOME: The Executive Committee will receive an update on recent Board of Governors and Consultation Council meetings
CATEGORY: Discussion
REQUESTED BY: Aschenbach/Vélez
STAFF REVIEW: Carrillo

Item No: IV.H.
Attachment: None
Urgent: No
Time Requested: 15

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

BACKGROUND

President Aschenbach and Vice President Vélez will highlight the recent Board of Governors and Consultation Council meetings. Members are encouraged to review the agendas (website links below) and come prepared to ask questions.

Full agendas, minutes, and recordings are available online. Minutes are available in the following agenda for Board of Governors meetings.

Board of Governors

Consultation Council

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ASCCC Executive Committee Agenda Item

Month: April **Year:** 2024
SUBJECT: Meeting Debrief
DESIRED OUTCOME: The Executive Committee will have an opportunity to share thoughts on the meeting and provide considerations for potential agenda items to be discussed at future meetings.
CATEGORY: Discussion
REQUESTED BY: Aschenbach
STAFF REVIEW: Carrillo

Item No: IV.I.
Attachment: No
Urgent: No
Time Requested: N/A

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

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

BACKGROUND

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

ASCCC Foundation Meeting
Tuesday, November 28
2:00-3:00 PM
Zoom

Our Mission: The mission of the Academic Senate Foundation for California Community Colleges is to enhance the excellence of the California community colleges by sustained support for professional development of our diverse faculty in the furtherance of effective teaching and learning practices.

Directors: (*notes present)

Karen Chow, President *	Krystinne Mica *
Robert J. Chambers *	Mitra Sapienza, Treasurer *
Christopher J. Howerton, Secretary *	Robert L. Stewart Jr.*

Guests: Austin Webster, Tonya Davis

Meeting Summary

1. Call To Order & Approve October 17 Minutes (Karen) – The meeting was called to order at 2:04pm. CJ shared a Foundation "15 for 15" zoom background for the group to use as desired. The directors approved the October 17 meeting summary as submitted by consensus.

2. Fall Plenary Debrief (Karen)
    a. Game Night—Thank you Robert C., his son Elias for organizing & emceeing Game Night! – Photos from the event will be shared with directors via e-mail. Thanks all! Directors shared reflection on the event and how the "vibe" for the event was fun, collective, community building, and overall, well received.
        i. The need for receipt for donation. What would be a threshold and what challenges if we were wanting to open up for cash donations.
        ii. In the future we may want to consider including a "sign up" for teams to compete for the game night, where there is interest for competitive teams.
    b. 15 For 15 T-shirts—Thank you Robert S' sister Chauncine! – The shirts were AMAZING and helped identify the foundation directors during the Game Night event.
    c. 15 for 15 Campaign – off to a good start! - $1900 donated during the Fall Plenary
    d. QR Codes on Badges -

e. Plenary Tabling & swag – For the Spring Plenary we need to schedule a rotation of directors to staff our table.
f. Sponsorships – R. Stewart asked if there is an opportunity to recruit college districts for sponsorship? As a goal for spring, we could solicit sponsorship. Karen will bring some materials on foundation sponsorships to our next directors' meeting for further discussion. Krystinne shared some history and expectation for what is appropriate for sponsorship and how to list these sponsors. Follow up with ASCCC Exec maybe need to discuss. Mitra also shared the consideration for a possible sliding scale based on the size of the college. **Action: Karen will submit an agenda item for a future (January) ASCCC Exec Agenda.**
g. Swag—any special swag for 15 for 15 for Spring? & Spring Drawing for a free ASCCC event registration (Plenary or Institute)? Start brainstorming Spring Plenary Foundation event ideas

3. Giving Tuesday (today!!) & December Marketing Push for 15 for 15 (Krystinne) – e-mail from the office for the donations from the Giving Tuesday for the innovation scholarships. Krystinne shared why we have the innovation scholarship as a direct beneficiary of the Giving Tuesday funds that are raised. The partnership with other organizations has a different relationship with ASCCC and how we may support with our foundation scholarship out of our foundation general funding. We will have a separate December marketing push for the "15 for 15" with a drive to increase our "ongoing" donations.
    a. Opportunity to outreach to CCCCIOs, CCCCSSOs, and College Presidents to grow monthly sustainers (Karen) - Karen will develop a communication to accompany the marketing push using a previous draft letter that will be shared with directors prior to sending.
        i. Robert S. reminded the directors about CCLC as a possible connection to help push our campaign.
        ii. Also, we should consider sending this communication to all local senate presidents to forward the fundraising request to their local administration.
        iii. There is a desire to create a more targeted communication to personalize the "ask" with some support quotations/testimony from faculty who have benefited from the foundation scholarships.
        iv. Next Step: Karen will send directors the draft communication for input and to help disseminate to the field.

4. Foundation Website Theme Mockups (Krystinne) – The directors reviewed a few various draft mockups provided by Mica. The primary focus for this first review is the format of the page. Other elements are also adjustable after we agree on the layout. The format is the first decision we need to agree upon. **Next Steps: Directors are asked to review the 10 mockups and provide feedback during our next meeting**. Thank you to Katie for her help in drafting these for our consideration.

5. Updated Report on Foundation Scholarships Funding (Krystinne) – The directors reviewed the last 9 years "Statement of Activities" for the foundation. Krystinne provided

an overview of some of our revenue streams and our typical scholarship expenses. There will be clarification on where "area competition" funds are noted in the spreadsheet for prior closed years, and a separate spreadsheet will be shared with directors for the historical funds raised during previous "area competitions" as an information item.

6. Discuss Approving Scholarships for A2MEND, APAHE & Colegas (Karen) – currently offer about $6K for A2MEND annually. The question is if we want to also extend and seek similar partnerships with the other two organizations in the "coalition" including APACHE & Colegas. Historically, we have approved 2-5 scholarships to A2MEND. **Motion: The foundation to provide full scholarships for all three organization events. Up to $6K for each for a total of $18K annually (Stewart/Howerton) M/S/C**

7. Updating Foundation Official Name to "Academic Senate Foundation for California Community Colleges" (ASFCCC) (Krystinne & Karen) – This item was tabled until our next meeting.

8. Next Meeting Date & Time
    a. Draft rubric for scholarships for Plenary & other approved event scholarships
    b. Next Meeting January 23, 2024 2pm-3pm

9. Karen's ASFCCC Google Folder (Strategic plans, Fundraising Plans, Scholarship Recipients Tracking, Solicitation letter draft, etc) : - Ths item was tabled until our next meeting.
https://docs.google.com/presentation/d/1h0WvQm_vXDW0EBrw1hLkanitrtaqx8KV/edit?usp=drive_link&ouid=101271244775087330443&rtpof=true&sd=true

10. Adjourn – The meeting adjourned at 3:17pm

ASCCC Foundation Meeting
Tuesday, January 23, 2024
2:00-3:00 PM
Zoom

Our Mission: The mission of the Academic Senate Foundation for California Community Colleges is to enhance the excellence of the California community colleges by sustained support for professional development of our diverse faculty in the furtherance of effective teaching and learning practices.

Directors: (*notes present)

Karen Chow, President *	Krystinne Mica *
Robert J. Chambers	Mitra Sapienza, Treasurer
Christopher J. Howerton, Secretary *	Robert L. Stewart Jr. *

Guests: Tonya Davis

Meeting Summary

1. Call To Order & Approve November 28 Meeting Notes (Karen) – President Chow called our meeting to order at 2:04pm. The board approved the Nov. 28, 2023 meeting summary by consensus.

2. Foundation Website Theme Mockups (Krystinne) – Several website designs for the foundation mockups were shared with the directors. R. Stewart Jr. shared support for faculty images on the site. There was consensus on including Slide 8's faculty images (with removal of the blue shading over left part of the images) onto Slide 4's format with the top banner, and using the donate button and make sure the ASFCCC logo includes color. K. Mica will work with Katie in the ASCCC office to offer and updated mockup.

3. Marketing Push for College/District Sponsorships (Karen) – President Chow shared with the directors a draft solicitation for sustaining and onetime donors. The letter highlights some of the activities of the foundation and the benefits of scholarships. There is a proposed level of sponsorships for consideration.

   Discussion: R. Stewart Jr. – feedback on "average cost" and "sustaining annual" for college/district (organizational) as well as individual opportunities. Suggestion to have two targeted letters based on the purpose of "ask". The directors discussed various opportunities for larger "district sponsorships" as well as a need for options for "one

time" smaller options for smaller and rural districts who may be unable to committee to an "ongoing" donation.

K. Mica – Question if we are interested to expand our ask beyond our system. If we do expand to corporate sponsorship we should communicate with the full ASCCC Board for endorsement.

President Chow – Initiated a discussion on what could be the "package" for donation. (e.g. tabling for more than one ASCCC events for larger donation)

In summary, the board brainstormed some additional solicitation suggestions and opportunities beyond past efforts.

Next Step – finalize the individual solicitation letter and levels, and develop the final corporate sponsor letter. K. Mica will work with Katie to develop a mockup of the letter that would be like what would be sent.

a. Opportunity to outreach to CCCCIOs, CCCCSSOs, College Presidents, Partner Organizations to grow donors & monthly sustainers
    i. Outreach to college presidents and chancellors directly and ask them share with their administrative teams, as well as, a blast to local academic senate presidents to help encourage sponsoring opportunity for our foundation with copy of letter and contact.
b. Draft Solicitation & Sponsorship form

4. Draft Rubric for ASCCC Event Scholarships (Karen)
    a. Should we consider limiting number of times &/or within a certain timeframe that a faculty applicant can get the award? President Chow shared a draft ASFCCC Event Scholarship Award Rubric. Currently there is no set cap on how many times an individual can apply consecutive cycles and successful awarding. Also, there is not a "report back" from those who have received scholarships. In discussion it was clear that more marketing for the innovation scholarship is needed. There was concern expressed that it has seemed that one individual has applied multiple years and have been awarded. The Board may want to consider some constraints. No major feedback given to the draft rubric shared.
    b. Karen will share the rubric for considered adoption via e-mail.

5. Updating Foundation Official Name to "Academic Senate Foundation for California Community Colleges" (ASFCCC) (Krystinne & Karen) – Not discussed during this meeting.

6. Next Meeting Date & Time –Karen will send out a doodle poll to set our March Directors' meeting.
    a. Future Topic- planning for Spring Plenary foundation event, clarification of awards during spring plenary.

7. Adjourn: Meeting adjourned at 3:08pm

Resources:

Karen’s ASFCCC Google Folder (Strategic plans, Fundraising Plans, Scholarship Recipients Tracking, Solicitation letter draft, etc) :
https://docs.google.com/presentation/d/1h0WvQm_vXDW0EBrw1hLkanitrtaqx8KV/edit?usp=drive_link&ouid=101271244775087330443&rtpof=true&sd=true

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Educational Policies Committee

DATE: Monday February 19, 20214
TIME: 4:00pm-5:30pm
CONFERENCE CALL INFORMATEION
Join Zoom Meeting
https://yccd-edu.zoom.us/j/8326191425

Dial by your location
+1 669 444 9171 US
+1 253 215 8782 US (Tacoma)
+1 346 248 7799 US (Houston)
Meeting ID: 832 619 1425

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

Meeting/ AI Policy Resource Work Session Summary

1) Call to Order and Roll Call (*in attendance) **Meeting started at 4:03pm**

Christopher Howerton-Chair *	Howard Eskew *	Kandace Knudson *
Erik Reese – 2nd Chair	Joseph Ferrerosa	Chantal Lamourelle
Tamara Cheshire	Taneisha Hellon	

2) Check-in, “shout-outs”, Kudos & Connections. - Members in attendance shared their “glow” and “grow” as well as other general check-in.

3) Procedural - The chair reminded members about our process and resource/tracking documents.
   a. Reminder about our Community Agreements
   b. Adoption of Agenda
   c. Process of Minutes and committee review expectations
   d. Ed Pol Committee Website
   e. Shared Committee Folder

4) Standing Committee Meeting Dates (4pm -5:30pm) via ZOOM - The list of upcoming meetings was shared as a reminder.
   a. Fall 2023: ~~9/18, 10/16, 11/13, 12/11~~
   b. Spring 2024: ~~1/29~~, 2/19, 3/18, 4/15, 5/13

5) AI Classroom and Academic Integrity Resources – Desired Outcome from our meeting - to funnel and focus these ideas into a single resource document that we will work on as a group during this session. Goal- Should be brief, and not directive but to help initiate local conversations. Instead of a “tool kit”, this will be a policy

development “resource document”.

a. ASCCC President’s Update (February 2024)
   - Additionally, the ASCCC Educational Policy Committee is working in response to Resolution 13.05 SP23, which called for the ASCCC to “prioritize the development of resources addressing artificial intelligence and its implications on education and academic integrity, develop a framework for local colleges to use in developing academic and professional policies, and present these resources no later than the 2024 Spring Plenary Session or as soon as feasible.” Initial information and resources are coming soon.

b. Will submit as a 1st read for the March ASCCC Executive Meeting

c. Focus will be on “policy” framing and sample classroom/college policies

d. Recognize AI in Vision 2030
   - Guiding Principles in AI Policy Creation
     1. Philosophy and Sample Syllabus Language, Academic Integrity and AI (Arizona State)
   - Sample Classroom Polices (thanks to WHCC)
   - Sample Classroom Policy 2
   - Sample College/District Academic Integrity Policies (Carnegie Mellon University)
     1. CMU Policy on Academic Integrity
     2. Ohio State University- Academic Integrity
   - AI considerations for Teaching and Learning (Ohio State University)
     1. (with examples of generative AI applications)
     2. Benefits and Limitations
     3. Strategies and Examples including connection to learning outcomes

e. Highlight all the other ways ASCCC has partnered and shared resources being developed in other areas.

f. Focus in the framework the equity considerations. (possible readings) and protecting students’ data.
   - January ASCCC Rostrum Article on *Artificial Intelligence, Generative AI, and Ethics: An Educational Perspective* (Tuan Nguyen, Heather Sisneros, and Karen Chow).
   - Resource: Algorithms of Oppression: How Search Engines Reinforce Racism by Safiya Umoja Noble

g. Anything missing?

h. **Question:** Mechanism for sharing sample polices for colleagues (google form recommendation) and storing them? This may form a recommendation to ASCCC Exec.

ITEM DISCUSSION: The chair shared the ASCCC President’s update statement on the AI resources that we are working on as a committee. The committee reviewed the outline for the AI resource document and the proposed resources for the content (many are linked here in the agenda). Some organizational recommendations were made. The chair explained the multiple ways ASCCC is currently working on AI efforts, as for our committee and the assigned resolution we are focusing on a “framework” for potential AI policy development as it relates to academic integrity. It is the hope of the committee that there is a strong theme of equity considerations in the document, as well as specific examples without being overwhelmed with information overload. The chair will finalize the draft and share again with all committee members for another opportunity to provide feedback prior to submitting this draft for a “first read” to the ASCCC Executive Committee. The chair shared that he submitted a formal agenda item request for this topic and expects it to be discussed at the March meeting. Feedback from the ASCCC executive committee on this document will be shared with the EdPol committee during our March meeting.

6) Rostrum Topics & Drafts (next submission due to ED March 3rd) - The committee discussed the status on the various Rostrum drafts that have been considered by the committee.
   a. Referred Resolution on Academic Freedom (Reese)
   b. 3rd Party Software/Resources : Data Privacy and faculty role (Knudson)
   c. Eminence (Howerton)

7) Announcements - the chair shared the following list of ASCCC events with the committee. Additionally, the committee discussed the upcoming spring plenary and if any members were currently planning on attending. It is likely there will be a session on AI during the plenary.
    a. Upcoming ASCCC Events
        - Spring Plenary 2024 (April 18-20, 2024) San Jose Marriott. (Deadline to Register 4/5/24-In Person; 4/10/24-Virtual)
        - CTE Regional Consortium Collaboration Meetings
            1. February 9, 2024 - Inland Empire (Deadline to Register 2/2/24)
            2. March 27, 2024 – North Far North (Deadline to Register 3/20/24)
            3. May 3, 2024 – Los Angeles (Deadline to Register 4/26/24)
            4. May 10, 2024 – BACCC (Deadline to Register 5/3/24)
            5. May TBD – San/Diego/Imperial
        - Webinars
            1. New Opportunities in Work Experience Education – Feb 7, 2024 12:30-2pm
            2. Supporting Nontraditional CTE Employment in California Community Colleges for Women – March 7, 2024
        - Curriculum Regional Meetings
            1. Spring Curriculum Regional Meetings (South) – February 24, 2024 Santa Ana College
            2. Spring Curriculum Regional Meeting (Central Valley) – March 1, 2024 – College of the Sequoias
            3. Spring Curriculum Regional Meeting (North) – March 2, 2024 – DeAnza College
        - ***NEW*** 2024 ASCCC Noncredit Institute – (May 2-3, 2024) – Sheraton Park Hotel, Anaheim
        - 2024 Faculty Leadership Institute (June 20-22, 2024)
        - 2024 Curriculum Institute (July 10-13, 2024)
    b. Other Announcements

8) Future Agenda Topics - Next meeting will be a follow-up on feedback from our draft document and consider any recommended edits prior to a final “second read” submission.

9) Group Debrief & Adjournment - **Meeting adjourned at 5:04pm**

Status of Previous Action Items

A. In Progress
    a. Outline AI Faculty Toolkit/AI policy Resource Document
    b. Rostrum Articles

B. Completed
    a. Fall 2023 Plenary BO session on AI
    b. Proposal submitted for AI Faculty Toolkit
    c. Proposal submitted for Setting enrollment Maximum Paper

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DATA AND RESEARCH COMMITTEE

2024-02-21
TIME 1:00pm-2:30pm
ZOOM INFORMATION

The charge of the Data and Research Committee (DRC) is to assist local academic senates in using data effectively to evaluate educational programs and services to improve teaching, learning, and student success. The DRC will work with ASCCC Standing Committees, task forces, and other workgroups to establish and improve data-driven processes to advance inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) in areas of academic and professional matters. The DRC may also conduct data analyses to assess the effectiveness of statewide issues and initiatives in areas of academic and professional matters.

MINUTES

I. Call to Order and Roll Call

Name	Present (X)
Erik Reese—Chair	X
Carlos Guerrero—2nd Chair	X
Juan Camacho	
Sharyn Eveland	X
Jeffrey Hernandez	
Katie Krolikowski	X
Ginni May	
Erica Menchaca	X
June Yang	X
Gina Lam	

II. Adoption of the Agenda

III. Minutes Volunteer

IV. Minutes from 2024-01-24 Approved

V. Data and Research Committee Resources
   a. Google shared Data and Research Committee folder
   b. ASCCC Data and Research Committee webpage

VI. Current Projects

a. Proposed resolutions from DRC—due today!
b. In-person meeting Mar 29 11am-4pm
    i. Mar 29: Moorpark College
    ii. Backup: Apr 5: Perhaps Los Angeles Valley College near Burbank airport
c. ASCCC event surveys—update on 2023 Fall Plenary pilot survey
    i. Survey responses from the new, streamlined survey: Recommendations: streamline helped, demographic information
    ii. Draft goals for other events: Faculty Leadership Institute, Curriculum Institute, …
    iii. What would be helpful to know to improve ASCCC events? looking at ways to ask questions of demographic changes, maybe a climate survey, what can it tell, system partners. How do we figure out how to do the surveys for participation?
    iv. How to systematically analyze survey results? Looking for ways to use demographic data to help find ways for senate participation from faculty who have not traditionally participated in senate.
d. ASCCC committee surveys
    i. Executive and standing/other committee self-evaluations
    ii. Resource: Periodic Review Report April 26, 2021
e. ASCCC Local Senate Survey
    i. What do we want to know?
    ii. Who fills out survey? (senate presidents, senate members, all faculty?)
f. 2024 Spring Plenary presentation topics
    i. Session ideas? Who is attending?
    ii. Data literacy workshop series in collaboration with RP Group
        1. Wireframe notes generated by 2022-2023 DRC & RP Group
g. Possible presentation/webinar on collaborations involving faculty and researchers/research offices
    i. Collaborate with the RP Group?
h. Assigned resolutions (additional details below in VII)
    i. Resolution priorities

VII. Assigned resolutions
a. S23 3.01 In Support of Identifying and Addressing the Need for LGBTQIA+ Student Centers on All California Community College Campuses
    i. Assigned 1st resolved with Relations with Local Senates
    ii. Assigned 2nd resolved with LGBTQIA+ summit rep
    iii. Collaborate with RP Group on survey
b. S23 7.05 Promoting the Mission and Vision of the California Community Colleges Amid Changes to California Education Code
    i. Assigned 2nd resolved with President
c. S23 7.08 AB 1705 Data Validation and Transfer-Level Prerequisites
    i. Assigned 3rd resolved
    ii. Explore at CSU and UC placements standards (long term success of students)
d. F22 7.11 Determining When Pre-transfer English and Mathematics Meets the Needs of a Defined Student Population
    i. Assigned to Curriculum Committee and DRC
    ii. Disaggregate PPIC Report Dec 21 appendix data
e. S22 3.04 Expand Methods of Data Collection and Analysis to Fully Measure the Successes and Challenges of AB705
    i. Assigned to DRC as lead

f. S22 3.05 Disaggregate Asian and Pacific Islander Student Data
    i. Assigned to President as lead and DRC as support
    ii. What are categories used by CO? What is possible and appropriate?
g. S22 13.09 Understanding the Impact of Non-Academic Entities on HyFlex Instruction and Preserving the Local Collegial Consultation Process in Determining Local Course Modalities Offerings
    i. Assigned with President as lead and DRC as support

VIII. Future Projects
a. Proposed resolutions
b. Rostrum ideas

IX. Other Topics / Future Agenda Items
a. Your brilliant ideas here!

X. Announcements
a. Future Data and Research Committee Meetings
    i. Feb 21, 2024 1:00pm-2:30pm
    ii. Mar 27, 2024 1:00pm-2:30pm
    iii. Apr 24, 2024 1:00pm-2:30pm
    iv. May 22, 2024 1:00pm-2:30pm
b. Events
    i. Executive Committee Meeting – Feb 9-10, 2024 (Santa Clara)
    ii. Executive Committee Meeting – Mar 8-9, 2024 (LA Mission/Burbank)
    iii. Area Meetings – Mar 22, 2024 (Virtual)
    iv. Executive Committee Meeting – Apr 17, 2024 (San Jose)
    v. 2024 Spring Plenary Session – Apr 18-20, 2024 (San Jose)
c. Resources
    i. Email listserv sign-up
    ii. Volunteer application to serve on a committee

XI. Adjournment

Status of Previous Action Items

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

B. Completed (include a list of those items that have been completed as a way to build the end of year report).
a. Proposed a new streamlined framework for event surveys with the 2023 Fall Plenary as the pilot adopted by the Executive Committee. Focused on defining the goals of the event and if the goals are met.
b. RP Group Strengthening Student Success Conference—presentation entitled Opportunities and Challenges of AB 928 Implementation
c. 2023 Fall Plenary Presentation similar to the above
d. New streamlined pilot survey for 2023 Fall Plenary developed in collaboration with the ASCCC Office Team and implemented

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Relations with Local Senates Committee

DATE: Thursday February 22, 2024
TIME: 3:00pm – 4:30pm
CONFERENCE CALL INFORMATION

Join Zoom Meeting
https://yccd-edu.zoom.us/j/8326191425

Dial by your location
+1 669 444 9171 US
+1 253 215 8782 US (Tacoma)
+1 346 248 7799 US (Houston)
Meeting ID: 832 619 1425

Relations with Local Senates Committee Charge: The Relations with Local Senates (RwLS) Committee serves to augment the work of the Executive Committee. The committee is interested in cultivating and maintaining a climate where equity and mutual respect are both intrinsic and explicit by valuing individuals and groups from all backgrounds, demographics, and experiences. Its overall purpose is to provide an opportunity to share local and state challenges, exemplary practices, and other information with the Executive Committee. In order to accomplish its overall mission, the RwLS members are conversant with and promote pertinent statutes and strategies for effective and inclusive academic senates. The RwLS will assess the needs of local leaders in order to provide resources needed to participate effectively in governance at the local level.

Meeting Summary

1) Call to Order and Roll Call (*in attendance) Meeting began at 3pm

Christopher Howerton-Chair*	Patricia Gomez	Ronald Slabbinck
Maria-José Zeledón-Pérez– 2nd Chair*	Luke Lara*	
Felipe Agredano	Kathy Osburn*	

2) Check-in, "Shout-outs", Kudos & Connections.

3) Procedural
   a. Adoption of Agenda
   b. Process of Minutes and committee review expectations
   c. RwLS Committee Page
   d. Shared Committee Google Folder

4) Standing Committee Meeting Dates (1-2:30pm) via ZOOM
   a. Fall 2023: ~~9/6, 9/27, 10/25, 11/8, 12/13~~
   b. Spring 2024~~: 1/10~~, 2/22, 3/27, 4/24, 5/22

5) Community Agreements

6) Assigned Resolutions Tracking Document
   a. Committee Brainstorm Tracking Document
      - Every month ASCCC provides an update by college within area for local senate visits
      - The goal is to connect with each college every 3 years

- In conversations with exec, we want to understand our role with local senate visit
- President and exec director receive the request and then assign different people
- Our committee has not been involved in this
- Some colleges have not have visits
- We might want to do reach outs from this committee - marketing opportunity - we can make recommendations on how we connect with local senates
- Some colleges receive many visits - maybe more issues and need more support
    1. We might remind them that we have a coaching model, not just one time support but ongoing
- How are local senates using ASCCC resources and support?
- How do we see this committee support the local senate visits
- We can ask to have an in person meetings at different colleges to make physical connections with other colleges
- When they ask for a visit, they will tell us what they want to learn about. It could be combination of topics
    1. There is a pre-meeting with that college to clarify needs and purpose
    2. Other time they want ASCCC to be part of their events and professional development
- Next step:
    1. A lot of senates do not know about this program.
    2. If senator knew they might be requesting the visits
    3. The AS president is the one that request the visit - might be a gatekeeper
    4. We can work more on this as we are moving forward with the liaison work

b. Local Senates Handbook Revision/Update
c. 2022-2023 RwLS End of Year Report
d. Possible projects for the committee

7) Update about Local Senate Visit – February 2024 List of recent (within the last 3 years) visits

8) Follow up discussion on committee recommendation on “meet and greet” at Plenary.

9) Draft Rostrum Article Discussion (next submission is March 1, 2024)
    a. Lara/Slabbinck - We appreciate the work, the content is great and it is within ASCCC purview
        - Email it to our exec director by the due date
        - Look at publication guidelines before submitting
        - Different ways to submit:
            1. By faculty member independently
            2. A couple of people from the committee on behalf of the committee. Add committee affiliation
            3. On behalf of the entire committee
    b. Update on liaison work

10) Liaison Support Recommendations – Update on next formal recommendation with communication protocol, email template, and connection with ASCCC Standing Committees
    a. ASCCC Agenda Item Request for March 2024 ASCCC Executive Meeting
    b. Meeting with ASCCC Executive Director on 2/15 (Howerton & Zeledón-Pérez)
    c. Outline of liaison handbook (based on SP22 03.01 Resolution)
        - Met with exec director last week
        - Want to make sure we have email template communication for consistency from the committee to liaisons
        - In November we proposed a couple of action items, we were given a go ahead. This is an update
            1. Task 1- Crosswalk with recommendation from us, history, develop or not,

2. Task 2- We were authorized to develop communication protocols (email templates), at least one for each academic term
    a. We cannot directly email a listserv
    b. We need to recruit more diverse voices in our application pool
    c. We have a resource place and we will add all this into our livebinder
    d. Templates and frequency for consistent communication from our committee
3. Task 3- Handbook to make connections. Have not started on this
4. Task 4- Each ASCCC standing committee update their statement to include their liaison information. Outside partners versus ASCCC partners - need to make a distinction on which one is connected with our work.

- It came to our attention that we have a number of liaisons, one did not come from a resolution.
    1. We connected liaisons with committees officially
    2. No good group that connects with guided pathways. Not created with resolutions. It was not sustainable as they are not part of our structure
    3. OER liaison is unique because there is a grant and they can pay liaisons. They have to participate proactively and not just send communication out.
    4. Clean up the list of liaisons first
        a. develop a process how they all come onboard
    5. Recommendation to sunset the guided pathways liaisons

11) Announcements
    a. Upcoming ASCCC Events
        - ASCCC Executive Committee Meeting (March 8, 2024) LA Mission College/ Hilton Garden Inn Burbank
        - Who may be attending ASCCC Spring Plenary (San Jose Marriott)
    b. Other?

12) Future Agenda Topics
    a. Liaison Handbook draft/outline and timeline.
    b. Other

13) Group Debrief & Adjournment – Meeting adjourned at 4pm

Status of Previous Action Items

A. In Progress
    a. Liaison Support
        i. Outline of liaison handbook (based on SP22 03.01 Resolution)

B. Completed
    a. FALL 2023-Recording of Pre-Plenary session for new attendees and held “meet and greet” session during event.
    b. Revamp Plenary Meet & Greet experience
    c. Received support from ASCCC Executive committee on the increased liaison support project.
    d. Communication protocol (minimum standards)
    e. Communication template
    f. Explicit connection of ASCCC standing committees to interest liaisons

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RESOLUTIONS COMMITTEE

2024-03-05
TIME 9:00am-10:30am
ZOOM INFORMATION

The Resolutions Committee charge is to provide accurate and timely documents of the resolutions that eventually are adopted at the Senate Sessions. The process begins with Senate Committees that submit resolutions to the Executive Committee, which in turn adopts resolutions for submission to Area meetings where more resolutions may be written. A resolution document is in the packet at the Session and additional resolutions are developed there and printed at the Session. A final document for Plenary Session deliberation is prepared including resolutions and amendments.

MINUTES

I. Call to Order and Roll Call **opened 9:06**

Name	Present (X)
Erik Reese—Chair	X
Robert L. Stewart Jr.—2nd Chair	X
Davena Burns-Peters	X
Mark Edward Osea	X
Krystinne Mica	

II. Check-In

III. Adoption of the Agenda
Agenda for 3/5/2024 adopted unanimously

IV. Minutes Volunteer
Davena volunteered for the minutes

V. Meeting minutes from 2024-02-06
Minutes for 2/6/2024 adopted unanimously

VI. Resolutions Committee Resources
- a. Google shared Resolutions Committee folder
- b. Resolutions Committee website
- c. Resolutions Fall 2023 website
- d. Checklists from 2023 Fall Plenary
  - i. Resolutions packet checklist & daily process
  - ii. Debate and voting checklist

VII. Assigned resolutions
- a. None—only referred resolutions unresolved

VIII. Current Projects

a. Spring 2024 resolutions timeline
    i. Mar 8 (F): Draft pre-plenary resolutions packet reviewed by Executive Committee at Mar meeting
    ii. Mar 15 (F): Pre-plenary resolutions packet sent to the field (1 week before area meetings)
    iii. Mar 22 (F): Area meeting resolutions due from contacts/area reps within 24 hours of each area meeting (almost 4 weeks before plenary this time)
    iv. Apr 4 (R): Plenary Resolutions packet sent to the field (2 weeks before first day of plenary)
    v. Apr 15 (M): Delegate certification/release forms due to ASCCC via events@asccc.org (Mon before plenary)
    vi. Apr 18 (R) 1:45pm: New resolutions and amendments due (Thu of Plenary)
        1. 5:30pm-6:00pm mandatory contact session
    vii. Apr 19 (F) 1:00pm: Amendments and urgent resolutions due (Fri of Plenary)
        1. 5:00pm-5:30pm mandatory contact session

- **Last meeting before area meetings. Erik shared the timeline. See agenda for dates and timeline**
- **Initial Resolution Packet should be available 1 week post March Exec Meeting**
- **Reviewed Plenary Schedule: see agenda for dates and timeline**

b. Spring 2024 resolutions submission process
    i. Static resolutions webpage
    ii. Webform facilitated by office team—draft resolution submission webform
    iii. Updated draft submission template (v2) for upload as part of webform
        1. What would be most helpful to guide resolution/amendment writers?

- **Reviewed the ASCCC Resolutions Webpage. The static page is now established. Adopted and Referred resolutions are now separated.**
- **There continue to be details to be finalized. Erik will be working with Krystinne later this week on finalizing the webform and webpage.**
- **The resolution submission sheet is now available with minor edits forthcoming.**
- **Will require word doc as part of the submission. Erik noted that there will still be a need to upload things to a single file on the back end.**
- **Resolution submissions will request alignment to ASCCC Strategic Direction and require alignment to ASCCC purview.**
- **A template has been created and will be available on the webform and the static webpage to support those who are new to writing resolutions or desire a template.**

c. Pilot resolution categories—updated pilot resolution categories (v3)
    i. Idea supported by the ASCCC Executive Committee at the Feb meeting
    ii. Provided additional input
    iii. How to assess new categories?

- **Committee Proposed categories were adopted and supported by the Executive Committee. There was a lot of input, which Erik, the president, and executive director integrated.**
- **Erik shared the changes made based on feedback.**
- **The updated document is linked to the agenda.**
- **A discussion was held regarding the functional purpose and feature of the categories as this was asked by the Executive Committee. The Resolutions Committee identified the ability to support alignment to purview, alignment to**

strategic directives of the ASCCC, and identifying and tracking trends by the number of resolutions submitted per category. Trends can provide direction for the ASCCC Executive Committee on trends across the system.

d. Resolutions packet for pre-plenary area meetings
    i. Proposed resolutions for consideration by ASCCC Executive Committee Mar 8-9
e. Area meetings preparation—Mar 22 10am-3pm (times tentative)
    i. Resolutions packet checklist
    ii. Resolutions debate and voting checklist
    iii. Resolutions overview presentation
        1. More focus on submission process
    iv. Area meeting duties
        1. Area meeting resolution tracking form
        2. How best to facilitate resolution submission via the webform?

- **If executive committees or standing committee chairs submit between now and Area meeting, the contact would then change to the author, their committee, and then the area meeting.**
- **The Area Resolution Tracking sheet and workload list was briefly reviewed. Will discuss this and review again at our next committee meeting prior to plenary.**
- **Erik is modifying the presentation on Resolutions to address some of the common concerns and challenges, a focus will be on the Resolutions Submission Process**
- **Erik and Robert are working with the Area Reps to provide details and reminders of the new process for Resolution Submissions.**

f. T-shirts
    i. Ordered, arrived, and partially distributed
g. Resolutions handbook update—editable draft for comment
    i. Streamline—What are the essentials?
    ii. Rough outline—include the basics only with additional information in appendices
        1. Resolutions: what and why
        2. Writing guide: how
        3. Debate and voting: how
    iii. Timeline—Dec through Feb & May-June?
    iv. Resolutions Standard Operating Procedures Google doc

IX. Future Projects
a. Proposed resolutions
b. Rostrum ideas

- **Erik shared the list of current proposed resolutions.**
- **There are currently 10 resolutions.**
- **The committee reviewed the currently proposed resolutions to confirm whether purview or category exists, all were confirmed**

X. Other Topics / Future Agenda Items
a. Your brilliant ideas here!

XI. Announcements
a. Future Resolutions Meetings
    i. Tue Apr 2, 2024 9:00am-10:30am
    ii. Tue May 7, 2024 9:00am-10:30am

iii. Possible in person meeting for Resolutions Standard Operating Procedures

b. Events
   i. Executive Committee Meeting – Mar 8-9, 2024 (LA Mission/Burbank)
   ii. Area Meetings – Mar 22, 2024 (Virtual)
   iii. Executive Committee Meeting – Apr 17, 2024 (San Jose)
   iv. 2024 Spring Plenary Session – Apr 18-20, 2024 (San Jose)
c. Resources
   i. Email listserv sign-up
   ii. Volunteer application to serve on a committee

XII. Adjournment

Status of Previous Action Items

A. In Progress (include details about pending items such as resolutions, papers, *Rostrums*, etc.)
   a. 2024 Fall Plenary Session resolutions process

B. Completed (include a list of those items that have been completed as a way to build the end of year report).
   a. Established timeline and due dates for fall 2023 resolutions process
   b. Facilitated discussion with executive committee on proposed resolutions
   c. Developed resolutions packet for review at pre-plenary area meetings
   d. Resolutions overview presented at the joint area meetings morning session
   e. Committee members provided support at their respective pre-plenary area meetings
   f. Rostrum article on Resolutions Considerations
   g. Produced pre-plenary session videos on resolutions
   h. 2023 Fall Plenary Session
      i. Produced daily resolutions packets
      ii. Supported president with the resolutions process
   i. Established timeline and due dates for spring 2024 resolutions process
   j. Rostrum article on referred resolutions and some nuances in addressing them

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Educational Policies Committee

DATE: Monday March 18, 20214
TIME: 4:00pm-5:30pm
CONFERENCE CALL INFORMATION
Join Zoom Meeting
https://yccd-edu.zoom.us/j/8326191425

Dial by your location
+1 669 444 9171 US
+1 253 215 8782 US (Tacoma)
+1 346 248 7799 US (Houston)
Meeting ID: 832 619 1425

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

Meeting Summary

1) Call to Order and Roll Call (*in attendance) - Meeting called to order at 4pm

Christopher Howerton-Chair*	Howard Eskew	Kandace Knudson*
Erik Reese – 2nd Chair*	Joseph Ferrerosa	Chantal Lamourelle
Tamara Cheshire	Taneisha Hellon*	

2) Check-in, “shout-outs”, Kudos & Connections.

Brief check-in with everyone: Anything fun to share? Kudos? Spring Break plans?
Folks shared that everyone is rather busy and look forward to spring break plans

3) Procedural
   a. Reminder about our Community Agreements
   b. Adoption of Agenda
   c. Process of Minutes and committee review expectations
   d. Ed Pol Committee Website
   e. Shared Committee Folder

4) Standing Committee Meeting Dates (4pm -5:30pm) via ZOOM
   a. Fall 2023: ~~9/18, 10/16, 11/13, 12/11~~
   b. Spring 2024: ~~1/29~~, ~~2/19~~, 3/18, 4/15, 5/13

5) Academic Integrity Policies in the Age of Artificial Intelligence (AI) Resource Document-DRAFT
   a. Howerton and Reese shared the first read draft with ASCCC on 3/9/2024, and will provide the

committee with feedback to revise the draft for a potential 2nd read for the April Meeting.

b. Agenda item to ASCCC is due by April 1
c. Additional Resource: Regulations Hitting AI Usage in EdTech – Thank you Kandace!

Discussion: Chair and second chair provided an overview and summary of the feedback received from the Executive Committee on the initial draft of the AI resource document.
First part of document is a broad framework before specific examples later in the document. Will add to the introductory framework of the document.
Reviewed the intent of the resolution: 13.05 S23 Considering the Merits and Faults of Artificial Intelligence in the Community College Classroom

Resolved, That the Academic Senate for the California Community Colleges prioritize the development of resources addressing artificial intelligence and its implications on education and academic integrity, develop a framework for local colleges to use in developing academic and professional policies, and present these resources no later than the 2024 Spring Plenary Session or as soon as feasible.

- This resource will help provide starting points for policy development at individual districts and colleges.
- Hope to capture current trends and resources as a starting point as folks seem eager for something they can start with on their own colleges and districts.
- Additional details will be added with input from the field (crowdsourced). Thinking through and working on a way to operationalize this process and discussing it with the President and Executive Director.
- An idea to create a subcommittee/workgroup dedicated to this resource for a while, to help keep up on this quickly changing field. A consideration for the end-of-year report. The goal is to keep this resource relevant and updated as needed for sustainable use.
- Discussed a variety of aspects, including formatting of sections (include all text versus links to external sources), and possible future formats that are more scalable.
- Another book reference was shared: Active Learning with AI: A Practical Guide
- Final thoughts will include ideas around algorithmic justice, biases inherent in AI, and more.
- Suggested guidelines/philosophy: How should we organize these categories? Prioritized? Alphabetized?
- Perhaps condense the areas around similar themes.
- Ethics of the institution "ethos of the institution" and underneath that category could be: transparency, accountability, privacy protection
- Maybe order 4 overarching categories/themes with this initial list represented, rather than the laundry list would be an improvement.
- Include caveats around it being an ever-evolving field and this is simply a starting point, emphasizing it is a work in progress.

6) Spring 2024 Plenary – General Session

Fifth General Session – Friday 1:15pm -2:15pm
Title: Policy Considerations for AI: Promise, Pitfalls and Practice.
Presenters:
Christopher Howerton, ASCCC At-Large Representative
Fabiola Torres, Glendale Community College, ASCCC Online Education Committee.
XXX(CIO or other)?

Description: Conversations around the use of generative artificial intelligence (AI) are expansive and impacting our system at all levels. These conversations include many expressed concerns around appropriate use, algorithmic justice, and integrity, yet there are also examples of instructional opportunity and potential for efficiencies. The wide range of perspectives around AI does not supersede the Academic Senate's role in facilitating these important conversations and guiding policy development as they impact academic and professional matters.

Chair reviewed an upcoming general session at plenary around AI, with the plan to pull ideas and thoughts from the resource document produced by EdPol.
Comments and suggestions are welcome!

7) Announcements - the chair shared the following upcoming events and webinars with the committee members.
    a. Upcoming ASCCC Events
        - Area Meetings – 3/22 at 9am
        - Webinars
            1. 4/17-"Ungrading" in the Online Classroom (1pm)
            2. 4/17 -CTE MQs, Equivalencies, and Eminence (1:30pm)
            3. 4/24 – Overview of Current Legislative and Budget Proposals (1pm)
            4. 5/1 – Building a Classroom of Care (10am)
            5. 5/8 – No wrong door: Politicized trauma and resilience-informed teaching (10am)
            6. 5/9 – Affirming Academic Progress: Changing the way we talk about Academic Probation (10am)
        - Spring Plenary 2024 (April 18-20, 2024) San Jose Marriott. (Deadline to Register 4/5/24-In Person; 4/10/24-Virtual)
        - CTE Regional Consortium Collaboration Meetings
            1. March 27, 2024 – North Far North (Deadline to Register 3/20/24)
            2. May 3, 2024 – Los Angeles (Deadline to Register 4/26/24)
            3. May 10, 2024 – BACCC (Deadline to Register 5/3/24)
            4. May TBD – San/Diego/Imperial
        - ***NEW*** 2024 ASCCC Noncredit Institute – (May 2-3, 2024) – Sheraton Park Hotel, Anaheim
        - 2024 Faculty Leadership Institute (June 20-22, 2024)
        - 2024 Curriculum Institute (July 10-13, 2024)
    b. Other Announcements

8) Future Agenda Topics

9) Group Debrief & Adjournment

Adjourned at 5:02pm

Status of Previous Action Items

A. In Progress
    a. 2nd Draft for AI Resource Document
    b. Spring 2024 – General Session on AI Policy Development

B. Completed
    a. Fall 2023 Plenary BO session on AI
    b. Proposal submitted for AI Faculty Toolkit
    c. Proposal submitted for Setting enrollment Maximum Paper
    d. 1st Read of AI Resource Document
    e. Submitted Rostrum – Reese – Academic Freedom; Howerton – on AI resources status update

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DATA AND RESEARCH COMMITTEE

2024-03-27
TIME 1:00pm-2:30pm

The charge of the Data and Research Committee (DRC) is to assist local academic senates in using data effectively to evaluate educational programs and services to improve teaching, learning, and student success. The DRC will work with ASCCC Standing Committees, task forces, and other workgroups to establish and improve data-driven processes to advance inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) in areas of academic and professional matters. The DRC may also conduct data analyses to assess the effectiveness of statewide issues and initiatives in areas of academic and professional matters.

MINUTES

I. Call to Order and Roll Call

Name	Present (X)
Erik Reese—Chair	X
Carlos Guerrero—2nd Chair	X
Juan Camacho	
Sharyn Eveland	
Jeffrey Hernandez	X
Katie Krolikowski	X
Ginni May	
Erica Menchaca	
June Yang	X
Gina Lam	

II. Adoption of the Agenda (asked about adding an item on agenda about a resolution; already an agenda item around possible resolutions. Adopted by unanimous consent.s)

III. Minutes Volunteer (Carlos)

IV. Minutes from 2024-02-21

V. Data and Research Committee Resources
   a. Google shared Data and Research Committee folder
   b. ASCCC Data and Research Committee webpage

VI. Current Projects
   a. Information items requested and/or discussed

i. ASCCC Strategic Plan
    1. ASCCC Strategic Plan Directions 2023-2026
    2. ASCCC Annual Work Plan 2023-2024 (for strategic plan)
ii. RP Group Common Survey Design Missteps

b. ASCCC demographic data collection for plenary and other events
i. ASCCC past demographic survey (Committee request about marketing questions was taken to the leadership team. Last meeting discussed different ways to include demographics questions, perhaps as a separate survey. New demographic survey, what information is wanted, discussion on how the information is used. Support for collecting demographic information but how should it be collected? Discussed how to implement the survey. Katie explains the key reasons for having the surveys, and makes sure that we have data for organization goals [diversity and inclusion goal tied to ASCCC mission]. Jeffery, suggests, collects data between plenary sessions, particularly after the general sessions. Future idea for demographic survey questions: provide text boxes for folks to reply (e.g., for race/ethnicity) and then use artificial intelligence to filter the results.)
ii. What is useful information?
iii. Implementation
    1. Discussed perhaps a short demographic survey provided before and at the start of plenary (available throughout plenary)
    2. With new event survey at end of plenary

c. ASCCC event surveys—streamlining event surveys beyond plenary
i. Draft goals for other events: Faculty Leadership Institute, Curriculum Institute, … (Committee discussed draft goals for FLI and CI and provided comments, suggestions, and edits.)
ii. What would be helpful to know to improve ASCCC events?
iii. How to systematically analyze survey results?
iv. Do we want to consider short (1-2 question) session surveys?
    1. What did you appreciate about the session? Suggestions?
v. Reference: recent Plenary survey responses from the new, streamlined survey

d. ASCCC committee surveys
i. Executive and standing/other committee self-evaluations (Possibly create committee surveys. Currently do not really do self-evaluations for individual committees. Jeffery, create a simple template for committees to use. As an aside, request to make sure people are aware of what is going on with the liasons.)
ii. How can we meaningfully assess committee work and the experience of committee members?
iii. Resource: Periodic Review Report April 26, 2021

e. ASCCC Local Senate Survey (What would we need from local senates? How do we use it? Survey may not reach all senators at the local level; ASCCC interfaces with senate presidents, in general. Current survey continues to need work and direction.)
i. What do we want to know? How to align with ASCCC strategic plan?
ii. Who fills out survey? (senate presidents, senate members, all faculty?)

f. 2024 Spring Plenary presentations
i. Title: Radicalized Possibilities in Data Informed Decision Making
ii. Presenters: Erica, Ginni, Carlos, Erik

g. Possible presentation/webinar on collaborations involving faculty and

researchers/research offices
    i. Collaborate with the RP Group?
    ii. Data literacy workshop series in collaboration with RP Group
        1. Wireframe notes generated by 2022-2023 DRC & RP Group

h. Resolutions ideas for plenary
    i. In case folks are developing data-focused resolutions (Reviewed a draft resolution presented by June Yang related to AB1705 that is focused on math. Suggested creating different parallel resolutions for English and ESL if want to explore those areas as well, rather than include everything in a single resolution. Discussion around the effects of AB705 and AB1705 legislation upon students and provided suggestions to improve the clarity and focus of the proposed resolution.)

i. Assigned resolutions (additional details below in VII)
    i. Resolution priorities

VII. Assigned resolutions

a. S23 3.01 In Support of Identifying and Addressing the Need for LGBTQIA+ Student Centers on All California Community College Campuses
    i. Assigned 1st resolved with Relations with Local Senates
    ii. Assigned 2nd resolved with LGBTQIA+ summit rep
    iii. Collaborate with RP Group on survey

b. S23 7.05 Promoting the Mission and Vision of the California Community Colleges Amid Changes to California Education Code
    i. Assigned 2nd resolved with President

c. S23 7.08 AB 1705 Data Validation and Transfer-Level Prerequisites
    i. Assigned 3rd resolved
    ii. Explore at CSU and UC placements standards (long term success of students)

d. F22 7.11 Determining When Pre-transfer English and Mathematics Meets the Needs of a Defined Student Population
    i. Assigned to Curriculum Committee and DRC
    ii. Disaggregate PPIC Report Dec 21 appendix data

e. S22 3.04 Expand Methods of Data Collection and Analysis to Fully Measure the Successes and Challenges of AB705
    i. Assigned to DRC as lead

f. S22 3.05 Disaggregate Asian and Pacific Islander Student Data
    i. Assigned to President as lead and DRC as support
    ii. What are categories used by CO? What is possible and appropriate?

g. S22 13.09 Understanding the Impact of Non-Academic Entities on HyFlex Instruction and Preserving the Local Collegial Consultation Process in Determining Local Course Modalities Offerings
    i. Assigned with President as lead and DRC as support

VIII. Future Projects

a. Proposed resolutions
b. Rostrum ideas

IX. Other Topics / Future Agenda Items

a. Your brilliant ideas here!

X. Announcements
   a. Future Data and Research Committee Meetings
      i. Apr 24, 2024 1:00pm-2:30pm
      ii. May 22, 2024 1:00pm-2:30pm
   b. Events
      i. Executive Committee Meeting – Apr 17, 2024 (San Jose)
      ii. 2024 Spring Plenary Session – Apr 18-20, 2024 (San Jose)
   c. Resources
      i. Email listserv sign-up
      ii. Volunteer application to serve on a committee

XI. Adjournment (2:25pm)

Status of Previous Action Items

A. In Progress (include details about pending items such as resolutions, papers, *Rostrums*, etc.)
   a. Event surveys, preparing for plenary, local senates survey, and so much more!

B. Completed (include a list of those items that have been completed as a way to build the end of year report).
   a. Proposed a new streamlined framework for event surveys with the 2023 Fall Plenary as the pilot adopted by the Executive Committee. Focused on defining the goals of the event and if the goals are met.
   b. RP Group Strengthening Student Success Conference—presentation entitled Opportunities and Challenges of AB 928 Implementation
   c. Rostrum article titled 2023-2024 ASCCC Committee Composition Snapshot
   d. 2023 Fall Plenary Presentation similar to the above
   e. New streamlined pilot survey for 2023 Fall Plenary developed in collaboration with the ASCCC Office Team and implemented
   f. Provided input and guidance on a data focused resolution related to AB 1705 for 2023 Fall Plenary
   g. Rostrum article titled Data Tales: Cal-GETC

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RESOLUTIONS COMMITTEE

2024-04-02

TIME 9:00am-10:30am

The Resolutions Committee charge is to provide accurate and timely documents of the resolutions that eventually are adopted at the Senate Sessions. The process begins with Senate Committees that submit resolutions to the Executive Committee, which in turn adopts resolutions for submission to Area meetings where more resolutions may be written. A resolution document is in the packet at the Session and additional resolutions are developed there and printed at the Session. A final document for Plenary Session deliberation is prepared including resolutions and amendments.

MINUTES

I. Call to Order and Roll Call 9:02am

Name	Present (X)
Erik Reese—Chair	X
Robert L. Stewart Jr.—2nd Chair	X
Davena Burns-Peters	X
Mark Edward Osea	X
Krystinne Mica	X

II. Check-In

Checked-in with folks on current doings and activities. Appears that many of us are busy beyond belief.

III. Adoption of the Agenda

Adopted by unanimous consent.

IV. Minutes Volunteer

V. Meeting minutes from 2024-03-05

VI. Resolutions Committee Resources
- a. Google shared Resolutions Committee folder
- b. Resolutions Committee website
- c. Resolutions Fall 2023 website
- d. Checklists from 2023 Fall Plenary
  - i. Resolutions packet checklist & daily process
  - ii. Debate and voting checklist

VII. Assigned resolutions
   a. None—only referred resolutions unresolved

VIII. Current Projects
   a. Spring 2024 resolutions timeline
      i. Apr 4 (R): Plenary Resolutions packet sent to the field (2 weeks before first day of plenary)
      ii. Apr 15 (M): Delegate certification/release forms due to ASCCC via events@asccc.org (Mon before plenary)
      iii. Apr 18 (R) 1:45pm: New resolutions and amendments due (Thu of Plenary)
         1. 5:30pm-6:00pm mandatory contact session
      iv. Apr 19 (F) 1:00pm: Amendments and urgent resolutions due (Fri of Plenary)
         1. 5:00pm-5:30pm mandatory contact session
   b. Spring 2024 Static resolutions process webpage
      i. Includes a big link to submission webform
      ii. Also houses a template for uploading as part of submission process
   c. Pilot resolution categories
      i. Final categories included in the resolutions packet
      ii. How to assess new categories?
   d. Plenary Session preparation—Apr 18-20, 2024
      i. Resolutions packet checklist
      ii. Resolutions debate and voting checklist
      iii. Resolutions and amendments due dates
         1. Thu 1:45pm
         2. Fri 1:00pm
      iv. Resolutions and amendments sessions—mandatory for contacts
         1. Thu 5:30pm-6:00pm
         2. Fri 5:00pm-5:30pm
      v. Area meetings on Fri morning 10:15am-12:00pm
         1. Area meeting resolution tracking form
         2. Facilitate amendment and urgent resolution submission via webform
      vi. Debate and voting Sat 8:00am-2:30pm
         1. Resolutions voting starts 9:15am earliest after executive committee member elections
         2. Current and next resolution for consideration
         3. Ordering of PAR, PRO, and CON mics
            a. Monitoring online participation
            b. Alternating pro/con, in person and online
         4. Timing
            a. 3 min for speakers
            b. 15 min for each resolution
         5. Recording
            a. Pass/fail for all votes: MSC, MSF, MSU, MSA
            b. Any motions and corresponding votes plus additional details as required, such as for referred resolutions
            c. Typos and the like discovered
      vii. Resolutions checks and additions
         1. Within ASCCC purview
         2. Statewide issue/concern

3. Aligned with the ASCCC mission
4. Fact checking…includes
    a. Checking links to other documents, title 5, CA Ed Code, etc.
    b. Checking data from CCCCO Data Mart
5. Footnotes—viewable and correct
6. Contact information—name, college
7. Four delegate seconders (plenary only)
8. Formatting (whereas, resolved, semicolons, penultimate "and", previous resolutions, titles include S24, "Contact:" included, etc.)

Discussed an additional member of the resolutions committee and will at least help at Area A meeting during plenary.
Options for file management: making a complete file before posting or add a few to start and keep adding so others can get to work simultaneously.

e. T-shirts
    i. Ordered, arrived, and partially distributed
f. Resolutions handbook update—editable draft for comment
    i. Streamline—What are the essentials?
    ii. Rough outline—include the basics only with additional information in appendices
        1. Resolutions: what and why
        2. Writing guide: how
        3. Debate and voting: how
    iii. Timeline—Dec through Feb & May-June?
    iv. Resolutions Standard Operating Procedures Google doc

IX. Future Projects
a. Proposed resolutions
b. Rostrum ideas

X. Other Topics / Future Agenda Items
a. Your brilliant ideas here!
b. Area meeting debrief

Contentious conversations in areas D and C around a few resolutions.
Area D conversation revolved around academic freedom and events in Palestine.
Some references and ideas related to these conversations:

- https://asccc.org/resolutions/hate-crimes
- https://legiscan.com/CA/text/SB1287/id/2964675
- Perhaps guide folks to support this bill or something along these lines

Area C conversation around a resolution in support of a bill asking for an audit related to sexual harassment at all CCCs, CSUs, and UCs.
Also discussed "filtering" of resolutions to remain in our purview, like the first round of resolutions that are reviewed by the Executive Committee before dissemination to the field.
In addition, what action can ASCCC take? Feasibility. Part of conversation is about what we can actually do; tangible components. How to include feasibility as part of the submission process?
Should there be a final review? Perhaps through the ASCCC Executive Committee or another mechanism.

Overall the area meetings went smoothly, with all resolutions submitted via the webform before folks left.
Suggestions to provide a link to strategic directions as part of the strategic direction alignment question, which will provide a bit more background to people filling out the webform for resolution/amendment submission.
Support for the new categories for the ASCCC purview.

XI. Announcements
   a. Future Resolutions Meetings
      i. Tue May 7, 2024 9:00am-10:30am
      ii. Possible in person meeting for Resolutions Standard Operating Procedures
   b. Events
      i. Executive Committee Meeting – Apr 17, 2024 (San Jose)
      ii. 2024 Spring Plenary Session – Apr 18-20, 2024 (San Jose)
   c. Resources
      i. Email listserv sign-up
      ii. Volunteer application to serve on a committee

XII. Adjournment

Adjourned 10:18am

Status of Previous Action Items

A. In Progress (include details about pending items such as resolutions, papers, *Rostrums*, etc.)
   a. 2024 Fall Plenary Session resolutions process

B. Completed (include a list of those items that have been completed as a way to build the end of year report).
   a. Established timeline and due dates for fall 2023 resolutions process
   b. Facilitated discussion with executive committee on proposed resolutions
   c. Developed resolutions packet for review at pre-plenary area meetings
   d. Resolutions overview presented at the joint area meetings morning session
   e. Committee members provided support at their respective pre-plenary area meetings
   f. Rostrum article on Resolutions Considerations
   g. Produced pre-plenary session videos on resolutions
   h. 2023 Fall Plenary Session
      i. Produced daily resolutions packets
      ii. Supported president with the resolutions process
      iii. Developed an innovative reference document establishing the order of consideration of resolutions
   i. Documented both the committee's daily process for producing packets and division of duties during resolutions voting
   j. Established timeline and due dates for spring 2024 resolutions process
   k. Revamped resolutions process for spring 2024 in collaboration with the office team including:

i. Static resolutions process webpage
ii. Webform submission linked on above webpage
iii. Template with guidelines and resolutions/amendments writing information that may be uploaded as part of submission process

l. Committee members provided support at their respective pre-plenary area meetings
m. Rostrum article on referred resolutions and some nuances in addressing them
n.

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FACULTY LEADERSHIP DEVELOPMENT COMMITTEE

https://www.asccc.org/directory/faculty-development-committee-1

AGENDA

Topic: ASCCC FLDC Meeting
Time: Dec 11, 2023 09:00 AM Pacific Time (US and Canada)

Join Zoom Meeting
https://rccd-edu.zoom.us/j/87218421037?pwd=UL9vl0KdBjhsbRz4HL6NZrki77ZcZb.1

Meeting ID: 872 1842 1037
Passcode: 745087

Topic: ASCCC FLDC Meeting
Time: Dec 11, 2023 03:00 PM Pacific Time (US and Canada)

Join Zoom Meeting
https://rccd-edu.zoom.us/j/81240072102?pwd=KvStciVQXshLtJ7DJhXCYFMiN0F5Z5.1

Meeting ID: 812 4007 2102
Passcode: 004212

I. Call to Order and Adoption of the Agenda

a. Agenda adopted; members checked in.

II. Roll Call/Check In

Member	Term		
LaTonya Parker	2023-24	Chair	X
Mitra Sapienza	2023-24	2nd Chair	X
Alex Mata	2023-24		
Elizabeth Walker	2023-24		
Raeanne L. Napoleon	2023-24		
Anna Nicholas	2023-24		
Ingrid Greenberg	2023-24		
Michael Davis	2023-24		X
Lisa Cox Romain	2023-24		X
Kristine Oliveira	2023-24		

III. Action: Approval of **Minutes November 6 & 9, 2023**

a. Minutes are approved.

IV. Norms/Expectations

a. Executive Community Agreements

b. Chair Parker review community agreements.

V. Reminder Item:

i. ASCCC Live Binder Link: https://www.livebinders.com/b/2557634

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

iii. Assigned Task

ASCCC 2023-2026 four strategic directions:

https://asccc.org/sites/default/files/2023-02/23-26%20Strategic%20Plan%20Directions%20ASCCC.pdf

Members discussed potential deeper dive on looking at data coaching for faculty. Supporting faculty in how to analyze and apply data. How can we present data in a coherent way that allows faculty access and realize the story that the data tells. How can we support more intentional professional development that leads to action and follow up. Providing more support could also prevent misuse of data, or weaponization of data against our IDEAA goals.

Chair Parker will include this item as a future agenda item.

- Embracing Organizational Change
- Engaging Proactively in Partnerships and Advocacy to Advance Faculty Voice and Student Success
- Developing Innovative Activities to Empower Faculty and Uplift Underrepresented Voices
- Advancing Faculty Engagement in Data Literacy

Faculty Empowerment and Leadership Academy
Faculty Empowerment and Leadership Academy | ASCCC

FELA will focus on the development of faculty from historically underrepresented groups in higher education. The academy will provide opportunities to connect with leaders from across the state, to empower faculty to seek leadership roles, and to provide regular contact with mentors. All activities in this leadership development program are designed to ensure participants are ready to meet the challenges of engaging in transformative leadership and equity-minded approaches to working with diverse student populations.
PROGRAM MISSION

Chair Parker reviewed the FELA mentors and mentees.

FELA: **2023-2024 ASCCC Faculty Empowerment Leadership Academy (FELA) 1st Convening Time: Dec 12, 2023 11:00 AM Pacific Time (US and Canada)Join Zoom Meeting**
https://rccedu.zoom.us/j/87009018461?pwd=BnapalJvp9bTauzr88uPsIwqAfpzrV.1

The FELA selection committee mentor - mentee assignments are as follows:

Mentor – Felipe Agredano, Ethnic Studies, Chicano Studies & Political Science Faculty, Los Angeles Community College District
Mentee – Gabriel Martinez, Counseling Faculty, Berkeley City College
Mentee - Edgar Perez, Credit English as a Second Language Faculty, Los Angeles Valley College

Mentor – Adrean Askerneese, Counseling Faculty, MiraCosta College
Mentee – Anthony Battle, Public Safety & Paralegal Studies Faculty, West Los Angeles College

Mentor – Karen Chow, English, Asian American Studies, & Women's Studies Faculty, DeAnza College and member of the ASCCC Executive Committee
Mentee – Melissa Matteson, DSPS Counseling Faculty, Barstow College

Mentor – Soon-Ah Fadness, Philosophy Faculty, San Diego City College
Mentee – Karen Marrujo, English Faculty, Cuyamaca Community College

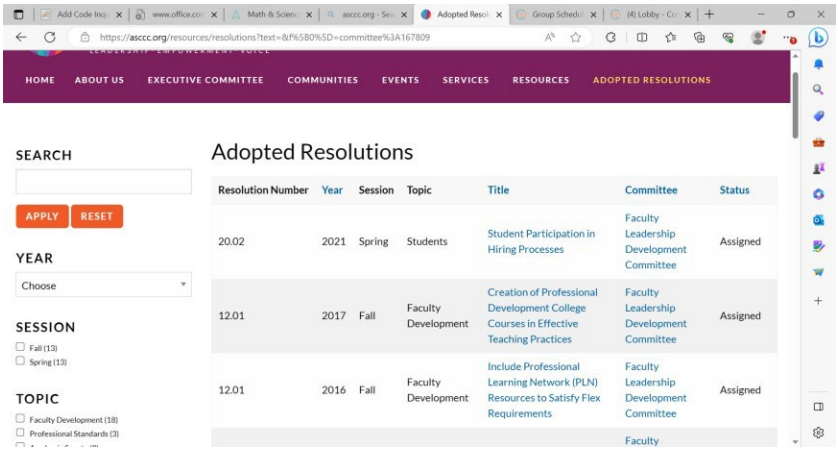
Mentor – Luke Lara, Counseling Faculty, MiraCosta College
Mentee – Sandra Guzman, Counseling Faculty, Sacramento City College

Mentor – Carrie Roberson, Education, Child, & Family Studies Faculty, Butte College
Mentee – Angela Medina Rhodes, English Faculty, Rio Hondo College
Mentee - Emmanuel Garcia, Mathematics Faculty, Ohlone College

Mentor – Kimberley Stiemke, Noncredit Math and English Faculty, North Orange Continuing Education
Mentee – Merari Weber, English as a Second Language Faculty, Santa Ana College, School of Continuing Education
Mentee – Deborah Brown, History and Ethnic Studies Faculty, Riverside City College

Mentor – Elizabeth Walker, Political Science Faculty, College of the Desert
Mentee – Alicia Cota, Computer and Math Faculty, Imperial Valley College
Mentee - Taneisha Hellon, Counseling Faculty, Grossmont College and Palomar College

1. Resolutions:



- Spring 2021 Student Participation in Hiring Processes

- Fall 2017 Creation of Professional Development College Courses in Effective Teaching Practices

- Spring 2017 Support Use of Sabbaticals and Other Professional Development for Open Educational Resources Development
- **Fall 2016 Resolution Number 12.01**
  https://asccc.org/resolutions/include-professional-learning-network-pln-resources-satisfy-flex-requirements

iv. **Action/Discussion Items**: Assigned Task Implementation/Action

v. Rostrum Articles

1. Discussion: Rostrum Article
   - **Mitra Sapienza Draft Article Update** - A Win Win: Experiential Student Learning meets Transformational Institutional Hiring
   - **Members reviewed the organization and development of this rostrum article; it's done!**
2. Editorial Guidelines for the Rostrum
   https://asccc.org/sites/default/files/Editorial%20Guidelines%20for%20the%20Rostrum.pdf

Rostrum Timeline 2023-24

a. February 2023 Rostrum https://www.asccc.org/rostrum- reader/2023/February
b. Discuss January Rostrum Article Proposals and FLDC internal December 2023 deadline
Members discussed possible future rostrum article on defining what data coaching is and promising practices with examples from other colleges.

Rostrum Timeline 2023-24				
To ED	To Editor	To President	To Visual Designer	To Field
~~October 1~~	~~October 9~~	~~October 16~~	~~October 23~~	**November 16**
January 14	January 22	January 29	February 5	February 23
March 3	March 11	March 18	March 25	April 18

Status of Previous Action Items/Discussion:

Webinar(s):
November 30, 2023 –Digital Literacy, Instructional Design – Conducted (Recorded)

5 attendees, and 4 ASCCC members, and was recorded.

May 2, 2024 – Hyflex? Need Presenter(s), Title and Marketing Blurb
A Win Win webinar with student panel to discuss students on hiring committees.

Hyflex definitions and guidance is being worked on; perhaps this would be good to present to the field in the Spring. Michael will reach out to an Art instructor who does Hyflex really well to see if she is willing to share and/or present at a webinar. Will look at May dates when connected with potential presenter.

Proposed Area: Decreasing racial inequities in transfer is a key strategy for increasing race and income equality. The RP Group's *African American Transfer Tipping Point* (AATTP) project seeks to identify the factors contributing to African American/Black students' likelihood of transferring. The first phases of this work identified four core student experiences that significantly impact the transfer journeys of African American/Black community college students: (1) timely passing of transfer-level English and math, (2) academic counseling, (3) participation in Umoja, and (4) not being put on academic probation.

VI. Announcements/Resources

a. **Resolutions**: https://www.asccc.org/resolutions-fall-2023

b. Action/Discussion Item:

- Upcoming Events and Meetings https://www.asccc.org/calendar/list/events

c. President's Update (November latest): https://www.asccc.org/presidents-updates
Chari Parker review resolutions and President Aschenbach ASCCC presidents update.

d. Meeting Dates: PROPOSED SPRING MEETING DATES AND TIMES

- **February 19, 2024 10:00am-11:30 President's day holiday, move to February 26**
- **March 18, 2024 10:00am-11:30**
- **April 8, 2024 10:00am-11:30**
- **May 13, 2024 10:00am-11:30**

Dates and times work for Lisa, Michael, Mitra and Chair Parker

VII. General Discussion

VIII. Adjournment

Status of Previous Action Items

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

B. Completed
Webinar: November 30, 2023 –Digital Literacy, Instructional Design – Conducted (Recorded)
ASCCC Fall Plenary **November 16-18, 2023** https://www.asccc.org/events/2023-fall-plenary-session

Program: https://www.asccc.org/2023-fall-plenary-session-program
Thursday, November 16, 2023
10:25 a.m. to 11:25 a.m. **Second General Session**

Description: Academic and Professional Matters: Implementing Dual Enrollment with Intentionality (panel) (*Claire Coyne*, *Jerome Hunt*, *Kellie Nadler, Mark Osea, & LaTonya Parker)*

Assembly Bill number 288, (Holden) Public schools: College and Career Access Pathways partnerships was signed into law on October 8, 2015. Join this general session to discuss the most recent information on how high school students and students attending a noncredit or adult education high school or equivalency program can enroll in classes at their local community college. This includes students attending community schools, continuation high schools, juvenile court schools, or adult education programs. Equip yourself with other information such as intentional dual enrollment strategies to help under resourced students who struggle academically or who are at risk of dropping out and rethinking policies that govern dual enrollment, and establish a policy framework under which school districts and community college districts could create dual enrollment partnerships as one strategy to provide critical support for underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.

Thursday, November 16, 2023
11:35am-12:35pm, **Third General Session**
The African American Transfer Tipping Point: Exploring the transfer journeys of over 7,000 African American/Black community college students
Katie Brohawn, RP Group Director of Research, Evaluation, and Development
Darla Cooper, RP Group Executive Director
Alyssa Nguyen, MA, RP Group Senior Director of Research and Evaluation
LaTonya Parker, ASCCC Secretary

Description: Decreasing racial inequities in transfer is a key strategy for increasing race and income equality. The RP Group's *African American Transfer Tipping Point* (AATTP) project seeks to identify the factors contributing to African American/Black students' likelihood of transferring. The first phases of this work identified four core student experiences that significantly impact the transfer journeys of African American/Black community college students: (1) timely passing of transfer-level English and math, (2) academic counseling, (3) participation in Umoja, and (4) not being put on academic probation.

Building from this research, and with a focus on elevating student voice, in this presentation, we will share findings from the most recent phase of the work, which leveraged data from a statewide survey of over 7,000 transfer-intending African American/Black students to lift up the experiences and perspectives of African American/Black students about how these four key experiences impacted their transfer success. Discussion will center around actionable strategies for leveraging these findings to drive change.

Thursday, November 16, 2023
1:45 p.m. to 2:45 p.m. **First Breakout Sessions**
(Online) Dual Enrollment Follow-Up *(Claire Coyne, Jerome Hunt, LaTonya Parker, & Iolani Sodhy - Gereben)*

Description: This session is a follow-up to the general session on Academic and Professional Matters: Implementing Dual Enrollment with Intentionality. If you have questions, information, or innovative ideas following that general session, then this session is for you! Join us for an interactive and lively

discussion to take a deeper dive into AB 288 legislation. What can faculty do to stay engaged in the authorization of specified high school pupils to enroll in up to 15 units per term? How can faculty build partnership programs that ensure specified conditions are satisfied? How can faculty create conditions that would authorize a community college district to exempt special part-time and full-time students taking up to a maximum of 15 units per term from specified fee requirements? These questions and more will be discussed at this session.

October Rostrum Article Submitted *The Faculty Empowerment and Leadership Academy (FELA) Project: Organizational Theory, Values and Ethics* Editors: LaTonya L. Parker Ed. D., Mitra Sapienza

Carolyn Grubbs Williams Leadership Development Institute October 15-20, 2023 Chair attendance with support of ASCCC https://www.ncbaa-national.org/leadership-programs/carolyn-grubbs-williams-leadership-development-institute/

CTE and Noncredit Regional at Venture Community College District October 6, 2023

CALIFORNIA CODE, FLEXIBLE CALENDAR PROGRAM

ARTICLE 8 – FLEXIBLE CALENDAR

Section 84890. Come Offered Under Flexible Calendar

A community college district board may offer, subject to the approval of the Board of Governors of the California Community Colleges, and in accordance with rules and regulations to be adopted by the Board of Governors, courses under a flexible calendar.

Section 84891. Repealed 1990 Laws, Ch 1372. Effective January 1, 1991.

Section 84892. Repealed 1990 Laws, Ch 1372. Effective January 1, 1991.

Section 84893. Repealed 1990 Laws, Ch 1372. Effective January 1, 1991.

Section 84894. Repealed 1990 Laws, Ch 1372. Effective January 1, 1991.

Section 84895. Repealed 1990 Laws, Ch 1372. Effective January 1, 1991.

Section 84895.1. Repealed by its own provisions. Effective June 30, 1985.

Section 84896. Repealed 1983 Laws, Ch 323. Effective July 21, 1983.

Adopted April 3, 1

CALIFORNIA EDUCATION CODE, STAFF DEVELOPMENT FUND

This article details the staff development fund. While the flexible calendar program is not specifically addressed in this article, flexible calendar activities are part of a staff development program. Consequently, this fund can be used to support faculty development activities administered finder a flexible calendar program.

ARTICLE 5 – COMMUNITY COLLEGE FACULTY AND STAFF DEVELOPMENT FUND

SECTION 87150. CREATION AND PURPOSE OF FUND

There is hereby created in the State treasury the Community College Faculty and Staff Development Fund, to be administered by the Board of Governors of the California Community Colleges, the purpose of which is to provide state general

funds to community colleges for supporting locally developed and implemented faculty and staff development programs.

SECTION 87151. ALLOCATION OF FUNDS; AFFIDAVIT REQUIREMENTS

The Board of Governors of the California Community Colleges shall annually allocate funds appropriated for the purposes of this article to each community college district whose chief executive of ricer has submitted to the Chancellor an affidavit which includes:

(a) A statement that each campus within the district has an advisory committee, composed of administrators, faculty, and staff representatives, which has assisted in the assessment of the faculty and staff development needs and in the design of the plan to meet those needs.

(b) A campus human development resources plan has been completed for the current and subsequent fiscal years.

(c) A report of the actual expenditures for faculty and staff development for the preceding year.

SECTION 87152. INITIAL ALLOCATION

(a) The initial allocation to each district, from thuds appropriated by the Legislature therefore, shall be an amount equivalent to one-half of one percent of the fiscal year revenues, as defined by Section 84700, received by the district, for the 1987-88 fiscal year.

(b) In subsequent fiscal years, no district shall receive an allocation greater than 2 percent of its fiscal year revenues, as defined in Section 84700, for the prior fiscal year.

Adopted April 3, 1993 Revised April 2007 –31– 32

Section 87153. Authorized Uses of Funds

The authorized uses of funds allocated under this article shall include all of the following:

(a) Improvement of teaching.

(b) Maintenance of current academic and technical knowledge and skills.

(c) In-service training for vocational education and employment preparation programs.

(d) Retraining to meet changing institutional needs.

(e) Intersegmental exchange programs.

(f) Development of innovations in instructional and administrative techniques and program effectiveness.

(g) Computer and technological proficiency programs.
(h) Courses and training implementing affirmative action and upward mobility programs.
(i) Other activities determined to be related to educational and professional development pursuant to criteria established by the Board of Governors of the California Community Colleges, including, but not necessarily limited to, programs designed to develop self-esteem.

SECTION 87154. OPERATION OF ARTICLE

This article shall be operative during any fiscal year only if funds are provided therefore in the annual Budget Act for that fiscal year or other legislation.

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ASCCC CTE Leadership Committee

February 26, 2024
9am-10am

Meeting Summary

I. Call to Order and Adoption of the Agenda – Meeting called to order at 9:03am

(* notes present for meeting)

Stephanie Curry – Chair*	John Grounds	Marie Templo-Capule*
Christopher Howerton – 2nd Chair*	Alexander Jones*	Sigrid Williams*
Amar Abbott *	Nicole Marquez*	
Jimmie Bowen	Brian Palmiter	Lynn Shaw*
Alana Gates*	Stephanie Rowe	

II. Approval of January 16, 2024 Minutes – approved by consensus by committee. Kudos to committee member Sigrid on an accepted article on CPL in the upcoming ASCCC Rostrum. Other announcements provided included a discussion on the draft Spring Plenary program and that there are 2 CTE focused breakouts scheduled.

III. ASCCC and Regional Consortium Planning Update – Lynn shared an updated from our recent Inland Empire regional collaboration. Overall, it went well. CPL presentation was a highlight for many who attended. Alana shared that there were many CTE liaisons and various other roles in attendance. There were 60 registered for the event only 30 attended.

a. North Far North (March 27, 2024) in Sacramento – planning is happening now. Current interest in CPL and Dual Enrollment.
b. New date for San Diego Imperial (May 17, 2024) – This regional was initially planned in March but needed to be reschedule to May. Stephanie will initiate an initial reach-out soon to start planning.
c. Central Mother Lode update- transition in leadership for the consortium. Planning is difficult currently. This collaboration may need to be aligned with one of their events or postpone a regional event in fall 2024.

Question emerged on our follow up communication protocols to thank attendees for participation and share resources. Stephanie will follow up with ASCCC staff to see if this is possible and link some of the major resources that were shared. (Attendees only?)

IV. Webinar Planning/Support/Debrief
a. Work Experience (February 2024) – Thanks to the presenters, was a lively discussion and very informative. We did receive feedback that it was very useful and enlightening. Of

specific note was how noncredit can connection with work experience. Alex shared that he is working on some follow up activities with work experience that can support students in nontraditional apprenticeships.

b. Gender and CTE Fields (March 7, 2024) – Nicole provided an update on the status of the presentation and plan for open discussion with example of strategies.
c. CTE MQ, Equivalency and Eminence (April 10 2024) – Stephanie updated the committee on the recent approval by ASCCC Exec for this additional webinar. We will be collaborating with the chair from the ASCCC Standards and Practices committee. A planning meeting will come. Amar expressed willingness to collaborate on this event.

Recording from these webinars will be made available after the event.

V. Planning for Addendum to CTE Minimum Qualifications Handbook - There is a lot of information is that is still very useful and applicable. The goal is just to "update as needed" to bring it to currency.

a. Areas Identified for Updating: p. 30 – GE Equivalency Worksheet – other areas needing to be updated 1)changes remove of competencies; 2)add Ethnic Studies and expand what is currently included; 3)number of units; 4)realignment of areas; 5)check for consistency in narratives; 6) update equivalency examples.

   Other suggestions that emerged in our group conversation included: Maybe expand apprenticeship section? And add something about Credit for Prior Learning? Minimum Qualifications for CTE faculty as related to CPL for students?

b. Logistics for Updates – Next meeting will be a working session specifically focusing on bringing in a variety of examples specifically how ethnic studies might be seen in CTE discipline (March); update apprenticeship section (April); Synthesize draft and finalize CPL section (May) with a goal of submitting to ASCCC Executive Committee in June as a review.
c. Assignments of areas to work on – The chair asked the committee to continue to fully review the handbook and collect examples. Stephanie will work on updating the draft grid in alignment with Title 5 for committee review in March. Alex will help take a first pass at the apprenticeship section. Stephanie will create a shared document to support our draft work.

VI. Future Meetings – The chair will send a poll to set our next meeting.

VII. Upcoming Events – the chair shared the following upcoming events.

Central/Motherload Regional Collaborative Event	Will be Rescheduled
North Far North Regional Collaborative Event	March 27, 2024
ASCCC Noncredit Institute	May 2-3, 2024
Los Angeles Regional Collaborative Event	May 3, 2024
Bay Area Regional Collaborative Event	May 10, 2024
San Diego Regional Collaborative Event	May 17, 2024
Curriculum Institute	July 10-13, 2024

VIII. Adjournment – The meeting was adjourned at 9:57am

Status of Previous Action Items

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

- Spring Webinars- Non-Traditional CTE Jobs for Women and CTE MQ, Equivalency and Eminence
- Update Addendum to the CTE Minimum Qualifications Handbook
- Planning for May Regional Events

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

- Orange Country Regional CTE Event -September 21, 2023- Orange Coast College
- South Central Coast Regional CTE Event- October 6, 2034 – Ventura Community College District Office
- Rostrum Article- Zoos, Planes, and Urban Agriculture: Celebrating the Diversity and Scope of California Community College CTE Programs (November 2023)
- Fall Plenary Presentation- Opportunities and Challenges in CTE
- Demystifying CBE Webinar (December 7, 2023) 60 + Attendees
- Curriculum Presentation to CCCAOE Leadership Academy (January 9, 2024)- Need more focus in presentation on types of courses (credit, noncredit, not for credit, community ed)
- New Opportunities in Work Experience Learning Webinar (February 7, 2024)
- Inland Empire Regional Event February 9, 2024- Riverside, CA
- Rostrum Article Working Together: The ASCCC and CTE Regional Consortiums (February 2024)
-

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ASCCC CTE Leadership Committee
January 16, 2024

Meeting Summary

I. Call to Order and Adoption of the Agenda – The chair called the meeting to order at 11:02am. Agenda was affirmed by the committee.

(* notes present for meeting)

Stephanie Curry – Chair*	John Grounds	Marie Templo-Capule*
Christopher Howerton – 2nd Chair*	Alexander Jones*	Sigrid Williams*
Amar Abbott*	Nicole Marquez	
Jimmie Bowen*	Brian Palmiter	Lynn Shaw*
Alana Gates*	Stephanie Rowe	

II. Approval of November 20, 2023 Minutes – Committee adopted this set of minutes by consensus.

III. ASCCC and Regional Consortium Planning Update – The chair provided an update on the planned upcoming collaboration events. See dates below under agenda VIII. Two events needed to be rescheduled in response to some consortium leadership has changed and other conflicts.

a. Inland Empire (February 9, 2024) – A CPL highlight during this event will be led by Sigrid on and Lynn will help facilitate on behalf of ASCCC.

IV. Webinar Planning/Support/Debrief – There has been a series of Webinars
a. CBE (December 7, 2023) – had 60+ attendees. The recording of the webinar will be shared soon to attendees and on our website.
b. Work Experience (February 7, 2024) – Alex from the CTEL Committee will help with this presentation along with some members from the ASCCC noncredit committee.
c. Gender and CTE Fields (March 7, 2024)
d. (NEW SUGGESTION) – April 2024 around the use CTE MQ handbook/ toolkit? (Stephanie will reach out to Eric Wada from Standards and Practices to see if there is a need for collaboration) – This added webinar will need to be submitted to ASCCC for approval of the webinar as well as an opportunity to seek input on additional tools needed by practitioners.

V. ADDED: ASCCC Spring 2024 Plenary Discussion – The chair shared that we are collecting ideas on possible CTE BO sessions and any needed CTE focused Resolutions suggestions.

a. L. Shaw suggested a focus on a presentation on how to bring in CTE faculty engagement in governance.
b. A. Abbott suggested equivalencies, MQs, "eminence" in CTE and how are there guidelines on how they are implemented.
c. A. Jones suggested a focus on various funding that impacts CTE, bradding CTE funding with General funds to be creative to support students.
d. S. Williams – suggested a topic on CPL
e. Question arose on how many CTE faculty are local senate presidents. Stephanie will investigate.
f. Resolutions are due from committees mid-February.
    i. Link between MQ and equivalencies and advocating for training for local committee trainings on CTE MQs, etc.

VI. Rostrum Brainstorming – The chair updated on the recent Feb submissions.
a. March 2024
    i. MQs and Equivalency for CTE
    ii. Gender and CTE
    iii. "eminence" - C. Howerton will do some preliminary research on this topic will impact across all disciplines not just isolated to CTE.

VII. Planning for Addendum to CTE Minimum Qualifications Handbook – The chair shared update on feedback from ASCCC on supporting our committee focusing on support areas from the handbook versus a full revision. Topics for consideration include CPL and equivalencies, Ethnic Studies-new requirements, bachelor's degrees, and training committees. The chair request for all committee members to review the handbook that was shared prior to this meeting, and as a committee we will discuss further our committee's next step on this project. Once topics have been identified, we will "divide-and-conquer"to draft updates.

VIII. Future Meetings – The Chair will send out a poll to set our next meeting, and reminder about work on the handbook addendum.

IX. Upcoming Events – In addition to the following regional events, there is an ASCCC Plenary scheduled in April in San Jose. Alana shared her availability to support some of the events that are scheduled (specifically the LA or San Diego events)

Central/Motherload Regional Collaborative Event	Will be Rescheduled
Inland Empire Regional Collaborative Event	February 9, 2024
San Diego/Imperial	Will be Rescheduled to May
North Far North Regional Collaborative Event	March 27, 2024
Los Angeles Regional Collaborative Event	May 3, 2024
Bay Area Regional Collaborative Event	May 10, 2024

X. Adjournment – The meeting adjourned at 11:53am

Status of Previous Action Items

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

- Stephanie will send out CBE webinar recording to CTE Liaisons
- Rostrum Articles on Regional Collaboration and CPL
- Spring Webinars- Work Experience and Non Traditional CTE Jobs for Women
- Update Addendum to the CTE Minimum Qualifications Handbook

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

- Orange Country Regional CTE Event -September 21, 2023- Orange Coast College
- South Central Coast Regional CTE Event- October 6, 2034 – Ventura Community College District Office
- Rostrum Article- Zoos, Planes, and Urban Agriculture: Celebrating the Diversity and Scope of California Community College CTE Programs (November 2023)
- Demystifying CBE Webinar (December 7, 2023) 60 + Attendees
- Curriculum Presentation to CCCAOE Leadership Academy (January 9, 2024)- Need more focus in presentation on types of courses (credit, noncredit, not for credit, community ed)

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Curriculum Committee Introductory Meeting

Monday, August 28, 2023
1:30 p.m.—2:30 p.m.

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

Membership of this committee includes a Chief Instructional Officer (CIO) appointed by the California Community Colleges Chief Instructional Officers organization

Zoom Info:

Join Zoom Meeting
https://laccd.zoom.us/j/81310367736?pwd=M21QVkVhUGptcmtrYzJEa0lneGlBQT09
Meeting ID: 813 1036 7736
Passcode: 317215
One tap mobile
+16694449171,,81310367736# US
+16699006833,,81310367736# US (San Jose)
Find your local number: https://laccd.zoom.us/u/kcauQkT3vq

AGENDA

I. Call to Order and Roll Call

Robert L Stewart Jr – 1st Chair	Manuel Vélez – 2nd	Iolani Sodhy-Gereben
Julie Clark	Meridith Selden	Nicholis J. Zappia
Benjamin Mudgett	Jamar S. London	Billie Jo Rice - CCCCIO

II. Land Acknowledgement - We gratefully acknowledge that we operate on the **traditional lands of the Tongva, Tataviam, and Chumash peoples** – including the Gabrieleño, Fernandeño, and Ventureño; members of the Takic and Chumashan language families; and other Indigenous peoples who made their homes in and around the area we now call Los Angeles.

III. Adoption of Agenda

IV. Introductions

V. Minutes Volunteer, Look at future meeting dates, and ASCCC 2023-2024 Curriculum Committee Shared Folder

VI. ASCCC 2023-2024 Curriculum Committee Contact Information Sheet

VII. Fall 2023 and Spring 2024 ASCCC Curriculum Regionals
- A. Proposed Dates: Fall 2023 (October 21, October 28, November 4); Spring 2024 (February 24, March 1, March 2)
- B. Agenda Item Overview (Due Tomorrow August 29, 2023 for approval at September 2023 ASCCC Executive Committee Meeting)
- C. Committee member participation

VIII. Fall 2023 Plenary Session – November 16-18, 2023; Costa Mesa, CA
- A. Theme: Pending; Please forward any theme or breakout ideas to Robert
- B. Attending Fall 2023 Plenary? – Opportunities to participate in breakout presentations
- **C. Committee Resolutions to Fall 2023 Plenary Session – Due September 20, 2023**

IX. 2023-2024 Curriculum Committee Goals and Priorities **(September Meeting)**
- A. Review ASCCC Strategic Directions
- B. Develop a Curriculum Committee Work Plan
  1. Priorities and volunteers for activities
  2. Rostrum Article Ideas and workgroups – **Rostrum Deadlines October 1, 2023; January 14, 2024; March 3, 2024**
- C. Review Charge for any possible updates in regards to IDEAA

X. Announcements
- A. Check for upcoming events at https://www.asccc.org/calendar/list/events
  - Fall 2023 Area Meetings – October 27, 2023
  - Fall 2023 Plenary Session – November 16-18, 2023; Costa Mesa, CA (hybrid)
- B. Application for Statewide Service

XI. Closing Comments
- A. In Progress Review
- B. Any other final comments or suggestions?

XII. Adjournment

In Progress

Completed Tasks:

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Curriculum Committee Meeting

Monday, December 4, 2023

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

1:00 p.m.—3:00 p.m.

Zoom Info:

Join Zoom Meeting
https://laccd.zoom.us/j/89691482654?pwd=RE5UenBKVFRkZGkyTEhVUkYzRHZvQT09
Meeting ID: 896 9148 2654
Passcode: 099788
One tap mobile
+16694449171,,89691482654# US
+16699006833,,89691482654# US (San Jose)
Find your local number: https://laccd.zoom.us/u/kWQ7y8ri0

AGENDA

I. Call to Order and Roll Call

Robert L Stewart Jr – 1st Chair	Manuel Vélez – 2nd	Iolani Sodhy-Gereben
Julie Clark	Meridith Selden	Nicholis J. Zappia
Benjamin Mudgett	Jamar S. London	Billie Jo Rice - CCCCIO

II. Land Acknowledgement - We gratefully acknowledge that we operate on the **traditional lands of the Tongva, Tataviam, and Chumash peoples** – including the Gabrieleño, Fernandeño, and Ventureño; members of the Takic and Chumashan language families; and other Indigenous peoples who made their homes in and around the area we now call Los Angeles.

III. Adoption of Agenda & Minutes

IV. ASCCC 2023-2024 Curriculum Committee Meeting Dates:

Fall 2023

Monday August 28, 2023; 1:30pm-2:30pm - Zoom
Monday September 18, 2023; 1:00pm-3:00pm - Zoom
Monday October 23, 2023; 1:00pm-3:00pm - Zoom
Monday November 13, 2023; 1:00pm-3:00pm - Zoom
Monday December 4, 2023; 1:00pm-3:00pm - Zoom
Spring 2024
Monday January 29, 2024; 1:00pm-3:00pm – Zoom

V. Minutes Volunteer - Robert

VI. ASCCC 2023-2024 Curriculum Committee Shared Folder

VII. ASCCC 2023-2024 Curriculum Committee Contact Information Sheet

VIII. 2023-2024 Curriculum Committee Goals and Priorities

A. ASCCC Strategic Plan Website; consider the ASCCC 2023-2026 Strategic Plan Directions
B. Align all work to areas in the strategic plan directions
C. Curriculum Committee Work Plan (Goals & Priorities)
   1. ASCCC Fall 2023 and Spring 2024 Curriculum Regionals
   2. ASCCC Fall 2023 and Spring 2024 Pre-Recorded Curriculum Regionals Follow Up Webinars; we do not need to submit an agenda item as these are pre-recorded
   3. ASCCC Fall 2023 and Spring 2024 Plenary Sessions **(Breakouts; General Sessions; Resolutions)** – Any ideas for Spring 2024 Plenary?
   4. ASCCC 2024 Curriculum Institute Planning and Implementation
   5. Rostrum Article Ideas and workgroups – Rostrum Deadlines October 1, 2023; January 14, 2024; March 3, 2024; ASCCC Publication Guidelines
D. Review Charge for any possible updates in regards to IDEAA
E. Review any outstanding Resolutions that need to be addressed by the committee
F. Review and potential update of the ASCCC Professional Development College Curriculum Course found at: ASCCC-OERI Professional Development College

IX. Fall 2023 ASCCC Curriculum Regionals Debrief/Spring 2024 ASCCC Curriculum Regionals

A. ASCCC Specifications for Regional Meetings
B. Fall 2023 Regional Follow-up Summary Pre-Recorded Webinar
   1. Who wants to participate? Robert, Meredith, Iolani
C. Spring 2024 Regionals Discussion (Continue Planning): South – February 24, 2024 Santa Ana College in Santa Ana, CA; Central Valley March 1, 2024 at College of the Sequoias in Visalia, CA; North – March 2, 2024 DeAnza College in Cupertino, CA
   1. Finalize – Schedule and Topics
      CPL/BDP/COCI (CCCCO)

      IDEAA Strategies for Curriculum

      MQ/Cross listing/Equivalency

      Nuts and Bolts of CalGETC
   2. Sign up to Present and/or support Spring Regionals

3. Who to invite to present?
4. https://www.asccc.org/calendar/list/regional-meetings

X. Fall 2023 Plenary Session – November 16-18, 2023; Costa Mesa, CA Debrief
   A. Resolutions Fall 2023

XI. ASCCC 2024 Curriculum Institute Planning
   A. Curriculum Institute Checklist
   B. Update on ASCCC 2024 Curriculum Institute – Draft Outline Due by February 21st which is the agenda item deadline for the March 2024 ASCCC Executive Committee meeting.
   C. ASCCC Curriculum Institute Draft Outline Sample
   D. Pasadena Convention Center Room Specifications
   E. Pasadena Convention Center Layout
   F. Committee members will need to make travel arrangements and be reimbursed, except for Hotel Room which will be booked by ASCCC staff. If there are any hardships, please let Chair know so that it can be communicated to ASCCC Executive Director on a case by case basis and be resolved. Committee members are expected to attend in person to assist with the event and to present (if desired). Flights seem to be sufficient for those coming from the North to and from Burbank Airport
   G. Theme - Done
   H. Programming – Committee will need to determine topics (to be completed with the draft), presenters and draft session descriptions. Sample of a Working Draft of the CI
   I. Special Touches?

XII. Announcements
   A. Check for upcoming events at ASCCC Calendar of Events
   B. Application for Statewide Service

XIII. Closing Comments
   A. In Progress Review
   B. Any other final comments or suggestions?

XIV. Adjournment

In Progress

- **Spring 2024 Curriculum Regionals Planning**
- **ASCCC 2024 Curriculum Institute planning**
- **Rostrum Article(s) for January 14, 2024 Deadline**
- **ASCCC Curriculum Regional Follow Up Pre-recorded Webinars Implementation**

Completed Tasks:

- **Fall 2023 Curriculum Committee Meeting Dates**
- **Submitted Agenda Item to ASCCC Executive Committee to approve proposed Fall 2023 and Spring 2024 ASCCC Curriculum Regional Events**
- **Rostrum Article for October 1, 2023 Deadline**
- **ASCCC Fall 2023 Curriculum Regional Dates and Locations Finalized**
- **ASCCC Fall 2023 Curriculum Regional (South) at Orange Coast College on October 21, 2023 –**

Jamar was present to assist with the event.

- **2024 Curriculum Institute description**
- **2024 Curriculum Institute Theme**
- **2024 Curriculum Institute Checklist Review**
- **ASCCC Fall 2023 Curriculum Regional (North) at Woodland Community College on October 28, 2023 – Julie, Meredith and Iolani were present to assist with the event.**
- **ASCCC Fall 2023 Curriculum Regional (Central Valley) at Bakersfield College on November 4, 2023 – Julie and Billie Jo were present to assist with the event.**
- **ASCCC Spring 2024 Curriculum Regional Dates and Locations Finalized**
- **ASCCC Fall Plenary Presentation on Curricular Updates**

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Curriculum Committee Meeting

Tuesday, February 27, 2024

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

3:00 p.m.—5:00 p.m.

Zoom Info:

Join Zoom Meeting
https://laccd.zoom.us/j/89691482654?pwd=RE5UenBKVFRkZGkyTEhVUkYzRHZvQT09
Meeting ID: 896 9148 2654
Passcode: 099788
One tap mobile
+16694449171,,89691482654# US
+16699006833,,89691482654# US (San Jose)
Find your local number: https://laccd.zoom.us/u/kWQ7y8ri0

MEETING AGENDA

I. Call to Order and Roll Call:

Robert L Stewart Jr – 1st Chair	Manuel Vélez – 2nd Chair	Iolani Sodhy-Gereben
Julie Clark	Meridith Selden	Nicholis J. Zappia
Benjamin Mudgett	Jamar S. London	Billie Jo Rice - CCCCIO
Nikki Grose	Claudie Moreno Parsons	Angeli Francois

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III. Adoption of Agenda & Minutes

IV. ASCCC 2023-2024 Curriculum Committee Meeting Dates:

Fall 2023

Monday August 28, 2023; 1:30pm-2:30pm - Zoom
Monday September 18, 2023; 1:00pm-3:00pm - Zoom
Monday October 23, 2023; 1:00pm-3:00pm - Zoom
Monday November 13, 2023; 1:00pm-3:00pm - Zoom
Monday December 4, 2023; 1:00pm-3:00pm – Zoom

Spring 2024

Monday January 29, 2024; 1:00pm-3:00pm – Zoom
Tuesday February 27, 2024; 3:00pm-5:00pm - Zoom
Friday March 29, 2024; 9:00pm-11:00am - Zoom
Tuesday April 23, 2024; 2:30pm-4:30pm - Zoom
Monday May 20, 2024; 3:00pm-5:00pm - Zoom
Monday June 24, 2024; 8:30am-10:30am - Zoom
Wednesday July 24, 2024; TBA in-person (morning) (Pasadena, CA at Curriculum Institute)

V. Minutes Volunteer

VI. ASCCC 2023-2024 Curriculum Committee Shared Folder

VII. ASCCC 2023-2024 Curriculum Committee Contact Information Sheet

VIII. 2023-2024 Curriculum Committee Goals and Priorities

A. ASCCC Strategic Plan Website; consider the ASCCC 2023-2026 Strategic Plan Directions
B. Align all work to areas in the strategic plan directions
C. Curriculum Committee Work Plan (Goals & Priorities)
    1. ASCCC Fall 2023 and Spring 2024 Curriculum Regionals
    2. ASCCC Fall 2023 and Spring 2024 Pre-Recorded Curriculum Regionals Follow Up Webinars; we do not need to submit an agenda item as these are pre-recorded
    3. ASCCC Fall 2023 and Spring 2024 Plenary Sessions **(Breakouts; General Sessions; Resolutions)** – Any ideas for Spring 2024 Plenary?
    4. ASCCC 2024 Curriculum Institute Planning and Implementation
    5. Rostrum Article Ideas and workgroups – Rostrum Deadlines October 1, 2023; January 14, 2024; **March 3, 2024**; ASCCC Publication Guidelines
D. Review Charge for any possible updates in regards to IDEAA
E. Review any outstanding Resolutions that need to be addressed by the committee
F. Review and potential update of the ASCCC Curriculum Resources Website: https://www.ccccurriculum.net/
G. Review and potential update of the ASCCC Professional Development College Curriculum Course found at: ASCCC-OERI Professional Development College

IX. Spring 2024 ASCCC Curriculum Regionals Update

A. ASCCC Specifications for Regional Meetings
B. Spring 2024 Regionals Discussion: South (Debrief) – February 24, 2024 Santa Ana College in Santa Ana, CA; Central Valley March 1, 2024 at College of the Sequoias in Visalia, CA; North – March 2, 2024 DeAnza College in Cupertino, CA
    1. Debrief South from February 24, 2024

2. Non-committee presenters: We will be joined by Stephanie Curry, Eric Wada and Erik Reese and Karen Chow; Sharon Sampson (South), Nili Kirschner (North), Dr. Sarah Harris (Central Valley) and Mark Edward Osea (North) have also joined presentations
3. https://www.asccc.org/calendar/list/regional-meetings

X. Spring 2024 Plenary Session – April 18-20, 2024; San Jose, CA
A. Breakout Participation? ASCCC Spring 2024 Plenary Session Draft
B. Presenters?
C. Resolutions?

XI. ASCCC 2024 Curriculum Institute Planning -
A. Curriculum Institute Checklist – Review Checklist
B. Update on ASCCC 2024 Curriculum Institute – 2nd **Draft Due by April 1st which is the agenda item deadline for the April 2024 ASCCC Executive Committee meeting. Proposed presenters and proposed topics/descriptions due also.**
C. ASCCC 2024 Curriculum Institute First Draft 2.21.2024
D. ASCCC 2024 Curriculum Institute Skeleton Table of Contents 2.21.2024
E. Travel Arrangements: Committee members will need to make travel arrangements and be reimbursed, except for Hotel Room which will be booked by ASCCC staff. If there are any hardships, please let Chair know so that it can be communicated to ASCCC Executive Director on a case by case basis and be resolved. Committee members are expected to attend in person to assist with the event and to present (if desired). Flights seem to be sufficient for those coming from the North to and from Burbank Airport
F. Theme - Done
G. Programming – Committee will determine "recommended" topics (to be completed with the 2nd draft), suggest presenters and draft session descriptions (some of this will be completed outside of the monthly meeting via the chair and subcommittee work). We will recommend topics and session description and presenters to the ASCCC Executive Committee (who has the final say, as well as identified session leads will have an opportunity to change the title and description of the session to align with their presentation and with the theme of the institute and mission of the ASCCC). Sample of a Working Draft of the CI
H. Pre-Session Planning

XII. Announcements
A. Check for upcoming events at ASCCC Calendar of Events
B. Application for Statewide Service

XIII. Closing Comments
A. In Progress Review
B. Any other final comments or suggestions?

XIV. Adjournment

In Progress

- **Spring 2024 Curriculum Regionals (Implementation)**

- **Spring 2024 Plenary Participation Planning (Breakout Session participation)**
- **ASCCC 2024 Curriculum Institute planning**
- **ASCCC 2024 Curriculum Institute First Draft for First Reading and Agenda Item by February 21**
- **ASCCC Curriculum Regional Follow Up Pre-recorded Webinars Implementation**
- **Rostrum Article(s) for the March 3, 2024 deadline**
- **Curriculum Resolution(s) for the ASCCC Spring Plenary Session**

<u>Completed Tasks</u>:

- **Fall 2023 Curriculum Committee Meeting Dates**
- **Submitted Agenda Item to ASCCC Executive Committee to approve proposed Fall 2023 and Spring 2024 ASCCC Curriculum Regional Events**
- **Rostrum Article for October 1, 2023 Deadline**
- **ASCCC Fall 2023 Curriculum Regional Dates and Locations Finalized**
- **ASCCC Fall 2023 Curriculum Regional (South) at Orange Coast College on October 21, 2023 – Jamar, Robert, and Manuel was present to assist with the event.**
- **2024 Curriculum Institute description**
- **2024 Curriculum Institute Theme**
- **2024 Curriculum Institute Checklist Review**
- **ASCCC Fall 2023 Curriculum Regional (North) at Woodland Community College on October 28, 2023 – Robert, Julie, Meredith, Manuel and Iolani were present to assist with the event.**
- **ASCCC Fall 2023 Curriculum Regional (Central Valley) at Bakersfield College on November 4, 2023 – Julie, Manuel, Robert and Billie Jo were present to assist with the event.**
- **ASCCC Spring 2024 Curriculum Regional Dates and Locations Finalized**
- **ASCCC Fall Plenary Presentation on Curricular Updates**
- **Rostrum Article for January 14, 2024 Deadline**
- **Spring 2024 Curriculum Committee Meeting Dates**
- **Spring 2024 Curriculum Regional Final Planning**

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Curriculum Committee Meeting

Monday, January 29, 2024

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

1:00 p.m.—3:00 p.m.

Zoom Info:

Join Zoom Meeting
https://laccd.zoom.us/j/89691482654?pwd=RE5UenBKVFRkZGkyTEhVUkYzRHZvQT09
Meeting ID: 896 9148 2654
Passcode: 099788
One tap mobile
+16694449171,,89691482654# US
+16699006833,,89691482654# US (San Jose)
Find your local number: https://laccd.zoom.us/u/kWQ7y8ri0

AGENDA

I. Call to Order and Roll Call: Welcome New Committee Members!

Robert L Stewart Jr – 1st Chair	Manuel Vélez – 2nd	Iolani Sodhy-Gereben
Julie Clark	Meridith Selden	Nicholis J. Zappia
Benjamin Mudgett	Jamar S. London	Billie Jo Rice - CCCCIO
Nikki Grose	**Claudie Moreno Parsons**	**Angeli Francois**

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III. Adoption of Agenda & Minutes

IV. ASCCC 2023-2024 Curriculum Committee Meeting Dates:

Fall 2023

Monday August 28, 2023; 1:30pm-2:30pm - Zoom
Monday September 18, 2023; 1:00pm-3:00pm - Zoom
Monday October 23, 2023; 1:00pm-3:00pm - Zoom
Monday November 13, 2023; 1:00pm-3:00pm - Zoom
Monday December 4, 2023; 1:00pm-3:00pm - Zoom

Spring 2024 – Committee will schedule dates for Spring 2024 term

Monday January 29, 2024; 1:00pm-3:00pm – Zoom

V. Minutes Volunteer

VI. ASCCC 2023-2024 Curriculum Committee Shared Folder

VII. ASCCC 2023-2024 Curriculum Committee Contact Information Sheet

VIII. 2023-2024 Curriculum Committee Goals and Priorities

A. ASCCC Strategic Plan Website; consider the ASCCC 2023-2026 Strategic Plan Directions
B. Align all work to areas in the strategic plan directions
C. Curriculum Committee Work Plan (Goals & Priorities)
   1. ASCCC Fall 2023 and Spring 2024 Curriculum Regionals
   2. ASCCC Fall 2023 and Spring 2024 Pre-Recorded Curriculum Regionals Follow Up Webinars; we do not need to submit an agenda item as these are pre-recorded
   3. ASCCC Fall 2023 and Spring 2024 Plenary Sessions **(Breakouts; General Sessions; Resolutions)** – Any ideas for Spring 2024 Plenary?
   4. ASCCC 2024 Curriculum Institute Planning and Implementation
   5. Rostrum Article Ideas and workgroups – Rostrum Deadlines October 1, 2023; January 14, 2024; March 3, 2024; ASCCC Publication Guidelines
D. Review Charge for any possible updates in regards to IDEAA
E. Review any outstanding Resolutions that need to be addressed by the committee
F. Review and potential update of the ASCCC Curriculum Resources Website: https://www.ccccurriculum.net/
G. Review and potential update of the ASCCC Professional Development College Curriculum Course found at: ASCCC-OERI Professional Development College

IX. Spring 2024 ASCCC Curriculum Regionals

A. ASCCC Specifications for Regional Meetings
B. Spring 2024 Regionals Discussion (Continue Planning): South – February 24, 2024 Santa Ana College in Santa Ana, CA; Central Valley March 1, 2024 at College of the Sequoias in Visalia, CA; North – March 2, 2024 DeAnza College in Cupertino, CA: The Spring regionals are set and ready to finalize.
   1. Discussion on Final Preparations
   2. Non-committee presenters: We will be joined by Stephanie Curry, Eric Wada and Erik Reese and Karen Chow
   3. https://www.asccc.org/calendar/list/regional-meetings

X. Spring 2024 Plenary Session – April 18-20, 2024; San Jose, CA

A. Breakout Suggestions?

B. Presenters?
C. Resolutions?

XI. ASCCC 2024 Curriculum Institute Planning
A. Curriculum Institute Checklist
B. Update on ASCCC 2024 Curriculum Institute – **Draft Outline Due by February 21st which is the agenda item deadline for the March 2024 ASCCC Executive Committee meeting.**
C. ASCCC Curriculum Institute Draft Outline Sample – **Committee will complete its first draft outline**
D. Travel Arrangements: Committee members will need to make travel arrangements and be reimbursed, except for Hotel Room which will be booked by ASCCC staff. If there are any hardships, please let Chair know so that it can be communicated to ASCCC Executive Director on a case by case basis and be resolved. Committee members are expected to attend in person to assist with the event and to present (if desired). Flights seem to be sufficient for those coming from the North to and from Burbank Airport
E. Theme - Done
F. Programming – Committee will determine topics (to be completed with the draft), suggest presenters and draft session descriptions (some of this will be completed outside of the monthly meeting via the chair and subcommittee work). Sample of a Working Draft of the CI
G. Special Touches? Committee will finalize the pre-conference format

XII. Announcements
A. Check for upcoming events at ASCCC Calendar of Events
B. Application for Statewide Service

XIII. Closing Comments
A. In Progress Review
B. Any other final comments or suggestions?

XIV. Adjournment

In Progress

- **Spring 2024 Curriculum Regionals Planning Finalization**
- **Spring 2024 Curriculum Committee Meeting Dates**
- **Spring 2024 Plenary Participation**
- **ASCCC 2024 Curriculum Institute planning**
- **ASCCC Curriculum Regional Follow Up Pre-recorded Webinars Implementation**

Completed Tasks:

- **Fall 2023 Curriculum Committee Meeting Dates**
- **Submitted Agenda Item to ASCCC Executive Committee to approve proposed Fall 2023 and Spring 2024 ASCCC Curriculum Regional Events**
- **Rostrum Article for October 1, 2023 Deadline**
- **ASCCC Fall 2023 Curriculum Regional Dates and Locations Finalized**
- **ASCCC Fall 2023 Curriculum Regional (South) at Orange Coast College on October 21, 2023 – Jamar was present to assist with the event.**

- **2024 Curriculum Institute description**
- **2024 Curriculum Institute Theme**
- **2024 Curriculum Institute Checklist Review**
- **ASCCC Fall 2023 Curriculum Regional (North) at Woodland Community College on October 28, 2023 – Julie, Meredith and Iolani were present to assist with the event.**
- **ASCCC Fall 2023 Curriculum Regional (Central Valley) at Bakersfield College on November 4, 2023 – Julie and Billie Jo were present to assist with the event.**
- **ASCCC Spring 2024 Curriculum Regional Dates and Locations Finalized**
- **ASCCC Fall Plenary Presentation on Curricular Updates**
- **Rostrum Article for January 14, 2024 Deadline**

ACADEMIC SENATE
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Curriculum Committee Meeting

Monday, November 13, 2023
1:00 p.m.—3:00 p.m.

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

Zoom Info:

Join Zoom Meeting
https://laccd.zoom.us/j/89691482654?pwd=RE5UenBKVFRkZGkyTEhVUkYzRHZvQT09
Meeting ID: 896 9148 2654
Passcode: 099788
One tap mobile
+16694449171,,89691482654# US
+16699006833,,89691482654# US (San Jose)
Find your local number: https://laccd.zoom.us/u/kWQ7y8ri0

AGENDA

I. Call to Order and Roll Call

Robert L Stewart Jr – 1st Chair	Manuel Vélez – 2nd	Iolani Sodhy-Gereben
Julie Clark	Meridith Selden	Nicholis J. Zappia
Benjamin Mudgett	Jamar S. London	Billie Jo Rice - CCCCIO

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III. Adoption of Agenda & Minutes

IV. ASCCC 2023-2024 Curriculum Committee Meeting Dates:

Fall 2023
Monday August 28, 2023; 1:30pm-2:30pm - Zoom

Monday September 18, 2023; 1:00pm-3:00pm - Zoom
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Monday December 4, 2023; 1:00pm-3:00pm - Zoom
Spring 2024
Monday January 29, 2024; 1:00pm-3:00pm – Zoom

V. Minutes Volunteer - Robert

VI. ASCCC 2023-2024 Curriculum Committee Shared Folder

VII. ASCCC 2023-2024 Curriculum Committee Contact Information Sheet

VIII. Fall 2023 ASCCC Curriculum Regionals Debrief/Spring 2024 ASCCC Curriculum Regionals
A. ASCCC Specifications for Regional Meetings
B. Fall 2023 Regionals are done!: South – Oct 21, 2023 at Orange Coast College; North Oct 28, 2023 at Woodland Community College; Central Valley – Nov 4, 2023 at Bakersfield College
Iolani and Julie joined presentations; Meredith, Iolani Julie and Jamar signed up to assist at the regional(s) they attended.
C. Fall 2023 Regional Follow-up Summary Pre-Recorded Webinar
1. Who wants to participate?
D. Spring 2024 Regionals Discussion (Continue Planning): South – February 24, 2024 Santa Ana College in Santa Ana, CA; Central Valley March 1, 2024 at College of the Sequoias in Visalia, CA; North – March 2, 2024 DeAnza College in Cupertino, CA
1. Planning – Schedule and Topics
2. Sign up to Present and/or support Spring Regionals

IX. Fall 2023 Plenary Session – November 16-18, 2023; Costa Mesa, CA
A. Theme: **"Journey to Vision 2030: Faculty Perspectives"**
B. Committee Participation: Iolani, Nick and Meredith joined presentations

X. 2023-2024 Curriculum Committee Goals and Priorities
A. ASCCC Strategic Plan Website; consider the ASCCC 2023-2026 Strategic Plan Directions
B. Align all work to areas in the strategic plan directions
C. Curriculum Committee Work Plan (Goals & Priorities)
1. ASCCC Fall 2023 and Spring 2024 Curriculum Regionals
2. ASCCC Fall 2023 and Spring 2024 Pre-Recorded Curriculum Regionals Follow Up Webinars; we do not need to submit an agenda item as these are pre-recorded
3. ASCCC Fall 2023 and Spring 2024 Plenary Sessions **(Breakouts; General Sessions; Resolutions)** – Any ideas for Spring 2024 Plenary?
4. ASCCC 2024 Curriculum Institute Planning and Implementation
5. Rostrum Article Ideas and workgroups – Rostrum Deadlines October 1, 2023; January 14, 2024; March 3, 2024; ASCCC Publication Guidelines
D. Review Charge for any possible updates in regards to IDEAA
E. Review any outstanding Resolutions that need to be addressed by the committee
F. Review and potential update of the ASCCC Professional Development College

Curriculum Course found at: ASCCC-OERI Professional Development College

XI. ASCCC 2024 Curriculum Institute Planning
   A. Curriculum Institute Checklist
   B. Overview of the ASCCC 2024 Curriculum Institute (Example in Google Folder)
   C. Theme - Done
   D. Programming
   E. Special Touches?

XII. Announcements
   A. Check for upcoming events at ASCCC Calendar of Events
      - Fall 2023 Plenary Session – November 16-18, 2023; Costa Mesa, CA (hybrid)
   B. Application for Statewide Service

XIII. Closing Comments
   A. In Progress Review
   B. Any other final comments or suggestions?

XIV. Adjournment

In Progress

- **Spring 2024 Curriculum Regionals Planning**
- **Preparation for ASCCC Fall 2023 Plenary Session presentations**
- **ASCCC 2024 Curriculum Institute planning**
- **Rostrum Article(s) for January 14, 2024 Deadline**
- **ASCCC Curriculum Regional Follow Up Pre-recorded Webinars Implementation**

Completed Tasks:

- **Fall 2023 Curriculum Committee Meeting Dates**
- **Submitted Agenda Item to ASCCC Executive Committee to approve proposed Fall 2023 and Spring 2024 ASCCC Curriculum Regional Events**
- **Rostrum Article for October 1, 2023 Deadline**
- **ASCCC Fall 2023 Curriculum Regional Dates and Locations Finalized**
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- **ASCCC Spring 2024 Curriculum Regional Dates and Locations Finalized**

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Curriculum Committee Meeting

Monday, October 23, 2023
1:00 p.m.—3:00 p.m.

The Curriculum Committee is charged to make recommendations to the Executive Committee on issues related to the development, review, implementation, and assessment of all aspects of curriculum both at the college and state level. The committee distributes information through institutes and other forms of professional development, the website, and listservs, as well as senate publications. Under the direction of the president, the chair and/or members of the Curriculum Committee provide technical assistance to local college curriculum committees, academic senates, and the faculty in general. Note: Resolution 15.03 S04 charged the Senate with appointing a library science member and noted past

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AGENDA

I. Call to Order and Roll Call

Robert L Stewart Jr – 1st Chair	Manuel Vélez – 2nd	Iolani Sodhy-Gereben
Julie Clark	Meridith Selden	Nicholis J. Zappia
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III. Adoption of Agenda

IV. ASCCC 2023-2024 Curriculum Committee Meeting Dates:

Fall 2023
Monday August 28, 2023; 1:30pm-2:30pm - Zoom
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Spring 2024
Monday January 29, 2024; 1:00pm-3:00pm - Zoom

V. Minutes Volunteer

VI. ASCCC 2023-2024 Curriculum Committee Shared Folder

VII. ASCCC 2023-2024 Curriculum Committee Contact Information Sheet

VIII. Fall 2023 and Spring 2024 ASCCC Curriculum Regionals
- A. ASCCC Specifications for Regional Meetings
- B. Fall 2023 Regionals are Underway: South – Oct 21, 2023 at Orange Coast College; North Oct 28, 2023 at Woodland Community College; Central Valley – Nov 4, 2023 at Bakersfield College
  Iolani and Julie joined presentations; Meredith, Julie and Jamar signed up to assist at the regional(s) they are attending.
- C. Spring 2024 Regionals Discussion (Continue Planning): South – February 24, 2024 TBA; Central Valley March 1, 2024 at College of the Sequoias (needs to be finalized); North – March 2, 2024 DeAnza College (needs to be finalized)

IX. Fall 2023 Plenary Session – November 16-18, 2023; Costa Mesa, CA
- A. Theme: **"Journey to Vision 2030: Faculty Perspectives"**
- B. Committee Participation: Iolani, Nick and Meredith joined presentations

X. 2023-2024 Curriculum Committee Goals and Priorities
- A. ASCCC Strategic Plan Website; consider the ASCCC 2023-2026 Strategic Plan Directions
- B. Align all work to areas in the strategic plan directions
- C. Curriculum Committee Work Plan (Goals & Priorities)
  1. ASCCC Fall 2023 and Spring 2024 Curriculum Regionals
  2. ASCCC Fall 2023 and Spring 2024 Pre-Recorded Curriculum Regionals Follow Up Webinars; we need to **submit an agenda item by October 29, 2023**
  3. ASCCC Fall 2023 and Spring 2024 Plenary Sessions (Breakouts; General Sessions; Resolutions)
  4. ASCCC 2024 Curriculum Institute Planning and Implementation
  5. Rostrum Article Ideas and workgroups – Rostrum Deadlines October 1, 2023; January 14, 2024; March 3, 2024; ASCCC Publication Guidelines
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- E. Review any outstanding Resolutions that need to be addressed by the committee
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- A. Curriculum Institute Checklist
- B. Overview of the ASCCC 2024 Curriculum Institute (Example in Google Folder)
- C. Theme

D. Programming
E. Special Touches?

XII. Announcements
A. Check for upcoming events at ASCCC Calendar of Events
- Fall 2023 Area Meetings – October 27, 2023
- Fall 2023 Plenary Session – November 16-18, 2023; Costa Mesa, CA (hybrid)

B. Application for Statewide Service

XIII. Closing Comments
A. In Progress Review
B. Any other final comments or suggestions?

XIV. Adjournment

In Progress

- **ASCCC Fall 2023 Curriculum Regionals North (Oct 28, 2023) and Central Valley (Nov 4, 2023)**
- **Spring 2024 Curriculum Regionals Planning**
- **Preparation for ASCCC Fall 2023 Plenary Session presentations**
- **ASCCC 2024 Curriculum Institute planning**
- **Rostrum Article(s) for January 14, 2024 Deadline**
- **ASCCC Curriculum Regional Follow Up Pre-recorded Webinars**

Completed Tasks:

- **Fall 2023 Curriculum Committee Meeting Dates**
- **Submitted Agenda Item to ASCCC Executive Committee to approve proposed Fall 2023 and Spring 2024 ASCCC Curriculum Regional Events**
- **Rostrum Article for October 1, 2023 Deadline**
- **ASCCC Fall 2023 Curriculum Regional (South) at Orange Coast College on October 21, 2023 – Jamar was present to assist with the event.**

ACADEMIC SENATE
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Curriculum Committee Meeting

Monday, September 18, 2023
1:00 p.m.—3:00 p.m.

The Curriculum Committee is charged to make recommendations to the Executive Committee on issues related to the development, review, implementation, and assessment of all aspects of curriculum both at the college and state level. The committee distributes information through institutes and other forms of professional development, the website, and listservs, as well as senate publications. Under the direction of the president, the chair and/or members of the Curriculum Committee provide technical assistance to local college curriculum committees, academic senates, and the faculty in general. Note: Resolution 15.03 S04 charged the Senate with appointing a library science member and noted past

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Find your local number: https://laccd.zoom.us/u/kWQ7y8ri0

AGENDA

I. Call to Order and Roll Call

Robert L Stewart Jr – 1st Chair	Manuel Vélez – 2nd	Iolani Sodhy-Gereben
Julie Clark	Meridith Selden	Nicholis J. Zappia
Benjamin Mudgett	Jamar S. London	Billie Jo Rice - CCCCIO

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III. Adoption of Agenda

IV. ASCCC 2023-2024 Curriculum Committee Meeting Dates:

Fall 2023
Monday August 28, 2023; 1:30pm-2:30pm - Zoom
Monday September 18, 2023; 1:00pm-3:00pm - Zoom

Monday October 23, 2023; 1:00pm-3:00pm - Zoom
Monday November 13, 2023; 1:00pm-3:00pm - Zoom
Monday December 4, 2023; 1:00pm-3:00pm - Zoom
Spring 2024
Monday January 29, 2024; 1:00pm-3:00pm - Zoom

V. Minutes Volunteer

VI. ASCCC 2023-2024 Curriculum Committee Shared Folder

VII. ASCCC 2023-2024 Curriculum Committee Contact Information Sheet

VIII. Fall 2023 and Spring 2024 ASCCC Curriculum Regionals
- A. ASCCC Specifications for Regional Meetings
- B. Local Academic Senate Presidents involvement
- C. Approved Dates: Fall 2023 (October 21, October 28, November 4); Spring 2024 (February 24, March 1, March 2). Approved by ASCCC Executive Committee on September 15, 2023
- D. October 21 (South Regional); October 28 (North Regional); November 4 (Central Valley Regional in **Bakersfield, CA**)
- E. February 24 (?); March 1 (?); March 2 (?)
- F. Topics – Nuts and Bolts and Chancellor's Office Updates (Fall High Level/Spring Nuts & Bolts)
- G. Locations for Fall 2023 Curriculum Regionals
- H. Locations for Spring 2023 Curriculum Regionals
- I. ASCCC office will support communication and logistics efforts
- J. Modality

IX. Fall 2023 Plenary Session – November 16-18, 2023; Costa Mesa, CA
- A. Theme: **"Journey to Vision 2030: Faculty Perspectives"**
- B. General and Breakout Sessions: Robert will email this information out to committee members this week, highlighting any specific sessions around Curriculum.
- C. Attending Fall 2023 Plenary? – Opportunities to participate in breakout presentations
- **D. Committee Resolutions to Fall 2023 Plenary Session – Due September 20, 2023**

X. 2023-2024 Curriculum Committee Goals and Priorities
- A. ASCCC Strategic Plan Website; consider the ASCCC 2023-2026 Strategic Plan Directions
- B. Align all work to areas in the strategic plan directions
- C. Develop a Curriculum Committee Work Plan
  1. Priorities and volunteers for activities **(Curriculum Regionals and Institute)**
  2. **Fall & Spring Plenaries** (May have other opportunities to present on curricular matters at other events)
  3. Rostrum Article Ideas and workgroups – **Rostrum Deadlines October 1, 2023; January 14, 2024; March 3, 2024; ASCCC Publication Guidelines**
- D. Review Charge for any possible updates in regards to IDEAA
- E. Review any outstanding Resolutions that need to be addressed by the committee
- F. Review and potential update of the ASCCC Professional Development College Curriculum Course found at: ASCCC-OERI Professional Development College

XI. ASCCC 2024 Curriculum Institute Planning
   A. Curriculum Institute Checklist
   B. Overview of the ASCCC 2024 Curriculum Institute (Example in Google Folder)
   C. Theme
   D. Programming
   E. Special Touches?

XII. Announcements
   A. Check for upcoming events at ASCCC Calendar of Events
      - Fall 2023 Area Meetings – October 27, 2023
      - Fall 2023 Plenary Session – November 16-18, 2023; Costa Mesa, CA (hybrid)
   B. Application for Statewide Service

XIII. Closing Comments
   A. In Progress Review
   B. Any other final comments or suggestions?

XIV. Adjournment

In Progress

- **ASCCC Fall 2023 & Spring 2024 Curriculum Regionals**
- **Rostrum Article(s) for October 1, 2023 Deadline**
- **Potential Committee Resolution(s) for September 20, 2023 Deadline**
- **Preparation for ASCCC Fall 2023 Plenary Session presentations**
- **ASCCC 2024 Curriculum Institute planning**

Completed Tasks:

- **Fall 2023 Curriculum Committee Meeting Dates**
- **Submitted Agenda Item to ASCCC Executive Committee to approve proposed Fall 2023 and Spring 2024 ASCCC Curriculum Regional Events**

ACADEMIC SENATE
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Curriculum Committee Introductory Meeting

Monday, August 28, 2023
1:30 p.m.—2:30 p.m.

The Curriculum Committee is charged to make recommendations to the Executive Committee on issues related to the development, review, implementation, and assessment of all aspects of curriculum both at the college and state level. The committee distributes information through institutes and other forms of professional development, the website, and listservs, as well as senate publications. Under the direction of the president, the chair and/or members of the Curriculum Committee provide technical assistance to local college curriculum committees, academic senates, and the faculty in general. Note: Resolution 15.03 S04 charged the Senate with appointing a library science member and noted past

Zoom Info:

Join Zoom Meeting
https://laccd.zoom.us/j/81310367736?pwd=M21QVkVhUGptcmtrYzJEa0lneGlBQT09
Meeting ID: 813 1036 7736
Passcode: 317215
One tap mobile
+16694449171,,81310367736# US
+16699006833,,81310367736# US (San Jose)
Find your local number: https://laccd.zoom.us/u/kcauQkT3vq

Meeting Summary

I. Call to Order and Roll Call - 1:00pm *denotes present

Robert L Stewart Jr – 1st Chair*	Manuel Vélez – 2nd*	Iolani Sodhy-Gereben*
Julie Clark*	Meridith Selden*	Nicholis J. Zappia*
Benjamin Mudgett*	Jamar S. London*	Billie Jo Rice - CCCCIO*

II. Land Acknowledgement - We gratefully acknowledge that we operate on the **traditional lands of the Tongva, Tataviam, and Chumash peoples** – including the Gabrieleño, Fernandeño, and Ventureño; members of the Takic and Chumashan language families; and other Indigenous peoples who made their homes in and around the area we now call Los Angeles.

III. Adoption of Agenda

Nick motion Benjamin Second Passes

IV. Introductions

Committee members introduced themselves and shared positions and goals.

V. **Minutes Volunteer, Look at future meeting dates, and ASCCC 2023-2024 Curriculum**

Committee Shared Folder

Nick volunteered to take minutes - Robert shared information about the Committee folder and future meeting dates were determined.

Monday September 18, 2023; 1:00pm-3:00pm - Zoom
Monday October 23, 2023; 1:00pm-3:00pm - Zoom
Monday November 13, 2023; 1:00pm-3:00pm - Zoom
Monday December 4, 2023; 1:00pm-3:00pm - Zoom

VI. ASCCC 2023-2024 Curriculum Committee Contact Information Sheet

Robert shared the curriculum committee contact sheet.

VII. Fall 2023 and Spring 2024 ASCCC Curriculum Regionals

A. Proposed Dates: Fall 2023 (October 21, October 28, November 4); Spring 2024 (February 24, March 1, March 2)
B. Agenda Item Overview (Due Tomorrow August 29, 2023 for approval at September 2023 ASCCC Executive Committee Meeting)
C. Committee member participation

Robert explained the expectation of the committee is to plan and present curriculum regionals. The group discussed dates and locations and will plan more details in future meetings.

VIII. Fall 2023 Plenary Session – November 16-18, 2023; Costa Mesa, CA

A. Theme: Pending; Please forward any theme or breakout ideas to Robert
B. Attending Fall 2023 Plenary? – Opportunities to participate in breakout presentations
C. Committee Resolutions to Fall 2023 Plenary Session – Due September 20, 2023

Robert reviewed plenary dates and said there would be more info on the theme to come.

IX. **2023-2024 Curriculum Committee Goals and Priorities (September Meeting)**

A. Review ASCCC Strategic Directions
B. Develop a Curriculum Committee Work Plan
   1. Priorities and volunteers for activities
   2. Rostrum Article Ideas and workgroups – **Rostrum Deadlines October 1, 2023; January 14, 2024; March 3, 2024**
C. Review Charge for any possible updates in regards to IDEAA

The committee briefly discussed goals and the expectations of the group for the year.

X. Announcements

A. Check for upcoming events at https://www.asccc.org/calendar/list/events
   - Fall 2023 Area Meetings – October 27, 2023
   - Fall 2023 Plenary Session – November 16-18, 2023; Costa Mesa, CA (hybrid)
B. Application for Statewide Service

XI. Closing Comments

A. In Progress Review
B. Any other final comments or suggestions?

XII. Adjournment - 3:00pm

In Progress

Completed Tasks:

ACADEMIC SENATE
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Curriculum Committee Meeting

Monday, December 4, 2023

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

1:00 p.m.—3:00 p.m.

Zoom Info:

Join Zoom Meeting
https://laccd.zoom.us/j/89691482654?pwd=RE5UenBKVFRkZGkyTEhVUkYzRHZvQT09
Meeting ID: 896 9148 2654
Passcode: 099788
One tap mobile
+16694449171,,89691482654# US
+16699006833,,89691482654# US (San Jose)
Find your local number: https://laccd.zoom.us/u/kWQ7y8ri0

MEETING SUMMARY

I. Call to Order and Roll Call: * Denotes Present

Robert L Stewart Jr – 1st Chair*	Manuel Vélez – 2nd*	Iolani Sodhy-Gereben*
Julie Clark*	Meridith Selden*	Nicholis J. Zappia
Benjamin Mudgett*	Jamar S. London	Billie Jo Rice - CCCCIO*

II. Land Acknowledgement - We gratefully acknowledge that we operate on the **traditional lands of the Tongva, Tataviam, and Chumash peoples** – including the Gabrieleño, Fernandeño, and Ventureño; members of the Takic and Chumashan language families; and other Indigenous peoples who made their homes in and around the area we now call Los Angeles. - **Manuel read the land acknowledgement**

III. Adoption of Agenda & Minutes - **Agenda and Minutes were adopted by consensus**

IV. ASCCC 2023-2024 Curriculum Committee Meeting Dates:

Fall 2023

Monday August 28, 2023; 1:30pm-2:30pm - Zoom
Monday September 18, 2023; 1:00pm-3:00pm - Zoom
Monday October 23, 2023; 1:00pm-3:00pm - Zoom
Monday November 13, 2023; 1:00pm-3:00pm - Zoom
Monday December 4, 2023; 1:00pm-3:00pm - Zoom
Spring 2024
Monday January 29, 2024; 1:00pm-3:00pm – Zoom

V. Minutes Volunteer - **Robert volunteered to take the minutes**

VI. ASCCC 2023-2024 Curriculum Committee Shared Folder

VII. ASCCC 2023-2024 Curriculum Committee Contact Information Sheet

VIII. 2023-2024 Curriculum Committee Goals and Priorities
- A. ASCCC Strategic Plan Website; consider the ASCCC 2023-2026 Strategic Plan Directions
- B. Align all work to areas in the strategic plan directions
- C. Curriculum Committee Work Plan (Goals & Priorities)
  1. ASCCC Fall 2023 and Spring 2024 Curriculum Regionals
  2. ASCCC Fall 2023 and Spring 2024 Pre-Recorded Curriculum Regionals Follow Up Webinars; we do not need to submit an agenda item as these are pre-recorded
  3. ASCCC Fall 2023 and Spring 2024 Plenary Sessions **(Breakouts; General Sessions; Resolutions)** – Any ideas for Spring 2024 Plenary?
  4. ASCCC 2024 Curriculum Institute Planning and Implementation
  5. Rostrum Article Ideas and workgroups – Rostrum Deadlines October 1, 2023; January 14, 2024; March 3, 2024; ASCCC Publication Guidelines
- D. Review Charge for any possible updates in regards to IDEAA
- E. Review any outstanding Resolutions that need to be addressed by the committee
- F. Review and potential update of the ASCCC Professional Development College Curriculum Course found at: ASCCC-OERI Professional Development College

IX. Fall 2023 ASCCC Curriculum Regionals Debrief/Spring 2024 ASCCC Curriculum Regionals
- A. ASCCC Specifications for Regional Meetings **Committee reviewed the regional meetings specifications**
- B. Fall 2023 Regional Follow-up Summary Pre-Recorded Webinar
  1. **Who wants to participate? Iolani and Julie and Robert volunteered to create the prerecorded webinars for Fall and Spring Curriculum Regionals.**
- C. Spring 2024 Regionals Discussion (Continue Planning): South – February 24, 2024 Santa Ana College in Santa Ana, CA; Central Valley March 1, 2024 at College of the Sequoias in Visalia, CA; North – March 2, 2024 DeAnza College in Cupertino, CA: The Spring regionals are set and ready to finalize.
  1. Finalize – Schedule and Topics - **Committee finalized the schedule and topics. It was suggested by Manuel that we cover some aspect of UDL in the regional. After discussion, it was determined that we introduce the topic at Spring regionals, do a breakout at Plenary, and have a general session and breakout at the Curriculum Institute in July.**
  2. Sign up to Present and/or support Spring Regionals - **Committee**

members signed up to lead presentations and/or support the regionals by attending and helping out. Iolani will lead session 1, Manuel will lead session 2, Robert will lead session 3 and Julie will lead session 4. Meredith says she will help out wherever needed at the events.

3. Who to invite to present? **Robert will send forth names of non-committee members to Cheryl and Krystinne for additional presenters.**
4. https://www.asccc.org/calendar/list/regional-meetings

X. Fall 2023 Plenary Session – November 16-18, 2023; Costa Mesa, CA Debrief

A. Resolutions Fall 2023 - **Fall plenary is behind us. The ASCCC curriculum committee were not assigned any resolutions. The resolution to support the proposed Title 5 language around DEIA in the COR was adopted, with one vote against.**

XI. ASCCC 2024 Curriculum Institute Planning

A. Curriculum Institute Checklist - **Committee reviewed the checklist again, noting important deadlines.**
B. Update on ASCCC 2024 Curriculum Institute – **Draft Outline Due by February 21st which is the agenda item deadline for the March 2024 ASCCC Executive Committee meeting.**
C. ASCCC Curriculum Institute Draft Outline Sample - **Committee reviewed a draft outline, and used it to create the beginnings of the 2024 draft outline, paying attention to the amount of general sessions and breakouts, as well as including breaks. The committee will finalize this work at its January 2024 meeting, so that the February deadline can be met for the first working draft to be agendized for the March ASCCC meeting**.
D. Pasadena Convention Center Room Specifications - **Committee member reviewed the floor plan of the venue. The ASCCC support staff will determine which sessions to put into which rooms, we do not have to worry about that detail.**
E. Pasadena Convention Center Layout - **See D above**
F. Travel Arrangements: **Committee members will need to make travel arrangements and be reimbursed, except for Hotel Room which will be booked by ASCCC staff. If there are any hardships, please let Chair know so that it can be communicated to ASCCC Executive Director on a case by case basis and be resolved. Committee members are expected to attend in person to assist with the event and to present (if desired). Flights seem to be sufficient for those coming from the North to and from Burbank Airport**
G. Theme - **Done**
H. Programming – Committee will need to determine topics (to be completed with the draft), presenters and draft session descriptions. Sample of a Working Draft of the CI
I. Special Touches? **Committee is working on a few changes to the Pre-Conference format.**

XII. Announcements

A. Check for upcoming events at ASCCC Calendar of Events
B. Application for Statewide Service

XIII. Closing Comments

A. In Progress Review
B. Any other final comments or suggestions?

XIV. Adjournment

In Progress

- **Spring 2024 Curriculum Regionals Planning**
- **ASCCC 2024 Curriculum Institute planning**
- **Rostrum Article(s) for January 14, 2024 Deadline**
- **ASCCC Curriculum Regional Follow Up Pre-recorded Webinars Implementation**

Completed Tasks:

- **Fall 2023 Curriculum Committee Meeting Dates**
- **Submitted Agenda Item to ASCCC Executive Committee to approve proposed Fall 2023 and Spring 2024 ASCCC Curriculum Regional Events**
- **Rostrum Article for October 1, 2023 Deadline**
- **ASCCC Fall 2023 Curriculum Regional Dates and Locations Finalized**
- **ASCCC Fall 2023 Curriculum Regional (South) at Orange Coast College on October 21, 2023 – Jamar was present to assist with the event.**
- **2024 Curriculum Institute description**
- **2024 Curriculum Institute Theme**
- **2024 Curriculum Institute Checklist Review**
- **ASCCC Fall 2023 Curriculum Regional (North) at Woodland Community College on October 28, 2023 – Julie, Meredith and Iolani were present to assist with the event.**
- **ASCCC Fall 2023 Curriculum Regional (Central Valley) at Bakersfield College on November 4, 2023 – Julie and Billie Jo were present to assist with the event.**
- **ASCCC Spring 2024 Curriculum Regional Dates and Locations Finalized**
- **ASCCC Fall Plenary Presentation on Curricular Updates**

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Curriculum Committee Meeting

Tuesday, February 27, 2024

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

3:00 p.m.—5:00 p.m.

Zoom Info:

Join Zoom Meeting
https://laccd.zoom.us/j/89691482654?pwd=RE5UenBKVFRkZGkyTEhVUkYzRHZvQT09
Meeting ID: 896 9148 2654
Passcode: 099788
One tap mobile
+16694449171,,89691482654# US
+16699006833,,89691482654# US (San Jose)
Find your local number: https://laccd.zoom.us/u/kWQ7y8ri0

MEETING SUMMARY

I. Call to Order and Roll Call: *Denotes Present Meeting Called to order at 3:07pm

Robert L Stewart Jr – 1st Chair*	Manuel Vélez – 2nd Chair	Iolani Sodhy-Gereben*
Julie Clark	Meridith Selden*	Nicholis J. Zappia
Benjamin Mudgett	Jamar S. London	Billie Jo Rice - CCCCIO*
Nikki Grose*	Claudie Moreno Parsons*	Angeli Francois*

II. Land Acknowledgement - We gratefully acknowledge that we operate on the **traditional lands of the Tongva, Tataviam, and Chumash peoples** – including the Gabrieleño, Fernandeño, and Ventureño; members of the Takic and Chumashan language families; and other Indigenous peoples who made their homes in and around the area we now call Los Angeles.

III. Adoption of Agenda & Minutes: Agenda adopted by consensus; Minutes adopted by consensus

IV. ASCCC 2023-2024 Curriculum Committee Meeting Dates:

Fall 2023

Monday August 28, 2023; 1:30pm-2:30pm - Zoom
Monday September 18, 2023; 1:00pm-3:00pm - Zoom
Monday October 23, 2023; 1:00pm-3:00pm - Zoom
Monday November 13, 2023; 1:00pm-3:00pm - Zoom
Monday December 4, 2023; 1:00pm-3:00pm – Zoom

Spring 2024

Monday January 29, 2024; 1:00pm-3:00pm – Zoom
Tuesday February 27, 2024; 3:00pm-5:00pm - Zoom
Friday March 29, 2024; 9:00pm-11:00am - Zoom
Tuesday April 23, 2024; 2:30pm-4:30pm - Zoom
Monday May 20, 2024; 3:00pm-5:00pm - Zoom
Monday June 24, 2024; 8:30am-10:30am - Zoom
Wednesday July 10, 2024; TBA in-person (morning) (Pasadena, CA at Curriculum Institute)

V. Minutes Volunteer - Robert

VI. ASCCC 2023-2024 Curriculum Committee Shared Folder

VII. ASCCC 2023-2024 Curriculum Committee Contact Information Sheet

VIII. 2023-2024 Curriculum Committee Goals and Priorities

A. ASCCC Strategic Plan Website; consider the ASCCC 2023-2026 Strategic Plan Directions
B. Align all work to areas in the strategic plan directions
C. Curriculum Committee Work Plan (Goals & Priorities)
    1. ASCCC Fall 2023 and Spring 2024 Curriculum Regionals
    2. ASCCC Fall 2023 and Spring 2024 Pre-Recorded Curriculum Regionals Follow Up Webinars; we do not need to submit an agenda item as these are pre-recorded
    3. ASCCC Fall 2023 and Spring 2024 Plenary Sessions **(Breakouts; General Sessions; Resolutions)** – Any ideas for Spring 2024 Plenary?
    4. ASCCC 2024 Curriculum Institute Planning and Implementation
    5. Rostrum Article Ideas and workgroups – Rostrum Deadlines October 1, 2023; January 14, 2024; **March 3, 2024**; ASCCC Publication Guidelines
D. Review Charge for any possible updates in regards to IDEAA
E. Review any outstanding Resolutions that need to be addressed by the committee
F. Review and potential update of the ASCCC Curriculum Resources Website: https://www.ccccurriculum.net/
G. Review and potential update of the ASCCC Professional Development College Curriculum Course found at: ASCCC-OERI Professional Development College

IX. Spring 2024 ASCCC Curriculum Regionals Update

A. ASCCC Specifications for Regional Meetings
B. Spring 2024 Regionals Discussion: South (Debrief) – February 24, 2024 Santa Ana College in Santa Ana, CA; Central Valley March 1, 2024 at College of the Sequoias in Visalia, CA; North – March 2, 2024 DeAnza College in Cupertino, CA

1. Debrief South from February 24, 2024 - **Committee debriefed the Spring Regional at Santa Ana College to see if anything needed to be focused on for the upcoming Central Valley and North Regionals. It was discussed that we need to make sure there is bottled water at the next two, and also request wayfinding signs to help folks find the event on campus.**
2. Non-committee presenters: We will be joined by Stephanie Curry, Eric Wada and Erik Reese and Karen Chow; Sharon Sampson (South), Nili Kirschner (North), Dr. Sarah Harris (Central Valley) and Mark Edward Osea (North) have also joined presentations: **The committee discussed that for the last two regionals, we would be joined by members of 5C and Eric Wada and Stephanie Curry.**
3. https://www.asccc.org/calendar/list/regional-meetings

X. Spring 2024 Plenary Session – April 18-20, 2024; San Jose, CA : **Committee members were reminded that Spring Plenary is coming up and that committee members are welcome to participate in several ways. They can join breakout sessions and help present, or even contribute to the upcoming resolutions packet for the Area meetings.**

A. Breakout Participation? ASCCC Spring 2024 Plenary Session Draft
B. Presenters?
C. Resolutions?

XI. ASCCC 2024 Curriculum Institute Planning - **The Committee spent the majority of its time discussing and working on the 1st draft of the Curriculum Institute. The major discussion was continuing to discuss the 1st draft that will be on the agenda for approval at the ASCCC Executive Committee meeting on March 8-9, 2024. We discussed that the draft would continue to evolve and that the Executive Committee would be making recommendations and will ultimately have the final word on the institute. Once the ASCCC Executive Committee approves the first draft, the committee will have to meet its next deadline of April 1, 2024 to submit a 2nd Draft of the program for the ASCCC April 17, 2024 meeting. We also discussed topics which committee members felt they could contribute to in the way of presentations. We discussed also that the committee is expected to serve as "hosts" for the event as the staffing from ASCCC will be minimal compared to the other events, although the Curriculum Institute is the largest event. The committee reviewed the google sheet and continued to make recommendations on which topics should be presented in the first draft of the program, and were advised to continue to visit the google sheet and make suggestions until the March ASCCC meeting. The committee understands that because we do not have an all day meeting scheduled, that most of the work will be done through suggestions, and the Chair of the committee working directly and updating the draft as necessary. The committee reviewed Travel Arrangements and were encouraged to make their arrangements for reimbursement as soon as possible if necessary, as not everyone will have to fly. If driving, reimbursement will obviously occur after the institute.**

A. Curriculum Checklist – Review Checklist
B. Update on ASCCC 2024 Curriculum Institute – 2nd **Draft Due by April 1st which is the agenda item deadline for the April 2024 ASCCC Executive Committee meeting. Proposed presenters and proposed topics/descriptions due also.**
C. ASCCC 2024 Curriculum Institute First Draft 2.21.2024

D. ASCCC 2024 Curriculum Institute Skeleton Table of Contents 2.21.2024
E. Travel Arrangements: Committee members will need to make travel arrangements and be reimbursed, except for Hotel Room which will be booked by ASCCC staff. If there are any hardships, please let Chair know so that it can be communicated to ASCCC Executive Director on a case by case basis and be resolved. Committee members are expected to attend in person to assist with the event and to present (if desired). Flights seem to be sufficient for those coming from the North to and from Burbank Airport
F. Theme - Done
G. Programming – Committee will determine "recommended" topics (to be completed with the 2nd draft), suggest presenters and draft session descriptions (some of this will be completed outside of the monthly meeting via the chair and subcommittee work). We will recommend topics and session description and presenters to the ASCCC Executive Committee (who has the final say, as well as identified session leads will have an opportunity to change the title and description of the session to align with their presentation and with the theme of the institute and mission of the ASCCC). Sample of a Working Draft of the CI
H. Pre-Session Planning

XII. Announcements
A. Check for upcoming events at ASCCC Calendar of Events
B. Application for Statewide Service

XIII. Closing Comments
A. In Progress Review
B. Any other final comments or suggestions?

XIV. Adjournment

In Progress

- **Spring 2024 Curriculum Regionals Central Valley and North (March 1 & March 2, 2024)**
- **Spring 2024 Plenary Participation Planning (Breakout Session participation)**
- **ASCCC 2024 Curriculum Institute planning (ongoing)**
- **ASCCC Curriculum Regional Follow Up Pre-recorded Webinars Implementation**
- **Rostrum Article(s) for the March 3, 2024 deadline**
- **Curriculum Resolution(s) for the ASCCC Spring Plenary Session**

Completed Tasks:

- **Fall 2023 Curriculum Committee Meeting Dates**
- **Submitted Agenda Item to ASCCC Executive Committee to approve proposed Fall 2023 and Spring 2024 ASCCC Curriculum Regional Events**
- **Rostrum Article for October 1, 2023 Deadline**
- **ASCCC Fall 2023 Curriculum Regional Dates and Locations Finalized**
- **ASCCC Fall 2023 Curriculum Regional (South) at Orange Coast College on October 21, 2023 – Jamar, Robert, and Manuel was present to assist with the event.**
- **2024 Curriculum Institute description**
- **2024 Curriculum Institute Theme**
- **2024 Curriculum Institute Checklist Review**

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- **ASCCC Spring 2024 Curriculum Regional Dates and Locations Finalized**
- **ASCCC Fall Plenary Presentation on Curricular Updates**
- **Rostrum Article for January 14, 2024 Deadline**
- **Spring 2024 Curriculum Committee Meeting Dates**
- **Spring 2024 Curriculum Regional Final Planning**
- **Spring 2024 Curriculum Regional South at Santa Ana College**
- **Submitted ASCCC 2024 Curriculum Institute First Draft for First Reading and Agenda Item by February 21 for ASCCC Executive Committee Meeting on March 8-9, 2024**

ACADEMIC SENATE
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Curriculum Committee Meeting

Monday, January 29, 2024

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

1:00 p.m.—3:00 p.m.

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Find your local number: https://laccd.zoom.us/u/kWQ7y8ri0

MEETING SUMMARY

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Julie Clark*	Meridith Selden*	Nicholis J. Zappia
Benjamin Mudgett	Jamar S. London	Billie Jo Rice - CCCCIO*
Nikki Grose*	Claudie Moreno Parsons*	Angeli Francois*

II. Land Acknowledgement - We gratefully acknowledge that we operate on the **traditional lands of the Tongva, Tataviam, and Chumash peoples** – including the Gabrieleño, Fernandeño, and Ventureño; members of the Takic and Chumashan language families; and other Indigenous peoples who made their homes in and around the area we now call Los Angeles.

Robert welcomed everyone to the January 2024 meeting of the ASCCC Curriculum Committee. He announced the addition of three new members to the committee: Dr. Nikki Grose, Angeli Francois, and Claudia Moreno Parsons and had everyone introduce themselves to the new members of the committee. Robert led a land acknowledgement recognizing the traditional lands of several indigenous peoples in and around the Los

Angeles area.

III. Adoption of Agenda & Minutes - **The agenda and last meeting's minutes were adopted by consensus.**

IV. ASCCC 2023-2024 Curriculum Committee Meeting Dates:

Fall 2023

Monday August 28, 2023; 1:30pm-2:30pm - Zoom
Monday September 18, 2023; 1:00pm-3:00pm - Zoom
Monday October 23, 2023; 1:00pm-3:00pm - Zoom
Monday November 13, 2023; 1:00pm-3:00pm - Zoom
Monday December 4, 2023; 1:00pm-3:00pm - Zoom

Spring 2024 – Committee will schedule dates for Spring 2024 term - The committee discussed and deliberated on the schedule for upcoming meetings, taking into account everyone's availability. The Spring 2024 regular monthly committee meetings were scheduled as follows:

Monday January 29, 2024; 1:00pm-3:00pm – Zoom
Tuesday February 27, 2024; 3:00pm-5:00pm - Zoom
Friday March 29, 2024; 9:00pm-11:00am - Zoom
Tuesday April 23, 2024; 2:30pm-4:30pm - Zoom
Monday May 20, 2024; 3:00pm-5:00pm - Zoom
Monday June 24, 2024; 8:30am-10:30am - Zoom
Wednesday July 24, 2024; TBA in-person (morning) (Pasadena, CA at Curriculum Institute)

V. Minutes Volunteer - **Robert volunteered to take minutes**

VI. ASCCC 2023-2024 Curriculum Committee Shared Folder

VII. ASCCC 2023-2024 Curriculum Committee Contact Information Sheet

VIII. 2023-2024 Curriculum Committee Goals and Priorities - **Robert continued to encourage committee members to look through this item to see the goals and priorities and also continued to empower the members of the committee to engage in any area of the goals and priorities, as there is not shortage of work to be considered for completion. He also reminded the committee that everyone does not have to engage in committee work in an identical fashion, for example, a committee member may choose to engage in writing a rostrum article, writing a resolution, present at a regional, plenary, etc.**

Robert reminded the committee that the final Rostrum Article deadline is March 3, 2024 and encouraged members to submit articles. Robert also offered to co-write articles with committee members.

A. ASCCC Strategic Plan Website; consider the ASCCC 2023-2026 Strategic Plan Directions
B. Align all work to areas in the strategic plan directions
C. Curriculum Committee Work Plan (Goals & Priorities)
    1. ASCCC Fall 2023 and Spring 2024 Curriculum Regionals

2. ASCCC Fall 2023 and Spring 2024 Pre-Recorded Curriculum Regionals Follow Up Webinars; we do not need to submit an agenda item as these are pre-recorded
3. ASCCC Fall 2023 and Spring 2024 Plenary Sessions **(Breakouts; General Sessions; Resolutions)** – Any ideas for Spring 2024 Plenary?
4. ASCCC 2024 Curriculum Institute Planning and Implementation
5. Rostrum Article Ideas and workgroups – Rostrum Deadlines October 1, 2023; January 14, 2024; March 3, 2024; ASCCC Publication Guidelines

D. Review Charge for any possible updates in regards to IDEAA
E. Review any outstanding Resolutions that need to be addressed by the committee
F. Review and potential update of the ASCCC Curriculum Resources Website: https://www.ccccurriculum.net/
G. Review and potential update of the ASCCC Professional Development College Curriculum Course found at: ASCCC-OERI Professional Development College

IX. Spring 2024 ASCCC Curriculum Regionals - **The committee engaged in a final debrief of the Fall Regionals and then opened discussion on the upcoming spring regional meetings at Santa Ana College, College of Sequoias, and DeAnza College. Robert encouraged committee members to attend whichever regional meeting(s) they could, with travel expenses being reimbursed, as long as they are in some way assisting with the regional. The final preparations for an upcoming program were discussed, with adjustments made to the chancellor's office's session, with Dean Erin Larson representing the CCCCO rather than Vice-Chancellor John Stanskas. The program was designed to have a check-in and breakfast from 9 to 10, followed by four general sessions. The chancellor's office's focus for this curriculum regional will be on credit for prior learning and the Baccalaureate Degree Program. Robert also discussed the organization of upcoming committee work, assigning Iolani and Erin to lead the creation of a presentation for the CPL/BDP session. Julie will take the lead on the CalGETC session. Manuel will take the lead on the IDEAA Strategies for Curriculum and Robert will take the lead in organizing the MQ/Equivalency/Cross-listing session. Robert emphasized to the members who are participating in the upcoming spring regionals the need for attendees to make their own travel and accommodation arrangements and follow the ASCCC Travel and Reimbursement policy and use the form. The committee finalized the Spring Curriculum Regional and are ready to implement.**

A. ASCCC Specifications for Regional Meetings
B. Spring 2024 Regionals Discussion (Final Planning): South – February 24, 2024 Santa Ana College in Santa Ana, CA; Central Valley March 1, 2024 at College of the Sequoias in Visalia, CA; North – March 2, 2024 DeAnza College in Cupertino, CA: The Spring regionals are set and ready to finalize.
    1. Discussion on Final Preparations
    2. Non-committee presenters: We will be joined by Stephanie Curry, Eric Wada and Erik Reese and Karen Chow; others may join as well
    3. https://www.asccc.org/calendar/list/regional-meetings

X. Spring 2024 Plenary Session – April 18-20, 2024; San Jose, CA - **Robert announced that the planning for the Spring 2024 Plenary has begun. The ASCCC Executive Committee will review a first draft of the plenary program and work out a theme. Once Robert gets the assigned sessions, the committee will discuss the potential for our committee member to**

join Plenary presentations. Robert will discuss this with the committee at the February 2024 meeting. Robert reminded the committee that committee members can submit resolutions concerning curricular matters to be submitted for consideration by the Executive Committee at their March 2024 meeting.

A. Breakout Suggestions?
B. Presenters?
C. Resolutions?

XI. ASCCC 2024 Curriculum Institute Planning - **The committee engaged in discussion about the 2024 Curriculum Institute. Specifically on which general topics should be carried over from previous years, including pre-pandemic, which Billie Jo suggested there may be areas that we moved away from due to the pandemic that may need to be revisited. The committee also finalized the recommended timing scheme for the institute, and discussed what the committee wanted to see in the Pre-sessions. The committee felt it was important to make sure that the pre-sessions for new/newer/aspiring was truly that, and designed for those with little to no experience with curriculum in the various areas. The committee also felt that since we have the logistical room, that we should also design a pre-session event for those with experience. Robert reminded the committee that he would be working offline to finalize a first draft based on feedback from the committee, the Fall Regional events, feedback from the field, and feedback from the executive committee as it comes in. A first draft and agenda item request is due on February 21, 2024 and it is the responsibility of the chair to make sure that deadline is met. Robert emphasized to the committee that when the committee meets in February 2024, we will discuss temporary titles for the sessions, as well as begin making suggestions for who we want to recommend as leads/presenters. Robert also reminded committee members that the Curriculum Institute is put on by this committee and thus the committee members are all expected to attend in person and participate fully in various aspects of the event. Because it is in July, the support structure is a little different than other ASCCC events, in that the committee assumes much of the "hosting" responsibilities as well as some of the logistics. Committee members are expected to participate in the presentations as well.**

Robert reminded the committee of the checklist for the institute and reminded them that we have a deadline on April 1, 2024 to submit a more complete draft for a second reading, then on May 21, we have to submit a final draft, and finally on April 10, we have to submit a final program. We will discuss next steps at our February 27, 2024 meeting. Robert reminded the committee to make sure they are making their travel arrangement now, and it was clarified that committee members will not have to do anything about the hotel, as they will be part of the rooming list along with Executive Committee members. However, airfare should be scheduled and a reimbursement form filled out after the event. If you are driving, reimbursed mileage will be done after the event. Robert also stressed the importance of letting him know if there will be a hardship to take care of airfare (for reimbursement), so that he can communicate with the ASCCC leadership to ask for a waiver of that policy. Registration will also be taken care of by the ASCCC office staff along with the hotel accommodations.

A. Curriculum Institute Checklist
B. Update on ASCCC 2024 Curriculum Institute – **Draft Outline Due by February 21st which is the agenda item deadline for the March 2024 ASCCC Executive Committee meeting.**

C. ASCCC Curriculum Institute Draft Outline Sample – **Committee will complete its first draft outline**
D. Travel Arrangements: Committee members will need to make travel arrangements and be reimbursed, except for Hotel Room which will be booked by ASCCC staff. If there are any hardships, please let Chair know so that it can be communicated to ASCCC Executive Director on a case by case basis and be resolved. Committee members are expected to attend in person to assist with the event and to present (if desired). Flights seem to be sufficient for those coming from the North to and from Burbank Airport
E. Theme - Done
F. Programming – Committee will determine topics (to be completed with the draft), suggest presenters and draft session descriptions (some of this will be completed outside of the monthly meeting via the chair and subcommittee work). Sample of a Working Draft of the CI
G. Special Touches? Committee will finalize the pre-conference format

XII. Announcements
A. Check for upcoming events at ASCCC Calendar of Events
B. Application for Statewide Service

XIII. Closing Comments
A. In Progress Review
B. Any other final comments or suggestions?

XIV. Adjournment - **Meeting was adjourned at 3:04pm**

In Progress

- **Spring 2024 Curriculum Regionals (Implementation)**
- **Spring 2024 Plenary Participation Planning (Breakout Session participation)**
- **ASCCC 2024 Curriculum Institute planning**
- **ASCCC 2024 Curriculum Institute First Draft for First Reading and Agenda Item by February 21**
- **ASCCC Curriculum Regional Follow Up Pre-recorded Webinars Implementation**
- **Rostrum Article(s) for the March 3, 2024 deadline**
- **Curriculum Resolution(s) for the ASCCC Spring Plenary Session**

Completed Tasks:

- **Fall 2023 Curriculum Committee Meeting Dates**
- **Submitted Agenda Item to ASCCC Executive Committee to approve proposed Fall 2023 and Spring 2024 ASCCC Curriculum Regional Events**
- **Rostrum Article for October 1, 2023 Deadline**
- **ASCCC Fall 2023 Curriculum Regional Dates and Locations Finalized**
- **ASCCC Fall 2023 Curriculum Regional (South) at Orange Coast College on October 21, 2023 – Jamar, Robert, and Manuel was present to assist with the event.**
- **2024 Curriculum Institute description**
- **2024 Curriculum Institute Theme**
- **2024 Curriculum Institute Checklist Review**
- **ASCCC Fall 2023 Curriculum Regional (North) at Woodland Community College on October 28, 2023 – Robert, Julie, Meredith, Manuel and Iolani were present to assist with the event.**

- **ASCCC Fall 2023 Curriculum Regional (Central Valley) at Bakersfield College on November 4, 2023 – Julie, Manuel, Robert and Billie Jo were present to assist with the event.**
- **ASCCC Spring 2024 Curriculum Regional Dates and Locations Finalized**
- **ASCCC Fall Plenary Presentation on Curricular Updates**
- **Rostrum Article for January 14, 2024 Deadline**
- **Spring 2024 Curriculum Committee Meeting Dates**
- **Spring 2024 Curriculum Regional Final Planning**

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Curriculum Committee Meeting

Monday, November 13, 2023

1:00 p.m.—3:00 p.m.

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

Zoom Info:

Join Zoom Meeting
https://laccd.zoom.us/j/89691482654?pwd=RE5UenBKVFRkZGkyTEhVUkYzRHZvQT09
Meeting ID: 896 9148 2654
Passcode: 099788
One tap mobile
+16694449171,,89691482654# US
+16699006833,,89691482654# US (San Jose)
Find your local number: https://laccd.zoom.us/u/kWQ7y8ri0

MEETING SUMMARY

I. Call to Order and Roll Call: * Denotes Present Meeting called to order at 1:10pm

Robert L Stewart Jr – 1st Chair*	Manuel Vélez – 2nd*	Iolani Sodhy-Gereben*
Julie Clark	Meridith Selden*	Nicholis J. Zappia
Benjamin Mudgett*	Jamar S. London*	Billie Jo Rice - CCCCIO

II. Land Acknowledgement - We gratefully acknowledge that we operate on the **traditional lands of the Tongva, Tataviam, and Chumash peoples** – including the Gabrieleño, Fernandeño, and Ventureño; members of the Takic and Chumashan language families; and other Indigenous peoples who made their homes in and around the area we now call Los Angeles.

III. Adoption of Agenda & Minutes - **Minutes from October 23, 2023 and November 13, 2023 Agenda Approved by consensus**

IV. ASCCC 2023-2024 Curriculum Committee Meeting Dates:

Fall 2023

Monday August 28, 2023; 1:30pm-2:30pm - Zoom
Monday September 18, 2023; 1:00pm-3:00pm - Zoom
Monday October 23, 2023; 1:00pm-3:00pm - Zoom
Monday November 13, 2023; 1:00pm-3:00pm - Zoom
Monday December 4, 2023; 1:00pm-3:00pm - Zoom
Spring 2024
Monday January 29, 2024; 1:00pm-3:00pm – Zoom

V. Minutes Volunteer - **Robert will do the meeting summary**

VI. ASCCC 2023-2024 Curriculum Committee Shared Folder **Committee members were reminded of the committee shared folder and were encouraged to continue to interact with the material in the folder and initiate material.**

VII. ASCCC 2023-2024 Curriculum Committee Contact Information Sheet

VIII. Fall 2023 ASCCC Curriculum Regionals Debrief/Spring 2024 ASCCC Curriculum Regionals

A. ASCCC Specifications for Regional Meetings - Committee reviewed the Regional meeting specifications ahead of the Spring Regionals.

B. Fall 2023 Regionals are done!: South – Oct 21, 2023 at Orange Coast College; North Oct 28, 2023 at Woodland Community College; Central Valley – Nov 4, 2023 at Bakersfield College

Committee debriefed the Fall 2023 Regional events. Iolani and Julie joined presentations; Meredith, Iolani Julie and Jamar signed up to assist at the regional(s) they attended. Regional events were well attended. It was noted that we must communicate with host colleges on wayfinding to make sure the meeting space is easy to locate from the parking lot.

Fall 2023 Regional Follow-up Summary Pre-Recorded Webinar

1. Who wants to participate? **Committee members were invited to participate in the followup webinar for the Fall 2023 Regionals. Committee discussed some ways to get it done. Committee will be responsible for the recording and editing of the pre-recorded webinar.**

C. Spring 2024 Regionals Discussion (Continue Planning): **Spring Regional events have been confirmed for the following: South – February 24, 2024 Santa Ana College in Santa Ana, CA; Central Valley March 1, 2024 at College of the Sequoias in Visalia, CA; North – March 2, 2024 DeAnza College in Cupertino, CA**

1. Planning – Schedule and Topics: **Committee discussed, brainstormed and decided on final topics for the Spring Regional events: Session will include:**
    1. **CPL/BDP/COCI (CCCCO)**
    2. **IDEAA Strategies for Curriculum**
    3. **MQ/Cross listing/Equivalency**
    4. **Nuts and Bolts of CalGETC**
2. **Robert will contact VC John Stanskas to secure CO participation in session 1**
3. Sign up to Present and/or support Spring Regionals - **Committee members were encouraged to sign up again to present and/or support the Spring regionals. We will finalize this at the December meeting.**

IX. Fall 2023 Plenary Session – November 16-18, 2023; Costa Mesa, CA: **Committee members discussed the upcoming Fall 2023 Plenary Session. Committee will find out if there are any adopted F23 resolutions to be assigned to the committee at the next meeting.**

A. Theme: **"Journey to Vision 2030: Faculty Perspectives"**
B. Committee Participation: **Iolani and Meredith will be joining presentations.**

X. 2023-2024 Curriculum Committee Goals and Priorities: **Committee reviewed the list of goal and priorities**

A. ASCCC Strategic Plan Website; consider the ASCCC 2023-2026 Strategic Plan Directions
B. Align all work to areas in the strategic plan directions
C. Curriculum Committee Work Plan (Goals & Priorities)
   1. ASCCC Fall 2023 and Spring 2024 Curriculum Regionals
   2. ASCCC Fall 2023 and Spring 2024 Pre-Recorded Curriculum Regionals Follow Up Webinars; we do not need to submit an agenda item as these are pre-recorded
   3. ASCCC Fall 2023 and Spring 2024 Plenary Sessions **(Breakouts; General Sessions; Resolutions)** – Any ideas for Spring 2024 Plenary?
   4. ASCCC 2024 Curriculum Institute Planning and Implementation
   5. Rostrum Article Ideas and workgroups – Rostrum Deadlines October 1, 2023; January 14, 2024; March 3, 2024; ASCCC Publication Guidelines
D. Review Charge for any possible updates in regards to IDEAA
E. Review any outstanding Resolutions that need to be addressed by the committee
F. Review and potential update of the ASCCC Professional Development College Curriculum Course found at: ASCCC-OERI Professional Development College

XI. ASCCC 2024 Curriculum Institute Planning: **The committee reviewed the Curriculum Institute Checklist to make sure we are on track for any deadlines. The next deadline will be submitting a draft of the program (skeleton outline) Robert will be meeting with ASCCC staff to review the floor plan of the Curriculum Institute hotel in Pasadena to discuss which rooms we would be occupying during the event. We will discuss the floor plan and information from the meeting with the ASCCC staff at the December meeting. Committee discussed potential novel aspects to the CI such as a multi hour pre-session event for attendees that are super new to curriculum. Robert displayed the example of what the committee will try to accomplish at the next meeting which is a skeleton outline of the Curriculum Institute in Pasadena. This will detail the general timing and order of the breakouts, general session, breaks, lunch, etc. This will be submitted in January or February for review and approval by the ASCCC Executive Committee at their February or March meeting.**

A. Curriculum Institute Checklist
B. Overview of the ASCCC 2024 Curriculum Institute (Example in Google Folder)
C. Theme - Done
D. Programming
E. Special Touches?

XII. Announcements

A. Check for upcoming events at ASCCC Calendar of Events
   - Fall 2023 Plenary Session – November 16-18, 2023; Costa Mesa, CA (hybrid)
B. Application for Statewide Service

XIII. Closing Comments
   A. In Progress Review
   B. Any other final comments or suggestions?

XIV. Adjournment

In Progress

- **Spring 2024 Curriculum Regionals Planning**
- **Preparation for ASCCC Fall 2023 Plenary Session presentations**
- **ASCCC 2024 Curriculum Institute planning**
- **Rostrum Article(s) for January 14, 2024 Deadline**
- **ASCCC Curriculum Regional Follow Up Pre-recorded Webinars Implementation**

Completed Tasks:

- **Fall 2023 Curriculum Committee Meeting Dates**
- **Submitted Agenda Item to ASCCC Executive Committee to approve proposed Fall 2023 and Spring 2024 ASCCC Curriculum Regional Events**
- **Rostrum Article for October 1, 2023 Deadline**
- **ASCCC Fall 2023 Curriculum Regional Dates, Topics and Locations Finalized**
- **ASCCC Fall 2023 Curriculum Regional (South) at Orange Coast College on October 21, 2023 – Jamar was present to assist with the event.**
- **2024 Curriculum Institute description**
- **2024 Curriculum Institute Theme**
- **2024 Curriculum Institute Checklist Review**
- **ASCCC Fall 2023 Curriculum Regional (North) at Woodland Community College on October 28, 2023 – Julie, Meredith and Iolani were present to assist with the event.**
- **ASCCC Fall 2023 Curriculum Regional (Central Valley) at Bakersfield College on November 4, 2023 – Julie and Billie Jo were present to assist with the event.**
- **ASCCC Spring 2024 Curriculum Regional Dates and Locations Finalized**
- **ASCCC Spring 2024 Curriculum Regional Topics Finalized**

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Curriculum Committee Meeting

Monday, October 23, 2023
1:00 p.m.—3:00 p.m.

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

Zoom Info:

Join Zoom Meeting
https://laccd.zoom.us/j/89691482654?pwd=RE5UenBKVFRkZGkyTEhVUkYzRHZvQT09
Meeting ID: 896 9148 2654
Passcode: 099788
One tap mobile
+16694449171,,89691482654# US
+16699006833,,89691482654# US (San Jose)
Find your local number: https://laccd.zoom.us/u/kWQ7y8ri0

MEETING SUMMARY

I. Call to Order and Roll Call: **Called to order at 1:07pm** *Denotes Present

Robert L Stewart Jr – 1st Chair*	Manuel Vélez – 2nd	Iolani Sodhy-Gereben*
Julie Clark*	Meridith Selden*	Nicholis J. Zappia
Benjamin Mudgett*	Jamar S. London*	Billie Jo Rice - CCCCIO

II. Land Acknowledgement - We gratefully acknowledge that we operate on the **traditional lands of the Tongva, Tataviam, and Chumash peoples** – including the Gabrieleño, Fernandeño, and Ventureño; members of the Takic and Chumashan language families; and other Indigenous peoples who made their homes in and around the area we now call Los Angeles.
Robert L Stewart Jr read the Land Acknowledgement and encouraged committee members to add other indigenous peoples from their locations.

III. Adoption of Agenda & Meeting Summary
The agenda was adopted by consensus. Meeting summaries from August 28, 2023 and September 18, 2023 were also adopted by consensus.

IV. ASCCC 2023-2024 Curriculum Committee Meeting Dates:

Fall 2023
Monday August 28, 2023; 1:30pm-2:30pm - Zoom
Monday September 18, 2023; 1:00pm-3:00pm - Zoom
Monday October 23, 2023; 1:00pm-3:00pm - Zoom
Monday November 13, 2023; 1:00pm-3:00pm - Zoom
Monday December 4, 2023; 1:00pm-3:00pm - Zoom

Spring 2024
Monday January 29, 2024; 1:00pm-3:00pm - Zoom

V. Minutes Volunteer - **Robert**

VI. ASCCC 2023-2024 Curriculum Committee Shared Folder

VII. ASCCC 2023-2024 Curriculum Committee Contact Information Sheet

VIII. Fall 2023 and Spring 2024 ASCCC Curriculum Regionals

A. ASCCC Specifications for Regional Meetings

B. Fall 2023 Regionals are Underway: South – Oct 21, 2023 at Orange Coast College; North Oct 28, 2023 at Woodland Community College; Central Valley – Nov 4, 2023 at Bakersfield College

Iolani and Julie joined presentations; Meredith, Julie and Jamar signed up to assist at the regional(s) they are attending. The committee debriefed the first of the Fall 2023 regionals. The regional at Orange Coast College went well and was well attended. The committee will send thank you cards to Senate Present Lee Gordon and the Orange Coast College Academic Senate and CIO Michelle Grimes-Hillman for being fantastic hosts for the South regional. Cards will also be sent out to all presenters as well.

C. Spring 2024 Regionals Discussion (Continue Planning): South – February 24, 2024 TBA; Central Valley March 1, 2024 at **College of the Sequoias** (needs to be finalized); North – March 2, 2024 **DeAnza College** (needs to be finalized)

The Spring curriculum regionals are being planned currently. Locations are being finalized by the ASCCC staff. North and Central Valley events are awaiting finalization from the colleges stated above. The ASCCC staff is still working out the college location for the south regional.

D. Fall 2023 Plenary Session – November 16-18, 2023; Costa Mesa, CA

Committee members who have signed up to present at the Fall 2023 Plenary should be hearing from session leaders regarding the creation of the presentations. There was a question about whether any part of the expenses will be covered for committee members who are presenting. Robert said he didn't think so, but would confirm.

E. Theme: **"Journey to Vision 2030: Faculty Perspectives"**

F. Committee Participation: Iolani, Nick and Meredith joined presentations

IX. 2023-2024 Curriculum Committee Goals and Priorities

A. ASCCC Strategic Plan Website; consider the ASCCC 2023-2026 Strategic Plan Directions

B. Align all work to areas in the strategic plan directions

C. Curriculum Committee Work Plan (Goals & Priorities)

1. ASCCC Fall 2023 and Spring 2024 Curriculum Regionals
2. ASCCC Fall 2023 and Spring 2024 Pre-Recorded Curriculum Regionals Follow Up Webinars; we need to **submit an agenda item by October 29, 2023**
3. ASCCC Fall 2023 and Spring 2024 Plenary Sessions (Breakouts; General Sessions; Resolutions)
4. ASCCC 2024 Curriculum Institute Planning and Implementation
5. Rostrum Article Ideas and workgroups – Rostrum Deadlines October 1, 2023; January 14, 2024; March 3, 2024; ASCCC Publication Guidelines

Committee discussed the 6 goals and priorities above. The committee discussed the importance of aligning the goals and priorities with the strategic goals and plan of the ASCCC. Robert informed the committee that if the committee wishes to still do a "virtual option" of the curriculum regionals, that he needed to put in an agenda item by October 29, 2023 to get approval from the executive committee. The committee decided it was still what they wanted to do.

The Fall and Spring Plenaries will have the same theme or similar themes. Committee members will have the same opportunity to participate in the Spring 2024 Plenary. Committee should begin thinking of curricular sessions we may want to see at the Spring Plenary.

The committee will talk more today about the Curriculum Institute later in section X of the agenda. Please continue to work on ideas for Rostrums and Resolutions.

D. Review Charge for any possible updates in regards to IDEAA

Committee should still throughout the year reflect on the charge of the committee and provide any feedback on whether the current charge does enough to champion the tenets of IDEAA.

E. Review any outstanding Resolutions that need to be addressed by the committee

F. Review and potential update of the ASCCC Professional Development College Curriculum Course found at: ASCCC-OERI Professional Development College

We may not get around to this because we have so much to do. However, we can review the course and make recommendations on the design, content, and assessments of the course.

X. ASCCC 2024 Curriculum Institute Planning

A. Curriculum Institute Checklist
B. Overview of the ASCCC 2024 Curriculum Institute (Example in Google Folder)
C. Theme - Done
D. Programming
E. Special Touches?

The Committee went through the Curriculum Institute Checklist line by line, noting the deadline dates along the way. The committee understands the importance of staying on top of the checklist and working backwards from deadlines to inform our work going forward. Our meetings moving forward will be focused on putting together the program. The committee spoke about being ok with trying new things at the CI this year. There was a request from the field to have some working sessions where attendees can get their hands dirty in an experiential manner. The committee thought about how to add to the pre-sessions in an intentional way in order to reach "True" bonafide folks who really do not know anything about curriculum.

XI. Announcements

A. Check for upcoming events at ASCCC Calendar of Events

- Fall 2023 Area Meetings – October 27, 2023
- Fall 2023 Plenary Session – November 16-18, 2023; Costa Mesa, CA (hybrid)

B. Application for Statewide Service
Please spread the word, it is never too late to sign up for Statewide Service.

XII. Closing Comments
A. In Progress Review
B. Any other final comments or suggestions?
Robert congratulated the committee on their hard work on the curriculum regionals, and looks forward to continued collaboration.

XIII. Adjournment - **Meeting adjourned at 2:55pm**

In Progress

- **ASCCC Fall 2023 Curriculum Regionals North (Oct 28, 2023) and Central Valley (Nov 4, 2023)**
- **Spring 2024 Curriculum Regionals Planning**
- **Preparation for ASCCC Fall 2023 Plenary Session presentations**
- **ASCCC 2024 Curriculum Institute planning**
- **Rostrum Article(s) for January 14, 2024 Deadline**
- **ASCCC Curriculum Regional Follow Up Pre-recorded Webinars Agenda Item and implementation**

Completed Tasks:

- **Fall 2023 Curriculum Committee Meeting Dates**
- **Submitted Agenda Item to ASCCC Executive Committee to approve proposed Fall 2023 and Spring 2024 ASCCC Curriculum Regional Events**
- **Rostrum Article for October 1, 2023 Deadline**
- **ASCCC Fall 2023 Curriculum Regional (South) at Orange Coast College on October 21, 2023 – Jamar was present to assist with the event.**
- **2024 Curriculum Institute description**
- **2024 Curriculum Institute Theme**
- **2024 Curriculum Institute Checklist Review**

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Curriculum Committee Meeting

Monday, September 18, 2023
1:00 p.m.—3:00 p.m.

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

Zoom Info:

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+16699006833,,89691482654# US (San Jose)
Find your local number: https://laccd.zoom.us/u/kWQ7y8ri0

MEETING SUMMARY

I. **Call to Order and Roll Call - 1:05pm**; * denotes present

Robert L Stewart Jr – 1st Chair*	Manuel Vélez – 2nd*	Iolani Sodhy-Gereben*
Julie Clark*	Meridith Selden*	Nicholis J. Zappia*
Benjamin Mudgett*	Jamar S. London (Absent)	Billie Jo Rice - CCCCIO*

II. **Land Acknowledgement** - We gratefully acknowledge that we operate on the **traditional lands of the Tongva, Tataviam, and Chumash peoples** – including the Gabrieleño, Fernandeño, and Ventureño; members of the Takic and Chumashan language families; and other Indigenous peoples who made their homes in and around the area we now call Los Angeles.

III. Adoption of Agenda

Motion by Meridith Second Nick Passed 8-0 with 1 absent

IV. ASCCC 2023-2024 Curriculum Committee Meeting Dates:

Robert reminded group about agreed committee meeting dates

Fall 2023
Monday August 28, 2023; 1:30pm-2:30pm - Zoom
Monday September 18, 2023; 1:00pm-3:00pm - Zoom
Monday October 23, 2023; 1:00pm-3:00pm - Zoom
Monday November 13, 2023; 1:00pm-3:00pm - Zoom
Monday December 4, 2023; 1:00pm-3:00pm - Zoom
Spring 2024
Monday January 29, 2024; 1:00pm-3:00pm - Zoom

V. Minutes Volunteer -

Nick Zappia Volunteers

VI. ASCCC 2023-2024 Curriculum Committee Shared Folder

Robert emphasized the importance of checking the folder between meetings

VII. ASCCC 2023-2024 Curriculum Committee Contact Information Sheet

Robert explained to download the contact sheet it will be deleted once the folder goes public

VIII. Fall 2023 and Spring 2024 ASCCC Curriculum Regionals

A. ASCCC Specifications for Regional Meetings
B. Local Academic Senate Presidents involvement
C. Approved Dates: Fall 2023 (October 21, October 28, November 4); Spring 2024 (February 24, March 1, March 2). Approved by ASCCC Executive Committee on September 15, 2023
D. October 21 (South Regional); October 28 (North Regional); November 4 (Central Valley Regional in **Bakersfield, CA**)
E. February 24 (?); March 1 (?); March 2 (?)
F. Topics – Nuts and Bolts and Chancellor's Office Updates (Fall High Level/Spring Nuts & Bolts)
G. Locations for Fall 2023 Curriculum Regionals
H. Locations for Spring 2023 Curriculum Regionals
I. ASCCC office will support communication and logistics efforts
J. Modality

The committee discussed possible locations for Fall and Spring regionals. The group decided to send a few colleges for each area to the planning groups with ASCCC to narrow down the best location due to their experience in planning events and knowing the logistics of individual colleges when it comes to accessibility and likelihood of availability.

The committee created a mock agenda and narrowed down a list of important topics to present at the regionals. Including: CO updates, AB 1111, AB 928, Dual Enrollment & DEI

Mocked up agenda found in Google share folders

IX. Fall 2023 Plenary Session – November 16-18, 2023; Costa Mesa, CA

A. Theme: **"Journey to Vision 2030: Faculty Perspectives"**
B. General and Breakout Sessions: Robert will email this information out to committee members this week, highlighting any specific sessions around Curriculum.

C. Attending Fall 2023 Plenary? – Opportunities to participate in breakout presentations
D. Committee Resolutions to Fall 2023 Plenary Session – Due September 20, 2023

Robert explained the process of presenting at plenary and asked committee members to reach out to him if interested. Also reminded us about the Resolution due date and briefly explained the resolution process.

Manuel made note that the deadline had been extended to 9/22/23

X. 2023-2024 Curriculum Committee Goals and Priorities

A. ASCCC Strategic Plan Website; consider the ASCCC 2023-2026 Strategic Plan Directions
B. Align all work to areas in the strategic plan directions
C. Develop a Curriculum Committee Work Plan
   1. Priorities and volunteers for activities **(Curriculum Regionals and Institute)**
   2. **Fall & Spring Plenaries** (May have other opportunities to present on curricular matters at other events)
   3. Rostrum Article Ideas and workgroups – **Rostrum Deadlines October 1, 2023; January 14, 2024; March 3, 2024; ASCCC Publication Guidelines**
D. Review Charge for any possible updates in regards to IDEAA
E. Review any outstanding Resolutions that need to be addressed by the committee
F. Review and potential update of the ASCCC Professional Development College Curriculum Course found at: ASCCC-OERI Professional Development College

Committee reviewed goals for the year and discussed the Rostrum process.

XI. ASCCC 2024 Curriculum Institute Planning

A. Curriculum Institute Checklist
B. Overview of the ASCCC 2024 Curriculum Institute (Example in Google Folder)
C. Theme
D. Programming
E. Special Touches?

Starting preliminary talks, will be an ongoing conversation.

XII. Announcements

A. Check for upcoming events at ASCCC Calendar of Events
   - Fall 2023 Area Meetings – October 27, 2023
   - Fall 2023 Plenary Session – November 16-18, 2023; Costa Mesa, CA (hybrid)
B. Application for Statewide Service

XIII. Closing Comments

A. In Progress Review
B. Any other final comments or suggestions?

XIV. Adjournment - 3:05pm

In Progress

- **ASCCC Fall 2023 & Spring 2024 Curriculum Regionals**
- **Rostrum Article(s) for October 1, 2023 Deadline**
- **Potential Committee Resolution(s) for September 20, 2023 Deadline**
- **Preparation for ASCCC Fall 2023 Plenary Session presentations**
- **ASCCC 2024 Curriculum Institute planning**

Completed Tasks:

- **Fall 2023 Curriculum Committee Meeting Dates**
- **Submitted Agenda Item to ASCCC Executive Committee to approve proposed Fall 2023 and Spring 2024 ASCCC Curriculum Regional Events**

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Equity Diversity Action Committee

December 8, 2023, 2:00-4:00 PM

Zoom Meeting

Committee Charge: The Equity and Diversity Action Committee (EDAC) responds to resolutions from sessions that deal with the issues of equity, diversity, and inclusion in hiring, equal opportunity, and cultural diversity in the curriculum.EDAC recommends strategies that promote student equity and student success, including effective teaching and student learning styles and fostering a campus climate conducive to faculty diversity and student achievement. The committee provides overall guidance to colleges and recommendations to the Executive Committee with regard to the inquiry, design, and implementation of Guided Pathways frameworks and engages in broad, and inclusive discussion and inquiry about the diversity, action and inclusion integral in the Guided Pathways approach, framework and evidence. The Committee advises the Executive Committee on guidelines, laws and regulations relating to equal opportunity and cultural diversity and promotes the integration of equity and diversity issues in appropriate ASCCC activities. *Revised spring 2021*

Community Agreements:

1. **Show up**, or choose to be present.
2. **Pay attention** to what has heart and meaning.
3. **Tell the truth** without blame or judgment.
4. **Don't be attached to the results**; stay open to the outcome, not attached to it.

From Veronica Keiffer-Lewis, Allied Path Consulting, LLC, who adapted these from *The Four-Fold Way: Walking the Paths of the Warrior, Teacher, Healer, and Visionary By Angeles Arrien*

I. Members Roll Call : * = Present

Karen Chow—Chair *	Monica Esquivel *	Cherise Mantia
Kimberley Stiemke—2nd Chair *	María Figueroa *	Edgar Perez *
Emily Banh *	Janue Johnson	
Christopher Cardona *	Melissa Leal	

II. Approve minutes/notes from October Meeting
Approved

III. Set January, February, March, April, May Meeting dates

Thursdays 3:00 -5:00 PM, (4th Thursdays)
January 25
February 22
March 28
April 25
May 23

IV. Fall Plenary De-Brief

Breakouts

In-person breakout accessibility issue--need microphones and live closed-captioning (portable microphone that can connect to bluetooth speaker)

Encouraging inclusion, accessibility, participation in Academic Senate (ASCCC scholarships & opportunities) from/for LGBTQ+ and persons with disabilities (including these groups in who ASCCC is targeting)

Sign-in Sheet for in-person breakout sessions-- suggestion/capture in survey of attendees

Power of seeing the faces of ASCCC event attendees and presenters--ASCCC & ASCCC Foundation websites

EDAC Resolution Passed, yay! -- Final version

V. **Committee Work In Progress:**

A. January 19 Webinar on Professional Development -- DESCRIPTION needed-- "IDEAA Centered Professional Development For Faculty"

Janue had suggested Katie Palacios (instructional designer and Mesa Ongoing Support Team program at San Diego Mesa) to present.

Maybe also the 2023 Regina Stanback Stroud recipient--- reach out to her to participate. Should we invite PD Faculty Coordinators to present? Possibilities? Heather Eubanks (Sierra College) who attended our Plenary sessions and discussed work she's doing; also does Janue have any colleagues in mind?

B. Rostrum Articles for January 14 submission:

Rostrum Articles Deadlines:
~~**October 1, 2023**~~ for final publication to the field November 16, 2023
January 14, 2024 for final publication to the field February 23, 2024
March 3, 2024 for final publication to the field April 18, 2024

1) What's driving conversations about A.I. on local campuses? & Cautiously curious about use of A.I. as a tool for equity (Maria)
2) Nurturing Emerging Faculty Leaders Through FELA (Emily)
3) "Strategies for Challenges To Inclusive Leadership" (Writeup of Fall Plenary Session Feedback-- Karen, Kimberley, Maria, Cherise?)

C. Melissa's work on Code of Conduct Draft

D. Proposals due for APAHE on Monday December 11, and for A2MEND January 12

Update: ASCCC Foundation has approved up to $6000 in scholarships for each conference for faculty to apply to attend A2MEND, APAHE, and Colegas

Post-Meeting Update from API Caucus meeting on Monday 12/11 that Karen attended--API Caucus Chair Pablo Martin & member Michael Takeda (former API Caucus chair) were interested in submitting a proposal to have a workshop to discuss the work of the ASCCC API Caucus and how they participate in the Resolutions process. So, that was submitted as a proposal on 12/11 after the group brainstormed together.

E. IDEAA Regionals in March?? One in South (Edgar's College--Feb 23 or March 1), one in North? OR Proposal for CCCCO Pathways To Equity conference April 8-9 in Anaheim, CA? Proposals due Jan 15

Edgar is looking into potential end of February/early March Friday/Saturday to host an IDEAA Regional at LA Valley College

Members in attendance unanimously agreed that a Proposal from EDAC to present at CCCCO Pathways to Equality Conference would be good--Karen to check in with Cheryl and Krystinne about this.

VI. **Committee Work Completed:**

Fall Plenary Breakouts were successful and well-attended! Thank you to presenters!

Thursday, November 16, 2023, 1:45-2:45 First Breakout (in person)

1. Inclusive Leadership: Empowering Diverse Voices *(Karen Chow, Kimberley Stiemke, Maria Figueroa, Cherise Mantia)*

Friday, November 17, 2023, 1:15-2:15 PM 3rd Breakout (in person)

Professional Development and Instructional Design Frameworks that Center IDEAA and Cultural Humility *(Karen Chow, Mitra Sapienza, Janue Johnson, Monica Esquivel)*

Resolution *03.01 F23 Academic Senate Support for Increasing Faculty Diversity and Advancing Diversity, Equity, Inclusion, and Accessibility in Evaluation and Tenure Review Processes-- PASSED by ASCCC Body

October 19 CCCCO Undocumented Students Week of Action Webinar-- with participation from Edgar, Monica, Karen, Katherine Vilchez from Miracosta & Cheryl Aschenbach

CalNAGPRA resolution drafted before 9/20; Melissa recommend HOLD for now pending anticipated CCCCO memo guidance about CalNAGPRA

VII. Announcements

A. Check for upcoming events at here

Curriculum Regionals:

Santa Ana College, Feb. 24
College of Sequoias, March 1
De Anza College, April 2

VIII. Adjournment--4:00 pm

Parking Lot/Placeholder for Ideas that EDAC Members have brought up previously:

(Janue)
Title 5 Changes to Faculty evaluations & Local implementation: Title 5, § 53602. Advancing Diversity, Equity, Inclusion, and Accessibility in Evaluation and Tenure Review Processes. https://www.cccco.edu/-/media/CCCCO-Website/Office-of-General-Counsel/Form-400--Reg-Text-DEIA-Evalution-and-Tenure-Review-of-Dsitrict-Employees.pdf?la=en&hash=3370253B484C2DBA2FDF5C00117386D53C9C5EF0
Professional Development
AFC Union--PD on enhancing DEIA, Cultural Competency Flex obligations
How does ASCCC engage with PD
Lawsuit filed by CCC faculty to resist these & other DEIA initiatives: https://www.sfchronicle.com/california/article/first-amendment-lawsuits-test-california-18301627.php
Framework for developing PD programming plan that centers DEI and Cultural Competency, including Instructional Design
What does that look like?
Examples: Southwestern College, SD Mesa,
CCCCO 2022 EEO & Culturally Competent Professional Development Memorandum

(Monica & Edgar)
EEO & Hiring in Equitable ways
CCCCO DEIA Implementation Plan (with recommendations about EEO)
Pushback in local implementation
Roles of EEO rep in committee
Defining what DEIA means and cultural humility and competency
Additional resources: https://www.4csd.com/
CCCCO 2022 EEO & Culturally Competent Professional Development Memorandum
Grants for EEO best practices implementation-- Update from Dr. Buul about what granted districts are doing and model them
Model Hiring Principles and Processes Toolkit (ASCCC)
SJCCD success in faculty diversification (SJCC and Evergreen Colleges): https://www.mercurynews.com/2023/08/20/community-college-district-faculty-ranked-among-most-diverse-in-the-nation/?fbclid=IwAR1s-HbmckhiUVuyfKU6CnG_fEr4Lb5GzN0818hxLbjEkmiJvmpzEQozevQ_aem_AXg4w6ACs4PBwNk-_-HnEfzscSgnBXg1bKFk5Cl6x-ZRMHQ9v6CCadXXarbVgaud75c&mibextid=9R9pXO

(Kimberley & Karen)
Equity in Instructional Design and COR

Courses need to be designed to not reinforce societal biases and marginalization
DEI in Curriculum Toolkit (ASCCC)
CCCCO DEI In Curriculum Memo (2022)

NEW as of 9/23: Karen now chairing 5C (statewide CCC Curriculum Committee) Workgroup on Infusing DEIA in Title 5 and PCAH (Programs and Course Approval Handbook)

(María)
Impact of pandemic quick pivot to mostly online instruction and continued prevalence online teaching/learning on equity of student access and success
Data & Research Committee, Online Committee

(Chris)
Overall student success and access for Students With Disabilities in online learning and teaching modalities

(María)
Generative AI & its use in CCCs--how to ensure IDEAA is centered in its use.
NEW upcoming FACCC + ASCCC + CCCCO zoom webinars on A.I. (topics currently are not explicitly IDEAA focused ?) :
https://cccconfer.zoom.us/webinar/register/WN_TCaTqv00QPy-qo1Dc4-JXQ#/registration

ASCCC Part-time Faculty Committee Minutes

DATE: Monday,

11/13/23

TIME: 11am– 12:30pm

Join SDCCD Zoom Meeting
https://sdccd-edu.zoom.us/j/6218156149

Meeting ID: 621 815 6149
One tap mobile
+16699006833,,6218156149# US (San Jose)
+16694449171,,6218156149# US

Minutes

Members

Dr. Maria-José Zeledón-Pérez- Chair*	Carlos Scalisi	Peter Zavala Rodriguez
Dr. LaTonya Parker– 2nd Chair*	Elbina Rafizadeh	Sonja Downing
Annette Owens*	Francis Ellison Howard	Frank Aguirre*

1. Call to Order and Roll Call (*in attendance)
2. Approval of minutes
3. Community Agreements
4. Procedural
    a. Part-time Faculty Committee Page
    b. Shared Committee Google Folder
5. Standing Committee Meeting dates for Spring 2024 via zoom from 11am to 12:30pm. Third Monday of every month
    a. 1/22/24, 2/12/24, 3/18/24, 4/15/24, 5/20/24
6. Action items
    a. FACCC Partnership for Spring Part-time faculty symposium
        i. Guest Jake Traugott (Chair of the FACCC Part-time Committee)

ii. Jake shared what FACCC is. It is an organization that focuses on advocacy and policy to support faculty. They work directly with legislation.
iii. They would like to partner with ASCCC for their Part-time Faculty Symposium. It will happen late May or early June in Zoom. There will be a panel discussion (they will invite the chair of our committee), and break out sessions. They would like to have some of us participating in the break out sessions. More details will be shared at their January meeting. Maria-Jose was invited to attend in representation of this committee.
iv. Their theme will be around the One tier system (based on the Vancouver model). The prior president of the FACCC is writing a paper that talks about the One tier system moving away from the moral argument to a data driven one as this will make more of an impact for legislators. The article will be shared with us later on.
v. I shared that I am also attending the CFT PArt-time faculty committee in an effort to learn and align our efforts in support and advocacy for Part-time faculty.

b. Part-Time Faculty: Equity, Rights, and Roles in Governance Paper . To be presented for a vote at the Spring Plenary. We will be working on it to improve.
   i. Survey results were shared after our last meeting.
   ii. We will devote our January meeting to edit this paper to be presented to the ASCCC final feedback. The goal is to have this paper finalized to be presented and voted on at the Spring Plenary.
c. Update on resolution Add a Designated At-Large Part-Time Representative to the Executive Committee
   i. I talked about this resolution with the ASCCC President as I was going to bring all our concerns and questions to them. SHe expressed that this resolution will be assigned to the Elevating Faculty Voices taskforce that is being formed. ONce they have their membership, they will be working on providing answers and a plan to make this happen.
d. Review Part-time resolution passed by consent at Fall 23 Plenary
   i. Supporting Equal Rights for Part-time Faculty
      1. Resolves will be added as recommendations to the paper
e. 2022-2023 Part-time Faculty Committee End of Year Report
   i. Priorities to work on this semester
      1. We are already working on most of the recommendations from last year's committee

2. After, we are done with the paper, we will focus on creating a strong survey and recommend we use ot one a semester to gather longitudinal data

7. ASCCC Events
    a. Fall Plenary Debrief 2023
        i. Addressing Part-Time Faculty Inequities in Academic and Professional Matters
            1. Institutional and systemic marginalization of part-time faculty in the California Community College is deep and ingrained in our process and policies. Even though part-time faculty play an essential role in supporting the educational goals of over 1.8 million students and fulfilling the promise and mission of California Community Colleges, they experience inequitable treatment in the workplace across the full range of academic and professional matters. In this session, we will address part-time faculty inequities in Academic and Professional Matters.
            2. This session was well attended by Part-time and full-time faculty. It was interactive and many stories were shared. For example, the delegate for voting from Miracosta College was one of their part-time representatives at their senate.
            3. Many of the recommendations shared by faculty and by our presentation will be added to the paper.

8. Next meeting Monday January 22 from 11 to 12:30pm (workshop to work on the paper)

ACADEMIC SENATE
for California Community Colleges
LEADERSHIP · EMPOWERMENT · VOICE

Equity Diversity Action Committee

Thursday,February 22, 2024, 3:00-5:00 PM

Zoom Meeting

Committee Charge: The Equity and Diversity Action Committee (EDAC) responds to resolutions from sessions that deal with the issues of equity, diversity, and inclusion in hiring, equal opportunity, and cultural diversity in the curriculum.EDAC recommends strategies that promote student equity and student success, including effective teaching and student learning styles and fostering a campus climate conducive to faculty diversity and student achievement. The committee provides overall guidance to colleges and recommendations to the Executive Committee with regard to the inquiry, design, and implementation of Guided Pathways frameworks and engages in broad, and inclusive discussion and inquiry about the diversity, action and inclusion integral in the Guided Pathways approach, framework and evidence. The Committee advises the Executive Committee on guidelines, laws and regulations relating to equal opportunity and cultural diversity and promotes the integration of equity and diversity issues in appropriate ASCCC activities. *Revised spring 2021*

Community Agreements:

1. **Show up**, or choose to be present.
2. **Pay attention** to what has heart and meaning.
3. **Tell the truth** without blame or judgment.
4. **Don't be attached to the results**; stay open to the outcome, not attached to it.

From Veronica Keiffer-Lewis, Allied Path Consulting, LLC, who adapted these from *The Four-Fold Way: Walking the Paths of the Warrior, Teacher, Healer, and Visionary By Angeles Arrien*

I. Members Roll Call : * = Present

Karen Chow—Chair *	Monica Esquivel	Cherise Mantia *
Kimberley Stiemke—2nd Chair *	María Figueroa	Edgar Perez
Emily Banh *	Janue Johnson	
Christopher Cardona	Melissa Leal *	

II. Approve minutes/notes from January Meeting
approved by

III. Set January, February, March, April, May Meeting dates

Thursdays 3:00 -5:00 PM, (4th Thursdays)

~~January 25~~
February 22
March 28
April 25
May 23

IV. **Committee Work In Progress:**

A. Melissa & Karen's work on Code of Conduct Draft

current version:
https://docs.google.com/presentation/d/1W3HRzSIge4Tr6avpip7dRRBUcWgD-iCf/edit?usp=sharing&ouid=101271244775087330443&rtpof=true&sd=true

Exec gave input at February meeting:
https://docs.google.com/document/d/12arN262tvnXuheK9x85FRgdFOZDJgEFP/edit?usp=sharing&ouid=101271244775087330443&rtpof=true&sd=true

Discussed feedback from Exec. Melissa: while the feedback about faculty responsibilities for creating safe classrooms/learning environments is beautiful and positive, this toolkit was specifically addressing the part of the Resolved to develop resources "to promote up-to-date and well-publicized codes of conduct and procedures for dealing with discriminatory disruptions and racelighting." We will aim to bring back an updated "Institutional Support For Faculty Maintaining Safe Classrooms"

B. IDEAA PD webinar in April or May??
Potential webinar in May; have to approve at April meeting. Karen to contact Carmen B. Rodriguez (First Year Faculty Seminar) and Cherise (AI discussion workshops)

C. Rostrum Articles for January 14 submission:
Rostrum Articles Deadlines
~~**October 1, 2023**~~ for final publication to the field November 16, 2023
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March 3, 2024 for final publication to the field April 18, 2024

1) What's driving conversations about A.I. on local campuses? & Cautiously curious about use of A.I. as a tool for equality (Maria)
2) Nurturing Emerging Faculty Leaders Through FELA (Emily)
3) "Strategies for Challenges To Inclusive Leadership" (Writeup of Fall Plenary Session Feedback-- Karen, Kimberley, Maria, Cherise?)--
Karen to set up zoom meeting with Kimberley, Maria, and Cherise.

D. Proposals submitted for APAHE on Monday December 11, and for A2MEND January 12

--A2MEND Proposal with ASCCC Black Caucus; A2MEND is taking place March 7-8

ACCEPTED proposals on:

Black Faculty Leadership

Defending DEI work in wake of attack on Claudine Gay

--APAHE Proposal with ASCCC API Caucus; APAHE is taking place April 4-6

APAHE proposal accepted with ASCCC API Caucus on explaining the Resolutions process and reviewing

E. Fall 23 Resolution assigned to EDAC: Resolution 03.01 Academic Senate Support for Increasing Faculty Diversity and Advancing Diversity, Equity, Inclusion, and Accessibility in Evaluation and Tenure Review Processes

4th Resolved assigned to EDAC: Resolved, That the Academic Senate for California Community Colleges develop resources for inclusion, diversity, equity, anti-racism, and accessibility-focused professional development as well as faculty evaluation diversity, equity, inclusion, and accessibility elements by fall 2024.

V. Committee Work Completed:

January 19 Webinar on Equity-Centered Faculty Professional Development was a success! See link to recording and presentation materials here:
https://asccc.org/events/equity-centered-faculty-professional-development

Fall Plenary Breakouts were successful and well-attended! Thank you to presenters!

Thursday, November 16, 2023, 1:45-2:45 First Breakout (in person)

1. Inclusive Leadership: Empowering Diverse Voices *(Karen Chow, Kimberley Stiemke, Maria Figueroa, Cherise Mantia)*

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CalNAGPRA resolution drafted before 9/20; Melissa recommend HOLD for now pending anticipated CCCCO memo guidance about CalNAGPRA

VI. Announcements

A. Check for upcoming events at here
Spring Plenary April 18-20

VII. Adjournment

Parking Lot/Placeholder for Ideas that EDAC Members have brought up previously:

(Janue)
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Professional Development
AFC Union--PD on enhancing DEIA, Cultural Competency Flex obligations
How does ASCCC engage with PD
Lawsuit filed by CCC faculty to resist these & other DEIA initiatives: https://www.sfchronicle.com/california/article/first-amendment-lawsuits-test-california-18301627.php
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(Monica & Edgar)
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Grants for EEO best practices implementation-- Update from Dr. Buul about what granted districts are doing and model them
Model Hiring Principles and Processes Toolkit (ASCCC)
SJCCD success in faculty diversification (SJCC and Evergreen Colleges): https://www.mercurynews.com/2023/08/20/community-college-district-faculty-ranked-among-most-diverse-in-the-nation/?fbclid=IwAR1s-HbmckhiUVuyfKU6CnG_fEr4Lb5GzN0818hxLbjEkmiJvmpzEQozevQ_aem_AXg4w6ACs4PBwNk-_-HnEfzscSgnBXg1bKFk5Cl6x-ZRMHQ9v6CCadXXarbVgaud75c&mibextid=9R9pXO

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Courses need to be designed to not reinforce societal biases and marginalization

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Data & Research Committee, Online Committee

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Generative AI & its use in CCCs--how to ensure IDEAA is centered in its use.
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ACADEMIC SENATE
for California Community Colleges
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ASCCC Part-time Faculty Committee Minutes

DATE: Monday,

02/12/24

TIME: 11am– 12:30pm

Join SDCCD Zoom Meeting
https://sdccd-edu.zoom.us/j/6218156149

Meeting ID: 621 815 6149
One tap mobile
+16699006833,,6218156149# US (San Jose)
+16694449171,,6218156149# US

Minutes

Members

Dr. Maria-José Zeledón-Pérez- Chair*	Carlos Scalisi*	Peter Zavala Rodriguez
Dr. LaTonya Parker– 2nd Chair	Elbina Rafizadeh*	Sonja Downing
Annette Owens*	Francis Ellison Howard*	Frank Aguirre

1. Call to Order and Roll Call (*in attendance)
2. Approval of minutes
3. Community Agreements
4. Procedural
    a. Part-time Faculty Committee Page - **update with latest minutes?**
    b. Shared Committee Google Folder
5. Standing Committee Meeting dates for Spring 2024 via zoom from 11am to 12:30pm. Third Monday of every month
    a. 1/15/24, 2/12/24, 3/18/24, 4/15/24, 5/20/24
6. Action items
    a. FACCC Partnership for Spring Part-time faculty symposium
        i. Friday, May 10, 2:00 - 5:00 PM

ii. Discuss potential themes/ sessions
iii. One tier system— https://www.faccc.org/assets/docs/PolicyPapers/FACCC%20Part-Time%20Faculty%20Equity.pdf
iv. In agreement, we presented in the past with the committee. The chart from the paper has the differences in pay from the FACCC partnership
    1. Cal state faculty gets a raise, everyone does (one system). At CC each board of trustees does it differently
v. It's what faculty unions are negotiating, so it is different across the colleges. The union was there, at the FACCC meeting. The union approves what is negotiated.
vi. It's important to encourage new part-timers to be part of this conversation.
    1. *An idea for a session is how to encourage part-time faculty, especially new ones to participate, engage and advocate for their rights in regard to union issues and Academic Senate affairs.*
    2. *How to have agency as a part-time faculty (intersectionalities)*
vii. April 18, scheduled session from 3-4pm. We will discuss the paper and have FACCC with us.
viii. The ASCCC foundation https://asfccc.com/scholarships/

b. Part-Time Faculty: Equity, Rights, and Roles in Governance Paper Update
    i. The paper was shared as a first read at the ASCCC February Executive meeting. Members of this committee have consistently provided feedback and edits. Members of the ASCCC exec team also provided feedback.
    ii. The paper will be presented as a second read in the exec meeting in march. Once approved by this body, then a resolution will be presented at the Spring Plenary so the delegates can vote to approve this paper. Feedback from FACCC Part-time committee member, shared with permission
    iii. The resolution to adopt this paper was sent to the ASCCC Resolution team to be voted at Spring Plenary
c. Update on resolution Add a Designated At-Large Part-Time Representative to the Executive Committee
    i. Discussed the intent to add language to the bylaws to formalize the process to add a designated Add a Designated At-Large Part-Time Representative to the Executive Committee

ii. Shared about the complications about compensating part-time faculty for the work with ASCCC as compensation depends also at the local level.
    1. Could part-time have a stipend? The general voice is that colleges are not supportive of this idea as they already have full-timers who are supposed/required to do this as part of their teaching obligation.
    2. Do stipends have to come from the senates? Paid for time in the meeting or for all the extra work.
    3. Does compensation have to be dependent on unions?
    4. How are part-time senators compensated at the senate.

d. Review Part-time resolution passed by consent at Fall 23 Plenary
    i. Supporting Equal Rights for Part-time Faculty
        1. Resolves added as recommendations to the paper
        2. Some colleges working on Part-time faculty to be part of their executive team
        3. Maria-Jose will find out how SD City College compensates their Part-time officer
        4. It is important to take into consideration the repercussions of change of leadership therefore following the recommendation closely is imperative

e. 2022-2023 Part-time Faculty Committee End of Year Report
    i. Priorities for this semester
        1. Review data from Part Time Survey to help plan ASCCC Part Time Events
        2. Support bylaws changes to address the resolution on Part Time Exec Member IN PROGRESS
        3. Continue partnership with FACCC and professional development opportunities IN PROGRESS
        4. Use Data to write additional resources for Part Time faculty including Rostrum, Toolkits, resolutions and presenting at conferences
        5. Plan for ongoing surveying of Part-Time Faculty, Longitudinal Data and outreach to districts not participate in this survey (Data planning)
        6. Plan smaller/targeted survey to address questions from survey/paper
        7. Find a way to get qualitative data from part-time faculty

8. Work with ASCCC office to create annual data questions for longitudinal

7. ASCCC Events
    a. FACCC Part-time faculty symposium May 10th, 2-5pm
    b. Spring Plenary 2024 Apr 18 2024, 8am - Sat, Apr 20 2024, 5pm—***Provisions to grant Zoom access to all ASCCC part-time committee?***

8. Next meeting Monday March 18 from 11 to 12:30pm

Intersegmental Curriculum Council (ICC)
December 13, 2023

Via Zoom

Members:

Name; Position; Voting (V), Advisory (A) or Support (S)	***Present***
David Barsky, Mathematics faculty, CSU San Marcos (V)	*X*
Paul Carpenter, Kinesiology faculty, CSU East Bay (V)	*X*
Tracy Dawn Hamilton, Mathematics faculty, Sacramento State (V)	*X*
Ginni May, (Chair ICC – votes only to break a tie), Intersegmental Projects Director, ASCCC (V)	*X*
Nghiem Thai, Librarian, Merritt College (V)	*X*
Sharyn Eveland, Psychology Faculty, Taft College (V)	
Trish Nelson, English Faculty, College of Alameda (V)	
Julie Clark, Articulation Officer, Merced College (A)	*X*
Dolores Davison, C-ID Curriculum Director, ASCCC (A)	*X*
Gerardo Okhuysen, Management Professor, UC Irvine (A)	*X*
Carrie Roberson, MCW Chair, ASCCC (A)	*X*
Marci Sanchez, Assistant Director of Undergraduate Transfer Programs, CSUCO (A)	*X*
John Stanskas, Vice Chancellor of Educational Services & Support, CCCCO (A)	*X*
Helen Young, Assistant Project Director, HBCU (A)	*X*
Cheryl Pugh, Articulation Officer, Cal State Los Angeles (A)	
**TBD, AICCU (A)*	
Raul Arambula, Dean of Intersegmental Support, CCCCO (S)	*X*
Brent Foster, Assistant Vice Chancellor & State University Dean, CSUCO (S)	*X*
Bob Quinn, Academic Planning & Development Specialist, CCCCO (S)	

Staff Present:
Krystinne Mica, Executive Director, ASCCC
Miguel Rother, C-ID Program Manager, ASCCC
Megan Trader, C-ID Program Coordinator, ASCCC

I. Introductions and Announcements

Chair May welcomed committee members and introductions were made.

II. Approval of the Agenda

The December 13, 2023 agenda was approved by consensus.

III. Approval of the November 8, 2023 Meeting Minutes

The November 8th ICC Meeting minutes were approved by consensus with the following revisions:

- Item VII, first paragraph. The word “was” is missing at the end of the second line (between “discussed” and “updating”)
- Item VII, first paragraph. Clarify the “Chancellor’s Office” in the third sentence is the CCC Chancellor’s Office.
- Item VIII, second paragraph (top line on page 3). “stem” should be all-caps.

IV. Updates

1. C-ID Advisory Committee

Davison gave a quick update on the C-ID Advisory Committee. The C-ID website survey had been sent out to the academic senate presidents, curriculum chairs in the community colleges, and the articulation officers Listserv. If more feedback is needed by the original survey completion deadline, Stamm from the tech center indicated they would be willing to extend the deadline to collect more feedback. The Ethnic Studies Faculty Discipline Review Groups (FDRGs) will continue to be convened in Spring 2024, with a goal to publish the CCCCO templates on September 1st, 2024. Other news included that a member of the AO Subgroup, Kara Maas, stepped down and will need to be replaced, and that the Communication Studies FDRG will be convened to discuss changes that will need to occur with the implementation of Cal-GETC.

2. Model Curriculum Workgroup (MCW)

Roberson gave an update on the MCW. The MCW had been discussing the inclusion of baccalaureate degree programs. Other items included the impending C-ID website update and what information regarding the MCW should be displayed and where it should be housed.

3. Transfer Alignment Project Workgroup (TAP WG) – GM

May gave an update on the progress of the TAP WG, which has been working to convene STEM discipline FDRGs to look at the TMCs and ensure that CCC students are well prepared as they transfer to four-year university while fulfilling TMC requirements. Six FDRGs and partial FDRGs have met. Jim Chalfant (serving on the TAP, retired UC faculty member), has been looking at UC major requirements by campus and putting together spreadsheets. The outcome and suggested next steps, pulled as a minimum partial FDRGs to start the conversation. One recommendation going forward is that draft ADTs should be created to show the actual number of units that would need to be included. There has also been consideration for Area 5 in the Cal-GETC that, for some STEM majors, permits students to take a science course in each of two different disciplines instead of one in physical sciences and one biological sciences. Mica also announced that the ASCCC has hired Holly Deme as Project Manager for

the Transfer Alignment Project (TAP). Other updates, by discipline, are included in the Report to ICC on TAP Work.

V. TMC Development for Discipline Selection

May presented the final document to the group. Barsky suggested considering the "regional diversity" criterium as a future agenda item for reconsideration.

VI. FDRG Processes

In light of AB 928 recommendations, in regard to fully staffing FDRG for upcoming five-year reviews and the TAP, May requested the group to consider and provide recommendations of what revisions and updates to the FDRG processes might be helpful to move forward with sufficient faculty recruitment. Regular intercollege meetings, inviting faculty from all three segments, were suggested to work on C-ID and TMC updates, in order to better encourage dialogue and intersegmental engagement. Financial compensation for FDRG involvement was also considered. May requested the group members consider various suggestions and ideas to bring forward to a future ICC meeting for consideration.

VI. ICC Traveling Roadshow

The group discussed the possibility of the ICC Traveling Roadshow to share the processes of TMC and ADT development. A suggestion was made to disband the FDRGs and convene discipline faculty from all three segments to review/develop TMC and curriculum requirements, vet TMCs and criteria developed/revised during these meetings, and then finalizing materials through the ICC. May suggested developing these ideas more fully and then bringing the information to the next ICC meeting.

XI. Future Agenda Items

1. ICC Handbook – GM
2. Reconsidering processes for TMC development and modification – GM
   Context: Processes, roles, and composition of FDRGs and DIGs

XII. Adjournment

Intersegmental Curriculum Council (ICC)
January 24, 2024

Via Zoom

Attendance:

Name; Position; Voting (V), Advisory (A) or Support (S)	***Present***
David Barsky, Mathematics faculty, CSU San Marcos (V)	*X*
Paul Carpenter, Kinesiology faculty, CSU East Bay (V)	*X*
Tracy Dawn Hamilton, Mathematics faculty, Sacramento State (V)	*X*
Ginni May, (Chair ICC – votes only to break a tie), Intersegmental Projects Director, ASCCC (V)	*X*
Nghiem Thai, Librarian, Merritt College (V)	*X*
Sharyn Eveland, Psychology Faculty, Taft College (V)	*X*
Trish Nelson, English Faculty, College of Alameda (V)	*X*
Julie Clark, Articulation Officer, Merced College (A)	*X*
Dolores Davison, C-ID Curriculum Director, ASCCC (A)	*X*
Gerardo Okhuysen, Management Professor, UC Irvine (A)	*X*
Carrie Roberson, MCW Chair, ASCCC (A)	*X*
Marci Sanchez, Assistant Director of Undergraduate Transfer Programs, CSUCO (A)	*X*
John Stanskas, Vice Chancellor of Educational Services & Support, CCCCO (A)	
Helen Young, Assistant Project Director, HBCU (A)	
Cheryl Pugh, Articulation Officer, Cal State Los Angeles (A)	*X*
**TBD, AICCU (A)*	
Raul Arambula, Dean of Intersegmental Support, CCCCO (S)	
Brent Foster, Assistant Vice Chancellor & State University Dean, CSUCO (S)	*X*
Bob Quinn, Academic Planning & Development Specialist, CCCCO (S)	*X*

Staff Present:
Holly Deme, TAP Program Manager, ASCCC
Krystinne Mica, Executive Director, ASCCC
Miguel Rother, C-ID Program Manager, ASCCC
Megan Trader, C-ID Program Coordinator, ASCCC

I. Introductions and Announcements

Chair May welcomed committee members and introductions were made.

II. Approval of the Agenda

The January 24, 2024 agenda was approved by consensus.

III. Approval of the December 13, 2023 Meeting Minutes

The December 13th ICC Meeting minutes were approved by consensus with minor grammatical revisions.

IV. Reports

1. C-ID Advisory Committee

Davison gave a brief update regarding the C-ID Advisory Committee, which has not convened yet in 2024. The C-ID Advisory Committee has been having discussions regarding the C-ID website, which has been undergoing updates from the CCC tech center. A survey was sent out again in early 2024 via the CIAC email list to gather more responses regarding how the website can be improved and better serve California community colleges. It was reported that the C-ID Advisory Committee has also been having discussions about compensation for FDRG members and Course Reviewers for C-ID: how much to compensate faculty reviewers as well as how to fund the compensation.

2. Model Curriculum Workgroup (MCW)

Roberson gave a brief update regarding the work of the MCW. The MCW has been reexamining existing MCs to update the templates for consistency while making no changes to content. The group was also given a reminder that the Ethnic Studies Core Competencies were completed by the group and are now housed on the C-ID website. The MCW has been envisioning processes and policies, as well as where and how to house information regarding the work of the reconstituted MCW. The group has been discussing a survey which would be sent to the field to determine California community college needs and usage of MCs how to align the efforts of the MCW while making information provided by the MCW online convenient for CCCs. The group has also been continuing to consider how the future repository for MCs would best serve students. The MCW is considering baccalaureate degree programs, as there have been a number of emerging programs and noncredit programs.

3. Transfer Alignment Project Workgroup (TAP WG)

May announced that the TAP WG received funding and brought on Deme as the new TAP Program Manager. Deme, who had previously been the Program Director at ASSIST for ten years, was returning to work for the ASCCC again in this new role. Deme is now organizing and synthesizing all TAP information, including Google docs, minutes, a work plan, progress reports, etc. The TAP WG met on January 9th and discussed work that took place in the fall that presented in a report provided to ICC on December 13th. TAP WG is also working on designing a brand for TAP and creating a website to house information regarding the Transfer Alignment Project. TAP is currently looking at processes for how to bring in collaboration among CSU, UC, and community college faculty, in addition to including any faculty that may want to help with this project from independent institutions. The group is bringing in faculty from these segments to

identify where transfer pathways align and to explain when pathways don't align, the benefits to students of having separate pathways.

V. Information/Discussion

1. Cal-GETC Implementation

Request: Identify how ICC actions can assist and not hinder the Cal-GETC implementation, then develop plan to minimize impacting.

California community college articulation officers have requested that the ICC evaluate the possibility of placing a pause on new or changed versions of TMCs for the September cycle while they continue to revise all ADT degrees to accommodate Cal-GETC requirements. The request to have a discussion to see if there's an opportunity to place a hold on processing new or changed versions of TMCs would be to give some relief at the college level while articulation officers are trying to revise their other ADTs. After some discussion, the group agreed that while unable to put a moratorium on other ADT revisions and new ADTs, the ASCCC will continue to be available to help support this effort and any CCC staff and faculty should feel free to voice concerns and communicate if they need assistance.

VI. Discussion/Action

1. TMC Cal-GETC Conversions

Request: Provide a timeline for the release of remaining TMC Cal-GETC conversions.

Quinn presented this request for a timeline of the release of all remaining TMC Cal-GETC conversions. Quinn's request originated from a concern regarding the Elementary Teacher Education (ETE) ADT, because it was not included in the list of TMC templates in Cal-GETC format on the Chancellor's Office website. Davison clarified that STEM degrees and other high unit degrees were being prioritized as well as degrees with legislative or regulatory mandates. All other disciplines would be convened when possible. Rother noted the ETE FDRG is engaged and would likely have completed their revisions by the end of the semester. May stated that all TMC Cal-GETC conversions can only be guaranteed to be completed as soon as possible due staffing capacity.

2. Reconsidering processes for TMC Development and Modification

Context: Processes, roles, and composition of FDRGs and DIGs

May proposed discussing the processes to be more transparent, and the possibility of making available a list of FDRG members for each discipline, which might also help with recruitment efforts. Because of recommendations coming from the AB 928 committee on transparency on who's doing the work, the C-ID Leadership group has engaged in discussion about how to share such a list of current FDRG members and what considerations to make if a faculty volunteer declined to share their participation on the website. Rother and Mica noted there is an internal list that already exists that can be shared with the CSUCO.

However, a larger conversation around public facing information would need to take place before posting that information on the website.

XI. Future Agenda Items

1. ICC Handbook – GM

Sanchez is working on a short segment regarding the CSUCO to add to the ICC Handbook.

2. ICC traveling roadshow – GM

Sanchez, Mica, and May will be considering possibilities for a traveling roadshow to discuss at the next ICC meeting.

XII. Adjournment

Intersegmental Curriculum Council (ICC)
November 8, 2023

Via Zoom

In Attendance:
Voting Members
David Barsky, Mathematics faculty, CSU San Marcos
Paul Carpenter, Kinesiology faculty, CSU East Bay
Sharyn Eveland, Psychology faculty, Taft College
Tracy Dawn Hamilton, Mathematics faculty, Sacramento State University
Ginni May, (Chair ICC – votes only to break a tie), Intersegmental Projects Director, ASCCC
Trish Nelson, English faculty, College of Alameda
Nghiem Thai, Librarian, Merritt College

Advisory Members
Julie Clark, Articulation Officer, Merced College
Dolores Davison, C-ID Curriculum Director, ASCCC
Gerardo Okhuysen, Professor, UC Irvine
Cheryl Pugh, Articulation Officer, Cal State Los Angeles
Carrie Roberson, MCW Chair, ASCCC
Marci Sanchez, Assistant Director of Undergraduate Transfer Programs, CSUCO
John Stanskas, Vice Chancellor of Educational Services & Support, CCCCO

Support
Raul Arambula, Dean of Intersegmental Support, California Community Colleges Chancellor's Office (CCCCO)
Brent Foster, Assistant Vice Chancellor & State University Dean, CSUCO

Staff
Krystinne Mica, Executive Director, ASCCC
Miguel Rother, C-ID Program Manager, ASCCC
Megan Trader, C-ID Program Coordinator, ASCCC

I. Introductions and Announcements

Chair May welcomed committee members and introductions were made.

II. Approval of the Agenda

The November 8, 2023 agenda was approved with the following revisions:

- Correct the committee title
- Incorporate reorganization of committee members listed and clarification of the roles of each member

III. Approval of the October 4, 2023 Meeting Minutes

The October 4th ICC Meeting minutes were approved by consensus.

IV. TMC Development for Discipline Selection - Update

An update on discipline selection for future TMC development was given. A subcommittee has been formed (Sanchez, Young, Kutil, Hamilton, Arambula, and Davison) and is currently working to define the requirements for discipline selection.

V. Updates

1. C-ID Advisory Committee
    - Davison gave an update regarding the Discipline Input Group (DIG) sessions that were convened via Zoom to discuss the development of TMCs for Music Industry Studies, Women & Gender Studies, and Cybersecurity. The Music Industry Studies and Women & Gender Studies disciplines will be moving forward with the creation of TMCs, while Cybersecurity will not be moving forward at this time.
    - C-ID staff is also working to recruit faculty volunteers to fill out as many incomplete FDRGs as possible, so that work toward TMC creation or revision will not be stalled. Davison mentioned there is discussion toward possibly convening future DIGs and FDRG meetings in person.
    - The new Public Health TMC will have the “2.0” removed from the title.

2. Model Curriculum Workgroup (MCW) Committee
    - Roberson gave an update regarding the MCW Committee, which met on October 30th. The committee reviewed their charter responsibilities and membership to include these clarifications in the ICC handbook. The group will also review information about the MCW Committee that is currently housed on the C-ID webpage. The C-ID site is undergoing changes, so any proposed revisions will be taking the site update into account.
    - The group also discussed coordinating with the regional consortia to ascertain whether their respective scopes of work overlap. The group also discussed sharing information about the MCW at future events, such as Curriculum Regionals or future Plenary Sessions or hosting special events for this purpose.

3. Transfer Alignment Project Workgroup

May presented gave a brief update regarding the TAPW meeting that took place Monday the 6th .to discuss high unit STEM pathways. There were no items from TAPW attendees for further discussion at the ICC meeting.

VI. TMC Request Updates

Rother and Davison gave updates regarding incoming TMC requests from the field. There was one TMC request for Japanese, one for Elementary Teacher Education with a Special Education focus, and one for Counseling. Previous to the fall semester there had also been one for Architecture. Because of the student-centered funding formula there have been more colleges interested in creating CSU transferrable TMCs for fields that don't already have one created in C-ID. However, because of the finite resources of time and work on behalf of C-ID staff, there may be a limit to how many TMCs that can be created or explored per semester.

VII. ICC Priorities for 2023-24

May presented a draft document outlining the previously established purpose and responsibilities for the ICC (formerly ICW). One priority the group discussed updating TMCs for compliance with Cal-GETC. The Chancellor's Office has also begun to discuss updating the ADT submission form, so they are requesting that the TMCs are updated for Cal-GETC compliance as soon as possible. A uniform TMC template is also in the process of being created to minimize confusion and ensure that all pertinent information is included when articulation officers submit for C-ID alignment.

Another priority is updating the C-ID/ICC/ADT handbook, which was approved two years ago to put everything together. The title needs the "ICW" to be revised to "ICC", and a section for the MCW needs to be added. The listing for "C-ID Projects Director" also needs to be changed to "Intersegmental Projects Director". Sanchez volunteered to contribute a segment regarding how ADTs are implemented at CSUs.

VIII. TMC Review & Recommendation for Modifications for 7 STEM Pathways in Response to AB 928: Update

At the September 13th, 2023 ICW Committee meeting, the ICC (formerly "ICW") members discussed the possibility of making a request for STEM pathways FDRGs. Since that time, the AB 928 committee met and indicated that more information needs to be gathered to determine how to create TMCs for the seven (7) STEM disciplines to best prepare students for transfer to both CSU and UC. It was decided that this information would be best gathered b convening the FDRGs for these disciplines. The first step would be to provide relevant data to justify the modification/creation of seven (7) STEM TMCs/ISMC/UCTPs for Engineering, Biology, Computer Science, Environmental Science, Mathematics, Chemistry, and Physics. The ICW members agreed by consensus to call for the FDRGs in these disciplines to convene and begin this work.

May presented the document from the Transfer Alignment Project that would be sent to the FDRGs and shared with the AB 928 Committee. The document indicates the TAP Workgroup would be recommending modifications to the TMCs of high unit stem majors, as well as the ISMC for Engineering. The AB 928 committee is considering up to an additional six (6) units for the ADT for both the CSU and UC, in which the proposal for one or two Cal-GETC courses to be completed after transfer to CSU or UC would accomplish this, while still meeting certain requirements from the four year institutions. The TAP Workgroup, ICC, and the AB 928 Committee will be reporting their progress by December 13th.

The ICC will be providing a draft pathway for the FDRGs in these disciplines to consider. They would need to modify, vet and make recommendations for an updated TMC but if they are unable to update the TMC within the given parameters, they would need to provide reasons why this cannot be done. Each FDRG needs to include CCC, UC and CSU faculty to make sure the TMCs would be fulfilling the requirements of the agreements and meeting the needs of the students transferring to the four-year institutions. Each FDRG will work with the ICC, the C-ID Advisory Committee as well as C-ID staff to determine the venue for student voice. Once these proposed modifications are established (or it is decided that no modifications will be made), the revised TMCs will be submitted to the ICC for approval.

IX. TMC Updates and 2.0 Designation

If non-substantive changes are made to the TMC, there would be no need for a "2.0" version. However, if changes are made to the TMC which results in the CSU no longer accepting the previous ADT, a "2.0" designation would then be made.

X. TMC Development for Discipline Selection: Workgroup Recommendations

Hamilton, Arambula, Young, Kutil and Davison convened to discuss and reevaluate the current selection criteria for TMC Development. The group agreed that updating the selection criteria might be necessary for a variety of reasons: the interest of increasing the number of TMCs, the increase of CCCs interested in creating TMCs due to the student-centered funding formula, and to ensure that TMCs which have been created as a result of legal mandates or regulation are still meeting certain basic criteria.

A TMC would be considered for development if all the following are met:

- Interest by faculty and students inter-segmentally;
- A minimum of four CSUs with similar programs that are current or in development that demonstrate some element of consistency in the lower division preparation for the major across the CSU campuses;
- Regional diversity of CSU and CCC campuses offering the degree;
- A minimum of 100 students transferring to the CSU annually in the major OR evidence of significant growth of transfer numbers over the preceding three years;

- A limit of five (5) new TMCs each academic year unless mandated by law or regulation;
- The inclusion of students in the process of creating TMCs should be required;
- The included caveat that if there is evidence of significant growth of transfer numbers in the preceding three years, that would be grounds to consider the TMC.

Action: Approval with proposed changes/revisions incorporated from discussion (Davison, Roberson, MSC).

XI. TMC Review and Modification in Response to Cal-GETC

May presented three packets for consideration:
https://drive.google.com/drive/folders/1U2m8H9YOwj7TA9cjqFXBJVJ-OcOegJ-i

i. Group 1 are those TMCs (ISMCs, UCTPs) that have non-substantive changes, no discipline implications. For compliance, this group is presented to ICC as an information item.
ii. Group 2 are those TMCs that have minimal change, but we do not believe they really impact the discipline. This group is presented to ICC for discussion and approval of minimal and clarifying changes.
iii. Group 3 are those TMCs with substantive changes that need to be reviewed by the FDRGs. This group is presented to ICC to be sent to FDRGs for consideration.

Revisions were made to the Social Justice Studies TMC, and the group proposed moving this discipline to Group 3.

The ICC will craft a memo that will be sent out around the same time as the memo from the Chancellor's Office regarding these proposed changes.

Action: Approval with proposed changes/revisions incorporated from discussion (Barsky, Eveland, MSC).

XI. Future Agenda Items

1. ICC Traveling Road Show
2. Update ICC Handbook

XII. Adjournment

ACADEMIC SENATE
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Equity Diversity Action Committee

Thursday, January 25, 2024, 2:00-4:00 PM

Zoom Meeting

Committee Charge: The Equity and Diversity Action Committee (EDAC) responds to resolutions from sessions that deal with the issues of equity, diversity, and inclusion in hiring, equal opportunity, and cultural diversity in the curriculum.EDAC recommends strategies that promote student equity and student success, including effective teaching and student learning styles and fostering a campus climate conducive to faculty diversity and student achievement. The committee provides overall guidance to colleges and recommendations to the Executive Committee with regard to the inquiry, design, and implementation of Guided Pathways frameworks and engages in broad, and inclusive discussion and inquiry about the diversity, action and inclusion integral in the Guided Pathways approach, framework and evidence. The Committee advises the Executive Committee on guidelines, laws and regulations relating to equal opportunity and cultural diversity and promotes the integration of equity and diversity issues in appropriate ASCCC activities. *Revised spring 2021*

Community Agreements:

1. **Show up**, or choose to be present.
2. **Pay attention** to what has heart and meaning.
3. **Tell the truth** without blame or judgment.
4. **Don't be attached to the results**; stay open to the outcome, not attached to it.

From Veronica Keiffer-Lewis, Allied Path Consulting, LLC, who adapted these from *The Four-Fold Way: Walking the Paths of the Warrior, Teacher, Healer, and Visionary By Angeles Arrien*

I. Members Roll Call : * = Present

Karen Chow—Chair *	Monica Esquivel *	Cherise Mantia *
Kimberley Stiemke—2nd Chair *	María Figueroa *	Edgar Perez
Emily Banh *	Janue Johnson	
Christopher Cardona	Melissa Leal *	

Check-In: Discussed Claudine Gay's resignation after weeks of intense accusations about her weak stance on anti-Semitism and not properly citing sources in dissertation, and the connection to a larger movement to dismantle DEI in higher education nationwide and prohibit discussions of race, gender identity, and other LGBTQ+ topics. Acknowledgement of continued harassment of Ethnic Studies faculty, especially women of color. Acknowledgement of racial battle fatigue and faculty of color being called upon to do heavy lifting work on

advancing institutional DEI

II. **Approve minutes/notes from December Meeting**
Approved

III. **Set January, February, March, April, May Meeting dates**

Thursdays 3:00 -5:00 PM, (4th Thursdays)
January 25
February 22
March 28
April 25
May 23

IV. **January 19 Webinar on Professional Development De-Brief**
Karen and Kimberley reported that 79 registered for this webinar, about 39 attended/participated. Presentations by Katie Palacios (SD Mesa MOST program) and Mitra Sapienza (CCSF Community of Practice on Instructor-Level Disaggregated Data) were informative and generated robust discussion. Enthusiasm generated for additional webinars/presentations on Equity Centered Faculty PD programs/activities.

V. **Committee Work In Progress:**

A. **Melissa & Karen's work on Code of Conduct Draft**

Melissa presented the PPT she has put together:
https://docs.google.com/presentation/d/1W3HRzSIge4Tr6avpip7dRRBUcWgD-iCf/edit?usp=sharing&ouid=101271244775087330443&rtpof=true&sd=true

Discussion generated the following ideas for further updates:
--Start PPT with link to Resolution and the assignment of EDAC to produce the toolkit/resource (2nd Resolved)
--Use "Purpose of Toolkit" (Slide 7) as the structure for the rest of the Toolkit/PPT, items #1-5
--Add in resources for:
--Trauma informed cultures of care strategies/approaches for how not to re-traumatize targets of racelighting or other
--How to create Community Agreements for classes/meetings and sample Community Agreements (including ASCCC's Community Agreement--Karen can drop in slide/PDF)
--under #5: Suggest that Academic Senate to ask what happens to Maxient reports after they are filed by faculty, and how previously filed Maxient reports are used in campus response to a complaint of violation of Code of Conduct?
--A guidance to add: If needed, update college/district Board Policy & Administrative Procedure to state that refusal to use/acknowledge preferred gender identity is a Title IX violation
--add a resource on "When is a Code of Conduct not a violation of freedom of speech?" (Karen added a new slide 7 on this--generated by ChatGPT)

B. IDEAA Regionals in March?? One in South (Edgar's College--Feb 23 or March 1), one in North? OR Proposal for CCCCO Pathways To Equity conference April 8-9 in Anaheim, CA? Proposals due Jan 15

Was not discussed since Edgar was not present

Pathways To Equity Conference very close in date to ASCCC Spring Plenary

C. Rostrum Articles for January 14 submission:
Rostrum Articles Deadlines
~~**October 1, 2023**~~ for final publication to the field November 16, 2023
~~**January 14, 2024**~~ for final publication to the field February 23, 2024
March 3, 2024 for final publication to the field April 18, 2024

1) What's driving conversations about A.I. on local campuses? & Cautiously curious about use of A.I. as a tool for equality (Maria)
2) Nurturing Emerging Faculty Leaders Through FELA (Emily)
3) "Strategies for Challenges To Inclusive Leadership" (Writeup of Fall Plenary Session Feedback-- Karen, Kimberley, Maria, Cherise?)

Karen proposed to discuss at next meeting if these can be generated for March rostrum deadline

D. Proposals submitted for APAHE on Monday December 11, and for A2MEND January 12
--A2MEND Proposal with ASCCC Black Caucus; A2MEND is taking place March 3-4
--APAHE Proposal with ASCCC API Caucus; APAHE is taking place April 4-6

Karen will inform EDAC if proposals are accepted; EDAC members are welcome to help present--please let Karen know if interested.

E. Fall 23 Resolution assigned to EDAC: Resolution 03.01 Academic Senate Support for Increasing Faculty Diversity and Advancing Diversity, Equity, Inclusion, and Accessibility in Evaluation and Tenure Review Processes
4th Resolved assigned to EDAC: Resolved, That the Academic Senate for California Community Colleges develop resources for inclusion, diversity, equity, anti-racism, and accessibility-focused professional development as well as faculty evaluation diversity, equity, inclusion, and accessibility elements by fall 2024.

We will discuss at Feb. 22 meeting gathering resources for faculty evaluation language/wording for diversity, equality, inclusion and accessibility elements.

Discussed Ideas for topics for Spring Plenary breakouts and general sessions:
1) **--Faculty hiring practices and addressing pushback on enacting guidelines to diversify hiring committee composition and processes**
2) **--How can local and statewide senate defend and strengthen DEI work, and address challenges to DEI work / Challenges To DEI Work / DEI Work and Academic Freedom**

VI. **Committee Work Completed:**

Fall Plenary Breakouts were successful and well-attended! Thank you to presenters!

Thursday, November 16, 2023, 1:45-2:45 First Breakout (in person)

1. Inclusive Leadership: Empowering Diverse Voices *(Karen Chow, Kimberley Stiemke, Maria Figueroa, Cherise Mantia)*

Friday, November 17, 2023, 1:15-2:15 PM 3rd Breakout (in person)

Professional Development and Instructional Design Frameworks that Center IDEAA and Cultural Humility *(Karen Chow, Mitra Sapienza, Janue Johnson, Monica Esquivel)*

Resolution *03.01 F23 Academic Senate Support for Increasing Faculty Diversity and Advancing Diversity, Equity, Inclusion, and Accessibility in Evaluation and Tenure Review Processes-- PASSED by ASCCC Body

October 19 CCCCO Undocumented Students Week of Action Webinar-- with participation from Edgar, Monica, Karen, Katherine Vilchez from Miracosta & Cheryl Aschenbach

CalNAGPRA resolution drafted before 9/20; Melissa recommend HOLD for now pending anticipated CCCCO memo guidance about CalNAGPRA

VII. Announcements

A. Check for upcoming events at here

Curriculum Regionals:
Santa Ana College, Feb. 24
College of Sequoias, March 1
De Anza College, April 2

VIII. Adjournment- 5:05 PM

Parking Lot/Placeholder for Ideas that EDAC Members have brought up previously:

(Janue)
Title 5 Changes to Faculty evaluations & Local implementation: Title 5. § 53602. Advancing Diversity, Equity, Inclusion, and Accessibility in Evaluation and Tenure Review Processes. https://www.cccco.edu/-/media/CCCCO-Website/Office-of-General-Counsel/Form-400--Reg-Text-DEIA-Evalution-and-Tenure-Review-of-Dsitrict-Employees.pdf?la=en&hash=3370253B484C2DBA2FDF5C00117386D53C9C5EF0

Professional Development
AFC Union--PD on enhancing DEIA, Cultural Competency Flex obligations
How does ASCCC engage with PD
Lawsuit filed by CCC faculty to resist these & other DEIA initiatives:

https://www.sfchronicle.com/california/article/first-amendment-lawsuits-test-california-18301627.php
Framework for developing PD programming plan that centers DEI and Cultural Competency, including Instructional Design
What does that look like?
Examples: Southwestern College, SD Mesa,
CCCCO 2022 EEO & Culturally Competent Professional Development Memorandum

(Monica & Edgar)
EEO & Hiring in Equitable ways
CCCCO DEIA Implementation Plan (with recommendations about EEO)
Pushback in local implementation
Roles of EEO rep in committee
Defining what DEIA means and cultural humility and competency
Additional resources: https://www.4csd.com/
CCCCO 2022 EEO & Culturally Competent Professional Development Memorandum
Grants for EEO best practices implementation-- Update from Dr. Buul about what granted districts are doing and model them
Model Hiring Principles and Processes Toolkit (ASCCC)
SJCCD success in faculty diversification (SJCC and Evergreen Colleges):
https://www.mercurynews.com/2023/08/20/community-college-district-faculty-ranked-among-most-diverse-in-the-nation/?fbclid=IwAR1s-HbmckhiUVuyfKU6CnG_fEr4Lb5GzN0818hxLbjEkmiJvmpzEQozevQ_aem_AXg4w6ACs4PBwNk-_-HnEfzscSgnBXg1bKFk5Cl6x-ZRMHQ9v6CCadXXarbVgaud75c&mibextid=9R9pXO

(Kimberley & Karen)
Equity in Instructional Design and COR
Courses need to be designed to not reinforce societal biases and marginalization
DEI in Curriculum Toolkit (ASCCC)
CCCCO DEI In Curriculum Memo (2022)

NEW as of 9/23: Karen now chairing 5C (statewide CCC Curriculum Committee) Workgroup on Infusing DEIA in Title 5 and PCAH (Programs and Course Approval Handbook)

(María)
Impact of pandemic quick pivot to mostly online instruction and continued prevalence online teaching/learning on equity of student access and success
Data & Research Committee, Online Committee

(Chris)
Overall student success and access for Students With Disabilities in online learning and teaching modalities

(María)
Generative AI & its use in CCCs--how to ensure IDEAA is centered in its use.
NEW upcoming FACCC + ASCCC + CCCCO zoom webinars on A.I. (topics currently are not explicitly IDEAA focused ?) :
https://cccconfer.zoom.us/webinar/register/WN_TCaTqv00QPy-qo1Dc4-JXQ#/registratio

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ACADEMIC SENATE
for California Community Colleges
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ASCCC Part-time Faculty Committee Minutes

DATE: Monday,

03/18/24

TIME: 11am– 12:30pm

Join SDCCD Zoom Meeting
https://sdccd-edu.zoom.us/j/6218156149

Meeting ID: 621 815 6149
One tap mobile
+16699006833,,6218156149# US (San Jose)
+16694449171,,6218156149# US

Agenda

Members

Dr. Maria-José Zeledón-Pérez- Chair*	Carlos Scalisi	Peter Zavala Rodriguez
Dr. LaTonya Parker– 2nd Chair*	Elbina Rafizadeh*	Sonja Downing
Annette Owens	Francis Ellison Howard	Frank Aguirre

1. Call to Order and Roll Call (*in attendance)
2. Approval of minutes
3. Community Agreements
4. Procedural
    a. Part-time Faculty Committee Page
    b. Shared Committee Google Folder
5. Standing Committee Meeting dates for Spring 2024 via zoom from 11am to 12:30pm. Third Monday of every month
    a. 1/15/24, 2/12/24, 3/18/24, 4/15/24, 5/20/24
6. Action items
    a. **ASCCC Spring Plenary**

i. Any of our part-time faculty committee members are encouraged to email the ASCCC Executive director directly so she can waive the registration fee for you to attend the plenary. Krystinne Mica <krystinne@asccc.org>

b. **Spring Plenary Part-time Faculty Session (Online)**
   i. Thursday, April 18, from 3:00 p.m. to 4:00 p.m. **Third Breakout Sessions**
      1. *Online Session "Empowering Part-Time Faculty: Recommendations and Partnerships for Equity, Rights, and Governance Roles"* Description: Join us for a transformative session dedicated to addressing the crucial issues surrounding part-time faculty members, including equity, rights, and opportunities for governance roles within academic institutions. In this collaborative workshop, we will explore actionable recommendations and innovative partnerships aimed at empowering part-time faculty and promoting a more inclusive and equitable academic environment.
   ii. Part-Time Faculty: Equity, Rights, and Roles in Governance Paper to be voted on through a resolution at the senate
      1. Need to confirm names and colleges to give credit
   iii. Resolution to adopt paper

c. **ASCCC Part-time Listserv**
   i. https://www.asccc.org/sign-our-newsletters

7. ASCCC Events
   a. FACCC Part-time faculty symposium May 10th, 2-5pm
   b. Spring Plenary 2024 Apr 18 2024, 8am - Sat, Apr 20 2024, 5pm

8. Next meeting Monday April 15 from 11 to 12:30pm

California Community Colleges

Flexible Calendar Program Workgroup Meeting

Monday, March 11th, 2024
10:00 AM – 3:00 PM
In-Person: Chancellor's Office
1102 Q St. 6th Floor Room 6BC (639-640)
Sacramento CA 95811

Zoom: https://cccconfer.zoom.us/j/86267744287

Telephone: +1 669 900 6833 (US Toll), +1 669 444 9171 (US Toll)
Meeting ID: 862 6774 4287

2024-2025 Flex Workgroup Members
CCCCO: John Stanskas, Raul Arambula, **CCCO IEPI:** Siria Martinez, Abdimalik Buul, Ebony Jeffries **4CDS:** Chris Franz, Rania Hamdy, Jason Robinson **FCCC:** Beth Kay **4CS:** Hope Ell **CCCCIO:** Lynn Write, Carlos Lopez **ASCCC:** Dr. LaTonya Parker, Mitra Sapienza, Christopher Howerton, Katie Krolikowski, Linda Beauregard-Vasquez

Action	Item	Enclosure
10:00AM – 10:20AM **Discussion**	**I. Welcome, Housekeeping, & Ice Breaker** ➢ John Stanskas, CCCCO VC ESLEI ➢ Siria Martinez, CCCO AVC of Student Equity and Success ➢ Abdimalik Buul, CCCO Visiting Executive of Educational Excellence ➢ Ebony Jeffries, CCCO Dean Institutional Effectiveness ▪ Who are you? ▪ Who do people think you are? ▪ Who do you pretend to be?	
10:20AM – 10:30PM **Discussion**	II. **Goal and Purpose of Workgroup** ➢ John Stanskas, CCCCO VC ESLEI ▪ Brief reminder of the task of this committee	
10:30AM- 12:00PM **Group Rotations** **30 min per station & continued after lunch** **Discussion Action**	III. **Workgroups** Workgroup Rotations (30 minutes per station) **Workgroup 1:** **Guidance to colleges about allowable PD activities** ▪ Clarify what types of PD qualifies for appropriate flex credit **Workgroup 2:** **Vision for professional learning that should be reflected in PD activities** ▪ Define our goals to help shape meaningful professional development opportunities through a clear vision of Professional Learning captured in guidance to the colleges	

Action	Item	Enclosure
12:00PM-1:00PM	**12:00PM-1:00PM LUNCH**	
1:00PM-1:30PM (workgroup rotation continued)	**Workgroup 3:** **Current PD opportunities** ▪ Gaps we should be addressing to fully support our colleges and their employees to meet the needs of the students and communities we serve	
	Workgroup 4: **State and/or federal regulations on PD requirements** ▪ How do existing Title 5 regulations fit into our strategy and vision moving forward? ▪ What language needs to be changed/updated? **Review of Attachments:** ▪ California Code Flexible Calendar ▪ Title 5 Flexible Calendar ▪ Memo: Flexible Calendar Planning & Certification ▪ Flexible Calendar Guidelines	Enc.2 Enc.3 Enc.4 Enc.5
1:30PM- 2:45PM Discussion Action	**IV. Group Discussion & Report Out**	
2:45PM-3:00PM Discussion	**V. Next Steps**	

List of Agenda Enclosures

Enclosure 1: March 11, 2024, Agenda
Enclosure 2: California Code Flexible Calendar
Enclosure 3: Title 5 Flexible Calendar
Enclosure 4: Memo: Flexible Calendar Planning & Certification
Enclosure 5: Flexible Calendar Guidelines

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2:45PM-3:00PM Discussion	**V. Next Steps**	

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Enclosure 5: Flexible Calendar Guidelines

FOUNDATION *for* CALIFORNIA COMMUNITY COLLEGES

Agenda

Subject	LGBTQ+ Advisory Committee Meeting
Date	March 22, 2024
Time	9:00–10:30 a.m.
Location	Via Zoom: https://foundationccc-org.zoom.us/j/89705952056

SCHEDULE

Welcome

LGBTQ+ Summit 2024

Registration Numbers

- Students – 108
- Luis completed the pre-survey questions and Emilie will send out for review
    - Emilie will send out the pre-survey before and after summit to summit registrants
    - Pre-survey will also be sent out via the conference portal and using push notifications
- Black Student Success Week Conflict
    - Emilie connected with Keith Curry to include Black Student Success Week webinars within the summit as well as discussing it during the opening slides

Programming Updates

- FoundationCCC and Emilie will be hosting a community celebration following the summit
    - Hosted by Nicky Jizz with music by DJ Sizzle Fantastic
    - Invites will go out to all those registered for the summit

Moderator Training: Next Meeting

- April 12th

Initiative Updates

Chancellor's Office

- MOU with High Schools
- Sample Language on CCAP
- Advisory Committee to come up with guidance following the summit to send to Julie

- Julie updated the committee on the progress of a guidance memo regarding AB 2315, which is expected to be co-authored by the Student Senate. The final approval of the guidance is pending the July budget.

LGBTQ+ Caucus (State)

CCLC LGBTQ+Caucus

LGBTQ+ Spring Webinar

- Intersex Representation within the College Classroom
- Link to bios
- Flyer is out and registration is open
    - Link to registration

Advisory Committee Moving Forward

- Kelly announced that an advisory committee feedback survey would be sent out to gather input on meeting patterns and enhancements, with a new application for the 2025 Advisory Committee expected in a few months
- Summit Chair
    - Position open for next year

Questions and Suggestions

Conclusion and Adjournment

NEXT STEPS

1. Emilie to send out pre-survey questions for feedback and review
2. Advisory Committee to work on guidance on CCPAP following the summit
3. Advisory Committee to send out webinar flyer through listservs

FOUNDATION *for* CALIFORNIA COMMUNITY COLLEGES

Meeting Notes

Subject	LGBTQ+ Advisory Committee Meeting
Date	February, 23 2024
Time	9:00–10:30 a.m.
Location	Via Zoom: https://foundationccc-org.zoom.us/j/89705952056

SCHEDULE

Welcome	Emilie Mitchell
LGBTQ+ Summit 2024 • Upcoming moderator training will be held during the April 12 advisory committee meeting. • Moderator spots are still available. Interested members can sign up by adding their information to this sheet. 2024 LGBTQ+ Summit - Committee Roster... • Luis inquired about the possibility of a pre-survey for summit registrants noting this would give attendees the opportunity to discuss what they hope to gain from the event as well as let them know we care about their experience. • **ACTION ITEM: Luis and Emilie to work together on pre-survey questions.** • The team announced the Day 2 keynote speaker, Tre'vell Anderson. Bio: https://www.trevellanderson.com/ • Keynote announcements will be made in the next couple of weeks. • Luis raised the possibility of summit awards for LGBTQ+ faculty/staff members as a form of recognition and encouragement for their ongoing work Registration Numbers • Registration is currently at 917 and the Chancellor's Office has increased the maximum capacity to 1,500.	Emilie Mitchell

Moderator Training: During April 12 Advisory Committee Meeting	
Initiative Updates	
Chancellor's Office	Julie Olson
No Updates	
LGBTQ+ Caucus (State)	Jacob Fraker
No Updates	
CCLC LGBTQ+Caucus	Julius Sokenu
No Updates	
California Virtual Campus: Next Steps • The draft curriculum was reviewed, noting no feedback received, and the next steps include sending it to the Chancellor's office for review and outreach to the field. • **ACTION ITEM: FoundationCCC to send CVC outline to CCCCO.** • The team also discussed potential strategies for funding and implementing professional development workshops. They considered seeking content creators from a broad pool of participants and the potential for these workshops to contribute to community building.	Emilie Mitchell
LGBTQ+ Directory Findings • The team discussed feedback from the directory survey, noting that information is still missing from Merritt College and LA Southwest College. • The directory findings included: o The need for more resources on implementing all-gender restrooms. o Increase in campus clubs o Challenge of securing a dedicated space for a pride center. • They also discussed the affirmed name policy legislation and their ongoing work on dual enrollment. • The team discussed the need for additional data on dedicated staff roles and the	Kelly Ramos

	possibility of tracking user activity on the directory information site.
Questions and Suggestions	All
Conclusion and Adjournment	Emilie Mitchell

NEXT STEPS

1. Folks interested in moderating sessions for the summit can sign up by adding their information to the spreadsheet here:
   2024 LGBTQ+ Summit - Committee Roster & Signups
2. Luis and Emilie to work together on pre-survey for summit attendees
3. FoundationCCC will send CVC course outline to Chancellor's Office for review

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FACULTY LEADERSHIP DEVELOPMENT COMMITTEE

https://www.asccc.org/directory/faculty-development-committee-1

MINUTES

Topic: ASCCC FLDC Meeting
Time: February 26, 2024, 10:00 AM Pacific Time (US and Canada)

Join Zoom Meeting
https://rccd-edu.zoom.us/j/86999852969?pwd=nurSqAHPrbKNFpD2f2Ce8voaZM9ASP.1

Meeting ID: 869 9985 2969
Passcode: 962898

I. Call to Order and Adoption of the Agenda

Agenda adopted.

II. Roll Call/Check In

Member	Term		
LaTonya Parker	2023-24	Chair	X
Mitra Sapienza	2023-24	2nd Chair	X
Alex Mata	2023-24		X
Elizabeth Walker	2023-24		
Raeanne L. Napoleon	2023-24		
Anna Nicholas	2023-24		X
Ingrid Greenberg	2023-24		X
Michael Davis	2023-24		
Lisa Cox Romain	2023-24		X
Kristine Oliveira	2023-24		X

Member check in
February is a busy month! Lots of Dual Enrollment work happening, Legislative days coming up, colleges going through accreditation, local Senate vocalizing part-time needs when it comes to Microsoft licensing restrictions, some members on sabbatical (kind of ;)), dissertation work is happening!

III. Action: Approval of **Minutes December 11, 2023**

Minutes approved.

IV. Norms/Expectations
a. Executive Community Agreements

V. Reminder Item:

i. ASCCC Live Binder Link: https://www.livebinders.com/b/2557634

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

iii. Assigned Task
ASCCC 2023-2026 four strategic directions:
https://asccc.org/sites/default/files/2023-02/23-26%20Strategic%20Plan%20Directions%20ASCCC.pdf

- Embracing Organizational Change
- Engaging Proactively in Partnerships and Advocacy to Advance Faculty Voice and Student Success
- Developing Innovative Activities to Empower Faculty and Uplift Underrepresented Voices
- Advancing Faculty Engagement in Data Literacy

Faculty Empowerment and Leadership Academy
Faculty Empowerment and Leadership Academy | ASCCC

FELA will focus on the development of faculty from historically underrepresented groups in higher education. The academy will provide opportunities to connect with leaders from across the state, to empower faculty to seek leadership roles, and to provide regular contact with mentors. All activities in this leadership development program are designed to ensure participants are ready to meet the challenges of engaging in transformative leadership and equity-minded approaches to working with diverse student populations.
PROGRAM MISSION

Discussion: FELA: 2023-2024 ASCCC Faculty Empowerment Leadership Academy (FELA) 2nd Convening Time: March 29, 2024, 11:00 AM Pacific Time (US and Canada)
Convening Theme/Discussion Leadership and Wellness-Proposed speakers, committee members involvement

Chair Parker highlighted the date change for FELA next convening and solicited interest in committee member participation in the session. One member shared that Soon-Ah Fadness has served as a mentor in other local capacities and may be a good resource for FELA. Convening focus could be about mental wellness in leadership. Could focus on how faculty can access their district resources and highlight this rostrum: https://www.asccc.org/content/self-care-age-collective-trauma
Discussed 2 webinars from TASSC: https://docs.google.com/document/d/1ucsljl7i3qbiQoilc-a7py_IoGnF1QMVncq222bbSmo/edit?usp=sharing

The FELA mentor - mentee assignments are as follows:

Mentor – Felipe Agredano, Ethnic Studies, Chicano Studies & Political Science Faculty, Los Angeles Community College District
Mentee – Gabriel Martinez, Counseling Faculty, Berkeley City College
Mentee - Edgar Perez, Credit English as a Second Language Faculty, Los Angeles Valley College

Mentor – Adrean Askerneese, Counseling Faculty, MiraCosta College
Mentee – Anthony Battle, Public Safety & Paralegal Studies Faculty, West Los Angeles College

Mentor – Karen Chow, English, Asian American Studies, & Women's Studies Faculty, DeAnza College and member of the ASCCC Executive Committee
Mentee – Melissa Matteson, DSPS Counseling Faculty, Barstow College

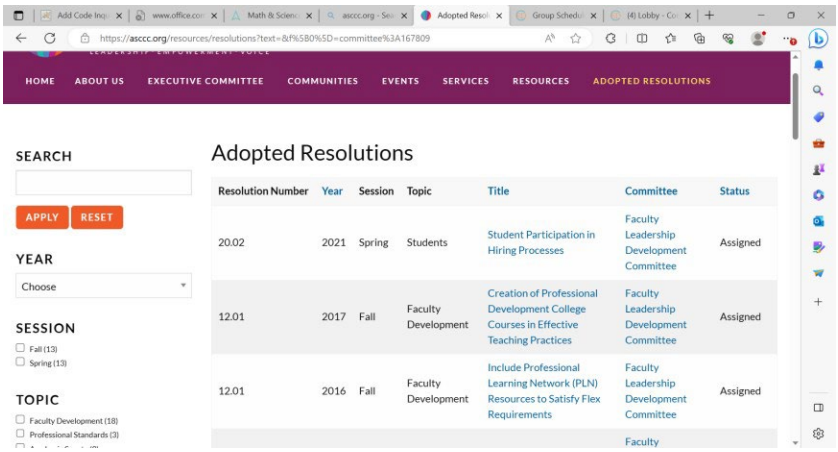
Mentor – Soon-Ah Fadness, Philosophy Faculty, San Diego City College
Mentee – Karen Marrujo, English Faculty, Cuyamaca Community College

Mentor – Luke Lara, Counseling Faculty, MiraCosta College
– Sandra Guzman-Dean of Student Engagement and Completion at American River College
Mentor – Carrie Roberson, Education, Child, & Family Studies Faculty, Butte College
Mentee – Angela Medina Rhodes, English Faculty, Rio Hondo College
Mentee - Emmanuel Garcia, Mathematics Faculty, Ohlone College

Mentor – Kimberley Stiemke, Noncredit Math and English Faculty, North Orange Continuing Education
Mentee – Merari Weber, English as a Second Language Faculty, Santa Ana College, School of Continuing Education
Mentee – Deborah Brown, History and Ethnic Studies Faculty, Riverside City College

Mentor – Elizabeth Walker, Political Science Faculty, College of the Desert
Mentee – Alicia Cota, Computer and Math Faculty, Imperial Valley College
Mentee - Taneisha Hellon, Counseling Faculty, Grossmont College and Palomar College

1. Resolutions:



- Spring 2021 Student Participation in Hiring Processes
- Fall 2017 Creation of Professional Development College Courses in Effective Teaching Practices

- Spring 2017 Support Use of Sabbaticals and Other Professional Development for Open Educational Resources Development
- **Fall 2016 Resolution Number 12.01** https://asccc.org/resolutions/include-professional-learning-network-pln-resources-satisfy-flex-requirements

iv. **Action/Discussion Items**: Assigned Task Implementation/Action

1. Data Coaching/Professional Development
   - **Discussion of Strong Workforce Faculty Institute, a regional consortium that could be a good model: https://myworkforceconnection.org/educator-resources/faculty-institute/**
   - **Possible resource from RP group: https://rpgroup.org/Portals/0/Documents/Resources/Resources_for_the_IRPE_Community/RP_Group_RAC_CommonSurveyDesignMissteps_January2024.pdf?ver=2024-01-29-165316-263**
   - **Another model for guiding faculty through disaggregated data processes: https://docs.google.com/document/d/1T_PICZlkHSeW2NqlyyYrKIcvdA7oZ3qg0UFn4pHsCLg/edit?usp=sharing**
   - **Data literacy and data coaching (what is it and how do people do it well - best practices) and data driven practices and engagement with data and organization with the data- reshape and revamp practices around data and what to do beyond data**

2. **2024 Spring Plenary Session | ASCCC** April 18-20, 2024. This is a hybrid event taking place at the San Jose Marriott, 301 South Market Street, San Jose, California, USA, 95113

Members are invited to share with Chair Parker if they are attending Plenary and if they would be available to possibly present; Chair Parker will share the list of topics with the committee to see if folks are interested and available to present.

- **DRAFT Spring Plenary Session 2024 Program - Feb 2024 Exec Review .docx (live.com)**

3. Vice Chancellor John Stanskas has formulated a **Flex Calendar** workgroup that began meeting in February, with the goal of completing the work by the end of spring. The purpose of the workgroup will be to align the attached Flex Calendar guidelines with Vision 2030. The workgroup is seeking ASCCC's input on the professional learning calendar and what the revisions should look like.
ASCCC appointed representatives are Christopher Howerton, LaTonya Parker & Mitra Sapienza.

The link to the title 5 sections for Flex Calendar.
https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I65ACE7304C6911EC93A8000D3A7C4BC3&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default)

Informational item in case members are interested in sharing concerns or input

v. Rostrum Articles
   1. Discussion: Rostrum Article Next
      Due Date March 3, 2023
      https://asccc.org/sites/default/files/Editorial%20Guidelines%20for%20the%20Rostrum.pdf
      Chair Parker will begin a draft of an article on Digital Literacy

a. February 2024 Rostrum https://www.asccc.org/rostrum- reader/2023/February
   - Mitra Sapienza ASCCC North Representative & Lisa Cox Romain ASCCC Faculty Leadership Development Committee Member
     A Win-Win: Experiential Student Learning meets Transformational Institutional Hiring | ASCCC

b. Rostrum Timeline

Rostrum Timeline 2023-24				
To ED	To Editor	To President	To Visual Designer	To Field
~~October 1~~	~~October 9~~	~~October 16~~	~~October 23~~	~~November 16~~
~~January 14~~	~~January 22~~	~~January 29~~	~~February 5~~	~~February 23~~
March 3	March 11	March 18	March 25	April 18

Status of Previous Action Items/Discussion:

Webinar(s):
November 30, 2023 –Digital Literacy, Instructional Design – Conducted (Recorded)

May 2, 2024 – A Win Win webinar-Rostrum Article Follow Up
Discussion about this topic with considerations to change topic to Digital Literacy; will discuss change for next agenda. Potential collaborations with TASSC on mental health, self care and trauma informed pedagogy topics.

Proposed Area: Decreasing racial inequities in transfer is a key strategy for increasing race and income equality. The RP Group's *African American Transfer Tipping Point* (AATTP) project seeks to identify the factors contributing to African American/Black students' likelihood of transferring. The first phases of this work identified four core student experiences that significantly impact the transfer journeys of African American/Black community college students: (1) timely passing of transfer-level English and math, (2) academic counseling, (3) participation in Umoja, and (4) not being put on academic probation.

VI. Announcements/Resources

a. **Resolutions**: https://www.asccc.org/resolutions-fall-2023

Informational item for the committee

b. Action/Discussion Item:

Upcoming Events and Meetings https://www.asccc.org/calendar/list/events

- **Friday, March 1**
  Spring Curriculum Regionals - Central Valley - College of the Sequoias
- **Friday, March 1**
  Dual Enrollment Regional Meetings - Central Valley - College of the Sequoias
- **Saturday, March 2**
  Spring Curriculum Regionals - North - De Anza College
- **Saturday, March 2**
  Dual Enrollment Regional Meetings - North - De Anza College
- **Friday, March 8**
  CTE Regional Consortium - San Diego/Imperial - TBD

Informational item for the committee

c. President's Update: https://www.asccc.org/presidents-updates

- February 2024

Informational item for the committee

d. Spring 2024 Meeting Dates:

- **March 18, 2024 10:00am-12:00noon**
- **April 8, 2024 10:00am-12:00noon**
- **May 13, 2024 10:00am-12:00noon**

VII. General Discussion

VIII. Adjournment

Status of Previous Action Items

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

B. Completed

Saturday, February 24
Dual Enrollment Regional Meetings - South - Santa Ana College

RE: Career Ladders Project upcoming conference February 20-23, 2024, in Long Beach, California at The Westin Long Beach during a breakout session Dual Enrollment Implementation: Equitable and Intentional Transitions to College for High School Students Session Time: Wednesday, February 21st from 10:15am to 11:15am

Panelist Kellie Nadler, Rising Scholars Regional Coordinator, CCCCO Educational Services and Support
Panelist Dora Elena Escobar, M.S., M.F.T Associate Professor of Counseling Assessment Facilitator Santiago Canyon College
Panelist Amberly Chamberlain, Academic Senate Vice President of Culture & Engagement, Santa Ana College: Faculty Professional Development Coordinator, Chair & Assistant Professor of Theatre Arts)
Facilitator LaTonya Parker, Academic Senate for California Community Colleges Secretary

Session Description: Join this session to discuss best practices for implementing equitable and intentional transitioning from high school to college through effective dual enrollment programing that affect students attending community schools, continuation high schools, juvenile court schools, adult education programs and traditional high schools. Leave this session feeling equipped with valuable information necessary to take the next steps at your institution.

Webinar: November 30, 2023 –Digital Literacy, Instructional Design – Conducted (Recorded)
ASCCC Fall Plenary **November 16-18, 2023** https://www.asccc.org/events/2023-fall-plenary-session
Program: https://www.asccc.org/2023-fall-plenary-session-program
Thursday, November 16, 2023
10:25 a.m. to 11:25 a.m. **Second General Session**

Description: Academic and Professional Matters: Implementing Dual Enrollment with Intentionality (panel) (*Claire Coyne*, *Jerome Hunt*, *Kellie Nadler, Mark Osea, & LaTonya Parker)*

Assembly Bill number 288, (Holden) Public schools: College and Career Access Pathways partnerships was signed into law on October 8, 2015. Join this general session to discuss the most recent information on how high school students and students attending a noncredit or adult education high school or equivalency program can enroll in classes at their local community college. This includes students attending community schools, continuation high schools, juvenile court schools, or adult education programs. Equip yourself with other information such as intentional dual enrollment strategies to help under resourced students who struggle academically or who are at risk of dropping out and rethinking policies that govern dual enrollment, and establish a policy framework under which school districts and community college districts could create dual enrollment partnerships as one strategy to provide critical support for underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.

Thursday, November 16, 2023
11:35am-12:35pm, **Third General Session**

The African American Transfer Tipping Point: Exploring the transfer journeys of over 7,000 African American/Black community college students
Katie Brohawn, RP Group Director of Research, Evaluation, and Development
Darla Cooper, RP Group Executive Director
Alyssa Nguyen, MA, RP Group Senior Director of Research and Evaluation
LaTonya Parker, ASCCC Secretary

Description: Decreasing racial inequities in transfer is a key strategy for increasing race and income equality. The RP Group's *African American Transfer Tipping Point* (AATTP) project seeks to identify the factors contributing to African American/Black students' likelihood of transferring. The first phases of this work identified four core student experiences that significantly impact the transfer journeys of African American/Black community college students: (1) timely passing of transfer-level English and math, (2) academic counseling, (3) participation in Umoja, and (4) not being put on academic probation.

Building from this research, and with a focus on elevating student voice, in this presentation, we will share findings from the most recent phase of the work, which leveraged data from a statewide survey of over 7,000 transfer-intending African American/Black students to lift up the experiences and perspectives of African American/Black students about how these four key experiences impacted their transfer success. Discussion will center around actionable strategies for leveraging these findings to drive change.

Thursday, November 16, 2023
1:45 p.m. to 2:45 p.m. **First Breakout Sessions**
(Online) Dual Enrollment Follow-Up *(Claire Coyne, Jerome Hunt, LaTonya Parker, & Iolani Sodhy - Gereben)*

Description: This session is a follow-up to the general session on Academic and Professional Matters: Implementing Dual Enrollment with Intentionality. If you have questions, information, or innovative ideas following that general session, then this session is for you! Join us for an interactive and lively discussion to take a deeper dive into AB 288 legislation. What can faculty do to stay engaged in the authorization of specified high school pupils to enroll in up to 15 units per term? How can faculty build partnership programs that ensure specified conditions are satisfied? How can faculty create conditions that would authorize a community college district to exempt special part-time and full-time students taking up to a maximum of 15 units per term from specified fee requirements? These questions and more will be discussed at this session.

October Rostrum Article Submitted *The Faculty Empowerment and Leadership Academy (FELA) Project: Organizational Theory, Values and Ethics* Editors: LaTonya L. Parker Ed. D., Mitra Sapienza

Carolyn Grubbs Williams Leadership Development Institute October 15-20, 2023 Chair attendance with support of ASCCC https://www.ncbaa-national.org/leadership-programs/carolyn-grubbs-williams-leadership-development-institute/

CTE and Noncredit Regional at Venture Community College District October 6, 2023

ACADEMIC SENATE
for California Community Colleges
LEADERSHIP · EMPOWERMENT · VOICE

Noncredit, Pre-Transfer, & Continuing Education Committee

1st Chair, Dr. Kimberley H. Stiemke, 2nd Chair, Stephanie Curry

October 6, 2023

MINUTES

Attendees: Leticia Barajas, Dr. Kim Dieu, Dr. Mary Margarita Legner, Maryanne Galindo, Wendy Holmes, Farrah Nakatani, Juan Pablo Sanchez, Joshua Scott, Dr. Kimberley H. Stiemke

I. Call to Order and Roll Call
The meeting was called to order at 4:03.

II. Approval of the Agenda and Minutes
Attendance was taken and the agenda and minutes were approved by consensus.

III. Connection Activity – Celebrating Hispanic Heritage
The committee discussed influential individuals such as Paulo Freire, Cesar Chavez, Cheech Marin, Rogelio Ruiz, Carlos Santana, Selena, Subcomandante Marcos, Jennifer Lopez (JLo), and Jose Hernandez.

IV. Rostrum Articles
October 1, 2023, for final publication to the field November 16, 2023
January 14, 2024, for final publication to the field February 23, 2024
March 3, 2024, for final publication to the field April 18, 2024
Kimberley and Leticia submitted a Rostrum article titled, "Are Your Instructors Ready for Noncredit?"

V. Fall 2023 Plenary (Hybrid), November 16-18, 2023
Westin South Coast Plaza, 686 Anton Boulevard, Costa Mesa, CA 92626
Equity through Noncredit: Opportunities and Challenges (Stiemke, Vélez)
Friday, November 17, 2023
1:15 p.m. to 2:15 p.m. Third Breakout Sessions

Dr. Stiemke solicited participants from the committee. Farrah Nakatani and Joshua Scott volunteered. Wendy Holmes expressed interest but was uncertain about funding.

VI. Resolutions
Maryanne Galindo equity centered resolution. Equity - reframe the hiring student workers based on enrollment of 6 or 12 Units as similar for 6 or 12 Standard Hours because it's still rigorous academic work (eg. ESLNC/GED); include which sources can fund noncredit students workers to avoid the singular lens of FAFSA WorkStudy as the counter-argument. Consider current trends of Tutoring for Noncredit Students & Noncredit Work Experience.

VII. Key Projects

a. Noncredit Institute

- Hold the event the 2nd week of May
- 2.5 days, Thursday – Saturday
- Not to be held in Southern California
- Potentially have Dr. Stroud to serve as a keynote speaker
- Hosting the event on a college campus is preferred
- Follow the pattern from the 2018, 2019, and 2022
- Consider the layout from the Curriculum Institute

b. Noncredit Toolkit

First look at the Noncredit Toolkit. Brief discussion on how to move forward with the following question in mind, "What is it that noncredit faculty should know?"

c. Professional Development

VIII. Announcements and Closing

IX. Adjournment

The meeting adjourned at 4:59.

References

ASCCC 10+1

Resolutions Handbook

ACADEMIC SENATE
for California Community Colleges
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Noncredit, Pre-Transfer, & Continuing Education Committee

1st Chair, Dr. Kimberley H. Stiemke, 2nd Chair, Stephanie Curry

November 18, 2023
7:30 a.m.

MINUTES

Attendees: Leticia Barajas, Dr. Kim Dieu, Dr. Mary Margarita Legner, Maryanne Galindo, Lisa Glionna, Wendy Holmes, Farrah Nakatani, Juan Pablo Sanchez, Dr. Kimberley H. Stiemke

Committee Charge

The Academic Senate Committee on Noncredit, Pre-Transfer, & Continuing Education gathers information on best practices in providing equitable and accessible instruction and support services to students who are engaged in extended learning, which includes transitioning to post-secondary education, including support for pre-transfer pathways, workforce success, and/or other skill building opportunities. The Committee conveys this information to the field through breakout sessions at institutes and conferences, workshops, and papers. The Committee will: 1) serve as a resource to the Executive Committee on issues related to instruction, counseling, student services, and program development in noncredit education, pre-transfer pathways, and continuing education, including how they are embedded in institutional initiatives to ensure student success and learning, as well as the role of faculty engaged in this work, as related to governance and local participation in academic and professional activities; and 2) review policies and make recommendations to the Executive Committee. The Association of Community and Continuing Education (ACCE) appoints a member to serve as a liaison to this committee.

Community Agreements

- Be respectful of everyone's time and voices
- Use empathy with communication and listening
- Ask questions, be open to questions, and be patient
- Be open to discussions and new ideas
- Intentionally focus on serving student needs in our communities
- Innovate despite regulations

I. Call to Order and Roll Call

The meeting was called to order at 7:30 a.m.

II. Approval of the Agenda and Minutes

The approval of the minutes was postponed.

III. Member Check In

IV. Rostrum Articles

January 14, 2024, for final publication to the field February 23, 2024

March 3, 2024, for final publication to the field April 18, 2024

V. Noncredit Institute

- Participants - administrators, classified personnel, and faculty
- Dates - Thursday-Saturday, April 30th – June 2nd
- Theme – Something pertaining to continuous learning
- Goal – Provide practice, show n tell, immersive experience, modeling, sharing of best teaching and student support practices, understanding noncredit practices and policies
- General sessions with hands-on follow up
- Building the next generation of full-time, noncredit faculty
- Use the general sessions to address the strategic directions
- 1 hour and 15 minute lessons with 15 minute breaks in between
- 1 hour general sessions to include a fun activity

VI. Announcements

VII. Adjournment

The meeting ended at 8:12.

References

ASCCC 10+1

Resolutions Handbook

ACADEMIC SENATE
for California Community Colleges
LEADERSHIP · EMPOWERMENT · VOICE

Noncredit, Pre-Transfer, & Continuing Education Committee

1st Chair, Dr. Kimberley H. Stiemke, 2nd Chair, Stephanie Curry

December 9, 2023
9:30 a.m. - 11:00 a.m.

MINUTES

Attendees: Leticia Barajas, Stephanie Curry, Dr. Kim Dieu, Lisa Glionna, Dr. Mary Margarita Legner, Maryanne Galindo, Lisa Glionna, Farrah Nakatani, Dr. Kimberley H. Stiemke

Committee Charge

The Academic Senate Committee on Noncredit, Pre-Transfer, & Continuing Education gathers information on best practices in providing equitable and accessible instruction and support services to students who are engaged in extended learning, which includes transitioning to post-secondary education, including support for pre-transfer pathways, workforce success, and/or other skill building opportunities. The Committee conveys this information to the field through breakout sessions at institutes and conferences, workshops, and papers. The Committee will: 1) serve as a resource to the Executive Committee on issues related to instruction, counseling, student services, and program development in noncredit education, pre-transfer pathways, and continuing education, including how they are embedded in institutional initiatives to ensure student success and learning, as well as the role of faculty engaged in this work, as related to governance and local participation in academic and professional activities; and 2) review policies and make recommendations to the Executive Committee. The Association of Community and Continuing Education (ACCE) appoints a member to serve as a liaison to this committee.

Community Agreements

- Be respectful of everyone's time and voices
- Use empathy with communication and listening
- Ask questions, be open to questions, and be patient
- Be open to discussions and new ideas
- Intentionally focus on serving student needs in our communities
- Innovate despite regulations

I. Call to Order and Roll Call

Meeting called to order at 9:31 a.m.

II. Approval of the Agenda and Minutes

The minutes were postponed to the next meeting.

III. Member Check Ins

Members shared updates.

IV. Calendar

Committee members discussed plans for meeting next semester. Kimberley will send out a Doodle Poll avoiding Fridays and Saturdays.

V. Resolutions

Kimberley and Stephanie will look at resolutions assigned to the committee and assign committee members to brainstorm ideas on how to address the recommendations.

VI. Rostrum Articles

January 14, 2024, for final publication to the field February 23, 2024

March 3, 2024, for final publication to the field April 18, 2024

Kimberley and Stephanie are available to provide support if any committee members are interested in writing an article.

VII. Noncredit Institute Planning

- Kimberley is meeting next week on Noncredit Institute and wants to get the committee's input on the event.
- Confirmed dates: May 2-3, 2024
- Brainstorming for theme and strands with the committee

Strands

- CTE
- ESL
- Counseling and Student Services
- Basic Skills
- DSS
- Other/Technical

Theme Ideas

- Meeting Vision 2030 through Noncredit
- Real Intelligence: Real People

Kimberley shared notes from the Plenary Breakout
Ideas for Institute

- Role alike conversations in some area
- Interactive conversations in breakouts
- Some cross functional conversations

Breakout Ideas

- Supporting Math through co-requisites in Math
- What do you need to know to build a noncredit program (nuts and bolts)
- How noncredit can support unit accumulation goals
- Supporting Lifelong Learning
- Mirrored Courses, ESL, CTE
- Real Intelligence – AI
- Counseling Support for noncredit
- Adult Students and Dual Enrollment
- Creating noncredit pathways to credit
- Stackable Certificates in Noncredit
- Community Partnerships with Noncredit
- Onboarding for Noncredit students
- Noncredit Curriculum
- Internal Articulation in noncredit (local and within CCCs)
- Onboarding Noncredit Faculty
- Working with noncredit administrators- What do you need to know
- Labor Market Data and Noncredit and the Living Wage
- STEM Opportunities in noncredit
- Supporting marginalized populations with noncredit
- Opportunities for AI and Noncredit (classroom opportunities)
- Developing Noncredit Student Learning Outcomes
- Best Practices in Noncredit Instruction
- Noncredit Students panel
- Noncredit Work Experience
- Supporting DSS/DSPS students through noncredit (opportunities, strategies and technologies)
- Working with Industry to create meaningful certificates
- Noncredit Logistics

Stephanie will work on draft agenda and send it out through Google to get committee input
Kimberley will be meeting with ASCCC and local sponsors on Monday, December 11.

VIII. Announcements

IX. Adjournment

The meeting was adjourned at 10:55 a.m.

References

ASCCC 10+1

Resolutions Handbook

ACADEMIC SENATE
for California Community Colleges
LEADERSHIP · EMPOWERMENT · VOICE

Noncredit, Pre-Transfer, & Continuing Education Committee

January 18, 2024
4:00-5:30

Minutes

Attendees: Dr. Kim Dieu, Dr. Mary Margarita Legner, Maryanne Galindo, Wendy Holmes, Farrah Nakatani, Juan Pablo Sanchez, Dr. Kimberley H. Stiemke

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I. Call to Order, Roll Call, and Approval of the Agenda

The meeting was called to order at 4:02pm. The agenda was approved by consensus.

II. Member Check Ins

Committee members were asked to say one word on how they were feeling about the new year.

III. Committee Charge

The committee reviewed the committee charge.

The Academic Senate Committee on Noncredit, Pre-Transfer, & Continuing Education gathers information on best practices in providing equitable and accessible instruction and support services to students who are engaged in extended learning, which includes transitioning to post-secondary education, including support for pre-transfer pathways, workforce success, and/or other skill building opportunities. The Committee conveys this information to the field through breakout sessions at institutes and conferences, workshops, and papers. The Committee will: 1) serve as a resource to the Executive Committee on issues related to instruction, counseling, student services, and program development in noncredit education, pre-transfer pathways, and continuing education, including how they are embedded in institutional initiatives to ensure student success and learning, as well as the role of faculty engaged in this work, as related to governance and local participation in academic and professional activities; and 2) review policies and make recommendations to the Executive Committee. The Association of Community and Continuing Education (ACCE) appoints a member to serve as a liaison to this committee.

IV. Community Agreements and Expectations

The group reviewed and reaffirmed the community agreements.

- Be respectful of everyone's time and voices
- Empathy with communication and listening
- Ask questions be open to questions and be patient
- Be open to discussions and new ideas
- Intentional focus on serving student needs in our communities

- Innovate despite regulations

V. Resolutions

The committee reviewed current assigned resolutions on the ASCCC website to the committee

- 08.01 Fall 2023: Noncredit Counseling Professional Learning and Support for Students
- 07.01 Fall 2018: Redefine the Faculty Obligation Number to Include Noncredit (In Progress) - Possible Rostrum article.
- 03.06 Spring 2022: Noncredit Spanish Language Course Outlines of Record and Regional Support (Assigned)
- 09.07 Spring 2016: Guidance on Using Noncredit Courses as Prerequisites and Co-requisites for Credit Courses (Assigned)
- 13.02 Fall 2015: Update System Guidance for Noncredit Curriculum (In Progress)

A suggestion was made to incorporate some of these topics into the Noncredit toolkit, focused on guidance and innovative ideas.

The committee discussed focusing on about three resolutions to work on this semester.

Kimberley recommended dividing up the team into small groups to address the resolutions.

Resolution 3.06 Spring 2022 - Spanish Language- Maryanne, Leticia
Resolution 8.01 Fall 2023- Noncredit Counseling- Juan Pablo, Stephanie
Resolution 7.01 Fall 2018- FON – Wendy, Farrah, Kim
Resolution 9.07 Spring 2016- Prerequisites Mary Margarita, Kimberley

The committee was informed of the upcoming deadlines for the Spring 2024 resolutions.

Deadline for submission is mid-February for committee resolutions.

Brainstorming resolution ideas

i. Pay differential between credit and noncredit
ii. Number of instructional hours
iii. Noncredit paid professional learning opportunities for noncredit, part time faculty, that is equivalent to their credit counterparts
iv. Getting noncredit courses on the CVC OERI exchange
v. Guidance and examples for using noncredit courses for credit for prior learning

VI. Rostrum Articles

Chair shared the purpose and deadlines for Rostrum Articles. Committee members were encouraged to brainstorm ideas for Rostrum Articles for the next meeting

Deadlines:

March 3, 2024, for final publication to the field April 18, 2024

VII. Spring Plenary

The committee members brainstormed ideas for the 2024 Spring Plenary breakouts:

i. Understanding the noncredit student experience and the quality of education (instruction)
ii. Understanding instructional design for the noncredit student, building criteria for noncredit
iii. Philosophy and criteria for noncredit
iv. Understanding andragogy and instructional design

VIII. Key Projects and Initiatives

a. Noncredit Tool Kit

The committee discussed the goal of a noncredit toolkit. Need resources for current practitioners but also for those starting noncredit programs. Committee members were encouraged to collect and suggest resources for the toolkit. Identify general resources but also discipline or program specific resources (e.g. ESL, CTE, DSPS, Counseling).

Guiding questions:

- What do I need to know about noncredit before creating a transfer pathway?
- What are some considerations before creating a course or program?
- How are grants funded? What are the reporting requirements?
- Unpacking the legislation, AB 705, AB 1705.
- What support services are available?
- What is the role of the consortium?
- What is auto awarding?
- Unpacking the student load (noncredit and credit) and financial aid implications.
- Include information on the Vision Resource Center.

b. Noncredit Institute

ASCCC Exec approved the first draft of the program. The committee discussed next steps

What is your "must do" topic for the Noncredit Institute .

- Mary Margarita- Understanding the Legislation related to Noncredit and its impact (e.g. AB 540, AB 1705, BA Degrees)
- Juan Pablo- Instructional Design (Program Design, Certificates)
- Wendy- Noncredit Student experiences and representation
- Maryanne- Work Experience and Noncredit & IET (Integrated Education in Training) opportunities (ESL, Career and Applied Courses)= Contextualized curriculum and programing with cohorts

- Farrah- Highlighting the Student Experience
- Kim D. - Noncredit as an Equity Driver of Vision 2030
- Stephanie- Expanding Opportunities for CTE and stackable certificates
- Kimberley S. – Credit for Prior Learning link to Noncredit

Kimberley updated the committee on the logistics and processes for creating the noncredit institute.

The committee is finalizing the theme and description for marketing purposes.

The committee members will continue to work offline to flush out the program outline with breakouts, presenters, and logistics.

IX. Adjournment

The meeting adjourned at 5:33 p.m.

References

ASCCC 10+1

Resolutions Handbook

ASCCC Part-time Faculty Committee Minutes

DATE: Monday,

11/13/23

TIME: 11am– 12:30pm

Join SDCCD Zoom Meeting
https://sdccd-edu.zoom.us/j/6218156149

Meeting ID: 621 815 6149
One tap mobile
+16699006833,,6218156149# US (San Jose)
+16694449171,,6218156149# US

Minutes

Members

*Dr. Maria-José Zeledón-Pérez -Chair	Carlos Scalisi	Peter Zavala Rodriguez
*Dr. LaTonya Parker– 2nd Chair	Elbina Rafizadeh	Sonja Downing
*Annette Owens	*Francis Ellison Howard	Frank Aguirre

1. Call to Order and Roll Call (*in attendance)
2. Approval of minutes
3. Community Agreements
4. Procedural
    a. Part-time Faculty Committee Page
        i. Any thoughts on past resolutions?
    b. Shared Committee Google Folder
5. Action items
    a. Review and feedback for Part-time resolution
        i. DRAFT Resolution Supporting Equal Rights for Part Time Faculty

b. Fall Plenary 2023
    i. Thursday 11/16/23 Break out Session 1 - 1:45pm to 2:45pm
    ii. Addressing Part-Time Faculty Inequities in Academic and Professional Matters
        1. Institutional and systemic marginalization of part-time faculty in the California Community College is deep and ingrained in our process and policies. Even though part-time faculty play an essential role in supporting the educational goals of over 1.8 million students and fulfilling the promise and mission of California Community Colleges, they experience inequitable treatment in the workplace across the full range of academic and professional matters. In this session, we will address part-time faculty inequities in Academic and Professional Matters.
c. This paper was delayed to be presented for a vote at the Spring Plenary. Part-Time Faculty: Equity, Rights, and Roles in Governance Paper . We will be working on it to improve.
    i. Dr. Parker was able to find the survey results. I am attaching them to the email for review and they will be added to our google drive
    ii. Needs to be tied and concise
    iii. It goes on our website and we print them out
    iv. You can request copies for your local leadership
    v. Who is responsible to make sure this gets finalized?
    vi. This committee will be given credit
d. 2022-2023 Part-time Faculty Committee End of Year Report
    i. What are our priorities to work on this semester?

6. ASCCC Events
    a. ASCCC Fall 23 Plenary
    b. Who is going?
7. Next meeting Monday December 11 from 11 to 12:30pm

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ASCCC Faculty Empowerment
and Leadership Academy

Initial Cohort Convening
Fall 2023
December 12, 2023 11:00am-1:00pm

f·e·l·a
ASCCC Faculty Empowerment and Leadership Academy

Overview

- Welcome– FELA Coordinator and FLDC 2nd Chair
- ASCCC President Welcome - Cheryl L. Aschenbach
- Introduction of Cohort Mentors and Mentees
- Introduction Members from the ASCCC FLDC

GOALS: Provide an Orientation

- Review of FELA Program **Mission** and **Expected Outcomes**
- FELA program Requirements and Important Dates
- Cohort Convening
- Monthly Meetings of mentor with mentee(s)
- ASCCC Plenary
- Other observation experiences
- Resources and Opportunities
- Make the Connection - Mentors and Mentees

President's Welcome

ASCCC President Cheryl Aschenbach

November President's Update: http://createsend.com/t/y-7BD99F8FD551EE632540EF23F30FEDED

f-e-l-a

ASCCC Faculty Empowerment and Leadership Academy

- MENTORS (8)

2023-2024

Felipe Agredano
Adrean Askerneese
Karen Chow
Soon-Ah Fadness
Luke Lara
Carrie Roberson
Kimberley Stiemke
Elizabeth Walker

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ASCCC Faculty Empowerment and Leadership Academy

- MENTEES (12)

2023-2024

Anthony Battle
Deborah Brown
Alicia Cota
Emmanuel Garcia
Sandra Guzman
Taneisha Hellon
Karen Marrujo
Gabriel Martinez
Melissa Matteson
Angela M. Rhodes
Edgar Perez
Merari Weber

f-e-l-a

ASCCC Faculty Empowerment and Leadership Academy

Faculty Leadership Development Committee 2023-2024

The Faculty Leadership Development Committee creates resources to assist local academic senates in the development and implementation of policies that ensure faculty primacy in faculty leadership and professional development.

- LaTonya Parker — Chair
- Mitra Sapienza — 2nd Chair
- Alex Mata
- Elizabeth Walker
- Raeanne L. Napoleon
- Anna Nicholas
- Ingrid Greenberg
- Michael Davis
- Lisa Cox Romain

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ASCCC Faculty Empowerment and Leadership Academy

- FELA will focus on the development of faculty from historically underrepresented groups in higher education. The academy will provide opportunities to connect with leaders from across the state, to empower faculty to seek leadership roles, and to provide regular contact with mentors. All activities in this leadership development program are designed to ensure participants are ready to meet the challenges of engaging in transformative leadership and equity-minded approaches to working with diverse student populations.

f-e-l-a
ASCCC Faculty Empowerment and Leadership Academy

Program Mission

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

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ASCCC Faculty Empowerment and Leadership Academy

Expected Outcomes

- Demonstrate a clear understanding of the faculty purview as outlined in the 10 + 1
- Articulate the framework of inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) in their professional development and leadership
- Identify various ASCCC resources for local leaders
- Consider their own personal leadership style(s)
- Discuss various structural or systemic challenges for faculty leadership emergence
- Relate their experience to impact their local academic senate work and future leadership

Program Requirements

- **Attend at least one ASCCC Plenary** (virtual or in person) through voting on resolutions.
  - Thu, Apr 18 2024, 8am - Sat, Apr 20 2024, 5pm-San Jose Marriott, 301 South Market Street, San Jose, California, USA, 95113 https://www.asccc.org/events/2024-spring-plenary-session
- **Participate in FELA Cohort Convening** – 2-3 will be scheduled for the 2023-24 year by the Faculty Leadership Development Committee
  - March 15, 2024, 11:00am-1:00pm
  - May 17, 2024, 11:00am-1:00pm
- **Meet monthly with the mentor** (in person, phone, or virtual) - duration determined by the mentor in coordination with mentee approximately one half-hour or more per meeting check-in

Program requirements

Select a Minimum of 3 Observation Experiences

- Attend an Area meeting for networking
- Attend a local Board of Trustee meeting or other local governance meeting
- Attend (virtually or in-person) one ASCCC Executive Meeting
- Attend at least one other ASCCC-sponsored event (webinar/ regional/ standing committee meetings, etc.)

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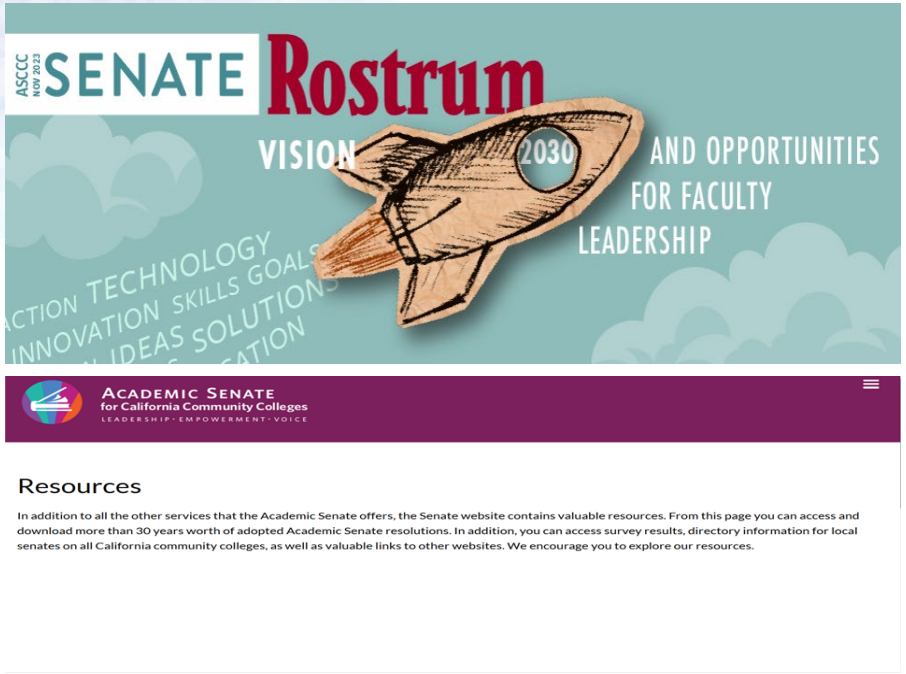
ASCCC Faculty Empowerment and Leadership Academy

Mentee Summary Reflection

NOTE: You will be asked to provide a brief summary reflection of your activities and observations, and articulate the framework of inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) in your professional development and leadership by the end of May 2024.

Resources & Opportunities

f-e-l-a
ASCCC Faculty Empowerment and Leadership Academy



Rostrum Article Co-Author
November 2023
The Faculty Empowerment and Leadership Academy Project: Organizational Theory, Values, and Ethics

Resource Review on ASCCC's Website

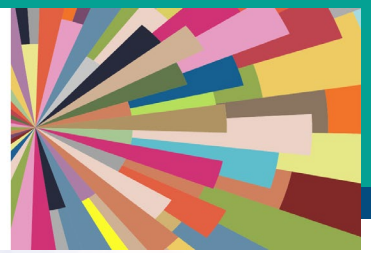
Resources & Opportunities

- Possible presentation during an upcoming ASCCC event such as Plenary or Leadership Institute.
- Periodic conversation starters sent to all cohort members from the FLDC (e.g. short readings on leadership or leadership self-assessment opportunities).

Resources

- ASCCC Website
- Faculty Empowerment and Leadership Academy
- Events
- Professional Development College
- ASCCC Resources
    - Local Senates Handbook
    - Mentorship Handbook
    - ASCCC President's Updates
    - Rostrums

Connection Time!



- You will be placed in breakout rooms by Mentor/Mentee(s) assignments.
- During this time, introduce yourself further and share a little about yourself
  - Possible topics to begin discussion could also include:
  - Possible follow up one-on-one schedule of check-ins,
  - Hobbies, personal interests, personal/professional goals,
  - Experience with senate work locally or other leadership experiences

During any point during your academy experience, if you have questions reach out to me, I'm here to support latonya.parker@mvc.edu or to info@asccc.org

Questions & Comments

f·e·l·a

ASCCC Faculty Empowerment
and Leadership Academy

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ASCCC Faculty Empowerment
and Leadership Academy

2nd Cohort Convening
Spring 2024
March 29, 2024 11:00am-1:00pm

f·e·l·a
ASCCC Faculty Empowerment and Leadership Academy

Overview

- Welcome– FELA Coordinator and FLDC 2nd Chair
- Cohort Mentors and Mentees Check-In
- Introduction Members from the ASCCC FLDC
- Keynote José-Luis Tekun Mejia
- Video & Reflection Dr. LaTonya Parker & Dr. Elizabeth Walker

Review of FELA Program **Mission** and **Expected Outcomes**

- FELA program Requirements and Important Dates
  - Cohort Convening
  - Monthly Meetings of mentor with mentee(s)
  - ASCCC Plenary
  - Other observation experiences
  - Resources and Opportunities
- Make the Connection - Mentors and Mentees (if time permits)

f-e-l-a

ASCCC Faculty Empowerment and Leadership Academy

- MENTORS (8)

2023-2024

Felipe Agredano
Adrean Askerneese
Karen Chow
Soon-Ah Fadness
Luke Lara
Carrie Roberson
Kimberley Stiemke
Elizabeth Walker

f·e·l·a

ASCCC Faculty Empowerment and Leadership Academy

- MENTEES (10)

2023-2024

Anthony Battle
Deborah Brown
Alicia Cota
Taneisha Hellon
Karen Marrujo
Gabriel Martinez
Melissa Matteson
Angela M. Rhodes
Edgar Perez
Merari Weber

Congratulations! Sandra Guzman Dean of Engagement and Completion

American River College (ARC) New role as of January 11, 2024

f-e-l-a

ASCCC Faculty Empowerment and Leadership Academy

Faculty Leadership Development Committee 2023-2024

The Faculty Leadership Development Committee creates resources to assist local academic senates in the development and implementation of policies that ensure faculty primacy in faculty leadership and professional development.

- LaTonya Parker — Chair
- Mitra Sapienza — 2nd Chair
- Alex Mata
- Elizabeth Walker
- Raeanne L. Napoleon
- Anna Nicholas
- Ingrid Greenberg
- Michael Davis
- Lisa Cox Romain

Keynote José-Luis Tekun Mejia

https://www.pbs.org/newshour/show/why-black-women-face-discrimination-mistreatment-in-higher-education

- Why Black women face mistreatment, discrimination in higher education
- The death of an administrator at Lincoln University in Missouri and the resignation of Harvard's former president have sparked outrage, concern and dialogue about the treatment of Black women in higher education. We hear from Black women about the challenges and pressures they face in academia, and Geoff Bennett speaks with UT Austin professor Bridget Goosby for more

Program Requirements

- **Attend at least one ASCCC Plenary** (virtual or in person) through voting on resolutions.
  - Thu, Apr 18 2024, 8am - Sat, Apr 20 2024, 5pm-San Jose Marriott, 301 South Market Street, San Jose, California, USA, 95113 https://www.asccc.org/events/2024-spring-plenary-session
- **Participate in FELA Cohort Convening** –3rd 2023-24 Led by Faculty Leadership Development Committee
  - May 17, 2024, 11:00am-1:00pm
- **Meet monthly with the mentor** (in person, phone, or virtual) - duration determined by the mentor in coordination with mentee approximately one half-hour or more per meeting check-in

f·e·l·a

ASCCC Faculty Empowerment and Leadership Academy

FELA focuses on the development of faculty from historically underrepresented groups in higher education. The academy provides opportunities to connect with leaders from across the state, to empower faculty to seek leadership roles, and to provide regular contact with mentors. All activities in this leadership development program are designed to ensure participants are ready to meet the challenges of engaging in transformative leadership and equity-minded approaches to working with diverse student populations.

f-e-l-a
ASCCC Faculty Empowerment and Leadership Academy

Program Mission

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

f-e-l-a
ASCCC Faculty Empowerment and Leadership Academy

Expected Outcomes

- Demonstrate a clear understanding of the faculty purview as outlined in the 10 + 1
- Articulate the framework of inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) in their professional development and leadership
- Identify various ASCCC resources for local leaders
- Consider their own personal leadership style(s)
- Discuss various structural or systemic challenges for faculty leadership emergence
- Relate their experience to impact their local academic senate work and future leadership

Program requirements

f-e-l-a
ASCCC Faculty Empowerment and Leadership Academy

Select a Minimum of 3 Observation Experiences

- Attend an Area meeting for networking
- Attend a local Board of Trustee meeting or other local governance meeting
- Attend (virtually or in-person) one ASCCC Executive Meeting
- Attend at least one other ASCCC-sponsored event (webinar/ regional/ standing committee meetings, etc.)

f-e-l-a

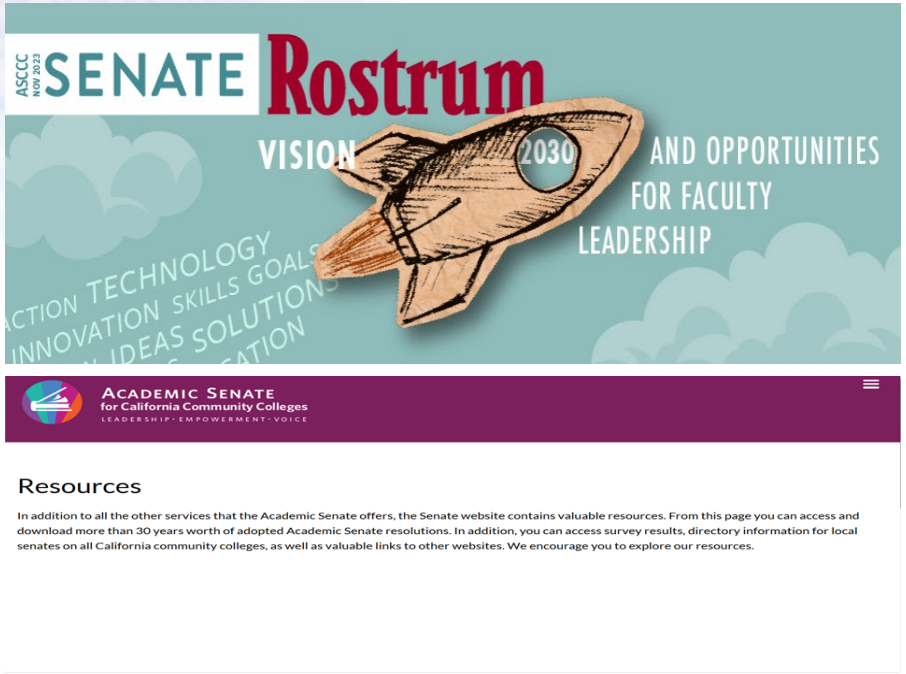
ASCCC Faculty Empowerment and Leadership Academy

Mentee Summary Reflection

NOTE: You will be asked to provide a brief summary reflection of your activities and observations, and articulate the framework of inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) in your professional development and leadership by the end of **May 2024**.

Resources & Opportunities

f-e-l-a
ASCCC Faculty Empowerment and Leadership Academy



Rostrum Article Co-Author
November 2023
The Faculty Empowerment and Leadership Academy Project: Organizational Theory, Values, and Ethics

Resource Review on ASCCC's Website

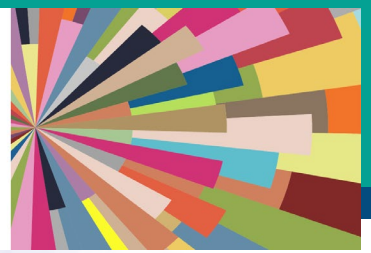
Resources & Opportunities

- Possible presentation during an upcoming ASCCC event such as Plenary or Leadership Institute.
- Periodic conversation starters sent to all cohort members from the FLDC (e.g. short readings on leadership or leadership self-assessment opportunities).

Resources

- ASCCC Website
- Faculty Empowerment and Leadership Academy
- Events
- Professional Development College
- ASCCC Resources
    - Local Senates Handbook
    - Mentorship Handbook
    - ASCCC President's Updates
    - Rostrums

Connection Time!



- You will be placed in breakout rooms by Mentor/Mentee(s) assignments.
- During this time, introduce yourself further and share a little about yourself
  - Possible topics to begin discussion could also include:
  - Possible follow up one-on-one schedule of check-ins,
  - Hobbies, personal interests, personal/professional goals,
  - Experience with senate work locally or other leadership experiences

During any point during your academy experience, if you have questions reach out to me or Mitra, we are here to support latonya.parker@mvc.edu, msapienz@ccsf.edu or info@asccc.org

Questions & Comments

f·e·l·a

ASCCC Faculty Empowerment
and Leadership Academy

California Community Colleges

Reimagine Apply Task Force Kick-Off Wrap-up PPT

Feb 14th

Executive Summary

The California Community Colleges and Accenture kicked off the first Reimagine Apply Task Force in Sacramento to discuss and align on the target state vision for CCCApply.

The session began by grounding attendees in the purpose and work that has been completed to date. We then dove into the target state, showcasing the target state designs and key improvements made. This was followed by an overview of the target state journeys, identifying the friction points and proposed processes for the Student Experience and the Stakeholder CCCApply Setup and Post-Submission.

The day ended by aligning on a draft vision and ways in which we will reach this vision. By the end of the session, several opportunities and next steps were identified.

Key Takeaways:

1) There is a **desire to make the application student-centered** by improving internal college processes and supporting the holistic student journey
2) **Establishing a governance model is necessary** to ensure maintenance of target state application and accountability
3) The key tension is **finding the balance between simplifying the application and collecting necessary data**, ensuring we are not creating unnecessary entry barriers
4) It is important to **articulate and show the value of our work** to secure funding
5) Balancing fraud prevention while **maintaining the promise of being an open access institution** and decreasing barriers for vulnerable students is crucial

12
Statewide Task Force Members

1
Unified Vision

California Community Colleges

Session Attendees

Name	Stakeholder Group	Role	College/Organization
John Hetts, Chair	Chancellor's Office	Task Force Co-Chair / Executive Vice Chancellor for the Office of Innovation, Data, Evidence and Analytics Office	Chancellor's Office
Valerie Lundy-Wagner	Chancellor's Office	Vice Chancellor for Digital Innovation and Infrastructure	Chancellor's Office
Lynn Neault	Chief Executive Officers	Grossmont-Cuyamaca Community College District Chancellor	Grossmont-Cuyamaca Community College District
Devin Crosby	Chief Information System Officers	Chief Technology Officer at Yuba Community College District	Yuba College
Elaine Kuo	Institutional Researchers	Supervisor, Institutional Research Planning College Researcher	Foothill College
Rena Martinez Stluka	Admissions & Records	Director of Admissions and Records	Fullerton College
Patrick Walton	Chief Student Services Officers	Vice President of Student Services	College of the Siskiyous
LaTonya Parker	Academic Senate	Professor, Counseling Services	Moreno Valley College
Josh Morgan	Public Information Officer	PIO, Director Of Marketing & Community Relations	Sierra College
Jennifer Achan	Financial Aid	Executive Director of Financial Aid	Bakersfield College
Annie Koruga	Student Senate	Region IV Legislative Affairs Director	Ohlone College
Michael Odu	Chief Instructional Officer	Vice President of Instruction	San Diego Miramar College
Jane Linder	Tech Center	Director of User Experience, Student Centered Design Lab	Tech Center
Jennifer Coleman	Tech Center	Dean, Workforce & Economic Development Division	Tech Center

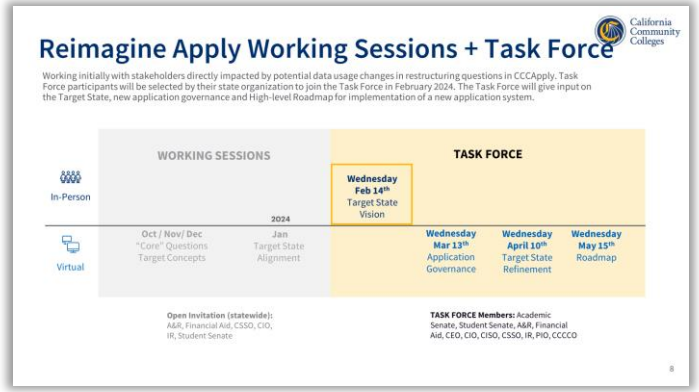
Task Force Agenda

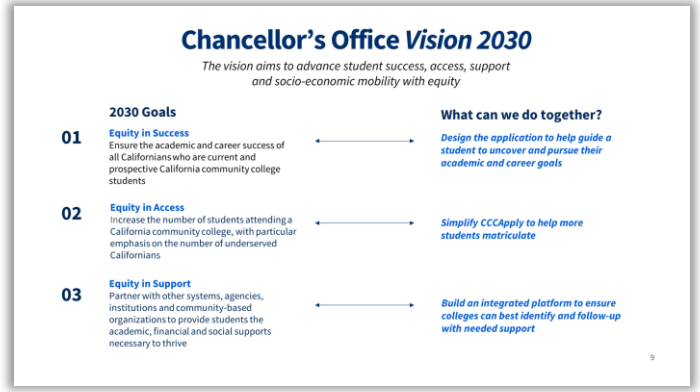
Time	Activity
10:00 AM	Welcome, Intros & Connection
	Purpose & Guiding Principles
11:30 AM	Break
	How We Got Here
	Current State/ Target State
	Target State Journeys (Student)
12:30 PM	Lunch
	Target State Journeys (Stakeholders)
	Future Casting | Headlines of the Future
2:35 PM	Break
	What Will it Take to Get There?
3:45 PM	Wrap-Up & Next Steps

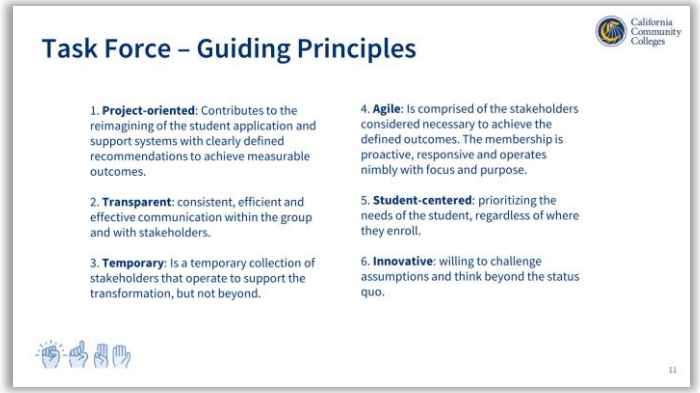
Purpose & Guiding Principles

Discussion Points:

- This effort is in alignment with the Chancellor's Vision 2030 and the Governor's Roadmap
- Governance is needed to ensure the proper maintenance of the target state application
- The Task Force is going to co-create how to manage this governance process going forward and present proposed structure to the Chancellor's Office
- Students do not enroll in a system, but rather a college, so removing "in the system" from the "Student-centered" guiding principle would be more representative; This shows how CCC prioritizes the needs of the students regardless of where they enroll.
- There is a need to clarify the student path from when they first show initiative



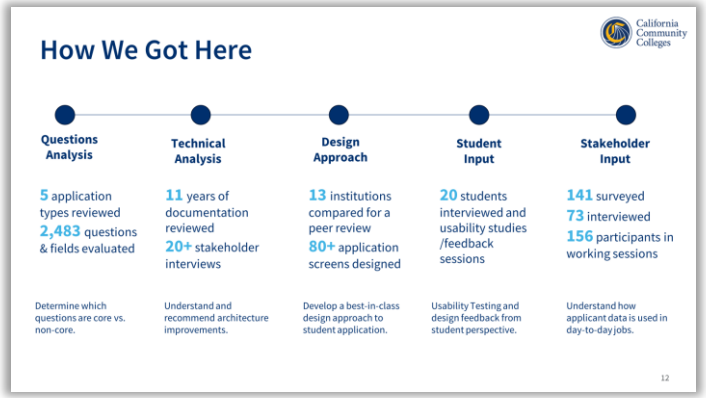


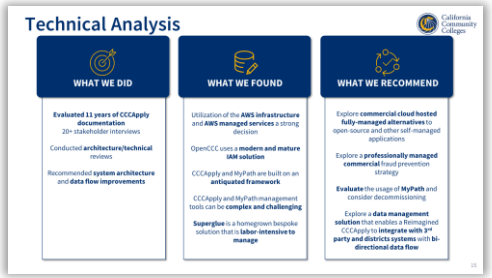


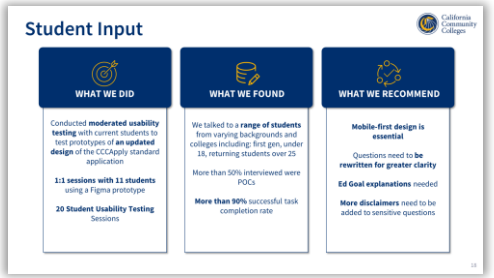
How We Got Here

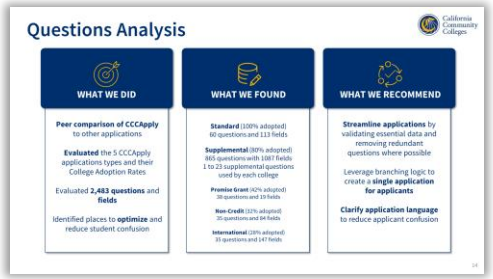
Discussion Points:

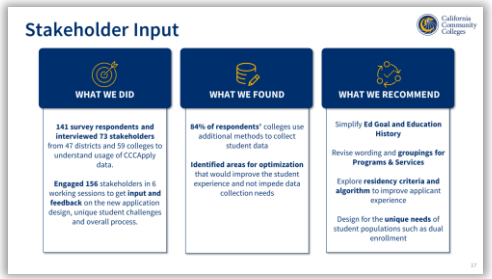
- Excited about shifting towards a student-centered application that asks for and collects data intentionally
- Received positive feedback on past Technical Analysis outputs and Working Session outcomes
- Acknowledged the need to tackle fraud issues even with different colleges' varying IT maturity levels
- There is a desire to minimize duplication and avoid creating new systems
- Some schools want fully integrated applications, but others are worried that access to these will be a challenge due to the limited implementation capabilities
- Students will have an unequal experience based on where they live due to unequal distribution of resources, necessitating a change to ensure equal experiences across all CCC

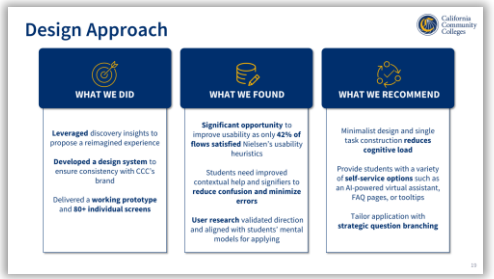








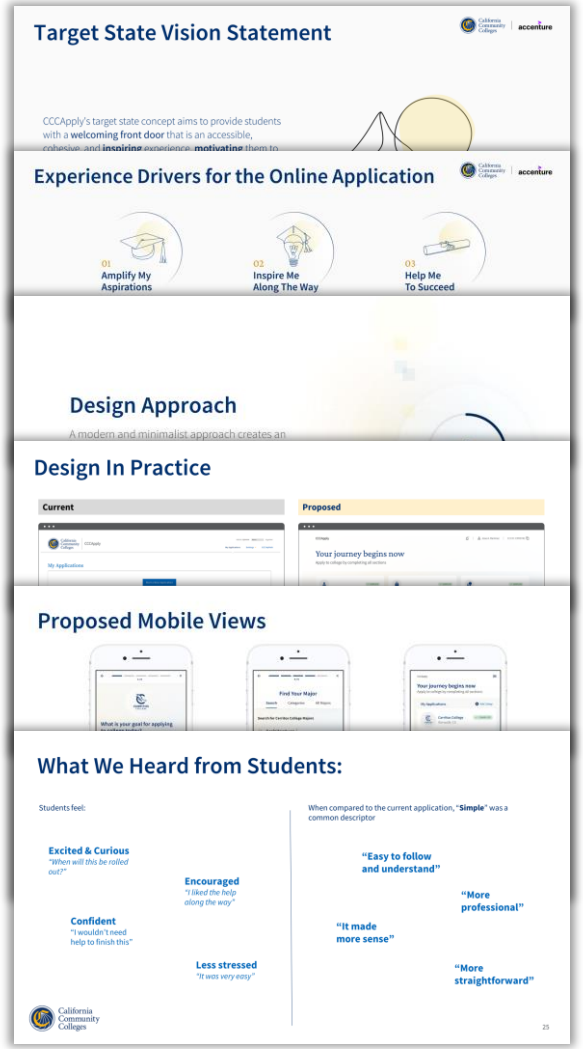


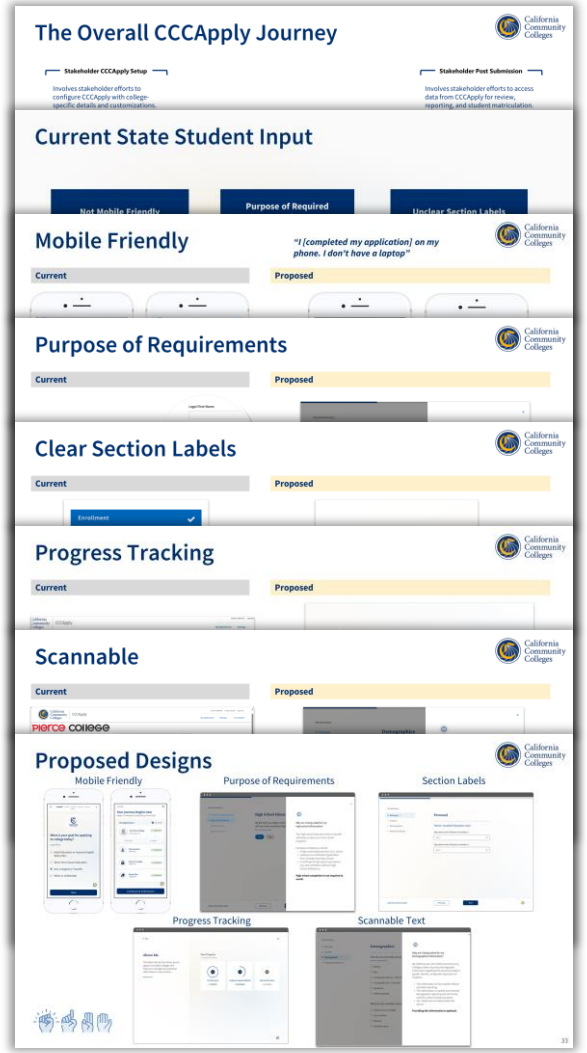


Target State Design & Student Experience

Discussion Points:

- Collecting student drop-off data is a requirement, not a wish
- Need demographics data; however, is a sensitive subject because of how people identify is different in different geographies
- In the progress tracking, it would be helpful to add which questions are required
- The key tension is finding the balance between simplifying the application and collecting necessary data, ensuring we are not creating unnecessary entry barriers
- Moving the data collection to before enrollment may not be very helpful, as students take the time to fill out the application, whereas during enrollment the completion rate is lower





Value Streams

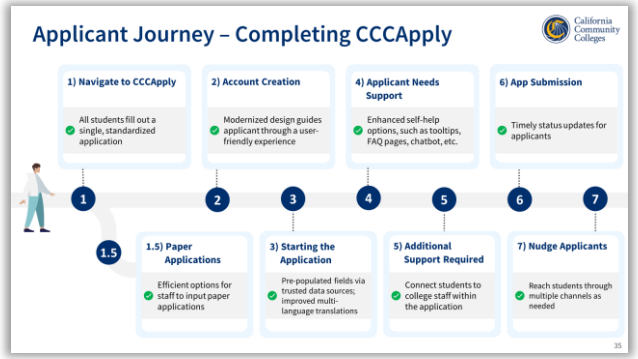
Discussion Points:

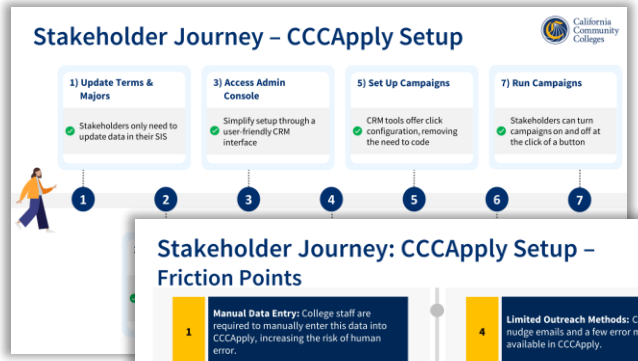
Stakeholder Journey – CCCApply Setup

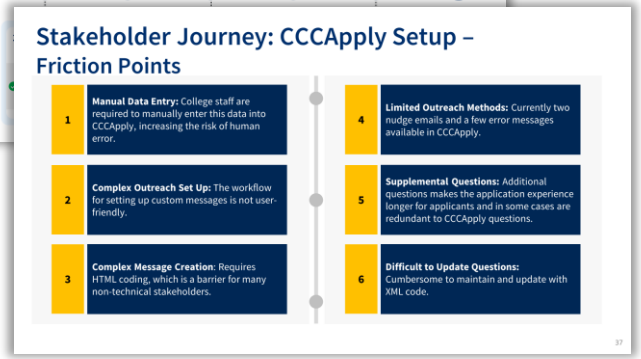
- Mapping will have to be done in the SIS to ensure differences between the SIS and CCCApply are reconciled
- Configurability is needed for the colleges and the programs that they offer
- It is important to not always look to the UCs or CSUs for guidance as they don't have to serve the whole population like CCC does

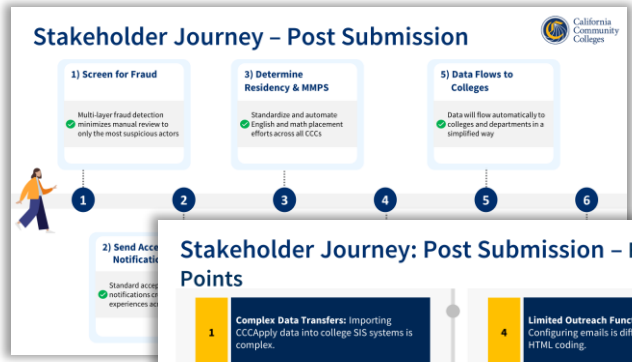
Stakeholder Journey – Post Submission

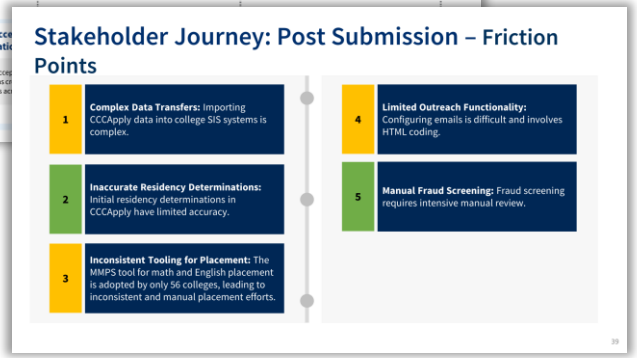
- A core tension with making ID.Me mandatory, which may deter many applicants
- Tools that detect fraud do not properly represent minorities (e.g., undocumented students)
- We are spending inordinate resources on fraud that could have been spent on real students and their classes











Vision

We co-created the following vision statement to be refined by our gracious members Josh Morgan and Michael Odu to incorporate the Task Force's feedback:

"The CCCApply Transformation is a reimagining of the student admission process that creates a welcoming 'front door' to all"

Vision Statement Feedback

- *"CCCApply is not the admissions process, it's just a tool. Maybe add the words 'application process' after where 'CCCApply' is now?"*
- *"CCCApply is a bigger journey than just the front door. The old CCCApply was a front door, and I feel like this is more"*
- The "front door" feels wrong. We want to focus more on the notion of inclusion and community after a student walks through the front door.
- Desire to emphasize the aspect of community

'Headlines of the Future' Themes as Inspiration

- **Quick** – application can be completed in short period of time.
- **Easy/Painless** – application is easy to fill out and can be done while multitasking (e.g., in line for coffee).
- **Impactful** – application will open doors for a bright future.
- **Seamless** – application didn't have any glitches and was straightforward to complete.
- **Mobile friendly** – application can be completed on phone.

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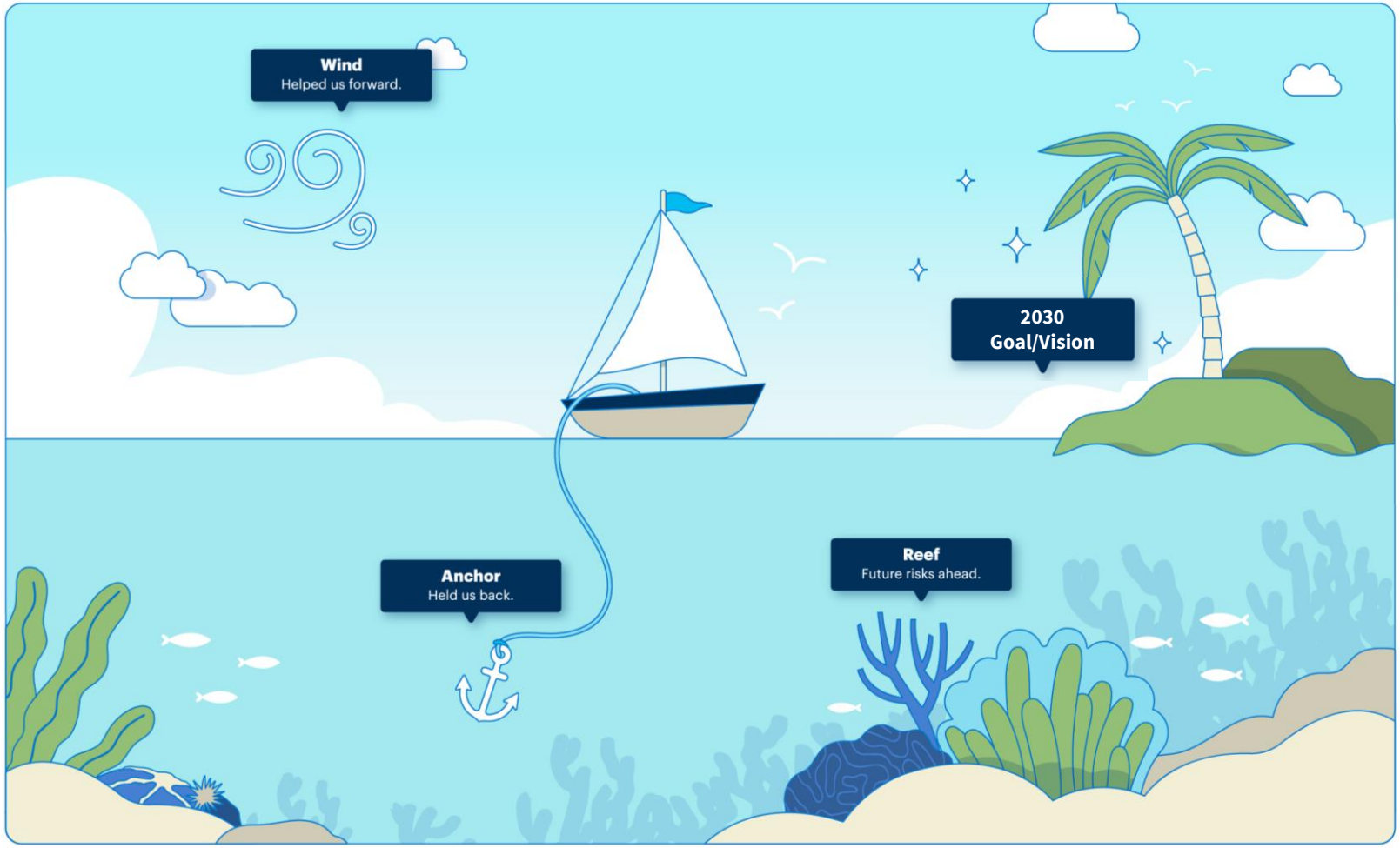
Headlines of the Future

A group exercise to begin envisioning the outcome of a Reimagined CCCApply process

Sailboat Exercise

A generative group exercise to start the conversation about what it would take to achieve the Reimagine Apply Target State



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Wind In Our Sails

Input from the group about what it would take to achieve the Reimagine Apply Target State

Wind in Your Sails Discussion Points

Anchors

What is Holding Us Back?

- Residency legislation
- Required elements and time and effort to change that list
- Fear of change or unknown
- Regulatory burden
- Need to have vs. Nice to have
  We ask for data we want but don't need
- Lack of technical resources, limited or inadequate funding
- Institutional stamina / conflicting priorities: "boiling the ocean" to serve everyone
- Being system first vs. college first

Wind

What Will Push Us Forward?

- Focus on students and our passion/desire to serve them and improve their lives
- Shared values of collaboration and accepting others' ideas
- Innovative leaders
- Advanced technology
- Diversity of students and serving their changing needs
- Increasing accountability and reporting
- The status quo/current processes are not sustainable
- Consensus that we need to improve this
- Need for change coupled with commitment to do so
- Institutional support

Reef

What are our Future Risks?

- Legislation and policy uncertainty
- "When we don't speak collectively is when we have trouble"
- Updating system in real time will cause us to have delays
- Unwillingness to compromise / inability to resolve tensions
- Working in siloes
- Impossible to build a perfect system
- Feasibility and value
- Funding
- Building ongoing change process
- Frustration over slow change

Wind in Your Sails: Compass Opportunities

California Community Colleges

Barriers:	Opportunities:		
Legislative Requirements	**All associations unite and advocate for legislative change**	• Mobilize students on behalf of needed changes for students • Calendar of systematic changes	• “Coalition of the Caring”
Unwilling to Compromise	**Slow down, and communicate early and often**	• Increase communication to avoid “fighting mode" when we don’t understand the other person	• Share guidelines to show that the TF has done their due diligence
Resources / Funding	**Articulate and show the value of our work**	• Highlight how ease of use + how processes can contribute directly to student-centered funding pieces	• Tell our story well
SIS Integration	**Emphasize data integration while prioritizing other aspects of application functionality**	• Implementation as system, not local • Align resources to vision • Desire to minimize duplication and avoid creating new systems	• Currently only looking to create APIs/linkages to set the stage for a longer-term conversation
Skill Gap	**Train people properly for their positions**	• Investment in the people that do this work to enable better service to students	• People should be equipped with the skills to do their jobs properly
System vs. Student First	**Keep a student-centered lens while discussing application updates and changes**	• Only ask for data we need, not just that we want • Ask for more standardization coming from the system	• Establish a shared understanding of what's needed
Change Fatigue	**Align and embody the vision**	• Share the message in a language that our constituents can hear • Call out the mission and work to bring it to reality	• Vetting the vision throughout the process to minimize resistance • Slow down, and listen with curiosity

Residency Working Team

This group will identify Residency SMEs and conduct the following efforts:

Compile a view of which **populations in your college are most negatively impacted** by Residency questions and determination, including insights into challenges

Aggregate insights into **any existing efforts** leveraged by college staff to address these challenges

Provide relevant **documentation** or statistics around these residency topics

Fraud Working Team

This group will connect with experts in this area and conduct the following efforts:

Collect an understanding of the **existing business process and/or technology efforts** conducted by your local college to mitigate fraud

Gather insights on **tools and best practices used by your campus**, and understand examples of rework/manual work for the local college staff with regards to fraud

Understand the **student experiences** related to this topic

Understand the most **prevalent fraud-related challenges** that your college / district is experiencing and gather the relevant documentation

Reimagine Apply Task Force Success

"United in our purpose to Reimagine CCCApply"

"The future is now and it's looking good"

"We can improve the student journey"

"We're in this together"

"We are the system and can redesign it to meet today's diverse students"

"The tech exists to affect positive change for students"

"We make a difference"

"Coalition of the caring"

"We genuinely care about our students"

California Community Colleges

Thank you!

Contact Info:
Reimagine Apply Website
ReimagineApply@Accenture.com

www.cccco.edu

CCCApply Talking Points

- In alignment with the Governor's Roadmap and Vision 2030 to improve systems and provide equitable access.
- The purpose is to reimagine a new student-centered application process and supporting system architecture for prospective and returning students that would be experienced as a 'welcoming front door.'
- Active participation from across the state to support the effort:
  - a statewide survey to understand the use of applicant data was completed by 141 respondents from 50% of the colleges statewide, representing small, medium, large student populations in the urban, suburban, and rural areas.
  - 153 participants attended six remote working sessions to review the proposed designs, address unique student population needs and ideate on potential solutions.
- Completed a comprehensive review of the questions on the standard, international, non-credit and Promise Grant applications with a detailed mapping of policies and legislation to determine which were required for local, state and federal reporting.
- Working in coordination with the Student Centered Design Lab, there were 20 student interviews and additional usability tests to identify pain points in the process and validate design choices for the Target State prototype.
- Design for the new application was met with excitement and praise by students from several demographic categories including first generation students, older students, and non-English speakers.
- The technical analysis found that the non-standard, non-commercial CCCApply system is challenging to maintain and not easy for stakeholders to complete critical application-related administrative actions
- Statewide Task Force launched in February and reviewed the proposed new designs and target state profile for the application.

APPENDIX

Your Facilitators & Support Team

Erica Harrold
Delivery Lead

Nicole Martinez Whang
Functional Lead

Sami Packard
Change Management Lead

Garrick Yau
Delivery Lead

Gia Ariola
Senior Analyst

Ariela Hekmat
Consultant

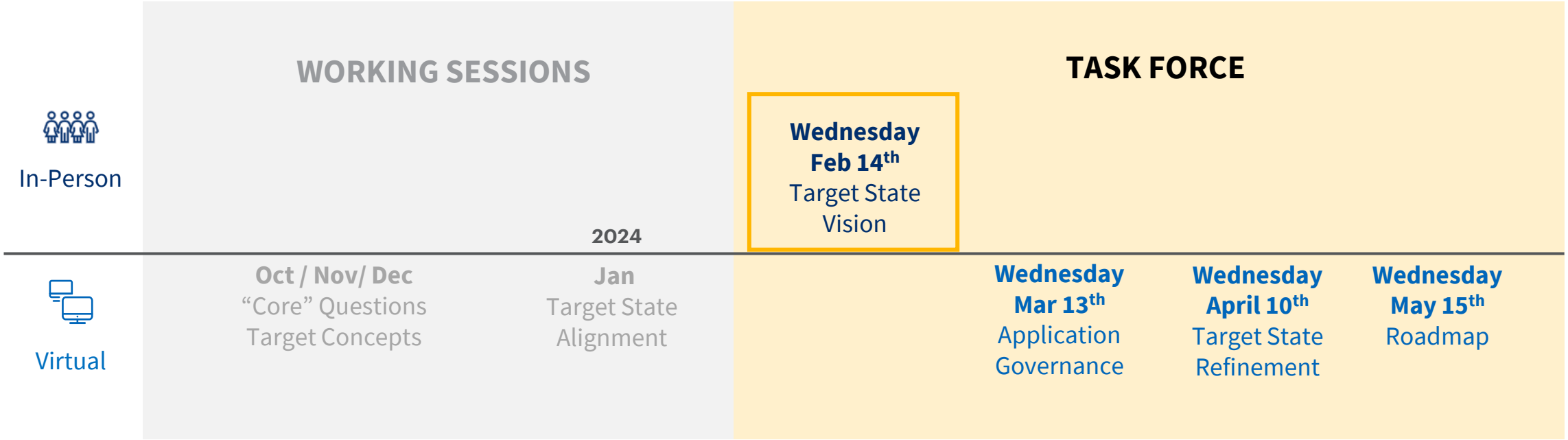
Sara Moore
Executive Sponsor

Hojoon Lee
Managing Director

California Community Colleges

Reimagine Apply Working Sessions + Task Force

Working initially with stakeholders directly impacted by potential data usage changes in restructuring questions in CCCApply. Task Force participants will be selected by their state organization to join the Task Force in February 2024. The Task Force will give input on the Target State, new application governance and High-level Roadmap for implementation of a new application system.



Open Invitation (statewide): A&R, Financial Aid, CSSO, CIO, IR, Student Senate

TASK FORCE Members: Academic Senate, Student Senate, A&R, Financial Aid, CEO, CIO, CISO, CSSO, IR, PIO, CCCCO

Chancellor's Office *Vision 2030*

The vision aims to advance student success, access, support and socio-economic mobility with equity

2030 Goals

01 **Equity in Success**
Ensure the academic and career success of all Californians who are current and prospective California community college students

02 **Equity in Access**
Increase the number of students attending a California community college, with particular emphasis on the number of underserved Californians

03 **Equity in Support**
Partner with other systems, agencies, institutions and community-based organizations to provide students the academic, financial and social supports necessary to thrive

What can we do together?

Design the application to help guide a student to uncover and pursue their academic and career goals

Simplify CCCApply to help more students matriculate

Build an integrated platform to ensure colleges can best identify and follow-up with needed support

We are here to co-create the Student Application with you so that we can:

- improve the user experience
- make the application process easier for students
- improve data accuracy
- better support equitable access
- protect against and mitigate fraud

Task Force – Guiding Principles

1. **Project-oriented**: Contributes to the reimagining of the student application and support systems with clearly defined recommendations to achieve measurable outcomes.

2. **Transparent**: consistent, efficient and effective communication within the group and with stakeholders.

3. **Temporary**: Is a temporary collection of stakeholders that operate to support the transformation, but not beyond.

4. **Agile**: Is comprised of the stakeholders considered necessary to achieve the defined outcomes. The membership is proactive, responsive and operates nimbly with focus and purpose.

5. **Student-centered**: prioritizing the needs of the student, regardless of where they enroll.

6. **Innovative**: willing to challenge assumptions and think beyond the status quo.

How We Got Here

Questions Analysis

5 application types reviewed
2,483 questions & fields evaluated

Determine which questions are core vs. non-core.

Technical Analysis

11 years of documentation reviewed
20+ stakeholder interviews

Understand and recommend architecture improvements.

Design Approach

13 institutions compared for a peer review
80+ application screens designed

Develop a best-in-class design approach to student application.

Student Input

20 students interviewed and usability studies /feedback sessions

Usability Testing and design feedback from student perspective.

Stakeholder Input

141 surveyed
73 interviewed
156 participants in working sessions

Understand how applicant data is used in day-to-day jobs.

Engagement Across the State for Reimagine Apply

62
Colleges

45
Districts

Colleges

Bakersfield College
Barstow Community College
Butte College
Cañada College
Cerritos College
Cerro Coso Community College
Citrus College
City College Of San Francisco
Coastline Community College
College Of San Mateo
College Of The Canyons
College of the Redwoods
Columbia College
Compton College
Contra Costa College
Crafton Hills College
Cuesta College
Cuyamaca College
Cypress College
Diablo Valley College
East Los Angeles College
El Camino College
Evergreen Valley College
Foothill College
Fresno City College
Fullerton College
Glendale Community College
Golden West College
Grossmont College
Hartnell College
Irvine Valley College
Lake Tahoe Community College
Las Positas College
Los Angeles Harbor College
Los Angeles Valley College
Merced College
Mission College
Monterey Peninsula College
Moorpark College
Mt. San Antonio College
North Orange Continuing Education
Orange Coast College
Oxnard College
Palomar College
Reedley College
Riverside City College
Saddleback College
San Bernardino Valley College
San Diego City College
San Joaquin Delta College
San Jose City College
Santa Rosa Junior College
Shasta College
Sierra College
Skyline College
Solano Community College
Southwestern College
Taft College
Ventura College
Victor Valley College
West Hills College Coalinga
Yuba College

Questions Analysis

WHAT WE DID

Peer comparison of CCCApply to other applications

Evaluated the 5 CCCApply applications types and their College Adoption Rates

Evaluated **2,483 questions** and **fields**

Identified places to **optimize** and reduce student confusion

WHAT WE FOUND

Standard (100% adopted)
60 questions and 113 fields

Supplemental (80% adopted)
865 questions with 1087 fields
1 to 23 supplemental questions used by each college

Promise Grant (42% adopted)
38 questions and 19 fields

Non-Credit (32% adopted)
35 questions and 84 fields

International (28% adopted)
35 questions and 147 fields

WHAT WE RECOMMEND

Streamline applications by validating essential data and removing redundant questions where possible

Leverage branching logic to create a **single application for applicants**

Clarify application language to reduce applicant confusion

374

Technical Analysis

California Community Colleges

WHAT WE DID

Evaluated 11 years of CCCApply documentation
20+ stakeholder interviews

Conducted **architecture/technical** reviews

Recommended **system architecture** and **data flow improvements**

WHAT WE FOUND

Utilization of the **AWS infrastructure** and **AWS managed services** a strong decision

OpenCCC uses a **modern and mature IAM solution**

CCCApply and MyPath are built on an **antiquated framework**

CCCApply and MyPath management tools can be **complex and challenging**

Superglue is a homegrown bespoke solution that is **labor-intensive to manage**

WHAT WE RECOMMEND

Explore **commercial cloud hosted fully-managed alternatives** to open-source and other self-managed applications

Explore a **professionally managed commercial** fraud prevention strategy

Evaluate the usage of **MyPath** and consider decommissioning

Explore a **data management solution** that enables a Reimagined CCCApply to **integrate with 3rd party and districts systems** with **bi-directional data flow**

375

Stakeholder Input

WHAT WE DID

141 survey respondents and interviewed 73 stakeholders from 47 districts and 59 colleges to understand usage of CCCApply data.

Engaged 156 stakeholders in 6 working sessions to get **input and feedback** on the new application design, unique student challenges and overall process.

WHAT WE FOUND

84% of respondents' colleges use additional methods to collect student data

Identified areas for optimization that would improve the student experience and not impede data collection needs

WHAT WE RECOMMEND

Simplify **Ed Goal and Education History**

Revise wording and **groupings for Programs & Services**

Explore **residency criteria and algorithm** to improve applicant experience

Design for the **unique needs** of student populations such as dual enrollment

376

Student Input

WHAT WE DID

Conducted **moderated usability testing** with current students to test prototypes of **an updated design** of the CCCApply standard application

1:1 sessions with 11 students using a Figma prototype

20 Student Usability Testing Sessions

WHAT WE FOUND

We talked to a **range of students** from varying backgrounds and colleges including: first gen, under 18, returning students over 25

More than 50% interviewed were POCs

More than 90% successful task completion rate

WHAT WE RECOMMEND

Mobile-first design is essential

Questions need to **be rewritten for greater clarity**

Ed Goal explanations needed

More disclaimers need to be added to sensitive questions

377

Design Approach

California Community Colleges

WHAT WE DID

Leveraged discovery insights to propose a reimagined experience

Developed a design system to ensure consistency with CCC's brand

Delivered a **working prototype** and **80+ individual screens**

WHAT WE FOUND

Significant opportunity to improve usability as only **42% of flows satisfied** Nielsen's usability heuristics

Students need improved contextual help and signifiers to **reduce confusion and minimize errors**

User research validated direction and aligned with students' mental models for applying

WHAT WE RECOMMEND

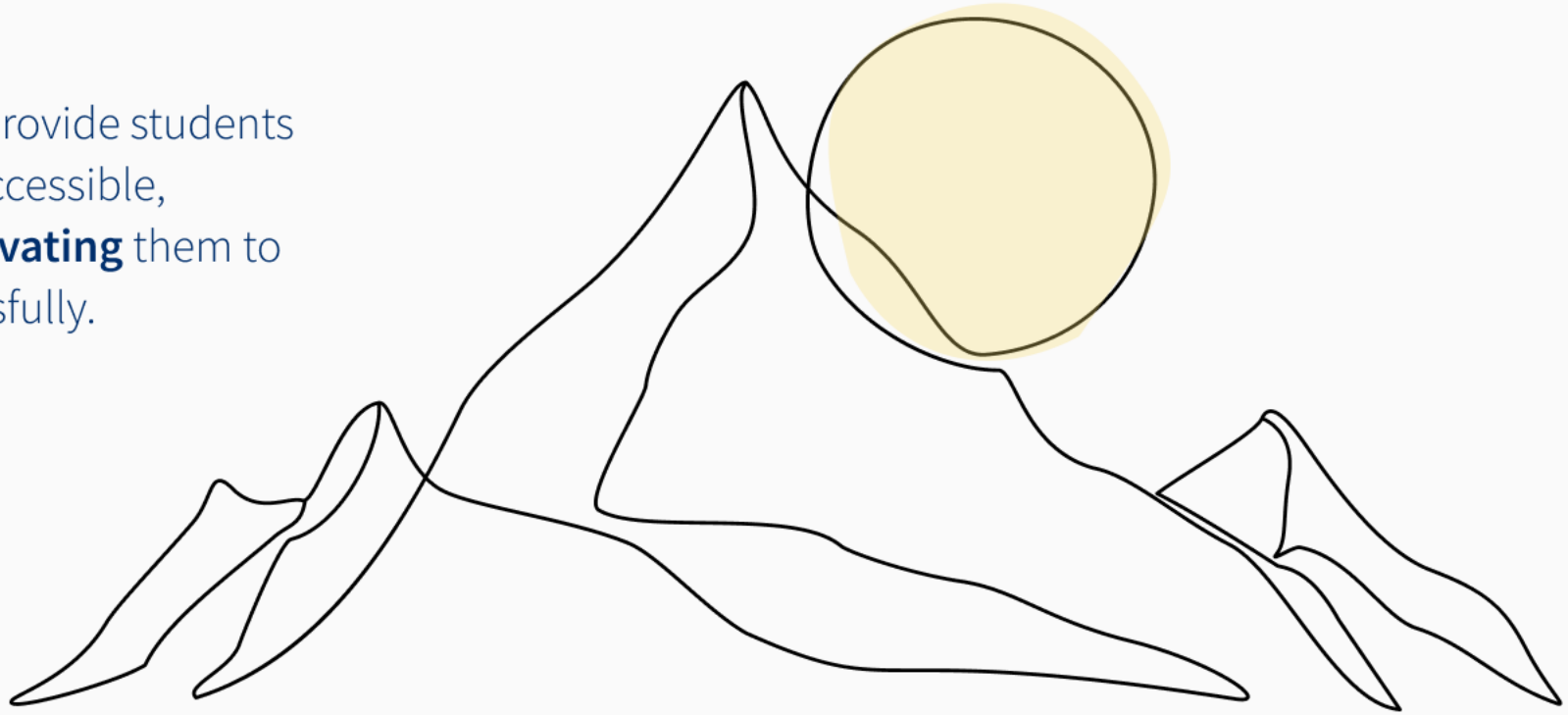
Minimalist design and single task construction **reduces cognitive load**

Provide students with a variety of **self-service options** such as an AI-powered virtual assistant, FAQ pages, or tooltips

Tailor application with **strategic question branching**

Target State Vision Statement

CCCApply's target state concept aims to provide students with a **welcoming front door** that is an accessible, cohesive, and **inspiring** experience, **motivating** them to complete the application process successfully.



Experience Drivers for the Online Application

01
Amplify My Aspirations

02
Inspire Me Along The Way

03
Help Me To Succeed

04
Show Me The Way

05
Give Me The Whole Story

06
Speak My Language

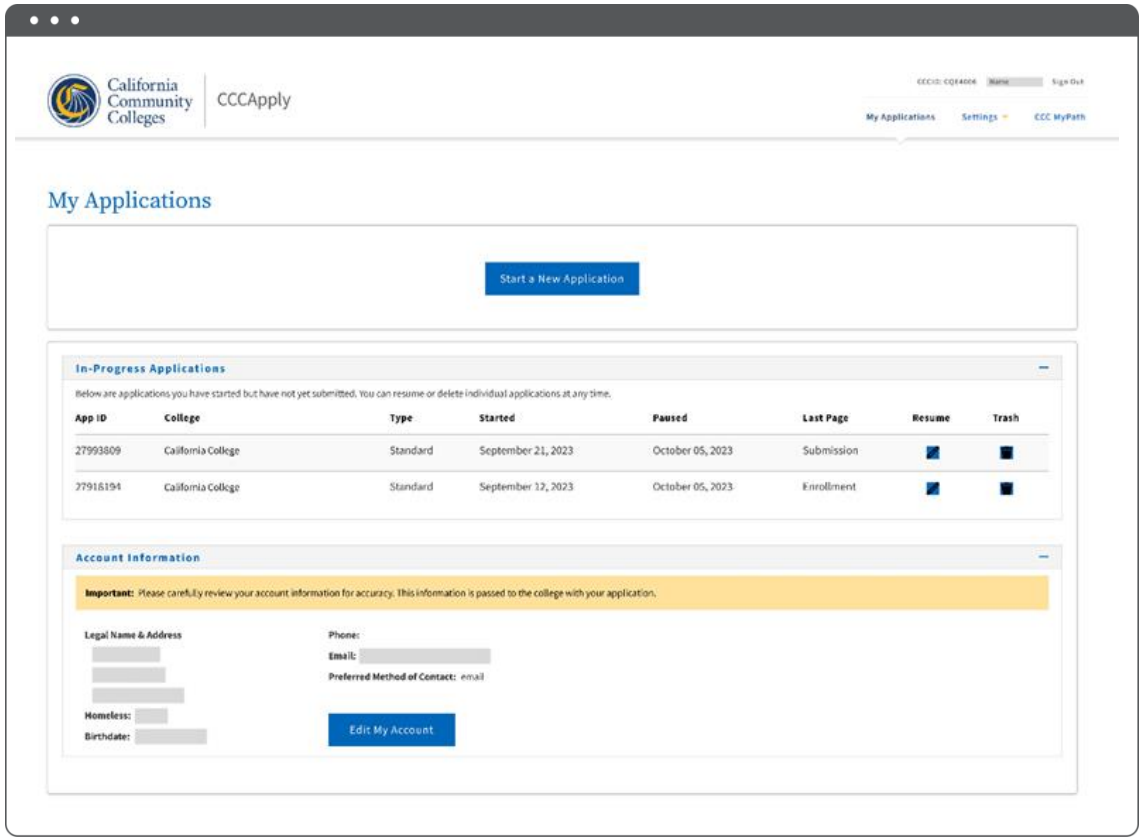
Design Approach

A modern and minimalist approach creates an elevated experience focusing on content and wayfinding, and helps students accomplish goals.

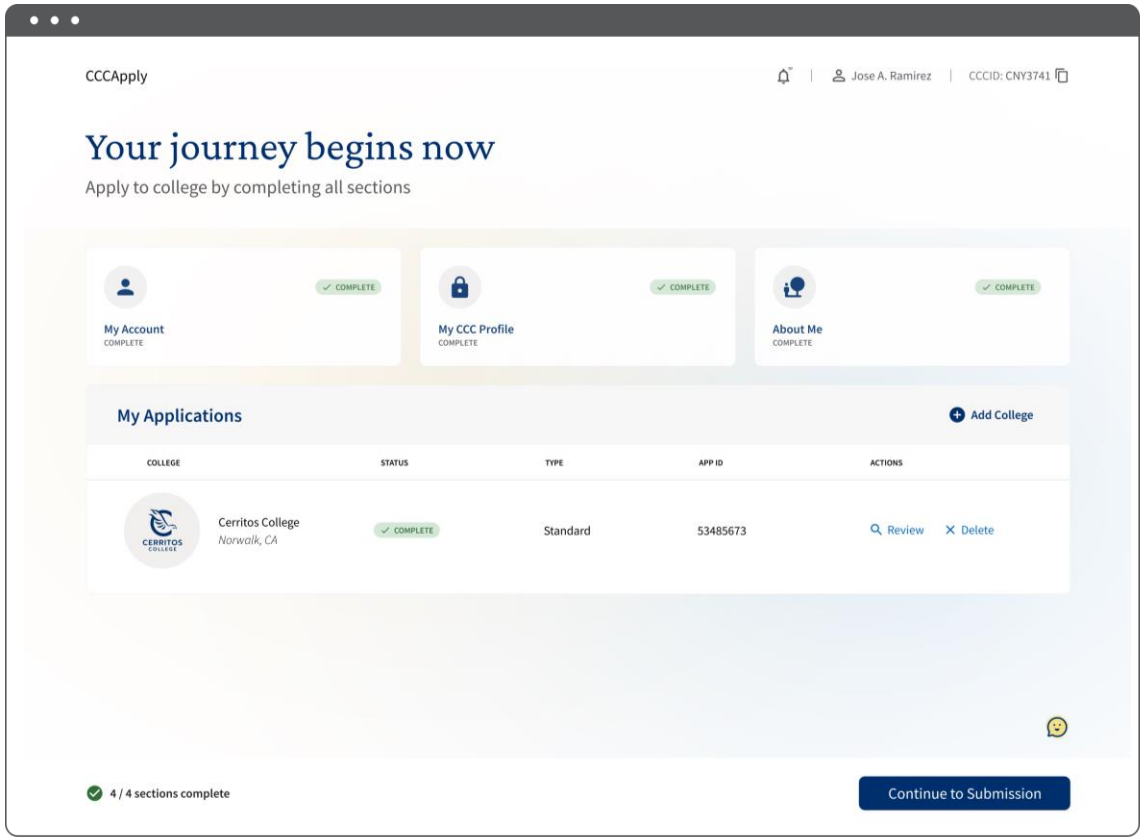
Design In Practice

California Community Colleges

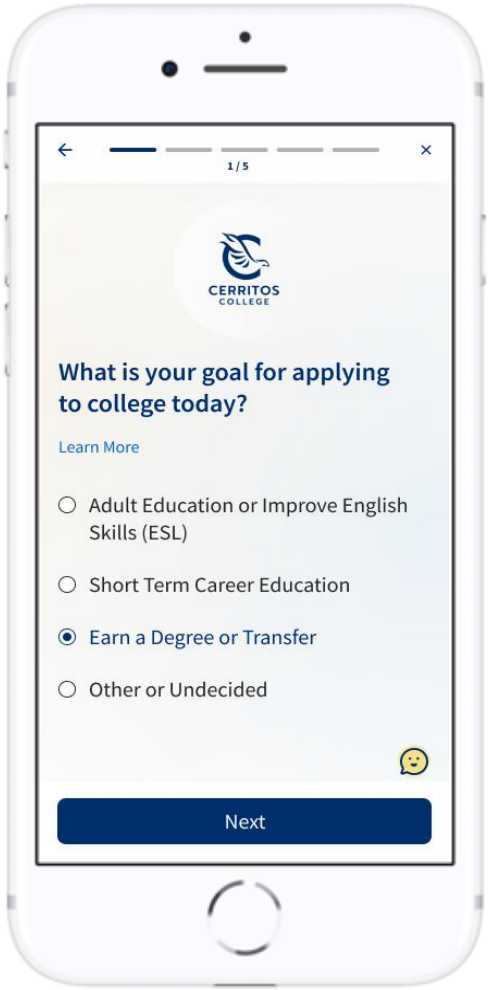
Current

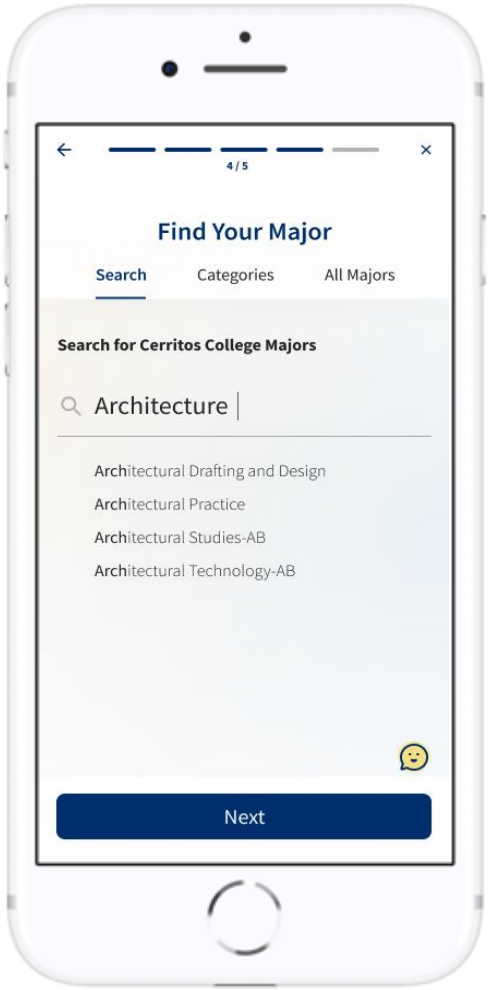


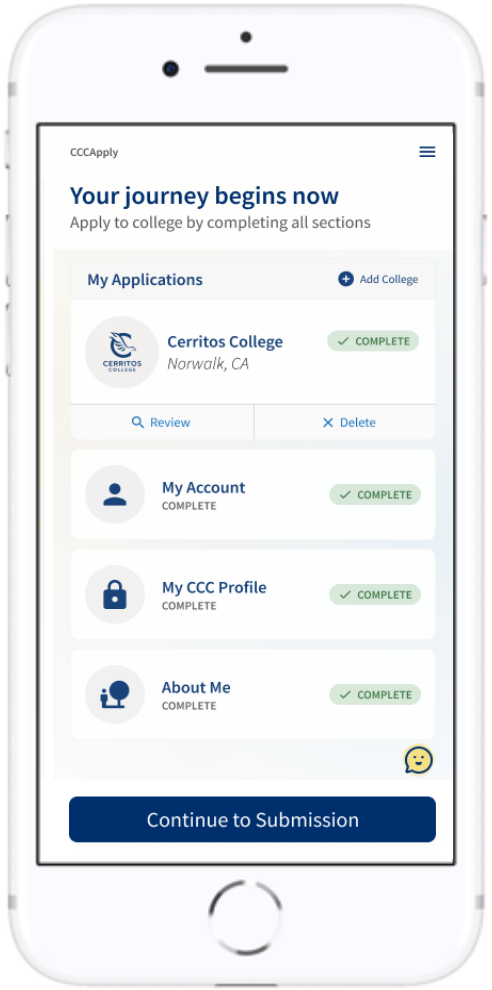
Proposed



Proposed Mobile Views







What We Heard from Students:

Students feel:

Excited & Curious
"When will this be rolled out?"

Encouraged
"I liked the help along the way"

Confident
"I wouldn't need help to finish this"

Less stressed
"It was very easy"

When compared to the current application, "**Simple**" was a common descriptor

"Easy to follow and understand"

"More professional"

"It made more sense"

"More straightforward"

The Overall CCCApply Journey

California Community Colleges

Stakeholder CCCApply Setup

Involves stakeholder efforts to configure CCCApply with college-specific details and customizations.

1

- Stakeholder modifies CCCApply in CRM's administration portal

2

- Stakeholder configures CCCApply with college-specific details, such as term, major, and outreach strategy

Student Experience

Involves applicant account creation, application completion in CCCApply, and support received throughout the process.

3

- Student begins an application in CCCApply

4

- Student receives any needed support and submits application

Stakeholder Post Submission

Involves stakeholders efforts to access data from CCCApply for review, reporting, and student matriculation.

5

- Fraud screening ensures application is valid

6

- Stakeholders receive applicant data to make residency determination, MMPS placements, and matriculate students

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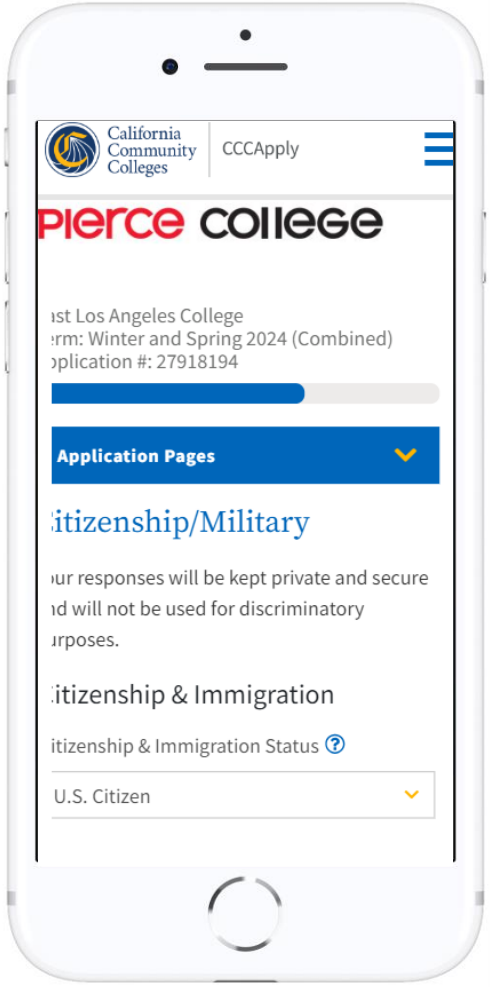
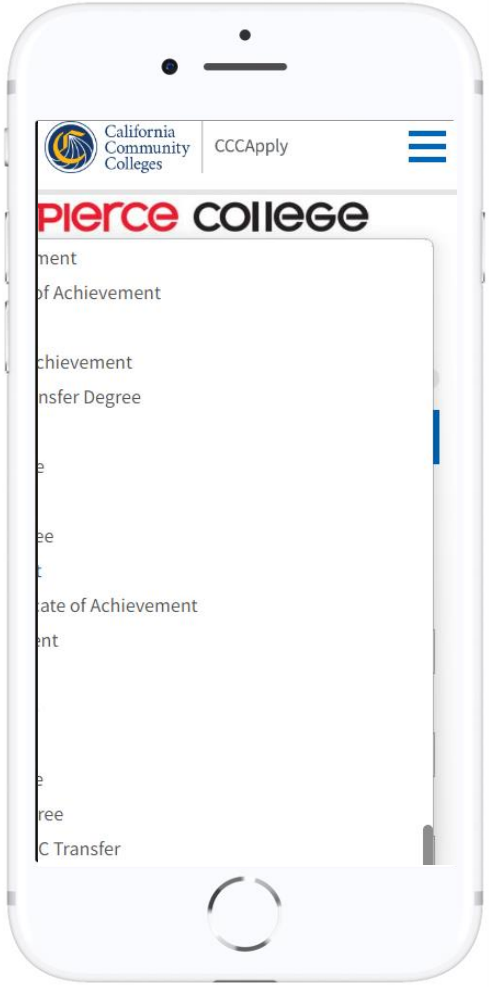
Mobile Friendly

"I [completed my application] on my phone. I don't have a laptop"

Current





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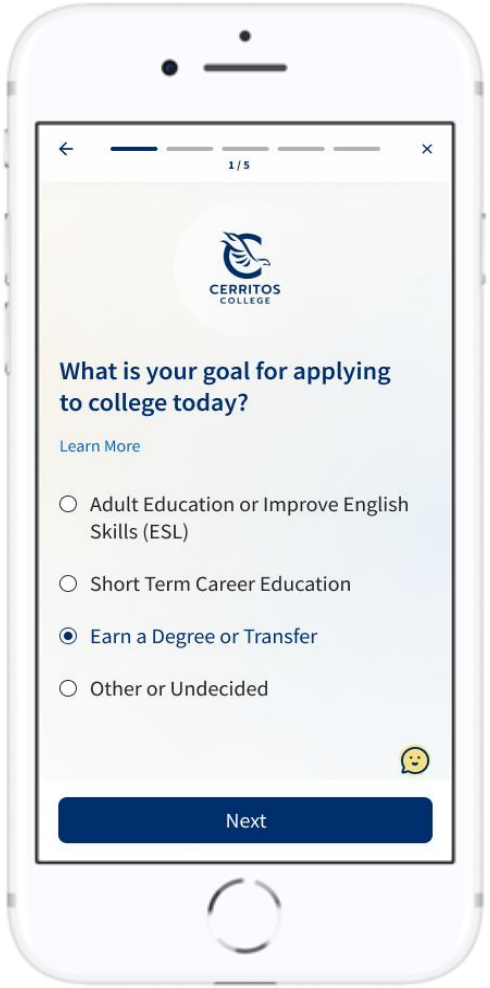
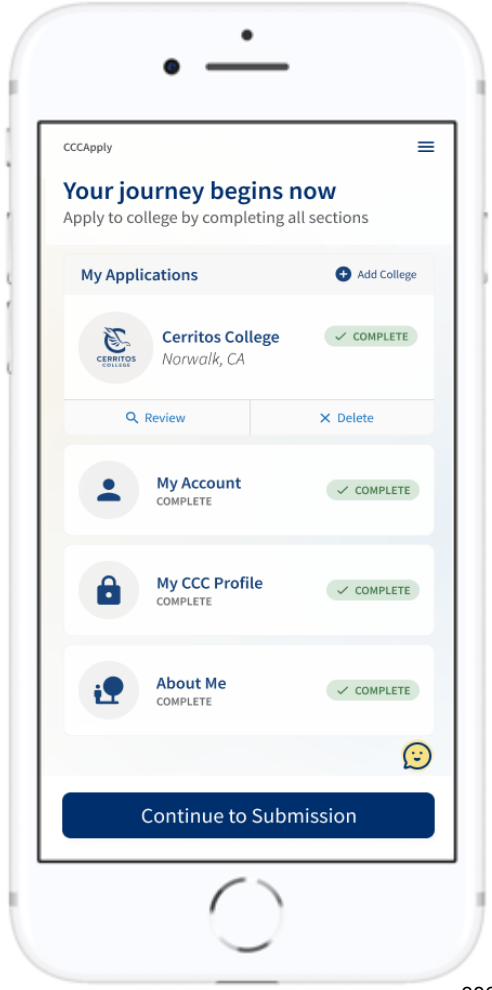
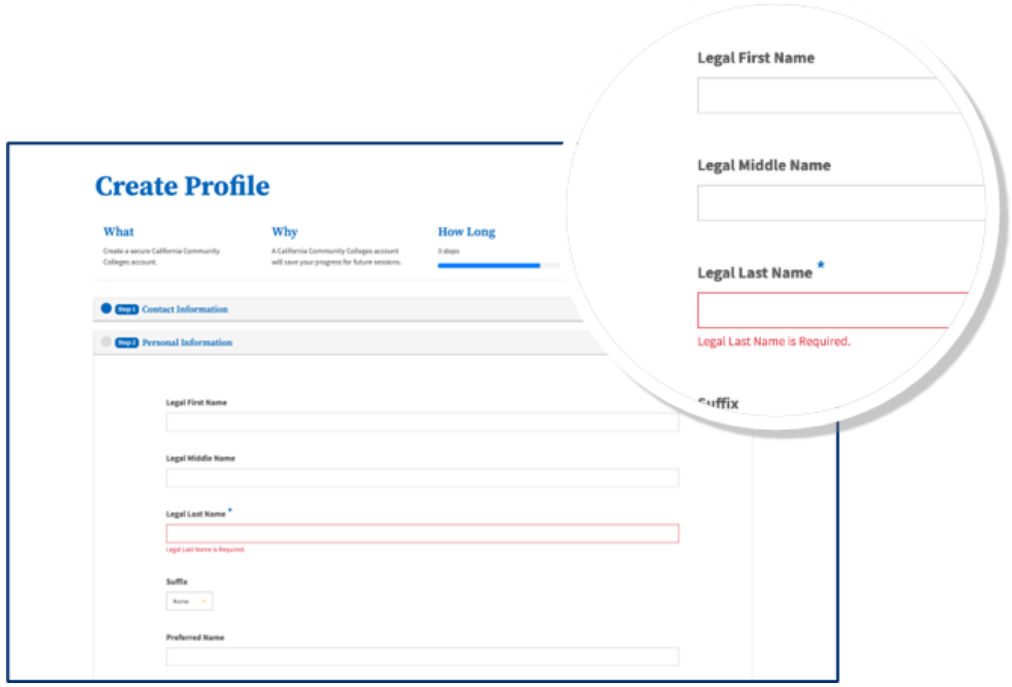




Purpose of Requirements

Current



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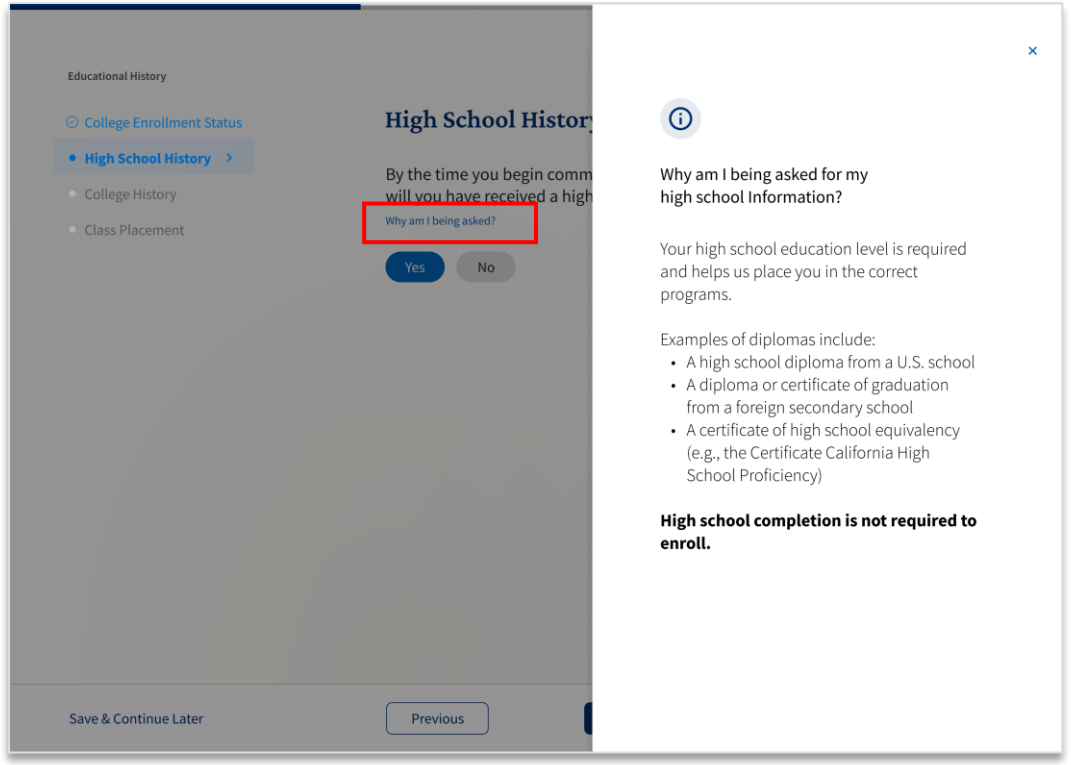
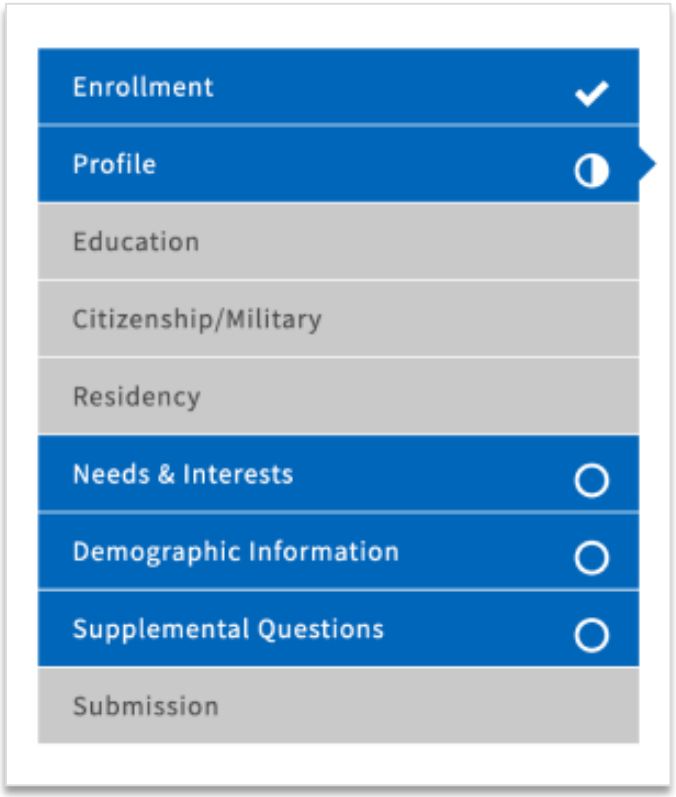


"I'm a non-credit student. I don't think I need to fill this section out"

Clear Section Labels

California Community Colleges

Current



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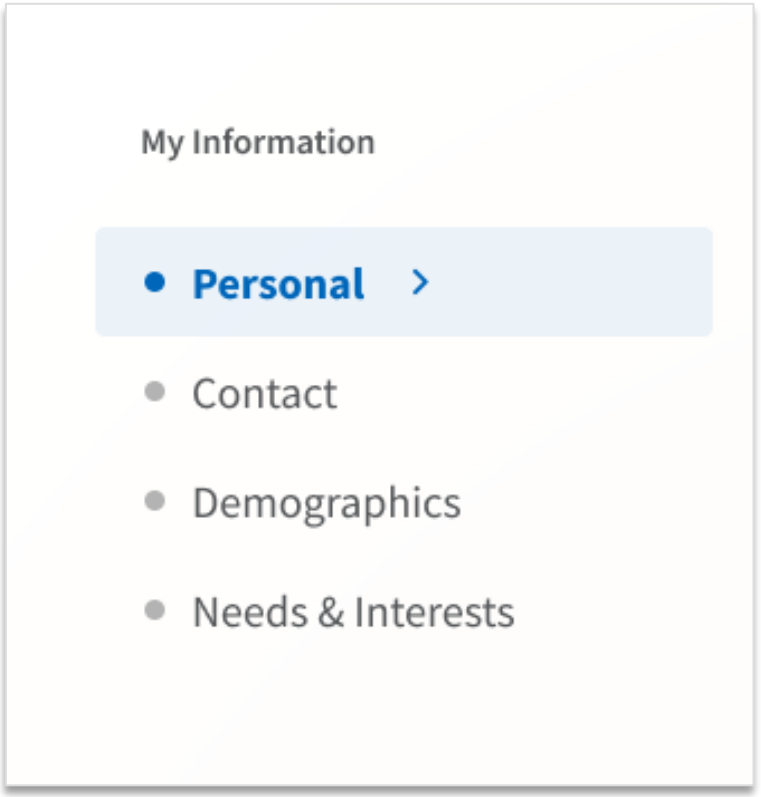
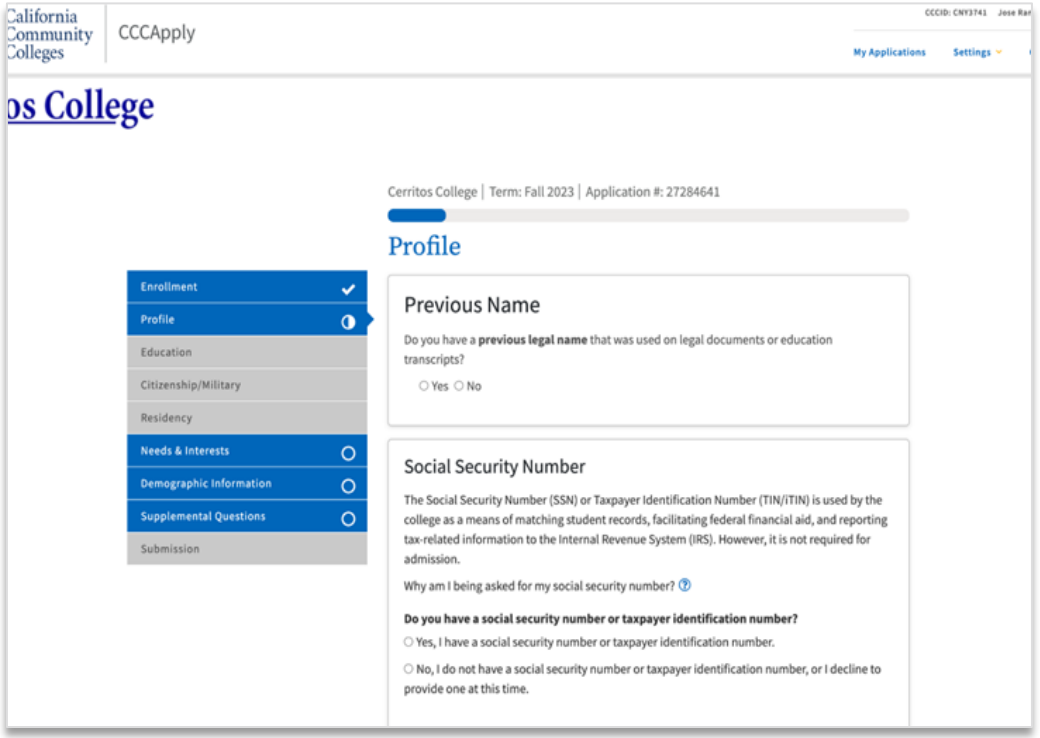


Progress Tracking

Current



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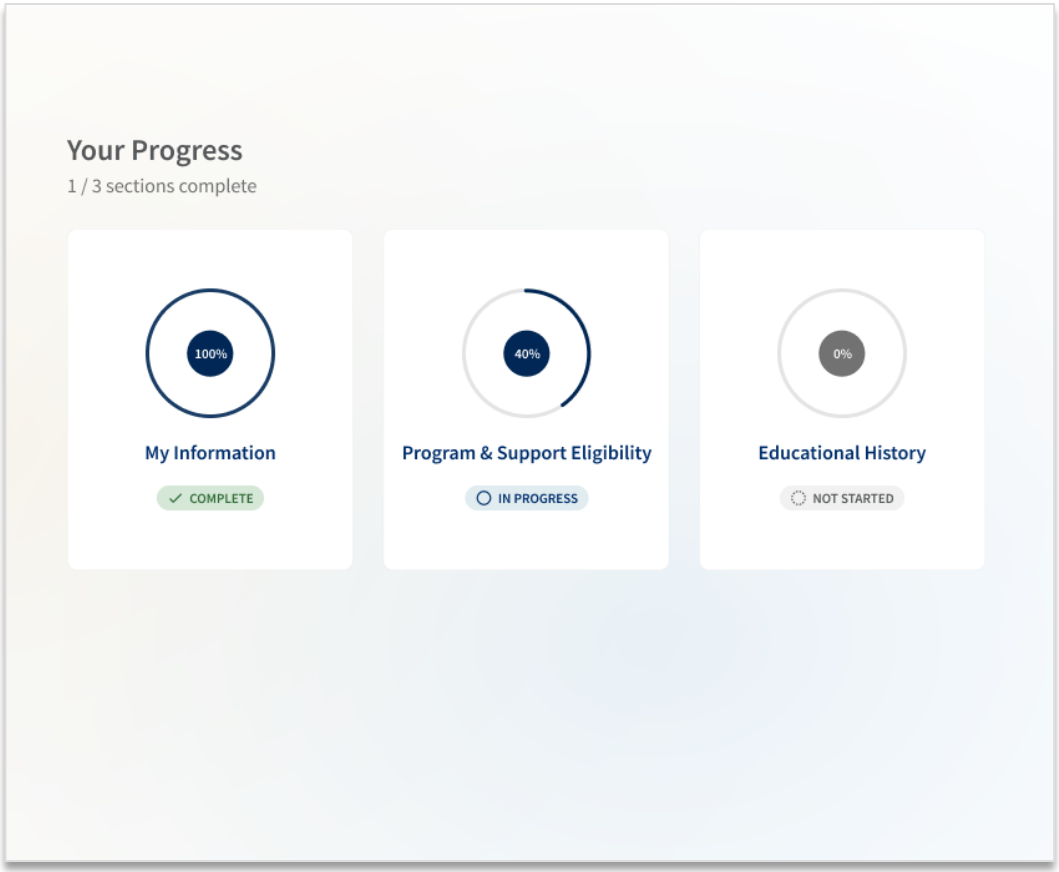
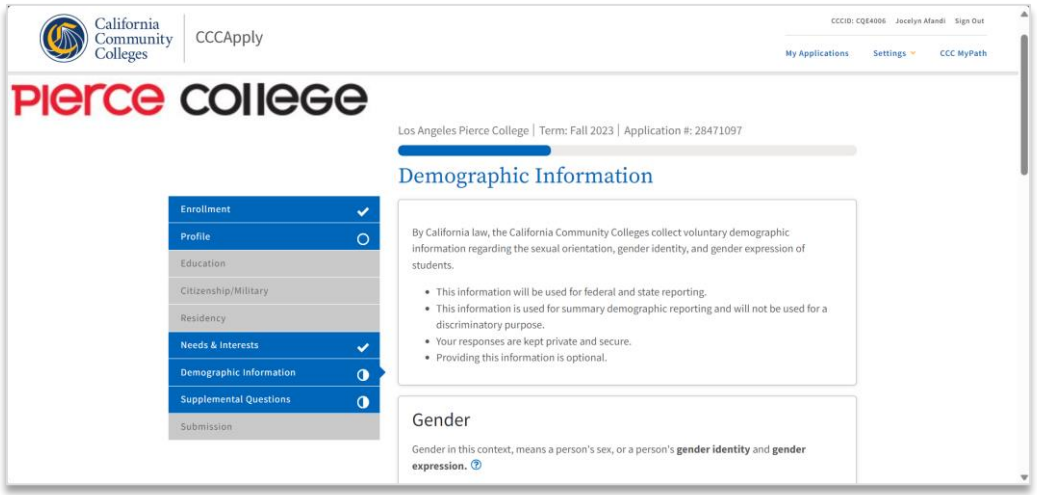


***"[This screen tells me]* my information is done, and I have to work on the second one. I'm kind of curious to do the rest to hit 100%"**

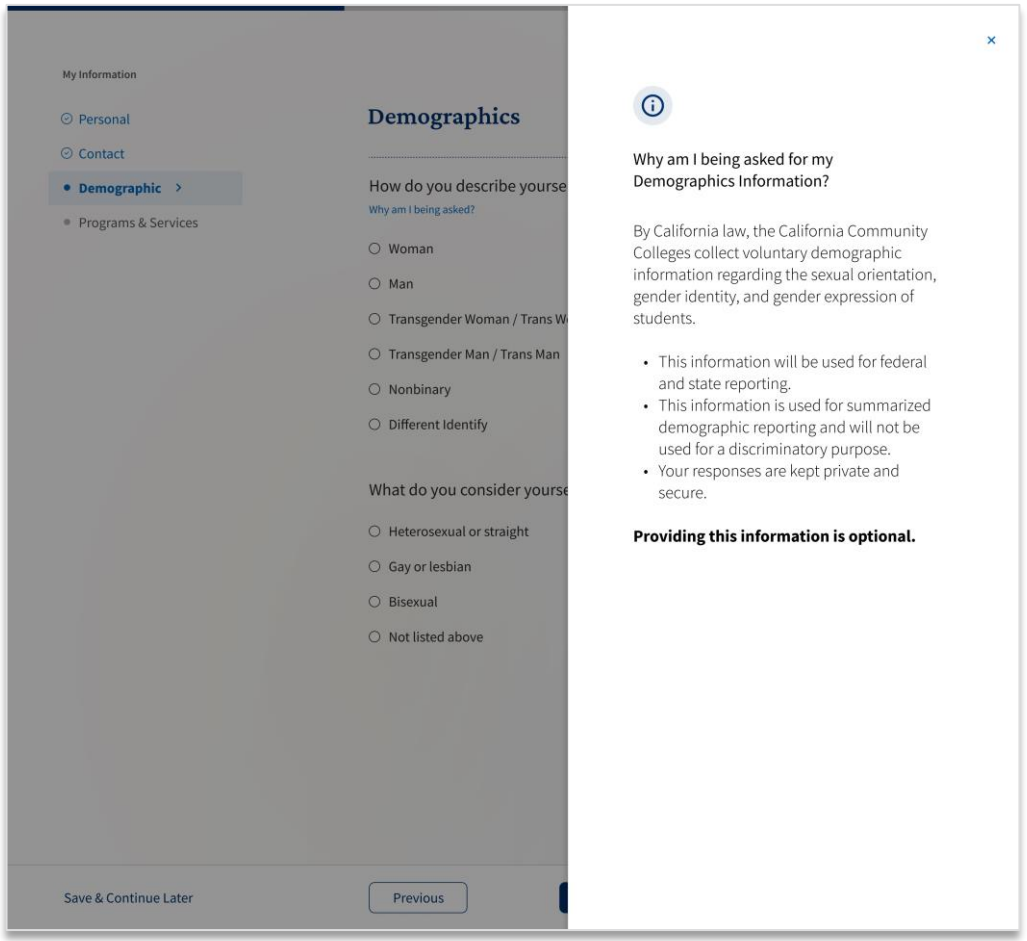
Scannable

Current



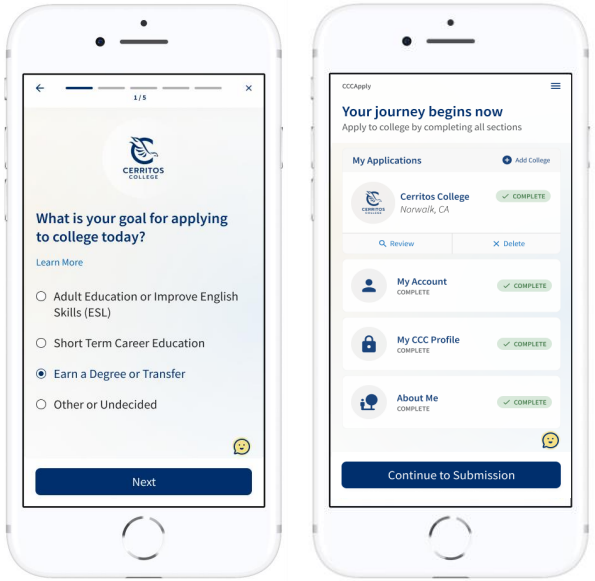
"I'll be honest, I would not read all of this...I'd probably look at the large text [at the top] but for the most part, I'm probably going to skip all of this and just go straight to it."

Proposed

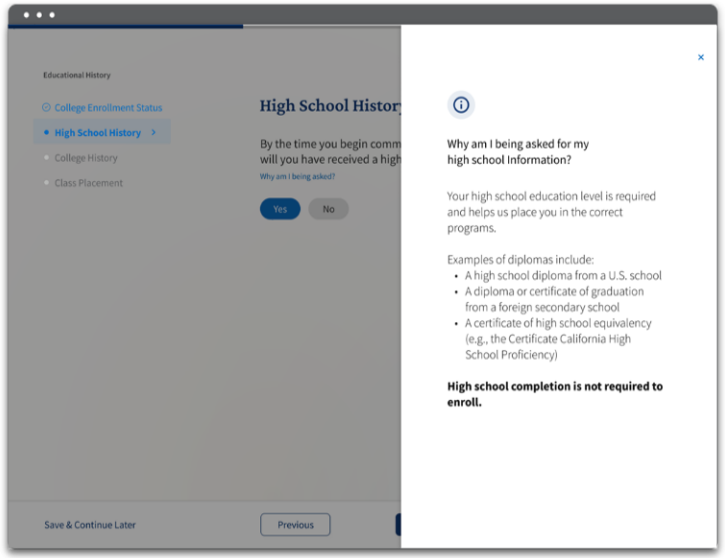


Proposed Designs

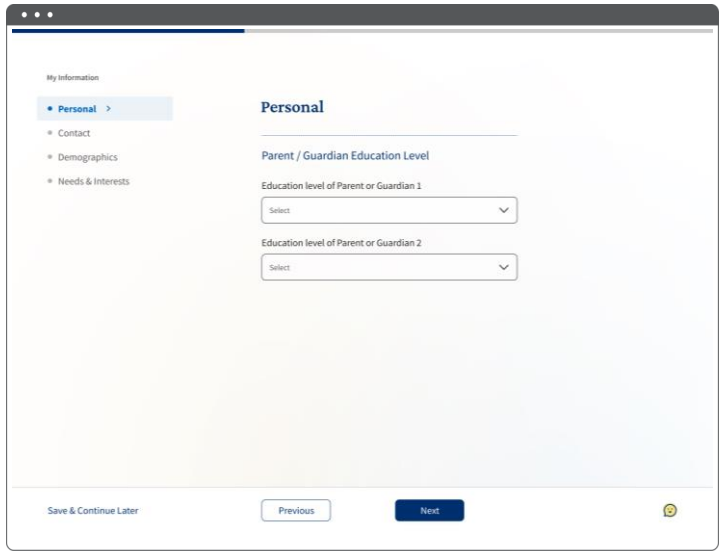
Mobile Friendly



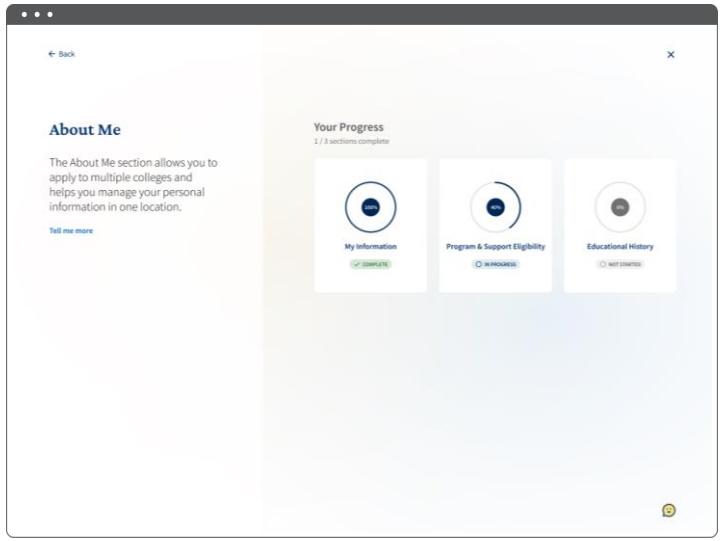
Purpose of Requirements



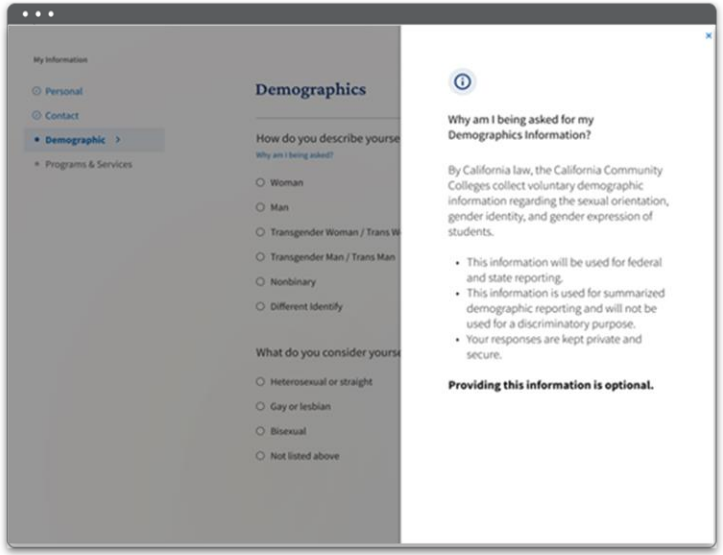
Section Labels



Progress Tracking



Scannable Text



Applicant Journey – Completing CCCApply

California Community Colleges

1) Navigate to CCCApply

- All students fill out a single, standardized application

2) Account Creation

- Modernized design guides applicant through a user-friendly experience

4) Applicant Needs Support

- Enhanced self-help options, such as tooltips, FAQ pages, chatbot, etc.

6) App Submission

- Timely status updates for applicants

1 → 2 → 3 → 4 → 5 → 6 → 7

1.5

1.5) Paper Applications

- Efficient options for staff to input paper applications

3) Starting the Application

- Pre-populated fields via trusted data sources; improved multi-language translations

5) Additional Support Required

- Connect students to college staff within the application

7) Nudge Applicants

- Reach students through multiple channels as needed

Stakeholder Journey – CCCApply Setup

California Community Colleges

1) Update Terms & Majors

- Stakeholders only need to update data in their SIS

2) Automated Data Import

- An automated data connector will sync data, minimizing human error

3) Access Admin Console

- Simplify setup through a user-friendly CRM interface

4) Communications Strategy

- Outreach campaigns can be tailored for common application issues

5) Set Up Campaigns

- CRM tools offer click configuration, removing the need to code

6) Configure Campaigns

- Multichannel touchpoints can be configured into a comprehensive campaign

7) Run Campaigns

- Stakeholders can turn campaigns on and off at the click of a button

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Stakeholder Journey: CCCApply Setup – Friction Points

1	**Manual Data Entry:** College staff are required to manually enter this data into CCCApply, increasing the risk of human error.
2	**Complex Outreach Set Up:** The workflow for setting up custom messages is not user-friendly.
3	**Complex Message Creation**: Requires HTML coding, which is a barrier for many non-technical stakeholders.
4	**Limited Outreach Methods:** Currently two nudge emails and a few error messages available in CCCApply.
5	**Supplemental Questions:** Additional questions makes the application experience longer for applicants and in some cases are redundant to CCCApply questions.
6	**Difficult to Update Questions:** Cumbersome to maintain and update with XML code.

Stakeholder Journey – Post Submission

California Community Colleges

1) Screen for Fraud

- Multi-layer fraud detection minimizes manual review to only the most suspicious actors

1

2) Send Acceptance Notifications

- Standard acceptance notifications create consistent experiences across colleges

2

3) Determine Residency & MMPS

- Standardize and automate English and math placement efforts across all CCCs

3

4) Continue Targeted Outreach

- A CRM tool will allow for omnichannel communication campaigns where needed

4

5) Data Flows to Colleges

- Data will flow automatically to colleges and departments in a simplified way

5

6) Residency & MMPS Review

- Stakeholders review residency and MMPS placement decisions and follow up as needed

6

395

Stakeholder Journey: Post Submission – Friction Points

1. **Complex Data Transfers:** Importing CCCApply data into college SIS systems is complex.
2. **Inaccurate Residency Determinations:** Initial residency determinations in CCCApply have limited accuracy.
3. **Inconsistent Tooling for Placement:** The MMPS tool for math and English placement is adopted by only 56 colleges, leading to inconsistent and manual placement efforts.
4. **Limited Outreach Functionality:** Configuring emails is difficult and involves HTML coding.
5. **Manual Fraud Screening:** Fraud screening requires intensive manual review.

California Community Colleges

Reimagine Apply March Task Force Wrap-up PPT

Mar 13th

Executive Summary

Reimagine Apply Task Force met virtually on March 13 to discuss and align on the governance for the target state student application.

The session began by reminding attendees about the purpose of the Task Force and a recap of what was discussed last session. We then reviewed the revised vision statement and got additional input to improve its communicability. The primary focus of the day was governance for the new application system. A proposed structure was introduced and four areas of improvement for CCCApply were explored: 1) Roles & Responsibilities, 2) Performance and Compliance Management, 3) Application Change Management, and 4) Communications. During each topic, the group's understanding was queried, and feedback was gathered for how to improve it.

The day ended by reviewing the benefits of implementing governance and identifying next steps socialize the target state to Task Force's constituent organizations.

California Community Colleges

Executive Summary

Key Takeaways:

1) **Governance is necessary** to maintain the newly imagined target state student application, ensuring it remains a student-centered, simplified application that has streamlined processes for stakeholders.
2) Universally-known and clearly defined roles and responsibilities would **improve accountability and decision making** for managing the application.
3) Performance and compliance management will **drive continuous improvement, strategic alignment,** operational efficiency, enhanced responsibility, and greater compliance.
4) We cannot control the legislature, but we can **provide coordinated efforts** to better manage application changes.
5) There is a **shared responsibility to improve communications**, as senders can communicate more clearly and concisely, while receivers can set aside time to focus on information sent and take action when requested.

California Community Colleges

Session Attendees

Name	Stakeholder Group	Role	College/Organization
John Hetts, Chair	Chancellor's Office	Task Force Co-Chair / Executive Vice Chancellor for the Office of Innovation, Data, Evidence and Analytics Office	Chancellor's Office
Michelle Smith	Chancellor's Office	Visiting Assistant Vice Chancellor	Chancellor's Office
Becky McCall	CISO	Associate Vice President of Information Services & Technology	Shasta College
Lynn Neault	Chief Executive Officers	Grossmont-Cuyamaca Community College District Chancellor	Grossmont-Cuyamaca Community College District
Devin Crosby	Chief Information System Officers	Chief Technology Officer at Yuba Community College District	Yuba College
Elaine Kuo	Institutional Researchers	Supervisor, Institutional Research Planning College Researcher	Foothill College
Erik Cooper	Institutional Researchers	Strategic Advisor, California Community Colleges Chancellor's Office (CCCCO)	Chancellor's Office
Patrick Walton	Chief Student Services Officers	Vice President of Student Services	College of the Siskiyous
LaTonya Parker	Academic Senate	Professor, Counseling Services	Moreno Valley College
Josh Morgan	Public Information Officer	PIO, Director Of Marketing & Community Relations	Sierra College
Laurie Honda	Student Centered Design Lab	Director of User Experience, Student Centered Design Lab	Foundation for California Community Colleges
Annie Koruga	Student Senate	Region IV Legislative Affairs Director	Ohlone College
Michael Odu	Chief Instructional Officer	Vice President of Instruction	San Diego Miramar College
Jane Linder	Tech Center	Director of User Experience, Student Centered Design Lab	Tech Center
Jennifer Coleman	Tech Center	Dean, Workforce & Economic Development Division	Tech Center

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Agenda

Time	Activity
1:00 PM	Welcome & Recap
	Vision Statement
	Governance: Structure
2:30 PM	BREAK
	Governance: Performance & Compliance Management
	Governance: Change Requests
	Governance: Communications
3:50 PM	Next Steps & Wrap-Up
4:00 PM	END

Revised Vision Statement

Past Iterations

First: “The CCCApply Transformation is a reimagining of the student admission process that creates a welcoming 'front door' to all.”

Second: “The CCCApply Transformation is creating a student-centric process to help more Californians realize their potential through higher education and career advancement by removing unnecessary barriers and making it as seamless as possible to succeed in college.”

March 13th Task Force: Vision Statement Feedback

- Be careful using the word "Californians" as we have lots of non-CA students.
- "Removing unnecessary barriers" – this reads as a catch-all phrase, but we know that many more barriers exist outside the application. We should clarify that this is for the application.
- “Lots of words“, "Jargon-y"
- “Overall, we don’t feel like this is going to be a ‘hard sell’ for our constituents.”
- “We want to make sure that what we’re sending out is clear and understandable.”

From the discussion, input was synthesized for the statement below to be refined by our Task Force members Annie Koruga, Michelle Smith, and Laurie Honda:

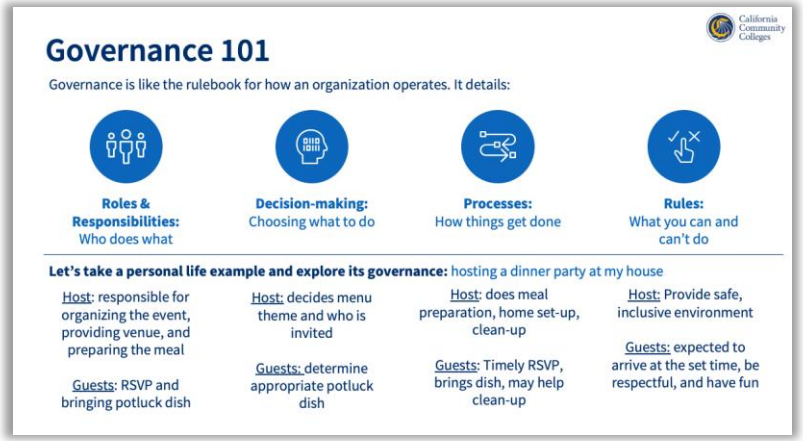
“The reimagination of CCCApply aims to make the application process quick and easy to ensure accessibility and equity in higher education, ultimately opening doors to career advancement and a brighter future for all students.”

402

Governance Overview and Areas of Improvement

Discussion Points:

- Received alignment regarding the opportunities and areas for improvement:
  - Roles and Responsibilities
  - Performance & Compliance Management
  - Application Change Management
  - Communication
- Effective communication between sender and receiver is key as information about legislative changes that impact the application or internal changes to the application will happen



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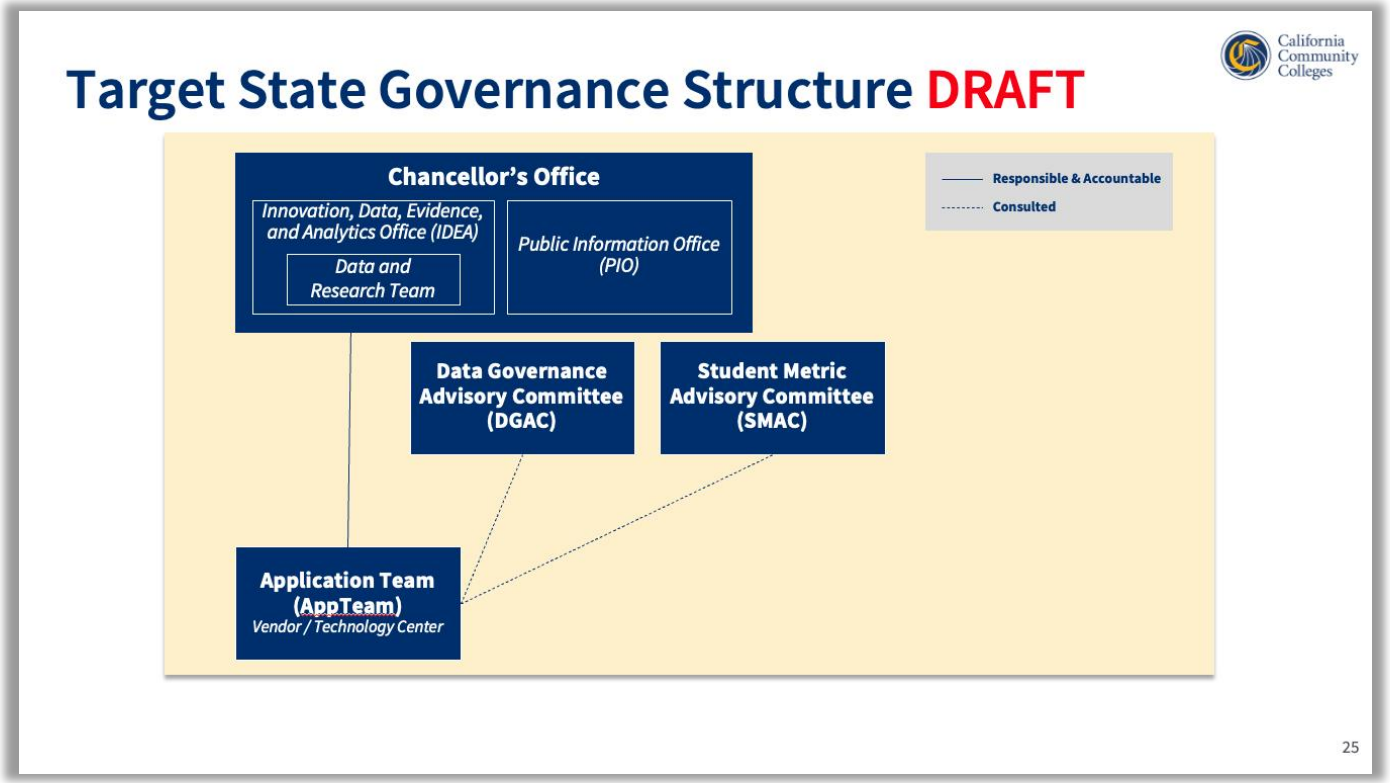
Roles & Responsibilities

Discussion Points:

- Received positive feedback about the Target State Governance structure and consensus that this will be helpful
- Acknowledged that often, legislative mandates come through and there isn't always enough information for a successful implementation, and this governance structure can help
- It will be key to be mindful of our ability to receive the new data; there is a desire to support this structure with a timeline to ensure sufficient time to receive new data
- DGAC and SMAC will both provide unique guidance to the Application Team about data; should there be misalignment, the Chancellor's Office will resolve



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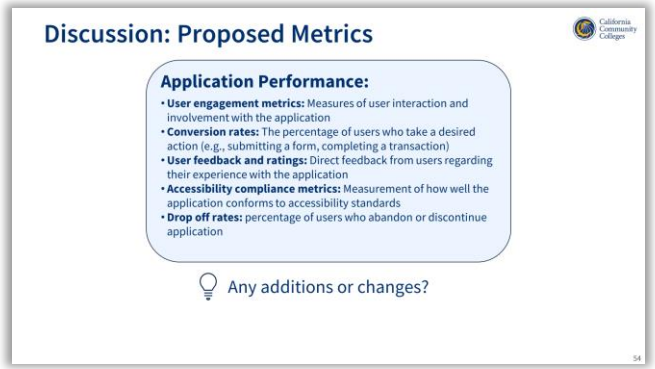
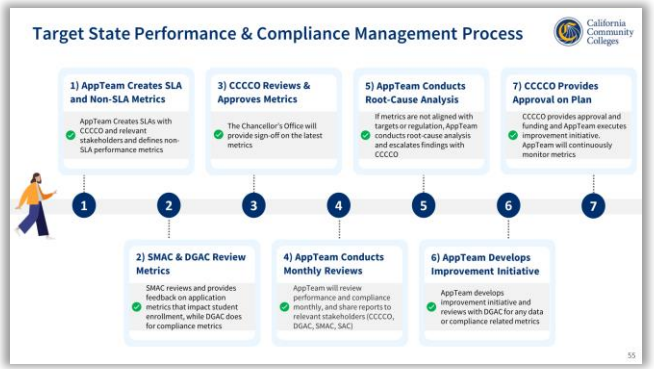
Performance and Compliance Management

Discussion Points:

- Excited about the metrics discussed
- Would like to see metrics on how fraud is being blocked and detected
- Would like to see metrics on student application completion behaviors by group populations and personas
- Acknowledged the importance of being strategic about demographic question placement to assess equitable throughput
- Important to track when and where students drop off or are stuck, and the CRM can potentially help with this
- Would be helpful to understand the type of device used to complete the application





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Change Request

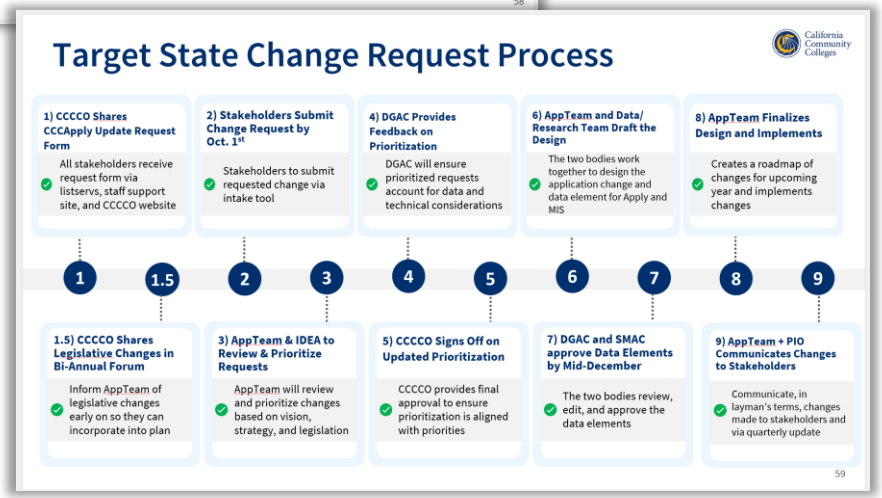
Discussion Points:

Implementation Time:

- Incorporating time for vendors like PeopleSoft and Ellucian to implement updates is crucial for integrating other components of the MIS
- Changes can only be made within a few months
- Establishing a timeline before rollout is essential
- Can be flexible with some change submissions, but priority is maintaining the process before Oct 1

Leadership and Implementation Strategy:

- Responsibility of state-level leaders to inform and guide the group through this process
- Do our best to ensure there is sufficient time for changes
- Changes requests need to be integrated into overall work strategy
- Some implementations require the expansion of IT departments, which would need additional funding



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Improving Communications

What strategies and tools can senders implement to communicate more effectively?

Senders can **be concise, use the Subject Line more effectively**, **make it clear when action is needed**, and **write in accessible language.**

- *Include the "why""*
- *Use the subject line and include the action if needed*
- *Use multiple channels including text for high priority messages*
- *Use common language*
- *Link related messages*
- *Keep it short and straight to the point*
- *Consistent communication schedule (certain day/time of the week)*
- *Have a source of truth where the user and access on their own*
- *Clear indication of the sender and alignment with sender email so receivers can be confident it's not phishing*
- *Ability to opt-in to categories of information/notifications*
- *Encourage follow-up*
- *Don't just forward email but personalize why you're sending.*

What are some of the ways receivers can improve their engagement with important information?

Receivers can **designate the time to read sender content**, **respond or act in a timely manner**, **and be thoughtful about communication cadence** to improve their engagement with important information.

- *Designate time to focus on content, not just skim*
- *Read it and respond (if needed) in a timely manner*
- *Ensure who is the intended audience and what action they may need to take*
- *Follow a calendar of important dates*
- *Abide by communication cadence, so I know when / where to look for things can schedule/plan for it*

Reimagine Apply Task Force Mtg Feedback

"Appreciate the openness and seems like a great plan"

"I like the creation of the Data Governance Advisory Committee. The varying roles are extremely helpful"

"Using Mentimeter is a strong way to gather quick feedback"

"Appreciate the discussion and especially the thinking around better engagement with legislature. That will, in itself, lead to improved comms"

"Open conversation re: improvements to be made on vision statement, including acknowledgement of the work that has been done"

California Community Colleges

Thank you!

Contact Info:
Reimagine Apply Website
ReimagineApply@Accenture.com

www.cccco.edu

Your Facilitators & Support Team

Erica Harrold
Delivery Lead

Garrick Yau
Delivery Lead

Nicole Martinez Whang
Functional Lead

Ariela Hekmat
Consultant

Gia Ariola
Senior Analyst

Nicole Allport
Consultant

California Community Colleges

Reimagine Apply Working Sessions + Task Force

Working initially with stakeholders directly impacted by potential data usage changes in restructuring questions in CCCApply. Task Force participants will be selected by their state organization to join the Task Force in February 2024. The Task Force will give input on the Target State, new application governance and High-level Roadmap for implementation of a new application system.

	WORKING SESSIONS		TASK FORCE		
In-Person			**Wednesday Feb 14th** Target State Vision		
		2024			
Virtual	**Oct / Nov/ Dec** "Core" Questions Target Concepts	**Jan** Target State Alignment	**Wednesday Mar 13th** Application Governance	**Wednesday April 10th** Target State Refinement	**Wednesday May 15th** Roadmap

Open Invitation (statewide): A&R, Financial Aid, CSSO, CIO, IR, Student Senate

TASK FORCE Members: Academic Senate, Student Senate, A&R, Financial Aid, CEO, CIO, CISO, CSSO, IR, PIO, CCCCO

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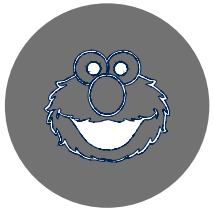
Agreements

Timeboxed

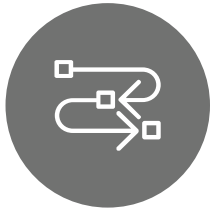


G E L M O
"Good Enough Let's Move On"

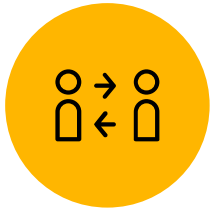
Assume Positive Intent

Be present and inclusive (everyone is heard)

Parking Lot



Trust the process



Give Grace

Be curious and open to new ways of thinking

“Fist To Five”

- I’m lost
- I don’t agree
- I don’t want to do this
- I don’t want to communicate this to my team

- I feel okay
- I’m 50% in agreement
- I’m mostly following but have some questions
- I need help to communicate this to my team

- I’m unsure
- I slightly agree
- I’m not sure we can do this
- I couldn’t communicate this to my team

- I feel great
- I’m in 100% agreement
- This is the right work
- I can confidently communicate these concepts to my team

Chancellor's Office *Vision 2030*

The vision aims to advance student success, access, support and socio-economic mobility with equity

2030 Goals

What can we do together?

01 **Equity in Success**
Ensure the academic and career success of all Californians who are current and prospective California community college students

Design the application to help guide a student to uncover and pursue their academic and career goals

02 **Equity in Access**
Increase the number of students attending a California community college, with particular emphasis on the number of underserved Californians

Simplify CCCApply to help more students matriculate

03 **Equity in Support**
Partner with other systems, agencies, institutions and community-based organizations to provide students the academic, financial and social supports necessary to thrive

Build an integrated platform to ensure colleges can best identify and follow-up with needed support

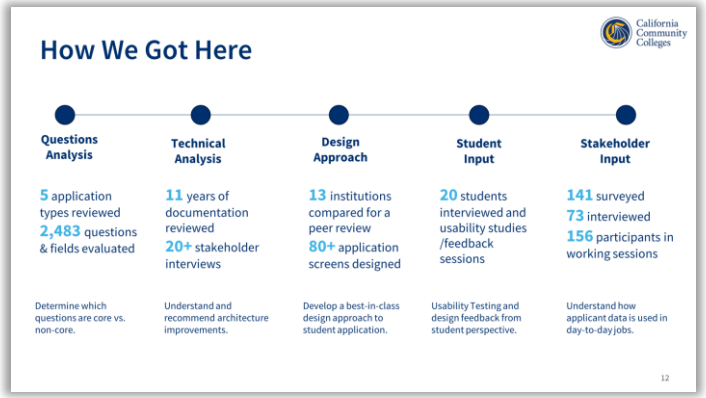
We are here to co-create the Student Application with you so that we can:

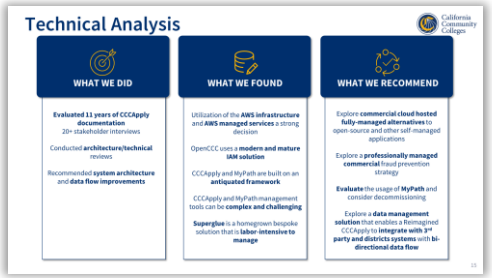
- improve the user experience
- make the application process easier for students
- improve data accuracy
- better support equitable access
- protect against and mitigate fraud

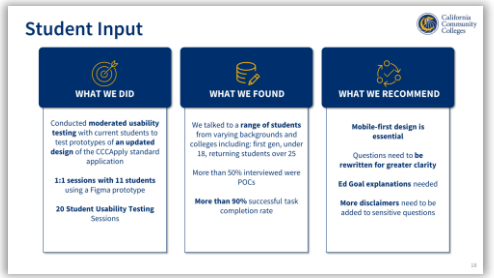
How We Got Here

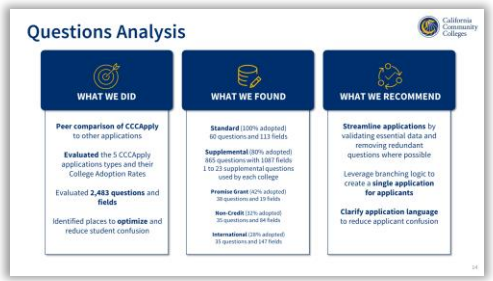
Discussion Points:

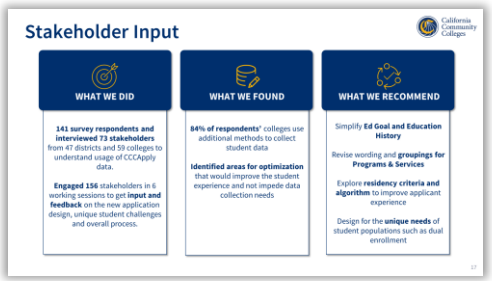
- Excited about shifting towards a student-centered application that asks for and collects data intentionally
- Received positive feedback on past Technical Analysis outputs and Working Session outcomes
- Acknowledged the need to tackle fraud issues even with different colleges' varying IT maturity levels
- There is a desire to minimize duplication and avoid creating new systems
- Some schools want fully integrated applications, but others are worried that access to these will be a challenge due to the limited implementation capabilities
- Students will have an unequal experience based on where they live due to unequal distribution of resources, necessitating a change to ensure equal experiences across all CCC

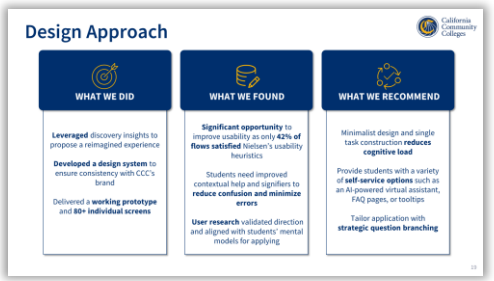










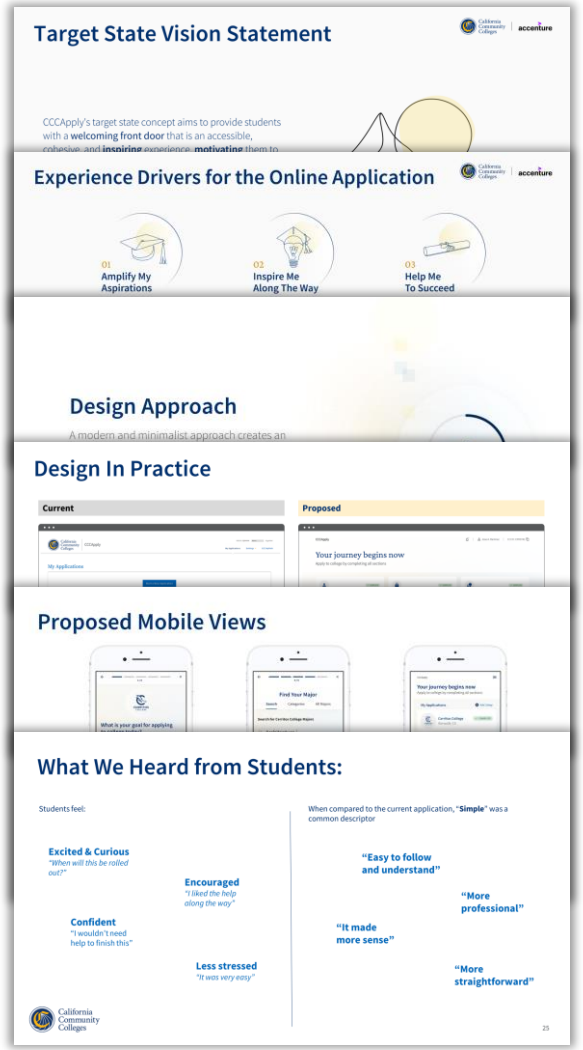


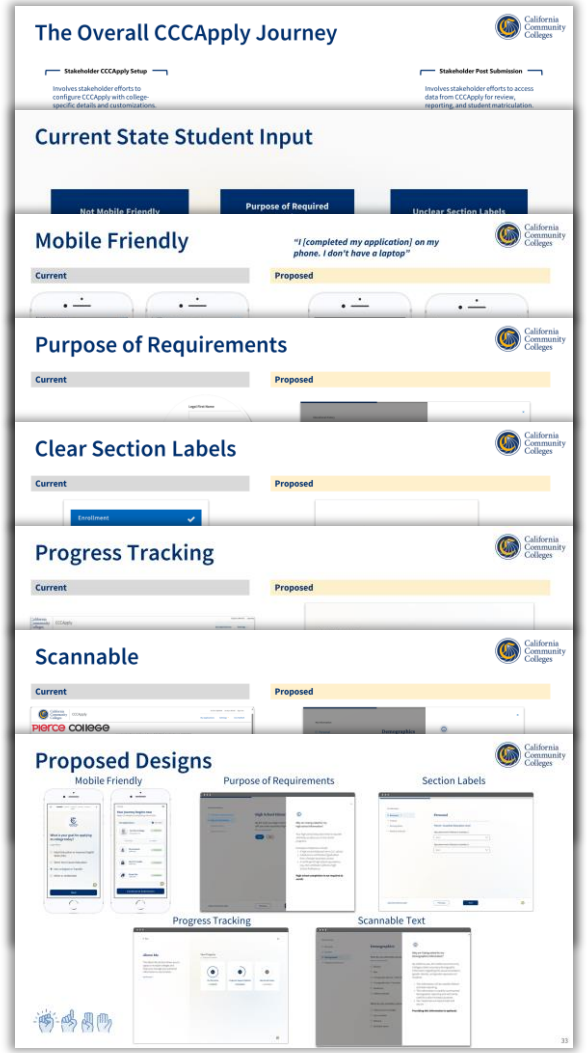
California Community Colleges

Target State Design & Student Experience

Discussion Points:

- Collecting student drop-off data is a requirement, not a wish
- Need demographics data; however, is a sensitive subject because of how people identify is different in different geographies
- In the progress tracking, it would be helpful to add which questions are required
- The key tension is finding the balance between simplifying the application and collecting necessary data, ensuring we are not creating unnecessary entry barriers
- Moving the data collection to before enrollment may not be very helpful, as students take the time to fill out the application, whereas during enrollment the completion rate is lower





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Value Streams

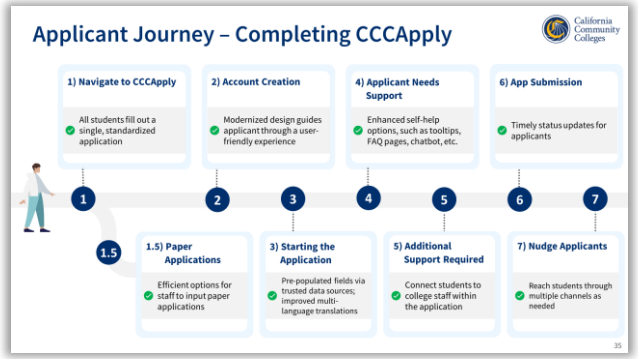
Discussion Points:

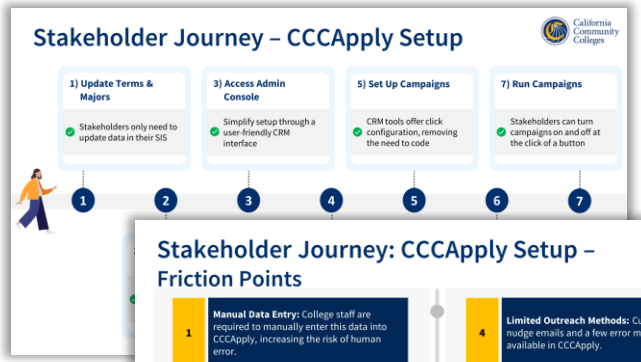
Stakeholder Journey – CCCApply Setup

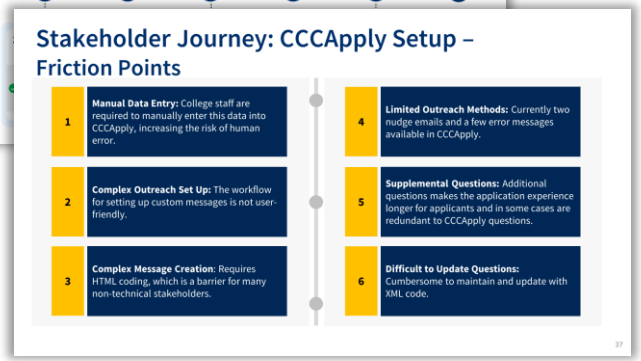
- Mapping will have to be done in the SIS to ensure differences between the SIS and CCCApply are reconciled
- Configurability is needed for the colleges and the programs that they offer
- It is important to not always look to the UCs or CSUs for guidance as they don't have to serve the whole population like CCC does

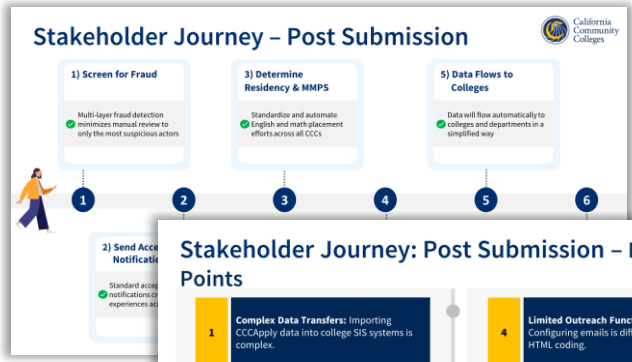
Stakeholder Journey – Post Submission

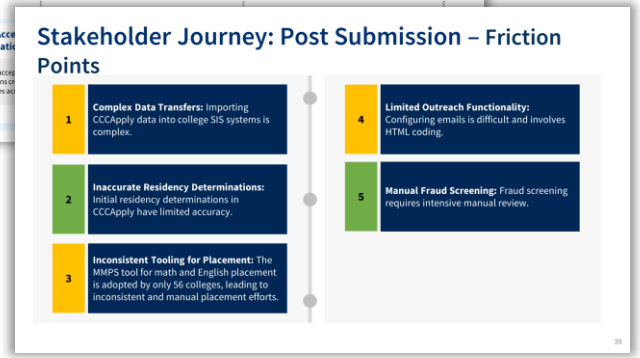
- A core tension with making ID.Me mandatory, which may deter many applicants
- Tools that detect fraud do not properly represent minorities (e.g., undocumented students)
- We are spending inordinate resources on fraud that could have been spent on real students and their classes











California Community Colleges

Have these materials been useful to socialize with your community?

What more might you need?

Vision Statement Refinement

Vision

We co-created the following vision statement to be refined by our gracious members Josh Morgan and Michael Odu to incorporate the Task Force's feedback:

"The CCCApply Transformation is a reimagining of the student admission process that creates a welcoming 'front door' to all"

Vision Statement Feedback

- *"CCCApply is not the admissions process, it's just a tool. Maybe add the words 'application process' after where 'CCCApply' is now?"*
- *"CCCApply is a bigger journey than just the front door. The old CCCApply was a front door, and I feel like this is more"*
- The "front door" feels wrong. We want to focus more on the notion of inclusion and community after a student walks through the front door.
- Desire to emphasize the aspect of community

'Headlines of the Future' Themes as Inspiration

- **Quick** – application can be completed in short period of time.
- **Easy/Painless** – application is easy to fill out and can be done while multitasking (e.g., in line for coffee).
- **Impactful** – application will open doors for a bright future.
- **Seamless** – application didn't have any glitches and was straightforward to complete.
- **Mobile friendly** – application can be completed on phone.

Revised Vision Statement

Original

The **CCCApply Transformation** is **a reimagining** of the student admission process that **creates a welcoming 'front door' to all**

Revised

The CCCApply Transformation is creating a **student-centric process** to help more Californians **realize their potential** through higher education and career advancement by **removing unnecessary barriers and making it as seamless as possible** to succeed in college

Activity

1. Introduce yourself to your breakout room partners
2. Discuss your “elevator pitch” for sharing the purpose of the project
3. With this vision in mind, how will you communicate it to your constituents?

The CCCApply Transformation is creating a **student-centric process** to help more Californians **realize their potential** through higher education and career advancement by **removing unnecessary barriers and making it as seamless as possible** to succeed in college

Revised Vision Statement

The CCCApply Transformation is creating a **student-centric process** to help more Californians **realize their potential** through higher education and career advancement by **removing unnecessary barriers and making it as seamless as possible** to succeed in college.

Governance

Governance in Your Life

Question:

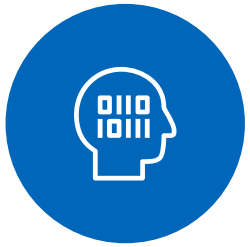
In your personal or professional life, think of a task or chore you need to do with others that works like a well-oiled machine.

What makes it so effective?

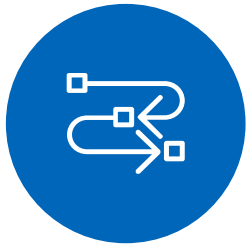
Governance 101

Governance is like the rulebook for how an organization operates. It details:

Roles & Responsibilities: Who does what



Decision-making: Choosing what to do



Processes: How things get done

Rules: What you can and can't do

Let's take a personal life example and explore its governance: hosting a dinner party at my house

Host: responsible for organizing the event, providing venue, and preparing the meal

Guests: RSVP and bringing potluck dish

Host: decides menu theme and who is invited

Guests: determine appropriate potluck dish

Host: does meal preparation, home set-up, clean-up

Guests: Timely RSVP, brings dish, may help clean-up

Host: Provide safe, inclusive environment

Guests: expected to arrive at the set time, be respectful, and have fun

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Governance Objectives

Strategic Alignment

Align organizational activities with its mission, vision, and strategic goals, ensuring that decisions and actions are in line with the overall direction of the organization

Accountability & Responsibility

Establish clear roles, responsibilities, and accountabilities for individuals within the organization, helping to promote transparency and ensuring that individuals are held responsible for their actions

Clarity of Decisions

Develop indisputable decision-making rights to ensure clarity and stickiness of decisions while also reducing time to decision

Checks & Balances

Ensure different opinions are appropriately weighed, reducing perceived or actual bias and promoting a fair decision-making process

Speed to Insights

Enable leaders and key stakeholders to gain insights and make decisions more quickly through improved data management

Reduce Compliance Risk

Build policies, processes, and procedures to ensure data is adequately protected and in full accordance with relevant regulations and industry standards

Opportunities & Areas of Improvement

California Community Colleges

Roles and Responsibilities:

Clearly defined roles and responsibilities that are well understood would improve accountability and decision making for managing the application.

Performance & Compliance Management:

More robust performance and compliance management would offer greater opportunity for continuous improvement.

Application Change Management:

The application change request process is new, and there are opportunities to formalize roles and responsibilities, organizational structure, and meeting cadences.

Communication:

We need to improve the shared responsibility for both senders and receivers. Senders can communicate more clearly and in a timely manner, while receivers can improve their engagement and application of pertinent information.

*A lot of uncertainty with management/ decision-making; hard to make serious progress on CCCApply with insufficient transparency of roles and responsibilities.**

*There are significant gaps in communicating to the field and the understanding from local colleges.**

*Summarized responses from stakeholder interviews

Roles & Responsibilities

Opportunities and Areas of Improvement

California Community Colleges

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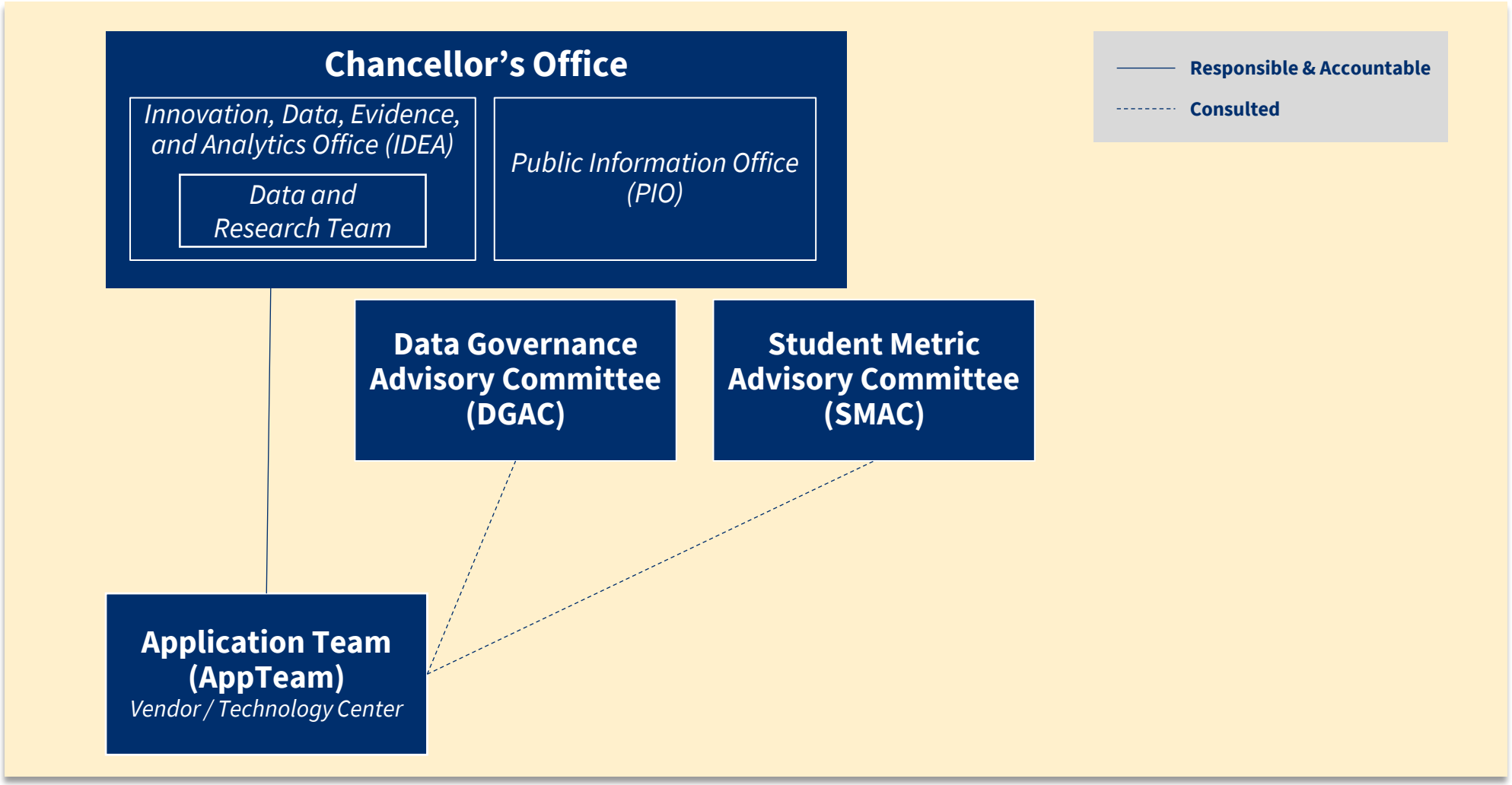

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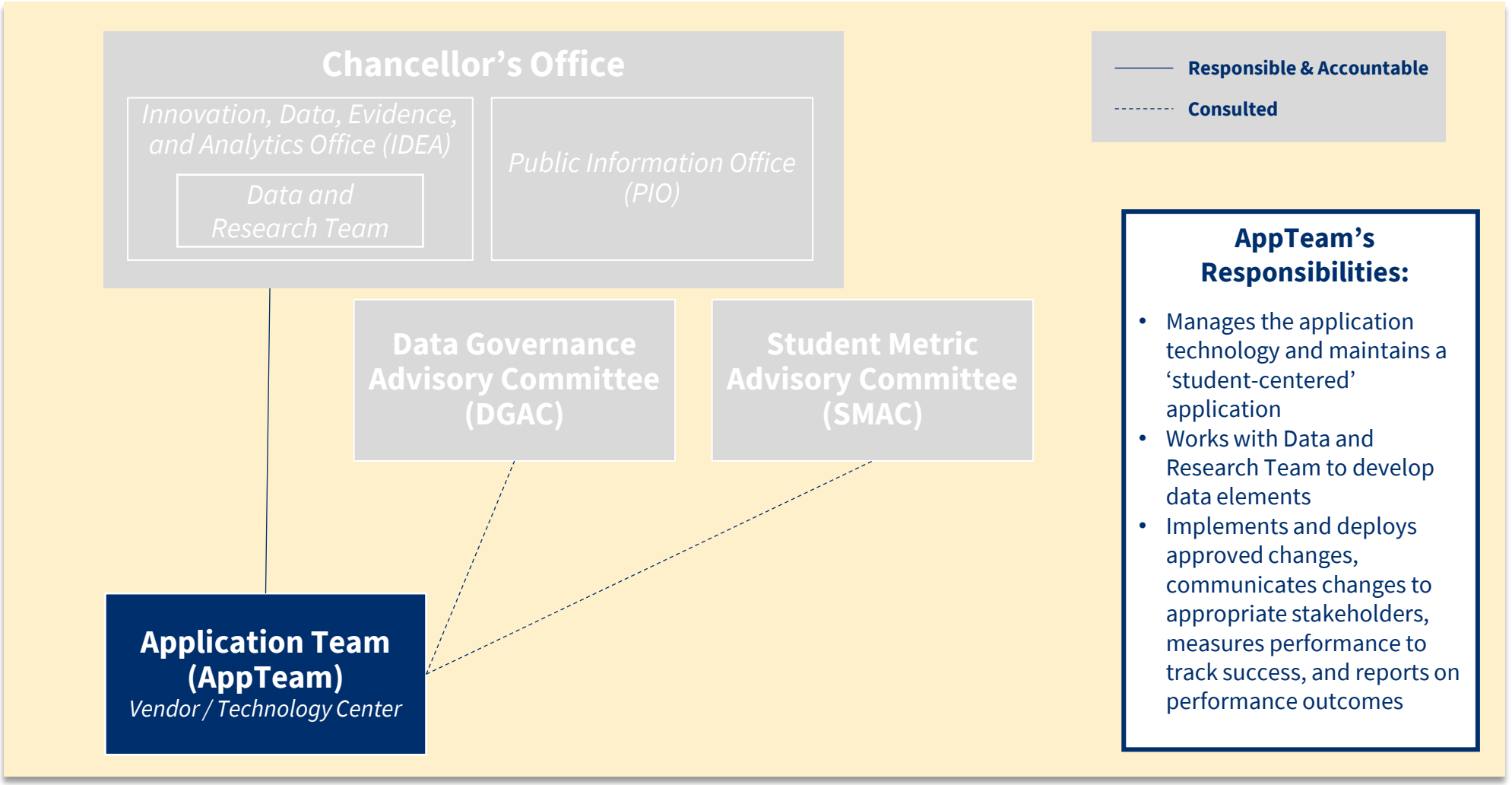

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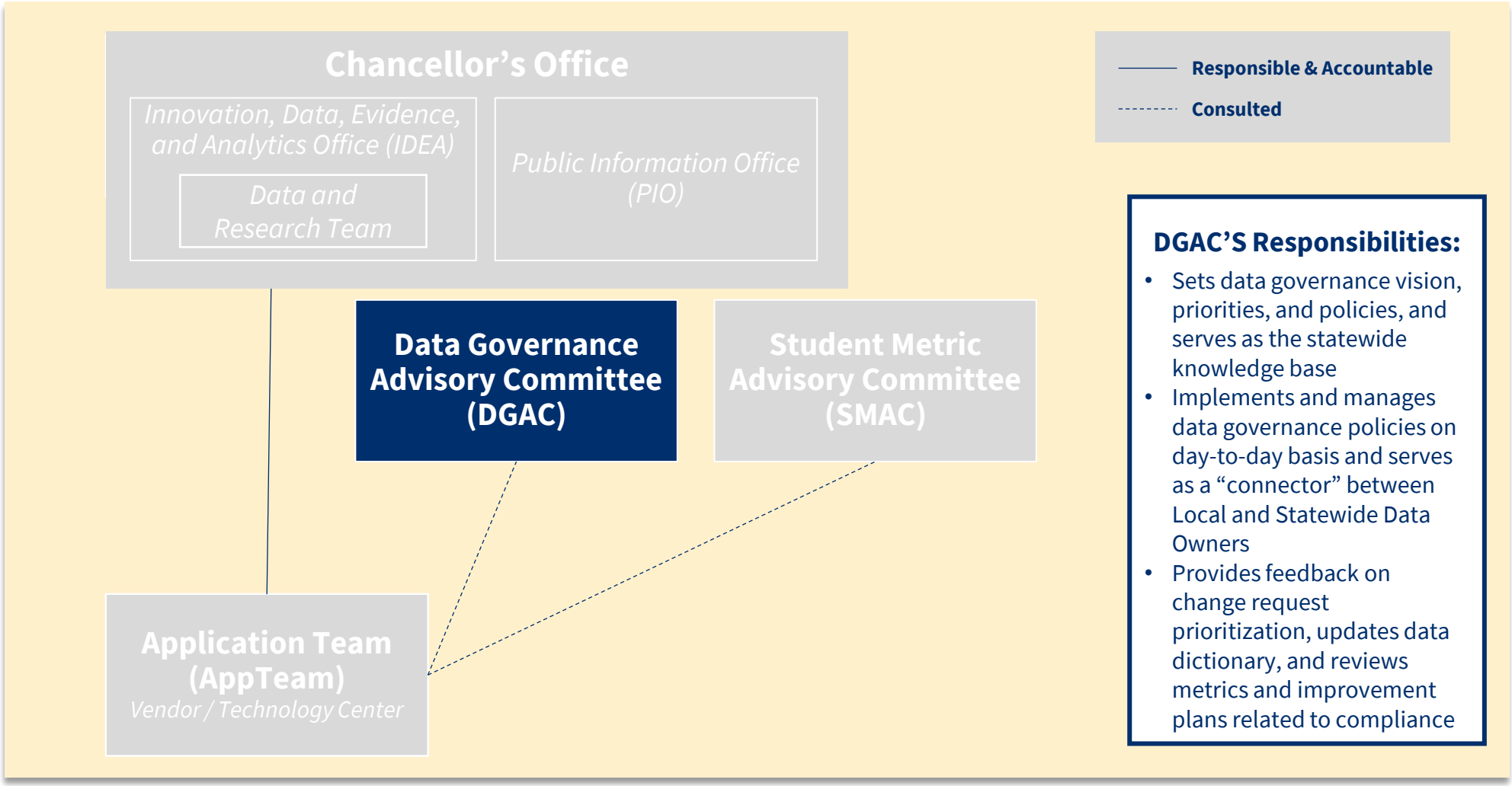

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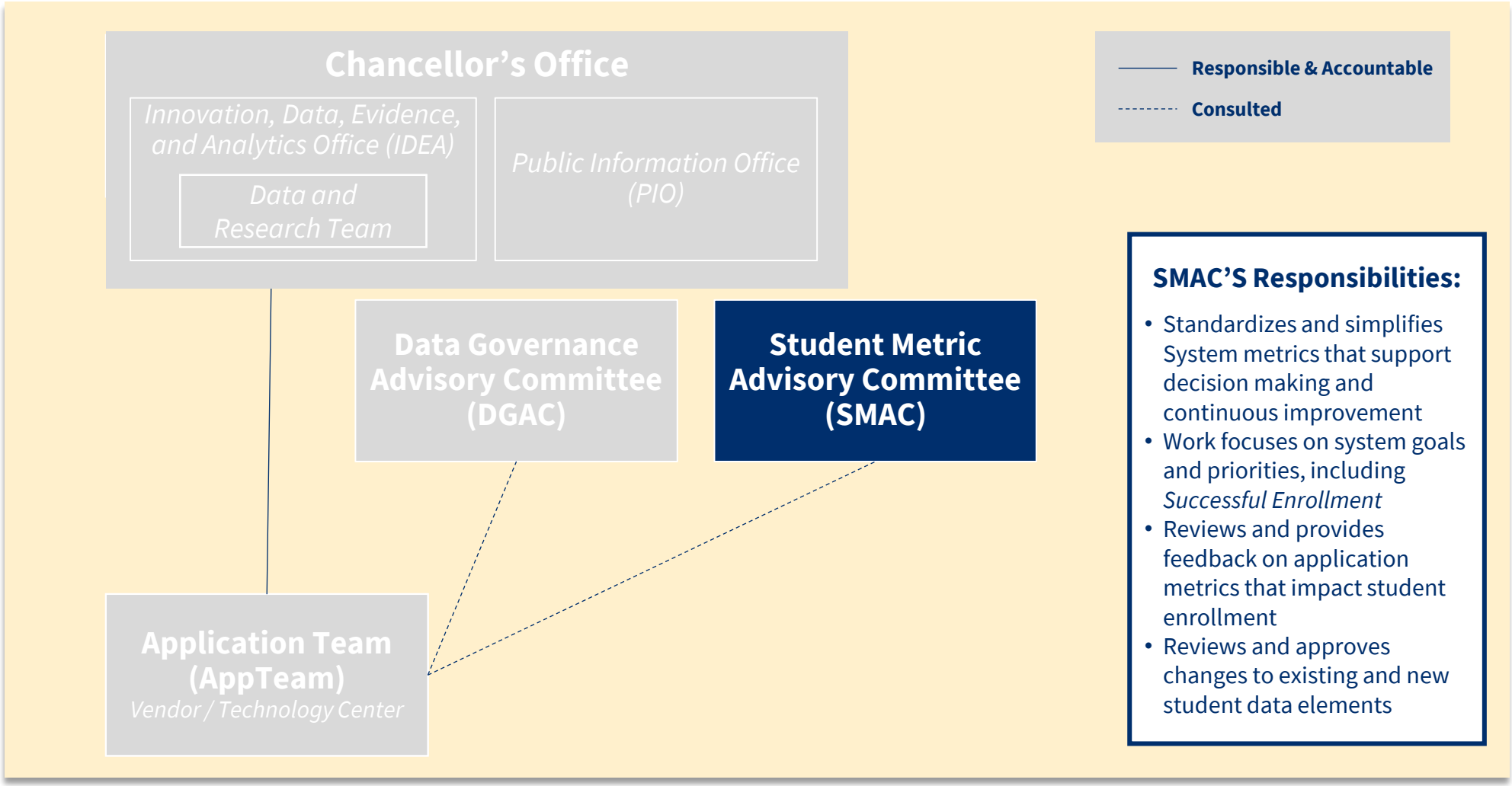

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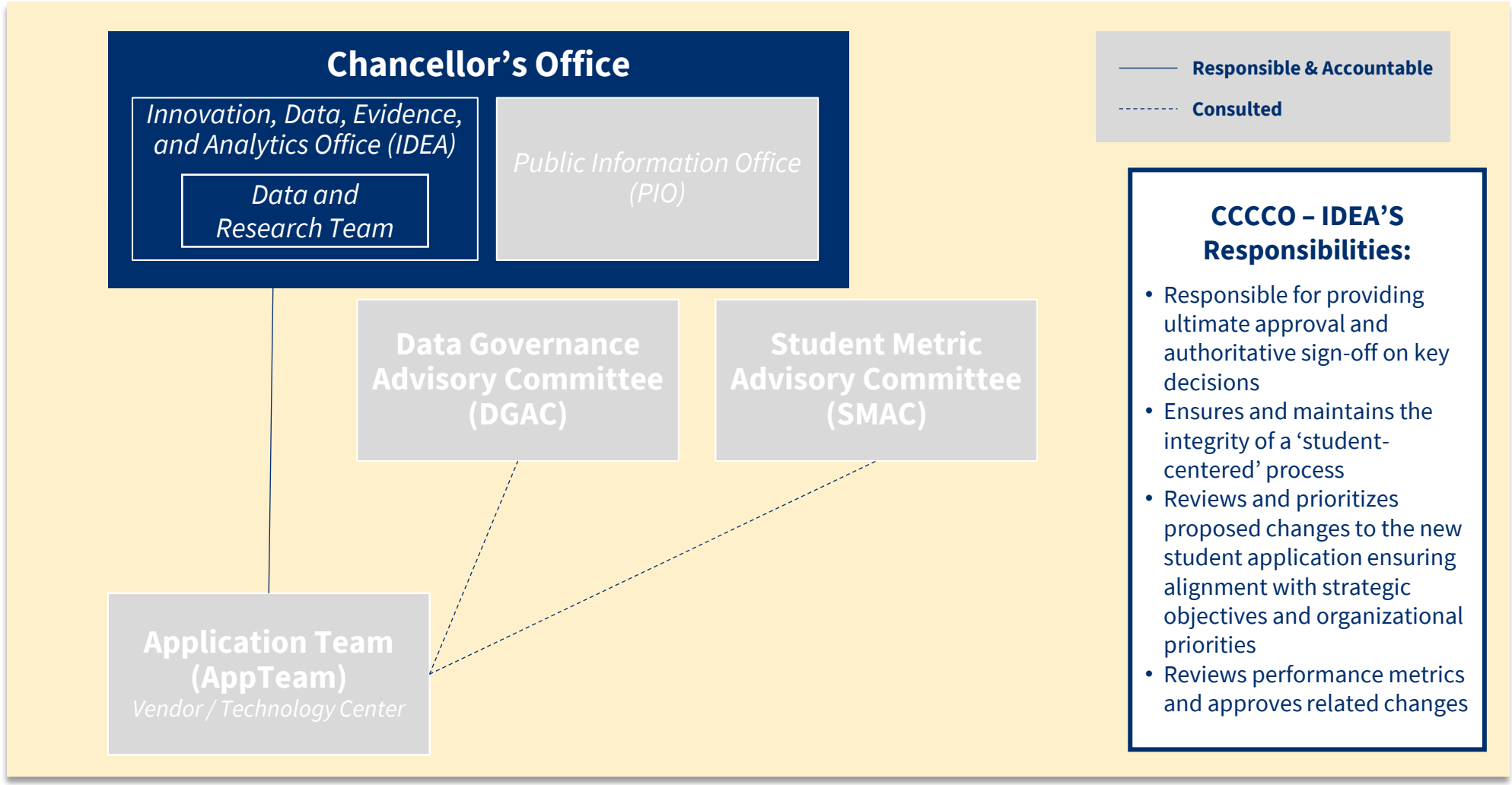

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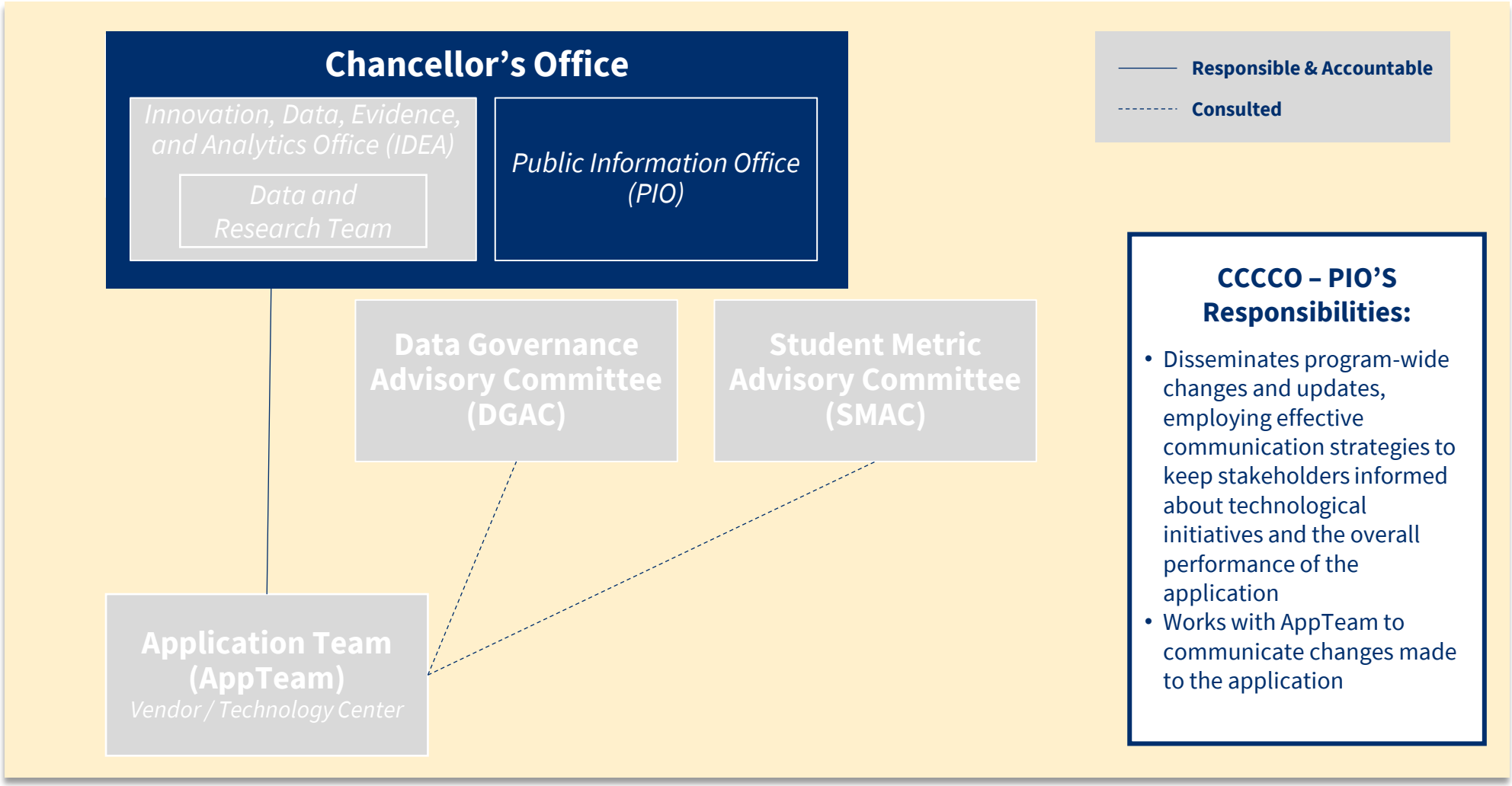

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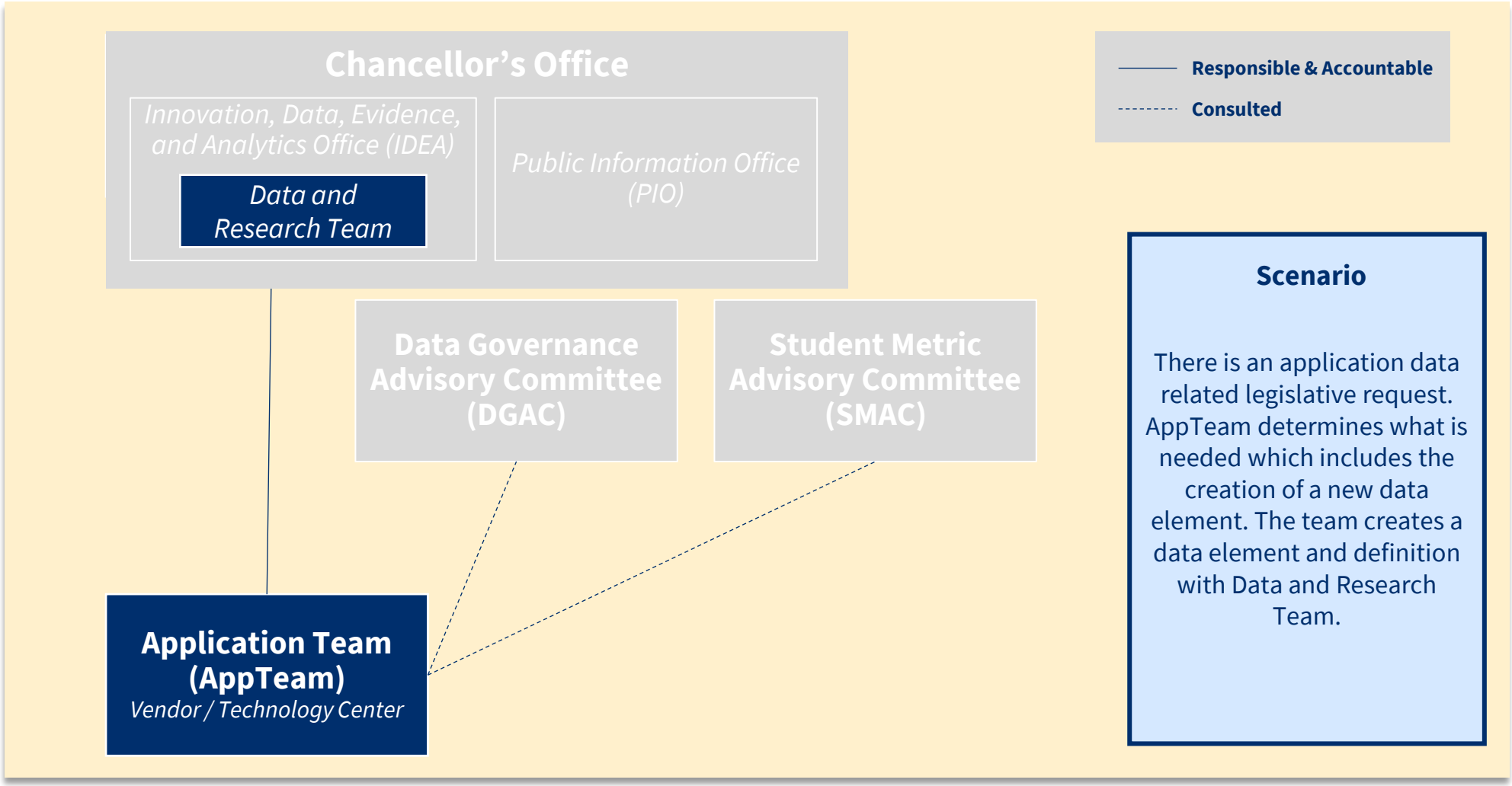

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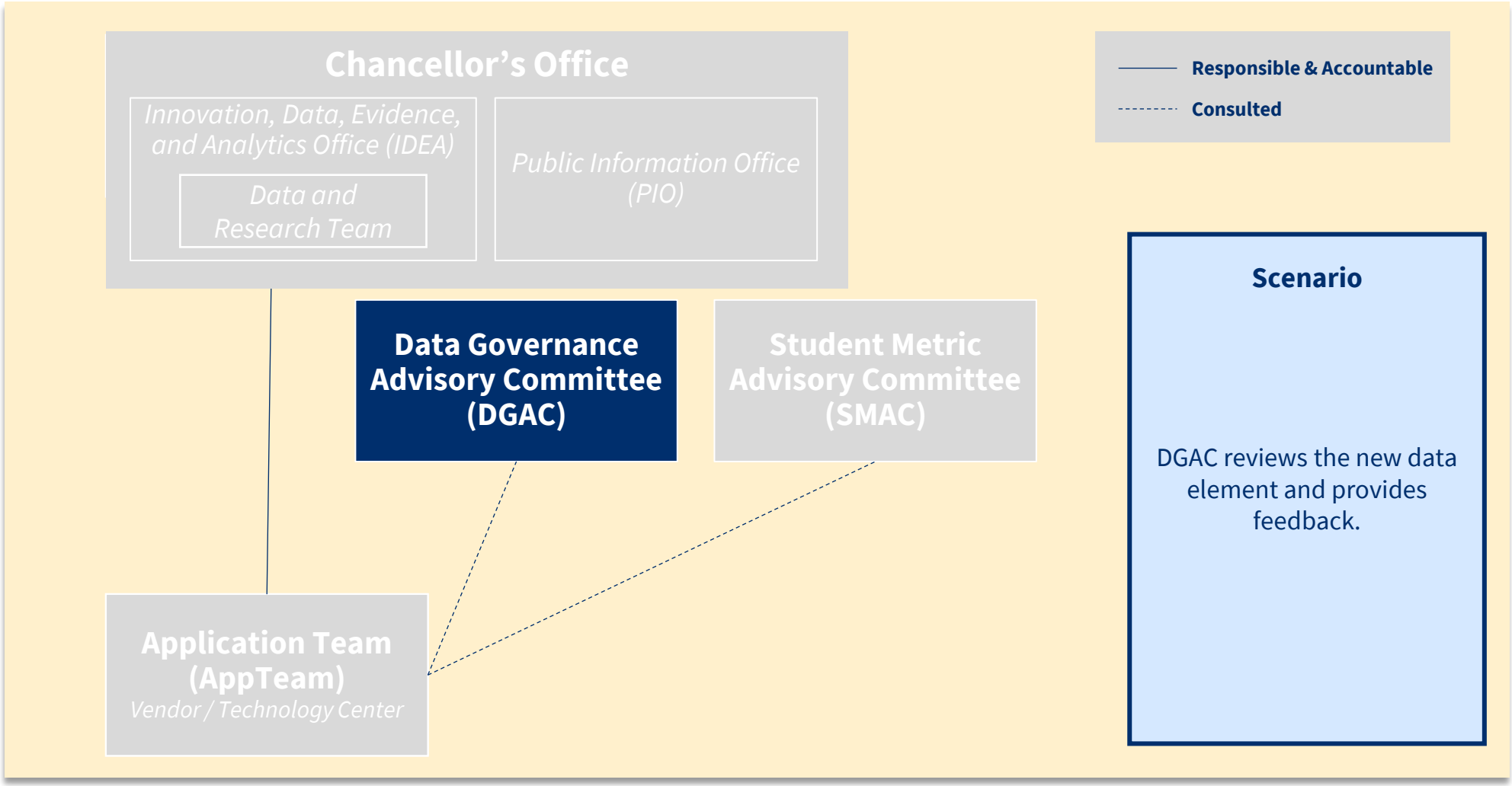

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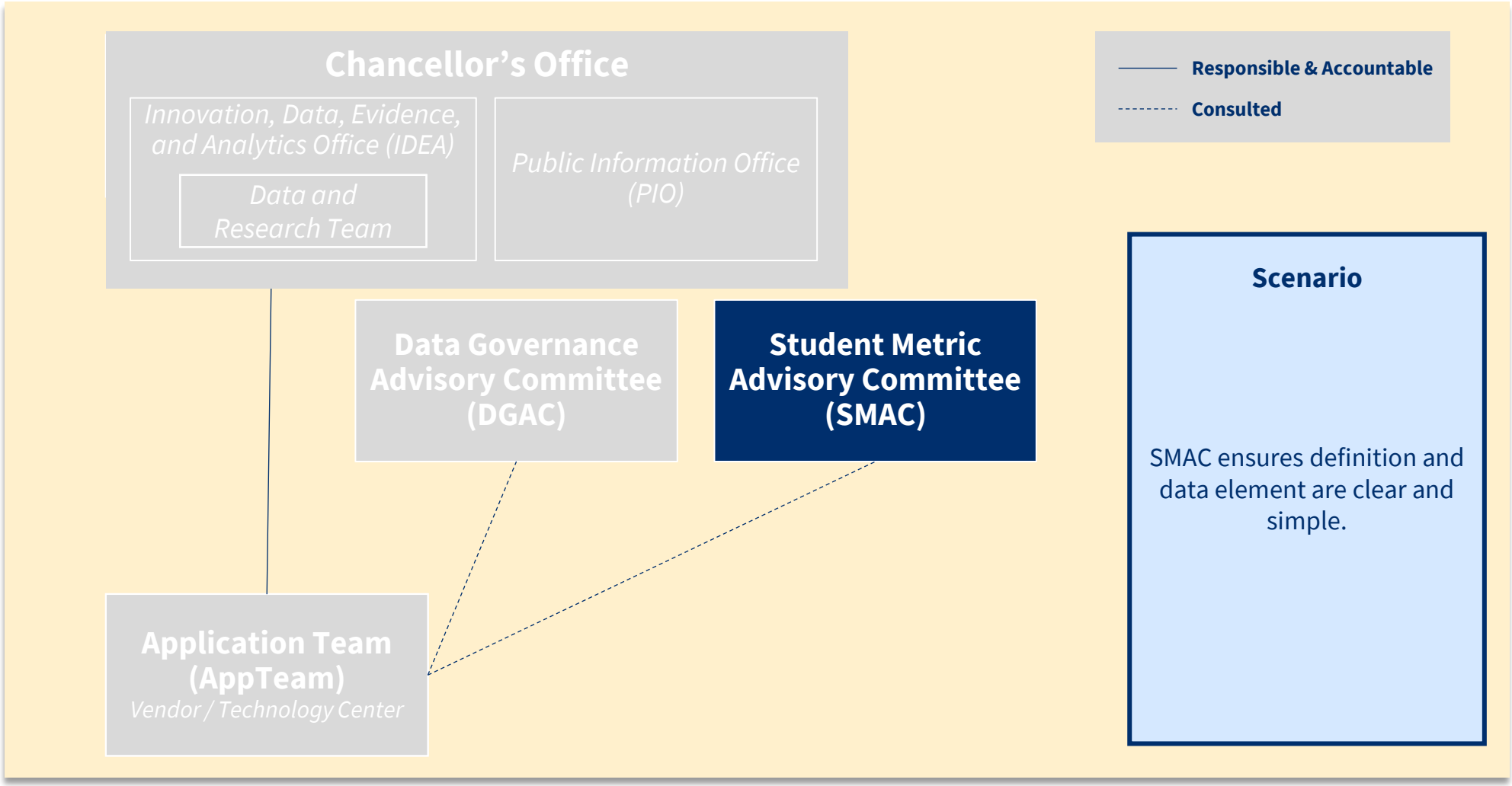

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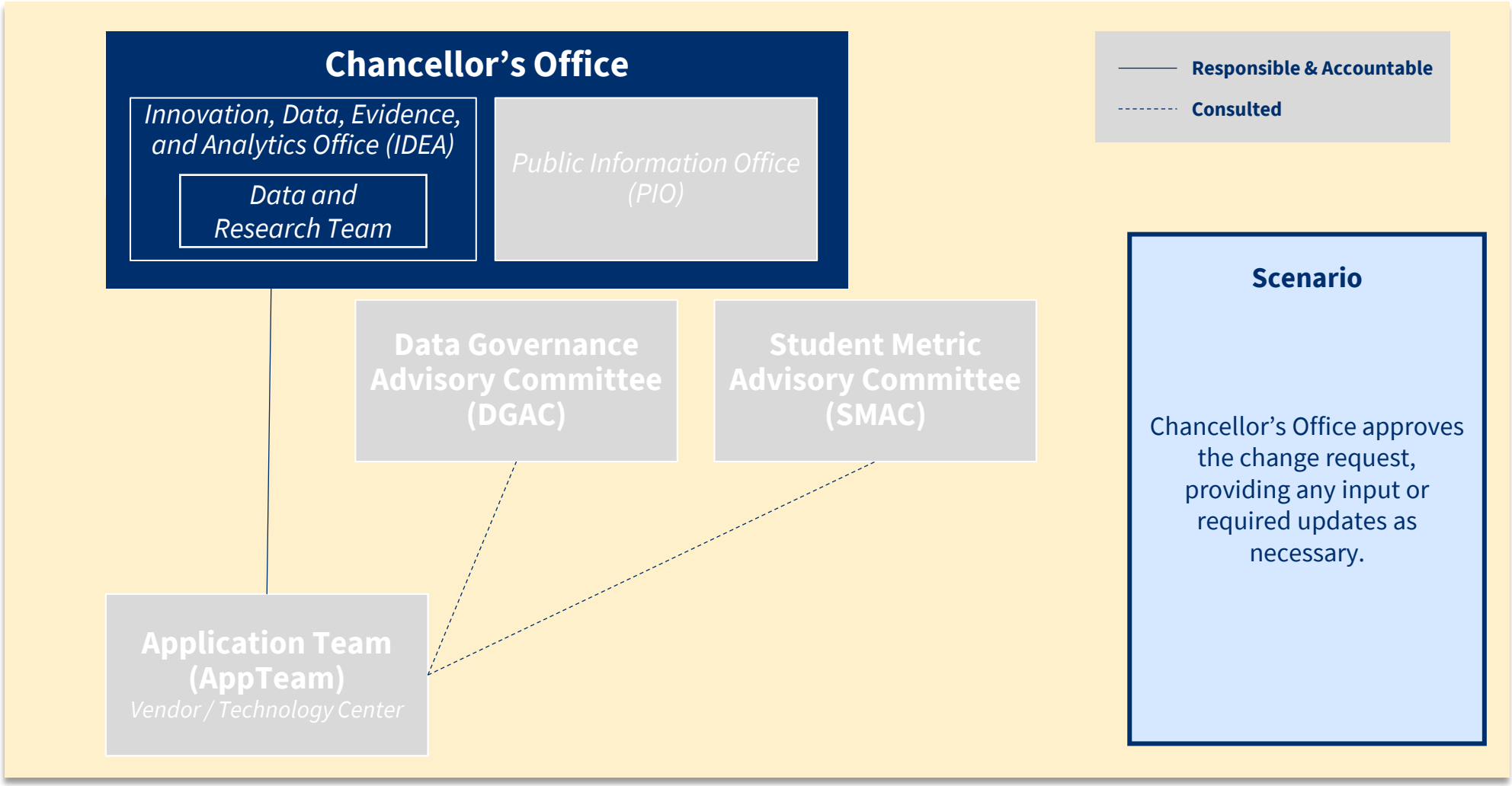

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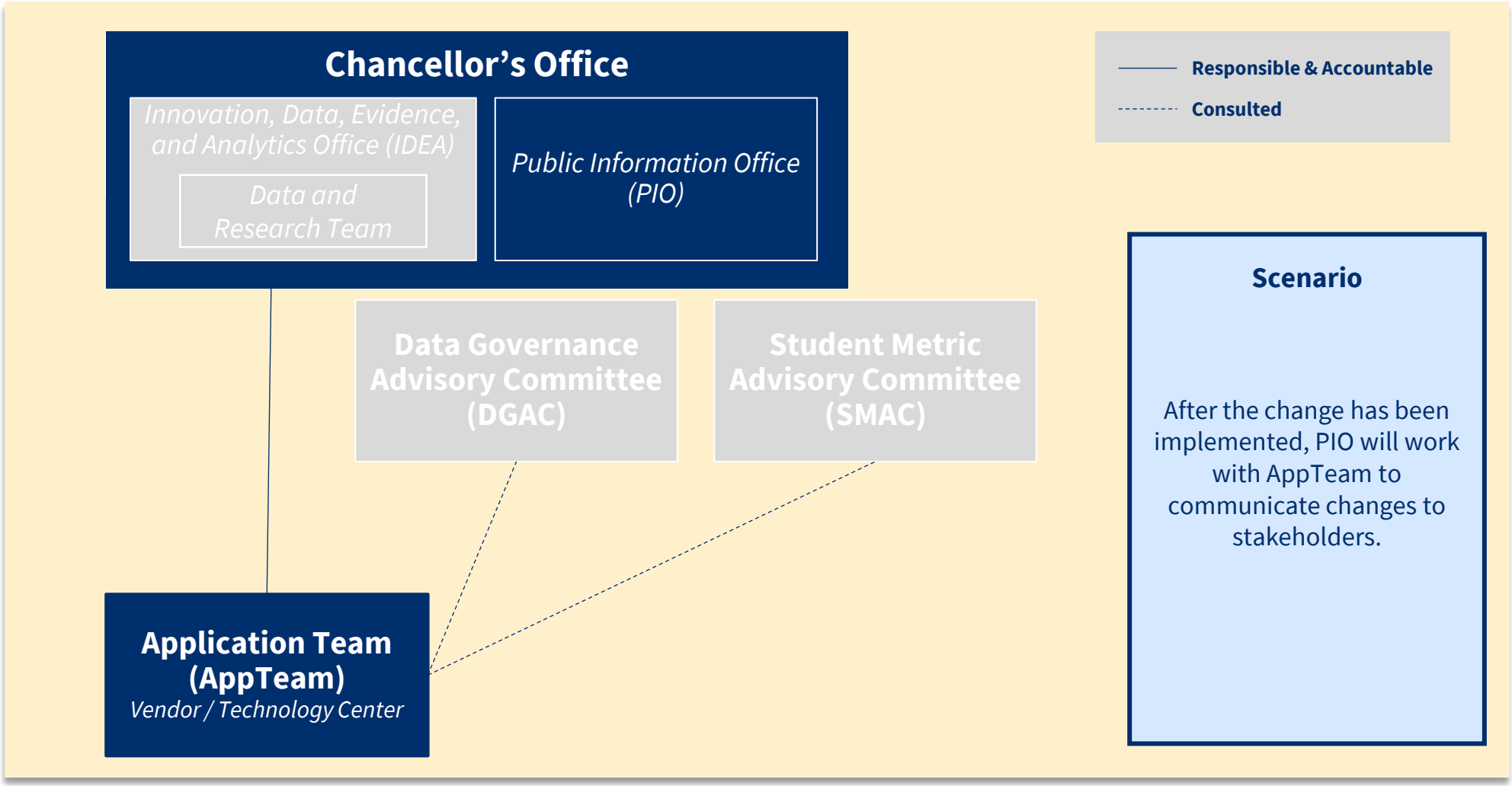
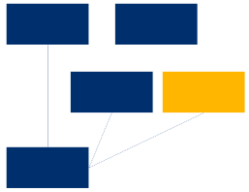
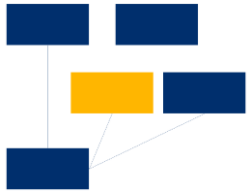


Governance Structure Responsibilities

Position	Body	Responsibilities
	Chancellor's Office – *Innovation, Data, Evidence, and Analytics Office (IDEA) Data and Research Team, and Public Information Office (PIO)*	**IDEA**: Responsible for providing ultimate approval and authoritative sign-off on key decisions. Ensures and maintains the integrity of a 'student-centered' process. Reviews and prioritizes proposed changes to the new student application ensuring alignment with strategic objectives and organizational priorities. Reviews performance metrics and approves related changes. **Data and Research Team:** Works with AppTeam to develop data elements and definition for MIS **PIO:** Disseminates program-wide changes and updates, employing effective communication strategies to keep stakeholders informed about technological initiatives or overall application performance. Works with AppTeam to communicate changes made to CCCApply.
	**Data Governance Advisory Committee (DGAC)**	Sets data governance vision, priorities, and policies, and serves as the statewide knowledge base. Implements and manages data governance policies on day-to-day basis and serves as a "connector" between Local and Statewide Data Owners. Provides feedback on change request prioritization, updates data dictionary, and reviews metrics and improvement plans related to compliance.
	**Student Metrics Advisory Committee (SMAC)**	Standardizes and simplifies System metrics that support decision making and continuous improvement. Work focuses on system goals and priorities, including *Successful Enrollment*. Reviews and provides feedback on application metrics that impact student enrollment and reviews and approves changes to existing and new student data elements.
	Application Team (AppTeam)	Manages the application technology and maintains a 'student-centered' application. Works with Data and Research Team to develop MIS and Apply data elements and definition. Implements and deploys approved changes, communicates changes to appropriate stakeholders, measures performance to track success, and reports on performance outcomes.

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“Fist To Five” on Proposed Structure

- I’m lost
- I don’t agree
- I don’t want to do this
- I don’t want to communicate this to my team

- I feel okay
- I’m 50% in agreement
- I’m mostly following but have some questions
- I need help to communicate this to my team

- I’m unsure
- I slightly agree
- I’m not sure we can do this
- I couldn’t communicate this to my team

- I feel great
- I’m in 100% agreement
- This is the right work
- I can confidently communicate these concepts to my team

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March Task Force Agenda

Time	Activity
1:00 PM	Welcome & Recap
	Vision Statement
	Governance: Structure
2:30 PM	BREAK
	Governance: Performance & Compliance Management
	Governance: Change Requests
	Governance: Communications
3:50 PM	Next Steps & Wrap-Up
4:00 PM	END

Performance & Compliance Management

Opportunities & Areas of Improvement

Roles and Responsibilities:

Clearly defined roles and responsibilities that are well understood would improve accountability and decision making for managing the application.

Performance & Compliance Management:

More robust performance and compliance management would offer greater opportunity for continuous improvement.

Application Change Management:

The application change request process is new, and there are opportunities to formalize roles and responsibilities, organizational structure, and meeting cadences.

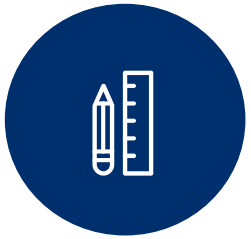
Communication:

We need to improve the shared responsibility for both senders and receivers. Senders can communicate more clearly and in a timely manner, while receivers can improve their engagement and application of pertinent information.

What is Performance & Compliance Management

Metrics that are the first indicator to help **identify areas of improvement** for the application

Metrics that help in monitoring the application's **operational health**



A process that helps to **establish the progress** that are based on measurable outcomes

Measuring metrics help in **identifying improvement initiatives** and track the performance

Benefits of Performance & Compliance Management

Performance Evaluation:
Key Performance Indicators (KPI)s quantify performance across key dimensions to ensure services meet expected quality levels

Strategic Alignment:
KPIs help align daily activities with strategic goals, ensuring that everyone involved is working towards the same objectives

Decision-Making Support:
KPI data serves as a valuable decision-making tool, providing insights and evidence for informed and data-driven decision-making

Early Issue Detection:
Monitoring KPIs enables early detection of potential issues allowing for proactive problem-solving before they escalate

Identifying Areas for Improvement:
Tracking KPIs pinpoint areas of weakness or underperformance, allowing for targeted improvements

Resource Allocation:
KPIs assist in allocating resources effectively by identifying areas that require additional resources

Performance Benchmarking:
KPIs provide a basis for benchmarking against industry standards to develop an understanding of relative performance and areas for improvement

Operational Efficiency:
KPIs highlight inefficiencies in processes, allowing for streamlining of operations and improvement of overall efficiency, including service management

Enhanced Accountability:
KPIs create accountability at various levels, ensuring that individuals and teams are responsible for their contributions to overall objectives

Continuous Improvement:
Regularly measuring KPIs promotes a culture of continuous improvement, and a focus on optimizing processes, services, and overall performance over time

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Proposed Metrics

California Community Colleges

System Metrics:

- **Uptime:** The percentage of time that the application or system is operational and available for use
- **Response time:** The time it takes for the system to respond to a user action or request
- **System availability during peak usage hours**: The system's operational status during the periods of highest user activity
- **Number of system outages and their durations**: Count and duration of instances where the system is unavailable

Data Metrics:

- **Data accuracy and completeness:** The extent to which data is accurate and complete *(e.g., error rate and completeness rate)*
- **Compliance with data protection regulations**: Adherence to laws and regulations governing the protection of sensitive data *(e.g., data loss or breach incidents, regulatory compliance audit results, and data encryption adoption)*

Change Request Metrics:

- **Types of change requests:** category of change request
- **Time to complete change requests:** how fast a change request is deployed
- **Change request volume:** number of change requests submitted

Application Performance:

- **User engagement metrics:** Measures of user interaction and involvement with the application
- **Conversion rates:** The percentage of users who take a desired action (e.g., submitting a form, completing a transaction)
- **User feedback and ratings:** Direct feedback from users regarding their experience with the application
- **Accessibility compliance metrics:** Measurement of how well the application conforms to accessibility standards
- **Drop off rates & analysis:** percentage of users who abandon or discontinue application and analysis of when and where drop-off
- **Friction point analysis**: identify when and where students are stuck
- **Completion rate by demographic**: the percentage of completed applications relative to the total number of applications submitted, segmented by different demographic groups
- **Completion Device**: what type of device was used to complete application

Product Development/Mgmt:

- **Development cycle times:** The time it takes to complete a development cycle from ideation to release
- **Release frequency**: How often new versions or updates of the application are released
- **Stakeholder satisfaction with product updates:** Feedback from key stakeholders regarding the value and quality of product updates. Product updates = application updates

Support Metrics:

- **Help desk tickets volume:** The total number of support tickets
- **Ticket resolution time:** The time taken to address and resolve support tickets
- **Customer satisfaction with support services:** User feedback on the quality of support received
- **First call resolution rate:** The percentage of issues resolved during the initial contact with the support team
- **User self-service adoption rate:** The proportion of users who resolve issues independently using self-service options
- **Chatbot use and resolution**: number of students interacting with chatbot and if chatbot resolves issue or escalation to live agent is needed

Security & Compliance Metrics:

- **Number of security incidents:** The count of security-related events or breaches
- **Access control effectiveness:** How well access controls prevent unauthorized access
- **Compliance with industry and regulatory standards:** Adherence to established security standards and regulations

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Newly added metrics

Discussion: Proposed Metrics

California Community Colleges

Application Performance:

- **User engagement metrics:** Measures of user interaction and involvement with the application
- **Conversion rates:** The percentage of users who take a desired action (e.g., submitting a form, completing a transaction)
- **User feedback and ratings:** Direct feedback from users regarding their experience with the application
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Newly added metrics

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Target State Performance & Compliance Management Process

California Community Colleges

1) AppTeam Creates SLA and Non-SLA Metrics

- AppTeam Creates SLAs with CCCCO and relevant stakeholders and defines non-SLA performance metrics

2) SMAC & DGAC Review Metrics

- SMAC reviews and provides feedback on application metrics that impact student enrollment, while DGAC does for compliance metrics

3) CCCCO Reviews & Approves Metrics

- The Chancellor's Office will provide sign-off on the latest metrics

4) AppTeam Conducts Monthly Reviews

- AppTeam will review performance and compliance monthly, and share reports to relevant stakeholders (CCCCO, DGAC, SMAC, SAC)

5) AppTeam Conducts Root-Cause Analysis

- If metrics are not aligned with targets or regulation, AppTeam conducts root-cause analysis and escalates findings with CCCCO

6) AppTeam Develops Improvement Initiative

- AppTeam develops improvement initiative and reviews with DGAC for any data or compliance related metrics

7) CCCCO Provides Approval on Plan

- CCCCO provides approval and funding and AppTeam executes improvement initiative. AppTeam will continuously monitor metrics

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Fist to Five on Performance & Compliance Management

Opportunities & Areas of Improvement

California Community Colleges

Roles and Responsibilities:

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Performance & Compliance Management:

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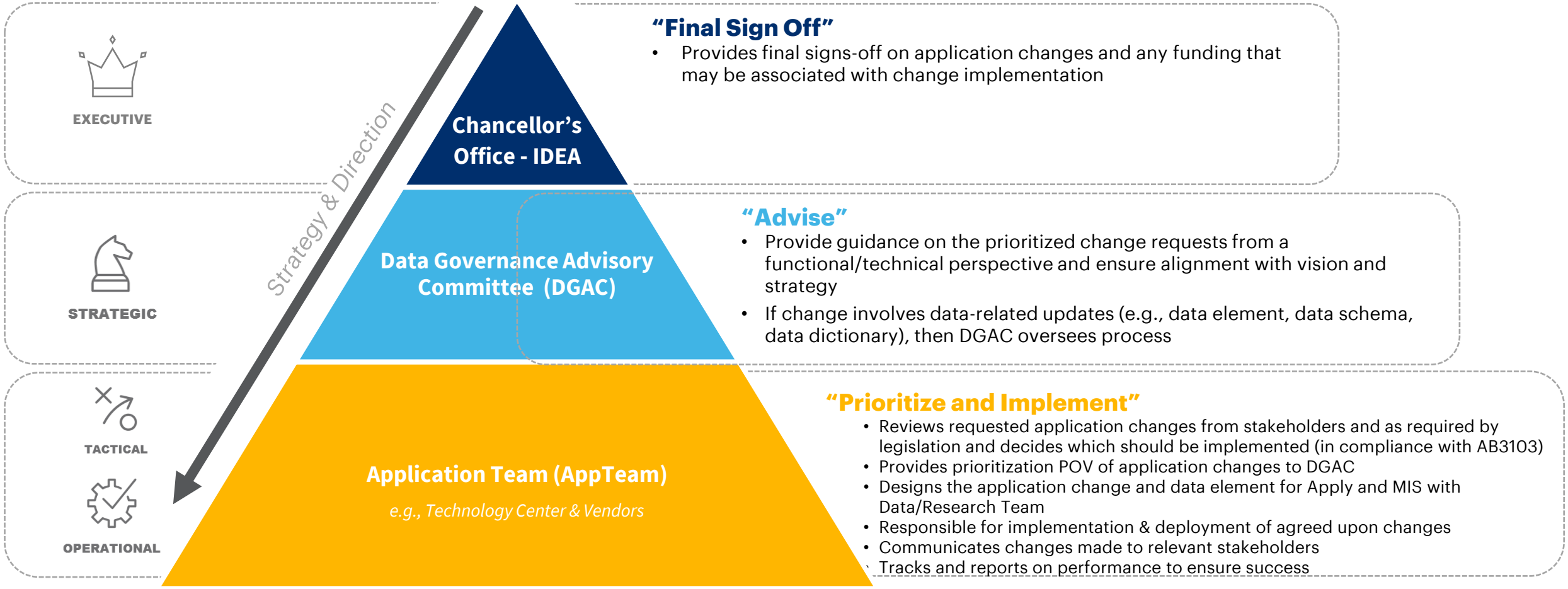
Application Change Management:

The application change request process is new, and there are opportunities to formalize roles and responsibilities, organizational structure, and meeting cadences.

Communication:

We need to improve the shared responsibility for both senders and receivers. Senders can communicate more clearly and in a timely manner, while receivers can improve their engagement and application of pertinent information.

Change Request Roles & Responsibilities



"Final Sign Off"

- Provides final signs-off on application changes and any funding that may be associated with change implementation

"Advise"

- Provide guidance on the prioritized change requests from a functional/technical perspective and ensure alignment with vision and strategy
- If change involves data-related updates (e.g., data element, data schema, data dictionary), then DGAC oversees process

"Prioritize and Implement"

- Reviews requested application changes from stakeholders and as required by legislation and decides which should be implemented (in compliance with AB3103)
- Provides prioritization POV of application changes to DGAC
- Designs the application change and data element for Apply and MIS with Data/Research Team
- Responsible for implementation & deployment of agreed upon changes
- Communicates changes made to relevant stakeholders
- Tracks and reports on performance to ensure success

Target State Change Request Process

California Community Colleges

1) CCCCO Shares CCCApply Update Request Form

- All stakeholders receive request form via listservs, staff support site, and CCCCO website

2) Stakeholders Submit Change Request by Oct. 31st

- Stakeholders to submit requested change via intake tool

4) DGAC Provides Feedback on Prioritization

- DGAC will ensure prioritized requests account for data and technical considerations

6) AppTeam and Data/ Research Team Draft the Design

- The two bodies work together to design the application change and data element for Apply and MIS

8) AppTeam Finalizes Design and Implements

- Creates a roadmap of changes for upcoming year and implements changes

1 · 1.5 · 2 · 3 · 4 · 5 · 6 · 7 · 8 · 9

1.5) CCCCO Shares Legislative Changes in Bi-Annual Forum

- Inform AppTeam of legislative changes early on so they can incorporate into plan

3) AppTeam & IDEA to Review & Prioritize Requests

- AppTeam will review and prioritize changes based on vision, strategy, and legislation

5) CCCCO Signs Off on Updated Prioritization

- CCCCO provides final approval to ensure prioritization is aligned with priorities

7) DGAC and SMAC approve Data Elements by Mid-December

- The two bodies review, edit, and approve the data elements

9) AppTeam + PIO Communicates Changes to Stakeholders

- Communicate, in layman's terms, changes made to stakeholders and via quarterly update

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Fist to Five on Proposed Change Request Process

Improving Communication

Opportunities & Areas of Improvement

Roles and Responsibilities:

Clearly defined roles and responsibilities that are well understood would improve accountability and decision making for managing the application.

Performance & Compliance Management:

More robust performance and compliance management would offer greater opportunity for continuous improvement.

Application Change Management:

The application change request process is new, and there are opportunities to formalize roles and responsibilities, organizational structure, and meeting cadences.

Communication:

We need to improve the shared responsibility for both senders and receivers. Communicating clearly, and timelier, while receivers can improve their engagement and application of pertinent information.

Communications

Legislative Requests

The Application Team and CCCCO Government Relations Team will **meet on a bi-annual basis** to discuss any changes requested by legislatures, enabling **better coordination** between the parties. **AppTeam will inform relevant stakeholders regarding application changes** requested by legislatures so that they can take appropriate actions (e.g., creating data field).

Performance Management

The Application Team will share **monthly reports with CCCCO and DGAC, and quarterly reports with SMAC and SAC** to keep them informed, highlighting any deviations from targets for SLA and non-SLA metrics.

Internal Change Requests

Notification of whether change requests have been approved or not will be **provided by the AppTeam as well as updates when changes have been implemented.** These implementation updates will be provided in simple, non-technical language.

Benefits to the Application with Governance

Roles & Responsibilities

- ✓ The application can be managed successfully as responsibilities are well-defined and understood
- ✓ Decisions are made in a timely and effective manner
- ✓ Everyone is aligned on processes, driving greater efficiency

Performance & Compliance Mgmt.

- ✓ Improvement in decision-making as KPIs provide data backed insight
- ✓ Detect issues or areas of underperformance and mitigate early on
- ✓ Drive better resource allocation and operational efficiency
- ✓ Improvement in accountability and strategic alignment

Internal Change Requests

- ✓ Stakeholders and CCCCO are informed with changes implemented
- ✓ DGAC's involvement ensures prioritized requests account for data and tech considerations
- ✓ Change requests are strategically aligned

Communications

- ✓ Stakeholders understand when/ why decisions were made, enabling them to act as needed
- ✓ CCCCO can be proactive and strategic with legislative requests
- ✓ There is greater alignment to the application as everyone receives timely updates

Next Steps

- ✓Fraud Working Team
- ✓Residency Working Team
- ✓Constituent feedback on Target State
- ✓April 10th Task Force meeting

Reimagine Apply Working Sessions + Task Force

Working initially with stakeholders directly impacted by potential data usage changes in restructuring questions in CCCApply. Task Force participants will be selected by their state organization to join the Task Force in February 2024. The Task Force will give input on the Target State, new application governance and High-level Roadmap for implementation of a new application system.

	WORKING SESSIONS		TASK FORCE		
In-Person			**Wednesday Feb 14th** Target State Vision		
		2024			
Virtual	**Oct / Nov/ Dec** "Core" Questions Target Concepts	**Jan** Target State Alignment	**Wednesday Mar 13th** Application Governance	**Wednesday April 10th** Target State Refinement	**Wednesday May 15th** Roadmap

Open Invitation (statewide): A&R, Financial Aid, CSSO, CIO, IR, Student Senate

TASK FORCE Members: Academic Senate, Student Senate, A&R, Financial Aid, CEO, CIO, CISO, CSSO, IR, PIO, CCCCO

§ 55724. Request for Approval.
5 CA ADC § 55724
BARCLAYS OFFICIAL CALIFORNIA CODE OF REGULATIONS

Barclays Official California Code of Regulations Currentness
Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 8. Academic Calendar
Article 2. Flexible Calendar Operations

5 CCR § 55724

§ 55724. Request for Approval.

(a) The governing board of a district wishing to conduct a flexible calendar pursuant to this article shall obtain the advance approval of the Chancellor. The request for approval shall be on a form provided by the Chancellor, and shall address at least the following:

(1) A complete description of the calendar configuration.

(2) The number of days of instruction and evaluation which will meet the requirements of the 175-Day Rule (Section 58120 of this part).

(3) The number of days during which instructional staff will participate in staff, student, and instructional improvement activities in lieu of part of regular classroom instruction.

(4) The activities which college personnel will be engaged in during their designated staff, student and instructional improvement days. Activities for college personnel may also include, but need not be limited to, the following:

(A) course instruction and evaluation;

(B) staff development, in-service training and instructional improvement.

(C) program and course curriculum or learning resource development and evaluation;

(D) student personnel services;

(E) learning resource services;

(F) related activities, such as student advising, guidance, orientation, matriculation services, and student, faculty, and staff diversity;

(G) departmental or division meetings, conferences and workshops, and institutional research;

(H) other duties as assigned by the district;

(I) the necessary supporting activities for the above;

(5) A certification that all college personnel, as defined, will be involved in at least one of the activities authorized in subsection (4). For the purposes of this section, “all college personnel” shall include any district employee specified by the district in its approved plan to participate in such activities; and

(6) A certification that the district will fully implement the provisions of Section 55730, as well as a description of the current status of such implementation, and a timetable for completion of the initial implementation.

(b) The Chancellor shall approve a request which is found to be complete and meets the requirements of law.

Note: Authority cited: Sections 66700, 70901 and 84890, Education Code. Reference: Section 84890, Education Code.

HISTORY

1. Amendment filed 10-25-91; operative 11-24-91 (Register 92, No. 7).

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5 CCR § 55724, **5 CA ADC § 55724**

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§ 55728. Flexible Calendar Attendance Reporting.
5 CA ADC § 55728
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Barclays Official California Code of Regulations Currentness
Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 8. Academic Calendar
Article 2. Flexible Calendar Operations

5 CCR § 55728

§ 55728. Flexible Calendar Attendance Reporting.

(a) On forms provided by the Chancellor, districts with approved flexible calendar operations shall report at least the following:

(1) the total hours of classroom assignments (teaching time) which instructors specified in the district's approved plan were required to teach;

(2) of the total in Subsection (a)(1), the total faculty contact hours of instruction for which staff, student, and instructional improvement activities are being substituted. This total of faculty contact hours shall further be reported in terms of credit and noncredit faculty contact hours of instruction; and

(3) the number of faculty contact hours of instruction for which instruction during the designated days is being substituted. Such instruction during the designated days meeting the attendance accounting standards may be claimed for apportionment; and the faculty contact hours shall not be eligible for adjustment pursuant to Section 55729.

(b) Districts with approved flexible calendar operations shall also report such additional data as deemed necessary by the Chancellor including any data necessary to compute the FTES adjustment specified in Section 55729.

Note: Authority cited: Sections 66700, 70901 and 84890, Education Code. Reference: Section 84890, Education Code.

HISTORY

1. New section filed 11-10-82; effective thirtieth day thereafter (Register 82, No. 46).

2. Amendment filed 10-25-91; operative 11-24-91 (Register 92, No. 7).

3. Amendment of subsections (a)(1), (a)(3), (b) and Note filed 5-15-93; operative 6-4-93 (Register 93, No. 25).

4. Amendment of subsections (a)(2)-(b) filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).

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5 CCR § 55728, **5 CA ADC § 55728**

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§ 55729. Full-Time Equivalent Student (FTES) Units; Adjustments to Reflect Activities; Computat...
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Barclays Official California Code of Regulations Currentness
Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 8. Academic Calendar
Article 2. Flexible Calendar Operations

5 CCR § 55729

§ 55729. Full-Time Equivalent Student (FTES) Units; Adjustments to Reflect Activities; Computation by Multiplier Factor.

(a) The Chancellor's Office shall adjust the actual units of full-time equivalent student of a district operating under a plan approved in accordance with this article to reflect the conduct of staff, student, and instructional improvement activities in lieu of scheduled instruction during flexible time. The adjusted units of full-time equivalent student shall be computed by multiplying the actual units of full-time equivalent student in the academic year, exclusive of any intersessions, computed pursuant to section 58003.1, by a factor which does not change the full-time equivalent student which would have otherwise been generated if the time for the improvement activities had not been permitted and scheduled instruction had instead taken place.

(b) For courses other than those described in subdivision (b) of section 58003.1, the multiplier factor shall equal the sum of the following:

(1) 1.0; and

(2) the total of all the actual hours of flexible time of all instructors pursuant to section 55720 in the fiscal year, divided by the total of all the actual hours of classroom instruction of all instructors in the academic year, exclusive of any intersessions.

(c) For those courses described in subdivision (b) of section 58003.1, this multiplier factor shall equal the term length multiplier applicable to the district.

(d) The Chancellor shall also withhold the appropriate amount of state aid whenever there is a final audit finding that an instructor did not spend at least as much time performing staff, student, and instructional improvement activities as the amount of time he or she was released from classroom instruction.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

HISTORY

1. New section filed 5-15-93; operative 6-4-93 (Register 93, No. 25).

2. Amendment of section heading and text filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).

3. Amendment of subsections (a), (b), (b)(2) and (c) filed 3-15-2006; operative 4-14-2006. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2006, No. 17).

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5 CCR § 55729, **5 CA ADC § 55729**

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§ 55730. Ongoing Responsibilities of Districts.
5 CA ADC § 55730
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Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 8. Academic Calendar
Article 2. Flexible Calendar Operations

5 CCR § 55730

§ 55730. Ongoing Responsibilities of Districts.

A district conducting an approved flexible calendar shall do all of the following to ensure effective use of resources during flex days:

(a) conduct and annually update a survey of the most critical staff, student, and instructional improvement needs in the district;

(b) develop and carry out a plan of activities to address the critical needs;

(c) maintain records on the description, type and number of activities scheduled and the number of district employees and students participating in these activities;

(d) evaluate annually the effectiveness of conducted activities and update the plan to reflect needed changes;

(e) appoint and hold regular meetings of an advisory committee composed of faculty, students, administrators and other interested persons to make recommendations on staff, student, and instructional improvement activities; and

(f) provide, upon request of the Chancellor, copies of documents and information specified in Subsections (a) through (d), inclusive.

Note: Authority cited: Sections 66700, 70901 and 84890, Education Code. Reference: Section 84890, Education Code.

HISTORY

1. Amendment filed 10-25-91; operative 11-24-91 (Register 92, No. 7).

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5 CCR § 55730, **5 CA ADC § 55730**

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§ 55732. Ongoing Responsibilities of the Chancellor.
5 CA ADC § 55732
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Barclays Official California Code of Regulations Currentness
Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 8. Academic Calendar
Article 2. Flexible Calendar Operations

5 CCR § 55732

§ 55732. Ongoing Responsibilities of the Chancellor.

The Chancellor shall:

(a) Adjust state aid for districts with approved flexible calendar operations in accordance with the provisions of section 55729;

(b) Periodically review documentation from selected districts to determine whether they are in compliance with the provisions of sections 55720, 55726, 55728, and 55730, and to determine whether they are conducting their flexible calendar operations in a manner consistent with the approved requests. Districts which are found to be out of compliance shall be notified and be given an opportunity to respond; and

(c) Terminate approval of any flexible calendar operation if it is found that the district has, without good cause:

(1) failed to conduct its flexible calendar operation in a manner consistent with its approved request;

(2) failed to comply with the requirements of section 55720;

(3) failed to carry out the responsibilities specified in section 55726; or

(4) failed to meet its ongoing responsibilities as specified in section 55730.

Note: Authority cited: Sections 66700, 70901 and 84890, Education Code. Reference: Section 84890, Education Code.

HISTORY

1. Amendment filed 10-25-91; operative 11-24-91 (Register 92, No. 7).

2. Amendment filed 5-15-93; operative 6-14-93 (Register 93, No. 25).

3. Amendment of subsections (a)-(b), new subsection (c)(2) and subsection renumbering filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

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5 CCR § 55732, **5 CA ADC § 55732**

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§ 55722. Schedule Configurations.
5 CA ADC § 55722
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Barclays Official California Code of Regulations Currentness
Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 8. Academic Calendar
Article 2. Flexible Calendar Operations

5 CCR § 55722

§ 55722. Schedule Configurations.

A flexible calendar is a community college calendar and course scheduling plan pursuant to Section 84890 of the Education Code and Section 55720 of this Part which may include, but is not limited to, the following scheduling configurations:

(a) 4-1-4 calendar comprised of two 16-week semesters with an intersession;

(b) traditional semester or quarters with some or all courses scheduled irregularly with respect to the number of times the course meets per week or the number of hours the courses meet during the scheduled days;

(c) modular scheduling for all or part of the courses within the traditional semester, quarter, or academic year;

(d) courses scheduled for student enrollment on an open entry-open exit basis:

(e) courses scheduled independently of any term configuration; or

(f) a combination of any one or more of the configurations in subdivisions (a) through (e).

Note: Authority cited: Sections 66700, 70901 and 84890, Education Code. Reference: Sections 70901 and 84890, Education Code.

HISTORY

1. Amendment filed 6-8-83; effective thirtieth day thereafter (Register 83, No. 24).

2. Repealer filed 3-7-85; effective thirtieth day thereafter (Register 85, No. 10).

3. New section filed 10-25-91; operative 11-24-91 (Register 92, No. 7).

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5 CCR § 55722, **5 CA ADC § 55722**

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§ 55726. Activities During Designated Days.
5 CA ADC § 55726
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Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 8. Academic Calendar
Article 2. Flexible Calendar Operations

5 CCR § 55726

§ 55726. Activities During Designated Days.

(a) For each instructor specified by the district to participate in staff, student, and instructional improvement activities in lieu of classroom instruction the district shall enter into an agreement with such employee specifying the particular activities during the designated days which the instructor will perform in lieu of classroom instruction. The agreement shall also specify the number of classroom hours which are being substituted with such activities, and the number of hours the instructor is required to spend carrying out the in-lieu-of instruction activities. The required hours of in-lieu-of instruction activities must at least be equal to the sum of the classroom hours from which the instructor is released plus those out-of-classroom hours of responsibilities which will no longer need to be performed as the result of being released from classroom instruction.

(b) For each employee specified by the district to participate in staff, student and instructional improvement activities during the designated days the district shall also maintain records on the type and number of activities assigned, and the number of such employees participating in these activities.

Note: Authority cited: Sections 66700, 70901 and 84890, Education Code. Reference: Section 84890, Education Code.

HISTORY

1. Amendment of Note filed 10-25-91; operative 11-24-91 (Register 92, No. 7).

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5 CCR § 55726, **5 CA ADC § 55726**

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§ 55720. Operating Under Flexible Calendar; Accountability of Employees; Activities.
5 CA ADC § 55720
BARCLAYS OFFICIAL CALIFORNIA CODE OF REGULATIONS

Barclays Official California Code of Regulations Currentness
Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 8. Academic Calendar
Article 2. Flexible Calendar Operations

5 CCR § 55720

§ 55720. Operating Under Flexible Calendar; Accountability of Employees; Activities.

(a) Subject to the approval of the Chancellor pursuant to section 55724, a community college district may designate an amount of time in each fiscal year for employees to conduct staff, student, and instructional improvement activities. These activities may be conducted at any time during the fiscal year. The time designated for these activities shall be known as “flexible time.”

(b) A district with an approved flexible calendar may designate as flexible time for an employee not more than 8.57 percent of that employee's contractual obligation for hours of classroom instruction which are eligible for state apportionments in that academic year, exclusive of any intersessions.

(c) Under no circumstances may a district operate a flexible calendar program which results in an academic calendar which would be inconsistent with the requirements of subdivision (b) of section 55701.

Note: Authority cited: Sections 66700, 70901 and 84890, Education Code. Reference: Sections 70901 and 84890, Education Code.

HISTORY

1. Amendment of subsection (b) filed 3-7-85; effective thirtieth day thereafter (Register 85, No. 10).

2. Repealer and new section filed 10-25-91; operative 11-24-91 (Register 92, No. 7).

3. Editorial correction of printing error in section heading (Register 92, No. 18)

4. Amendment of subsections (a) and (c) filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).

5. Amendment of section heading and subsection (a) and repealer of subsection (c) filed 3-15-2006; operative 4-14-2006. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2006, No. 17).

6. Amendment of section heading and new subsection (c) filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

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5 CCR § 55720, **5 CA ADC § 55720**

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§ 58003.1. Full-time Equivalent Student; Computation.
5 CA ADC § 58003.1
BARCLAYS OFFICIAL CALIFORNIA CODE OF REGULATIONS

Barclays Official California Code of Regulations Currentness
Title 5. Education
Division 6. California Community Colleges
Chapter 9. Fiscal Support
Subchapter 1. Attendance
Article 2. Attendance Reporting Procedures

5 CCR § 58003.1

§ 58003.1. Full-time Equivalent Student; Computation.

(a) Pursuant to the provisions of section 58051, the units of full-time equivalent student for apportionment purposes shall be computed for courses, including those delivered by distance education under article 1 (commencing with section 55200) of subchapter 3 of chapter 6, based on the type of course, the way the course is scheduled, and the length of the course.

(b) The governing board of each community college district shall, for each of its colleges or its district, select and establish a single primary term length for credit courses that are scheduled regularly with respect to the number of days of the week and the number of hours the course meets each week, inclusive of holidays. The units of full-time equivalent student of credit courses scheduled coterminously with the term, exclusive of independent study and cooperative work-experience education courses, shall be computed by multiplying the student contact hours of active enrollment as of Monday of the weeks nearest to one-fifth of the length of the term, unless other weeks are specified by the Chancellor to incorporate past practice, by the term length multiplier, and divided by 525. The term length multiplier for attendance accounting purposes shall be determined in accordance with this chapter, provided that the maximum multiplier for semester length terms shall be 17.5 and the maximum multiplier for quarter length terms shall be 11.67.

(c) For credit courses scheduled to meet for five or more days and scheduled regularly with respect to the number of hours during each scheduled day, but not scheduled coterminously with the college's primary term established pursuant to subdivision (b), or scheduled during the summer or other intersession, the units of full-time equivalent student, exclusive of independent study and cooperative work-experience education courses, shall be computed by multiplying the daily student contact hours of active enrollment as of the census days nearest to one fifth of the length of the course by the number of days the course is scheduled to meet, and dividing by 525.

(d) For credit courses scheduled to meet for fewer than five days, and all credit courses scheduled irregularly with respect to the number of days of the week and the number of hours the course meets on the scheduled days, the units of full-time equivalent student, exclusive of independent study and cooperative work-experience education courses, shall be computed by dividing actual student contact hours of attendance by 525.

(e) For all open entry-open exit credit courses and for all noncredit courses otherwise eligible for state aid, except those described in subdivision (f), the units of full-time equivalent student shall be computed by dividing actual student contact hours of attendance by 525.

(f) For distance education courses not computed using other attendance accounting procedures described in this section and for independent study and cooperative work-experience education courses, the following alternative attendance accounting procedure shall be used:

(1) For credit courses, for purposes of computing full-time equivalent student only, one weekly student contact hour shall be counted for each unit of credit for which a student is enrolled in one of those courses. The full-time equivalent student of those courses shall be computed by multiplying the units of credit for which students are enrolled as of the census day prescribed in subdivision (b) or (c), as appropriate, for the primary term or intersession and duration for which the course is scheduled, by the term length multiplier as provided for in subdivision (b), and dividing by 525.

(2) For noncredit course sections covered by this subdivision, for purposes of computing full-time equivalent student only, weekly student contact hours shall be derived by counting the total hours of instruction or programming received by the students, plus instructor contact as defined in sections 55204 or 55234, plus outside-of-class work expected as noted in the course outline of record and approved by the curriculum committee, and dividing the total number of hours for the course thus derived by 54. Hours of instruction or programming received shall be independently verified by the instructor using a method or procedure approved by the district according to policies adopted by the local governing board as required by section 58030. Full-time equivalent student for such noncredit course sections shall be computed by:

(A) multiplying the average of the number of students actively enrolled in the section as of each census date (those dates nearest to one-fifth and three-fifths of the length of the course section) by,

(B) the weekly student contact hours as derived above in this section, by

(C) the primary term length multiplier of 17.5, and

(D) dividing by 525.

(g) Notwithstanding subdivisions (b) and (c) of this section, the units of full-time equivalent student for any credit course other than independent study and cooperative work-experience education courses may, at the option of the district, be computed by dividing the actual student contact hours of attendance by 525. When a district chooses to exercise the option of computing attendance for any course section by the actual student contact hours method, such method must be used consistently for all attendance accounting for that section.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

HISTORY

1. New section filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).

2. Editorial correction of printing error inserting (a) in first paragraph (Register 91, No. 43).

3. Amendment of subsections (b), (c) and (g) filed 5-15-93; operative 6-14-93 (Register 93, No. 25).

4. Amendment of subsections (a), (f) and (g) and new subsections (f)(1)-(2) filed 4-29-94; operative 5-29-94. Submitted to OAL for printing only (Register 94, No. 18).

5. Amendment of section heading and text filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).

6. Editorial correction of History 1 (Register 95, No. 23).

7. Amendment of subsection (f)(2) filed 12-27-2000; operative 1-26-2001. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2001, No. 7).

8. Amendment of subsections (d) and (f)(1)-(2) filed 12-3-2001; operative 1-2-2002. Submitted to OAL for printing only (Register 2001, No. 50).

9. Amendment filed 5-20-2002; operative 6-19-2002. Submitted to OAL for printing only (Register 2002, No. 26).

10. Change without regulatory effect amending section and Note filed 3-15-2006 pursuant to section 100, title 1, California Code of Regulations. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2006, No. 17).

11. Amendment filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

12. Amendment of subsections (e), (f) and (f)(2) filed 5-16-2008; operative 6-15-2008. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2008, No. 21).

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5 CCR § 58003.1, **5 CA ADC § 58003** .1

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Transfer Alignment Project

Work Group Meeting
January 9, 2024
9:00 am – 10:30 am via Zoom
https://lrccd.zoom.us/j/83648592994

MINUTES

1. **Welcome and Introductions**

All workgroup members (WG) were present and introductions completed. Holly Demé joined the WG as the TAP Program Manager, made possible through CCCCO funding.

2. **Approval of Agenda**

The current agenda was approved.

3. **Approval of November 28 Minutes**

The November 28th meeting minutes were approved by the WG with the exception of Dolores who abstained.

4. **Announcements/Reports**
    a. Work Plan Updates

The existing Work Plan (WP) was reviewed. Further WP updating was held for discussion later in the agenda.

5. **STEM Pathways and AB 928**
    a. Update on STEM TMCs (GM)

Ginni initiated reviewing the "Report to ICC on TAP Work on the Seven High-Unit STEM Disciplines."

The WG discussed the differences between curriculum or pathway alignment versus transfer guarantees. Elizabeth provided a link to the UC Transfer Admission Guarantee matrix.

The WG called out the need for clear and widespread communication about requirement differences and what these pathways will or will not accomplish to avoid misunderstanding by students, campus staff, or legislators.

Previously examples of guidance were noted such as the toolkits used during the early TMC years. Proposed future approaches included the ICC discussion of an educational "roadshow" and holding counseling-specific meetings or conferences.

Ginni recommended adding a list of TAP WG members who worked with the FDRGs to the ICC report without the need to return the report to the ICC. This would be a way to document TAP participation on a non-publicly posted document. Miguel noted he has been tracking participation and can provide an attendee list to the group. Of note, the ICC is still discussing FDRG membership visibility so the information should not be disseminated.

The WG additionally discussed the importance of keeping FDRGs limited to specific faculty and allowing the DIGs to provide the wider route for faculty input.

Ginni relayed several items that have come up for discussion related to the STEM disciplines including:

- Many of the STEM disciplines will need extra units. One of the options proposed is to have some of the colleges draft their ADT under the proposed TMC in order to support why those extra units are needed. Some pathways were not viable because some colleges could not do it in the units required.

- CSU and UC faculty have raised the issue that if we defer those one or two courses in GE to take after transfer, will that take up 60 units that students need to complete a baccalaureate degree after transfer?
    - What currently happens for those degrees when they use IGETC for STEM or CSU GE-Breadth for STEM? Do they still have to complete it in 60 units or are they allowed to take those couple of GE courses they did not get to and add those on to the 60 units? If we defer a couple of GE courses in Cal-GETC will CSU be restricted to 60?

- Cal-GETC Area 5 (Physical and Biological Sciences) - some of these STEM disciplines require so much science. A consideration was proposed to make an exception. Instead of physical and biological science, let it be two science courses in different disciplines to try to ease that extensive requirement of units.

b. Update on AB 928 (GM)
    i. AB 928 Committee Final Report - 2023

Ginni called out the first two recommendations of the AB 928 final report as particularly important to the work of this group. She additionally noted the importance of clear communication and a student-centered approach moving forward.

6. **TMCs**
    a. Aligning Philosophy TMC and UCTP

Jim noted that there truly is alignment in this discipline because Epistemology is not an admission requirement at UCLA and therefore should not be part of the UC Transfer Pathway for this major. He pointed out that the website should reflect that alignment publicly. Jim additionally indicated the importance of finding a way to bring on UC Merced and noted it may be possible to do so without changes and then deal with Epistemology. Further consultation will be helpful for how best to convey to students who might be pursuing ADTs that Epistemology is not required for admission but might be prudent preparation. Currently, there is no deadline for Philosophy UCTP changes. UC has never updated a pathway to date. No timeline was identified at this time.

7. **Roles and Responsibilities of TAP WG Members**

Ginni thanked the WG members for their participation and commitment to achieving the goals and outcomes of the project as we move into a concerted faculty-focused phase with the scheduling of Discipline Input Groups (DIGs) and further Faculty Discipline Review Group (FDRG) consultations. The WG expertise and involvement as TAP "ambassadors" will be critical for helping to facilitate faculty discussions. One of the ways to support this process is to ask each workgroup member to work with a discipline as faculty collaborate, compromise, and find the best aligned student pathway, or document the value and reasoning for the differences. She assured the WG that they would be provided the necessary background information, knowledge of potential sticking points, and a clear understanding of how to ensure faculty feel supported in working through this process. It is anticipated that DIGs will be held in the spring followed by some version of the FDRGs to update TMCs and accelerate TAP goal achievement and AB 928 compliance. Ginni and Holly will put together a draft plan for the next TAP steps.

Stephanie and LaTonya voiced that being part of the FDRG conversations was helpful.

8. **Work Plan for TAP WG**

This topic will carry over to the February meeting.

9. **Future Agenda Items**

Ginni indicated that updating the WP should be a priority for the next meeting and that she would propose some WP items to start the conversation but encouraged the WG to come prepared with their ideas.

Krystinne proposed we start thinking about marketing, including branding. There was some funding made available through the CCCCO for this effort.

Jim noted the benefit of additional goal conversations to prepare UC faculty before any widespread UC marketing.

10. Next Meetings

a. Doodle Poll Scheduling

Ginni requested WG members complete their Doodle Polls by 2:00 p.m. today.

11. Adjourn

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Transfer Alignment Project
Work Group Meeting
February 5, 2024, 1:00 pm – 2:00 pm via Zoom

MINUTES

1. **Welcome & Introductions**

   May welcomed the work group and called the meeting to order. All members were present except Curry. No introductions were required.

2. **Approval of Agenda & Confirm Prior Meeting Minutes Approved**

   The agenda was approved without additions. Confirmed prior approval of 1/9/24 meeting minutes by email.

3. **Announcements/Reports**

   May noted the Campaign for College Opportunity reached out for additional information on the STEM discipline work.

4. **STEM Pathways & AB 928**

   Update on STEM TMCs

   May shared that a meeting was held on February 2 with Aschenbach, Mica, Demé, and Austin Webster, (Advocate, W Strategies), following the AB 928 Committee meeting to discuss next steps. Legislation has been drafted to implement recommendations – see AB 2057 (Berman) to implement recommendations of the committee. The most impactful recommendations are items 10 and 11 as follows:

   Recommendation 10. *Retain the 60-unit maximum requirement for ADTs while providing an option for up to an additional 6 units for high-unit STEM ADTs and require the submission of clear evidence and rationale for the higher units during the Transfer Model Curricula (TMC) approval process.*

   This recommendation, when doing STEM disciplines, will come to the Intersegmental Curriculum Council (ICC) for final approval of any extra units. Evidence supporting additional units will be required. This may include presenting unit requirements of STEM pathways from other institutions for comparison. AB 928 looked at two institutions - one in Colorado and one in Indiana - the lowest number of units found was 127 for one engineering program. It may be possible to use something like this comparison to support the inclusion of additional units.

Recommendation 11. *Require that by the end of the 2023-24 academic year, TMC drafts are in place for the fields of Engineering, Biology, Chemistry, Mathematics, Environmental Science, Physics, and Computer Science pathways that prepare students for transfer to both the CSU and UC systems and other four-year institutions that choose to participate (such as members of AICCU and Historically Black Colleges and Universities (HBCUs)). Where a single TMC to both UC and CSU is not possible, require the provision of clear rationale and evidence explaining why separate TMCs are needed.*

There will be a call to have the TMC drafts in place. The bill in question likely won't be signed until after this year.

Based on the AB 928 committee recommendations and conversations with Webster, Aschenbach, and Mica, it was proposed that the TAP move forward in scheduling STEM Discipline Input Groups (DIGs) to follow up on the work that had taken place in late fall 2023. May continued with the rationale for the DIGs.

- DIGs are required since UC (and other faculty) were not part of the initial DIGs that drafted the TMCs. Due to the timeline in the AB 928 committee recommendations, tentative DIGs were proposed to meet 1:30-4:00 as follows:
    - Mathematics – Tuesday, March 12 (likely to align)
    - Physics – Wednesday, March 13 (likely to align)
    - Biology – Tuesday, April 2 (more difficult)
    - Engineering – Tuesday, April 9 (electrical, might align)
    - Chemistry, Wednesday, April 10
    - Computer Science, Thursday, April 11

    Post-Meeting Note: Dates and times have been adjusted.

    - FDRGs were proposed to be convened approximately one to two weeks after each DIG.
- Since Engineering is currently an Intersegmental Model Curriculum (ISMC) rather than a Transfer Model Curriculum (TMC), ICC approval will be required for TMC development. The request will be specific to Electrical Engineering at this time.
- There is no Environmental Science UC Transfer Pathway (UCTP), so the TAP will need to work with UC to see if there is an interest in creating a UCTP and explore alignment of the TMC with a possible UCTP.
- Given the legislative scrutiny, a plan is needed to move forward the goals of TAP and address the AB 928 recommendations.

Chalfant noted that we would not be likely to hear a clamor for DIGs from the UC as they don't have experience with this type of event. He further commented that he did not feel it would be difficult to get a start on an Environmental Science UCTP.

Davison reminded the work group that the C-ID Curriculum Director usually attends the DIGs and this was the first notice she had received.

May and Mica provided input on potential policy and process differences that might exist between C-ID processes for developing new TMCs or undergoing 5-year review and the TAP work of aligning TMCs and UCTPs. It was noted that there was a clear need to document the

TAP processes and ensure appropriate parties were consulted or updated as appropriate. Mica noted the tight timeline to produce the requested draft TMCs by June 2024.

Chalfant indicated appreciation for the efforts to ensure UC input, but that the process was being handled internally. He expressed a preference for approaching the process at this point through the FDRGs. Chalfant also noted he felt the Math and Physics FDRGs had provided solid draft TMCs and that it was possible the alignment challenges posed in Biology and Chemistry might be more difficult to work through at a DIG. There were additional concerns expressed about faculty availability for FDRG meetings post-DIGs.

Mica reiterated the tight deadline imposed and that the proposed approach seeks to ensure broader feedback initially and then FDRG refinement. She expressed understanding that this whole process was new to UC. She also noted concern there could be greater ramifications from AB 2057 if we don't get this right.

The workgroup further discussed process, roles, and DIG scheduling.

Mica reiterated that there is a proposed plan and asked if the group had any other ideas to either supplement or replace this plan. The workgroup threw in ideas for DIG formatting and discussed potential resources to use to keep DIGs productive. Chalfant reiterated he would prefer an FDRG process before the DIG process. After a lengthy discussion, no clear alternative to holding DIGs was proposed that would allow the TAP to achieve the AB 928 recommendations within the required timeline. Atondo noted support for the DIG process to get the work moving forward. Chalfant closed this discussion with support for the DIG process.

ACTION: May and Demé will move forward with DIG planning, keeping the appropriate parties updated.

Update on AB 928

Given meeting time constraints, a general update was deferred, and the content focused on release of the California Community College Chancellor's Office (CCCCO) website: transformtransfer.org.

May displayed the website and inquired if the group was interested in getting more information about the website (i.e., authorship, intended audience, purpose, etc.). Atondo expressed interest in getting more information. Davison offered to bring this topic to ICC as part of a C-ID inquiry.

Chalfant noted that the only UC representation on the ICC was Gerardo Okhuysen, UCI Senate Analyst, and felt it would be helpful to have more UC input on the committee. May indicated Chalfant should speak with Okhuysen about inviting him to the meeting.

5. **TAP Work Plan**

There was insufficient time to appropriately address this topic.

ACTION: Work group members will review the Work Plan on their own and provide feedback and suggestions for additional strategies, etc., before the next meeting.

6. **Future Agenda Items**

   The TAP Work Plan will be reviewed, including feedback received from the group. May reminded group members they can forward potential agenda items to her as needed.

7. **Next Steps**

   May noted that the next meeting would be on March 4th at 11:00 am.

   Action Items

   - **May and Demé will move forward with DIG planning, keeping the appropriate parties updated.**
   - **Work group members will review the Work Plan on their own and provide feedback and suggestions for additional strategies, etc., before the next meeting.**

8. **Adjourn**

   The meeting was adjourned at 2:12 p.m.